

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.0 Introduction

The purpose of this study was to develop a Socio-Emotional learning programme (SELP) for preschoolers and enhance their social and emotional learning. The present chapter aims at the analysis and interpretation of the data collected to find out how far the stated objectives of the study have been realized. The information collected from various sources (presented in chapter 3) have been analyzed in this chapter and presented in eight sections given below:

5.1 Data regarding level of Socio-Emotional Status among preschoolers before SELP & Researchers pre-observations

5.2 Data regarding Intervention of Socio-Emotional Learning Programme (SELP)

5.2.1 With regard to Self-Concept among children

5.2.2 With regard to Cultural sensitivity among children

5.2.3 With regard to Awareness & management of feelings among children

5.2.4 With regard to Building Positive Relationship among peers, teachers & parents

5.2.5 With regard to Decision making, Problem solving & Creativity among children

5.3 Data regarding Teachers observation during the intervention of SELP

5.4 Data regarding Annual Performance on SEL by Jr. K.G. A student after the intervention of SELP

5.5 Data on the Parent's reaction on the changes observed in their Children after the one-year intervention of SELP

5.6 Comparison of Level of Socio-emotional Status before the SEL Programme and after the SEL Programme

5.7 Triangulation of Data

These sections given above also present the analysis and interpretation of data, objectives wise. The data presented in section 5.1 corresponds to objective one; to study the existing level of Socio-emotional status of preschoolers. While section 5.2, 5.3 corresponds to the objective two and three, about the development and implementation of SELP. The data analyzed and interpreted under Section 5.4, 5.5, 5.6 & 5.7 corresponds to the fourth

objective i.e. to study the extent of enhancement of Socio-emotional learning among preschoolers.

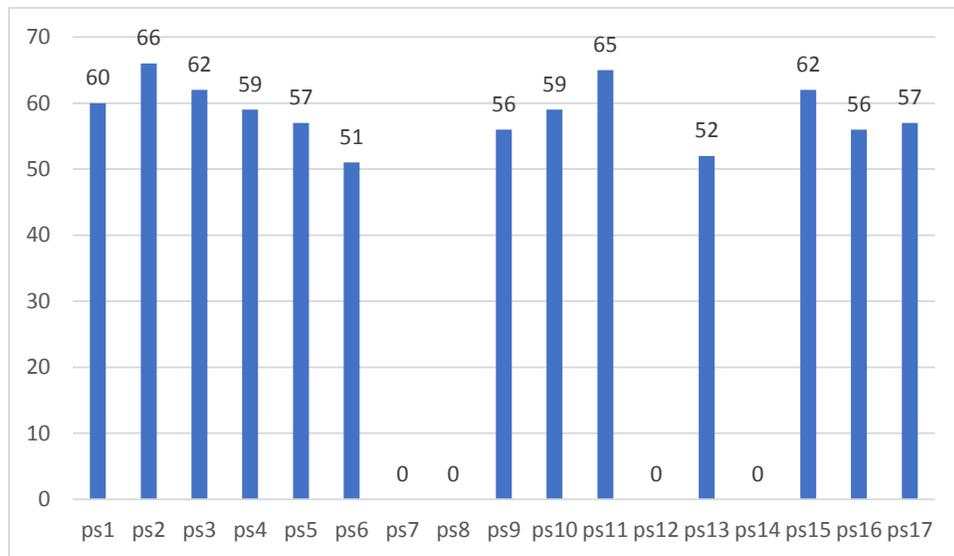
In order to present the real picture of the interaction, the videos were transcribed keeping the language as it is the way it was spoken by children. The language used by preschoolers was a mix of Hindi, Gujarati and English. Hence the verbatim were placed as it is in the transcription without translating it in English. Only the spellings of these Hindi and Gujarati verbatim have been written in 'English' in the thesis. Owing to the nature of the study the data was analyzed and interpreted under the above-mentioned sections presented below.

5.1 Data regarding level of Socio-emotional Status of preschoolers before Socio-Emotional Learning Programme (SELP) & Researchers pre-observations

In this section the researcher has analysed the data obtained from Socio-emotional Status Scale where the Parents have rated the socio-emotional status of their children prior SELP.

1. Self-Concept

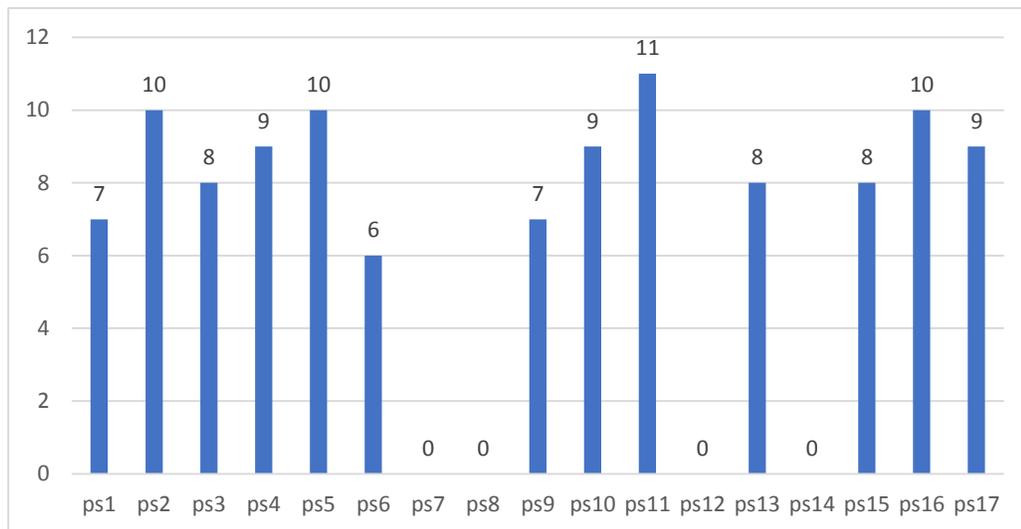
Graph 5.1 – Self-Concept



In the Graph 5.1, it was observed that the self-concept of the preschoolers S2 & S11 was the highest

2. Cultural sensitivity

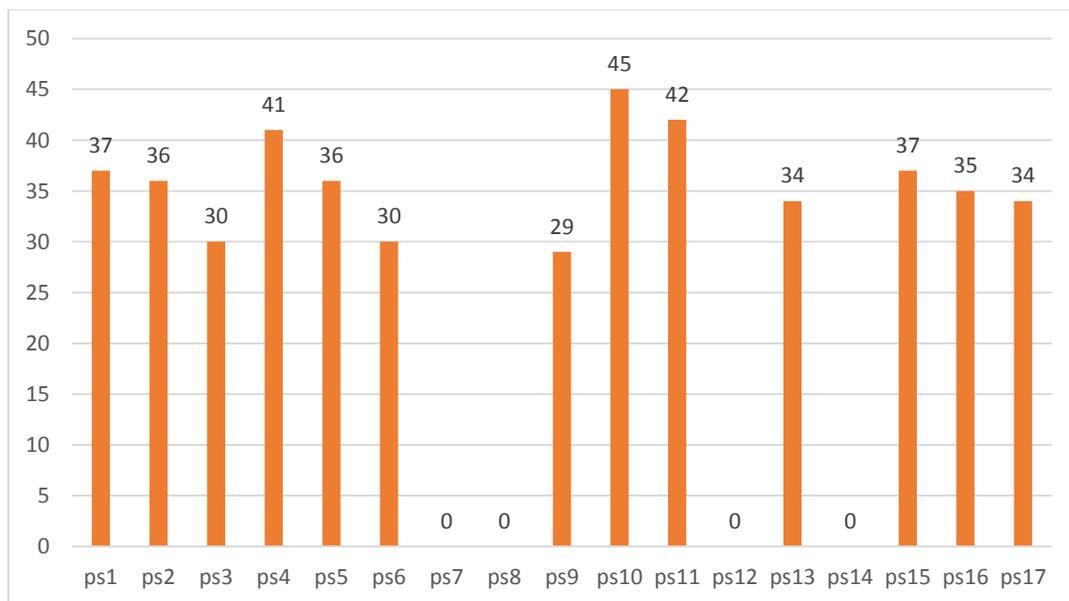
Graph 5.2 – Cultural Sensitivity



Cultural sensitivity was found to be the highest among S2, S5, S11 & S16 as observed in Graph 5.2.

3. Awareness & management of feelings

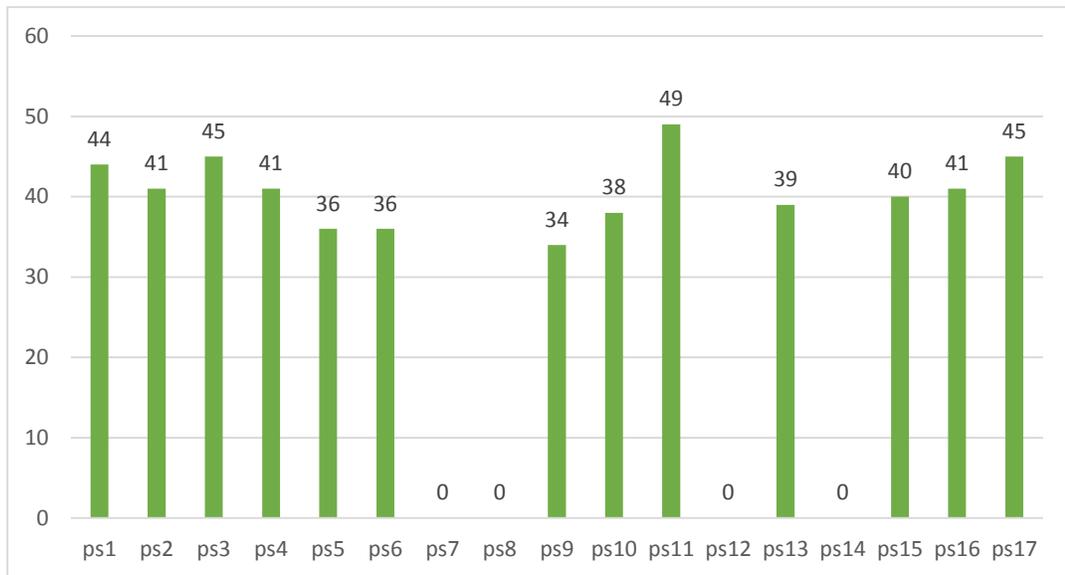
Graph 5.3 - Awareness & Management of Feelings



Awareness and management of feelings was the highest among S10 & S11 as observed in Graph 5.3.

4. Building Positive Relationship among peers, teachers & parents

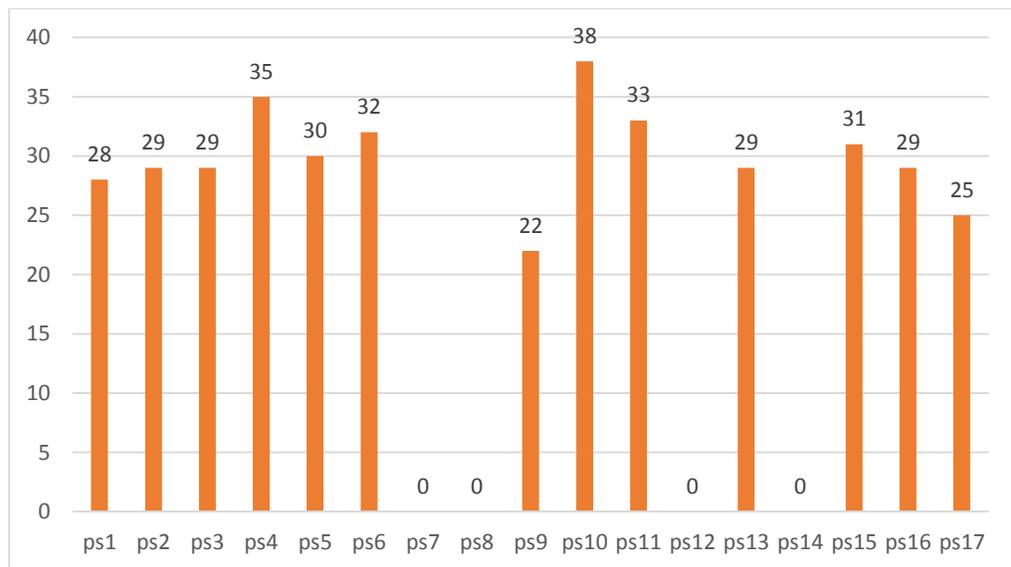
Graph 5.4 – Social Relationship



Social relationship among peers, parents and teachers was highest among S3, S11 & S17 as observed in Graph 5.4.

5. Decision making & Problem solving

Graph 5.5 –Decision Making & Problem and Solving



Problem solving & decision-making ability was found to be highest among S4 & S10 as observed in Graph 5.5.

Researcher's Observation: The entire April month of the session 2015-16 was taken by the researcher to bond with the children of Jr. K.G. A. The researcher visited the class every day, helped the teacher in all the activities for the class. The entire time researcher was with the preschoolers, talking to them, helping them in the activities. The researcher observed that the S1 was very participative, rules follower, friendly, possessive about her things, bossy and also got involved in conflicts. S1 and S5 were good friends. They were also the neighbors and thus friends at home. S2 was a quiet child and also shy. He was not very friendly with others. Didn't have much friends. S3 was talented, extrovert, friendly, always ready to initiate things, bossy, good in social relationship as observed from the socio-emotional status scale too. She was good friends with S9 & S16. They were a group of three friends. S4 was a very patient child, good in everything she did, was friendly, helped others, shared with others. She was friends with S3, S9 & S16. S5 was the overmatured child, he thought he knew everything, was responsible for all his classmates, leader but was not focused. His thoughts wandered here and there. It was difficult for him to concentrate in the activities. He loved fantasy play with his partner S13. He was good friend to S1 & S13. He was protective for S1. S6 was always lost in his dreams. He had less concentration in class. Responded less and wandered in the class. He was friendly but talked less.

S7 was indiscipline child and an attention seeker. He wanted to be the part of the group. S8 was an independent child, friendly, social but stubborn child. S7 & S8 were late admissions. S9 was a friendly, helping child but was very stubborn and moody. Wanted all the teachers or researcher's attention on her and if not then was not interested in the class. She was an aggressive child too and was usually involved in conflicts and misconducts. S10 was a quiet child, less friendly, kept to himself, and was aggressive sometimes when his things were taken away from him. S11 was the youngest child in the class. Very attentive, followed everything that teacher told, obeying, possessive about her things, didn't shared her things. S12 was a friendly child, attachment was seen in her, no particular friend, talked to everybody. She had love for dancing. Her concentration in class was less. S13 was a quiet introvert child, his friend was S5. He was also little aggressive when he got into conflicts. S14 was a quiet child and an attention seeker. She was involved in misconducts. She had a speech problem, could not speak words clearly. S15 was also a

quiet child not very friendly. She was close to S11. S16 was a sensitive girl, cried a lot but was a helping child with lots of love and affection in her. She was also culturally sensitive as observed from the socio-emotional status scale too. She was friends with S3 & S9. S17 was a strong headed child but talked less. S18 was a late admission in the month of August. She was always lost in thoughts or sleepy thus missed out everything in the class. Thus, the above analysis presented the socio-emotional status of children before the intervention based on the parent's responses and the researcher's observations.

5.2 Data regarding Intervention of Socio-Emotional Learning Programme (SELP)

The development of Socio-Emotional Learning Programme has been already discussed in Chapter four. It was a vigorous effort of bringing together the data from pilot study, Constructs of SEL (elicited from theories on Social and emotional development, Psychologists on Early childhood and Educationists on preschoolers), researches on SEL and Curriculum draft 2012. SEL competencies (dimensions) were finalized and SELP took the shape. Every activity designed in SELP consisted of certain components that ensured the clarity of implementation and surety of enhancement of that particular dimension of SEL. These components were:

- A. Name of the activity
- B. Kind of activity: Art & craft, Structured indoor game, Structured outdoor game, circle time, GD, Project Based Learning (PBL), PPT, Field visit, showing Videos, Singing rhymes
- C. Materials used: in which all the materials to be used in the activity were listed
- D. Method of Preparation
- E. Seating Arrangement: the way the children were seated mattered a lot in preschools. The best way of seating them was in circle but there could be varied arrangements depending upon the kind of activity
- F. Learning principles behind the activity: there are seven learning principles for early childhood mentioned in Curriculum draft 2012. These activities were designed based on one or more of those learning principles in early childhood.

G. Developmental objectives: were simply set to identify and compare certain changes in behavior among children expected to be brought about by the activity and which led to the attainment of General objectives directly or indirectly.

The researcher here has presented in depth data, analyzed from all the five dimensions of SELP. A total of fifty eight activities have been placed in the order they were carried out in the classroom. The researcher has coded herself as 'F' in the study which stands for Facilitator and the class teacher as 'VM' in the analysis. The coding of the children has been given in the Appendix 2.2. The general objectives framed for every dimension have been taken from ECE curriculum draft 2012. Below are the five dimensions and the final summarized conclusions derived from data analysis. Refer Data sheet (Appendix 7.1) for verbatims and Appendix 2.2 showing the behavioral indicators observed among children while conducting activities of Socio-Emotional Learning Programme (SELP) (Appendix 2.1). Presented below is the data analysis of SELP.

5.2.1 Self-Concept

There were eleven activities conducted under this dimension. The school session for 2015-16 academic year began in April 2015 but in that month the researcher visited the school and children only to spend some time with them for rapport building and relationship building. The actual data collection began from June end when the activities related to self-concept were conducted with children of Jr. K.G. A. The general objectives of this dimension were

1. To develop and express awareness of self in terms of abilities, characteristics and preferences.
2. To develop sense of individuality and self-worth.
3. To encourage and provide opportunities for participation i.e. self-expression and exploration, investigation and experimentation.
4. To develop independence and aesthetic appreciation.

The data obtained from activities with regard to Self-concept was analyzed and has been presented below. The initial activities were to develop self-awareness among preschoolers.

5.2.1.1 Activity 1: Preparing name cards with children

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
Preparing name cards with children 23 rd , 24th June & 30th June, 1st July	Art and craft	Cardboard, white chart paper, glue, colored cello tapes, photographs of children	cut cardboard, white chart paper and into several pieces of 9"x7" size,	Make the children sit in semi-circle	Self-activity is important for kids. Children need to experience success more than the failures to form positive self-concept	Develops self-awareness Self-confidence increases Auditory skills Develop attention span improves eye hand coordination

Description of Activity: It took an entire week for this activity of card making. The children were asked to sit on their places and the facilitator came to their places one by one letting them paste the chart paper pieces on both the sides of the card. All the cards were left for a day to dry off. Next day, colored cello tapes were used to make a boundary around the cards. Three colors- green, yellow and red were used for this. The facilitator let the children choose the color tape they wanted on their cards. Some chose red, some green and some yellow, this took 2 days. Then the fourth day pictures were pasted by children on their cards. Last day, the facilitator wrote the captions “name”, “class” and “school” and with every child she asked about these captions, to see their self-awareness. Facilitator asked them their name (caption 1), their class (caption 2) and the school they studied in (caption 3), as their cards were containing all this information. Facilitator made them spell their names with sound of letters. Facilitator also wrote their names on the card with dotted lines if they had trouble in writing. Children got to hear their names in different styles; whispering, after clapping etc. Cleaning by children was done in the end.

Analysis: Most of them were able to tell their names and school but some of them were unable to tell about the class (Jr. K.G. A) they study in. The facilitator wrote the 2nd and 3rd

caption for kids, but the 1st caption i.e. names, the children were made to write on their dotted names which facilitator wrote and spell their names (Appendix 3.1).

It seemed that the eye hand coordination of kids was well developed as they were able to paste the chart paper and pictures quite effectively and neatly. S6 and S10 wanted to take the cards back at home because they were possessive of their cards with their pictures on them. S10 again and again asked “*madam isko ghar leke jana hai*”. S6 was not willing to give his picture to the facilitator initially because of lack of trust but later on facilitator, within 2 weeks built a good rapport with him and then he started trusting and giving things. S7, S8, were the only children who were unable to answer any of the categories. It seemed that S6 was impatient and his concentration time was very less as the researcher could observe that he was writing his name without looking on the card but looking at his friends. His eye hand coordination was also low. S11 also had less eye hand coordination as she was the youngest in the class and was running one year ahead.

Picture_ 5.1: Depicting Name cards preparation



Observation: While preparing NAME CARDS, out of thirteen children most of them were able to tell at least one of the three categories i.e. Child’s Name, School’s name & Class. Only three (S6, S7 & S8) children were unable to answer any of the three categories. This manifestation of behavior reflected that most of them were aware about their self. However, three children out of thirteen were low at self-awareness. Three (S6, S7, S11) out of thirteen had low eye hand coordination while rest had well.

Having able to tell about their names, school name and class brought confidence in them. They became self-aware. The next activity too was planned on the same line.

5.2.1.2 Activity 2: Body Mapping

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Body Mapping 25th June 2015	Structured indoor	White chalk	Sitting circle	Learning by observation Learning by doing	Develops self-awareness Self-confidence increases Gross motor Development

Description of Activity: Facilitator asked the children to form a circle and sit in the circle. S11 was called upon by the facilitator to lie down in the centre of the circle. She hesitated first but the facilitator showed her the chalk and told her that she will draw S11, so she lied facing the roof, opening her arms and legs. Then the facilitator explained the children that we are going to trace S11 body, so everybody was very excited and watched the facilitator with lot of curiosity and excitement. S11 herself used to raise her head and watch. Once it was done facilitator asked S11 to go and sit at her place. Now the facilitator drew eyes, nose and ears on the head. So, the facilitator along with the teacher started from the head about the parts of body. The facilitator asked the children, “this is S11’s which part of the body?” the facilitator used to touch the body map and ask and the kids used to reply. The activity went quite well and the children talked about all the parts of the body. The facilitator revised the concept of body parts again in the end.

Analysis: One of the kid S9 said, “*madam S11 ko hi kyu draw kiya? Humein nahi karenge*” so it was clear that the other children too wanted themselves to be drawn, but due to the lack of time, it couldn’t be done. But they were very happy with this activity.

S5 participation was less. He lost interest and played with hanky. To the surprise, S7 who was unable to answer most of the time, did answer “Hand”.

Picture_ 5.2: Body mapping exercise



Observation: While conducting BODY MAPPING, it was observed that eight (S1, S7, S9, S10, S11, S12, S13, S15) out of fourteen children who were present participated in discussion and gave the right responses regarding parts of body, by watching S11's body map drawn on the floor. These eight children seemed to be high at self-awareness. While Four of them (S1, S10, S11, and S12) exhibited learning through imitation like rotated feet, moved legs, rotated hands and waist, and moved fingers, shoulders, neck along with the facilitator. It led to Development of self-concept & enhanced confidence in them especially in S11.

The next activity was designed on the self-awareness regarding their own families

5.2.1.3 Activity 3: Family Tree

Name of activities	Kind of activity	Seating Arrangement	Learning principle	Developmental objectives
Family tree 26th June 2015 (video in CD)	Circle time/GD	Make the children sit in circle	Self-initiated activities of kids where they would talk out their feelings and emotions in a warm and permissive environment. Developmental interaction approach	Develops concept of family and self. Stimulates thinking. Self-expression and confidence increases. Interaction in a group increase. Enabling Language Development.

Description of Activity: The facilitator along with the teacher sat in the circle along with children. The children one by one were asked to show the pictures of family members they have stucked on their family trees and talk about them. The family trees were made with

the help of class teacher in the activity class. These family trees were used by the Facilitator for conducting a Group Discussion on Family.

Analysis:

Box 1

S3: "Papa goes to office and mummy khana banati hai and didi school jaati hai".
S4: "Papa office jaye che, daadi ghare beseche, tv joye che ane mummy kaam kare che".
S5: "Papa office jaatein hain." "Main cricket khelta hu".
S6: "I play dhishum dhishum with my father".
S10: Papa goes to store and gives chocolate. "Mummy khelti hai."
S11 "Mummy, daddy, ba, dada ane Pranshi" "baa ne dada sang ramu chu". Cricket ramu chu.
S13: "Amma ji ghumne jaati hain daddy k sath. Then he says, "Main khata hu, khelta hu, sab karta hu main to, dada ji ko dekhta hu". What does your mother do? "Mummy khana banati hai".
S15: "mummy, papa, dada, ba and chachu" and plays carom with her grandparents.
S16: Mummy and daddy. Daddy is in Africa.

As per the conversations in Box 1., S3, S4, S5, S10, S11, S13 & S15 were happy to tell the facilitator about the family members where they not only spoke about their parents but also grandparents, uncle and aunty. S4, S11, S13 & S15 seemed to be living along with their grandparents and were attached to them, because they not only mentioned them but also informed that they play with them. S4 also mentioned her chachu which showed her attachment to her uncle. S11 talked about playing cricket with them, S13 talked about looking after his dada. On listening this, Facilitator came to know his grandfather does not keep well. And S15 plays carom with her grandparents.

Here, it was interesting that only one child S2 spoke about her sister which meant none of them have any siblings. This reflected the contemporary pattern of 'only child' in the family. Here S16 talked about his Daddy staying in Africa and she said yes for sister but she doesn't have one. It seemed she wanted to talk about family members when she was hearing from her classmates so much but her father was not there in India and neither has she had siblings or grandparents with her. She did not say much and was unable to express clearly. S2 did not say anything. S5 clearly mentioned father, mother but was unable to tell about other family members. On asking what does your father do? He said that first he will tell about her mother, which showed his fondness and love for his mother. "Papa office jaatein hain." "Main cricket khelta hu". S6 spoke less. After asking many questions and

overcoming the tough job of gaining his concentration, he just said, “*I play dhishum with my father*”. S7 was reserved and spoke less and was unable to tell maybe because he was new in the class and had a language problem, he was neither able to speak Gujarati nor English and his Hindi too was poor, as his family is from tribal belt of Rajasthan. S9 couldn't find her family tree. Misplaced it. She had a very carefree attitude.

Most of them were quite expressive and were happy to talk about them and their families. It boosted up their self- confidence and their concept of self and they learnt to express themselves. It was just S6, S7 & S9 where more self- expression was required.

Picture_ 5.3: Discussion on Family with Family Tree



Observation: Thirteen children were present in the ‘family tree’ activity and most of them were able to talk about the members of their family, about the daily activities carried out by their mother & father, their work, the games they played with them. Thus, reflecting the enhancement in Development of concept of family and self. It also led to enhanced Self-expression, confidence & interaction within the group. Four of them talked about their grandparents which depicted their attachment with them. Only S2 & S3 talked about their sibling which depicts the alarming situation of ‘single child’ in Indian families.

The next activity was to enhance their confidence and know their friends by their names.

5.2.1.4 Activity 4: dodge the ball with names

Name of activities	Kind of activity	Material used	Seating Arrangement	Learning principle	Developmental objectives
Dodge the ball with names 29 th June, 2015 Monday	Structured outdoor game	Sponge ball	Standing circle	Child learn through play	Stimulates thinking. Children will learn their friend's names. Familiarity and attachment with environment. Gross motor Development.

Description of Activity: All the children were brought outside the class in the ground and were made to sit in a circle. The facilitator held the cloth ball (showed the demonstration of how they will play with their class teacher?) and threw the ball by saying “I will throw ball to varsha mam” and she threw it to the teacher. So, the facilitator explained the game, gave clear instructions and thus the ball was given to the kids.

Analysis:

Box 2.

The ball first goes in the hands of S9 who says, “I will throw ball to S6” and then she throws the ball, everybody started calling name “S6” “S6”. S6 throws the ball towards S5, S13, S4, S19 without announcing any name so all 4 of them. S5, S13, S19 and S1 place their hands on the ball. S5 says “*laa mujhe de*”, then S19 repeats “*laa mujhe de*”. Then the teacher asks S6 again whom has he thrown ball to? He says, “S5”, on hearing this facilitator mediates and gives the ball to S5.

In the above box 2. the whole episode explained a lot about the social Development of S6. It seemed he was still hesitant in speaking the names as well was also not knowing many names and so he seemed unsure whom to call and how to call. He said the name only when Facilitator asked him whom did he want to throw ball to? Here it was also observed that the class started calling S6 name in rhythm to encourage him as it was his chance. The facilitator initiated, calling the name of the person who got the chance. So, here the preschoolers started calling on their own. This was to enhance their confidence and also the self-concept. Calling names helped them remember their classmates and friends and

so they could start a conversation and express themselves in a better way. They were able to explain each other whatever they wanted to.

S18 gave it to S15 who was sitting close to her on her side as S18 was a new admission, and she didn't know anyone. She was quiet. S11 then very clearly repeated after facilitator "I will throw ball to", then she pointed, so that the facilitator took the name "S6"? She nodded no and then switched to S12 and took her name "S12". S12 and S14 in their chance threw the ball to facilitator.

S13 said "mam ab main". S13 was getting restless as he had been waiting for his chance. He started calling "mam". So, when the ball came back to the facilitator, she threw this time to S13. Thus, the game ended when all had got at least 2-3 chances.

S5, S19, S13 and S1 were seen very excited. S10 and S4 went for swings in between. S12 was seen uncomfortable sitting in sun as it was hot outside so on seeing this the facilitator wrapped the activity.

Observation: Nine children got the turns in this Outdoor game of dodging the ball out of 16. Out of these nine children, eight (S5, S9, S11, S12, S13, S14, S15, S16) were able to show their preferences by taking the names or pointing, and throwing the ball towards their chosen once, while only one (S6) was unable to neither take the name nor show it by pointing.

The next activity was a union of parents, students and teachers and was designed mainly for enhancing preschooler's self-awareness (in terms of knowing their abilities, characteristics & preferences) along with their parents.

Picture_ 5.4: Dodging the ball exercise



5.2.1.5 Activity 5: “ME” Book Activity with Parents

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
“ME” Book Activity & free talk (2 days) 4th July, 2015, 6th July-14th July(discussion) (Video in CD)	Art and craft	Scrap book, Cover paper, Ribbons pictures, sponge balls, glitter, sketch pens, marker, pictures of the child and family, glue, any decoration material safe for children	The decoration material will be used by Parents and their children to make and decorate their ME Book. First, they will cover the book and then start decorating it. Then will paste the family pictures	A big ‘U’ in the AV Room	Autonomy and Initiation necessary to construct Knowledge, ZPD, Creativity and Imagination . Children’s curiosity and desire to learn.	Develops concept of family and self. To Develop independence , aesthetic appreciation and creativity. Self-confidence. Hands eyes coordination

Description of the activity: One day prior, the Parents were informed to come for the activity ME book. They were given instructions to bring scrap book, any decorative material they wanted to bring along with them, covers, pictures of their child etc. The parents would take out the scrap books given by the Facilitator and will select any place in the class and sit on the floor along with their kids and all the decorative material they had brought with them. The kids would assist them in making their ME book. Any creative ideas would be welcome. Cleaning by children.

Analysis:

Twelve children were present in the activity out of seventeen. S1 Observation: No manipulation, told truth, more inclination towards language, obeying/ follower. Awareness

of her abilities when she said “*maine doll chipkaya*”, “*bear and photo chipkaya, moon and star chipkaya*”. “*maine butterfly bhi banaya*”. In her preference she would like to draw her name and she liked the most, she said was “A, B, C”.

Box 3.

S2: He was seen having fun with his mom. At one stage, he got so involved in selecting and changing colors that he started coloring with the back side of color, then soon realized that nothing was happening, then gave a glance to his mother and started giggling. Facilitator asked him “what did he draw?” he said, “mummy ne tree banaya hai”. Facilitator asked him and what did he do? He said, “I colored it”. On asking which are the colors he used in the tree? He named all of them pointing them in the Me Book; “black, orange, red, green”. On turning the page, can see one his imagination. He has painted a black door. On asking what has he drawn? He said “latrine ghar” (washroom). He also made a box like structure again crayoned it with black color and called it “tube well”. He also made a color full ice-cream and a black square and many-colored circles, which he clearly identified.

In Box 3. it appeared to the Facilitator that S2 knew no manipulation and was very truthful as when he was asked “what did he draw?” he said, “mummy ne tree banaya hai”. He accepted his ability of coloring when Facilitator asked him, “what did he do?” He said, “I colored it”. Facilitator observed that he was a Quiet and shy child. The interesting thing here was that the child had used black color very frequently and drew washroom door and colored it black. He also made a box like structure which he called “tube well” and colored it black. This made facilitator discuss things with his parents and the facilitator came to know that his parents were quite older than the usual age of the other parents as he had been conceived after ten years of their wedding. It was also found that he was very shy and did not talk much. After the facilitator was satisfied with his background she started keeping a watch over him, motivating him, giving him frequent turns, calling his name frequently.

Box 4.

S3: “*Maine name likha, fish banaya, water banaya.*” “*Maine aur astha didi ne banaya*”. For the second page she said, “*maine sun banaya*”. Recently the child has lost her grandfather. So, she on her own started talking about her grandfather. She says, “*Grandfather will again become small and will come back with a new face, then i will play with him.*” She also said that her grandmother lives with them now. When the facilitator asked her, “*can you draw a fish?*” she replied, “*I can draw fish and also octopus.*” She also wrote her name by herself.

From Box 4, it can be observed that S3 was a confident child, no manipulation, also spoke truth. Knew her abilities when she said, “Maine name likha, fish banaya, water banaya.” She expressed herself and talked about her grandfather whom she had lost recently. It seemed she was very close to him and told about his reincarnation.

S4: It seemed that she did not know about her likes and dislikes till now because whenever a choice was given to her, she chose “all”, whether it was favorite color or favourite dish. On asking, “*which is her favorite color*” she answered “*baddha mhara favourite color che*”. On asking, “*which dish is her favourite?*” She answered “*All*”. She expressed herself nicely when she was asked about the house which she made. But she very honestly said that she had just colored the house and pink fish. She explained that she had 2 stairs and 3 windows in her house. There was no manipulation observed. Facilitator observed that most of her work was done by her both parents, failing to understand that it was their child’s activity. On the last page of ME BOOK she drew some sketches of cloud, sofa and sun. It seemed that the parents take, on things is strong as seen when they did most of her work. So, the Facilitator assumed, that might be the reason that she didn’t have strong likes and dislikes. Maybe she was offered less choices.

S5: During the activity, when he was asked what does he want to draw? He said “ice cream” so he did draw the ice cream in pink color, explaining it was strawberry flavor. He colored the cone with brown color. The first sheet was done by her mom and him. On asking what has her mom done? He didn’t say that the tree had been helped by his mom. He said that he has done it all. His mom just pasted the name card, he explained. Had shown lot of creativity on the second page. He made efforts and tried to draw clouds, rain, boat, swimming pool, house, om, bell (which according to him sings ting tong), smile, and his 3

hand prints. He used all bright colors like red, green, pink and blue. He had also written nos like 1,2,3,0, and 10 on the sheet.

Observation: Was very expressive, creative, independent, confident and happy in the entire activity and her mother let him be free and enjoy. He was very talkative too. Shared his thoughts loudly without shying. Manipulation was seen when he did not give her mother share of the work she did for him. May be to impress the facilitator.

S6: On seeing his activity book he said, "*It is train*". He was able to identify black and blue colors in the train but not the other colors used in train like "orange". Then seeing the next page of his book, he said, "*ye to bahut bada plane hai and fish hai*". Here he rose and left in between but when S7 came and sat on his seat near the facilitator, he came back.

Observation: most of the work done by parents. Was not much involved. He was always restless. Did not wait long for anything. Liked to wander in the class or just stood, but couldn't sit for long.

S9: She had written her name. She was annoyed with her mother for some reason.

Observation: Got aggressive at times.

S11: Immediately on seeing her family pic, she brightened up and loudly announced all the names in the picture in gujarati, "*aa mummy, aa daddy, aa baa, aa S11 ane aa dada.*" Then she saw another picture of her and told that she was wearing *chaniya choli*. She showed a very small figure and told that she drew it on her own S11 (herself). During the activity her father had to call her name again and again to behave and listen as she was not listening and wanted to be allowed to do whatever she want in the activity book. She wanted to draw on her own so she was not listening to them. She didn't want any help.

Observation: very active, excited, independent, listens to herself, confident.

S13: On asking the same question by facilitator he replied, "*I made flower, photo, ice-cream, sun and did nothing else*" then he started counting the petals with counting done accurately. On asking which flavor of the ice-cream he has drawn? He answered, "*pink one*". On asking which flavor is pink one? He replied, "*Strawberry*" and then explained how to hold the ice-cream and eat. He again said "he has done nothing else"

Observation: He was little aggressive when not allowed to do what he wanted. He was trying to tell that her mother did not let him do much by again and again saying, "*He has done nothing else*". It seemed to the researcher that he seeks his freedom.

S15: Almost everything was done by her mom. On asking she recognized *chota bheem*, and *ganpati bappa* which her mother had drawn. On asking what *chota bheem* is doing? She was unable to say that he is playing disc, because her mother did not speak to her regarding what she was making. She said, he is making “*jhambu*”. She tried making a flower but there too, her mom had outlined it again.

Observation: parent autocratic, she was distracted all the time, watching what her neighbor (S3) was doing. As she was not involved in the activity by her mother. Was not given the freedom to express herself.

S16: On asking what did she do? She replied that she pasted her picture, put some stars and flower. When the facilitator asked her about who wrote the name? She replied “mummy wrote it. Mummy made the house and also colored it.” Her mother did most of the work and she was made to do the pasting. So, she was very honest in telling that.

Observation: she seemed bored and distracted. Didn't see much smile or excitement on her part. She got annoyed very fast. And then remained in that phase for long.

S17: She loves fish and flowers she said. She made a fish with her mom by pasting gems all over the fish. She also drew a flower and had over lined the figures drawn by her mother, 3 figures in their family, she said, “mamma, me and daddy”. S17 lived with her mom. Her father is in merchant navy and stayed out of station most of the time. On asking her, if she misses her dad? She replied “NO”, she talks to him daily. So, she was totally aware about her father being out and the arrangement of talking to him daily didn't make her feel that he is gone out for long. She was totally involved in the activity all the time.

Overall Observation: The ‘ME Book activity’ organized during the orientation of Parents regarding SEL, in which parents & child together prepared the ‘ME Book’ of their child led to the Development of bond between the teacher, parent and the child and also developed the concept of family and self among children. However most of the children (S1, S2, S3, S4, S5, S9, S11, S13, S15, S16, and S17) present gave their responses on the drawings they drew & pictures of them & family in Me Book, explaining what they had drawn. It was observed by the researcher that S4, S6, S13, S15 and S16 were given less of freedom by their parents and they took over the task and did most of the drawings in “Me Book” failing to understand that the activity was for child's self-expression, independence, creativity, confidence and awareness of his/her abilities and characteristics. This helped the

researcher to know a lot about the child's families and researcher openly discussed various things about their child with them. However, S1, S2, S3, S5, S11 & S17 had done most of the things by themselves. A lot of aspects like independence, confidence, and creativity, knowing their likes and dislikes, awareness of their abilities was seen among the children. They were seen happy, excited and content with what they did. They were more expressive in their ideas too. S6 was not much involved and was distracted. S9 & S16 were seen angry with their parents. S13 seemed more freedom from parents & showed his dissatisfaction.

The next activity in line was regarding enhancing independence and developing the ability of exploration, experimentation and investigation.

5.2.1.6 Activity 6: Growing seeds into Plants (Project Based Learning)

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
Growing seeds into Plants (PBL): (2 weeks) 27/07/15-05/08/15	video (Phase 1)	Laptop or projector	—	Facing the wall showing Video	Exposure to new experiences, Providing Prepared environment for learning, children have curiosity and desire to learn	For greater depth of understanding of the concept, Develop broader knowledge base. Enhances Wholistic Development. Develop sense of aesthetics and love for nature. Develop observation and auditory skills
Plants 27/07/15-05/08/15	Group Discussion (Phase 2)	----- ----	-----	Circle time	Developmental interaction approach	Enhances Wholistic Development. Stimulates thinking. Self-expression. Develops recalling ability

<p>Growin g plant in a shoe 28/7/15 -3/8/15</p>	<p>outdo or activit y (scho ol garde n) Phase 2</p>	<p>Sprout s of beans, gram. Shoes which have been discar ded, spade, water sprink ler, manur e.</p>	<p>Put the beans in water 2 days prior and one day prior take them out and cover it with moist cloth and keep in open air. Sprouts will be ready the next day</p>	<p>Make the childr en sit in circle in the school garde n</p>	<p>ZPD, Constructio n of knowledge, Learning by doing, Hands on experience, Initiation and autonomy</p>	<p>For greater depth of understanding of the concept. Develop broader knowledge base. Allows Investigation, exploration and experimentation Enhances Wholistic Development, Develops sense of individuality and self- worth and feel success. Enhancing responsibility. Develop sense of aesthetics and love for nature.</p>
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Description of the activity: It consists of three phases. **Phase 1:** The children were shown video in which they learnt about plants, their life, how they help us (oxygen, food, fruits, vegetables, animals too who give us milk and its products to live on plants, they help us even after dying (explain the concept) make soil fertile; give coal, gas, petrol, protect us from floods etc. They just in return want water and our love to grow. **Phase 2:** Ask: what did we see yesterday? Discuss all the concepts related to trees which were shown in the video. **Phase 3:** The facilitator sat in the centre of the circle and showed how to grow a plant. She removed the soil from the garden and put it in the shoes nicely, pressing it, putting some manure explaining the children that it is their food (cow dung). Now small dungeons were made at equal spacing in the shoes and one seed was put in each. It was then covered with soil. The soil was sprinkled with water. And the shoe was left over in the garden in the sunlight under the sky. After watching the facilitator, the same exercise was carried with every child where the children themselves dug the soil, filled the soil in shoes, put pulse seeds in it and covered it with soil and sprinkled water.

It would be kept there and watered by children till some plants grew. Photos would be clicked and then each student would be given his/her plant to take back at home and take care of it (Appendix 3.2).

Process: The facilitator had asked the kids to bring old discarded shoes from their home. So those shoes were used for the activity. Each of the shoes was filled with soil by the child, then was made loose, then the seeds were placed in the small holes by them which they dug and then covered it up. Then it was watered by the kids themselves. It was the right time for activity as it was the monsoon season and it was raining. The children learnt the concept of plant growing from seeds, the food of plants i.e. soil, water, sunlight. They saw each of their plants coming out of the seeds with their own eyes and were very happy to see that they did it. When they sowed the seeds, they were explained that one needs to give lot of love to plants. Each of them was asked to say, “o seeds please plant ban jana” with love. They were all very excited, with only few worrying about their hands getting dirty in soil (S16, S10). The facilitator carried it out in the garden with 3 groups. First group had 5 children and they did the activity in the ground by using the ground soil and putting it in their shoes. The facilitator made them watch the holes made in the shoes for the passage of the water. Mostly they were using one hand.... later when they were done they were sent back and the 2nd group was called upon. The second group had only 4 children. They did the activity with the soil placed in the pot.

The facilitator took out the soil from the pot and placed it on the ground and they used to pick it. Later when the 3rd group was called it started with very faint drizzle and the kids were 7 in number that had to be taken together due to time constrain. The soil of pot was used. Once they put the soil in the shoes and the soil was shuffled, the facilitator used to make them sprinkle pulse seeds in soil and then made them water their seeds. Each and every student did this entire thing on their own in a group watching the facilitator. They really felt self-motivated and high in self-concept when they saw their seeds turning into plants. They were very happy with their success. The facilitator made them say “seeds please grow ho jana” to each of their seeds in the shoes.

Four days later when the plants came out of the seedlings, they were shown their plants, they all were very happy and excited. S6 didn't want his shoe as it had only one seedling coming out of it. Similarly, S8 was upset that she got nothing in her shoe and would not be

given the shoe to take home but then the facilitator gave her one of the absentee's plant to make her happy. And sowed the seeds again in 3 shoes in which seedlings didn't come out. Everybody wanted those shoes which had lots of seedlings in them. S12 also showed her displeasure but at the end all got what they wanted and took their shoes happily. Facilitator revised the concepts showing them their plants.

Picture_ 5.5: Sowing plant seeds in discarded shoes of Preschoolers



Analysis:

Box 5.

S3: While putting the soil in the shoe, she sees caterpillar and informs everyone about it. Facilitator watches the excitement and so asks everybody to say “bye” to caterpillar. S2 says, “bye”. Later on, gets back to work but, in between keeps her eye on it and then says to helper having camera, “*caterpillar ghoom raha hai*”. She also searches for the hole made in the shoe and finds it and says, “*Mera idhar beech mein hai*”. When S4's is also in the centre she says, “*Hum dono ka same hai.*” Whenever the facilitator asks some question she has a correct answer. Facilitator asks what we will add now. She replies, “seeds”. What is the food of plants? She replies “water”. When S4 says that their hands will get dirty. To that she says that they will wash hands. 2 days later, she said “*mam dekho humne jahan activity kari thi waha plants ugg aaye*”.

As observed in Box 5. S3 was an observant and inquisitive child. Observed everything around her. Had aesthetic sense. Answered every question. She was the only kid who freely used both her hands in the wet soil and was not worried about her hands getting dirty. She knew if hands were dirty they could wash it later. She was very involved in the activity and enjoyed it and was carefree. She was also sincere in her activity. 2 days later S3 spotted the seedlings coming out in the ground where they did their activity. She said “mam dekho humne jahan activity kari thi waha plants ugg aaye”. It was great to see her observational skills. When S3 & S4 searched for the hole made in the centre of their shoes after filling it with soil. Both the above behaviors were an example of Investigation and exploration and experiential learning.

Box 6.

S5: “lao na mam main kar doonga”. “Sabke hath gande ho gaye mam” “Mam kitne lagayenge hum? Plant ban jayega aaj hi?” “pani to dalna padega na humein.” “bahut zor se hai mam jaldi kijiye” he then again repeats correcting “bahut zyada bhari ho gaya”. when facilitator shows how to row seed he says “Hum dekh lenge aap bana rahe hai na! hum aise hi karenge.” “Mam main aise baith jau?” when the facilitator searches for the holes made in the shoes and with a screw driver makes a hole through the mud till the base of shoes in order to find the hole.so he becomes curious and also tries to search for it and finally shows “mam mera idhar hai”

They all began yelling “yeeeeeeeeee” as the activity begun. When S4 said that they had to wash hands, S5 realized and replied, “hath gande ho gaye.” He acted as a leader and responsible person. Those traits could be seen.

From Box 6 it was observed that when the facilitator was filling soil in his shoes, he said that he will do on his own, “lao na mam main kar doonga”. So even the trait of independence was seen in him. “Sabke hath gande ho gaye mam” then he observed his muddy hand. So, he spoke for all of them. “Mam kitne lagayenge hum? Plant ban jayega aaj hi?” So, he also liked to question freely or share his thoughts. He was a curious child. When he heard the facilitator asking to bring water, he heard and said, “pani to dalna padega na humein.” When she asked him to show his shoes, it had become heavy so he

informed the facilitator “bahut zor se hai mam jaldi kijiye” he then again repeated correcting “bahut zyada bhari ho gaya”. When Facilitator asked “when u r hungry what do you do? He replied “I eat”. When facilitator showed how to row seed he said, “Hum dekh lenge aap bana rahe hai na” hum aise hi karenge. So very good social Development. “Mam main aise baith jau?” when the facilitator searched for the holes made in the shoes and with a screw driver made a hole through the mud till the base of shoes in order to find the hole.so he became curious and also tried to search for it and finally showed “mam mera idhar hai”. To the researcher it appeared from above that he is a leader, responsible individual, independent, curious/ inquisitive, answered like elder people. Talked out whatever he was feeling, for e.g. when the shoes were heavy he informed or when he didn’t want to sit the way he was sitting”. It seemed from above observations that his social development was quite appropriate.

Box 7.

S6: He was busy filling the soil in the shoes and inflated it. His “aur do” was continuously on for the soil which the facilitator was digging and giving from the pot.

S7: Didn’t disturb any other child which he usually does and did the activity with quite focus. Used both the hands and was seen curious.

The above behavior of S6 in Box 7. indicated that he liked the activity. His concentration time period was very less and he could not sit at one place for a long time. But he concentrated in this activity and was so excited that he over filled the shoes with soil. He kept on asking for more and more soil from facilitator until the shoes was over inflated. Similarly, S7 was a child with conduct problem. He couldn’t sit quiet for even 5 minutes, disturbed the children around him and sometimes even fought, but in this activity, he did not disturb any child and was quite focused.

Box 8.

S13: Was very excited and was first to start filling in the soil in shoes, every time when the facilitator digs it and gave it to them. He didn't allow the facilitator to bring water. Every time he used to go and fill it from the bucket and bring it back. He used both the hands.

S13 was the most excited child in this activity as visible in Box 8. He was so enthusiastic that he didn't let facilitator get up for water. Every time when the mug got empty he used to run and get it filled from bucket and bring it for facilitator. He was the one child along with S3 who kept a watch on that ground and seeds that were sown in the shoes. 2 days later when he saw the plant coming out of the ground and later from shoes he started asking for seeds daily from facilitator. He was so persistent in his demand that the facilitator had to bring moong pulse again for him which he sowed by himself in the ground and was seen watering it. This was an extraordinary example of experiential learning.

Further it was observed that S1 did the task with great focus and got involved in it. She did not want others to talk while doing the task. She was the best friend to S5. She got excited on seeing caterpillar, so has aesthetic sense. Used only one hand in the activity. S2, whenever the facilitator praised somebody, an immediate response was seen in him where he informed the facilitator that he has also done the same. So, this behavior showed, he wanted the facilitator's attention.

S8, S9, S12, S15 did the activity very nicely. S4, S10, S14 were hesitant as S4 was seen saying "haath dhobha padse". "hath ganda ho gaya". S10 said "Madam gande ho jayenge na". Both of their hesitation was about hands getting dirty but did the activity when facilitator convinced them. However, S16 was not at all ready to do the activity as she said "mujhe nahi karna". She was not in a good mood or didn't want to put her hands in mud. But facilitator cajoled her too to row the seeds in the soil.

S12 & S17 did the task in one shoe. S12 was very much interested but was not getting the space to sit, so she was trying to come from other side so the facilitator made her sit on the other side of the pot. She very much wanted to do the activity, which could be seen from the way she was trying to get into the circle. But had not brought the shoe so she was

getting sad. So, the facilitator made her do S17 shoe which was too big to fill. S17 Spoke less and shared her shoe nicely with S12. First said “*mam ye mera hai*” but when the facilitator asked her to share. She did it.

Picture_ 5.6: Planting activity & seedlings coming out of shoes



Observation:

1. In the Project Based Learning of plants, children were shown the PPT of how plants grow? And what they need to grow? So, the concept of seed’s ‘food’ was explained to them that seed needs Water, Sunlight, and Soil to turn into plant. S3 & S5 exhibited the complete understanding of the concept by giving all the correct responses when the seeds were actually sown in their shoes.
2. The Project based learning about plants led to the development of sense of individuality (because every child filled soil in their own shoe, made small holes for seeds, sowed it and covered with soil and then watered them), self-worth and made them feel the taste of success. Success in planting seeds with their own hands and watching their seeds turning into plants gave them the feeling of belongingness as well & to take care of them. They were seen checking their shoes every day and asking whether they need to give water. In between they were asked to give water to their shoes. It also developed the sense of aesthetics and love for plants or nature. It also led to the Development of observatory and auditory skills.
3. All seventeen children got exposure to Hands on activity and experiential learning during the PBL Plants activity. They also got to observe the seedlings coming out of the seeds planted by them in their own old discarded shoes as they kept a watch on their growth for almost ten days. Four (S3, S4, S5, S13) of them were found to be quite observant,

explorative & investigative in nature, especially S3 (“*humne jahan activity kari thi waha plant ugg aaya*” & finding hole in shoe made by facilitator for water passage, answering correctly what plants need to grow?), S5 (“*Shoes bhaari ho gaya*”) noticing the change in the heaviness of shoe when water is put in the soil & S13, conducting his own little experiment of sowing the seeds in the ground after the activity was completed and watering them daily. S5 & S13 acted as responsible children. S5 telling the researcher not to worry they all will do and he will take care & S13 bringing mug filled with water and handling it to researcher for every child. S16 was seen less interested in the activity. S4, S10, S14 were seen worried about their hands getting dirty in soil & S3 was seen telling them to wash their hands resolving their problem and S5 discussing their concerns with researcher and telling her not to worry, exhibiting the leadership skills.

With this activity over, another activity was organized to paste the pictures taken from this activity into Me Book for their self-expression and independence.

5.2.1.7 Activity 7: “ME” book sticking pictures of children growing plants

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
“ME” book (sticking pictures of children growing plants) 25th August 2015	Art and craft	Pictures clicked of the plants grown, me book, crayons, scissors		Make the children sit in 3 groups. With glue and crayons placed in centre	Learning by doing	Develops sense of pride and success. Self-expression. Stimulates thinking and creativity. Develops independence.

Description of Activity: F gave “ME BOOK” to all the children. F had already taken out the prints of individual pictures of every child growing seed. Now F showed each picture and asked children who it was? When the children named their friend, then F gave the picture to that child for pasting in the Me Book and reminded them about the activity and said “*humarae Nature ka wo kya tha?*” (she does the action) and children just by watching

the action says "We love nature....." *ab humne nature mei kya activity kara tha? ek to humne sab paste kara tha: clouds, sky, tree, grass, butterfly, flower. ek to ye activity tha fir second humne plants ugaaye thae shoes mei, fir sabne ghar jaake paani dala tha?"* so all the children say "haan!!!!" The F had already sensitized them about nature and its concepts through nature chart activity and video of nature concepts and then finally reaping seed and watching it turn into plant in their shoes

Analysis:

The activity began with F saying the half phrase "We love....." and children usually complete it so they all said, "..... nature". S5, S9, S1, S17, S2, S12, S16, S4 complete the sentence. It gave the impression that they had been sensitized towards nature. When F repeated phrases which they learnt from nature and cultural sensitivity. F used to say half phrase and children completed it. "We love.... Nature", S5, S1, S17 said along with the facilitator. When they shouted, S8 stood on her place and watched them. When Facilitator said, "My India... my nation" again S5 and S1, S15 completed it. Both the slogans had some actions which have been taught to them by Facilitator so children did it on their own. (Nature sensitized). S5 says "my india my nation" so S2 repeats "my india my country".

Box 9.

F: *sabne ghar jaakar pani deeya tha?* (Facilitator is talking about plants)

S5: *mera bada bhi ho gaya. Mere shoes mein to apples bhi aa gaye.*

F: *apple ka plant thodi tha wo to pulse ka daal ka plant tha.*

F: *plant ko 3 things kya chahiye?"*

S5: *water, seed and sunlight"*

F: *water, soil and sunlight. Ye kaun hai?* (Shows a picture of S5 with plant in shoes)

S5: *mai!!* Others too say "S5".

Teacher: *ye S5 nahi S13 hai.* (Goes to Teacher to show his picture).

S9: *dikha dikha* (he shows his pic to her)

S5: *my India my nation.* (So S2 says "my india my country")

S5 to S1: *tujhe ye page karna kya S1? Par mujhe to pink karna hai* (both S5 and S1 are checking the page colors where they can stick their photos in ME Book.

S5 to S2: *Aa badha matching matching dikhayi che.*

From Box 9 it was observed that children were already sensitized about nature in prior activities, nature chart activity and video of nature concepts so S5 was able to answer the three things required by plants: water, seed and sunlight. Instead of soil he said seeds which was also okay for him to remember. When the teacher purposely said that she thinks it is not S5 and it is S13 in the picture, so he came to the teacher to show her, his picture and made sure he corrects her. He also showed it to S9 when she asked for it. It appeared he was serious about his identity and wanted to clear teacher's doubt by showing that it is him only. So, it proved that this activity helped them in enhancing their self-concept. He was also showing it to his classmates. It also appeared that S5 and S1 shared a good bond. They were checking the page colors together where they could stick their photos. So, they were checking their choices and making decisions.

Box 10

S6: *mam mam plant pani mei ugta hai.* (nature sensitized)

S6: *ismei Dev nahi hai* (on seeing the group photograph which is given to him by F to paste)

T: *kyuki Dev absent tha*

S6: *mam ye mera photo nahi hai.*

F: *Dev aap bhi absent thae. Ye sabki photos lagayenge.* (Recognizes he's not there in picture but unable to understand why he is not there? His social self is affected. He feels isolated).

S6: *mera photo nahi hai.* (After watching the photo for a long time, he then gets up and goes where F is sitting and pasting photos. F realizes he's standing since so long)

F: *Dev to hai hi nahi. dev ka kya karein?*

T: *sabki picture lagayenge dev ke.* (S9 pushes S6 as S6 is falling on him). F to S9: No!! (So, F first takes S6 Book to put attention on him and calm him).

F: *S6 ne kya banaya tha?* So, he does some action which appears of a train. The shape which he shows in action in the book he has drawn train and whenever asked "*ke S6 kya banega*" he says "Driver". F sticks the photo in S4's book by saying "*we love nature*" so S6 repeats it thrice. He chooses blue color for pasting in the book. S9 takes away S6's picture to have a look.

F: *my India...my nation*

S6: We love nature!!

F: *my India... my nation* (Again Facilitator ask him to repeat)

S6: we love nature!! (Again, he says)

From Box 10 It appears that S6 had a bent towards nature. This could be seen when he said, “mam plant pani mei ugta hai”. Later he went on saying, “We love nature!!” Every time when Facilitator asked him to repeat “my India...my nation”. It was also evident that he identified the problem that he was not in the photograph when everybody else was there. Because after watching the photo for a long time and not finding himself in it, he got up and went to Facilitator with this problem as he said, “mam ye mera photo nahi hai”. F realized he was standing to seek an answer. Facilitator informed him that he was absent but he failed to understand that he was not there because he was absent when the pictures were clicked and continuously said “mam ye mera photo nahi hai”. So, he thought his self-concept and identity was in danger. Problem solving weak). Facilitator took his Book to put attention on him and calm him. F asked “S6 ne kya banaya tha?” so he did some action which that of a train was because the shape which he showed in action resembled train drawn by him in ME book and whenever asked “S6 kya banega” he said “Driver”. (So, he had got tremendously attachment with vehicles and driving.)

Box 11.

T to S16: open new page

S16: *PINK PINK* (also telling others to open pink page.)

S17 to S8: *mai to pink pe lagaungi meri photo.*

S8 to S17: *dono color alag hai* (showing purple color).

S12: *mujhe to pink lagana hai* (thrice).

S8: *mai to purple pe lagaungi*” (clear about her choices, does not imitate others, independent decision making).

S8 to S17: *tu ne ye kaisi fish banayi hai mujhe dikhana.*

S8 to F: *mam mam mai purple pe laga du photo?”* So

F: *first page hai wo?*

so continuously S17 and S8 are talking with each other forming a pair. (Relationship and bond is seen growing between two)

S12 to S8: *hum khud ghar jaakar banayenge. Fir mai ghar jakar ghar banaungi ghar banaungi. school banaungi*

S8: *Mai bhi banaungi school.*

S8 to S17: *tu bhi banyegi na S17 school?”* they both show school to each other in their me book and again gets engaged in talking with S17. (wants confirmation from S17 in color, in school as in wants her to become her friend)

S8: *dekho taniska.* (she shows her picture on pasting).

From Box 11 it can be observed that when Teacher asked to open new page, S16 was saying “PINK PINK” and also telling others to open pink page. S17 said to S8 “mai to pink pe lagaungi meri photo”. So S16 & S17 were very clear about their choice and had made decision. Hearing this S8 said to S17, “dono color alag hai” by showing purple color. S8 wanted to show S17 that both pink and purple colors are different. And said “mai to purple pe lagaungi”. She called facilitator to take permission, “mam mai purple pe laga du photo?” So, she was quite clear about her choices, did not imitate others, independent decision making was seen in her. So continuously S17 and S8 were talking with each other forming a pair. Relationship building was seen between the two. S8 on hearing S12 about “ghar and school” she too said “Mai bhi banaungi school”. Then S8 asked S17 “tu bhi banyegi na tweesha school?” they both showed school to each other in their Me book and again got engaged in talking. S8 also showed her picture to S17 after pasting it in ME book. So, the conversation hinted that S8 wanted confirmation from S17 in color, in school as in she wanted her to become her friend. So, a bond building or relationship initiation was seen here between S8 and S17.

Box 12.

T: No Pink (so S16 comes and informs F that she will stick photo on pink page of Me Book)
 S16 to F: mam mai to ye waale pink pe lagaungi (she is strong at her decision, defies VM for pink color)
 S16: mam mujhe pink chaiye mam mujhe apna naam likhna hai” (when Facilitator sticks photo on her ME Book) (self-concept high, clear about her choices and takes her decisions)

As observed in Box 12, it was an excellent example of Problem solving where the child was said ‘no’ by a teacher to use pink page for pasting as it was not in series. So, she went to the facilitator to announce her wish. She knew she had another option where she can take the permission and she made use of it and got it done what she wanted.

S9: It appeared that S9 had some conduct problems because S9 pushed S6 as S6 was falling on him. S9 is also altruistic in nature, like here she proposed S4 name for pasting the photograph in ME Book. “mam abhi S4” so she displayed concern for S4. S9 heard and repeated “we love nature” But she just loved speaking these dialogues and usually played by herself but no such attachment with nature was seen in her case.

Box 13.

S11: *Ye kaun hai? iske sath kaun hai?*”

T: (No answer)

S11 to S15: *kaun kaun hai?*

S15: takes her picture. Now both S15 and S11 tries to see S11’s picture but she thinks that she will take her picture so she takes her hand back. And shows by herself. (NO TRUST, inquisitive to find out who is the person cut in her picture).

T: *Ye kaunae banai tu?*” so she starts talking about family members in the picture as Teacher keeps finger on them one by one. (Soon it catches S14’s and S15’s attention so they come close to T and stand near her).

S11 to F: “Deepika mam” “*mam mai abhi baaki hu*” (leaves her place and comes to F to tell her when she sees Teacher going out of class but as soon as she comes back she again comes and sit on her chair. (she fears her) then

T: asks her to bring her book and helps S11 paste the photo in it. (S15 helps S11, who is inquisitive to find out who is the person cut in her picture).

As observed in Box 13, S11 observed in her picture that there was someone who has been cut and was seen half so she asked the teacher, “iske sath kaun hai?” When teacher did not answer, she then asked S15 “kaun hai” then S15 took her picture so both S15 and S11 tried to see S11’s picture which showed S11 had a good observation, she saw which no one else saw. She was also trying to solve the problem with the help of S15. This proved that she was an inquisitive child as she wanted to find out who was the person cut in her picture? But she thought that S15 will take her picture so she took her hand back. And showed it to her by herself. She had NO TRUST on S15. This also showed she was possessive about her things which had been seen many times in her case as she was younger than all in her class. She had an age of 3 years. When Teacher went out of the class she immediately wanted Facilitator to give her turn to do the task. “Deepika mam” “mam mai abhi baaki hu” and in between kept looking at the door. As soon as the Teacher returned she came back and sat on her chair which indicated that S11 fears her. So, fear of teacher was seen in her.

Observation: Thirteen children were present in the ‘ME Book activity of pasting photographs of children with their plants’ out of seventeen and eleven were seen participating and discussing in the activity. The activity led to the development of Self-

awareness and sense of pride among children. They knew their preferences & choices (S8, S16, 17) and made decisions regarding colored sheets they would use for pasting. (S17; *“mai to pink pe lagaungi meri photo”*. S8: *“mai to purple pe lagaungi”*. S16: *“mam mujhe pink chaiye mam mujhe apna naam likhna hai”*). The Bond building was seen between S8 & S17. S16 solved her problem. S5 felt identity threat and so clarified Facilitator’s doubt, that it was him in the photograph. S5 and S6 Developed sensitivity and understanding of the concept of plants from the ‘PBL of Plants’ activity which could be seen in this activity. S6, social-self got affected when he couldn’t find himself in the picture, but he was absent & he failed to understand that. Conduct problem & altruism was seen in S9. Investigative nature of S11 came out when she tried to find out the person cut in the photograph and also the mistrust on S15 when she snatched her photo back from S15’s hands. Eight out of thirteen children completed the sentence *“we love nature”* that was taught in the Nature’s video. This indicates Development of Aesthetic appreciation and love for nature. All of them showed their photographs to each other with Developed sense of pride & success within them.

With PBL for plants over, a field visit was organized to enhance their independence & exploratory abilities.

5.2.1.8 Activity 8: Field Visit to Florist

Name of activities	Kind of activity	Material used	Seating Arrangement	Learning principle	Developmental objectives
Field visit to florist 5th August, 2015	Field visit	An observation notebook	-----	Exposing to the sights and sounds of the outside world, hearing them and observing them. Experiential education. Developmental interaction approach	Develops greater depth of understanding of the concept, Develop broader knowledge base, To improve communication, interpersonal/ social skills, enhance leadership skills,

					increase creativity. Enhances self-expression and Develops independence
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Description of Activity: The facilitator took the children to the florist shop in Alkapuri.

Picture_ 5.7: Field visit to Florist Shop



Analysis: The facilitator was with the kids in the van during the journey and saw the kids having fun. She made them observe things they could see from the van. They used to point things and the facilitator described them which included train. They saw the train, the bridge and the train tracks from above it. Facilitator too showed them other school which came in the way, different trees, cars, waving people etc. On reaching at the florist shop, they were very excited. They identified heart shaped flowers and they were telling the colors of different flowers. They even started playing with pebbles kept for decoration on

the floor (S13, S12, S1, and S14). The florist showed them different kinds of flowers and how to make a bouquet.

Box 14

S11 was seen nervous and uncomfortable while travelling and when she entered the premise of the florist she started crying incessantly and many attempts of researcher could not make her stop from crying. It was some fear because even the presence of teacher and researcher was not making a difference for her. Instead she started yelling more. She became okay only when she stepped out of the florist shop.

S11 started crying as observed in Box 14, because of the fear to enter the unknown places which she herself told the facilitator later when she talked to her after returning from the visit. S11 was the youngest of all the classmates and was also one class ahead as per her age as she was just 3-year-old.

There was a peculiar behavior noted. Water was served to all the teachers, watching that, S5 asked that they too were feeling thirsty. So, the facilitator so as to play a role model didn't drink water and comforted them that she will also drink along with them when they reach back to school.

Observation: Field visit to florist led to the enhancement in observatory and auditory skills and also developed the aesthetic appreciation. Fear was seen in S11. Most of them were mesmerized by the display of different kinds of flowers of different colors and smell. They all watched the demonstration of forming a bouquet quietly listening to the demonstrator. Four children were seen exploring the environment by playing with the pebbles placed inside the shop for interior decoration.

With this activity over, another project based on nature was initiated by the researcher which consists of series of activities like watching videos on nature (one day), watching and learning nature vocabulary (two days), identifying the pictures of all that exists in nature and placing them on the landscape rightly (classification) land, water and sky, and lastly the discussion (one day). The activity was to enhance aesthetic appreciation.

5.2.1.9 Activity 9: Video on Nature

Beautiful surroundings (learn nature vocabulary, LNV (phrases1) & I love nature by Jonathan Friesen 16th & 17th July, 2015	1. A beautiful nature song video 2. Video on Nature Vocabulary	----- -----	----- -----	Make them sit in a semi-circle	Learn by observing. Children are curious to learn.	To Develop aesthetic appreciation To Develop observation skill. To Develop senses. Develop love for beauty and nature
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Description of the activity: The facilitator tried to show the children, the beautiful things around us: the moving animals, butterflies, rainbow, rains, flying birds, birds making noises, sky, clouds, plants with drops of rain on it, colorful flowers etc. through the video. The facilitator also showed the videos for nature vocabulary to the children in the AV room so that they became familiar with the concept of nature and what all came in it. So, the video of vocabulary was shown to them, play cards of beach, water, moon, sun etc and they were made to say the word and where it was found. This was done for 3 days. And the song appreciating the beauty of nature was also played for two days along with this so that they enjoy the beauty of nature.

Observation: On seeing this video of song the children were seen saying “wow” “wow”. Because it had some spectacular moment captured like rain drops falling in water and on leaves etc. The children were asked to stand while watching the song so they started dancing while watching the video. S3, S9 and S16 were seen dancing.

The next activity was in continuation with the above project on Nature.

5.2.1.10 Activity 10: Nature Chart

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
Nature (One chart)	Structured play for individual	A chart paper, crayons, colored	Make a painting of mountain, river, sky and	Class arrangement	Learning by doing, hands on	To Develop aesthetic appreciation

paper) Activity 22 nd to 24 th July	al as well as group activity (Circle time)	papers, glue, bowl	land on the chart paper with poster colors. Now with various color papers form many cuttings of trees, sun, mountains, boats, fishes, birds, hut and animals and put it in a bowl.	experien ce, Initiatio n and autonom y.	To Develop love for nature. To Develop independence. Stimulates thinking. Enhance interaction, cooperation. Develop conflict resolution. Take on turns. Develops independence
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Description of activity: First 2 days concept of nature was introduced through video and song. It was repeated the second day. Then this activity was introduced. This activity was followed by discussion on next day. Now the facilitator would place the chart paper with drawing in front of her in a circle. Facilitator would show the drawing and make sure that they were aware of all the concepts of mountain, river, hut, boat etc. that is why the facilitator read the book earlier so that the children become aware of these concepts.

Process: Day 1: Once the facilitator was sure that the children are clear with the concept of nature, this activity was carried out. The facilitator made a landscape painting which clearly showed features like mountains (painted brown), sky (painted blue) with clouds, a river coming out of mountain, land on both sides of river, a huge tree and huts near it. Now facilitator made the cuttings of birds, butterfly, sun, star, moon, boat, hut, rainbow, waterfall, flowers, trees, grass, lion, birds, mountain, clouds, and dolphins and kept it in a box. Now the children were made to sit in a circle and the chart with painting on it was placed in the Centre of the circle. Now the facilitator explained the children that she will play the daflī and the kids have to pass the box. When the daflī stops, who so ever having box will open the box and take one cutting. That particular cutting s/he has to decide where it belongs to, in the painting and has to stick it there. Facilitator demonstrated one for them, when all understood the game began. Thus, in this way all the kids were given at least 2 chances. They had great fun and 100 percent focus and interest was seen in this activity.

Day 2: The next day facilitator placed the painting with cuttings stuck on it on the soft board and asked the children about the various cuttings. Facilitator one by one asked the children to stand up and answer her question. Every time she asked about the cutting i.e. “what is this?” and “where is it found?” The facilitator began this activity by asking children to loudly repeat “**we love nature**” and they repeated.

Picture_ 5.8: Preparing Nature Chart



Analysis: S1: Was able to recognize lion and pasted it on land. So, the concept of lion living on land was clear. S2 Recognized tree and bird and placed it rightly on land. S3 Recognized star and sunflower and placed it in sky and on land. So, the concept that star is found in sky and flower on land was clear. S4 identified dolphin as fish and placed it in water, so, was clear with concept of fish living in water. She put star rightly in sky. S5 Pasted butterfly on tree and lion in sky. So, he was not clear with the concept of lion living in jungle or land. Or the other hypothesis can be that he was a very imaginative child and always did something different. So, facilitator had to find out more regarding this. S6 Unable to name the picture as birds but placed them on land. S7 recognized house as “ghar” and placed it on land. Did not recognize moon and tried to stick it on land, then with

facilitators help and explanation pasted it in sky. S8 unable to say “cloud” but pasted it rightly in the sky. So was clear with the concept of cloud found in sky. Same happened with “boat” unable to name it but pasted it in water. S9 knew the concept of “clouds” found in sky and “tree” on land and pasted it rightly. S10 unable to identify leaf and where to place it. Placed bird on land. Facilitator explained everybody again about tree and leaf. S11 knew lion and pasted it on land. Knew mountain and stick it in sky just beside the mountains on landscape, may be was trying to put it near the mountains on chart paper. Clear with concepts. S12 stuck leaf rightly on tree and identified rainbow and placed it on mountains. She was clear with the concept of leaf growing on tree and rainbow coming out of mountains. S13 identified banana tree but placed it in river. So, his concept of tree growing on land was not clear but was not even incorrect. He thought differently. He knew star and placed it in sky. S15 identified water in the picture of water fall and placed it rightly on river. Also placed leaf on land. So, she was clear with her concepts of nature. S16 loved flower, as both the times she chose flowers and placed them in mountains. S18 unable to recognize wave” but the other children too don’t recognize it, so the facilitator explained the concept again. Once told it was wave, she rightly placed it in river. She pasted hut in mountain. So, she was clear with the concept of wave found in water.

Observation: It seemed the children had grasped the concepts of nature very well through the “Beautiful surrounding” activity done prior to this activity in which they were made aware of nature’s Vocabulary. Most of them were clear with the concepts of nature like what goes where? They knew what goes in sky? What goes on land what goes on or in water? In the Nature Chart activity sixteen children were present. Most of them were able to name the concepts of nature like flower, rainbow, clouds, tree, rocks, butterfly, birds etc. and were able to classify them rightly into the three major categories of nature i.e. land, water and sky. This led to their awareness regarding nature and enhanced their aesthetic sense. Three (S6, S8, S10) of them were unable to name the concepts of Bird, cloud & leaf, used in nature’s vocabulary. Four (S2, S13, S15 & S16) children were seen taking long time for selection of pictures & watching the cuttings curiously and using their senses to understand the concept. Five (S2, S10, S5, S12, S13) of them thought differently i.e. out of the box. They placed birds on land instead of sky (S2, S10) which was right, placed butterfly on trees instead of flowers (S5), placed rainbow coming out of mountains on to

land (S12), put banana tree in water (S13). However, S5 was quite imaginary he placed lion in the sky. This implied that the children got the opportunity to think differently, to think creatively and enhance it. The activity saw the development of senses, aesthetic appreciation, out of the box thinking, understanding of the nature’s concepts, enhanced interaction, cooperation, independence and taking of turns among children. They all now were very well aware with the slogan “we love nature”.

The next activity was again to enhance aesthetic appreciation, develop love for music.

5.2.1.11 Activity 11: I love Music

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
I love Music 23/07/15	Playing rhymes: 1. Bits of paper 2. Rain	AV	Any how they want to	Learning through music. Participate in their own learning. Initiation and autonomy.	Develops aesthetic sense. Develops belongingness to school (self-concept)

Description of activity: Facilitator took the children to AV room where these 2 rhymes were played. Facilitator first recited the line and asked the children to repeat with her. After a little practice she played the rhyme and asked children to sing. Facilitator played the rhymes 2-3 times and did the actions which children watched and mimicked both by seeing the video as well as the facilitator. So, the concept of keeping the house and school clean was generated among them and concept of rain and fun too. After this activity the rhyme was repeated several times in the class. Facilitator enacted the rhyme by picking up papers on the floor of classroom.

Analysis: It appeared that children really liked to sing this rhyme as well as enact the actions of this rhyme. They were seen jumping and singing loudly. Almost all the children participated in both the rhymes whenever it was sung in between the transition phases. They used to even pick up the littering’s if there used to be any in the class.

Conclusion: Thus, the above activities were designed to enhance self-awareness, independence, and self-worth, provided opportunities for self-expression, exploration,

experimentation & investigation. They boosted their confidence and developed aesthetic appreciation.

The self-awareness of S6, S7 & S8 was found to be low in the activities conducted for self-concept. Half of them knew about their body parts but after the activity almost all knew about their body parts. Almost all of them talked about the members of their family, about the daily activities carried out by their mother & father, their work, the games they played with them. Thus, reflecting the enhancement in Development of concept of family and self. It also led to enhanced Self-expression, confidence & interaction within the group. S6, S11, S14, S12, S18 knew less about who their friends were? In the 'ME Book activity' S6 was seen wandering. S4, S6, S13, S15, S16 were involved less in the activity by their parents. S9, S13 & S16 were annoyed with their parents as they didn't like their interference. Confidence & independence was seen in S11 during Me Book activity. S1, S2, S3, S5 S8, S11, S16, & S17 had awareness about their likes, dislikes, their drawing abilities. Most of them were able to name, identify & classify nature concepts. Three (S6, S8, S10) were unable to name the concepts of Bird, cloud & leaf, used in nature's vocabulary. Five (S2, S10, S5, S12, S13) out of sixteen thoughts differently i.e. out of the box. S5 was quite imaginary. All loved singing rhymes. S3, S5 & S13 were found to be quite observant, explorative & investigative in nature, especially S3 ("*humne jahan activity kari thi waha plant ugg aaya*") & finding hole in shoe made by facilitator for water passage, answering correctly what plants need to grow?), S5 ("*Shoes bhaari ho gaya*") noticing the change in the heaviness of shoe when water is put in the soil & S13, conducting his own little experiment of sowing the seeds in the ground after the activity was completed and watering them daily. S5 & S13 acted as responsible children. In the field visit to florist S11 cried because of fear of unknown places. S5 & S6 social-self got affected when teacher could not identify S5 in the picture. S6 got disturbed when he was missing in the photograph. S9 showed misconduct. All of them showed their photographs to each other with Developed sense of pride & success within them.

Thus, it could be said after the analysis of entire dimension that enhancement in self-concept was visible among S1, S2, S3, S5, S10, S11, S12, & S13. However, S6, S7, S8, S14 & S18 were found to be low at self-concept. Less of the behaviours were shown by S4, S9, S15 & S16 to be taken into account.

The next dimension analysed was cultural sensitivity presented below.

5.2.2 Cultural Sensitivity:

There were eleven activities conducted under this dimension. The dimension took almost five weeks. It began in August and ended in September. The cultural sensitivity was planned to be taken after the dimension “awareness and management of feelings” but since the August is a month of festivals and festival was an important component of this dimension, hence the researcher took cultural sensitivity before ‘feelings’. So that children could actually celebrate the festivals along with these activities planned by the researcher. The school also took its concept of festivals in the month of August. So, it was best for the researcher to begin with cultural sensitivity right away. The general objectives of this dimension were

1. Knowing India and the Culture
2. Imbibe Values in His / Her Sociocultural Context
3. Develop Pride & Nationalism

The data obtained from activities with regard to cultural sensitivity was analyzed and has been presented below:

In the first and second week the activities were focused on India’s Culture. It consists of knowing about different Festivals, customs & traditions of Indian culture as given below. The researcher began with the theme of celebration of Festivals of India.

5.2.2.1 Activity 1: Free talk on Festivals

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Celebration of festivals Free talk on Festivals	Free talk on Festivals	-----	Circle time	Learning by doing. Children are curious to learn. Children learn by observing others	To Imbibe the personal and social Values taught by these festivals. To Develop the values of bravery, sacrifice, fight for justice and pride, love for nation, sacrificing life for

3 rd August 2015				behaviours and attitudes.	nation and people, protecting family members, honor etc.
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Description of Activity: The teacher & Facilitator discussed the national festivals: Rakshabandhan, Uttarayan, Holi, Diwali, Independence Day, Navratri, Christmas, Ganesh Chaturthi and Id with children. They talked to the children about these festivals in a very layman language. "hum Diwali pe kya karte hai? phatakde phodte hai, diye jalate hai" so children talked about these festivals on their own. Then they also discussed the festivals celebrated in the world like New Year and Tomatino festival of Spain.

Analysis:

Box 15.

1. Facilitator: which festival is it when Santa Clause gives gifts?
2. S3: Christmas
3. Teacher: which festival is it jisme hum achhese tayaar hote hai, chaniya choli pehante hai
4. S3: Garba

In Box 15. It was observed that S3 answered the festival name "Christmas" when facilitator posed a question on it in L 1. She also recognized navratri festival saying 'garba' in L 4, when teacher asked them about a festival in which they wear chaniya choli. She played a game crossing each finger one above another & taught S1. She was too communicative and involved in the discussion and knew about festivals.

Box 16.

1. F: tells about Christmas and Santa Claus
2. S10: Der tak dance karte hai. Fir gift dete hai
3. Facilitator: Ek do teen chaar, ganpati ki jai jai kaar (sings)
4. S10: Maurya bapa maurya, (Sings, claps and enjoys)

When teacher asks them to clap, he puts hand on mouth and makes sound by tapping hand on mouth.

In box 16. S10 was seen enjoying and singing after facilitator and teacher. When the facilitator told the class about Christmas, santa & New Year he responded that one dances till late night and get gifts. So, he was aware about party and gifts culture. It was possible that he might have seen this in his family. When the teacher sang one phrase on 'ganpati' as seen in L3, he sung another one as seen in L4, which was not even sung by Teacher and he clapped while singing. It seemed he was enjoying the activity and discussion on festivals.

Among others, S1 was very involved in the discussion. She repeated festival names after F. She too repeated "Ganpati Ki Jai Kaar". She tried but unable to repeat "TOMATINO". S3, S11 repeated all festival names when asked. S11 attended the activity very attentively and sat quietly. S5 was attracted to the camera. He called F "mera photo khincho naa, Mam photo to khincho". He repeated "17, 18, 19, 20, 21", when teacher talked about "New Year 2014, 15, and 16". So, he enjoyed counting it seemed. S6 was sitting quietly but listening. He responded with his fingers when teacher said "Independence Day par straight khade hote hai, hilne ka nahi", so he moved his finger in 'NO' direction. S7 observed that it was raining. He said, "Baarish aa rahi hai". He repeated "Diwali" after F. S9 sat on chair, didn't sit in circle on floor. She murmured words like "Tomato" after teacher. Observed S15 fidgeting with hair, so she helped her & brought her pony in front from her back. S12 was not very involved in discussion and S14 kept on moving like pendulum while sitting but she was listening. S15 was reminded by F, on discussion of ganesh chaturthi, that she drew Ganesha's picture in ME Book. S16, S17, S18, S13, S4, S2, S8 were absent in this activity. **Observation:** During the free talk on Festivals it was observed that only S3 & S10 were able to answer about festivals, rest all (S1, S3, S5, S6, S7, S9, S10, S11, S12, S14, and S15) present, repeated after Facilitator and teacher, what they made them repeat regarding festivals. They observed and listened carefully and repeated after facilitator and teacher. Thus, it appeared like the children need to be culturally sensitized regarding their country's festivals.

The next activity was in continuation with the festival theme.

5.2.2.2 Activity 2: Celebration of festivals: Showing Videos of festivals

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Celebration of festivals 4 th august, 2015	Showing Videos of festivals playing (Colorful festivals of India by mango juniors) in AV room part 1	-----	In AV Room	Learning by doing. Children are curious to learn. Children learn by observing others behaviours and attitudes.	To Imbibe the personal and social Values taught by these festivals Lohri & Uttarayan. To Develop the values of bravery, sacrifice, fight for justice and pride, love for nation, sacrificing life for nation and people, protecting family members, honor etc.

Description of activity: Facilitator started the festival theme along with the school's festival theme and so the video of festivals was shown by researcher to entire preprimary section in the beginning. Later on, the facilitator showed the video to the Jr. K.G. An again in AV Room. Facilitator played the video of festivals in which all the major festivals of India were shown and why and how they are celebrated was explained. The facilitator used to first describe the festival then play it and then used to pause in between to discuss on things that were being shown and then used to play it again. In this way the facilitator covered the festivals in three phases. In first phase she took Holi, Independence Day, mahS1vratri, Lohri and id. In second session facilitator revised the previous festivals and covered new ones; Janmashthami and Christmas. In third session she revised all and then started with navratri, Dussehra, Diwali, id, New Year. One session was conducted for story telling of Holi and another for story of Dussehra and Diwali. (Entire activity took 2 weeks). The values taught by these festivals would be transcended to children.

Classroom process (First phase): In first phase or part 1 the children were taken to Audio Visual room of the school and were seated there. A video in story telling form was played for Holi, Independence Day, mahashivratri, Lohri and Eid. This was shown to the Children after GD was done, one day before (Activity 4).

They all observed the video very inquisitively and they repeated all festival names after the video got completed. All were in very comfortable positions, the way they wanted to sit. The characters in video talked of concept of festivals. Facilitator went on talking along with the video and explaining in between by pausing the video. She first talked about Lohri. Then Facilitator covered Uttarayan. When Facilitator said about Shivaji ki story aayegi, they all clapped on their own.

Picture_5.9: Showing videos on Festivals



Analysis: S1 listened very carefully, nodded when Facilitator talked of ‘fast’ during Shivratri. Facilitator asked "Mummy vrat karti hein na", "sabudana vada khate hein na.?" So, she nodded very fanatically, joined her hands on her own. When F asked, Kaun se festivals ho gaye, S2 Counted on his fingers. F then repeated Lohri and Uttarayan. On Shivratri discussion S4 said, “Pooja karti hai mari mummy Shivaji ki,”. S6 while seeing the 2nd day video after Lohri and Uttarayan, watched sky in it and said, "Mam ye sky hai", "Mam ye sky hai" until Facilitator heard him. (SEL due to nature concept taken in self-concept where they were sensitized towards nature) Then S10 too repeated after him. S7 Kept on changing posture of his body while sitting, he opened and moved legs, slept, and turned. During Mahshivratri being shown in the video he went off to lie down, so the teacher came and made him sit properly. It seemed he was not interested in watching it. S9 during shivratri, was again sitting alone at the back and sleeping, sitting, turning and playing on floor. S16 and S9 came and sat together. They started sharing something with each other. S9's hands movement touched her head, chest and stomach. She showed S16 6 times and talked about something. S16 then pointed her something on screen (in video)

then S9 got distracted and moved away. S10 said, "Achhe achhe kapde pahante hai" when F was discussing "Lohri & Uttarayan". He too lied down, then sat. S11, S13 & S5 too listened carefully, sat quietly without talking & watched the video. S13 kept nodding at the end, clapped when everybody clapped. When Facilitator said about mummy doing fast, S12 and S4 said loudly "Hoon". S14 joined her hands when Shivratri was shown. On watching Independence Day in Video, S16 showed hands moving high as if moving flag. When Shivratri was shown she said, "Mam ye to Jai bolte hai" she said twice, and also joined her hands. Then she started talking to S9. S18 sat quietly at the back, didn't talk to anyone and kept yawning.

Observation: Fifteen (S1, S2, S4, S5, S6, S7, S9, S10, S11, S12, S13, S14, S15, S16, S18) children were present in this activity. Only two (S3 & S8) were absent. Showing Videos of festivals playing, 'Colorful festivals of India by mango juniors' in AV room, the involvement and positive responses were more as compared to previous activity on festivals, but not that more. Positive responses from S1, S4, S12 and S16 were seen when they shared, about their mothers doing fast on the shivratri festival. S4 was even heard saying "Pooja karti hai mari mummy Shivji ki," which meant she knew the god who was worshipped in her house. S14 and S1 joined their hands in 'namaskar' position on their own. On watching Independence Day in Video, S16 showed hands moving high as if moving flag. So, she knew that on the Independence Day the flag had great importance and it is hoisted. S10 shared his views, "Achhe kapde pahante hai" while discussing "Lohri & Uttarayan". S11, S13 & S5 listened carefully whereas S7 and S9 were found less interested in the activity.

With open talk on festivals and videos shown on festivals the researcher then decided to discuss the festivals while the video was being shown.

5.2.2.3 Activity 3: Discussion on festivals while watching Video (COLOURFUL FESTIVALS OF INDIA FOR CHILDREN BY MANGO JUNIORS)

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Celebration of festivals	Showing Videos of festivals	----- -	AV Room	Learning by doing.	To Imbibe Values hidden in cultural context, in

10 th and 12 th August	playing (Colorful festivals of India by mango juniors) in AV room part 2			Children are curious to learn. Children learn in cultural context	celebration of festivals like eid, Mahshivratri, Independence Day& Holi,
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Description of activity: Already a week was passed on Festival theme and many activities had been done, hence a lot of learning was seen among children in this activity. Discussion on Festivals was carried out while watching the video of festivals. Children were again taken into A-V room and shown video and discussion was carried along with it for all the festivals that had been covered.

Picture_5.10: Celebration of Festivals



Analysis:

Box 17.

S1: Was listening with great concentration.
 F: What do we do on Holi? (To entire class when Holi discussion is going on)
 S1: color lagate hai!!
 F: (when discussing “Eid”)
 S1: (enacts ‘Eid action of greeting’, taught by facilitator). Also does ‘Eid Mubarak’ by hugging S16 when demonstrated by the facilitator.
 S1: (Along with facilitator does the action of Independence Day) She gets up on her place and salutes and repeats loudly “India is my country”.

In Box 17, it seemed S1 was very happy and enthusiastic about this activity and also about the fact that she remembered a lot from previous activities like the various actions taught to the children by facilitator for different festivals. She now knew how to wish people on id

i.e. by hugging and bringing right hand up high and touching on forehead. She had also learnt how to salute the flag and give respect to her country. They were also taught the slogan “India is my country” and it appeared she loved shouting it. It appeared as if this festival theme had definitely sensitized her towards her nation’s culture. She was also seen counting the number of festivals they had done when the facilitator counted them. S1 was seen charged till the end when all the others had got exhausted and still seen singing jingle bells by the end of the session. She was also seen watching herself and checking her pony again and again in the AV Room mirror, which told she liked to see herself in mirror and was related with her self-concept.

S2: When the facilitator dropped the hint for guessing Independence Day that it was coming after 5 days. He remembered and showed the festival by saluting. He even recognized the festival of shivratri and called the names “S4” and “fool (flower)” in the Shivratri festival clip. Enjoyed calling S8 “tappu” her pet name and laughed.

Box 18.

S3: When the Holi discussion is going on and the facilitator asks them what all is done on Holi? She replies “rangoli banate hai”. On counting the number of festivals with facilitator she remembers the second one “the Independence Day”. As soon as S3 goes for washroom, S16 turns and asks permission and then S9 too asks for it when the video is going on. But the teacher says no to both of them. So S16 is seen coughing and then she again asks for water when she gets the permission. S3 after the festival video is over and when the jingle bells carol too is over she calls the facilitator and shows her dance move in which she puts her two hands on floor and tries to throw her one leg up in air. Watching her even S1, S8, S7 and S12 too lie on floor and try to do the step.

Here in box. 18, S3 seemed to remember one of the festival done in earlier activity i.e. the Independence Day. She also answered when F asked them, what all was done on Holi? Her reply was “rangoli banatae hai”. So, through discussions and videos they were now more aware about festivals so as to what is done on that day? Here a situation was formed between S3-S16-S9 who friends within were as well as outside the school. When S3 went for washroom, S16 and S9 too wanted to go so they too went for seeking permission but

they were denied. But S16 was immediately seen coughing and she went to ask permission for water and she was allowed and thus she went out. Here it appeared that S16 had manipulated the situation. She purposely coughed so that she could get the chance to go out with S3. It was a manipulative form of problem solving. S3 was a good dancer and she wanted to try a new step of dance which was quite difficult. She showed it to F, then many of her classmates started following her.

S4: Loudly repeated after facilitator, “India is my country”. *She also remembered first festival, Holi. She participated in “hum honge kamyab” song and sung it nicely.*

S7: He became interested when Shivratri was shown in video and pointed his finger towards it. He moved his body right and left on jingle bell and clapped in the end. No participation in singing “hum honge kamyab”

S8: S8 complained about S10 hitting him but actually, initially she blew air towards S10, so she was in a playful mood, then S10 touched his legs at her back. She then removed his legs, in return S10 pinched her something and when she looked back startled he scolded her something. Then she got up and complained about him to facilitator. The teacher on the other hand called her to come to her but in spite of calling her again and again she ignored and bent her neck down and then sat quietly for entire session. She stopped participating after that. No participation in singing “hum honge kamyab”. At last in the end she finally started singing “jingle bell”.

S9: As soon as facilitator showed the symbol of saluting for Independence Day, *S9 stood up and started saluting but didn't remember the day. When facilitator told the name, she started singing “hum honge kamyab”. While watching the video for Id she recognized masjid and called it by name ‘masjid’.* She was fidgety all the time or distracted. She seemed isolated. In between she started prompting and repeating but seemed distracted all the time. While the facilitator got busy in explaining something to the teacher, S9 was seen doing imaginary talk and actions. From her actions it seemed she was angry and calling somebody and scolding him/her. She even showed slap and angry face and kept mumbling something. When S16 went and sat near S4, S9 too went and sat near S4 and tried to talk to her and touched her pony but she didn't like it and complained to facilitator and so S9

moved away. She then came and sat next to F and then started singing “hum honge kamyab”. She liked to look in the AV Room mirror.

S10: During Shivratri video repeated after facilitator, “hum shankh bajate hain”. “mere papa bajate hain”. He did the action of playing it and took out sound along with S16, S1, S4, S8 and S18. He even joined his hands and repeated “om namah shivay”. He got in a conflict with S8 because of which S8 withdrew from participation and sat quietly.

S11: Observes the facilitator with great focus. She enjoys and does the symbols made by facilitator for 5 festivals and repeats after facilitator (Holi, Independence Day, Shivratri, Lohri, Id). She even claps when it is going on. She comes to facilitator and repeats what teacher has told them “mam sath nahi baithvanu, door door baithvanu”. She sings loudly “hum honge kamyab” and “jingle bells”. She enjoys rhymes. She even claps when it is going on.

S12: When teacher explained that the milk should not be used on ‘shiv ling’, instead it should be given to poor, she immediately answered, “hum to paani chadate hai”. S1 repeated after her. It appeared that S12 was quite observant. She must have observed her mother using water on shiv idol and thus immediately informed F that they don’t use milk they use water. It seemed they were getting sensitized about their festivals and practices.

S13: When facilitator asked children what do they do on Holi? He replied “pichkaari se khelte hai” when teacher corrected her pichkari nahi injection, so he started giggling and also the entire class started laughing. Then he got busy with his card which was hung in his neck. It had come out so he tried to fix it. He then caught with the class or joined back when 2 festivals were over (Independence Day and Shivratri).

S14: She sat quietly and just watched, saying nothing. Finally, when all 5 festivals were over and the facilitator repeated them by showing symbols, she showed reaction. She finally repeated after facilitator with actions and also sang “hum honge kamyab (moves)” and watched facilitator and imitated the actions. She also tried to sing jingle bell. She came and asked facilitator, “madam ghar jana hai” after five festivals. No participation in singing “hum honge kamyab”

S15: Sat and observed the facilitator with great focus with her eyes only on facilitator. *Initially when the facilitator repeated the festival with actions she shouted loudly. She participated and repeated with actions all the festivals. She said “om namah shivay” with actions. Even called Mother Parvati’s name. She did the counting of festivals on fingers when the facilitator asked them to count. No participation in singing “hum honge kamyab”. Thus, she knew what was chanted on shivratri? “om namah shivay” she was also aware about mother parvati’s name who was lord shiva’s wife.*

S16: *Also got up to do the action of Independence Day. In mahshivratri video recognized “shankh”. She went to washroom and then came back and sat near “S4”. She tried to kiss her but S4 was busy in listening to facilitator about festivals (revision). So S16 too started listening then she went towards S8.*

S17: She liked to sit near S11. She also showed her affection by moving back and sitting with her and trying to hug her sideways. She was seen sitting quietly and not repeating anything after facilitator.

S18: While Shivratri festival when the facilitator asked them how we play shankh and showed them. *She showed in action and took out noise along with other children. She also showed the action of offering fruits and flowers to lord shiv by repeating “om namah shivay” after facilitator. In between jingle bell she came to the facilitator and said “mam neend aa rahi hai”. When the facilitator asked her the reason she replied, that she played in the night.*

Observation:

S1, S2, S3, S4, S8, S10, S11, S12, S13, S15, S16 & S18 contributed to the discussion on festivals while watching ‘Colourful festivals of India for children by mango juniors-part 2’. S5, S6 were absent out of eighteen children. Children reflected SEL from the previous activities like they were able to enact actions of Eid, shivratri, Independence Day. S1, S2, S3 & S4 were also able to name the festivals that were done in previous activities. S1, S3 and S13 were seen answering different answers for the same question, “*what we do on Holi?*” S1 replied, “*Color lagate hai!!*” S13 replied, “*pichkaari se khelte hai*” and S3 replied “*rangoli banate hai*”. So, their concept of ‘Holi’ festival was expanding. Through

discussion and watching video and hearing story of Holi festival they had now more information, and sensitization. S16 & S10 identified ‘conch’ in video. S7 points at it. S10’s response on ‘Conch’ that his father played it and the sound of it in video made S16, S1, S4, S8 and S18 took out the noise of conch and do the action of playing. S10 & S15 both joined their hands in praying form. S15 even called Mother Parvati’s name. S12 response to “hum to paani chadate hai” when teacher explained that milk should not be used on ‘shiv ling’, instead it should be given to poor was witty. S2 remembered and does the action of saluting for festival ‘Independence Day’. S1 got up at her place, saluted and repeated loudly “India is my country”. S4 & S16 too did the same watching S1. S16, S4 & S11 sang loudly “hum honge kamyab” which S17, S15, S14, S13, S8 & S7 didn’t. S11 started singing “jingle bells” along with Facilitator for Christmas festival. S16 was seen manipulating the situation and managing to go out of the class after S3. When one thing didn’t work she tried another and succeeded.

Another feather was celebration of Independence Day. The next activity was designed to develop nationalism among children through art & craft.

5.2.2.4 Activity 4: Making Nation flag

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
Making National Flag 11 th august, 13 th & 14 th august	Art and Craft (Flag Activity)	Cardboard, white chart paper, matchsticks, crayons, fevicol.	Cut small rectangular pieces of 3” by 2” of cardboard as well as white chart paper.	3 groups with each having a facilitator or teacher or a helper	ZPD provided by facilitator. Children participate in their own learning. Hands on experience. Children construct their own knowledge.	To learn about their national flag. To grow attachment to the country. To Develop love for their country.

Description of Activity: The activity began by showing them the flag they had colored one day prior and introducing the 3 colors of the flag and their meaning i.e what they stand for. Facilitator played "Vande matram" song at the background. The teacher asked them, "

Kal humne ye colour kiya tha na?" all children sitting in circle answered, "YES" excitedly. Then she told them importance of 3 colors on Indian flag, she said, "Saffron is for sacrifice, white is for peace, green is for prosperity." Slowly and slowly 2 groups were formed. One around VM and the other around facilitator. The children who had to stick green paper cuttings on the flag came to facilitator after they had finished orange cuttings with VM. After 14 minutes they started becoming restless and started asking for water and washroom.

Picture_5.11: Preschoolers making Indian Flag



Analysis:

Box 19.

S5 is Busy doing some actions and does not want S2 to do so. He does 'katti' with S2 and even ask S1 to do so. And S1 too does what S5 says. S5 then shows love to S13. S13 also does 'katti' from S2. S5 asks S2 to sit with S10. Even calls S10 and ask him to take S2 with him. S15 comes and comforts S2 by showing smile symbol. So next time when S5 comes, and touches him on his cheeks, he complaints to S15 that "S5 mujhe maar raha hai". So S5 explains S15, why he is not talking to him.

In Box 19, it appeared to be a group conflict and S2 had been isolated by S5, S1 and S13. Here S5 seemed to play the role of a leader and S1 and S13 follower. S2 was blamed by S5 that he had hurt S13. When S15 watched S2 being isolated she came to him to cheer him up and showed him 'smile action'. As S2 got comfort from S15, he complained to S15 when S5 brought his hand and touched his cheeks. S2 said "S5 mujhe maar raha hai". So S5 came & tried to explain it to S15. So S5, S2 and S15 were involved in resolving the conflict.

When the three (S5, S1, S13) of them didn't listen to him, he complained to the facilitator. So, facilitator interfered and called S5. S5 explained that S2 had spoiled their game, then facilitator called S2 but he said nothing and sat quietly. After the facilitator interfered, then S5 called S2 "k main tere sath abba karunga" (which meant he was ok with him now). Hearing this S2 told him that he wanted to talk to S13 and S1 too then S5 made them do 'abba' (ok) with him. Listening to Ayaan repeated what facilitator has said, he said. "kya matlab hai tumhara. Usae to gol gol ghumate hai". He just tried to be mature. He then played with S2. S5-S2 played in a pair. Covering their faces with hankies and doing some role playing. S5 continued to move in both the groups.

This situation gave a very good insight into a 4 & 5 yrs. old. Their relationships, their group dynamics. Here we got to see bullying sort of thing where one child was isolated by three children who ganged up, there was a clear-cut leader seen who took decision and the others followed. Not only this but even empathy was seen when S15 went and gave comfort to the child and tried to resolve the fight. Finally, the facilitator had to intervene when S2 complained to F.

Box 20.

S4 she picks some paper cuttings from bowl takes in her hands and start pasting on flag. After she finishes she carefully drops the left-over cuttings in her hands, back in the bowl. The teacher calls her then "lo S4 isae apne hath se pakado". Then she comes to Group 2 to F. She calls her name "mam!" and gives flag to facilitator. Now she starts sticking green colour cuttings on flag. Facilitator asks her "green kisliye hota hai?" "India kya kare? aage bade" so she repeats after facilitator " aage bade"

In the above box 20, S4 was asked to hold her flag purposely to bring in the feeling of attachment and love for their country. They already had been explained the meaning of three colors in the flag. Now by holding saffron color cuttings and pasting it on flag in group 1 i.e. teachers group and then again holding green color cuttings in hands and pasting it on flag in group 2 i.e. facilitator's group, helped them in integrating nationality and love for the country. In between F kept asking the significance of color like here in the

above box “green kisliye hota hai” and “India kya kare? Aagae bade” and made them repeat it, to make them constantly feel that they were doing something for their country.

Box 21.

S10: Repeats after facilitator, “India ko ghar le jana hai” he also repeats “is pe stick lagana padta hai”. S11: Asks facilitator whether they have to take the flag to home? “Madam India ko ghar le jana hai? So, the facilitator says yes, “India ko ghar le jana hai”. And repeats “my India my nation”. Then S11 again asks “mam bag mein mook it hai na”. So, facilitator assures her yes. She like to help facilitator so she holds the box of paper cuttings high for facilitator.

In Box 21, the sentences like “India ko ghar le jana hai” spoken by F brought the feeling that the Flag represented their country India and was repeated by Om in the above ongoing activity. Then S11 repeated the same sentence and confirmed again from F and then F said yes and started keeping S11’s flag in her bag. She again confirmed that F was keeping her flag in the bag? So, f assured her that she was. Until then she held the box of paper cuttings for F helping her. Giving them Flag for home gave them the feeling that the flag was their own.

S1 was all the time waiting for her chance for the activity. One could see her that she was getting restless. She was fidgety all the time and when S5 and S2 were playing ‘bhoot bhoot’ with their hankies and tried to scare her she moved back and hurt S15’s finger but still S15 just pressed her fingers and moved away from S1 but did not complaint about them. S3 asked facilitator that she will do herself. Once her green was done she asked facilitator, “mam iske baad hum kya karenge” mam said ghar jayenge. So, she got curious that “kya hum stick nahi lagayenge?” Found an orange cutting and took it to facilitator “mam ek orange mila” facilitator gave her happy response. Once her task was done she was busy in self -play. S6 was absent. S7 – S9 played together in a pair, S7 was enjoying when S9 was making faces. S8 sat quietly near facilitator and observed the activity. Later on, spread her legs out while sitting and moved them left and right. Watching her S17 and then S7 joined her. So, the three of them sitting side by side in a line played by swinging their legs while sitting. S13 was quiet throughout the activity. The facilitator had noticed this. So, she touched him and found out that he was having fever. He completed his task quietly

and was quiet even with his friends S5, S15 and S2. S14 for first fourteen minutes she sat on chair quietly and then she asked the permission to go to washroom from facilitator. S15 heard S2's complaint. She repeated the colors of Indian flag after facilitator. S15 sat in teacher's Group then out of curiosity or watched all her friends in other facilitator group so she came and sat and observed in that group. Later on, she left again to return back in the same group. She then started playing with S1 i.e. just sitting and touching the chain hanging from a bag. She sat quietly for most of the activity. S16 Showed love and excitement for the facilitator, as she came and sat near her. She later on played with chairs putting them one above the other and moving around the class towards the end. Yashashvi-S12-S3-S16 were busy in doing a group effort of placing all the chairs one above the other.

Observation: All seventeen children present were culturally sensitized by hands on activity of making "India Flag" Only one was absent (S6). All of them were seen singing "hum honge kamyab" or repeating the slogans like "India kya kare? Aage bade", "*India ko ghar le jana hai*". Five (S1, S3, S4, S10, S11) of them were seen very enthusiastic or responsive to the discussion regarding Indian flag and its colors. They wanted to know whether they would be allowed to take it back home. So, they were very happy when they were allowed and were heard saying "*India ko ghar le jana hai*". They were sensitized regarding the meaning of three colors in the flag. The holding of the saffron & green colored cuttings in their hands and pasting them on flag sensitized them more.

While the turn for two children in two groups went on for 'Flag Making' rest of the children had lot of free time so there were many 'free plays' observed. Three groups were seen playing their own games. S7-S8-S17 rolling their legs together in symmetry; S7-S9 in pair making faces; S18-S12-S3-S16 busy in doing a group effort of placing all the chairs one above the other. A group conflict was also observed, S2 was isolated by S5, S1 and S13. S5 played the role of a leader and S1 and S13 follower. S2 was blamed by S5 that he had hurt S13. When S15 watched S2 being isolated she came to him to cheer him up and showed him 'smile action'. So S15 was seen being empathetic to S2. As S2 got comfort from S15, he complained to S15. Finally, S2 complained to facilitator and she resolved it. This situation gave a very good insight into a 4 & 5 yrs. old. Their relationships, their group dynamics. Here we got to see bullying where one child was isolated by three children who gang up, there was a clear-cut leader seen who took decision and the others followed.

Finally, the researcher organized a group discussion on festivals to end the theme.

5.2.2.5 Activity 5: Group Discussion on Festivals (Passing by Passing)

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Celebration of festivals (GD) 14 th August, 2015	Final GD on festivals in circle time through Indoor game 'Passing by Passing'	----- -----	----- -----	Learning by playing Children are curious to learn. Children learn in cultural context	To Imbibe Values hidden in cultural context, in celebration of festivals

Description of activity: It was the last activity on Festival theme. Facilitator organized 'passing by passing' game. She played dafli & passed a pouch in the circle. F closed her eyes. When she stopped playing dafli she opened her eyes and the child holding pouch had to take part in discussion of festivals.

Analysis:

Box 22.

F: Asks S16 to name a festival
 S1: mai bataungi
 F: pehle S16 ko bolne do
 S1: Ab meri baari, twice (Reminds Facilitator after S16 and S3's chance is over)
 F: ok! (Gives S1 a chance)
 S1: happy Id!
 F: S1 k liye sab clap karo (so all clap for S1)

In Box 22. it can be seen that the festival name was asked from S16 as when the dafli stopped, pouch was in her hand. S1 began to call facilitator to give her a chance. But F informed her that she had to wait for her turn after S16 and S3. Once their turn was up S1 again reminded F for her chance so F gave her one because she was so excited to answer. She then really named one festival i.e. Eid so F asked everyone to clap for her. She was a good listener and observer.

Box 23.

S3: She is raising her hands for 4-5 minutes

F gives her chance "aS3 batayegi".

S3: "Independence Day

F: Independence Day, tomorrow is Independence Day " "My country My nation". So

S12: Stands & does the action of salute, imitating F. They all become too excited, so F gives them time out (transition time).

S3: takes F dafli in her hands and when S15 tries to snatch it she gets angry and does not let her snatch away

It appeared from Box 23. that S3 was able to answer the festivals name. She followed the rules and keep her hands raised for almost 5 minutes until F asked her. Listening to Independence Day S12 got excited and stood up to salute that had been taught to them by facilitator. Watching her almost everyone stood and did saluting and there was lot of noise so F used Time out! When S15 tried to snatch dafli from her she was able to put up her fight and did not let her take away. Thus, it appeared S12 in enthusiastic, S3 seemed to be a good listener as she remembered the festival name and it also appeared that she could handle her fights or problem situations.

Box 24.

Next after S13 and S16, now pouch stops at S4.

F: reminds her that Holi, Diwali and Eid are done. Now what is left?

S16: stands up and say, "Holi".

F: "Holi & Diwali ho gaya". Then F asks S4 "Krishna ka birthday kaunsa day tha?",

S4: Krishna... (thinking)

F: Krishna ka kaunsa Festival tha?

Om: Chota baby ka

S4: Janmashtami!

S8 & S13: repeats "Janmashtami" when F asks them to repeat.

In Box 24, S4 was able to answer 'Janmashtami' festival when F dropped the hint that it was Krishna's festival. On hearing this S10 too remembered and said "chota baby ka", may be because while narrating Janmashtami F discussed 'bal gopal' (small baby) with them. It appeared that S4, S10, S16 they all were listening & observing activities very carefully as they were able to respond so well. Even S16 said 'Holi' festival but F informed her that it had already been told by someone. It appeared that learning was taking place among them.

Box 25.

S10: Excited when passing by passing goes on. But becomes interested only when Dusshera discussion begins. On hearing he says, " aur arrow mara tha". So, he remembers the story of Diwali and Dusshera.

As could be seen from Box 25 that S10 remembered the story of Ram and Ravan in which F told them that lord ram shot the arrow in ravan's stomach and that was how he died. So as soon as Dusshera festival came in the discussion he said, "arrow mara tha". So, it appeared, that S10 might not speak much but had an inclination towards festivals and their stories and celebrations. He had been answering many things in this entire festival theme discussed by F from time to time

Box 26.

When the dafla stops and pouch is in S13's hand, birthday song is sung for S13 as it's his birthday. Its S12's birthday too but it's not her chance yet, so the song has not been sung for her. S12 moves her neck continuously during singing. Everybody laughs on watching this including S13.

F to S13: how old are you?" he doesn't reply. So, F shows him on fingers beginning from one.

S13: So before reaching 5 he tells that he is 5.

F: asks name of one festival from S13. He is still enjoying watching S12 and does not reply.

S12: raises her hands and says "mai"

F: calls her in the circle, then she says,

S12: "Ek Tha raja" "ek thi rani".

F: After which F asks her to sit on her place & tell name of any festival.

S12: She again rises and comes up to F to say "Holi" "rangoli", which F says that it already has been said.

S15: S15 too imitates S12 moving neck and clapping while singing Birthday song.

F to S15: Diwali pe mamma kya karti hai?

Others: Mithai banati hai" so F looks away from her and starts repeating mithai banati hai.

S15: "mam mujhe pata hai" twice she repeats.

F: aur kiski pooja karti hai mummy Diwali pe? Laxmi ji ki" doing action of Aarti

S15: she imitates the action and again repeats "mam mujhe pata hai" twice

S2: is calling & F is not listening, so she says,

S11: "mam bulata hai"(twice) by pointing towards S2. (Empathy) She also says, "Mam meri chalk lo" when F wants chalk. She gets hold of S15's i card hanging from her neck. So S15 tries to get rid of her hand so S11 raises her hands towards S15. Then S15 tries to see S11's icard but she snatches it away, then S15 gives her icard on her own in S11's hand and then tries to see S11's card which S11 again snatches away. So now S11 only holds S15's card. This behaviour continues for exactly 2 minutes.

In Box 26. At first S13 was unable to answer his age but when F counted on fingers showing him fingers he answered 'five when she reached 'four'. When F asked S13 to give the name of festival he was still distracted with S12 shaking her neck. Later S12 wanted to answer the question so when F allowed her she said "ek tha raja ek thi rani" so if asked her to go

and sit back. Again, she rose and came to F to say 'Holi' 'rangoli'. But F informed her that was done. S15 then asked Diwali pe mama kya karti hai? but others answer "mithai banati hai" so F turned her attention away from S15 which she didn't like and so to get back F's attention she kept saying "mam mujhe pata hai". she felt bad on missing the opportunity given to her so tried to seek F attention.

With S11 she tried to use problem solving technique handling her own card into S11's hands so that in return she could see her card and she did but S11 again snatched it. S11 here showed empathy and called F for S2 and told her that S2 had been calling her. S5 was seen shouting " My country my nation", "We love nature".

There were lots of conflict seen in this activity regarding pouch and dafli and seating arrangement. These conflicts were seen between S9 who had problem in sitting with S5 and S1 at two different times. S9 also had a conflict with S16 when she pushed S16 and S17 helped S16 in dealing with it. S17 showed empathy to S16. Another conflict was seen between S3 and S15 on dafli. Another tug of war between S11 and Om on pouch. Many activities had been done before this, hence a lot of learning is seen among children in this activity and also, it's the final discussion on Festivals. It was also in the game form so lot of behaviors of children were seen.

Observation: Sixteen were present out of eighteen. Only two (S6 & S7) were absent in the Group Discussion and Final revision of festivals in circle time through Indoor game '**Passing by Passing**'. S1 named one festival i.e. Eid while S3 too was able to answer the festivals name. She followed the rules and kept her hands raised for almost 5 minutes until F asked her. Listening to Independence Day S12 got excited and stood up to salute that had been taught to them by facilitator. Watching her almost everyone stood up and saluted. There was a lot of noise so F used Time out! Thus, it appeared that S12 was enthusiastic. S4 was able to answer 'janmashtami' festival when F dropped the hint that it is Krishna's festival. On hearing this S10 too remembered and said "chota baby ka", may be because while narrating Janmashtami F discussed 'bal gopal' (small baby) with them. It appeared that S4, S10, S16 they all listened & observed the activities very carefully as they were able to respond so well. Even S16 said 'Holi' festival but F informed her that it was already been told by someone. As can be seen from Box 4 that S10 remembers the story of Ram and Ravan in which F told them that lord ram shot the arrow

in ravan's stomach and that is how he died. So, when Dusshera festival came in the discussion he said, "Arrow mara tha". So, it looked like, S10 might not speak much but had an inclination towards festivals and their stories and celebrations. He had been answering many things in this entire festival theme discussed by F from time to time. At first S13 was unable to answer his age but when F counted on her fingers showing him fingers he answered 'five when she reached 'four'. When F asked S13 to give the name of festival he was still distracted with S12 shaking her neck. S12 came to F to say 'Holi' 'rangoli'. But F informed her that it was done.

S15 was then asked Diwali pe mama kya karti hai? Others answered, "mithai banati hai" so F turns her attention away from S15 which she doesn't like and so to get back F's attention she kept saying "mam mujhe pata hai". She felt bad on missing the opportunity given to her so tried to seek F attention. With S11 she tried to use problem solving technique handling her own card into S11's hands so that in return she can see her card and she did but S11 again snatched it. S11 showed empathy and called F for S2 and told her that S2 was calling her. S5 was seen shouting " My country my nation", "We love nature". There were lots of conflict seen in this activity regarding pouch and dafla and seating arrangement. These conflicts were seen between S9 who had problem in sitting with S5 and S1 at two different times. S9 also had a conflict with S16 when she pushed S16. S17 helped S16 in dealing with it. S17 showed empathy to S16. Another conflict was seen between S3 and S15 on dafla. Another tug of war between S11 and S10 on pouch. Many activities were done before this; hence a lot of Socio-emotional learning was seen among children in this activity and also, it's the final discussion on Festivals. It was also in the game form so lot of behaviors of children were seen.

With the completion of celebration of festivals theme the researcher next began with cultural values inculcation among preschoolers.

VALUES (Week 3 & 4)

5.2.2.6 Activity 6: Story of Raju

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Story of raju (Developed by Researcher) 13 th August	Indoor activity	----- ---	Make them sit in a circle.	Children are curious to learn. Children learn by observing others behaviours and attitudes.	To Imbibe the cultural Values. To Develop the values of saving and serving water. To imbibe the values of devotion and dedication.

Narration of story: Once there was Raju due to thirst he becomes unconscious during the school closing time when he is waiting for his father under the tree. Soon a person comes and gives him water to drink and calls his father. Thus, Raju comes to know the value of water and how important it is for people and the country.

Picture_5.12: Preschoolers listening to the story



Analysis:

S1, S2, S3, S5, S4, S6, S7, S8, S11, S12, S13, S16 S15 & S17 all listened to the story very carefully. S1, S3 & S5 answers “sad” when Facilitator said "Raju kya tha? S1 nods her head in ‘NO’ form when facilitator says "paani do din se nahi aa raha tha" S2: Slowly stood

up and came near the facilitator to hear the story and see the book in facilitator's hand. So, he is curious. When facilitator says the lines of the story, "jab humein pyaas lagi hai to hum kaise ho jaate hai?" S3 watches the facilitator, enjoys the expression on facilitator's face and imitates that expression. S5 is always interested in listening stories. He comes closer to the facilitator to have a look in the book from which facilitator is reading. So, he is also curious.

S9 Made drawings on black board using her fingers on the white dust present on black board. So, imprints could be seen. But still she was listening. She was all fidgety, moving hands and legs. Filling air in her mouth. Om was facing opposite side of the student & facilitator, showing his back. He was lost in his own thoughts.

Box 27.

When Facilitator says "tap jaldi say" S16 finishes the sentence saying, "band kar deta tha" which means she learnt the moral of the story which was "save water and value water" S16: Changes her place. First, she is standing next to facilitator then comes and sit near S3 (who is her best friend as per her saying).

Observation: this activity saw all the children getting collected around F and trying to get closer and closer to hear the story. They were very curious to find out what happened next with 'Raju'? Learning results when children are curious. So, their main focus was on 'listening' so less of discussion was seen in this activity. S16 was able to understand the moral of the story "save water and value water" and hence able to complete the Facilitator's sentence "tap jaldi se..." so S16 said "band kar dete hai". The activity was to inculcate value of saving water which had been our culture and was also the need of time and also of helping others in difficulties.

In the same line of developing cultural values next story was narrated by the researcher.

5.2.2.7 Activity 7: Story telling of Shravan

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Story telling of Shravan 20 & 24 th August	-----	-----	Make them sit in a circle.	Children are curious to learn. Children learn by observing others behaviours and attitudes.	To Imbibe the cultural Values. To Develop the values of respecting elders, serving the parents and taking care. To imbibe the values of devotion and dedication.

Description of story: Narration: Facilitator narrated the story of Shravan in the circle time. The story went like this that in very old times there was a boy named Shravan, his parents were blind and they wanted to go to pilgrim but since they were blind they were unable to. So shravan decided to take them. He prepared tourist and tied them at both the ends of the stick in a hanging way and held the stick from the centre. He asked his parents to sit in the tourist and they left. After going for hours, they came in a jungle. Shravan parents asked for water. He placed them at a clean place and went to take water. King Dasharatha was there in the jungle at that time. He heard some sound and thinking that it might be an animal he used his bow and arrow. As soon as arrow left he heard some sound of a hurt man. He went and saw Shravan lying there. He felt very bad. He asked his name and what he was doing here. He said the whole story and asked king to give water to his parents and he died. King Dasharatha took water for his parents and asked for their forgiveness but they said that just like they have lost their son he too will lose his son and they too died.

Moral: We should take care of our parents. Help them in their work and look after them just as Shravan did. We should also not kill animal or any innocent person.

Analysis:

Box 28.

1. S1: meri mummy darshan jaati hai (When facilitator talks about mandir)
2. S12: Mummy darshan karanae nahi jaati
3. S1: Madam mujhe daant dukhta hai (When facilitator appreciates that S12 has come even when she is sick)
4. Facilitator: “Shravan ke mummy papa boodhae thae to wo aise chalte thae aur khaaste thae” (S1 too imitates and coughs) She also immitates the action of water when Facilitator makes sound of water along with action "kal kal kal kal".
5. Facilitator: “ke humein mummy papa ki help karni chaiye.”
6. S1: Mai karti hu (spontaneously answers) she nods in "yes" continuously when Facilitator explains that they should help their parents.
7. S9, S15, S16: mai bhi karti hu (On hearing S1 they all say)
8. S13: Mai bhi karta hu
9. She seems very happy when facilitator says “Done dana done done”

From the above box 28, it appeared that S1 was very much involved in the story and was sharing her views. In line 1 it appeared that by just listening to word ‘mandir’ (Temple) she was able to relate it with what she daily observed at home; that her mother went to temple daily. But in L2 S12 admitted that her mother didn’t go to visit temple. In L3 her attention seeking behavior could be observed because when she watched that the F was appreciating S12 for being present even when she was ill so she too wanted that appreciation, so she at once said, “Madam mujhe daant dukhta hai” i.e she was having pain in her teeth. So, she wanted to hint F that she was also there in the class inspite of her tooth ache. This could be a case of jealousy or she wanted appreciation. She liked to imitate F a lot and her learning was a lot based on imitation as could be seen in L 4. In L5 when the F told that one should help the parents, she immediately said, “mai karti hu” i.e she did it in L6. Hearing her, S9, S15 & S16 repeated it in L7. Hence the learning that one should take care of parents and help them was taken by S1, S9, S15, S16 & S13 as seen in the above box.

Box 29.

1. S6: "mam sky ki" when he comes to know about some other story, he says, " nahi nahi (thrice), sky ki story".
2. F: S6 why were you absent? Whether you were sick?
3. S6: 'nods' yes. "Mam sky dekh upar"
4. S6: "chup" to all and again watches sky.
5. S12: "mujhe idhar laga tha" (on hearing F asking S6 about his sickness)
6. Facilitator: S12 is a very strong girl, usae daant mei dukh raha hai fir bhi school aayi hai." (sits quietly in the entire class may be because she is sick)
7. S1: Madam mujhe daant dukhta hai
8. S15: madam mujhe bhi cough aata hai" when she heard

The above conversation in Box 29, clearly showed S6's love with nature and his increased bend towards appreciating the nature, observing it and its beauty after the completion of "Self-concept" in L1. When he came to know that the story was not on sky he didn't want it. He insisted F to tell "sky ki story". Even when the story began he kept watching sky and showed it to F in between in L 3. He even wanted all to just shut up when he was watching sky in L 4. It appeared he couldn't enjoy the beauty of sky because all of them around him were talking. When the F asked S6 about his illness S12, S1 & S15 all came up with some or the other illness to have facilitator's attention and love. S12 was actually having tooth ache and she was not good so she reminded the f about this so F motivated and appreciated her that in spite of the tooth ache she was in the school. This satisfied her. But In 7 & 8 it appeared S1 and S15 were doing it just for F attention. It appeared that they all had developed a strong bond and attachment with F and so they looked for her attention, love and care.

S4, S5, S3, S1 too imitated the action of Water and laughed watching F making the sound of water and then making it themselves "kal kal kal kal". S5 was listening very carefully, when Facilitator said "Forest aaya" he repeated "forest", and also imitated the action done by F. As soon as S15 heard the name of "Forest" she said, "Jungle mein lion hata" (Gujarati). So, after hearing her everybody started saying different names of animals like S5 said "deer", "Octopus", S11 said, "Rabbit". So, in Shraavan's story, mere mention of 'forest' made them relate it with different animals that were found in jungle. It made S5,

S12 and S11 more fascinated towards the story. When F said “uss jamane mei to train bhi nahi hota tha” so Om said, “aur gaadi bhi nahi hota tha”. He imitated the action of bow and arrow and said, “Arrow”. So, he was totally fascinated with the story, he repeated the words, did action of bow & arrow. *So imitation of actions and repetition of words was helping them a lot in SEL.*

Box 30.

1. F: Raju ki story mei humnein kya seekha tha?
2. S3: k nal band karne ka" (spontaneously answers)
3. S9: Mam saabun laganae ka to nal band karke lagaane ka, aur dhona ho to fir se ON karne ka!
4. F: Haan

From the above box 30. It appeared that when F ended with Shravan’s story she reminded them of the previous activity in which she told them “Raju’s” story. She asked them what they learned in that story, and as could be seen in L 2 S3 informed that one should close the tap. S9 in this context spoke that while bathing, keep the tap closed while applying the soap and open it only when one wants to wash. These lines clearly suggested that they were learning through stories, learning the value of water and saving water.

Observation: Fourteen out of eighteen were present. Four (S7, S8, S17 & S18) were absent. S1 & S12, were very much involved in the story and were sharing their views. It appeared that by just listening to the word ‘mandir’ (Temple) S1 was able to relate it with what she daily observed at home; her mother visiting temple daily. But S12 admitted that her mother didn’t go to visit temple. S12 likes to imitate F a lot and it was observed that her learning was based on imitation. When the F informed that one should help the parents, she immediately said, “*mai karti hu*” i.e she does. Hearing her, S9, S15 & S16 repeated it. Hence the learning that one should take care of parents and help them took place in S1, S9, S15, and S16 & S13 as seen above. S6’s love with nature and his increased bend towards appreciating the nature, observing it and its beauty after the completion of “Self-concept” increased. When he came to know that the story was not on sky he didn’t want it. He

insisted F to tell “sky ki story”. And watched sky in the whole activity. He even asked everyone to shut up when he was watching sky. It appeared he couldn’t enjoy the beauty of sky because all of them around him were talking. When the F asked S6 about his illness S12, S1 & S15 all came up with some or the other illness to have facilitator’s attention. It appeared that they all have developed a strong bond and attachment with F and so they look for her attention, love and care. S4, S5, S3, S1 imitated the action of Water done by F. As soon as S15 heard the name of “Forest” she said, “ *Jungle mein lion hata*” (Gujarati). So, after hearing her everybody started saying different names of animals like S5 says “deer”, “Octopus”, S11 says, “Rabbit”. So, in Shravan’s story, mere mention of ‘forest’ makes them relate it with different animals that are found in jungle. It makes S5, S12 and S11 more fascinated towards the story. S10 imitated the action of bow and arrow and said, “Arrow”. So, he is totally fascinated with the story. When F ended with Shravan’s story she asked them to recollect “Raju’s” story and tell her what they learned in that story. So S3 informed that one should close the tap. S9 said that while bathing, keep the tap closed when applying the soap and open it only when one wanted to wash. These lines clearly suggested that they were learning through stories, learning the cultural values of praying, taking care of parents, helping them, respecting nature, saving water etc.

Another story of value inculcation, but this time developed by the children was initiated by the researcher.

5.2.2.8 Activity 8: Incomplete story telling

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Stories 24 th August (20 min video)	Incomplete Story telling	-----	Make them sit in a circle.	Children are curious to learn. Children are made to think and logically step by step try to complete the story.	To Imbibe the cultural Values of..... (Children will decide.)

Description of story: The Facilitator initially formed a plot of an Indian happy family (mother, father, son & daughter) whose son went to abroad to study. After forming a little base of the story, she asked children to complete the story.....

Analysis:

Facilitator said "chalo aaj ek story batayengi mam" " Mam sirf half story batayengi aur half story aap logo ko complete karni hai"" Sochna padega ki kaise humein aagae ki story banani hai." "To sab milke sochenge" Then Facilitator began the story i.e gave a plot. She said, "ek happy family hoti hai" jaise Varsha madam ne humein nahi sikhaya tha rhyme? Teacher started singing, "Open the doorHappy little Family" so the entire class started singing. Then Facilitator said that in that family there is a mother, father a son and a daughter. The son & daughter started growing. The son wanted to go to abroad to study. So S13 said "college mein" so F said yes, for college jiske liye bahut saari money chahiye hoti hai. Parents arrange the money with great effort and the son finally flies to abroad. So S5 asked "Uska naam kya tha?" he asked sons name when F completed her part of story. So, all 'think' and keep his name 'Aamir'. So, after that F said "ab aagae aap log complete karoge ke uske aage kya hota hai?" ab aap log socho.

Box 31.

1. Kaunsi country gaya wo fly karke? kaunse sheher mei utarta hai teacher asks? India se bahar kaunsi cities hai? kaha bhejein usae? So S5 repeats "kaha bhajein?" F and Teacher says, America hai, London hai, Canada hai....
2. S5: "Canada!" (decision making)
3. S4: Canada! So
4. F: So he goes to Canada.
5. S12: Office karne gaya tha (thinking)
6. Teacher: thik hai! MBA karne gaya tha
7. F: Kya kiya usne college jakar?
8. S5: mai bataungi...lunch time hua
9. F: fir kya hua?
10. S1: likhega... (good point)
11. F: haan padai karega.
12. S3: "superman"
13. F: Wo saare kaam karta hai superman ki tarah. Waha maid bhi nahi hoti hai. sab apne aap karna hota hai cooking, wS1ng utensils, cleaning floor.
14. S5: prayer karta hai.
15. S3: apne mummy papa se milne aaya.
16. Teacher: Par uske pass itne paise nahi.
17. S1: says 'Baarish hui' S15: wo mar gaya. S12: icecream khane gaya.
18. F: kuch aur karte hai usae jinda kar de? So S3 and S4 nods 'yes'. Wo baarish mei bhig jata hai usae cold ho jata hai aur wo bimar pad jata hai aur gir jata hai fir usae.... Kaha le jaate hai?
19. S15: hospital lekar jata hai.

20. F: hospital mei kya hua?
 21. S4: injection lagaya, n
 22. S12: bottle bhi. S3 too repeats.
 23. F: Fir kisis ne to uske mummy papa ko phone kiya hoga na? wahi jo usae le kar aaya tha. Ab uska bhi naam rakh dete hai? “Katrina rakh de?” So, all laugh. Usne uski pockets check kari to uska volet mila aur usne phone lekin nahi kiya. She took care of him.
 24. S5: Mam lekin ek ladki to nahi ho sakti uska naam hum rakhte hai bacchan.
 25. Teacher: ladki kyu nahi ho sakti?
 26. S5: But wo bada ho sakta hai
 27. F: Girls to car drive karna janti hai na to wo le aa sakti hoti hai.
 28. S12: mummy ko bolti hai bukhar. S3 says elephant so their thoughts are not taken in the story f explains the reason. So, they agree.
 29. F says fir wo thik hua hospital se discharge hua. Usne doctor se poocha “kisne meri madat kari?” so doctor says “Katrina madam ne help kari thi aapki”. So, he says thank you! Fir wo thik ho gaya to usnae usae kya S4?
 30. S3 says gift. Then says “flower S4” So they became good friends.
- Story ends.

Observation: Fourteen out of eighteen were present. Four (S7, S8, S17& S18) were absent. All these lines in Box 31; L2 & L3, S5 & S4 said (Canada), L5-S12 (office karne gaya), L10-S1 (likhega), L12-S3 (superman), L17-S1 (Baarish), L19-S15 (hospital), L21-S4 (injection), L23-S12 (Bottle), L25-S5 (questions the ability of girl to help a man) & L31-S3 (gift) mentioned these words or sentences given by children to develop a story. They got on different tracks like ‘son died’ and ‘elephant on roads in abroad’ but the facilitator channelized the right words and kept framing the story until it came to a happy ending. From the story Developed by children it was easy for F to give the moral as she created the base or structure on ‘Family’. The F gave the moral that our culture, values ‘family’ so all members of family should be there for each other in difficult situation. One should Love their parents as they do so much for us. And always help others, you might save their life as that lady saved the life of their son. An interesting case of S5 was seen where he doubted that ‘Katrina’ could help ‘Amir’, because according to him he was too big to be carried by her. So, he recommended that a male name should be decided for the character helping ‘Amir’. But the Facilitator made him understand that a girl can also help

a male. Body doesn't matter, girls know how to drive car so she can put him in car and bring to hospital.

With this incomplete story the value of family and values like help & sacrifice were emphasized. Next researcher took the Project Based Learning activity of India.

5.2.2.9 Activity 9: MAP OF INDIA

Name of Activity	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle behind the activity	Developmental objectives
Making huge India map and colouring (group work) 01/09/15	PBL	white chart paper, blue, green and saffron colour crayons.	Cut the shape of India on cardboard & white chart paper. Stick the chart paper on cardboard. Now divide Indian map into 3 parts with pencil line.	Make them sit in a circle, around the Indian map drawn and cut by the facilitator.	Learning by doing. Hands on experience. Children construct their own knowledge. Children are curious to learn. Project Based Learning.	To know and understand the physical and geographic location of India. To identify India's map. To understand the significance of three colors. To grow attachment to the country. To resolve conflicts. To learn to cooperate and work in a group. To Develop Leadership, interpersonal Communication and Social skills, To Understand concepts and gain broader Knowledge.

Description of activity: The facilitator cut a huge map of India first on cardboard and then cutting the white chart paper of same shape and size and pasting it on the cardboard of India map. The facilitator then divided India into 3 parts by drawing pencil line. The upper most part was to be colored saffron, the middle one blue and the lowest part green. So, three groups were made accordingly. Each group would colour one part of India. So, first

group was given saffron colour crayons and are called to colour that part. Then 2nd group was given blue colour and once the first group finished they were called to sit around the map and colour the middle part. Once they were done the 3rd group was called and was given green crayons to colour the lowest part.

Process: F marked a line on India's map and explained that “sabse upar wala ‘Orange’ karenge”. So colouring with orange was given to S5, S11, S8 and S9. Facilitator further instructed “So we mark it ‘O’. “Sabse neeche wala green karenge ‘Ga’ se ‘Green’, aur beech wala ‘Ba’ se Blue karenge”. So, F explained “iss line se upar wala hai S5 & team aapka”. F said “S15, S13, S6, S10 middle wala karenge ‘Ba’ se Blue”. “Aur S1, S3, S4, S12, S14, S15, S16 woh log Karenge ‘Ga’ se ‘Green’.”

Then F placed crayon box in front of them and they choose the color accordingly. But they all started fighting as there was less space, so the teacher intervened and just called “Orange wale log” to color. So, they sat towards the crown side of India. Now in order to see conflict management F called “Green wale to sit on lower side of India map and only one from blue team i.e. S18, was given Blue color in middle. F guided in between but let them color on their own. Once orange and green color was over, then the Facilitator called Blue color team to color.

Picture_5.13: Coloring Indian Flag (Group Activity)



Analysis: “Deepika mam “Mane Jagya nahi madi” S4 complaints to F in Gujarati. She started coloring but then couldn't manage to carry in the group where everybody was conflicting. She just sat behind and observed them. Then 2-3 minutes later F realized that S4 was not doing because she didn't have enough space, so she moved S8 to fit her. But still she was unable to do so F called S4 at the end again to do blue color. S5 said to S9

“Kitna ganda kar rahi hai”. The teacher had to shout on S5, S8 and S9 to give crayon and leave. S14, S6 became restless for their turns. S6 said “Mam mujhe karna hai color”. F explained him “K ye jab sab hatenge tab aapka chance aayega”. When Blue team chance came S10 said “Ho gaya sabka ab meri baari hai, mujhe karne do”. S8 was seen complaining, “Dekho mam S9 bahar nikal rahi hai”. So, F replied “To aap achha wala karo Bahar nahi nikalne do”. To that she replies “Main to bahar nahi nikalne de rahi”. She cried and said “meri line mein kyun kar rahi ho” to S9. She was all over the map. Diya didn’t get the place because of her. S10 did long stroke like S13 and S6 but movements were slow. S12 did coloring calmly and S13 & S15 did vigorously. F saw color coming out of India Map so she asked, “Arrey ye kisne India se bahar nikala hai”, so Ayan replied “Main nahi nikala, iss ne”, he pointed towards S5. So, F explained, “Iss black line ke bahar India nahi hai”.

Observation: S6, S10 got impatient waiting for their turn. S6, S10, S13 & S15 did too dark and vigorous strokes while coloring. S8 and S9 took all the area on the sheet. S8 appeared to be dominating. S4 was unable to do coloring because of her. S8 was complaining and manipulating all the time. S4, S11, S12 & S14 reflected lot of Patience and waited for their turn. S3, S1, and S16 managed among themselves without complaining. The conflict occurred within orange colour team where S5, S8 & S9 all were dominating and not ready to give their area for others. The activity led to the conflicts and their resolutions. It made them cooperate, adjust and coordinate. The colouring within the boundaries of Indian Map made them understand the shape of their country or how their country looks like. The use of three colour orange, green and blue in colouring the map made them realize that these colors had significant role for India. These colors were also covered in the activity “Making of India Flag”.

The next activity was in continuation with the project Map of India.

5.2.2.10 Activity 10: Pasting festivals on Colored India Map

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Pasting festivals on Colored India Map 1 st September 2015 (Video in CD)	PBL-GD	Colored Map of India from Activity 1, Pictures of Indian Festivals	The India map colored by children in the previous activity was placed on a table in the centre and the children were sitting on their chairs around it.	Learning by doing. Hands on experience. Children construct their own knowledge. Children are curious to learn. Project Based Learning.	To know and understand the physical and geographic location of India. To identify India's map. To grow attachment to the country. To identify & understand festivals in relation with India as country

Description of Activity: The facilitator brought picture depicting festivals. The children had already completed the month festival concept, so now they knew all the festivals, celebrations and cultural practices. Now before this F made them color the map of India and they had also already learnt about Indian flag and its colors. So now through passing by passing in which they used cushion, the children one by one pasted festival pictures. F gave them instruction that they had to paste it inside India and not outside. So, because of previous activity of the coloring Indian map they were aware where they had to paste. They felt high self-concept and independence when they pasted it by themselves. When teacher played daflī they had to pass cushion, when daflī stopped the child had to come, pick up the sticker and recognize festival and paste it.

Picture_5.14: Preschoolers identifying & pasting Indian Festivals on Map of India



Analysis:

Box 32.

1. S1: mamma
2. F: ye mamma kya kar rahi hai?
3. S3: Rangoli paad rahi hai
4. F: Haan Rangoli bana rahi hai. Aur isme Peechae kya ho raha hai?
5. S3: Phataka
6. F: Phataka kab chalte hain?
7. S8 Diwali (S16, S3, S5 & S1 pasted the stickers on Map of India in organized way)
8. S2: (Picked the sticker) Santa claus!
9. F: kaunsa festival?
10. S15: Jingle Bell
11. S5: Christmas
12. S4: picked the sticker. Before S4 could say anything
13. S1: Dussehra
14. F: kya dikh raha hai?
15. S1: Ravan
16. F: Uske kitne Head thae?
17. S8: 10.
18. F: Paas mein kaun hai jo Ravan ko maar raha hai?
19. S16: Ram bhagwan
20. S5: When S5 was unable to recognize, F gave the hint of 'araba' all said "Eid"
21. S3: Eid (But S3 said first)
22. S4: Eid Mubarak

The conversations presented in the Box 32. gave the glimpses of enhancement of Socio-emotional Learning among children. Watching the stickers depicting different festivals children were able to correctly respond. Few of the Responses were; Rangoli paad rahi hai, Phataka, Diwali, Santa claus! Jingle Bell, Christmas, Dusshera, Ravan, 10, Ram bhagwan, Eid , Eid Mubarak, Garba etc. some of the other responses were S16 : “Bhum Bhum Bhole”, “Om Namah Shivaya”, S3: “Mahshivtratri , S10: “Janmashtami” , S16: “Holi”, S5: “Raksha Bandhan”, S3: “Rakhi” etc

Observation: In this way all of the children gave their responses on festivals and culture of India. The responses were overwhelming. Each and every child in some or the other way gave correct responses whether they were unable to answer in their turn or answered in some others turn. It clearly echoed that Socio-emotional Learning got enhanced among children.

With this the activities for enhancement in cultural or Vedic values was over. The next activity was designed for developing pride and nationalism.

WEEK 6: PRIDE AND NATIONALISM: INDIAN HEROES

5.2.2.11 Activity 11: Indian Heroes

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Indian Heroes 8 th September 2015	Introduction to Indian Heroes	Pictures of Indian Heroes	Circle time	Developmental interaction approach	To sensitize them for their country. To Develop love and respect for their country heroes. To Imbibe the cultural Values. To Develop pride and nationalism.

Description of Activity: The Facilitator decided the roles of children i.e. who will play who? And who will speak what dialogue? The facilitator kept introducing the Indian heroes like Buddha, Ashoka, Akbar and Maharana Pratap, Rani Laxmi Bai of Jhansi, Gandhiji,

Subhash Chandra Bose, Bhagat Singh etc and discussed the heroic deeds they did for their nation. The facilitator also made them speak the famous dialogues or lines they quoted. Children enjoyed practicing those lines and were curious to see them once the facilitator made them those characters.

Analysis:

Box 33.

Facilitator instructs the children not to get up from their chairs. Now F orients them about Indian heroes giving them example of Gandhiji. F says “India ke liye fight kari thi, India ko free karanae ke liye. So, she told them that they are heroes “Jinhonae India ke liye kuch kuch kiya” “ab hum sabko kuch kuch banayenge, aur wo waisi acting karenge”. Jaise hum S9 ko banayenge “Rani Laxmi bai”. “aur yaad rakhna hoga kaun kya bana hai”. S16 says, “mujhe yaad nahi rehta” so F replies “S16 ko yaad rakhna padega bhai”. S5 ko banayenge Abdul Kalam. S5 kya bana hai?” so he replies “abdul kalam”. Abhi hum S6 ko banayenge “Buddha”. F then asks “kya banayenge?” then S6 replies “Buddha”. S3 too repeats after F. Then F asks “S13 Akbar banega?” S13 nods. F reminds everyone “Serial dekha hai Jodha Akbar wala?” S3 says “Mai dekhti hu” So S16 also repeats “Mai Dekhti hu”. Then F asks “Maharana Pratap kaun banega?” “S10” so everyone says “S10”. F asks “S10 kya banega?” he says “Maharana Pratap”. S3 complaints about S16 & S9 “ye dono meri nakal kar rahe hai” so the teacher shifts the places of S16 & S9. F then asks “Gandhi kaun banega?” so S14 raises her hands. So, F then says “Banadein S14 ko Gandhiji?” so F declares “Gandhiji banegi hamari S14”. Then all start asking “aur mai” “aur mai” (S12, S8, S1). So, they are waiting for their turns impatiently. They want to play the characters. F asks “S3 Bhagat singh banegi?” She opens big mouth and gives expression of not very happy with the character. F explains there is no other female character. So, then she asks S2, “Bhagat singh banega? But he doesn’t respond. F motivates him but he remains silent. F then asks S8 “Subhash Chandra Bose banegi?” so she says “Officer” so F explains her that Subhash Chandra Bose was an army officer only. So, then she gets convinced to be Subhash Chandra Bose. S16 then says “Mam mai banungi.... (thinking)” so F asks “S16, Ashoka banegi? Ashoka hai ashoka aata hai na” S16 replies, “Mam mai chota bheem dekhti hu. Mam mai nahi

dekhti” so hearing this F gives role to S3 because when F talked about Ashoka serial, S3 raised her hand as soon as she heard about Ashoka and on asking her she gives a nod to the role. She is happy now. While all this is going on S5 and S13 are involved in a dual imaginative play with their hankies. S5 has folded his hankey into a long roll and does the action of shooting towards S13.

S9 was given the role of Rani Laxmi Bai of Jhansi, S5 of Abdul Kalam, S6 was made Buddha, S10 Maharana Pratap, S14 Gandhiji while S13 Akbar, they all gave their nod for the roles but S3 was not happy with Bhagat Singh. So, when S16 was given the role of Ashoka and she rejected it saying she only saw “chota bheem” so S3 took the opportunity and raised her hand and volunteered her name for Ashoka. She was aware of the serial named “ashoka” that comes on television. S8 only wanted to be an Officer so F convinced her for the role as Subhash Chandra Bose was an officer only.

Observation: All of them took the roles happily. Those who were not satisfied or mentioned other preferences were given the role accordingly like S16, S3 & S8. Their preferences and interest were kept in mind. This activity introduces various Indian heroes to the children from different eras who sacrificed their lives for the nation or gave something to the nation.

Conclusion: The above activities aimed at enhancing the children’s knowledge about their country India, its culture, imbibing values of the Indian culture in its sociocultural context and developing pride and nationalism.

Enhancement in cultural sensitivity was observed among S1, S2, S3, S4, S8, S10, S11, S12, S13, S14, S15, S16 & S18.

S1, S3, S4 & S10 were found to be very high on cultural sensitivity while S5, S6, S7, S9 & S17 low at cultural sensitivity. All seventeen children present were culturally sensitized by hands on activity of making “India Flag” All of them were seen singing “*hum honge kamyab*” or repeating the slogans like ““India kya kare? Aagae bade”, “*India ko ghar le jana hai*”. Conflicts were seen among S9, S1& S5; S9 & S16; S10 & S11; S3 & S15 in passing by passing game on GD on festivals.

S1, S3, S4, S5, S10, S11, S12, S15 were good in contributing to the stories. During the value inculcation stories of shraavan and raju, the value of help was taken by S1, S9, S13, S15 & S16. While the value of saving and serving water to anybody who comes home got inculcated in S3, S11 & S16.

S3, S8, S9 & S16 were found to have highly enhanced self-concept when they told their preferences while choosing the characters of Indian heroes. S3 got her role changed to Ashoka. While S8 made it clear that she only wanted to be officer, S16 chota bheem and S9 too wanted the change of roles.

The data is analysed and presented in the next section with regard to the third dimension of SELP i.e. Awareness & management of feelings.

5.2.3 Awareness & management of feelings (6 weeks)

There were nine activities conducted under this dimension. These began in the month of October after the dimension Cultural sensitivity got over. This dimension took almost six weeks for its completion. The components of every activity remain the same as mentioned in the beginning of this chapter. The general objectives of this dimension were:

- 1. To know, identify and understand the feelings**
- 2. To express the feelings**
- 3. To accept and control feelings and emotions**

The data obtained from activities with regard to Awareness and management of Feelings was analyzed and has been presented below, the first activity being on knowing, identifying and understanding feelings:

5.2.3.1 Activity 1: Dolly ki story through feeling faces

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle behind the activity	Developmental objectives
“Dolly ki Story” (1 week) (23 rd oct 2015)	Story telling through role play	Small banners of Feeling faces used in the situations	Make them sit in a circle	Provide opportunities to participate in their own learning. Child learns through play. Group activity is important.	Enhances auditory skills. Social interaction increases. Holistic Development Sensitizing children towards

				Provide opportunities to participate in their own learning. Child learns by observing and imitating other people	their and others feelings. Enhancing expression of feelings or emotions
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Description of the activity: Facilitator would read the story to the children, in between discussing the feelings. (Script of Dolly Ki Story given in **Appendix 3.3**)

After discussing it with children, the facilitator selected characters for role play and started the practice, enacting the whole **social situation** of “**Dolly ki Story**”.

Analysis: *S4 said “mam aap hamarae pass baitho Na” so F said ‘yes’. (She got excited and showed in her action making fist and making her hands move down and doing the action of “yes” along with S12) but F forgot and went and sat on the other side of the circle. (S4 seemed upset but she didn’t remind F. But then teacher came and sat near her so S4 got very happy and clapped. (Attachment and love for teachers)* F said, “Mam ek story sunaengi and usmei characters batayengi kisko kya banaya hai” (Appendix 3.3).

Characters played in the role play were as follows:

Dolly: S4, **Dolly’s Mother:** S1, **Dolly’s Father:** S13, **Grandmother of Dolly:** S16, **Gardener:** S7, **Grandmother’s Friend:** S8, **Grandmother Friend’s Baby:** S1, **Ice-cream man:** S10

Part 1

Box. 34

F: ab S13 and S1 jhagad rahe hai. Dolly k Mummy papa ki tarah jhagdo.
F: Bolo kuch bolo....mummy papa ko jhagadtae hue dekha hai? Mummy papa kaise jhagadte hai? Kya bolte hai?
S13: mere mummy papa hai na.... meri mumma ko papa dantae hai, aur meri mumma papa ko daant te hain.
F: Kaise daanti hai waisa daanto S1 ko!
S13: Meri mumma aise kehti hai...ki mere papa ko aise daanti hai, "Papa!!" (he shouts....so everyone laughs.)
F: "Papa" thodi na kahengi naam lengi na.... "suno." kya bolti hai mummy, suno bolti hai ya naam?
S13: Papa ka naam bolti hai.
F: Papa ka naam kya hai
S13: "ravi"
F: to kya bolti hai "ravi!!!!!" aise?
S13: (nods)
F: Dolly ab sad ho jao. Jab mummy papa jhagadte hai to baby kaisa ho jata hai? "Sad" (all repeat after F). F then shows the "**Feeling Face of SAD**" made on chart. And shows them the expression of sad. Then F says so dolly abhi kya hai "sad" kyuki mummy papa jhagad rahe hai. Ab dono apni jagah chale jao.
GM & F: baby k saamne tum dono ko nahi ladna warna dolly ko dolly ki feelings ko... (In between S13 says)
S13: accha nahi lagega"

It appeared that in Box 34, S13 knew how mumma and papa fight. He accepted that her mother called her father by his name which he said when F asked her. He also knew and understood after doing this role play that if dolly watches the fight she would not like it and would become sad.

Part 2

Box 35.

1. F: asks S16 (Grandmother of Dolly) to go to dolly aur bolega “dolly do you want to come to garden”
2. GM: repeats
3. F to dolly: bolo dolly aapko garden jana hai?
4. S4: (nods)
5. S7: “mai baby hu”.
6. F: Haan dolly ko garden jana hai. GM dolly ko Kush karne ki koshish kar rahi hai. Wo chahti hai k dolly Kush ho jaye. jaise ki aise... (So, F shows a **“happy feeling face”**) wo chahti hai dolly Happy ho jaye.
7. S1 & S2: “mam batao na” (want to see happy feeling face).
8. F: ab dolly ko sad se happy karna hai na?” she shows both the faces together. Jao Grandmother le ke jao. Hath pakdo le kar jao. Jao dolly ghum ke aao. (so S16 and S4 hold hands and take a walk in the class)
9. F: dekho S4 happy ho gayi (she’s smiling).
10. S8: “mam ye kaunsi story suna rahi ho?”
11. F: Arrey ye feeling wali story hai jisme sad, happy, sab aata hai. Ab kya hua GM le k gayi hai garden me. So, she shows to all “dekho S4 happy ho gayi hai. Now F calls Dolly idhar aao. (So S4 comes in centre).

In Box 35. Facilitator created a situation in which children learnt how to make a person happy when s/he was sad. In line 5, S7 wanted to be the baby i.e. the role that S4 had been given. S4 actually seemed happy when S16 and she went for a walk in the class in line 9. S1 and S3 were inquisitive to see happy feeling face.

Part 3

Box 36.

1. F to S7: tum ho gardner. kya ho? gardener! Gardener kya karta hai garden mei plants ugata hai. UNKO WATER DETA HAI. Humne jaise plants lagaya thae na? F says. S7 plant laga soil mei. Aise aise kar.
2. F and S7: enacts to row the plant. (Ab GM aayi gardener k pass dolly ko le kar. Abhi dolly flower todti hai plant mei se.)
3. Gardener: oye flower toda dolly ne?
4. F: gardener kya bolega? Wo angry ho gaya.
5. S7: mai angry ho gaya
6. F then says lines and S7 (Gardener) repeats: tum ne mera flower kyu toda. Mai kitni mehnat karta hu? (Till here S7 repeats)
7. S7: “le” (and takes imaginary plant from dolly and puts it on ground) and says...
8. S7 to F: “laga diya laga diya”
9. F: Mai kitni mushkil se plants lagata hu. (F shows “**feeling face of angry**”) and says, gardener kaunsa face banayega? Gardener ka face aisa ho gaya (she **shows feeling face of angry**) angry.....and changes her tone. “Gardener ka face kaisa ho gaya? Red red! ho Gaye uske gaal ghussae se. Wo angry ho gaya. (The circle shrinks and comes near F).
10. F: o bapre meri dolly se to ghussa ho gaya gardener” repeats twice. F says “bolo Grandmother” (S16)
11. S16: says “o bapre”
12. F: GM kya ho gayi hai “scared?” (She shows the feeling face of “scared” ho gayi hai, darr gayi hai k gardener meri dolly se ghussa ho gaya ab mai kya karu?

In Box 36. line 6, when S7 watched Facilitator scolding dolly, he immediately took an imaginary plant or flower and put it in the ground and informed the Facilitator “laga S4 laga S4” (L8). Maybe he didn’t want any fight and assumed that Facilitator was really angry. The children were hearing the story with great interest as the circle shrined and all the children come closer to Facilitator to watch the Facilitator act. In the above situation Facilitator tried to make them feel and understand “the angry and scared feeling”.

Part 4

Box 37.

1. Fir gardener dolly ko dekhega. K dolly darr gayi. Gardener ne Dolly ko danta to Dolly scared ho gayi...(F again shows **feeling face of scared**) isliye gardener ne ghussa chod S4.
2. F to S7: “gardener ghussa chod do”.
3. S7: “nahi chodunga!!
4. F: ab ghussa chod do (laughing...all students laugh)
5. S6 says, “Madam madam chod diya”. (F has to bring his concentration back, he gets involved with S4 in the imaginary play)
6. S7 to S4: “dolly chal dolly chal”.
7. F to S7 and S7 (gardener) repeats: dolly tune flaaad todaa, koi baat nahi lekin dhyan rakhna aage se”...again S6 interrupts,
8. S6: “madam meri flowers toda, bada wala..Fir plant toda, isne toda, maine toda. (seeks attention)
9. S7: “Maine ni toda”. (Reacting to what S6 said)

In the above conversation in Box 37. In L2 when the Facilitator asked S7 to leave the anger, he was not ready to do so (L3). Facilitator had to convince him to leave anger which meant he wanted to be in the role. However, S6 heard and was ready to leave the anger (L5). In L6 S7 wanted S4 to come along with her. In L8 S6 blamed S7 that he had plucked the flower and plants hearing the Facilitator dialogues in L7. So S7 defended himself that he had not plucked the flower in L9.

Part 5

Box 38.

1. F: jaise hamara haath tut ta hai BOLO....
2. S7: SO he says “mera bhi haath tuta hai”
3. F: continues saying.. “to mujhe dard hota hai na aise hi plants k flowers todtae hai to usae bhi dard hota hai, pain hota hai isliye flowers nahi todtae”
4. S10: “madam ped...”
5. F: continues...bolo isliye flower nahi todtae.
6. S7: repeats enacting, “nahi todtae”.
7. F: Ab aise pyaar kar do dolly ko so he touches her face. Ab gardener bhi happy and dolly bhi happy!! Ab jao!! so both of them gets up (S7 & S4) and S4 goes and sits at her place but S7 continues to pull her.
8. S7: Wo ni ja rahi! (PULLING HER)
9. S12: (tries to stop him).
10. F to S7: nahi S7 ab baith jana hai
11. S7: mai le ja raha hu (Still pulling S4)
12. S4: (complaints)

13. F to S7: dolly ko nahi le jana chodo!! Baitho! Mai batati hu aagae kya karna hai?” then he comes and sits.
14. S1 complains about S6: “Deepika mam ye mujhe yaha pe hai na...”
15. F to S6: shoes nahi lagana hai. (F then ask to form a big circle). Ab kya hua? S4 (dolly) ko samajh aaya k jaisa mujhe pain hota hai aisa hi plants ko pain hota hai. Humei koi hath todega, khichega to pain hota hai to waisa hi koi unki leaf ya flower todtae to unhe bhi kitna pain hota hoga. So dolly ne empathize kiya. Kya Kara? Empathise kara! Empathy matlab kya hota hai? (shows the **Feeling face of Empathy**) Jab hum kisi

In Box 38. The story continued and facilitator introduced “empathy” as she wanted them to feel and understand empathy. In L2 S7 said “mera bhi hath tuta hai” on hearing L1. So, he was saying about himself what F wanted him to say about plant. So, he was already relating the situation of plant with him. In L7 & 8 when S7 and S4 were asked to sit back

in the circle because their role was over, S7 thought now he and S4 had to go on a walk holding hands as he saw the same thing in first situation when dolly and grandmother i.e. S4 and S16 go on for a walk in the garden holding hands. At that point too, he was seen saying “mai baby hu” when facilitator asked dolly “aapko garden jana hai?”. So, he wanted to play the role of baby and go in the garden. So, from there only it seemed that he had this concept built in that he has to hold S4’s hand and take a walk in the end. So, from L8 TO L13 the facilitator tried to make S7 understand, he started pulling S4. S4 started complaining and S12 was trying to stop him. So, a situation was formed, finally he heard what facilitator said and sat down.

Box 39.

S2 holds S7 hand and fills air in his mouth and put hands on his waist, he is trying to show angry face. S7: isko chot lagi...S2 does an action of pulling something from ground. So S7 says, “isne plant tod diya” he yells pointing S2. He complaints, “Deepika mam isne plant tod diya” S2 laughs and does it again. So S7 tries to put it back, Hearing this S12too tries to pull the imaginary plant from the ground, so all 3 involed in imaginary play. S7 sits with both her hands on cheeks for few seconds but again gets involved with S2 in rowing the plant, S2 keeps doing the action of pulling, then at once S7 sees the dustbin which has flowers on it so he shouts “ye raha flower” (twice) but F catches S12not listening and calls her, “S12Deepika mam kya bol rahe hai?”

Box 39. Conversation revealed that S7 had understood the value of plant when F told them that plants also get hurt, so this sensitized him and being a gardener, he felt closer to the plants, hence when S2 and S12 uproot his plant he again put it back in the soil (in imaginary play). He seemed sad and discouraged in between and stopped but again started rowing the plants. Flowers made on dustbin caught his eyes and he showed it to everyone. So, the value of empathy had got inculcated in him because he was seen protecting the plants from S2 and S12 in the above play and he also said “isko chot lagi” when S2 pulled the plant out.

Box 40.

When S6 & S15 see S2 pulling and eating something. Both of them start doing imaginary actions of eating. S15 observes S2 and S12 pulling out plant, but she pulls and eats it. S6 observes her and tries to eat from her hand. Then S15 tries to eat S6 (enacts). They do the same to one another again then S6 does “kitta” action to S15 then S6 pulls something out of S15 hair and gives it to S15 to eat (enact) then eats himself.

From Box 40. It could be seen that While S7-S2 were involved in a dual imaginary play, S6 and S15 were also involved in dual imaginary play. So, we could say parallel play was going on. S6 did show annoyed feelings for S15 by doing kitta but then again both of them bonded with each other.

After this the grandmother met her old friend who too had the baby and grandmother took her so Dolly felt jealous until she gave the baby back and loved dolly and took her to ‘kulfi wala’. The story ended here.

Observation: 1. During the Role play of ‘Dolly ki Story’ a lot of interaction was seen among the children. The children were thrilled to play the characters of Dolly (S4), Dolly’s Father (S13), Dolly’s mother (S1), Dolly’s grandmother (S16), Gardener (S7), Dolly’s grandmother’s friend (S8). Sensitizing children towards their own and others feelings was achieved through this role play where through dolly ki story many situations were created by facilitator in which she displayed various feeling faces for children to understand when such feelings arise? This led to the Development of understanding among children about different feelings.

2. The feelings of Attachment & love for facilitator was seen in S4 & S12 when they expressed their feelings to Facilitator to sit near them. S13 understood after doing the role play of father, fighting the mother, that if dolly watched the fight she would not like it and will become sad. S7 thought that the facilitator was really angry with S2 for plucking out the plant, so he took an imaginary plant and put it in the soil to calm the Facilitator. So, the ability of resolving a conflict was seen in him. S7 was so into his role of gardener that he didn’t want to come out of the role. He got into an imaginary parallel play with S2 who

was enacting angry person and taking out plants from soil and S7 was planting them back. It led to the generation of feelings of hurt, sadness and empathy within S7. Dual imaginary parallel play was seen, another between S6 & S15 enacting taking out plants and eating them and then eating each other. S10 accepted that he felt jealous when his mother loves somebody else. It led to Enhancement in auditory skills too.

The next activity conducted by the researcher too was in the same line of identifying and understanding feelings.

5.2.3.2 Activity 2: Acting class: "I am" "I am "emotion"

Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle	Developmental objectives
Acting class (26 th Oct 2015)	Role play	-----	-----	Class arrangement (semi-circle)	Child learn by observing another people behavior. Self-activity leads to learning	Identify and understand the feelings. Enhances expression of feelings or emotions

Description of Activity: Facilitator will give the dialogues to every child one day prior and ask their parents to help them practice the dialogues with their names and enact those feelings with dialogues when they come next to school.

Analysis: Every child enacted different feeling like **happiness, embarrassed, proud & scared** while delivering the dialogues given below. Every child was given just one dialogue out of these four to speak and enact

Dialogues:

1. "I am Tanna & I am happy! Because it's my birthday"
2. "I am Pia and I am proud because I helped an old uncle to walk"
3. "I am Ria and I am embarrassed because my dress has got a hole in it"
4. "I am Harsh and I am scared because it is dark in my room"

Like S9 made a happy face repeating the dialogue given by the researcher. S4 showed happy face to S9 when she was unable to make it, S12 (happy), S8 was asked to say the dialogues for proud feeling face but she expressed that she didn't like it. So, Facilitator

made her do happy, S11 (proud, holding collars because she helped S14 to tie the shoes), S5 (proud because he helped old uncle to cross the street), S4 (proud), S2 (proud as he helped S5 in packing his bag), S3 (embarrassed because her dress had got a hole). Facilitator related it with dolly’s story when she drops ice-cream on clothes. So grandmother is embarrassed, S15 (embarrassed), S7 (embarrassed), S6 (scared because it is dark in his room), S10 (scared; makes an exact scary face), S16 (scared), S14 (scared), S13 (scared). S1 & S7 dialogues couldn’t be recorded.

Observation: In the activity ‘Acting Class’, all (S2, S3, S4, S5, S6, S8, S9, S10, S11, S12, S13, S14, S15, S16) of them repeated their dialogues “I am S_ and I am Happy because...” and enacted the feeling faces in a situation given by facilitator. Fifteen children were present and S1, S18 were absent & S17 left the school. This activity made them realize why and when they make happy, proud, embarrassed, scared feeling faces? They repeated the dialogues after the facilitator clearly and enacted to their best imitating the facilitator.

The next activity was group discussion on feeling faces.

5.2.3.3 Activity 3: GD on feeling faces while making of feeling spinning wheel

Name of Activity	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle behind the activity	Developmental objectives
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Making of “Feeling Spinning Kart” (28th Oct 2015)	Art and craft	White chart papers and cardboard, half sticks, fevicol, crayons	Take one normal size cardboard available in market. Cut it in a round circle. Now take a white chart paper and cut it in the same shape & size of cardboard and paste it on cardboard. Now make a hole in the centre and paste a cap like round cardboard cutting above it and penetrate a wire from it coming at the back of cardboard and give a knot that it doesn't come out of the hole. Now see if that cap is rotating. Also cut two hands of clock from cardboard and place it between cap and big cardboard and then only pierce the wire through them. Now draw feeling faces on white chart paper with just 5 cm each so that they can be pasted on the circumference of feeling kart.	Circle Time	Self-activity is important for learning. Provide opportunities to participate in their own learning.	Develop Self-expression . Stimulates thinking and imagination. develops sense of individuality and self-worth and feel success. Enhancing expression of feelings or emotions
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Description of the activity: Facilitator first rotated the feeling faces to be pasted on “Feeling Spinning wheel” one by one in the circle, discussing about it, relating it with their real-life experiences at home & school. These feeling faces were of Happy, Sad, Lonely, Nervous, Proud, Love, Embarrassed, Angry/Mad, and Frustrated. This was done so that each one of them held it and observed it, interacted while watching it, shared what they felt about it? Once this was over then they were called in pairs one by one to stick the faces on the feeling kart. One out of the pair put fevicol at the back of feeling face and the other pasted it under the guidance of the facilitator. This gave them the feeling of accomplishment that they had made the feeling spinning kart.

Analysis: S1 seemed to learn a lot through imitation. She imitated S16's act of crying. She tried to copy all the acts done by Facilitator (nervousness and love) for almost all the feeling faces. So, she was learning through imitation and socializing. S2 showed the same attention seeking behavior on watching Feeling faces and laughing loudly. While observing all the

faces he laughed making noise so he was seeking attention). **S3** expressed her thoughts very loudly and clearly regarding her win in competition by saying “mai to jeet gayi thi, aur joyu aur S16 to ro rahe thae”. So, her self-concept was very high. She also questioned facilitator when she said, “Humei yaad rakhne hai ye” at that S3 said “kyu laganae hai”? She asked why it has to be put on spinning wheel/kart. So, F said “taaki humein pata chale ki mujhe kaisa feel ho raha hai poora din” “mujhe sad feel ho raha hai, ya lonely lag raha hai, ya angry, ya frustrated ho raha hai! Thik hai.” So, the activity was stimulating her thinking or thought process, she wanted to know why they were pasting it on wheel and why do they need to remember these faces? As well as when S15 was teasing her and not giving the feeling face she snatched and dealt with the situation on her own. On asking by F she gave the explanation “ye mujhe de nahi rahi”. Which explained clearly that She can solve her problems on her own and she also does not fear to express her feelings and thoughts for which this activity was being carried. She complained a lot about S16. She also identified the nervous face which S1 and S7 picked and when F asked which feeling face is this, she replied “nervous”

S4 clearly was trying to learn and express the feelings by making sad face which she saw on Feeling face cutting and showing it to F saying “mam jovo”. When F reminded them how S9 and S12 were nervous? She identified that she too was nervous in the fancy dress competition and expressed it to F by saying “mam mai bhi”. So, she had this awareness and understanding now that she was feeling nervous on that competition day.

Box 41.

S5: When S7 is given the nervous face to paste, S5 says “usko aata bhi hai?” for S7, so he is questioning his ability. So here he not only knows his abilities but he is judging others ability. This characteristic is rare in this age group.

S7: He really enjoyed the feeling kart activity. This activity gave him the opportunity to get socialized and it seemed he wanted to get attention & get accepted by all his classmates and F too because whatever conversation F did with others he wanted to get involved in that for e.g. When F said S3 “S16 ne sorry bola” so S7 heard and himself said “sorry”. During angry face when F was saying, S13 ka face angry ho jata hai na, so S7 said, “mera

bhi ho jata hai”. when Facilitator said “Jab sabko prize mila tha to kaisa feeling aay tha? Proud!” Listening this S7 said, “mujhe bhi mila tha”. So, he wanted to associate himself with the group and was learning self-expression. But it was difficult to say whether he was able to relate it with feelings of “proud”. He also asked for hoti watching F and S13 doing it. He also observed all the faces nicely and identified angry face when asked.

S9: She imitated S4, said exactly same words said by S4 “mam jovo” and enacted a sad face (expresses). She also imitated the action of nervousness and love face like S4, moving like pendulum after observing F. So, she understood the nervous feeling and tried to imitate and learn. She learnt by enacting. Her socialization was through imitation. Another case of teasing or bullying was seen in S9 which is given in the box below.

Box 42.

S4 is pushed back out of the circle by S9 knowingly. S9 sees angry face and says “angry angry angry” thrice. So she is aware about angry face. May be she connected with “angry” because she is angry many times in class. When it’s her turn to pass ahead in the circle to S4, she drops angry face in her lap and hides it. S12 is observing she tries to take it from her lap but S9 doesn’t

S10 Related with proud as he expressed that he too got the prize, he said,” mujhe bhi mila tha”. However, he didn’t get the prize. It was an example of social self, he wanted to be accepted by the class so he lied. Self-expression and understanding of feelings of proud and nervous develops on seeing the two faces. **S11** imitated a lot. She was learning & socializing through imitation. She repeated lot of lines after F so she heard very carefully to F and obeyed the classroom rules as she was the youngest of all. She observed nervous face for quite long.

S13:

Box 43.

S16: thoda door jao (twice)

S16: mam inn logo ko bolo na... thoda door khaske (complaints)

F: S13 thoda peeche khisko taaki circle mei aa jayegi S16

S13: Doesn't move back & takes S16's turn.

S16: irritated face

F: S13! No S13!! No! S16 ki chance hai! (F tries and stop him but he takes the feeling face in between)

T: shouts (at S13)

S13: (lets S16 take her turn)

Looking at above conversation in Box 43. it appeared that S13 was quite stubborn. He was ahead in the circle. He was covering S16 and was not moving even when F asked him to move out. She was agitated with this and in that she didn't see the feeling face so she also complained about it. In every chance S13 missed out S16 and took "feeling face" directly from S3. So, did not let S16 see any feeling face. This misconduct was observed by class teacher and he was scolded once but he did it again so F tried to stop him "S13 no S13 no, S16 ki chance hai" but he continued missing S16's chance. Then he got a shouting again from teacher then only he let S16 see the feeling face. So, he doesn't like to wait for his turn. He continuously took all S16's turns in watching the feeling faces in spite of constant warnings. During angry face when F showed the face, S13 said "angry bird" so he was able to recognize and relate the angry feeling face with angry birds. So, he identified, had the recognition ability as well as related it with the programme that was aired on channel.

S12: She imitated F to learn "nervous" which also told that she was able to relate with nervous as F said that "S12 ne bhi nahi Bol paya tha na, S12 kya thi nervous!" So, she identified and imitated the feeling of nervousness. She watched lonely face seriously and scratched and checked something on the face. She had a helping nature as seen from the situation explained below.

Box 44.

When S9 drops angry face in her lap and hides it. S12 is observing she tries to take it from S9 lap but S9 doesn't help her. S12 picks it and gives it to S4 helping her. She knows S9 is not letting S4 see the face so she helps her by picking up the face from S9's lap and handing it to S4 quickly.

S16:

Box 45.

(S16 too moved inside of the circle, when S3 moved in and when S3 started moving out S16 too moves out.)

T: "S16 subah mei sad thi"

S16: "mummy ne mujhe subah mei utha S4".

Problem solving ability was seen here in S16 in Box 45. S16 was not getting chance of observing faces because she was covered by S3 and S13 on both sides who were hiding her in the circle. She complained thrice, F took the action and made them sit in complete circle but still S3 started drifting inside. S16 was seen as the sufferer in the half of the activity, where S3 and S13 were pushing her out of the circle and not giving her chance but after lot of complaining when she saw they are not improving, she took the lead. This time S16 too moved inside of the circle, when S3 moved in and when S3 started moving out S16 too moved out (this behavior was because both of them wanted close proximity with F). S3 and S13 had not given S16 space since the beginning of activity. So, this time she was not letting her cover her. It was a good strategy used by S16 to deal with the problem all by herself.

S16 made angry face as well as sad and also enacted crying (putting her hands-on eyes and making sound), so she knew what sad face was. Then Teacher informed k "S16 subah mei sad thi" then S16 said "mummy ne mujhe subah mei tha diya". So, she had the understanding of feeling sad and knew that she was sad in the morning and she also explained the reason why she was sad as her mother made her get up early in the morning and she wanted to sleep. So, she identified, understood and expressed the feeling of sadness.

S15:

Box 46.

During rotation of 'embarrassed feeling face', S15 observes it... then is about to give it to S3 then pulls it back (teasing). She repeats it thrice until S3 complaints "mam S15 mujhe nahi dekhne de rahi, mujhe dekhne to de" and she snatches.

She teased (bullies) S3 by not giving her the embarrassed face thrice pulling her hand back again and again until S3 complaints. So, this characteristic of her was not known before, that she can tease. Before even starting S15 stood on her knees and started saying "madam mai". So, she was very excited about the activity and she expressed that she wanted her turn first. (Self-expression) On seeing angry face she called "madam" and enacted a face. So, F said ye to sad hai, and angry? So S15 again made a face filling air in her cheeks. (So, she knew or identified and expressed the angry face as she enacted it and showed it to F).

Observation:

At least nine (S1, S3, S4, S9, S11, S12, S13, S15, S16) children were able to identify, make or enact & imitate the feeling faces during the group discussion on feeling faces to be put on the "Feeling Spinning Kart". Fifteen children were present in this activity. S1 (imitates crying, nervousness & love), S3 (identifies nervous face), S4 (makes sad & angry face, awareness and understanding about feeling nervous), S9 (imitates sad, nervous & love face), S11 (imitates lonely & nervous face), S12 (makes nervous face), S13 (identifies angry face), S15 (makes sad & angry face), and S16 (enacts crying, identifies, understands & express sadness). Only six (S2, S5, S6, S7, S10, S14) were unable to identify or enact the feeling faces, however they were involved in the discussions.

High self-concept was seen in S3 during Making of "Feeling Spinning Kart" when she said "*mai to jeet gayi thi, aur S9 aur S16 to ro rahe thae*". When S15 was teasing S3 and not giving her feeling face S3 snatched it from her and solved her problem. Similarly, S16 was also seen resolving her problem. *S3 and S13 had not given S16 enough space to sit in the circle, since the beginning of activity. And S13 took all her chances of seeing the feeling*

face by taking directly from S3 & missing her as she was pushed out of the circle. She complained but when S3 & S13 continued doing it, she took the lead. S16 too moved inside of the circle, when S3 moved in and moved outside of the circle when S3 moved out. She didn't allow her to cover her and take S13 her turn. It's a good strategy used by S16 to deal with the problem all by herself.

S5, Knows his abilities & doubts or judges others ability (S7) in his social group. He was seen saying “*mam isko aata bhi hai?*” for S7. So, his self-esteem was high. S12 was seen helping S4 by taking feeling face from S9 who was hiding it in her lap. S9 & S13 displayed Misconduct wherein S9 hid the feeling face so that S4 doesn't get the turn to see it but S15 felt empathy for S4 and took out the hidden feeling face from S9 and gave it to her. Misconduct was also displayed by S13 who used to take all S16's turns keeping her devoid of watching any of the feeling faces. Low social self was observed in S7 & S10 when they were seen lying in order to be accepted by the group.

The researcher in the next activity found a creative way to enhance their understanding of feelings.

5.2.3.4 Activity 4: Coffee Painting on Feeling Faces

Name of Activity	Kind of activity	Materials required	Class arrangement	Learning principle behind the activity	Developmental objectives
Coffee painting on Feeling Faces and pasting in ME Book (Navratri time) (video in CD)	Art and craft	Feeling faces, coffee, paint brushes, bowl, water	In pairs forming a circle	Learning through art and craft. Exploring and experimentation with coffee.	Enhances creativity and imagination. Enhances self-confidence. Self-worth and feel success. Develops understanding of feeling faces, Enhances social relationship and problem solving

Description of activity: Facilitator arranged one bowl of coffee with little water between two children, they would have to share the coffee colour. So, pairs were formed. Every child was given two feeling faces (Appendix and a paint brush to paint the faces. So that

they tried and identified the feelings of the face and developed self-confidence, enhance relationship, problem solving, self-expression, developing sense of individuality, self-worth and feel success (accomplishment) while painting it on their own. Once F gave them bowl and paint brush they all got busy in exploring the bowl, the brushes etc. Facilitator mixed coffee with water and the children started painting the two feeling faces that they had. So, F held S7 hand who was holding brush and made him dip in coffee and paint on feeling faces and show it to everybody. F poured coffee powder in all bowls.

Picture_5.15: Preschoolers busy in painting Feeling faces with coffee in pairs



Analysis:

Box 47.

So F asks coffee kaun peetae hai? “S10 says mai peeta hu” Badae log! So children repeat after F. Bacchae nahi peetae.ok! S10 says “madam mai peeta hu coffee , mujhe pasand aati hai” so F says “S10 badae log peetae hai coffee baccho ke liye acchi nahi hoti” S7 says thrice, “Mai to bournvita doodh peeta hu” so F says “milk peetae hai”.

From box 47. it appears that S10 accepted that he drinks coffee and also showed his fondness for coffee (he knows his likes) which F explained to him is not good for children. On hearing this S7 claimed he drinks bournvita doodh. This meant that S7 understood that what he drank i.e. milk is good for him.

Problem situation: S5 said “S14 ne S5 ka faad dala” and S14 says “S5 ne faad dala”. She also said “maine nahi fada” S5 and taniska tried to talk but they blamed each other. She continuously said “maine nahi fada isne fada”. F said abhi dono ke “me book” pe kuch nahi

lagega F said to S14 and S5F collected brushes. Sab fook do aur sukao. (So S6, S10, S13, S1, S12, S3, S4 started blowing.) S2 called F. Ho gaya mera sook gaya says S3. S9 brought S3 brush and gave it to F. S12 complained about S1 that she is not letting her do. There was some conflict between them while working together.

S11 by mistake, painted color falls so she started yelling to call Deepika mam and not teacher when S15 called teacher. So, she tried to stop her from calling teacher by saying “no”. (She feared the teacher) and so was tearful but facilitator heard and consoled her koi baat nahi, then she became fine. S9 bent and hugged S11. (Love and care)

Observation: Almost all of them successfully completed their paintings except the pair, S5 and S14, who tore each other’s feeling faces (S16 & S18 were absent). And S12 complained about S1. Fifteen children were present in this activity. While making pair it was never seen that children said no to any of the partner that was made. They happily accepted it and worked together. The task was to enhance social relationship, sharing, problem solving, and self-expression, developing sense of individuality, self-worth and feel success (accomplishment). This feeling of success and accomplishment was seen in S2, S3, S15, S8 & S9 when each one of them came to F with their feeling faces and said “mam mera ho gaya” happily and started watching others. Their self-concept was enhanced through this activity. S15 had a trait of sharing and helping, she promised F that she will share. S14 through nonverbal cues let F know that she hasn’t got the partner to work with and so F assigned S5 with her, so she had started self-expressing which was not seen in earlier activities. But somehow a conflict arose between them and they tore each other’s feeling faces. S7 got so involved & started painting the face. (Otherwise he was the most notorious child and did not let anyone focus). Concern was seen in S3 for her friend S9 when she made her realize that if she continued coloring like this her feeling face paper will tear off. Again, fear from teacher was observed in S11 when she called F over teacher when her paint color fell on floor and stopped S15 from calling the teacher. She was almost in tears when F consoled her and then S9 was seen hugging and kissing her. So S9 was empathetic to S11 and wanted to give comfort to her realizing she was into tears. S10’s strong awareness about his likes regarding coffee was observed. S13 was also seen totally engrossed coloring the paper too much that F had to stop him. Almost all the pairs showed

a good team work, sharing & a good bonding was seen among most of the pairs except for S14 and S5.

The next came the Krishna stories through which the children learnt the expression of their feelings.

5.2.3.5 Activity 5: Narrating Krishna stories

Name of Activity	Kind of activity	Materials required	Class arrangement	Learning principle behind the activity	Developmental objectives
Narrating Krishna stories 17th Dec, 2015 (Video 1 (10.04) & 2(4.33))	Story telling	“Krishna” story book, feeling face, mirror	Circle time	Developmental interaction approach	Helps to know and identify the situations & feelings. To feel & understand the feelings. Develops auditory skills. Understand cultural context.

Description of the Activity: Facilitator narrated few stories from Krishna’s life which brought out certain feelings which facilitator wanted children to know, feel and understand. This compilation of stories had been designed by Facilitator in such a way that every story of Krishna’s life, depicted one or the other feeling and children could understand it better in the cultural context. The aim of Facilitator was to make the children aware of the situations around them, understand them and how and what kind of feelings such situations, arouse in the people. She also related those stories with real day to day experiences of children.

Situation 1: when Krishna stole & ate butter hidden by Yashoda maiya. He felt very **happy**. But Yashoda maiya used to get very **angry**.

Situation 2: When Rakshasha took away the cows. Krishna was **angry**.

Situation 3: when gopi’s took away Krishna’s clothes while he was taking a bath, he felt **Embarrassed**.

Situation 4: when Krishna protected entire village from heavy rainfall by holding Govardhan Parvat on his finger, all the villagers were “scared” initially but felt “proud” of Krishna later when they were saved.

Situation 5: When Krishna had to leave Gokul to kill Kans Rakshasa, Yashoda maiya felt very “Lonely and Sad”

Thus, in this way facilitator discussed about different feelings like happiness, sad, Lonely, angry, embarrassed, proud, scared, curiosity, excited, lonely with the help of Krishna’s stories and showing feeling faces prepared by Facilitator so they could recognize and understand the feelings or understand how their face looked when these feelings appear?

Picture_5.16: Feeling Faces used for making children understand about the feelings in different activities and situations



Analysis:F told them the story when Krishna was very small and used to love eating “maakhan” “butter” hum bread pe lagatae hai na. So yashoda maiya used to put it in matki

and tie high so that Krishna doesn't reach there. But Krishna was so mischievous he used to put chairs and reach matka and eat it. F enacted whole story with actions and expressions. All of them were loving it, could be seen the way they were listening the story. He used to get very happy when he ate maakhan. so, then yashoda maiya used to get angry, so tied him with a rope to punish him. F enacted making S7 sit and do the acting of tying. But kanha used to keep smiling, he knew yashoda maiya loved her.

Situation 1 of the story:

Box 48.

F says yashoda maiya kaise aati thi? So S13 says, "ghussa" hoti thi. F asks ghussa ko kya kehte hai. So S5 and S2 says angry. S8 kaise angry hoti hai dikhao so she shows. Then F ask S6 kaise angry hota hai dikhao he shows. Then S13 says "jab angry hotae hai to red ho jaate hai....chameleon k jaise, mam dekho" so he remembers the turtle Vs chameleon story. (Value inculcation from the previous story) Tab yashoda maiya ko wo aise Kush karate thae F sings, "maiya mori mai ne hi makhan khay" "maiya mori mai nahi makhan khay" (she enacts both the situations) so F explains that Krishna was so smart he used to say both the things (all giggle and enjoy the song and situation enacted by F)). Smart thae Na so S5 nods "yes". Isliye yashoda maiya hass deti thi aur ghussa bhul jaati thi. S13 remembers from previous activity of problem solving and says "aur wo count karti thi, 1, 2, and 3". Haan. To yashoda maiya apna anger bhul jaati thi. S5, S8, S11 and S14 listening with so much of pleasure. They are smiling.

From above Box 48, it seemed S13 was able to understand the situation which made Yashoda, mother of Krishna angry. S5, S2 knew and understood what is angry? S8 was able to enact angry face. By now most of the children knew which angry face is & could enact it and show. S13 also remembered the previous activity of Turtle Vs Chameleon and knew, understood, related and expressed angry face, this was visible from this verbatim. S13 says, "Jab angry hotae hai to red ho jaate hai chameleon k jaise, mam dekho". He also remembered the method of cooling off by counting 1,2, 3. so this inculcation of value, not to get angry and problem solving by counting 1,2,3 and cooling it off took place in S13 which was so evident from above paragraph. They all started giggling when they heard one sentence with two meanings, so they were having fun.

Situation 4 of the story:

Box 49.

F: Ek din bahut saari barish Hui.

S3: Enacts barish Hui.

F: Badal garajne lage.

S13: bijli

F: bijli kadakne lagi. (S7 continues misconduct F gives him silent treatment, ignores but still he continues...so she takes her to another classroom and makes her sit with class teacher)

F: (enacts) "Help help Krishna warna hum sab doob jayenge."

F: Vrindavan Mei ek mountain tha jiska naam tha govardhan to unhone sabse choti finger pe pura mountain utha liya. Socho Krishna Mei kitna power tha.

F: enacts action of power

S4: too imitates the action of power.

F: sabse choti waali se.. utha liya

S3: shows and asks "ye waali?" (Inquisitive)

F: haan!! fir sab villagers sab uss mountain ke neehae aakar khade ho gaye. To Krishna ne sab ko bacha liya. Tab sab gaon waale Krishna pe kya hue? Proud hue. Kya hue?

S3: loudly says "proud" S4 also said. (S3 complaints for S13 as he is disturbing her, S13 makes rakshas like claws and touches S3. S3 and S13 continuously are talking and are in conflict. S3 moves her chair)

As observed in Box 49, when the F enacted stormy night it appeared that S13 was aware about the "lightening aspect" of it as just after F's description he add "bijli" so F too added "bijli" in her next sentence. S3 enacted the stormy scene and S4 the action of power which meant they were liking the story and learning through imitation. S3 was very inquisitive and wanted to know which finger was it on which Krishna took the mountain on? She even showed it to F and confirmed it. S4 and S3 here were seen trying to understand the concept of "Proud". Misconduct was seen on the part of S7 and so the F had to take the action by making him sit near the Teacher after taking all these steps off attending him, showing him love, time out, ignoring, as he had been disturbing the entire

class. S13 was enacting like a devil and using his imaginary claws of fingers on S3 so S3 was complaining. He had heard the story of Rakshasa so he was trying to play that role.

Situation 5 of the story:

Box 50.

F: Jab Krishna bade hue to unhe vrindavan chod k Jana pada. Aap log bhi sab jab badae ho jaoge to aap logo ko bahar jana padega. S8: “mam mujhe to nahi jana padega mai to officer banugi”. (her concept of what she wants to become is so clear)

F: (continues) Unke mama thae Kans jinhone sab ko pareshan kar rakha tha to Krishna ko unko punish karne k liye ghar chod k jana pada.

S13: mam mujhe ghar yaad aa gaya. (he relates with his own home)

F: to yashoda maiya kaise ho gayi?

S13: “**sad**” (S13 understands yashoda maiya’s plight that she is sad)

F: haan wo **lonely** ho gayi. Jab humarae mummy papa kahi bahar jaatae hai, akele chod k jaatae hai to usae kya kehte hai “lonely”.

S6yanshi: “mere mummy papa mujhe chod k nahi jaatae” (relates with her own parents)

F: nahi jaate tab to bahut acchi baat hai. Lekin kabhi kabhi mummy papa ko bahut zaruri kaam hota hai to unhe jana padta hai na. Ayaana: “mere mummy papa to jaatae hai” (she accepts that her parents have to leave her and go)

F: haan kabhi bahut zaruri hota hai.

S11: “Mummy papa roj jaatae hai.” (S11 too relates with her parents and accepts that they go daily leaving her at home)

S12: mai to nahi roti.

So all start saying together so

S5: “chup ho jao chup ho jao”

Dhariya: mam mere mummy papa mujhe chod k jaatae hai.

In the above conversation in Box 50, when the F explained the situation in which Krishna had to leave the home and his mother was sad and lonely. F related it with them that they too might have to go once they grow up to study or for work. S8 didn’t agree with this. She had this concept in mind that because she will become an officer she doesn’t have to leave

her parents. F also gave them another situation in which parents have to go out for work. So, hearing this all of them wanted to share their viewpoints. All the children were able to relate with that situation. S8 also confirmed that her parents don't leave her at home and go. She had a high self-concept and great clarity of thoughts at this age. She knew what she wanted to pursue or become in future which she mentioned very often. Listening about home, S13 missed his home and he also understood that yashoda: mother of Krishna, was "Sad" as Krishna had left. This could be seen as he answered to F question "yashoda maiya kaisi ho gayi?" he said "sad". So, he understood emotions. S3 and S11 confirmed that their parents do go out, S11 even added that they go out daily.

Observation: During the enactment and narration of Krishna stories, fourteen (S1, S2, S3, S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, and S18) out of seventeen were present in the activity. S9, S10, S16 were absent. The narration of situational stories from Krishna's life led the children to know and identify the situations and feelings related to those situations & understand them just like S13 was able to understand the situation which made Yashoda, mother of Krishna angry and sad. In the second situation where rakshasas took away Krishna's cows. S13 said "fir Krishna bhagwan ne rakshas ko maar diya" before listening to what happened next? So, he knew that the end of doing bad things was bad. Again, there was a glimpse of SEL seen in S13. S13 also remembered the previous activity of Turtle Vs Chameleon and knew, understood, related and expressed angry face, this was visible from the above verbatim and also remembered the problem-solving technique of how to control anger. So here SEL had taken place in S13. S13 was enacting like a devil and used his imaginary claws of fingers on S3 so S3 started complaining. He had heard the story of Rakshasa so he was trying to play that role. When the F enacted stormy night it appeared that S13 was aware about the "lightening aspect" of it as just after F's description he added "bijli" so F too added "bijli" in her next sentence to motivate him and raise his self-concept that he was right. So, it seemed that he was quite observant.

S5, S2 & S8 knew about angry face. S5 imitated the action and sound of rakshas. S14, S3, S12 were able to enact embarrassed face. S3 picked her chair and wanted to come and sit near F so attachment was seen on her part for facilitator. She also showed concern and sympathy for S4 when she had a headache and asked her "moov lagade kya tere? S3

enacted the stormy scene and S4 the action of power which meant they were liking the story and learning through imitation. S3 was very inquisitive and wanted to know which finger was it on which Krishna took the mountain on? She even showed it to F and confirmed it. S4 and S3 here were seen trying to understand the concept of “Proud”. S7 was continuously seen trying to gain attention and disturbing the class. (He was moving the chair all around) Misconduct was seen on the part of S7 and so the F had to take the action by making him sit near the teacher, after taking all these steps off attending him, showing him love, time out, ignoring, as he had been disturbing the entire class. In the above conversation, when the F explained the situation in which Krishna had to leave the home and his mother was sad and lonely. F related it with them that they too might have to go once they grow up to study or for work. S8 didn’t agree with this. She had this concept in mind that because she will become an officer she doesn’t have to leave her parents.

F also gave them another situation in which parents had to go out for work and leave them back at home. So, hearing this all of them wanted to share their viewpoints. All the children were able to relate with that situation. S8 confirmed that her parents don’t leave her at home and go. She had a high self-concept and great clarity of thoughts at this age. She knew what she wanted to pursue or become in future i.e an officer, further details she didn’t know, this she mentioned very often. Listening about home, S13 missed his home and he also understood that yashoda: mother of Krishna, was “Sad” as Krishna had left. S3 and S11 confirmed that their parents do go out, S11 even added that they go out daily.

There was so much more in the Krishna stories about feelings. Thus, the next activity too continued on Krishna stories to understand more about feelings.

5.2.3.6 Activity 6: Identifying feeling faces of the feelings learnt in Krishna stories

Name of Activity	Kind of activity	Materials required	Class arrangement	Learning principle behind the activity	Developmental objectives
Identifying Feeling Faces of Krishna stories	Situation based	-----	Circle time	Developmental interaction approach	Helps to know and identify the situations & feelings.

(17th Dec, 2015): Video 3 (04.41)					To feel & understand the feelings. develops auditory skills. Understand cultural context.
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Description of activity: Part 1: Facilitator gave all the situations they saw and heard in Krishna’s story one by one and asked about the feelings that elicit from that particular situation.

Analysis:

Situation 1. Krishna ko jab butter mila to kaisa feel kara unhone? “Happy” answered S4 and (S5 enacts licking maakhan)

Situation 2. Jab Krishna ne rakshasa ko mara to kaisa feel kara rakshas ne. S3 said “ghussa” then said “sad”. F said “scared” “wo dar gaya Krishna aa rahe hai mujhe maar padegi”

Situation 3. Fir jab Krishna bath kar rahe the river mei aur gopiyen clothes le kar bhaag gayi to kaisa feel kara. They all did action but didn’t say embarrass so F said “embarrass”. Then she reminded them dolly ki story in which dolly drops icecream on her clothes and she felt embarrassed. (S18 called facilitator and informed about S7 that he has come close to Facilitator again). 5-time bolo embarrass (5 times) so they repeated. (Enjoy) Aur embarrass kab feel karte hai hum jab humei kya aati hai? So, they said “sharam”

Situation 4. Jab bahut saari barish aayi bahut zoro se to villager’s kya ho Gaye? Dar Gaye! (S3 says) Dar ko kya kehte hai so S2 said “scared” arrey wah S2 to bahut learn karne lag gaya. Saarae words yaad rehte hai usae aajkal. S11 said something. S4 called F and showed scared face (she enacted). “Fir Krishna ne sab ko bacha liya” smara said

Situation 5. Jab wo bade ho gaye aur kans ko sabak sikhane k liye unhe ghar chod ke jana pada to yashoda maiya kya ho gayi? “lonely” F said. Sab bolo so all repeated. Again, F gave example of S3 and S11 (S11 said lonely). Lekin agar lonely hotae hai to sad nahi honae ka (S3 repeats). Hamesha kya karne ka.....?? so all children said “smile karne ka.” Happy rehte ka!

Situation 6. Angry kaha gaya? S13 asked. Jab rakshas aaya to Krishna kya hue? Angry. S13 again asked “Arrey abhi wala kaha gaya”. Wo mam ke pas andar rakha reh gaya.

Part 2: Facilitator brought all the Feeling faces used in Krishna’s story and asked about which face showed which feelings?

“Ab jaldi jaldi mam dikhayengi aur waisa face banana hai” Now Facilitator showed faces and asked them to identify and make those faces. Facilitator showed lonely face. So S4 said “lonely” ab lonely face banao sab so all made lonely face. Happy to sab ko pata hai. Aur Scared wala? so all started enacting. Then she showed Embarrass. S2 said embarrassed (all of them now know the action of embarrassed they all perform it). Then she showed Scared. S2 said scared (all of them now know the action of scared too they all perform it) then Sad was shown. So S4 said sad wala.

Observation: While ‘Identifying feeling faces of the feelings learnt in Krishna stories’, S4(happy) & S5(licks butter) correctly responded in situation 1, S3 (Anger, scared) in situation 2, all enacted embarrassed action in situation 3, S2 (scared) & S4 (showed scared face) in situation 4. S13 in situation 6. And when angry situation comes facilitator doesn’t have feeling face of angry to show, so S13 made notice of it and asked facilitator for angry face. When Facilitator showed feeling faces and asked them to identify and make those faces. S4 recognized and answered “lonely”, S2 recognized embarrassed (all of them now knew the action of embarrassed they all performed it). S2 recognized scared (all of them knew the action of scared too and they all performed it) and S4 recognized sad face. To make it more fun researcher added play component in identifying and expressing feelings. The spinning feeling kart prepared by children was finally used in the next activity.

5.2.3.7 Activity 7: Spinning of Feeling Wheel and identifying feeling faces

Name of Activity	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle behind the activity	Developmental objectives
Spinning of Feeling Wheel	Indoor	White chart papers and	Feeling Kart	Seated in their class	Self-activity is important for learning.	Identify feelings and able to enact them,

22nd Decemb er, 2015 (Video 1 (10.00) & 2 (04.22))	Gam e	cardboar d, half sticks, fevicol, crayons		arran gemen t.	Provide opportunities to participate in their own learning. Learning by Playing, learning by observing, learning by acting	develops sense of individuality and self-worth and feel success. Enhancing expression of feelings or emotions
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Description of the Activity: Facilitator used the Feeling kart made by the facilitator and children. F one by one called children to spin the feeling kart and they had to tell about the feeling face on which spin stops and enact it. It was based on the principle of learning by Playing, observing and learning by enacting. It would enable them to identify the feelings. Also develop their fine motor skills. This activity would also help the facilitator to find out to what extent the SEL had taken place among children?

Picture_5.17: Children rotating the feeling Kart and making the feeling face which spinner points



Analysis:

S1: F called children one by one they had to spin the kart and had to identify the feeling face. Every time the Facilitator asked, “kaunsa aaya?” S1 didn’t say but enacts angry.

S2: answered rightly “scared” and enacted it

S4: S4 enacted correctly. So, F said “scared”.

S5: gave right answer "frustrated" when F asked “pareshan ko kya bataya deepika mam ne?” During S7 turn, S5 asked, "mam mera chance kab aayega?"(getting impatient, they all were waiting for their turn to spin) then S5 spanned but he was unable to answer. S14 answered "lonely" so F asked everyone to clap for her and said “I am proud of you, S14”

and she patted her at the back. Then F showed it to all. F said, “Chalo S5 lonely face banayega”. Then he enacted. So, F said “clapping clapping”. S5 showed winner attitude by swirling his right hand (self-concept high). Even in S13’s chance S5 recognized and say “sharam”. He recognized embarrass. So, F asked for “HI five” from S5.

S7: was unable to answer. F asked so S13 said "pareshan" so F asked for “HI five” from S13. F then said “frustrated!!! “jab dolly k mummy papa lad rahe thae to dolly kya ho gayi thi? Frustrated!! “Bolo sab” so they all said together “frustrated”. S5 asked "mam mera chance kab aayega?"

S10: said "madam meri chance hai" when S13’s turn was going on. F; “Kaha pe ruka S10?” (but he didn’t say anything). F said "happy pe”. So S10 enacted happy.

S11: rotated so F asked all the children, which face is this? F said ‘sad face’ so they all said ‘sad’. S11 first did scared then enacted sad. Again, she got chance so it stopped at sad but she chose lonely and enacted it. When F said clap karo. She came hopping back to her seat. (Self-confidence) [Here S11 in spite of spin stopping at sad wanted to choose and enact lonely. Even in the activity No.4 (pg. 23) When group discussion was done on feeling faces she told F ““Mummy papa roj jaatae hai” (Mummy Papa goes out daily) and leaves her alone at home]

S12: F asked,“S12ka kya aaya?” She was unable to say so F said “love”

S13: he rotated well. But S5 recognized and said ‘sharam’. So, F asked for ‘HI five’ from S5. S13 kaunsa hai ye "embarrass" “jab dolly ne icecream girayi thi to dadi ko kaisa feel hua tha? Embarrass... jab fore head pe lines aati hai aise to frustrated hotae hai aur S13 wala embarrass hota hai.” So, he was unable to answer embarrass. S16 said "mai daadi bani thi" when F reminded them of dolly story and when dolly drops icecream on her clothes. F tried to remind them embarrass situation. When S7 was unable to answer F asked “kya hai ye?” So S13 said "pareshan" so F asked for ‘hifi’ from S13.

S14: S5 spinned but he was unable to answer S14 answered "lonely" so F asked everyone to clap for her and said "I am proud of you, S14" and she patted her at the back. When in S12's turn, love came so F said, “heart wala kya bataya tha deepika mam ne?” So again, S14 enacted hug and said "love". Now S14 spinned so F asked “kaunsa ayaa?” So, F enacted so S14 too enacted pulling her collars. “It’s proud!” Watching them S1, S12, and S7 too enacted pulling collars

S15: also, spun and it stopped at lonely after S5's lonely encounter. So, she was able to recognize and enacted it. Clap!

S16: it stopped at love but S16 was unable to identify. She said “sharam wala”. F gave hint “heart kab hota hai? hug kab karte hai? "love" F said, so all yelled “Love”. Then F explained “jab hum mummy papa ko dada dadi ko pyar karte hai. Pyar is love”. But she was able to identify 'ghussa' in S1's turn. She also recalled “mai daadi bani thi” when F was reminding them embarrass in dolly ki story.

S18: came and rotated the kart. But she was unable to recognize happy face. And when she was asked to enact she was enacting scary face. (F says “S18 absent rehti hai isliye usae pata nahi hai”.) The actual reason was this only as she had been absent in almost all activities. So S18 was unable to identify and even enact.

Observation: Only three (S7, S12 and S18) were unable to identify or enact, rest all (S1, S2, S4, S5, S6, S13, S10, S11, S14, S15, S16) the children were able to identify one or more emotions or feelings during the ‘Spinning of Feeling Kart and identifying feeling faces’. Fourteen children were present in this activity. This led to the enhancement of expression of their feelings and emotions. Even if they were unable to identify they enacted and presented it. S3, S8, S9 were absent and S17 left the school. S16 remembered “dolly ki story” that she was “daadi”. S11 and S5 felt very proud on enacting the emotions. Lot of confidence boosting was seen in this activity. S14 did exceptionally well as she gave two responses correctly; “Love and lonely” and she also enacted “proud”. Her previous behavior in the preceding activities had been as that of spectator but this activity proved that she was learning by observing and did very well. S16, S13, S5 and S2 too did well by responding correctly and enacting. This activity saw lots of excitement and impatience as all wanted to try their hands on the spinning kart, it led to the Development of senses, sense of individuality, self-worth and made them aware that they could successfully spin the wheel on their own. It was based on the principle of hands on learning and learning through play.

The next activity was designed for accepting and controlling feelings.

5.2.3.8 Activity 8: If someone says “no” it is ok (Accepting No)

Name of Activity	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives
Accepting “no” (8th Dec, 2015)	Situational stories	Flash cards/ppt	Circle time	Teacher acts as role model. Child learns by imitating and observing.	To learn to accept “no” without getting hurt. To control one’s feelings. To accept others feelings. To empathize with others situation.

Description of the activity: Facilitator began by saying “hello children”, “have you felt sad, when your friend said “no” to you. Showed some slides related to the situation of “no”. Made the child believe that it is ok if your friend says “no”. S/he will still be your friend. You are strong you can always take “no”. You can easily say “it is ok”. But on repeated display of such behavior you can always let your friend know that you are unhappy. You can put yourself in your friend’s shoes and can think what you would have done if the same thing happened to you. Even you can say no if you are not feeling like giving your favorite thing, to anyone, but not every time. It is good to say “yes” and share. So, this activity made children learn to accept and control one’s own feelings as well as accept and respect others feelings.

Accepting the situation and controlling the aggression, frustration and anger is a hard work and the facilitator needs to keep on reinforcing this behavior strongly and continuously. Every time she observed the good behavior she reinforced it.

Analysis:

Situation 1: If S13 did not give toy to S5 then what will S5 do? S5 said mai to hamesha deta hu. But F convinced her and asked them to imagine. “Mere ghar pe bahut saare chocolates hai wo khaunga” so F said so S5 had instead chosen to eat and not to fight in the situation. S6 stopped everyone from talking. So, F told them when something like this happen say, “it is ok” and do something else which attracts you. Sadnahi hone ka, tension nahi lene ka

Situation 2: suppose S6 went and asked S15 for pencil so in first situation F made them enact in which S6 asked vishvi “please give me pencil” so she gave S6 pencil. In second situation she made them enact in which S6 again asked for pencil but S15 said “no” so then F explained that in this situation what will you do? So S6 snatched then F intervened that this is the behavior which is not to be done. You have to say F showed thumbs up so children understood and shouted “it is ok” then F made S6 and S15 enact again where S6 said “it is ok”

Situation 3: please S11 mujhe baithne do. Ok pehle tum baith jao fir mai baith jaungi. In other situation when S11 said no to S1 and sat on ride saying that it is her turn, so F asked her what will you do? So S12 started telling her “ok” then S2. Then all joined F in saying “it is ok”

Situation 4: please S16 give me your book. So S16 said “ye lo” so this was her being good girl. In another situation she said “No I will not give book” now what will S2 do? Facilitator asked S10 and S13 to select from 3 options

- a. S2 sad ho jayega
- b. Aise aise ladega
- c. Ya it is ok bolega

So S13 said, ‘it is ok bolega’ and S10 said ‘fight karega’. So, Facilitator explained him that fight is “no no hai” one should never fight. or be sad.

Observation: In the activity ‘If someone says “no” it is ok!’ was taught to children. Twelve children were present in this activity. Eleven (S1, S2, S4, S5, S6, S10, S11, S12, S13, S15, S16) children i.e. most of them understood the situations given to them and responded well except S14. These situations prepared them How to accept the rudeness of a friend? And accept it by saying “it is ok”. Feeling bad was normal, but the person is your friend. You have to forgive him/her. By the end of the activity when Facilitator asked them what all did she teach? So S1, S10 S16 said “*fighting nahi karne ka*” and S4 said “*it is ok! bolne ka*”. Thus, the SEL of accepting ‘NO’ without getting hurt was observed. Almost all gave positive responses except S10 who said he would fight, but later facilitator made him understand the right behavior in that situation.

Accepting the situation and controlling the aggression, frustration and anger is a hard work and next activity was to make the children realize how to not let these negative behaviours

control them. Realize what kind of negative responses they are not supposed to give if someone says “NO”

5.2.3.9 Activity 9: “If I say “no” to you” (Accepting No) (8th Dec 2015)

Name of Activity	Kind of activity	Materials required	Class arrangement	Learning principle behind the activity	Developmental objectives attained
Acting Class (If someone says “NO” it is “OK” (dealing with negativism)) (8th Dec 2015)	Role play	-----	circle	Child learns by imitating and observing their teachers, parents and peers. Teachers should act as a role model. Through rewards, praise or reinforcements children can be taught good or bad.	To learn to accept “no” without getting hurt. To accept others feelings. To deal with negativism To learn to understand situations and do the right decision making. To accept, control and regulate their feelings.

Description of Activity: The Facilitator asked few questions making them imagine the situation and then give the answer. This activity was in continuation with above activity.

Analysis:

F: If Deepika mam said ‘No’ to you... Will you cry?” (She enacted crying)

All: NO (S4, S13, S10, S1, S2, S11, S16, S12, S15, S14 except S5 and S6 who were listening but not saying)

F: If Deepika mam said ‘No’ to you... will you get angry? (Enacted)

All: NO

F: If Deepika mam said ‘No’ to you... Will u hit anybody? (Enacted)

All: NO

F: If Deepika mam said ‘No’ to you... Will u hurt anybody? (Enacted)

All: NO

F: If Deepika mam said 'No' to you... What will you do? S2, S4, S1. said "ok" then all said, "ok". So, Facilitator said "ye to hamari mam hai humein no! keh sakti hai, ye to mera friend hai 'no' keh sakta hai" so you will understand and you would take 3 long breaths. Then S13 took long breaths along with Facilitator.

Observations: In activity "If I say 'no' to you (Accepting No)" most of the children (S1, S2, S4, S10, S11, S12, S13, S14, S15, S16) out of twelve that were present responded 'NO' that they won't cry, get hurt, hit or get angry when somebody said 'NO' to them except S5 & S6. So, it helped them to deal with negativism. S3, S7, S8, S9 & S18 were absent. This also led to help them learn to accept others feelings and learn to understand situations and take the right decisions. Later facilitator connected it with previous activity and asked "If Facilitator said 'No' to you... what would you do?" and S2, S4, S1... said 'ok' then all said 'ok!' Facilitator explained to children how to accept it? "*ye to hamari mam hai humein 'no' keh sakti hai, ye to mera friend hai 'no' keh sakta hai*". It helped them to accept, control and regulate their feelings.

Conclusion: During the Role play of 'Dolly ki Story' a lot of interaction were seen among the children. The children were thrilled to play the characters of Dolly (S4), Dolly's Father (S13), Dolly's mother (S1), Dolly's grandmother (S16), Gardener (S7), Dolly's grandmother's friend (S8). Sensitizing children towards their own and others feelings was achieved through this role play where through dolly ki story many situations were created by facilitator in which she displayed various feeling faces for children to understand when such feelings arise? S1, S3, S4, S9, S11, S12, S13, S15, S16 identified, imitate and understand the feeling faces during GD. S2, S3, S4, S5, S8, S11, S12, S13, S14 gave responses and inputs in the Krishna stories related to the feelings. S2, S3, S4, S5 & S13 identified and responded correctly to the situational stories and feelings involved in them. Finally, by the end of the feelings activities in the spinning kart game almost all (S1, S2, S4, S5, S6, S13, S10, S11, S14, S15, S16) of them except S7, S12 & S18 were able to identify, understand the feeling faces and express the feelings. S3, S8 & S9 were absent. All responded to "It is OK" while learning accepting and controlling of feelings. S1, S2, S4, S10, S16 were able to answer "it is ok" when the situations were given to them.

The activities led to enhancement in Awareness of feelings and emotions. Attachment, love and concern for facilitator & peer was seen among S3, S4 & S12. Hurt, sadness and

empathy were seen in S7 which was very beautiful as it was for plants. Empathy was also seen in S9 for S11. Jealousy and resolving problem by fight and strong likes for coffee was seen in S10. High self-concept was seen among S3; during Making of “Feeling Spinning Kart” when she said “*mai to jeet gayi thi, aur S9 aur S16 to ro rahe thae*”. S5, Knows his abilities & doubts or judges others ability (S7) in his social group. He was seen saying “*mam isko aata bhi hai?*” for S7. So, his self-esteem was high. S8 also didn’t agree that she had to leave the house and go when she grew up, because she had this concept in mind, that she would become an officer, and she didn’t have to leave her parents. She has a high self-concept and great clarity of thoughts at this age. She knew what she wanted to pursue or become in future i.e. an officer, further details she didn’t know. S3 & S16 were seen resolving their problems by their own. Friendship and concern seen in S3 for both her friends S9 & S4 at two different times. Imaginary play of uprooting and planting the plants was seen among S2, S7, S6 & S15.

5.2.4 BUILDING POSITIVE RELATIONSHIP (Between Peers, Teachers and Family members): (5 weeks)

There were twelve activities conducted under this dimension. The researcher already began building relationship with children from April 2015 where researcher spent entire one month with children bonding and spending time with them. The activities under this dimension were conducted from the month of December once the dimension awareness and management of feelings got over. It took around five weeks for this dimension to get over with. The activities in this dimension aimed at building stronger relationships of children with their peers, teachers and parents. The general objectives of this dimension were

General objectives:

1. Strengthen Relationship (Peers, Teachers & Family)
2. Share, Cooperate & Develop Friendship
3. Affection, Love, Care & Belongingness
4. Sensitive to Others & appreciate their Perspectives

The data obtained from activities with regard to building positive relationship was analyzed and has been presented below:

5.2.4.1 Activity1: Art of dough

Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle	Developmental objectives
Art of dough 11 th Dec, 2015	Art and craft	Wheat dough	Make a dough of wheat flour	Circle time in art room	Creating a prepared environment. Learning by art. Hands on experience.	Learn to express their creativity. Stimulates thinking and imagination. Develops sense of individuality and self-worth and feel success. Developing the social value of sharing. Develop conflict resolving (by how they share the dough and table space).

Description of Activity: The children saw the Facilitator making the dough by putting water in the wheat flour and working on it. Once the dough was formed the facilitator gave a little bit to every child to show creativity on it.

Observation: The children were found excited to have the dough because they were seen saying “mujhe bhi, mujhe bhi”. Every child got busy in making different things out of it. S6’s love for vehicles was seen here and he made a plane out of it. Girls were seen making roti out of it specially S8, S14, S12. S13 made a face out of it. S10 and S5 made sun out of it.

The activity was to strengthen relationship with peers and teachers. The next activity was too in continuation with this.

5.2.4.2 Activity 2: “Swatch” school

Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle	Developmental objectives

“Swatch” school 12th Dec, 2015	Outdoor activity	2 black poly bags	Label the two bags. One as eatable items and the other as non-eatable items.	Free	Behaviors and attitudes Develop in response to reinforcement, association and encouragement from the people around us, they learn by observing and imitating.	To enhance attachment to school. To strengthen relationship with peers and teacher. To Develop habit of personal and social hygiene.
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Description of Activity: The activity was to find the littering’s in the playground or garden area & classes and dump it into poly bags. Facilitator modelled it by picking up the papers, wrappers, dried leaves etc. Facilitator informed children that they would put the garbage into 2 labeled bags. One bag was for eatable items and the other was of non-eatable items. In that way they could give the waste food to animals or birds or put it at a degradable place and throw the non-eatable items in another bag. In that way, facilitator explained the concept of swatch ghar, swatch school too and the importance of cleaning.

Observation:The facilitator spent time singing “bits of paper” rhyme along with them in which the Facilitator actually purposely used to pick up whatever that used be present on the floor; the chocolate wrappers, papers, pencil shavings and the children used to follow. So even when this task was organized the children & the facilitator sang “bits of paper” rhyme so that they could relate and know that they have to pick up the littering’s and make their school clean just like their homes. S6 was very enthusiastic and was picking and bringing everything to the facilitator saying “Mam! Mam! mai ye liya”. S12, S3, S4, S15, S16 & S9 were seen actively participating. Where S3 was seen giving instructions to S16 and S9. S10 was in support of cleanliness as he was heard saying, “Ganda nahi karna chaiye!” S7 was seen running here and there. S5 too was lost in his own world playing with S13. S6 didn’t get the idea of two polyethene’s and was seen putting the littering’s in any of the two bags. S3 was cautious about putting what in which bag and S9, S4 and S16 were listening to her. S2 was saying again and again “mam maine bhi dala” to seek attention of the facilitator.

The activity after this was based on enhancing bonding and friendship.

5.2.4.3 Activity 3: Buddy Project (Role Play):

Name of activities	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives
Buddy project (1 week) 16 th December, 2015 (Whole 9a.m. to 12 p.m.)	Role play	Streets cape, white coat, black coat, dress of police.	Semi-circle	Autonomy and initiative. Participate in their own learning. Social interaction necessary for language, cognitive and socio-emotional Development	To enhance love and bonding among peers. To strengthen relationship with peers and enhance their attachment to each other. To enhance gross motor, fine motor language, cognitive and socio-emotional Development. Learn to express feelings.

Description of activity:

Facilitator formed pairs of children. Each pair was given dialogues according to the type of pair they formed and they had to enact it. Dialogues were given so that F could help the child learn about society and people. E.g. 1st pair: doctor-patient 2. Police-thief 3. Teacher-student 4. Baby-mS10my 5. lawyer-client 6. helper-housewife 7. Bank manager-client 8. Father-child etc.

Analysis:

Picture_5.18: S1 & S4 enacting Mother and Daughter



Video 1: Allotting different roles to the children

Box 51.

1. F: S10 kya banega? S10 police banega?
2. S10: yes.
3. F: S7 chor bana hai, thief banega?
4. S7: He happily says yes. (In the mean time S13 gets scolding frS10 Teacher, so he starts crying).
5. T: I am going because ye S13 meri baat nahi suntan. (she leaves)
6. S13: mai sirf mamma ki baat sununga! (While crying)
7. F: explains him that he remembers chameleon and turtle story! So he has to becS10e turtle. Red nahi hone ka. S13 ko thoda time do, wo abhi thik ho jayega. He will become okay after 5 minutes just like turtle. S13 bahut accha baccha hai, sabko pata hai na usae certificate mila than na?
8. All: nod yes.
9. S16: mam mujhe certificate nahi mila. (it tells how certificates are motivating them)
10. F: pehle sab accha accha behavior karo, mam k pass bahut saare certificates hai, pehle help karo, please bolo, please stop bolo, ek doosre se fight nahi karo tab mam dengi.
11. S5: S13 mat ro, rone se kya fayda nahi hoga
12. S12: Don't cry! S11 and S3 says sS10ething,
13. S2: sorry bol Na (all are saying simultaneously, it's difficult to understand)
14. F: S13 tere kitne saare friend's hai, sab idhar udhar se tujhe bol rahe hai, idhar se S5, idhar se S12 udhar se S2. (So F wants to make him realize that he has so many friends who have concern for him and he should stop crying)

In the above conversations in Box 51. S10 (was not well so didn't say much when the role of police was given to him) and S7 was seen happy about his role of thief. When S13 got scolding from teacher and he started crying, facilitator reminded him that he was a turtle and turtle didn't get red like chameleon. F told him this because he was seen angry because he said line 6 "mai sirf mamma ki baat sununga!" So, he was replying to the teachers' remark in line 5, "S13 meri baat sunta hi nahi hai". So, F wanted to remind him of "turtle Vs chameleon story" so that he calms down. S5 in L11 was seen giving him advice, S12 in L12 asked him not to cry, S11 and S3 were seen saying something to him so they too were concerned for S13. S2 in L13 even asked him to say sorry. So here a situation got created and a feeling of sympathy, concern and friendship and bonding was seen. When Facilitator spoke about S13 receiving a certificate in L7, S16 got reminded of her own certificate which facilitator had not given her so she informed her this thing in L9. This told how important role certificates are playing in motivating children. They wanted that certificate.

When Facilitator allotted roles: S7 was very excited for his role of thief and asked again & again "mai kya bana hu?" So S13 & S5 reminded him that he had been given the role of thief. They all giggled and laughed when the roles were being given. Whenever the particular role was announced, they related with the person and laughed along with the person who was allotted the role. This told us that they were really enjoying the activity. They giggled on the roles of S11 (baby), S14 who was daadi and S6 who was daadi ma's favourite son. S9 wanted to be paired with priyanshu so she came and informed Facilitator her wish. Maybe she wanted to be his friend. Facilitator informed her that priyanshu had become a puppy so there will be no pair against him, then she said she wanted to become "mummy" which was S4. So, she was not satisfied with her role of "maalkin". When Facilitator called S13 and S5 to enact, S5 said "hum dono ko hi kyu bulatae hai? Lagta hai hum dono baatein karte hai isliye?" So, it was commonly seen that S5 always had something or the other to say or speak like an elderly person or very mature person.

Video 2: (role play)

Facilitator said one line each and children repeated the lines and enacted in the same way as Facilitator did. They were asked to imitate and act accordingly and speak the dialogues.

1. Doctor-patient (First pair):

Situation: the girl was having stomach ache and visited doctor.

S3 and S13 did very good acting and gave a message of eating home cooked food rather than outside food.

Video 3: (role play)

2. Teacher-student:

Situation: Student was angry

Student said to teacher, “mujhe to ghussa aa raha hai Deepika mam.” Teacher (S16) said “turtle hone ka, brave hone ka, think karne ka, idea laanae ka aur ghussa choo karne ka.”

Student (S3) said “Ok mam mai samajh gayi, turtle ban ne ka, chameleon ki tarah red nahi hone ka. Turtle ki tarah smart hone ka. Stop karne ka. 1, 2, 3 bolne ka. Think karne ka aur idea laane ka.” It appeared this had very well got inculcated in S16 and S3 already due to the “Turtle Vs chameleon” activity done before that is why S3 was able to say such long dialogues continuously without stopping. She kept repeating what Facilitator said and also enacted very nicely

S7 had closed his mouth with paper and he was taking out different sounds. He was trying to seek attention. (S13, S1, S12, S6, S14, priyanshu, S4, S11, S9, S2) all were listening carefully except S5 (who was doing sS10e other work), S10 and S18 (were sleeping)

Video 4: (role play)

3. Police-thief: S7 was given the role of Thief and S10 the role of Police. The rules were same they had to repeat the lines as F said.

Situation: The thief was caught by police

When S7 was caught by police (S10) Facilitator asked him to raise his hands and said these lines:

Box 52.

F: mere ghar mei kisi ne khana nahi khaya hai. (S7 has to repeat these lines instead he says...)

S7: Khaya hai.

F: Do din se sab bhuke hai.

S7: Kisi k pass roti nahi hai. Isliye mai chori kar raha hu.” (He enacts beautifully with voice modulation and lot of excitement for becoming thief)

S10: Accha tere pass khana bhi nahi hai.

S7: Nahi hai saab.

S10 (repeats after F): Thik hai mai tumhe jaane deta hu. Promise karna k chori nahi karega.

S7: Mai chori karunga. (Thrice by jumping) (Then F again explains him the lines)

S7 (this time repeats after F): please Saab mai chori nahi karunga. I am sorry

In Box 52. He listened carefully and thought about what F was saying. When F asked him to say “mere ghar mei kisi ne khana nahi khaya hai.” But he did not repeat this line and said, “Khaya hai.” He talked about having food in reality. He got confused, the dialogues were for the role and not for in real. He corrected Facilitator that in his home, people had eaten food. Similarly when F asked him to say “ab mai choir nahi karunga”, he said “mai choir karunga” thrice. He said his own lines after listening to F because he loved the role of thief and his excitement could be seen when he jumped and said “choir karunga”.

4. Baby (S1)-mommy (S4):

Situation: Mummy was asking baby what she wanted to eat?

When Facilitator asked mummy to ask her baby, “Aapko kya khana hai?” S13 Shouted “S1 soup!”, but she didn’t say anything. S4 intervened and said “bol Na” so F asked her to say, “Mujhe noodles khane hai.” (At the back S13 was continuously saying soup). Finally, she repeated “noodles”. Then mummy said “Nahi kha sakte, beta noodles se pet gadbad ho jata hai aur tabiyat kharab ho jaati hai”. So, F said soup hearing S13 and said “Mai tumhare liye soup banati hu” which was repeated by S4.

S4 had put up a very good act among all the children. S1 and S4 hugged each other and finished their roles. S13 seemed very happy when F included soup to eat, he was constantly shouting to S1 to say soup. S1 was little shy to say anything, she spoke only when S4 asked her “bol na!”. So S4 as her friend tried to motivate her to speak.

5. Helper (S12)-housewife (S9):

Situation: Helper was doing the housechore things

When helper became unconscious and Facilitator asked house wife (S9) to prepare glucose and give it to helper. So, she did that (enacted) and repeated “apna kaam khud karna chaiye” (S9 took S12 in her arms). S9 wanted to do the role play again. She said “ek baar fir se” F made her understand that others were still remaining but she insisted again, then she took the promise of doing it again tomorrow.

Observation: Fifteen (S1, S2, S3, S4, S5, S6, S7, S9, S10, S11, S12, S13, S14, S16, S18) out of seventeen participated in Buddy project (role play) where they played the roles of 1. Doctor-patient 2. Teacher-student 3. Police-thief 4. Baby-mommy 5. helper-housewife distribution. They played their part in pairs. Each pair enacted their role and repeated the dialogues after Facilitator. Dialogues helped the children to learn about society and people. S8 & S15 were absent. While playing Doctor-patient (First pair), S3 and S13 enacted well and sent a message of eating home cooked food rather than street food. While playing Teacher (S16) - student (S3) they explained “Turtle Vs. chameleon” activity learnt before. Nine (S13, S1, S12, S6, S14, S4, S11, S9, S2) out of thirteen listened carefully to S3 & S13 act, except S5 (who was doing some other work), S10 and S18 were seen sleeping while S7 seeking attention. While playing Police (S10)-thief (S7), when S7 was asked by S10 not to do the theft he said “*Mai chori karunga*” thrice by jumping. So, he loved his role. In Baby (S1)-mommy (S4), S4 put up a very good act among all the children. S1 and S4 hugged each other as they finished their roles out of joy and happiness. This role plays built attachment and bonding within the pairs who performed. Similar behavior of hugging was seen in S12 & S9 after they performed their role of Helper (S12) and Housewife (S9). S13 appeared very happy when Facilitator included ‘soup’ in the dialogue of ‘baby and mother’ role play, as he constantly suggested that mother is giving soup to the child. S1 was shy in delivering her dialogues but motivation and support was seen from her pair (S4) who said “*bol na!*” which made her say the dialogues. S9 was seen requesting “*ek baar fir se*” to the facilitator so she was overjoyed by her acting and wanted to do the role play again. Initially S9 wanted to be paired with another child so she informed Facilitator about her wish (self-expression). Maybe she wanted to be his friend. Then she said she wanted to

play the role of “mummy” which was already given to S4. So, facilitator convinced her for above said role and finally she was happy after playing that role.

While the activity begun, S13 got scolding from the teacher that he doesn’t listen and he replied “*mai sirf apni mumma ki sununga*” while crying in anger. So, facilitator reminded him that he was a turtle and turtle don’t get red like chameleon. She reminded him of “turtle Vs chameleon story” so that he got calm down. Facilitator also reminded him of the certificate he received for his good behavior. Hearing this S16 got reminded of her own certificate which facilitator had not given her so she informed her that. This reflects how important certificates were to the children and they were playing their part of motivating children. Children wanted those certificates. S5, S12, S2 sympathized with S13 and asked him not to cry. S2 even suggested him the solution of saying sorry. So, the concern, sympathy, empathy, friendship and bonding were seen in the buddy project activity.

Week three was to focus on enhancing Interaction and Cooperation and that was the objective of the next activity.

5.2.4.4 Activity 4: Making shops

Name of activities	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives
Making shops 18 th Dec, 2015	Make believe	-----	Make believe	PBL, through which children can be taught various concepts, like addition, subtraction etc. Children construct knowledge. Group interaction leads to language, cognitive and socio-emotional Development. Autonomy and initiative. Fantasy is integral. Children learn by	Self-expression. Enhance their motivation by the acceptance of their ideas. Develop social interaction. Conflict resolving and decision making (while deciding which shop to take and joining groups and shopping). Develops trading and cooperation. Enhances their imagination.

				observing and imitating others. Participate in their own learning.	Cognitive Development. Wholistic Development.
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Description of activity: The facilitator with the help of teachers opened two vegetable shops. The children were given the artificial currency notes of five, ten and fifty. The facilitator as well as the teacher became the male and female vegetable vendor selling vegetables and fruits to the children. They were free to buy any vegetable. Facilitator and the teacher asked question is like “kya chaiye aapko?” kitna tolu? Apple chaiye ya brinjal? Etc. the facilitator and teachers brought all the vegetables and fruits. They also wore the dresses like vegetable vendors and talked like them.

Picture 5.19: Facilitator enacting the role of vendor in a vegetable and fruits shop



Analysis: The children were seen buying fruits and vegetables. They also came to know how to use their money. The value of fruits and vegetables in life and above all they interacted. They interacted with vendors with friends finding out which vegetable or fruit cost how much? etc. This led to the development of their bonding with peers and teachers. More inclination was more towards fruits.

Week 4 began with activities related to Social Awareness and Help. Given below is the data collected from the activities which enhanced social awareness and helping attitude among children.

5.2.4.5 Activity 5: Showing Photo Album along with discussion

Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle	Developmental objectives
Photo album (3 days) 12 th December, 2015 (Video in CD)	Circle time	Take photos of various environments or social situations	Bind it together forming a photo album. Each picture posing certain questions in front of it. Frame the questions based on photograph. And the questions should be of child's level.	Make them sit in a circle	Children learn by observing others behaviours and attitudes. Children have Curiosity to learn. Child learning in cultural context.	Develops social awareness. Enhance sharing of thoughts and self-expressions with others. Enhancing Auditory and observation skills. Cognitive, socio-emotional Development. Enhancing thinking ability. Developing the social values of love, care, help, share, cooperate and friendship.

Description of the activity: Showed the photograph and posed variety of questions to children written on the opposite side. These questions should be related to the photograph which children could answer by watching the photograph and imagining (See appendix 3.4/3.5) This was not to check their IQ but to know their thinking or the concept they have in mind related to that particular social situation. It would help researcher to know their social awareness. The situations were as follows:

1. Family cooking in kitchen.
2. People praying in the temple.
3. Children playing cricket in the ground.
4. Family having dinner.
4. Farms and cows.

5. Sharing warm moments with Grandparents
6. Shopping in store
7. Celebration of Diwali
8. People using Transportation
9. Indian Farmers

The discussion should have led to the social values of love, care, help, share, cooperate, friendship, respect and observing rules etc. All the questions carry answers in the bracket if not answered by any child or also the explanations of the facilitator.

DAY 1: Observing Photo album and discussing. Presenting below an example of one picture:

Picture 1(Family cooking in kitchen): Questions framed by Facilitator were as follows:

Q1. What are children doing? All: helping. Fruits cut kar rahe hai (Not Known)

Q2. What are parents doing? (Cooking)

Q3. Which place is this? S3: kitchen S10: kitchen

Q4. What is aunty in white doing? S3: phone pe baat kar rahi hai. S16: laptop pe kaam karti hai.

All started coming and sharing their experiences with parents

S8: mai choti ko khilati hu. Dhyan rakhti hu (recently she had been blessed with a sister sibling so she talked about her)

Value: help parents (ask your father too to help your mother in cooking and other home routines.)

Analysis:

Picture 1(Family cooking in kitchen): Value inculcation: help parents (ask your father too to help your mother in cooking and other home routines.)

It seemed S3, S16 and S10 had a good observation skill. These pictures made S3 and S16 think and identify mobile and laptop kept in the kitchen. They later on related it with their

home situations. S8 expressed herself the help and care which she took for her new born sister, when she heard F talk about family and how they helped each other and how they should help their parents.

Picture 2 (prayer): Value: gratitude

Again, had certain questions (See appendix 3.5) on the basis of which this analysis was done.

S16 recognized the woman joining hands and she said “jai karte hai”, again which proved her observation skills were great. All the children knew this concept that we pray god to thank him.

Picture 3 (Children playing cricket in the ground): S13 recognized the game of cricket as he said bat ball khelte hai. S16 said run lete hai. And S10 identified the ground where they were playing. However, S3 called the same ground as garden. So S13, S16 and S10 had a good observation skill.

Picture 4 (Family having Dinner): Value: Family love, care, helping, observing rules of eating together

Here the entire concept was introduced by Facilitator. The children were able to identify that they were eating food and also able to identify the feelings of happiness and clapping.

Picture 5 (Sharing warm moments with Grandparents): Value: love, care, help, and respect

S16 called the old woman “daadi” and S3 called old man “dada”. Nobody had told them that. So, they related it with the grandparents and rightly identified them that they were helping the child in eating food and dada reading the book. They all said they felt happy when dada (grandfather) read book. And while seeing grandmother they said “love karti hai” i.e. grandmother loved. So, by now they knew and understood these concepts of love & happiness. S2, S16 & S13 were able to recognize rice in thali. All of the children were able to recognize the child’s expression in the photograph that he was happy.

Picture 6 (Shopping in Store): S2 was able to identify a grocery store and even the name which he must have heard or been visited with his parents, “a D-Mart”. S13 predicted that the lady in picture was “thinking” so he might have had the idea by seeing her stand in

front of groceries like what to buy? S4 said she was feeling like having an “idea”. S16 predicted that kids were playing sitting in a trolley. So S4, S13 and S2 had quite an idea about grocery store and women in it.

Picture 7 (Celebration of Diwali): Value: celebrating culture, love, happiness

Almost all of them identified the festival Diwali and also the crackers that were used on that day and lighting of divas. S2 said they were lighting Phuljhadi. They also were able to describe that they were feeling happy and loved.

Picture 8 (People using Transportation): Value: Rules observing, taking turns

Almost all of them were able to identify the transport i.e. train. They also knew that they all were carrying bags. They started discussing their train stories like S2 sharing that he went to visit her grandmother by train. S7 also was saying that he too went in train.

Picture 9 (Indian Farmers): Value: cooperation, help, hard work

In gujart the helper is called “Maasi” so S9 recognized that she was a helper. So maybe she identified her by her appearance, or clothes which told something to her about her socio economic condition. All of them said yes to that they were helping each other.

Picture 10 (Family Watching Television): Values taught: Family bond (togetherness), observing rules.

A situation arose where S1 said “mujhe nahi dikh raha” to S13 and started pushing S13, S11, S4 and then presenting hurt & making sounds as if she was hurt. So, Facilitator reminded her of turtle and chameleon situation. That she was behaving like chameleon getting angry, pushing etc. F asked her that turtle nahi banna? She reminded that we were doing problem solving so they had to solve the problem by being turtle and not chameleon) S3 answered both the questions of baby. In one (q2.) “She said dadi k sath khel raha hai” and in second (q6.) She said “dada ko dekh raha hai”. It seemed she was close to her grandparents. Recently she even lost her grandmother. So, this thing was little sensitive for her. And she was the one who gave the names to them “dada & daadi”

Observation: Fifteen children were present in this activity. S2, S3, S4, S7, S8, S9, S10, S11, S13 & S16 shared the knowledge they had regarding the social set up they see around

them when facilitator showed them the photo album. During this entire activity it came out that the social-awareness of five (S2, S3, S10, S13 & S16) children was quite good. S5 & S15 were absent. While watching picture of 'Family cooking in kitchen' S3, S10 & S16 identified mobile and laptop kept in the kitchen. They related it with their home situations. S8 expressed that she helped and cared for her new born sister. They understood how family members helped each other and how they should help their parents. S16 recognized the woman doing prayer. All the children knew the concept that we pray to god to thank him. While watching Picture 3 (Children playing cricket in the ground), S13, S16, S10 & S3 recognized the game and gave various inputs. Thus, it can be said that they had good observation skill. Children identified the feelings of happiness watching family eating together. The value of love, care, help, and respect was cultivated within children watching warm moments with grandparents. S16 called the old woman "daadi" and S3 called old man "dada". Nobody had told them that. So, they related elderly people with the grandparents and rightly identified them helping and taking care of the child in eating food and dada was reading the book. They all said that they felt happy when dada (grandfather) read the book to them. And while seeing grandmother they said "*love karti hai*" i.e. grandmother loves. So, by now they knew and understood these concepts of love & happiness. S2, S16 & S13 were able to recognize rice in thali.

While watching the picture of 'Shopping Store', S2 was able to identify the grocery store and even the name "D-Mart" which he might be visiting with his parents. S13 predicted that the lady in picture was "thinking" what to buy? S4 said she was feeling like having an "idea" (SEL through Turtle Vs. chameleon technique). S16 predicted that kids were playing sitting in a trolley. So S4, S13 and S2 had quite an idea about grocery store and women in it. Almost all of them identified the Picture 7, 'Celebration of Diwali', and also the crackers that are used on that day and lighting of divas. They understood the value of celebrating their festival, their culture. In Picture 8 (People using Transportation), almost all of them were able to identify the transport i.e. train and that all of them were carrying bags. S2, S7, S10 started discussing their train stories. While watching Picture 9 (Indian Farmers) they realized the value of cooperation, help, and hard work. S9 recognized the ladies working on farm as 'maasi' (In Gujarat maids are called 'maasi'). So, she might have

identified her by her appearance, or clothes and related it to her socio-economic condition and labelled her ‘maasi’. All of the children agreed that they were helping each other.

While watching Picture 10 (Family Watching Television) S3 gave the names, “*dada & daadi*” to the elderly couple. She also informed about baby that “*dadi k sath khel raha hai*” and in second one she said “*dada ko dekh raha hai*”. It appeared that she is strongly attached to her grandparents. Recently she even lost her grandmother. So, this thing was little sensitive for her. A situation arose where S1 said “*mujhe nahi dikh raha*” to S13 and started pushing S13, S11, S4 and then presenting hurt & making sounds as if she was hurt manipulating the situation. So, Facilitator reminded her that she was behaving like chameleon getting angry and pushing. She reminded her that in order to solve the problem she had to be turtle and not chameleon.

The next activity was to develop the value of friendship, helping the friend by being on his/her sides.

5.2.4.6 Activity 6: Lion & mouse

Name of activities	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives
Story time	----- -	Flash cards	Semi-circle	Children learn by play. Children learn by observing others behaviours and attitudes.	Developing the social value of friendship and help. Enhancing Auditory and observation skills.

Narration of the story: There was a king of jungle. Who was the king of jungle? F asked. So S2 said “lion”. Ek baar ek mouse ko doosre animals pakad k lion k saamne laaye. “Mujhe maaf kar do raja sahib ab mai kisi ko nahi sataunga” Lion said, “isko maar do”. Mouse kehta hai “Sorry sorry lion ab mai kisiko pareshan nahi karunga, aur ek din mai aapke kaam aaunga” to lion hasta hai “ha ha ha” tu chota sa mouse aur mere kaam ayega? Mai to king hu aur tu it sa hai tu kya mere kaam aayega? Aap mujhe ek chance do aap

mujhe chod dogae to mai aapko promise karta hu mai aapke kaam aaunga. Tab lion mouse ko chod deta hai. F then continued the story, “Ek din lion hunt karne nikalta hai jungle mei, to jab wo ja raha hota hai to uspae jaal aakar girta hai upar se aur wo usae upar utha leta hai. Jaal samajhte ho, net jisme animal’s fass jate hai. Jaal laga rakha tha to jaise hi lion ne pair (foot) uspe rakha to wo lion ko pull karke le gaya, aur wo upar latak gaya. Lion tez tez chillane laga Help! Help! Mouse ne away suni aur usne bola ye kaun kar raha hai? Ye to apne raja lag rahe hai, lagta hai wo museebat mei hai. Usae yaad aaya k ek baar usnae promise kiya tha k woe ek din raja ki help karega. WO daudta hua aaya usne dekha o my god lion to upar latka hua hai net k andar. Tab usne kya kiya apne teeths se jaal kaat S4. Aur lion ko bahut saari jagah mil gayi aur wo jump karke neechae aa gaya. Aur mice ne apna kya nibhaya...? “promise”. Lion ne mouse ko hug kiya (F bends and hugs S4). K mouse mouse Tum ho to itne choate fir bhi tum mere itnae kaam aaye, tumne meri help kari. Tum ek sachae aur acchae animal ho. To iss sae kya seekhne ko milta hai? K chahe insaan kitna hi chota ho wo kaam aa sakta hai. Chota bhi help kar sakta hai. To aap sab mere choate baby’s ho na par aap bado ko bhi help kar sakte ho agar socho to. Agar koi bahut pareshani mei, jaise lion tha, to help karne ka aur think karne ka k aap kaise help kar sakte ho.

Moral: True friends help each other.

Picture_5.20: Facilitator telling stories to preschoolers



Analysis: S8, S2 and S10 wanted to speak in between but F asked them to first listen the story. S7 was not interested initially but later on started hearing it. But again, lost concentration once other children started speaking in between. Other than him all were very interested in hearing story and gave response.

S2, S4 and S10 were adding to the story. This was seen when F said who was the king of jungle? So S2 said “lion”. “Lion kya karta hai mouse ko.... (F gave break) so S4 completed it by saying “chod deta hai”. Similarly, when F said “Lion tez tez chillane laga Help! Help! Listening this S10 said, “Help! WO jor se kudne laga tha”. S16 and S3 shared their own experiences of mouse in their house. S16 said “ek din hamare ghar me mouse aaya tha” then S3 wanted to say something but F said later but she insisted “Deepika mam suno na ek baat” and said “Ek din sacchi mei hamare ghar itna bada chuha aaya tha”. There had been SEL among children this was proven when F brought a SEL from previous activity of Turtle and Chameleon “TO STOP, THINK AND COME OUT WITH IDEA” so they all remembered it. When F in this story said “To usne kya kiya turtle ki tarah.... (F stopped) so S16 immediately said “idea” then said “think kiya” so all S4, S13, S1, S9, S12 shouted “idea”. S13 said “mam think”. So, F said haan think kara aur usae idea aaya. When F explained them the moral “K chahe insaan kitna hi chota ho wo kaam aa sakta hai. Chota bhi help kar sakta hai. To aap sab mere chotae choate baby’s ho na par aap bado ko bhi

help kar sakte ho agar socho to.” On listening this S3 and S9’s conversation gave the anecdote that they both understood the moral of helping others small and big doesn’t matter. S3 said “mai play group mei...” (She wanted to tell that she helps but entire conversation was not clear) then S9 said “meri mummy kaam karti hai to meri choti bheem hai na to mai uske sath khelte lagti hu” when F said S8 bhi aise help karti hai apni mummy ki. So S8 on hearing this said, “Mummy kehti hai tappu....” (She wanted to give an example of her helpin her mom).

Observation: Sixteen children were present in this activity. Almost all of them(S2, S3, S4, S4, S13, S1, S9, S12 S6, S7, S8, S10, S11, S14, S16, S18) participated in giving responses or sharing their experiences while listening to the story of lion and mouse except S7 who kept on losing his concentration. S5 & S15 were absent. S2, S4 and S10 added to the story. S16 and S3 shared their own experiences of mouse in their house. When Facilitator narrated the part where lion was in trouble and she asked in the story “*To usne kya kiya turtle ki tarah....* (she stopped) so S16 immediately said “*idea*” then said “*think kiya*” so all S4, S13, S1, S9, S12 shouted “*idea*”. S13 said “*mam think*”. So, F says haan think Kara aur usae idea aaya. There has been SEL among children. This was demonstrated from above verbatims which part of problem were solving strategy of Turtle and Chameleon “TO STOP, THINK AND COME OUT WITH IDEA” that has already been done by the facilitator. So, they all recollected it. When Facilitator explained them the moral of lion and mouse story, “*K chahe insaan kitna hi chota ho wo kaam aa sakta hai. Chota bhi help kar sakta hai. You all can help*”. On listening to that S3, S9 and S8 started sharing their experiences of how they had been of help to others. S3 said “*mai play group Mei...*” (She wanted to tell that she helped play group children), then S9 said “*meri mummy kaam karti hai to meri choti behen hai na to mai uske sath khelne lagti hu*”. They got the awareness that they too can be of help.

The next activity was in continuation with building bond and helping, not only human beings but animals too.

5.2.4.7 Activity 7: Animals Run (outdoor structured play)

Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle	Developmental objectives
Animals run (16 th December, 2015 entire day given to the facilitator)	Outdoor structured play	Animal stickers	Stickers of animals were brought e.g. Fox, lion, giraffe etc	Two circles	Children learn by play.	Gross motor Development. Cognitive Development To Develop the social value of help To learn the social values of cooperation, initiation, collaboration To learn to think To learn to solve problem Ment

Description of Activity: The class was divided into two equal groups. One group, group 1; was named as different animals and the sticker of that animal picture were pasted on their chest. The same stickers of animals were given to the other group, group 2; randomly and pasted on their backs after showing them what animal they were? Group 1 closed their eyes till then their pairs in Group 2 hid. Then Group 1 had to search their pairs. Group 2 had to shout “help help”. Facilitator shared the concept of saving animals. Facilitator started playing Dafli till then all Group 2 children went and got hidden and group 1 children kept closing their eyes. Once group 2 was all hidden, Facilitator asked group 1 to open their eyes and start searching and helping their pairs.

Picture_5.21: children trying to win the game



Analysis:

Box 53.

F says “apna apna animal le kar aana”

S9 to S16 : “gorilla S6 k pass hai”. S9 calls S6, “S6 S6”. Then calls back S16: “Ja S6 k pass ja”. When S9 observes that S16 is not listening so she herself goes to S6 and brings him to F.

In the meantime, S16 understands and finally goes and holds S6 hand.

In the above Box 53. S9 helped in finding S16 pair (S6) and resolved a problem for her friend S16. (They both were good friends in real life).

S1 & S11 pair and S9 & S2 pair, and S14, they identified the animal pasted on their chest and searched it among their friends and brought their pair along with them. Many of them were unable to find their partners, but they had fun. S14 did everything in her pair.

Observation: Fifteen out of seventeen participated in the animal run. S8 & S15 were absent. S1 & S11 pair, S9 & S2 pair, and S14 showed good bonding, observation and problem-solving ability. They were successful in identifying the animal pasted on their chest and search it among their friends and brought their pair along with them. They tried to talk it out and resolved the problem of finding out their pairs. They had to think a lot. Also, the initiation ability was more among them as they took the lead in running and searching their pairs. This activity also nurtured in them the helping value that one should take care of and help animals. A unique example of empathy and friendship was seen in S9 who helped in finding S16 pair (S6) and resolved the problem for her friend S16. They both were good friends in real life. S9 demonstrated the ability to help, cooperate and

collaborate. Once the activity was done Facilitator called everybody one by one to stick shiny silver stars on their hands. They all showed stars to each other and were very happy. This motivated them and strengthened Facilitator- child bond. Playful learning took place here in this outdoor activity.

This activity as well as next worked orders for bonding and pairing too among peers.

5.2.4.8 Activity 8: Animal run 2

Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle	Developmental objectives
Animal s run 2 (16 th Dec, 2015) (Video in CD)	Outdoor structured play	Chart paper, card board	Stickers of animals e.g. Fox, lion, giraffe etc	Two circles	Children learn by play.	Gross motor Development. To Develop the social value of help To learn the social values of cooperation, initiation, collaboration To learn to think To learn to solve problem To strengthen relationship among peers

Description of activity: Divided the class into two equal groups. One group, group 1; would be named as different animals and the sticker of that animal picture was pasted on their chest. The same stickers of animals were given to the other group, group 2; randomly and pasted on their chests after showing them what animal they were? Two parallel lines were drawn on the ground by Facilitator far apart from each other. Both the groups were asked to stand outside those lines. Group 1 and group 2 were asked to stand in a line outside those lines. Facilitator gave them instruction that when she would say start! The group 2 will call for help and group 1 had to run and help their animal pair and bring it to Facilitator.

Picture_5.22 Preschoolers participating in finding their animal pair in Help game



Analysis:

Group 2 yell help help and group 1 came running to help their animal pair, so all of them were aware that the activity was to help their animal friends. S3 showed non-initiating behavior which was unusual of her. There were two possibilities of S3's non-initiating behavior: 1. Since S5 hid for long hours and S3 tried hard to find her animal pair but since S5 was hidden so she was unable to do so, so she lost the "Help Help" game. Usually in most of the activities she was a winner. So, it might be possible that the loss in previous game because of S5 might have demotivated her to initiate the next help task with S5. Second possibility is that S5 too was involved in imaginary fight with S14 so he was also not involved in the task but in mischief. So, it was possible that S3 also didn't want to interfere in between because she didn't like fights. Bond formation was seen among S2 and S9. And another bonding was seen among triple pair of S1, S7 and S11 fighting like animals. And being a pair S1 & S11 still took S7 along with them. S12 was seen resolving the problem in a very different way. She took out the sticker from S19's sweater and took the picture of animal to F, after reaching to F she watched that all were coming with their animal pairs, so she went back to S19 and pasted it back on his sweater and then held his hands and took him to F. but till then she was the last.

S6 and S16 as pairs too came running to S6 and both of them jumped, and forgot to go to F then S16 saw S9 and S2 running towards F so she held S6's hand and then ran to F.

S4 too resolved her problem. S5 was not her pair and S5 grabbed her hand so she fought to get loose from S5's grip who was not her pair. S5 was in a playful mood and forgot that he

had to identify his pair of animal on his classmate's sweater). And S14 too jumped and both of them reached to F. her pair S19 kept standing. S18: tried to show the animal picture on her to S4 but she didn't understand and S10 did not come.

Observation: All took part in Animal Run 2, an outdoor activity except S8 & S15 who were absent. Fifteen were present out of seventeen. Most of them ran the race and brought their partners to the facilitator as compared to the previous activity. S9 & S2 pair performed nicely and again came first to the facilitator. Bond formation was seen among S2 and S9. And another bonding was seen among triple pair of S1, S7 and S11 fighting like animals. Problem resolving ability was seen in S15. So, it led to lot of fun, bonding, thinking, problem solving, interaction, cooperation & collaboration.

Week 5 began with the activities taking care of being sensitive to others feelings and appreciate their perspectives (not hurting, empathetic and appreciation). Given below is the data collected from the activities that enhanced children's sensitivity to others and appreciate their perspectives.

5.2.4.9 Activity 9: Photo Album discussion

Name of activities	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives
Photo album (15 th December, 2015)	Circle time	Photo album	Make them sit in a circle	Developmental interaction approach. Teacher acts as a role model.	To Develop sensitivity to others feelings. To Develop empathy for others. To appreciate the help given by family and others Develops social awareness. Enhance sharing of thoughts and self-expressions with others. Enhancing Auditory and observation skills. Enhancing thinking ability. Developing the social values of love, care, help, share, cooperate and friendship.

Description of Activity: Using the same photo album again, to find out how to be sensitive to others feelings and appreciate their perspectives. Pictures speak louder than words. Here every picture depicted a social situation where the children were able to see what adults could not. Through interaction approach a lot of thoughts came into light which the facilitator related with how one can be sensitive to others feelings, appreciate others work whether in family or outside. She attended them by saying, “Abhi mam ek picture dikhayengi what do u see in this picture?” (Appendix 3.4)

Analysis:

When picture 1 (Family cooking in kitchen): was shown following conversation occurred between facilitator and children.

Box 54.

1. F: mummy papa kya kaat rahe hai?
2. S16: flower (In gujarati cauliflower is called flower) so Facilitator: Vegetables". They are cookin.
3. F: Abhi dono Bacchae kya kar rahe hai? wo bhi mummy papa ki kya kar rahe hai?
4. S3 & S13: (Shouts) madat!
5. S4: help! (S11 after six minutes was able to keep the certificate back in bag and joined the discussion).
6. F: Abhi ek jo aunty idhar hai white mei wo kya kar rahi hai?
7. S3: laptop pe kaam kar rahi hai
8. S13: phone pe baat kar rahi hai
9. F: laptop pe kaam kar rahi hai aur sath mei phone pe baat kar rahi hai. Aap logo ne dekha hai aise apne mummy papa ko karte huae?
10. S16: mere papa hai
11. S2: nahi! Phone pe baat nahi karte? Laptop pe baat nahi karte?
12. S3 & S13: karte hai
13. F: Aap log help karte ho mummy ko? Aapke papa help karte hai mummy ko kitchen mein? Papa nahi karte hai to papa ko bola karo k papa help karo mummy ko kitchen mei
14. S8: Deepika mam mere papa meri mummy ki help nahi karte
15. F: Nahi karte na! to bolne ka....
16. S10: mere papa help karte hai..
17. S5: mere papa bhi karte hai
18. S11: mere papa help karte hai
19. F: S6yanshi! Ab papa ko bolna ki papa mummy ki help karo kitchen mei ok! Aap bhi kara karo. Sab kara karo.
20. S4: mam mere papa mummy ki help karte hai

In the above Box 54. S3, S13 & S4 were able to make out that the children were helping (L4 & 5). In line 7, 8 & 12 S3 & S13 accepted that their parents talked on phone and worked on laptop in kitchen but S2 said no to that in line 11. According to him his parents didn't do that. This might be because his family's lifestyle was very simple and his parents were little elderly as he was born after 10 years of marriage. So, he might have not seen it. When facilitator talked about fathers helping their mothers, S6yanshi cS10plains that her father didn't help her mother. To that S10, S5, S11 & S4 said that their Father's (papa) helped their Mothers (mummy). Since everyone was talking about their fathers it was seen in L10 that S16 missed her father and wanted to inform others that she too has a father, this was so because her father worked in South Africa. So, facilitator asked them that they along with their fathers should help mummy in kitchen.

In Picture 2 (Prayer) S16, S3 & S13 identified the picture of girl praying. S3 shared her experiences that they did it when they ate (“khana khane k time pe”) & S16 said “Thank you karne k liye”. S16 also shared “mam mere dada hai na khilatae thae”.

In Picture 3 (Children playing cricket in the ground) S3 identified the game “cricket” in the picture, then all repeated it and also where it was being played i.e. garden. S4 too identified the place and said, “Ground mein.” So, F said “ground mei”. Facilitator also told them that they all were happy, when S16 and others said “smile” because they had learnt about feelings in the concept of Awareness of feeling.

In Picture 4 (Family having Dinner) S10 identified that the family was eating. He said “sab khana kha rahe hai” and also identified the chair and dining table. S10 said “chair pe baith k” chair pe nahi mam ne kaunsa table bola tha? Then S10 said “dining table”. Here the facilitator explained the concept of family sitting together and eating together sharing the meals and talking.

In Picture 5 (Sharing warm moments with Grandparents) S16 and S3 were able to describe exactly what uncle and aunty were doing in the picture. S16 said, “wo dadi Bacchae ko

khana khila rahi hai aur dada unn logo ko pada rahe hai” & S3 said “pada rahe hai”. So, Facilitator explained the concept of grandparent’s love and concern for their grandchildren.

In Picture 6 (Shopping in Store): S16, S2, S10 were able to describe the picture. S16 said, “Aunty Soch RAHI HAI.” S2 gave the name to the grocery store “D mart mein”. When facilitator asked what was she buying? So S10 said, “Saabun”.

In Picture 7 (Celebration of Diwali): All were able to recognize the festival “Diwali” (S10, S3 said at once). (The concept of festivals had been already done in cultural sensitivity so they were already sensitized) S4 also identified “Diva” and S2, “Phuljhadi” (crackers). S7 said “madam mere liye Phuljhadi lana”. When Facilitator asked what was worn on that day? So S16 answered, “chaniya choli”. S4 also added “new new” to let Facilitator know that new clothes were worn that day.

In Picture 8 (People using Transportation): as soon as the picture was shown, S16 said “gaadi chadna hai, aur wait kar rahe hai” so F taught them the value of waiting for their turns. S3 observed very minutely and said, “Ek uncle hass rahe hai.”

In Picture 9 (Indian Farmers): *Seeing the Indian farmers working, S3 said “ye log dhoop mei bhi kaam karte hai”*. So, a feeling of appreciation was visible in S3’s words. S16 said “wo log ugatae hai tree ko.” So, facilitator explained them that these farmers do lot of hard work to grow the food that we eat. When Facilitator asked, “Inki help kaun karta hai?” so S16 answered, “Bullock” as it was seen in the picture. So, Facilitator explained them the value of hard work and how as people we should appreciate what farmers do for us.

In Picture 10 (Family Watching Television): After observing the picture, S16 said, “Bhaiya TV dekh raha hai! dada daadi mummy papa” So facilitator explained them that a happy family was watching the television together. The activity ended with clapping.

Observation: Nine (S3, S4, S5, S7, S8, S10, S11, S13, S16) children were able to discuss about understanding others feelings and being Sensitive to others feelings. The feelings been displayed in different pictures in the photo album on social awareness was discussed with children. S15 was absent. The understanding of concept of help was seen in S3, S13 and S16. The children got to understand that their mothers need their and their father’s help wherein S8 was seen complaining about her father not helping her mother. S5, S11, S10 &

S4 said that their fathers do help their mothers in kitchen. The feeling of appreciation for the hard work of farmers was seen in S3 & S16. The feeling of love and missing was observed in S16 where she said in L10 “mere papa hai” as she missed her father who works in South Africa. The same feeling of love, care & missing was observed in S16 & S3 who called old lady as “daadi” and Old man as “dada” and explained that they were helping the child eat and were reading books. Both of them in real life were close to their grandparents. They also recognized taking turns while standing in line and not taking others and also not hurting others feelings. It seemed through so many examples that S16 & S3 especially S16 was highly sensitive to others feelings. She also was good in understanding feelings & emotions. S10 had a good observation as he identified family eating together, dining table, grocery, bullock etc. S4, S7 and S16 were seen excited while discussing Diwali festival. They saw how spending time with family, cooking, eating together, celebrating Diwali with family, playing together brings smile on face or makes one happy.

After this social awareness the researcher conducted an activity for valuing the two words given below.

5.2.4.10 Activity 10: Thank you and sorry date

Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle	Developmental objectives
Thank you and sorry	Imaginary situations	----	-----	-----	Behaviors and attitudes Develop in response to reinforcement, association and encouragement for S10 the people around us, Through rewards, praise or reinforcements children can be taught good or bad. Child learns by observing another people behavior.	Identify and understand the feelings. Enhances expression of feelings. Stimulates thinking. Social awareness. To Develop sensitivity to others feelings.

Facilitator gave the imaginary social situations to the children where the two words could be used “thank you” and “sorry”. Facilitator gave one example. Rest of the situations that facilitator gave are given below:

Picture_5.23: Preschoolers saying sorry in a situation



Analysis:

1. If one of your friends is building a tower of blocks and you destroyed it and she started crying.....

What would you say?

Some of the children said “Sorry”

2. If it is your birthday and your friend gave you a gift.....

What would you say?

All the children said “Thank You”

3. If you didn’t have a place to sit in class and your friend gave you his own.....

What would you say?

Most of the children said “Thank You”

4. If you pushed your friend hard and she fell down...

What would you say?

Most of the children said “Sorry”

5. If it’s raining and your father took you in umbrella....

What would you say?

Most of them said “Thank You”

Observation: The activity led to the sensitization of children towards others feelings and show them respect by saying ‘Sorry’ and ‘Thank You’. Most of the children identified the daily situations they face which the facilitator gave them and where they could use ‘Sorry’ and ‘Thank You’.

The next thing was a story to let the children know that hurting others was never ok!

5.2.4.11 Activity 11: Story Telling: story of lion and fox

Name of activities	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives
Story of Fox and lion (17 th Dec, 2015)	Story time (Self developed)	Story book	The F arranged children around 2 big tables and sat in between those two tables so that F could see the faces of all and vice versa.	Children learn by play. Children learn by observing others behaviours and attitudes.	To be sensitive to others feelings and not hurt others.

Narration of story: Once upon a time there was a lion, in the jungle. He got very sick, so all the animals from far away they started coming to see the lion whose health was deteriorating by every passing day. There was a wolf who was very cunning. He took the advantage of fox absence and started feeding negative thoughts about him. He said to lion, “lion every animal in this jungle has come to see you but fox has not come till now. He is too proud to come”. But then fox by chance entered at the same time and overheard him. So, fox went to king and said “sorry lion sorry, but I am late because I was searching for medicines for you in far off jungles so that you get well and there I met a doctor who has said that you can get well. But you have to take out the skin of wolf and get a blanket made out of it. This blanket you have to wear only then you can heal.” Wolf got scared he understood that fox heard him and he is taking a revenge on him. He started running but lion gave the order to kill him. So, wolf got killed and fox again became the dearest to lion.

Moral of the story: Those who try to hurt others get hurt themselves

Picture_5.24: Facilitator narrating a story



Observation: Fifteen children (S1, S2, S3, S4, S5, S6, S7, S8, S10, S11, S12, S13, S14, S15, and S18) were present. S9 & S16 were absent. As usual, the children heard the story very interestingly. They were in a very relaxed mood and were very good listeners. S3 and S4 repeated the lines. All answered when F asked some questions related to the story.

The next was the certificate distribution to appreciate and encourage the positive behaviours of children.

5.2.4.12 Activity 12: Appreciation Certificates

Name of activities	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives
Appreciation certificate & stickers (15 th Dec & 22 nd Dec, 2015)	Indoor/outdoor	----	Circle time	Behaviors and attitudes Develop in response to reinforcement, association and encouragement from the people around us, Through rewards, praise or reinforcements children can be taught good or bad.	To appreciate others, act.

Description of Activity: Facilitator used to note down the good behaviours and keeping in mind those behaviours she developed the certificates for each and every child. (Appendix 3.4) These Certificates were to motivate them and to give positive reinforcement so that they repeat those behaviours. Facilitator would also stick the stickers on children's hand whenever they would do any act of goodness and appreciation. Facilitator declared the good behavior of the children and gave them the certificates of appreciation in the class and had clapped for them.

Picture_5.25: Distribution of Appreciation certificates to preschoolers



Analysis:

Video 1: (15th December)

Box 55.

S16: Mam mera nahi hai

F: sab ka ayega lekin gud gud behavior show karna padega. Jab mam dekhengi ke koi please keh raha hai, koi turtle ban raha hai chameleon nahi ban raha hai tab mam dengi.

S5: mam subah pooniya ro raha tha to main Gaya uskae pass, maine socha yash ne maara hai

Facilitator: very good! S5 ke liye bhi clap karo sab, S5 ne pooniya ko help kiya

S5: Mam abhi aaj yaha par.”

S6: Mam mujhko bhi nahi S4

Facilitator: pehle acchae acchae manners dikhao mam ko... Mam 3 day's dekhengi, jo bhi help karega, please! Bolega ya please stop! Bolega to mam usko dengi.

S10: (yelling) “madam” five to six times “kya karunga bataoon...” (And he says something)

In the above Box 55. it appeared S16 was quite disappointed as she had not received a certificate till now so when she watched others getting it, she reminded facilitator that her certificate was not there. Similarly, it was acting as a motivator as S5 started telling his story to Facilitator, where he helped pogonia when he was crying which explained that he too wanted a certificate as he had shown good behavior. S6 too reminded the Facilitator that he too had not received one yet. on hearing their conversations Facilitator knew that they all wanted certificates so she motivated them again that she will watch for three more days that whether they are showing what they have learnt or not and then she will give them the certificates.

S11 was given certificate for “super friend award” because when S14 was crying she went to S14 and gave her the comfort and love and asked her not to cry, so S11 was a good friend to S14 as she took care of her.

Second certificate was for S13 as he said “please” to S5 when he wanted block which was very unlikely of him as he usually snatched away things. They all clapped.

S15 was given “super friend award” as when S2 was not included in the play by S5, S13 and S1, and he became sad, S15 went to S2 and made him smile. She took a stand for S2 when all three of them were making his fun.

Observation: Fifteen (S1, S2, S3, S4, S5, S6, S7, S9, S10, S11, S12, S13, S14, S16, S18) out of seventeen were present during certificate distribution. S8 & S15 were absent. In the above conversation it appeared S16 was quite disappointed as she had not received the certificate till now so when she watched others getting it, she reminded facilitator that her certificate was not there. Similarly, it acted as a motivator as S5 started telling his story, where he helped his friend when he was crying which explained that he too wanted a certificate as he had shown good behavior. S6 too reminded the Facilitator that he too had not received one yet. On hearing their conversations Facilitator knew that they all wanted certificates so she motivated them again that she would watch for three more days that whether they are showing what they have learnt or not and then she will give them the certificates. S11 was given certificate for “super friend award” because when S14 was crying she went to S14 and gave her the comfort and love and asked her not to cry, so S11 was empathetic and acted as a good friend to S14. Second certificate was for S13 as he had

said “please” to S5 when he wanted block which was very unlikely of him as he usually snatched away things. They all clapped.

S15 was given “super friend award” as when S2 was not included in the play by S5, S13 and S1, and he became sad, S15 went to S2 and made him smile. She took a stand for S2 when all three of them were making his fun. Again, empathy was observed in S15 here and thus she was awarded with certificate.

Video 2: 22nd December

S4: S3 had a short pencil and S4 had a long pencil. Now S3 wanted long pencil she was very unhappy with short pencil and there was none left with facilitator so she requested S4, “kya aap apni pencil S3 ko de doge?” So S4 happily gave her pencil to S3. So, she was helping in nature, not possessive and a very good friend.

S6 and S10: Facilitator helped children to recall that both of them got into fight few days back, you all remember? S10 and S6 hit each other and when deepika mam made them understand that this kind of behavior is wrong, they understood and said sorry to each other. (S6 did the sorry action.) Facilitator said “chalo hug karo ek doosre ko. Hand shake karo.” So, both of them held each other’s hands. Facilitator gave certificate to S10 saying “S10 kya bol raha hai?” so all said “sorry” similarly certificate was given to S6.

S14: Do you all remember how S14 used to take out diaries from all of your bags? But have you seen that behavior recently? Everybody said “no”. This meant S14 had become a very good girl. She improved her habits and followed what deepika mam told her. And S14 was not even naughty any more. And so, we would give S14 “a very good girl” certificate.

S5: was a very good friend. S5 gave comfort to all his friends who were in need. Whenever S1 was unhappy or in difficulty S5 helped her and made her laugh (both of them were best friends). “Tell me who all have been helped by S5? Raise your hands.” So S11, S1, and S12 rose their hands. S2 said “mere ko”. Facilitator said, that is why we are giving “Good Friend Award” to S5. Facilitator then said “we are proud of you S5, hamesha sab ko aise hi help karna”.

S18 asked mam mere ko bhi”

S2: S2 always used good words “thank you” “sorry”. Deepika mam had taught you all “excuse me” that too was spoken by S2 only.

S7: Facilitator said this to children “You all must be wondering that why S7 is getting this certificate because he pulls somebody’s hair, he touches his shoes on other people. He is very naughty. Then why is he getting one? But he is getting this certificate because he has started hearing out deepika mam, has started following rules like sitting at one place, finger on lips.” Facilitator asked him to show. So, he showed finger on his lips. So, Facilitator said “very good”.

S16 was unhappy as she had not yet received the certificate. However, F had got one ready for her, but she was unaware of it.

Observation:

The facilitator observed the behaviours of children during the implementation of programme and on the basis of that gave the Certificates to all the children on the basis of their pro conduct. Thirteen (S1, S2, S3, S4, S5, S6, S7, S10, S11, S13, S14, S16, S18) out of seventeen were present. S8, S9, S15 were absent. The children who received the certificates were S4. S3 had a short pencil and S4 had a long pencil. S3 wanted long pencil she was very unhappy with short pencil and there was none left with facilitator so she requested S4, “*kya aap apni pencil S3 ko de doge?*” So S4 happily gave her pencil to S3. S6 and S10 certificate because they said sorry to each other after a fight and resolved it. S14 received it because she left the habit of taking out diaries from all the children’s bags or any other mischievous act. And obeyed what facilitator told her and brought positive change in herself. To this all the children agreed and so Facilitator gave S14 “a very good girl” certificate. S5 received “Good Friend Award” because he gave comfort to all his friends who were in need. Whenever S1 was unhappy or in difficulty S5 helped her and made her laugh (both of them were best friends). S1, S2, S11 & S12 accepted that they were helped by S5. S2 received because he always used good words “thank you” “sorry” as well as “excuse me” taught by the facilitator but no one other than him used it. S7 received because he had started listening to the facilitator. He used to pull somebody’s hair, touched his shoes on other people etc. but his misconduct reduced and he has started following rules like sitting at one place, finger on lips. It positively motivated them to repeat good behavior and also to appreciate others good behavior.

Conclusion: The children were seen excited to have the dough because they were seen saying “*mujhe bhi, mujhe bhi*”. Every child got busy in making different things out of it. S6’s love for vehicles was seen here and he made a plane out of it. Girls were seen making roti out of it specially S8, S14, S12. S13 made a face out of it. S10 and S5 made sun out of it. All of them actively participated in picking up the littering’s from the floor like chocolate wrappers, papers, pencil shavings and singing along with facilitator while singing “bits of paper” rhyme to keep their school clean just like their homes.

In the Role play, while playing Doctor (S3)-patient (S13) they sent a message of eating home cooked food rather than street food. While playing Teacher (S16) - student (S3) they explained “Turtle Vs. chameleon” activity learnt before. While playing Police (S10)-thief (S7), when S7 was asked by S10 not to do the theft he said “*Mai chori karunga*” thrice by jumping. So, he loved his role. In Baby (S1)-mommy (S4), S4 put up a very good act among all the children. S1 and S4 hugged each other as they finished their roles out of joy and happiness. This role plays built attachment and bonding within the pairs who performed. Similar behavior of hugging was seen in S12 & S9 after they performed their role of Helper (S12) and Housewife (S9). S13 appeared very happy when Facilitator included ‘soup’ in the dialogue of ‘baby and mother’ role play, as he constantly suggested that mother should give soup to the child. S1 was shy in delivering her dialogues but motivation and support was seen from her pair (S4) who said “*bol na!*” which made her say the dialogues. S13 got scolding from the teacher that he doesn’t listen and he replied “*mai sirf apni mumma ki sununga*” while crying in anger. So, facilitator reminded him that he was a turtle and turtle don’t get red like chameleon. S5, S12, S2 sympathized with S13 and asked him not to cry. S2 even suggested him the solution of saying sorry. So, the concern, sympathy, empathy, friendship and bonding were seen in the buddy project activity.

S2, S3, S4, S7, S9, S10, S13 & S16 were found to be high at social awareness. S2, S3 & S13 were extra ordinarily good at watching the social album and identifying things about people. In the second activity Nine (S3, S4, S5, S7, S8, S10, S11, S13, S16) were able to understand and discuss about others feelings, their perspectives from the different pictures displayed in the photo album on social awareness. The understanding of concept of help, not hurting, being empathetic was seen in S3, S13 and S16. The children got to understand that their mothers need their and their fathers help wherein S8 was seen complaining about

her father not helping her mother. S5, S11, S10 & S4 said that their fathers did help their mothers in kitchen. The feeling of appreciation for the hard work of farmers was seen in S3 & S16. S16 missed her father who was working in Africa and S3 missed her grandmother who was no more. S16 & S3 were good in understanding feelings & emotions. The children realized how spending time with family, cooking, eating together, celebrating Diwali with family, playing together brought smile on the face or makes one happy. S2, S4 and S10 added to the story. S16 and S3 shared their own experiences of mouse in their house. When Facilitator narrated the part where lion was in trouble and she asked in the story “*To usne kya kiya turtle ki tarah....* (she stopped) so S16 immediately said “*idea*” then said “*think kiya*” so all S4, S13, S1, S9, S12 shouted “*idea*”. S13 said “*mam think*”. So SEL took place because of previous dimension of problem solving. They were able to relate with the similar problem of lion and mouse and remembered its solution i.e. thinking and coming up with idea. S1-S11, S9-S2, & S14 came out with best problem solving and thinking and came out as winner. Their bonding, thinking, problem solving, interaction, cooperation and collaboration helped them win the game. Similar bonding was seen in next race between S2-S9, S1-S7-S11, S6-S16. S12 resolved the problem through an out of box thinking. The children who received the certificates were S2, S4, S5, S6, S7, S10, S11, S13, S14, S15 for being good friend, for helping, showing empathy, following discipline, for using good words like thank you & sorry etc. the rest of the children too were given for their good behavior at PTA.

In all enhancement of social awareness, building of relationships between peers and teachers took place. S2, S3, S4, S5, S7, S8, S9, S10, S11, S13 & S16 showed increased social awareness and understanding of others feelings and perspectives which was low initially but with the passage of activities on same line it got enhanced. S1 & S14 who were missing here showed their strength of bonding, collaborating and thinking in animal run where they came out to be winner. S12 when paired with S9 in role play did very nicely and they bonded and hugged each other after the performance. She was also seen participating enthusiastically in game but could not bond. S15 was absent mostly in these activities. It is seen that only S6 & S18 were low at social awareness.

The next dimension of SEL was for enhancing decision making and problem-solving ability among children.

5.2.5 Decision making, Problem solving & Creativity

There were fifteen activities conducted under this dimension. This dimension of SELP began in December. Within this dimension of decision making and Problem solving, children were taught the solutions to daily problems, how to deal with negative emotions? Enhancing creativity etc. The general objectives of this dimension were:

General objectives

1. Strategies to deal with Negative Emotions (anger, aggression, fear, selfish)
2. Understand Situation (Good/Bad)
3. Problem solving in difficult situations and Make Ethically Right Decisions
4. Solution to daily Problems
5. Strategies to enhance creativity

The data obtained from activities with regard to Decision making and Problem solving was analyzed and has been presented below:

The first few activities dealt with Strategies to deal with anger. Given below is one of such activity.

5.2.5.1 Activity 1: Chameleon Vs turtle

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
Chameleon Vs turtle 9 th September (Video in CD)	Indoor structured	First PPT and then steps through Flash Cards	For flash cards draw the 3 steps of chameleon and turtle on chart paper pasted on cardboard. For every step use one cardboard cutting.	Semi-circle	Children learn by observing others behaviours and attitudes. Children are curious to learn.	To be able to deal with anger.

Description of Activity: Facilitator would show **chameleon** and explain its characteristics that its nature is that whenever it saw a problem or some threat it became red in colour (angry) and gave instant reaction and as a result got identified easily and got caught. But a

turtle, when it saw a problem it ducked its neck inside, thought and then came out with a solution, and thus did not get caught. So, the anger was the root of all problems. It could put you in trouble just like a chameleon, but if controlled like turtle you would get rescued. She also explained the concept of colour: red (chameleon-anger), green (turtle-think)

Picture_5.26: Chameleon v/s turtle technique for problem solving



Chameleon Vs Turtle Technique: F introduced the picture of Chameleon. F said “chameleon kaun hota hai? Chameleon ek animal hai jo colors change karta hai. Kabhi red karta hai, kabhi green karta hai, kabhi yellow karta hai.” (Shows a red picture of chameleon). “And turtle to sabko pata hai (shows a picture of green Turtle). They said “haan”. Then facilitator started narrating the story.

Deepika mam ek story sunaenge ‘turtle versus chameleon’ ki. Chameleon kya hota hai? Chameleon animal hai jo colors badalta hai kabhi red hota hai, kabhi green hota hai, kabhi yellow hota hai. Turtle sabko pata hai kya hota hai? Ye kahani kiski hai turtle aur chameleon ki. Both of them were friends and studied together, sath mein class mein padhte thae. Chameleon and turtle were classmates at my apple school. Ek din unkae school mein football match hua. Both of them were friend aur dono my apple school mein padhte thae. Which school are you in? Teacher asks. “My apple school” children reply. Football match mein turtle aur chameleon dono ne participate kiya. Toh kya hua chameleon haar gaya. Jab chameleon haar gaya green colour se kaunsa colour ho gaya? (She shows in slides) red colour. Hum jab ghussa hote hain tab kya bataya tha deepika mam ne jab hum bahut gussa hote hain angry hote hain jab chameleon bhi angry hota hai to vo kya ho jata hai red.... Green se red ho jata hai. To jab usne match loose kiya to wo sabse jhagda karne laga aur angry hone lag gaya sab friends ko badname bolne laga to sab friends uss se dar k bhaag

gaye. Frog jump karke bhag gaya turtle ko bhi usne hit kiya toh woh bhi bechara aise ho gaya dikh raha hai (f shows picture of turtle in slide). Sabko gussa aa gaya aur crocodile rone laga “chameleon ne mara mujhe”. Aur duck toh ud gayi ki bapre chameleon ko gussa aa raha hai sab bhag jao. Turtle ne socha “agar sab bhag jayenge toh chameleon ko kaise pata chalega ki wo wrong hai tab turtle ne socha ki main usae realise karunga. Tab turtle ne think kiya aur phir think kar ke usne apne aap ko bhi control kiya. Kaise? Deepika mam ne bataya tha na k jab humein ghussa aaye tab hum 123 count karne ka and long breath lene ka aur uss sea turtle ko idea aaya aur usne apna neck bahar nikala phir wo chameleon ke paas gaya baat karne ke liye kyuki ab turtle Thanda ho gaya tha kyuki usne dimag laga ke 3 counting kiya tha aur think kiya tha. Turtle chameleon ke paas gaya aur usko baat kiya aur samjhaya “chameleon chameleon you are my friend aur friends main to winning or lose chalta rehta hai kabhi main jaunga kabhi tum jaoge tab chameleon red se green ho gaya” kaun sa colour ho gaya? “Green” dono ne kya bola? Cheers!! Chameleon kya ho gaya? Happy ho gaya. Turtle ki wajah se happy ho gaya. Kyunki uska friend itna accha tha. Turtle bhaga nahi, wo ruka, think kiya head andar liya. Aur idea aaya. Aur chameleon ko help kiya. To hamesha humein three things karni hai “toh abhi samaj mein aaya red chamalien nahi banne ka aur green turtle banne ka” f says. Ab kaun sunaega story S4 sunaegi? Okay jaldi se suna do S4 ek baar. Do friends thae. Kaun? Turtle or chameleon dono ke beech mein kya hua joicy? Dono ke beech mein kya hua S4? Says f. Turtle jeet gaya so facilitator says kissae jeet gaya? S4 said turtle jeet gaya but f asks kismein jeet gaya? So S4 said “football match”. Facilitator says... Yes, football match!!

Observation:Fourteen (S2, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16) children learnt how to deal with anger through the Chameleon Vs. turtle story narration through PPT. S1, S3 & S18 were absent. All the children watched the slides quietly and in a very inquisitive manner. They watched slides and heard Facilitator very carefully.

Once the story was narrated to children through slides the facilitator organized the next activity based on the concept of Chameleon Vs. turtle story.

5.2.5.2 Activity 2: Story telling of Ram & Sam (Developed by researcher)

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
Chameleon Vs turtle (9 th Dec)	Story telling “Ram and Sam” based on Chameleon Vs Turtle Technique	Using the flash cards of chameleon and turtle.	-----	Make them sit in a circle.	Learning through play. Children learn by observing others behaviours and attitudes. Children are curious to learn.	To be able to deal with anger. To learn to be calm and not angry in problematic situation To learn to be selfless and not selfish To make the children think of solution in tough/problematic situations

Description of Activity: It was a narration of the story. The researcher on the basis of Turtle Vs Chameleon had created a problem-based story based on anger. Ram saw some hunters hunting a deer. Now he got angry (red in colour) and without thinking came in front of the hunters (just like chameleon) and shouted in anger that he will do a police complaint and get them caught. So, the hunters caught him and tied him to the tree in the jungle. Sam: saw the hunters, he waited and started thinking (just like 3 steps of turtle: problem-duck in- count 1, 2, 3-think-come out with solution) so he took out his mobile, called police. Police came, caught the hunters and ram got free.

Moral: So, in the story ram acted like chameleon and lost whereas Sam acted like turtle and he won and saved ram.

Analysis: When Facilitator asked what colour the face became when we are angry. S16 answered “red” which told that learning had taken place from previous activity, Turtle Vs chameleon. S5 made an angry expression and action. S4 did action of thinking (taking one finger and putting it on head) when Facilitator asked “Ram kya nahi kar pata hai?” So, she was able to make out, that ram was unable to think in the problem situation. S13 & S16 responded correctly saying “gun!” i.e the hunter had gun. On asking “Ram ko Kya aaya

tha? S4 answered “angry” and S16 & S2 enacted angry action. (They already knew about angry face, learning from feeling face concept). S16 showed angry face to S4 and S4 too did it. S13 in the meantime said, “Mam angry nahi hone ka, green hone ka” (this was the learning that took place in S13 due to previous story of chameleon Vs turtle) he repeated it thrice. When Facilitator enacted the scene of tying Ram, she took her own scarf and ties S2’s hand with the leg of table. Watching that S4 started giggling and all the children started listening with interest as they came closer. When F asked, “Kya Kara?” S9 & S16 said, “Bandh diya.” When Sam saw the situation and facilitator asked what he did. Again, S4 was able to answer “think kiya.” On asking again all said “think kiya” but S8 didn’t say, so F made her repeat. On hearing that the turtle took the neck inside when he saw the problem, S16 & S13 pulled their neck inside. And as the F showed her three fingers to count 1, 2, 3.... S4, S11, S16, S10, S13 & S14 started counting showing their fingers. S5 confirmed who called the police? By saying “kisne bola?” so F informed him “sam ne”. When F said, “kyuki sam smart tha aur ram kya tha?” All said “buddhu tha”. And when F made police siren sound, so all children started giggling. S16 even added information about police vehicle saying, “Upar blue light jalti hai”. In the end when ram and sam met they hugged each other. Facilitator showed it by hugging S2. So S10 too hugged his neighbor S14 watching Facilitator.

Observation: S2, S4, S11, S16, S10, S13 & S14 were quite involved in adding to the story and discussion. Seventeen children were present in the study. S1, S3 & S18 were absent. The story led them to think of solution in tough/problematic situations like what turtle did. When Facilitator asked what colour the face became when we are angry. S16 answered “red” which reflected that SEL took place from Turtle vs. Chameleon activity. S4 did the action of thinking (taking one finger and putting it on head) when Facilitator asked “*Ram kya nahi kar pata hai?*” So S4 was able to make out, that ram was unable to think in the problem situation. On asking “*Ram ko Kya aaya tha?*” S4 answered “angry” and S16 & S2 enacted angry face. (They already knew about angry face, learning from feeling face concept). Thus S2, S4, S5 & S16 were able to make an angry expression or face. S13 told, “*Mam angry nahi hone ka, green hone ka*” (this is the learning that took place in S13 due to previous story of chameleon Vs turtle) he repeated it thrice. When Sam saw the situation and facilitator asked children what did he do? Again, S4 was able to answer “*think kiya.*”

On asking again all said “*think kiya*” except S8, so F made her repeat. On hearing that the turtle took the neck inside when he saw the problem, S16 & S13 pulled their neck inside. And as the Facilitator showed her three fingers to count 1, 2, 3.... S4, S11, S16, S10, S13 & S14 started counting showing their fingers. This reflected that SEL had taken place in them from the previous activity of turtle Vs chameleon and all of them knew by now that if they got angry how would they deal with it. They had to count 1, 2 & 3 and calm themselves down and think for solution to the problem. S5, S9, S13 & S16 gave inputs to the story from time to time. While this activity made children understand the use of Chameleon Vs. turtle technique in dealing with anger during problem situations.

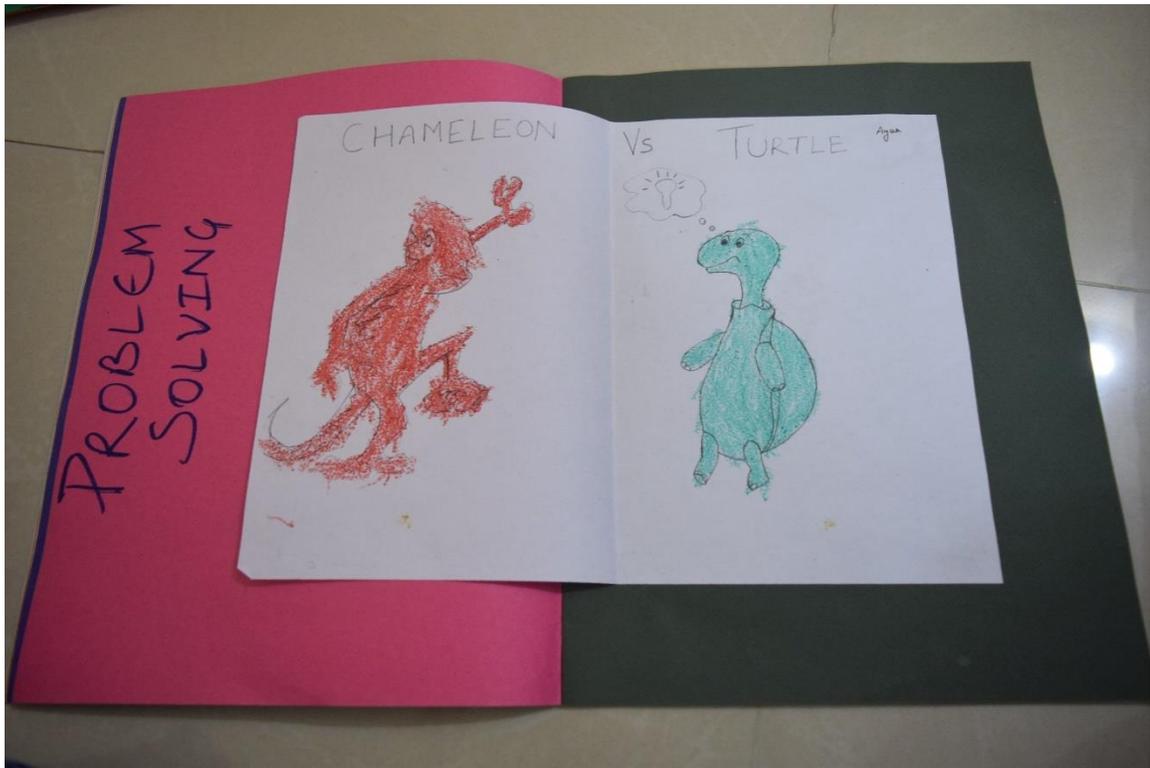
The next activity was designed to remind them of the two characters ‘Chameleon’ & ‘turtle’ and the learning they provide.

5.2.5.3 Activity 3: Me book colouring

Name of activities	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives attained
Me book colouring (11 th December, 2015)	Art and Craft: ME Book	Crayons and ME Book	Anywhere they feel comfortable.	Children construct their own knowledge.	To understand whether they have got the concept of chameleon vs. turtle or not?

Description of Activity: Facilitator would ask children to open a new page of ME Book & asked them to colour the chameleon and turtle with Red & green crayons. The F would just give the two colors to them and leave it on them to colour what with which colour? They had to colour the chameleon red and turtle green by themselves. This would be the learning for them whether they had understood the concept or not?

Picture_5.27: One of the pictures clicked from the ME Book of one of the Preschooler showing colored Turtle and chameleon



Analysis:The F revised the Chameleon Vs turtle technique with the children (when turtle was angry; stopped- took inside the neck- counted 1,2,3- idea- smart like turtle) All counted with F and so Turtle green colour and chameleon red colour. F noticed that S14 didn't get the sheet. Hearing this S2 said S8 ko nahi mila. S11 said "mam smart ban ne ka (she puts finger on brain)". She also said "ismein red aata hai na?" S4 said to F "maine bahar bhi nahi nikala." She later said, "Turtle jaise smart ban ne ka". S8 watched the picture of chameleon and turtle and asked mam aise karne ka na? F said "haan". "Dekho S7 kya kar raha hai?" S8 complained. When F took out smile and said "jisko ye smile chaiye wo accha achha karo" hearing this S2 said "mai accha kar raha hu" S2 closed his ears again when S6 talked loudly.

S13 and S6 were seen excited. S8 said, "ho gaya mera". S7: mai to ye kar raha hu red wala. F asked children "mam ne kaisi drawing kari hai?" So S11, S4, S16, S18 & S8 said "accha!" F says to S7 "Face baaki hai abhi. F use "time game" in which she watched her watch for 2 minutes and they didn't have to talk otherwise they were out. S7 "Mam Maine accha kiya

na?” S8 said, “Tu ne ganda kiya. Tu ne bahar nikala.” S7 to F: madam Maine accha kiya Na? (Wanted to get confirmation from F). Hearing this S6 repeated same. Then he said “madam maine idea kiya”. Maine accha likha aise aise Kara. S16 asks to F, aapne meri mamma ka naam likha S4 kya? Then F asked children, Kal meri sheets reh gayi thi kya? S16 responded, haan Maine dekhi thi aapki sheets. She got up to look on the table (Concerned). S2 said aap bhul ke Gaye thae. Then S16 gave her sheet after colouring, then S4 too gave then slowly all started giving their sheets. They had to also keep the respective crayons in the box. S6 then said, “Mam maine kitna accha accha kiya”. S15 reminded F of the smile. S2 “deepika mam dekho”. F: wow very gud S2.

Observation: Thirteen (S1, S2, S4, S6, S7, S8, S11, S12, S13, S14, S15, S16, S18) out of seventeen were present. Four (S3, S5, S9, S10) were absent. It appeared S2 had totally shed off the shy personality. This change was so visible in this video. Initially he used to be very shy. All the children did the right colouring of chameleon being ‘red’ and turtle ‘green’ which meant they had totally understood that ‘Red’ colour was of chameleon and ‘green’ colour turtle. ‘Red’ for anger and ‘green’ was for solution. Many of them were seen talking about idea, smart ban ne ka, think karne ka like S11, S2, S4, S8 they all were seen talking about Chameleon Vs Turtle technique. Concerned behavior was seen in S16 for F when F told that she had lost some pictures. Confirmation and acceptance was seen on the part of S7, S2 and S6 from facilitator. The hands-on experience bring clarity on any concept and makes the learning last longer.

With this concept in mind another activity of making a turtle was organized.

5.2.5.4 Activity 4: Making Turtle

Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Learning principle	Developmental objectives attained
Chameleon Vs turtle (15 th Dec, 2015)	Art & craft (Making turtle)	Green colour and florescent orange chart paper.	Facilitator makes circles out of green chart paper and cut it out. F makes small	Make them sit in a circle.	Hands on experience. Children participate in their own learning.	To make them understand the concept of chameleon vs. turtle. To make them understand the

			leg cuttings and small circle from orange paper		Children are curious to learn. Children construct their own knowledge.	concept of anger vs clever thinking.
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Description of Activity: The F would get the body cuttings of turtle made from green chart paper and head and 4 legs from orange chart paper. Now the children had to paste the orange colour cuttings on green colour body to make a turtle. The facilitator and teacher both helped the children in making turtle.

Picture_5.28: Preschoolers showing the turtle made by them in Art & craft class



Analysis: Facilitator gave colored paper cuttings of 4 legs, one small circle which was head and the large circle (green) which was the body of turtle to S13. So, he had to paste these legs and head to the body i.e big circle. While S13 was pasting. S11 was given the 4 legs and ZPD was seen. Then F went to S10. In that way the F & Teacher covered the entire class.

Observation: While ‘Making Turtle’ sixteen children participated except S15 who was absent. All the children did it with great interest as all of them did it quietly and were happy to have their own turtles and took it back home. Red colour chameleon and green colour turtle. ‘Red for anger and green for solution’ was repeated by children. Children knew this concept now very well. They knew turtle was for not being angry and thinking of solution to the problem and that is why they were taking turtle home.

While all the above activities were designed to deal with anger. The next set of activities were based on dealing with other negative emotions like Fear, Selfishness & Aggression.

Dealing with (Fear, Selfishness & Aggression)

Name of activities	Kind of activity	Materials used	Seating Arrangement		Learning principle	Developmental objectives
Dealing with Negative emotions like Fear, Selfishness and aggression	Indoor activity	Story book	Make them sit in a circle.	Story time: 3 stories, each of fear, selfishness and aggression 1. First story (not to fear): the brave kids 2. Second story (not to be selfish): story of Ram & sam 3. Third story (aggression): pitcher and bowl	Children are curious to learn. Children learn by imitation.	To deal with negative emotions. To make them understand that fear, selfishness and aggression are not good.

Given below is the activity or the story created for children to learn to be brave and deal with their negative emotion of fear.

5.2.5.5 Activity 5: Story of Brave kids (Dealing with Fear)

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Story telling (Developed by researcher) (8 th Dec)	Indoor activity	Story book	Make them sit in a circle.	Children are curious to learn. Children learn by imitation.	To learn to be brave and not to fear To deal with negative emotions To make the children think of solution in tough/problematic situations

Description of activity: Facilitator told children a story of “brave kids” Developed by facilitator. In the story she gave characters the names of the children from class. Once upon a time student of “My apple Jr. K.G A” went to forest for a camp. On the way to camp in the forest they were stopped by hijackers. They got hold of the driver with gun on his head and asked all the students and teachers to get off the bus and stand in a line. One of the student just above his head watched honey bee’s home on the tree. He showed it to all. They made a plan. They started passing stones to all of them quietly and finally started throwing at bee’s home and quickly ran towards bus. The honey bees attack the hijackers and by then driver started the bus and they left the place. They were saved by the bravery of a boy.

Moral: To be brave in difficult situation

Analysis: F began by saying, “Story ka name hai brave kids. Brave matlab? (S4, S1, S14, S13, S10 said... “Strong” S4 said it first “strong girl “by doing action of strong). Strong kaha se? F asked aise body se strong hona? Ya dimag se strong hona? F answered only, Dimag se strong hona. Kaha se? So S4 said “dimag se”.

S16 & S5 kept adding imaginative talks to the story. Like S16 said “mam mai ek din jungle mei gayi thi na tab mujhe hai na wo baba pakad k le gaya tha” S5 said, “mai waha kaafi baar ja chukka hu. Mam mai to story k andar bhi ja sakta hu”.

Box 56.

1. Facilitator: S13 bus chala raha tha zoom zoom” (F does action so all start laughing and watching S13)
2. S10: kaun chala raha tha (asks twice)
3. F: Om and S13

In the above Box 56. S10 heard only S13’s name from facilitator in L1, that he was driving, facilitator forgot to take S10’s name and so S10 asked in L2 which reminded facilitator that she assigned both of them as drivers. So, In L3 she took both the names. S10 in the entire story was seen very concerned for the driver because he knew he was playing the role of driver. When Facilitator told them that hijackers took out all children out of bus, S10 asked “aur driver ko nahi nikala?” So, he was worried whether driver was left inside because facilitator didn’t mention him.

Box 57.

Suddenly kya hua driver ne bus ka break laga S4. Kya laga S4? So all say “break”. S13 immediately says “maine?” because he knows he is the driver. What happened Mr. Driver? Madam the road is blocked. Road aage band hai. (F speaks softly creating the ambience of dark forest). Iss sae pehle driver kuch kar pata kuch log guns lekar bus mei chad gaye. Kids sab dar gaye (When F enacts the gun shorts and scary situation, S6 immediately gets up and start shouting and moving around the class and shouting and hitting om) it could be related with the situation that F was creating of hijack) so F asks him to stop and sit down.

In the above lines in Box 57. when F said driver pulled up the breaks, so S13 confirmed that, she meant him? Because he too was aware that he was the driver in the story. When F created the hijacking situation and told them that hijackers had gun, S6 started shouting, running and hitting S10, which meant he had seen this situation before and that too a violent one because Facilitator didn’t create a violent situation. It just told that he had seen something which had high influence on him.

When facilitator narrated them their escape how driver ran and started the bus once bees were out, S6 said “maine bhi bus chalaya”. So, he wanted to associate himself with driving bus as the driver saved their life at last.

Box 58.

To hamei iss story se kya seekhne ko milta hai? S5 says “hamei kisi ko pareshan nahi karna chaiye.” S12 says “himmat lene ki ” so F says “haan S12 ne kitni acchi baat kahi, humei himmat rakhni chaiye” so F ends saying koi bhi situation ho humei brave honae ka, ronae ka aur darne ka nahi, sochne ka aur brave honae ka to solution milega.

In the above Box no. 58, when the facilitator asked them what they have learnt from the story? S5 said that one should not give trouble to others which he rightly understood from the story because he knew what honey bee did to hijackers who bothered him and his class. S12 very closely gave the learning that, “humei himmat rakhni chaiye” i.e. we should keep up our strength in such situations which she very rightly said as strength only brings one out of the problematic situations.

Observation: Most of the children (S1, S4, S5, S6, S10, S12, S13, S14, S16) responded well in the discussion or added up to the ‘story of Brave Kids’. Twelve children were present. S3, S7, S8, S9, S18 were absent. When the facilitator asked them the meaning of brave, “*Brave matlab?*” S1, S4, S10, S13, S14 said... “*Strong*”. S4 said it first “*strong girl*” by doing action of strong. S16 & S5 kept adding imaginative talks to the story. Here S10 heard only S13’s name for driver from facilitator, his social self was hurt and so he asked facilitator who was the driver? This reminded her that she took both S13 and S10’s name for driver. So, she then took S10’s name too. During the entire story narration S10 was concerned about driver like he asked “*aur driver ko nahi nikala?*” So, he was worried whether driver was left inside the bus because facilitator didn’t mention him. When F created the hijacking situation and told them that hijackers had gun, S6 started shouting, running and hitting S10, which meant he had watched this situation before and that too a violent one because Facilitator didn’t create a violent situation. This episode reflected that he had seen something which had high impact on him. When the facilitator asked them what they had learnt from the story? S5 said that one should not give trouble to others which he rightly understood from the story because he knew what honey bee did to hijackers who bothered him and his class. S12 gave a significant learning that, “*humei himmat rakhni chaiye*” i.e. we should keep up our strength in such situations which she

very rightly said, as strength only brings one out of the problematic situations. So, it led to the learning: to be brave and not to fear. And to make the children think of solution in tough/problematic situations. Through the story they knew that fear was not the solution, but bravery was.

The next activity was designed by the facilitator to deal with another negative emotion of selfishness.

5.2.5.6 Activity 6: Story telling of Ram & Sam (dealing with selfishness)

Name of activities	Kind of activity	Materials required	Class arrangement	Learning principle	Developmental objectives attained
Story telling (Developed by Researcher) (December 9 th)	Indoor activity	Story	Make them sit in a circle.	Children are curious to learn. Children learn by imitation.	To learn to be selfless and not selfish To learn to be calm and not angry in problematic situation To deal with negative emotions To make the children think of solution in tough/problematic situations

(The story in this particular activity was already covered in turtle technique. Thus, researcher carried out another story, based on aggression)

5.2.5.7 Activity 7: Story of pitcher and bowl (dealing with aggression)

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Reading Story from a story book (December 10 th)	Indoor activity	Story book	Make them sit in a circle.	Children are curious to learn. Children learn by imitation.	To learn to be polite not be aggressive. To deal with negative emotions

Description of the activity: F first revised the story of Ram and Sam which was done one day prior. Now F began with the story of Bowl & Pitcher. F read one or two lines from book in English and then spoke in Hindilanguage. F read that there was a pitcher covered with bowl. Cup, glass and others used to get water from pitcher. So, bowl asked that you give water to all than why don't you give water to me. Pitcher answered dear bowl all those who get water they bend to take water, but you were always sitting on my head. So how could I give you water? So, bowl understood that those who bend they get water.

Moral: So, if you bend and ask politely then you get everything.

Analysis: S5 was in an imaginative and solitary play all the time. When F bent, watching this S14 too bent and S10 watched this and put his hand on S14's head applying force. At the end of the story F discussed what they have learnt?

Box 59.

1. F: if you bend and ask politely then you get everything. Aayi baat samajh mei?
2. S8: aayi
3. F: To agar pyar se mangoge to milega. Wo sab jukh ke mangte thae to matka unhe paani pilata tha, So always be polite. Kya?
4. S4: polite (S12 and S15 turning their heads wherever F is going.)
5. S16: agar mai ghussa ho jaungi to nahi milega
6. F: nahi milega isliye ghussa nahi honae ka

In the above conversation in Box 4. when facilitator explained the moral of the story in L1 and asked children whether they understood or not? Only S8 answered "aayi" in L2 i.e. she understood. S4 repeated politely after F. While S12 and S15 were listening carefully as their heads were turning wherever F went. However, S16 in L5 on her own told what she understood from the story. According to her if she would get angry then she would not get anything. This proved that she had not only understood but combined two stories of 'anger' and 'pitch and bowl and came out with this moral. She had related "not bending"

with “being angry” and so just as not bending did not give you anything neither will anger. F agreed with her.

Many were getting restless as they wanted to play so to bring their attention F gave a demonstration of “Pitch and bowl” so all eyes and attention were back with F.

Box 60.

F takes a bottle and calls it pitcher and its cap as bowl. “To ye iskae sar par baitha rehta hai to isae paani kaise milega?” Then F asks “ye kiska bottle hai?” so S15 says “priyanshu ka”. So F by taking Priyanshu’s bottle cap (which acts as glass) explains “ke agar hum ye glass le kar aayenge pitcher k pass aur usae jhukayenge to isae paani milega. Isliye kisi ke sar pe nahi baithne ka, jhukar maangne ka, please bolne ka.” So they all observe the demonstration carefully. S8 moving her ID card like a pendulum. S10 when asked what is it called? Answers “pitcher” so he is hearing carefully.

All of them interestingly watched how F brought S11’s bottle and took the colored glass which was put upside down on it and called it a ‘bowl’ just like in the story and the bottle as a ‘pitcher’. Then she demonstrated how when the glass sat on bottle it didn’t get filled with water but when it came down and bent it got filled from bottle. They all listened carefully when this demonstration was given. Om even told what the bottle here was called? “Pitcher”.

Observation: Out of Fourteen (S1, S2, S4, S5, S6, S7, S8, S10, S11, S12, S13, S14, S15, S16) only five (S4, S8, S10, S14, S16) responded or gave their inputs into the story of ‘pitcher and bowl’. The children wanted to play and hence were distracted but the demonstration with bottle brought their concentration back and they observed it interestingly. S3, S9 & S18 were absent. When asked about what they learned. S16 responded, “*agar mai ghussa ho jaungi to nahi milega*”. According to her if she would get angry then she would not get anything. This reflected that she not only understood but combined two stories of ‘anger’ and ‘pitch and bowl and came out with this moral. She had related “not bending” with “being angry” and so just as not bending does not give you anything neither will anger. It taught them to deal with negative emotions.

Another activity of slide presentation, continuing the concept of dealing with negative emotions was organized after this activity. It contained the comparison of positive and negative emotions which would bring in more clarity among children.

5.2.5.8 Activity 8: Slide presentation and GD on the three concepts aggression Vs polite, Selfish Vs selfless, Fear Vs Brave

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
Slide presentation	PPT	Laptop or projector	Slide of all 6 situations.	Facing the PPT.	Children are curious to learn. Children learn by observing others behaviours and attitudes.	To make them understand the concept of aggression vs. polite, selfish vs. selfless, fear vs. brave. To make them understand that fear, selfishness and aggression are not good. To deal with negative emotions.

Description of Activity: Showing slides of 2 situations simultaneously through pictures (Appendix 3.7).

1. One being aggressive and the other being polite
2. One being selfish and the other not being selfish
3. One fearing and the other being brave

Being brave conquers all fear. Helping others and sharing is being selfless or is not being selfish. Showing the comparison between situations and how being non-jealous, brave and selfless is a win-win situation. F revised ram & sam story and then discussed to not be angry and aggressive and always think and do the action, be brave and also reminded pitcer and bowl story and to always be polite and say please. So, F had already introduced the concepts of angry, polite, selfish, selfless, fear and bravery through stories. Now F discussed these again to make them understand through PPT in which F gave them various

situations in which one could be rude, selfish, and aggressive or can be polite, help, share and be selfless. So that they could see what is right and what is wrong?

The children heard and watched the picture of aggression vs polite. They heard carefully. But their involvement began with 2nd picture. F began by saying “ye baccha aur ye baccha toys se khel rahe hai. Ab saare toys kiske pass hai?” So S16 said “right waale” k pass. Which explained that she could identify and recognize the picture of child having more toys. F said “ye baccha chup chaap usae dekh raha hai “matlab usae bhi toys chaiye, so it was wrong aise nahi karne ka share karne ka.

In Picture 3: (A man giving milk to dolphin from a bottle)

Box 61.

Uncle kya kar rahe hai? F says “Dolphin ko dudhu pila rahe hai bottle se”. S8 says “Deepika mam shark to bahut khatarnak hoti hai na?” so F says haan shark hoti hai lekin ye to dolphin hai dolphin nahi kaat it hai. S16 then says “choate Bacchae ko kaat jaati hai” so F replies “nahi ye choti hai na dolphin nahi kaat it”.

In Box 61, seeing the fish S8 assumed it's a shark and she had associated any fish with shark and its habit of eating human beings. So, for her any fish was shark and was dangerous. So, F informed her that this fish was not shark and was not dangerous. So, her negative emotion for fish her fear for fish was because she considered all fish shark so her misconception was removed. Hearing S8, S16 then said “choate Bacchae ko kaat jaati hai” so F replied “nahi ye choti hai na dolphin nahi kaat it”. Hearing S8, S16 said these words thinking it might be not dangerous for big person but is dangerous for little children. So, F had to correct her that dolphins don't eat.

When F taught them the concept of “Selfish” (“Selfish kaun hota hai? jo sirf apne bare mei sochta hai”. “Sirf mai mai mai, ye mera book, ye mera toy, ye mera ghar, mai Kisi ko nahi doongi ye meri chair iss chair pe mai kisi ko nahi baithne doongi, ye S1, S15 ki hai, S15 nahi baithne degi”). Then F asked Aise kaun karta hai Jo selfish hotae hai. S16 said “haan

wo jo gande gande hotae hai”. So S16 had the understanding of what F was saying i.e. who selfish people were and she associated them with “gande” i.e bad people.

In Picture 5: (A baby not sharing toys.) & (A dog carrying baby basket)

Box 62.

“Ye dog kya kar raha hai?” S16 says “choate bacchae ko doli mei bitha k le ja raha hai” dekho socho animal aisa kar sakta hai to hum to isaan hai. “Ghar lekar jata hai aur usae doodh pilata hai” S16 says. S6 kya kar raha hai doggy? S6 says, “doggy chota baby ko...” F completes choate baby ko utha k lekar ja raha hai (S13, S11 S12 repeats). F tells that her hand is in pain because she has to hold laptop for them as they are not listening. So S16 says “mam aise aise karo” she rotates her hands and shows.

Picture 5 showed “Baby asking toy from another one but the other baby was not giving him the toys. On the other side there was a picture of Dog carrying a baby in a basket.” On watching this picture S16 said “choate bacchae ko doli mei bitha k le ja raha hai” “Ghar lekar jata hai aur usae doodh pilata hai” so she identified dog carrying baby and came up with this on her own that dog was taking the baby home and feeding with milk. So, she kind of understood the selfless and help concept. Concept of thinking about others that was why she said the above line. She also showed sympathy for F when she said that her hands were in pain. This could be seen from her this statement, “mam aise aise karo” she rotated her hands and showed”. So was concerned and caring as well.

In Picture 7: (A horse carrying a baby on his back)

Box 63.

F: dekho horse kitna accha kaam kar raha hai. Horse Kya kar raha hai?

S16 says “usko Choate Bacchae ko bitha kar le jar aha hai”

S8: wow

F: Wo Bacha raha hai baby ko. Paani aa gaya hai river mei bahut sara, aur horse ne kya kiya usko apne back pe bitha liya. Ab animals itna soch sakte hai dog itna soch sakta hai, horse itna soch sakta hai. To aap log nahi soch sakte kya?

S16: soch sakte hai

F: To fir? Jab ek animal mei to dimag bhi kam hota hai fir wo share karne ka soch sakta hai k mujhe help karni hai share karna hai to aap log animals ho kya?

S1: Nahi

F: to aap log nahi soch sakte ek doosre ko share karne ki ek doosre ko cheezein dene ki.

S10: mai to deta hu

On showing **picture 7** of a horse carrying a small baby and crossing water again S16 identified what was happening. When F explained that when animals can think of helping, caring, sharing, being selfless, then Why can't we as human beings do the same? We should do it more. S10 said “mai to deta hu” S16 too said the same thing. So S10 and S16 also had the understanding of, that they did exhibit this kind of behavior.

Observation: The children watched the picture of aggression vs. polite on PPT. S8, S10 S16 exhibited lot of participation. The understanding of S16 regarding the concepts of helping, caring, sharing, being selfless is extraordinary. It was observed in previous activities too that she was a sensitive girl and takes care of others feelings. S8, had this concept in mind that any fish is shark and is dangerous. So, Facilitator informed her that the fish was not shark, was dolphin and was not dangerous. So, her negative emotion for fish, her fear for fish was because she considered all fish shark so her misconception was removed. S16 then thought, it might eat small kids, “choate Bacchae ko kaat jaati hai” so Facilitator clarified again that dolphin didn't eat anyone. According to S16, ‘selfish’ in her words were “*wo jo gande hotae hai*”. So S16 had the understanding of what Facilitator was saying i.e. who selfish people were and she associated them with “*gande*” i.e. bad people. She also showed empathy for Facilitator when she said that her hands were in pain, S16 gave the solution, “*mam aise aise karo*” she rotated her hands and showed. So was concerned and caring as well. S10 confirmed that he helped others. So S10 and S16 had the understanding of, that they do exhibit this kind of behavior.

This was the last activity for dealing with negative emotions. The next activity planned by the researcher was related to problem solving in difficult situations and making right decisions.

Problem solving in difficult situations and making Right decisions

5.2.5.9 Activity 9: Ribbon Play

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Rope play (8 th December , 2015)	Indoor Game	One long ribbon.	Make them stand in a circle.	Learning through play.	To Develops the thinking ability To Develop Problem solving ability

Description of Activity: Made the children stand in a circle and made them hold the entire ribbon from one end to another. Now asked the first child holding one end to start walking it, and bend and enter in between any child and continue to do it till a complex web was formed. Now the facilitator asked the child with the other end of the rope to open the loop.

Picture_5.29: Preschoolers playing the ribbon game with facilitator



Analysis: F made S13 the first person holding the ribbon to walk and go from under the ribbon being held by all the children. All had to walk holding the ribbon following the first person. F made sure they all kept walking and didn't do the mischief. After a complex web of criss cross was formed, F then asked them to solve it. She gave them the instruction that they had to stop where they were, when she asked them to Stop and solve the web back into normal. Priyanshi and S4 were caught in first loop formation, so F helped them to

come out of it. Again, F asked them to move and guided Om to move from under the ribbon and others to follow. Again, F said “stop” and asked them to resolve it. S15, S4, S12, S14, S5 were seen caught and they successfully resolved and came out of it i.e made themselves free. S5’s hands got tied, S16 helped S5 to get released from Ribbon. Again, for third round F asked S13 to get down and go from between. F instructed again that they didn’t have to leave ribbon in between. S4 was caught and resolved it. F too was caught and asked them to help her. So, all of them became happy and excited and started helping her. S6 started getting caught purposely S11 too started doing mischief following him. S11 fell down and all giggled. F helped her to open the tangle.

Observation: Twelve (S1, S2, S4, S5, S6, S10, S11, S12, S13, S14, S15, S16) out of seventeen took part in the Ribbon play. Five (S3, S7, S8, S9, S18) were absent. They all tried to do their own things with ribbon. Six (S11, S4, S15, S12, S14 & S5) of them were caught in between and successfully resolved it. S16 was seen helping S5 to get free from entanglement. So, they were not only helping themselves but others too. All of them even tried to get entangled purposefully for fun. They all seemed to have lot of fun.

Another activity in continuation of the concept of problem solving and decision making was giving the children some situations and asking their responses.

5.2.5.10 Activity: 10 Problem solving in difficult situations

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
“Problem solving in difficult situations” (11 th December)	Slides of difficult situations & positive and negative solutions to those situations as well as hard copies of those pictures	Slides of 2 situations: 1. Your friend didn’t include you in play? 2. When your friend	Semi-circle Facing the project or laptop	Developmental interaction approach. Children learn by observing others behaviours and attitudes. Children construct their own knowledge.	To Develop the thinking ability. To understand the situation and make right decisions. To be able to resolve a difficult situation. Cognitive Development.

	were shown to children as an option to be chosen	snatched toy from your hand?			Enhance Problem solving ability
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Description of Activity: The difficult situations were told to the children and the expected solutions were shown in pictorial form (both negative and positive) and they were asked to keep the finger on or choose. Once this was done Facilitator discussed the situations on slides with children and told them what was right. (Appendix 3.8)

Picture_5.30: Preschoolers enacting one of the Problem situation given to them by Facilitator



Analysis: the first situation given was as follows:

1. “When your friend didn’t include you in play?”

WHAT DID YOU DO?

- a) You started playing with somebody else or alone (avoidant)
- b) Started crying. And wanted some comfort from your teacher or parent. (manipulative)
- c) You called your teacher to tell the matter. (conflict resolver)
- d) You fought with your friend (aggressive)
- e) Requested him/her to play along. (prosocial)

- f) You felt bad but kept it to yourself (avoidant)
Some Other behaviour

Box 64.

S1, S4, S12, S18 opted for option c) Get teacher. S2, S13, S15 and S16 opted to a) play with somebody else. S6 would get angry, S7 opted for that he would hit, S8 would get annoyed, S10 would do hand shake, S11 would talk to them, S14 said, "*ghussa hokar baith jaungi*" (would get angry).

The second situation given was:

2. "When your friend snatched toy from your hand?" what did you do?
- a) You snatch it back (aggressive)
 - b) You start crying (manipulative)
 - c) You hit him (aggressive)
 - d) You request him to give back (prosocial)
 - e) You call teacher to tell the matter (conflict resolver)
 - f) You get angry (aggressive)
 - g) You start playing with some other toy (avoidant)

Box 65.

S1, S4 said they would play with some other toy but S13 & S14 said it is ok! and said they would play with some other toy. S15 chose to do handshake and S16 said she would think and then do handshake. S12 chose to talk and will make that person understand. S2 again chose to get teacher. S8 again chose to sit alone being annoyed i.e. being manipulative. S6 & S10 chose to take all the toys if their friend didn't give the toy. S7 said that he would cry.

Every time while giving situation to children, facilitator asked them whether the situation was good or bad? Helped them in understanding which solution or path was better to choose.

Observation: To be able to understand and resolve a difficult situation and make right decisions this activity was conducted. Thirteen (S1, S2, S4, S6, S8, S10, S11, S12, S13, S14, S15, S16, S18) out of seventeen were present and took part in the activity. From the developmental assessment of first situation it appeared that S10 and S11 were prosocial

because they would talk to their friend and would do handshake. S1, S4, S12, S18 made a smart move to get teacher in order to resolve the problem. S2, S13, S15 and S16 were avoidant as they started playing with somebody else. S8 was manipulative as she would get annoyed and show it. S6 and S7 were aggressive in solving their problem.

From the second situation it was observed that S1, S4 would play with some other toy but S13 & S14 said it is ok! and said they would play with some other toy. S15 chose to do handshake and S16 said she would think and then do handshake. S12 chose to talk and will make that person understand. So S15, S16 & S12 acted as prosocial in the situation. S2 again chose to get teacher. So, he was still into making smart move. S8 again chose to sit alone being annoyed i.e. being manipulative. S6 & S10 chose to take all the toys if their friend didn't give the toy so they chose to be aggressive and deal with situation. S7 said that he would cry so he would be manipulative or negative.

From both the situations it could be said that S6, S7, S8 didn't resolve the problem in a positive way. They were either manipulative or aggressive in resolving the problem which was not good. The researcher showed them the positive solutions to the problems that they could take. Eight (S1, S4, S10, S11, S12, S15, S16, S18) of them were found to be either pro-social or smart to bring in a teacher to solve the problem.

After letting the children solve the difficult situations the next activity was designed by the researcher to give solutions to the daily problems.

5.2.5.11 Activity 11: Solution to daily problems

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
Solution to daily problems (csefel.uiuc.edu) (Video in CD)	PPT	Slides	Facing the PPT	Developmental interaction approach. Children are curious to learn. Children learn by observing others behaviours and attitudes.	To Develop the thinking ability. To understand the situation and make right decisions. To know and apply the various solutions to problems. Enhance Problem solving ability

Description of Activity: The Facilitator showed the pictures displayed on the board which were the pictures of possible solutions to the day to day problems. The children understood these solutions through various stories facilitator had told them. They knew the first and foremost thing they had to first think like a turtle and then come up with solution. These were the possible solutions for daily problems.

1. Ask for help 2. Ask nicely 3. Ignore 4. Play together 5. Share 6. Say please 7. Say please stop 8. Say it is ok 9. Trade 10. Wait and take turns 11. Say sorry

The Facilitator one by one kept the finger on the picture depicting a situation and put it in the form of Question to the children. They had been doing this for a week. And the pictures had been purposely displayed on the board as well as on the doors of the class so that children kept on seeing them while moving in and out.

Picture_5.31: Facilitator discussing daily problem solutions put up on board for entire week



Analysis:

Box 66.

Situation 1:

F: ye kya hai? Agar kisi ne humei pareshan kiya to kya karne ka?

All: Mam ko bulane ka!

Situation 2:

F: Agar S5 ko S1 se balloon chahiye to S5 kaise mangega?

S13: plz mujhe balloon de do...

S7: repeats plz mujhe balloon de do

F: wow clapping karo S13 k liye...

All: (clap)

Situation 3:

F: Agar S11 ko S6 tease kar raha hai to S11 kya karegi

All: no one answers

F: enacts ignoring

S2: ignore..

F: very good

Situation 4:

F: Agar S10 ne sand se ghar banaya aur S6 ne wo ghar tod S4, ya pair rakhne wala hai to S10 kya boleگا?

S13 was able to understand the situation 2 and knew how to ask for it and say "Please". In situation 3, S2 was able to recognize the situation of teasing and knew the solution i.e. "ignore". In situation 4, S4, S14, & S13 were able to understand that if somebody is about to do wrong, then we have to ask him/her politely "please stop". S13 was again able to understand the situation 5 that one needs to 'share' in such a case. And showed his excitement by doing HI FIVE with Facilitator. In situation 6 all said share which was also right because to play together one had to share. Almost all the class was answering the daily solutions in most of the cases but S2, S13, S14 did exceptionally well.

Observation: All Thirteen (S1, S2, S4, S5, S6, S8, S10, S11, S12, S13, S14, S15, S16) out of seventeen that were present responded correctly to one or the other daily solutions. S3, S7, S9, S18 were absent. The Facilitator one by one gave the daily problems the children faced and asked children to point at the pictures which were the solutions according to them. The pictures presented the solutions like 1. Ask for help 2. Ask nicely 3. Ignore 4. Play together 5. Share 6. Say please 7. Say please stop 8. Say it is ok! 9. Trade 10. Wait and take turns. They had been doing this for a week. The pictures had been purposely displayed on the board as well as on the doors of the class so that children kept on seeing them while moving in and out in order to recall and recollect and develop thinking ability,

understand the situation and make right decisions. So, all of them knew the solutions when this activity was done finally. All of them were able to understand their daily problems and apply the various solutions to the given daily problems.

With this activity the problem solving and decision making was over and the next few activities were designed to let children have the chance of enhancing creativity.

5.2.5.12 Activity 12: Creativity in Triangle

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
creative thinking (11 th Dec)	Indoor structured activity: Incomplete sketching or drawing	ME Book	----	Anywhere in the class	Imagination is important. Fantasy is integral.	To enhance creative thinking.

Description of activity: Facilitator showed a triangle drawn on the white paper and then asked is pe kya bana hua hai? So, they said triangle. Kal jaise kal square se mam ne black board pe banaya than a waisa aap logo ko aaj triangle se banana hai. Then she distributed the paper with triangle drawn on it. Smart thinking karna hai. Hamare ghar pe triangle se kya cheezein hoti hain? S2 and Om were calling constantly F to show what they had drawn. S7 and S8 tried to show their papers. In the meantime, F visited to their seats one by one asking what they had drawn and she wrote on the paper. S2 and Om both in conversation that they had drawn better and they would get ‘smile’.

Picture_5.32: Preschoolers showing their creativity from a triangle drawn in their ME Book



Analysis:

S1: she said it was "ramakra" gujrati name for toys. S2: he drew volcano coming out of a mountain. S3: used triangle to form a boat with flag where triangle was a flag. Amazing creativity or thinking could be seen. S4: She had made a rainbow out of triangle. S5: Again, lots of scribbling figures around triangle. A snowman, a bottle could be recognized. S6: happy figure with no hands told that he was non-aggressive kid. S7: Again, a hut with limbs as if it was lively. S8: Again, a figure with face and many limbs which she called 'eagle'. OM: he had made triangle a boat and drawn water underneath it. When asked about it he said "boat" (creative). S11: lot of scribbling seen. She called it a plane but no figure could be seen out of it. S12: design of lines in triangle. She said it was a 'skirt design'. S13: triangle into a kite with 4 sections drawn and numbered 1,2,3,4 and a face and fish drawn near it. It appeared that S13 was too creative like S5. S14: had drawn a man with no eyes or nose or mouth (anxious, shy) but limbs which meant she was anxious and a shy child. She called that a "jalpari". Lots of scribbling to make surroundings. S15: made triangle a balloon with a string coming out of it. S16: she made an amazing doll out of triangle. She said it was 'barbie'. She made dress and a face out of triangle, with small feet and hands coming out of it. Yashvi: scribbling. Said its 'banana'.

Observations: With regard to Creativity with triangle (pencil sketch), after the analysis of drawings of thirteen (S1, S2, S4, S6, S7, S8, S11, S12, S13, S14, S15, S16, S18) children out of seventeen, it was found that the children showed their creativity by turning the triangle figure into 'Ramakra (toys)', boat with flag, hut with limbs, face with many limbs

which she called eagle, skirt design, ‘jalpari’ (mermaid), balloon, Barbie with dress. Four (S3, S5, S9, S10) were absent.

Analysis of Drawings in Me Book: S1: colour used more red- excitement. S2: black colour used dark also a gate was drawn with black colour & when asked he said it washroom door, a softy ice cream. In figure no mouth no nose which depicted he was a shy child. Monstrous figure: no hands, no mouth, no nose, one ear, one leg and figure were slanted. He was also an insecure child. S3: A big Sun: implicated parental love, a big flower and lots of colour used indicated a happy child. Big figures dominant. Happy stick figures. Wrote her name. S4: cloud, sun with a smile (she is a happy child), sofa. S5: use of green: creative, lot of small small drawings of rain, clouds (anxious child) bell, swimming pool, om, bhoot, house, smile. According to what he narrated showing every figure. Red n pink too used. S6: black used, clouds, cat drawn without hands. S8: monstrous stick man with long defined hands (aggressive). Lots of cat figures, apple and letters. All figures were big (dominant). One figure appeared to be a rabbit kicking a ball (imagination) and another appeared a traffic light showing 3 lights. It appeared schematic. S9: stick man with very long hands (aggressive, angry) in a boat. Wrote her name, drew a large sun. S11: it seemed it was still her first stage of drawings i.e. scribblings. She even had a difficulty in drawing a circle. S15: Scribbling, apples, drawn a chameleon and turtle quite clearly. Lims equal, all features of faces (balanced child). S16: she had drawn big figures with no neck (impulsive child), open door in house showed a strong need for social contact, sun indicative of parental love. Tweesha: mom, Me and dad detailed drawing of family with she in between and her mother as a larger figure than father. Which showed she was dominant in the family & closer to her mom, drew a flower and a mother like figure wearing skirt.

Last in the series of creativity, decoration of Christmas tree with chocolate wrappers was given to the children in the Me Book. Below is the given activity.

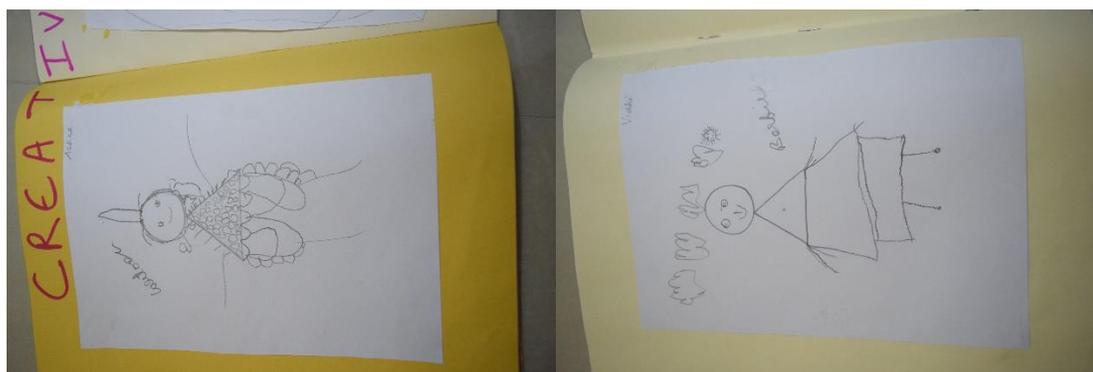
5.2.5.13 Activity 13: Creativity in Circle & triangle

Name of activities	Kind of activity	Materials used	Seating Arrangement	Learning principle	Developmental objectives
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creative thinking (10 th Dec)	Indoor structured activity: Incomplete sketching or drawing	ME Book	Anywhere in the class	Imagination is important. Fantasy is integral.	To enhance creative thinking.
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Description of Activity: The F drew a rectangle and called it a box and from that she drew a man by drawing a circle face on it and making eyes, nose, mouth, hands and legs and called it a 'Robot'. Then she explained all the children that they too had to draw or make something out of triangle. Something new, not robot but anything like dolphin, flower etc. but they had to use circle and triangle. Teacher acted as a guide. The children were given five minutes to draw.

Picture_5.33: Preschoolers showing their creativity from a circle & triangle drawn in their ME Book



Analysis:

S1: She had made a beautiful figure out of it. She called it a cartoon. But the detailing in its dress was amazing. She had put a lot of creativity into the design. More details in child drawing shows more individuality and this appeared to be a schematic drawing which was the final stage of drawings. She had two long hands which told about dominance. S2: had done a stick man drawing. From scribbling it appeared he was sitting on a tree. S3: had drawn a stick figure with symmetrical limbs and a flower near her which told about her balanced personality. S4: had drawn a doll out of circle-triangle. Doll was without hands or arms (non-aggressive) and no nose (shy). IT appeared she had a non-aggressive and a

shy personality. S5: In circle-triangle, he had used triangle to show scenery and had drawn a figure nearby which he said was chameleon, then a stick man, pool and many doors like structures with knobs. S6: had drawn a happy figure with no hands (non-aggressive). S7: had drawn a man with face and no nose and very long hands (aggression). And a hut drawn from triangle below. A plane drawn close by flying. S8: had drawn a man figure which she called 'Rajkumari'. S10: a smiling face in circle. Then he had drawn another figure nearby which had both circle triangle and a rectangle it appeared like 'bhoot'. S11: scribbling. S12: brain like thing in a circle. She called it a 'pipe'. S13: had face drawn in circle with two long antennas. Triangle had lot of scribbles. He called it a 'bird, bison'. No nose in the figure (shy). S14: A doll like structure wearing a dress. She called it a doll only. S15: A stick man facial expressions clearly said it was a girl. She also said it a 'girl'. S16: drew a Barbie. Circle was face, triangle the body and dress but it was different from first one.

Observation: With regard to Creativity with Circle & triangle, after the analysis of drawings of thirteen children (S1, S2, S4, S5, S6, S8, S10, S11, S12, S13, S14, S15, S16) out of seventeen, it was found that out of a circle and triangle given, the children showed their creativity by turning the two figures into a stick man, doll, dresses, scenery within a triangle, Rajkumari, smiling face, pipe, two- antenna face bird-bison and Barbie. Some of these figures reflected individuality, dominancy, non-aggressive, shy & aggressive nature of the children which was amazingly true when matched with researcher's observations.

In continuation with the above concept of creativity, another figure was given to the children drawn in Me Book.

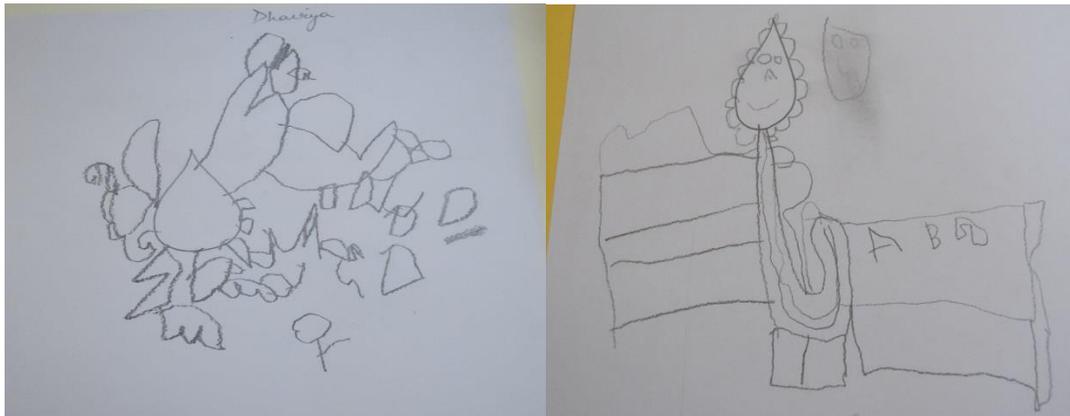
5.2.5.14 Activity 14: Creativity out of Drop

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
creative thinking (10 th Dec)	Indoor structured activity: Incomplete sketching	ME Book	-----	Regular class arrangement on three tables in arc form facing	Imagination is important. Fantasy is integral.	To enhance creative thinking.

	or drawings			each other forming a circle.		
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Description of activity: The children were given five minutes to draw something creative from a drop. The facilitator had drawn one single big drop on plain white paper and had written names of children on each page. She distributed these papers and gave pencil to draw on it. She collected the papers back after 5 minutes. Then after collecting one by one she asked the children what they have drawn and wrote it on their papers.

Picture_5.34: Preschoolers showing their creativity from a drop drawn in their ME Book



Analysis:

S1: Out of drop, she made a face and an entire cartoon which appeared like 'ogi the cockroach' because she had shown many limbs and division or segments in the body and a crown like thing on head. She had given the figure her name i.e S1. She also wrote the name. It was a schematic drawing. S2: There seemed a lot of scribbling. S3: made a stick man out of drop. S4: The drop appeared to be caught in between of something. However, she called it 'rain'. S5: children sometimes create a 'fortuitous realism' from their scribblings. S5 had done that. Scribblings around a drop or many figures around a drop was giving rise to a hen like structure standing with his back towards us. S6: had drawn an insect or animal with clear facial features and no limbs, alphabets written. S7: had drawn a drop with long limbs (aggression). S8: had drawn many limbs around the drop and a tree

like structure near it. S10: it appeared like a cat with drop made as face and a figure with limbs drawn below (creative). S11: scribbling but she had managed to draw a big drop again. S12: had drawn a 'diya' under the drop which meant 'a lighting diya' (creativity). S13: a face drawn in drop again with no nose which explained that he was a shy kid. Crossed eyes meant he was angry too. S14: A tree like thing out of drop and an entire surrounding. S15: It appeared like an insect. But she called it a ' cloud'. S16: She showed dot, dots all around the drop as if it was a part of something big. She alongside drew a triangle, square, rectangle & a circle and a stick man from circle.

Observation: With regard to Creativity with drop, after the analysis of drawings of thirteen children (S1, S2, S4, S5, S6, S8, S10, S11, S12, S13, S14, S15, S16) out of seventeen, it was found that the children showed their creativity by turning the drop into cartoon, stick man, 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. S3, S7, S9, S18 were absent.

In the next activity another figure was given in Me Book to use for creativity building.

5.2.5.15 Activity 15: Me Book activity for creativity (Decoration of Christmas tree with Chocolate wrappers)

Name of activities	Kind of activity	Materials used	Method of preparation	Seating Arrangement	Learning principle	Developmental objectives
ME Book Activity August, 2015	Decorations of Christmas tree with Chocolate wrappers)	Chocolate wrappers of different kinds, silver, gold printed.	Facilitator gives various shapes to the cuttings of wrappers making balls, lanterns, hangings etc. so children can play with their creativity while putting them on the Christmas tree.	Anywhere in class on floor	Learning by doing Children are curious to learn. Children learn in cultural context	Develop creativity Develop cultural sensitivity Develops sharing, bonding

Description of activity: F gave the activity in pairs to Develop bonding and social relationship, F explained them the concept of sharing and purposely kept just one bowl of Chocolate wrappers in between 2 children to see whether they share, cooperate, help each other or not? F paired them in such a way that maximum output came out of them in terms of activity. So, F paired them in such a way who go along well. F asked them "What are we decorating?" S5 said "Christmas tree" so f made all of them repeated to ensure that they knew that they were decorating Christmas tree. Aur hum kis se decorate kar rahe hai? So, they repeated after the teacher, "Chocolate wrappers". The F had tried and made stars and lanterns out of wrappers. One lantern had been given to each child.

Picture_5.35: Preschoolers busy decorating the Christmas tree with Chocolate Wrappers



Analysis:

Box 67.

S1: "Mam star nahi nikalta", she says to F. S1 is unable to take out star from the sticker. So she calls F. F shows her how to take out star and asks her to now take out on her own. And she does that.

Box 67. Here was an example of ZPD seen where a child took help of F and crossed the boundary of unknown to known. She called the F when she was unable to take out the star from the stickers given to her. Once when the F showed her out to take out and asked her to try it again she was able to do it.

Box 68.

S5: S5 asks for hankey, which have been given to the children for removing fevicol if their hands become too sticky. "Mujhe roomaal chaiye". F asks them "What are we decorating?" S5 says "Christmas tree". F asks, "S5 hogaya decorate?" so he replies, "mam abhi leaf baaki hai." he says "mam humara fllowers abhi baaki hai" "mam mera dekhiye na" so F turns towards him observes and says, "S5 lantern seedhi kar do" so he rotates it.

In Box 68. S5 was able to relate that if this was a TREE then it should have leaf and flowers. So, when all the children were only concerned with decoration of tree, he was the one who thought of actual parts of tree i.e leaves and flowers which were to be decorated. In every activity it had been observed by F that he thought very differently and was very creative which could be seen from above conversation. He even hung lantern upside down, it might be that he was trying to convert it in a flower.

Box 69.

S11: S11 and S1 are a pair. "Mam ye mujhe share kar rahi hai". So F encourages them by saying "Wow". When she hears S1 saying "mam nahi nikalta" she says to her, "mera nikalta hai, tera nahi nikalta". "Deepika mam maine lantern lagaya". F have already informed them about lanterns (also made from chocolate wrapper) and have given 2 lanterns to each

Box 69. She knew and understood the concept of sharing and also recognized it by telling F about it. She also tried to understand that S1 had not been able to paste star but she was, this success and F feedback of "wow" raised her self-concept

Box 70.

S14: S14 and S7 are a pair. S7 has taken the entire fevicol cap to him saying, "wo mera hai". She bends and take fevicol from S13's cap so when F watches her tells her "Taniska!!! No more fevicol" S14 protects herself complaining about S6yansh, "Wo nahi deta hai".

In Box 70. when S7 was not giving her fevicol she took it from S13's cap. So, she knew how to solve her problem. She didn't get into fight with S7 she took it from S13.

Other observations: S2 & S3: S2 was paired with S3 and they also did well. S2 ka dikhaao, wow S2 superb tree!!! When F gave a very good response for S2 after seeing his tree, so S3 too said "mam maine bhi banaya hai" so F said very good S3! S15 was paired with S9.

She knew what it was chocolate wrapper as she responded to F questions. S9 was engrossed completely and was not disturbing others. She wanted the cloth to clean her hands which was with ayaana so she got up and came to take the cloth which ayaana didn't want to give it to her but when F asked her to give it she gave it to F who gave it to S9. S9 cleaned her hand and went away. S9 also informed "mam ho gaya" so F asked her to go and wash hands. S12 and S4 were a pair and they were going along very well. S4, S3 & S12 were able to answer to F questions like what were they making? Which festival is it? S16 was absent in this activity. S14 and S7 were a pair and doing their work calmly. His wrapper stuck to his finger so he said "mujhe bhi hankey chaiye". The conflict situation arose because he did not let S14 take fevicol but S14 when stopped took it from S13. S7 I think stopped her because she was taking too much of quantity. S13 and S5 were a pair and were involved deeply in their work and had a good rapport. S5 gave response to F so many times but S13 gave none. He was busy with his work. S18 and S6 were a pair and going along well. S18 felt good when F gave compliment to her. S6 was very engrossed in the activity. When F moved away from S18, S6 immediately observed a wrapper on the floor and tried to inform F, "ye gir gaya". When F asked S6 ka ho gaya? S6 gave Nonverbal cues. When F said "wow good Christmas tree" he just watched F. He had a good observation power and aesthetics Development as keeping class & school clean, this activity had already been done and it was him who was keeping that watch that floor was getting dirty because of wrappers. So, he informed the F. S13, S6, S9 were seen very engrossed in this activity that they didn't talk to anyone in the entire activity. Here what was important to notice was S9 & S13 were aggressive child as seen in several previous activities but here the researcher thought this activity had channelized their energy. This activity saw sharing, bonding among children, conflict resolving, Development of self-concept, creativity, Zone of proximal Development and many

Observation: Thirteen (S2, S3, S4, S5, S6, S7, S9, S11, S12, S13, S14, S15, S18) out of seventeen were present and all did exceptionally well. They were creative in using the wrappers, shared the fevicol and wrapper cuttings nicely and did the activity very quietly totally engrossed in Me Book specially S6, S9 & S13.

Thus, the concept of Problem solving and decision making

Conclusion: SEL took place among these children S2, S4, S5, S9, S10, S11, S13 S14 & S16, by the second activity. They were able to understand the concept of not being angry i.e. not being chameleon but being turtle and always think for an idea to solve a problem. Many of them like S11, S2, S4 & S8 were seen talking about “*idea*”, “*smart ban ne ka*”, “*think karne ka*” from Chameleon Vs Turtle technique done in previous dimension. Concerned behavior was seen in S16 for Facilitator when Facilitator told that she had lost some pictures. It appeared that S2 had totally shed off the shy personality. This change was so visible during the activity after activity. Initially he used to be very shy. All enjoyed the ‘hands on experience’ of turtle making. ZPD was observed in this activity.

S1, S4, S5, S6, S10, S12, S13, S14 & S16 responded well in the discussion or added up to the ‘story of Brave Kids’. When the facilitator asked them what they had learnt from the story? S5 said that one should not give trouble to others while S12 gave a very close learning that, “*humei himmat rakhni chahiye*” i.e. we should keep up our strength in such situations which she very rightly said, as strength only brings one out of the problematic situations. So, it led to the learning to be brave and not to fear. And to make the children think of solution in tough/problematic situations. Only five (S4, S8, S10, S14, S16) responded or gave their inputs into the story of ‘pitcher and bowl’. When Facilitator asked what they understood from the story? S16 said “*agar mai ghussa ho jaungi to nahi milega*”. According to her if she will get angry then she will not get anything. All the children watched the demonstration carefully.

The children watched the picture of aggression vs. polite on PPT and S8, S10, S16 exhibited participation. The understanding of S16 regarding the concepts of helping, caring, sharing, being selfless is extraordinary. It was observed in previous activities too that she was a sensitive girl and takes care of others feelings. According to S16, ‘selfish’ in her words were “*wo jo gander gander hotae hai*”. So S16 had the understanding of what Facilitator was saying i.e. who selfish people were and she associated them with “*gande*” i.e. bad people. She also showed empathy for Facilitator when she said that her hands were in pain, S16 gave the solution, “*mam aise aise karo*” she rotated her hands and showed. They all tried to do their own things with ribbon. Six (S11, S4, S15, S12, S14 & S5) of them were caught in between and successfully resolved it. S16 was seen helping S5 to get free from entanglement.

To be able to understand and resolve a difficult situation and make right decisions, this activity was conducted, in which two situations were given and they had to decide which solution they would take from the pictures. S10, S11, S12, S15, S16 were prosocial in dealing with the situation. Only S10 out of these went for the option of snatching all the toys in second situation which was anti-social. He chose hand shake in first situation. In second situation toys were involved and he becomes possessive when it's about his own things. S8 is manipulative, gets annoyed in both situations. S1, S2, S4, S12, S18 will 'get the teacher' to resolve their problem which could be a smart move or manipulative move. S1, S2, S4, S13, S15, S16 would play with somebody else or some other toy, thus avoiding the conflict. Thus S1, S2 & S4 definitely chose to avoid conflicts and chose a better way to deal with it. S6 in both the situations chose anti-social solution of getting angry and taking all the toys. Similarly, S7 too showed negative emotions in both the situations. In one he said he would cry and in another he would hit. S6 & S10 wanted to take away the toys while S14 preferred getting angry. All the children knew the daily solutions like 1. Ask for help 2. Ask nicely 3. Ignore 4. Play together 5. Share 6. Say please 7. Say please stop 8. Say it is ok! 9. Trade 10. Wait and take turns by the end of week practice through pictures displayed in the class walls and board.

The exact verbatims used by children, Researcher and teacher during the intervention have been provided in the data sheet attached in the appendix 7.1. The SEL behavior indicators evident in children during the activities were identified and presented in the table in appendix 2.2

After the SELP data was analyzed and presented, the data from teacher's observation check list was analyzed and is presented below.

5.3 Data regarding Teachers observation during the intervention of SELP

The teacher observed and noted down the socio-emotional behaviours of preschoolers on the developmental/observation check list within a regular interval of one and half month. A four-time observation was done by the teacher. The teacher's observation of various positive social and emotional behaviours among children like that of confidence, friendship, leadership, love and affection, happiness and curiosity and negative behaviours

like competition, anger, egocentrism and bossiness helped the researcher to make the changes in SELP as per the need and verified the path taken by the researcher.

5.4 Data regarding Annual Performance on SEL by Jr. K.G. A student after the intervention of SELP

Once the intervention was over, the researcher began with the preparation of this final annual performance. The idea was to recollect and revise all the five dimensions with preschoolers, as it was an entire one-year programme, too long to be remembered by children. Thus, this idea hit the researcher, to not only revise but prepare them for the annual presentation on SEL where their enhancement in SEL could be observed by their parents too. Children worked very hard for one month and finally the performance was carried out with the help of school authorities and teachers, in the AV Room of the school. The children were seen happy and very enthusiastic. They had been preparing for this event for one month. So, they were excited to perform in front of the parents and school teachers. The events included:

1. Video of the entire one-year journey of Children of Jr. K.G. A
2. Self-Introduction of all the Children of Jr. K.G. A (representing the dimension of Self-concept)
3. Singing National Song “Vande matram” (representing the dimension cultural sensitivity)
4. Role play on Chameleon Vs. Turtle (representing the dimension Problem solving)
5. Rhyme on feelings & emotions developed by researcher, sung by all the children (representing the dimension awareness and management of feelings)
6. PPT presentation on Social behavior by children (representing the dimension of Social relationship, Self-concept)
7. ME books exhibition and open discussion with parents

The detail explanation of the events can be seen in appendix 4.2/4.3. The event was organized in such a way that it gave the glimpse of the SEL from all the five dimensions i.e. (Self-concept, cultural sensitivity, awareness and management of feelings, building positive social relationship, problem solving & decision making).

Analysis: Fifteen children were present out of eighteen. Two (S7 & S18) were absent while S17 left. In the event of *self-introduction* children were given some dialogues that defined them or carried some special characteristic that raised their self-confidence. The researcher throughout the intervention identified positive behaviours and recognized them in front of the class so they all were aware of each other's abilities and characteristics and thus happily accepted the 'lines' given to them by the facilitator because they could relate with it. It was observed that all fifteen children very boldly, loudly, clearly and confidently came up to the mike and said their introductions that consisted of their special abilities, characteristics or SEL as observed by the researcher. Enhancement of self-concept was clearly visible in their performance. There were many children like S1, S2, S9, S13, S14, S12, S16 etc who were unable to speak on mike when they were given opportunity in fancy dress competition. However, in this event each and every child came up and spoke with confidence. S13 during the preparatory phase asked facilitator to change his introduction. He wanted to go with the lines "I am ___ & I am not angry anymore" instead of "I am ___ & I am an out of box thinker". He associated himself with anger, also played the character of Chameleon and believed that he had left anger. Thus, he wanted to say the above lines. "*Vande matram*" song was sung by all of them. Their voices were loud and clear. In the end they ended it with slogans of "Jai Hind" and "My India My Nation" passionately showing their love for the nation, with the facilitator and researcher. S3 (Turtle), S13 (Chameleon), S9 (duck), S12 (Swan), performed *a role play on Chameleon vs. turtle*. (Appendix 4.2) S3 played the role of turtle smoothly. She was able to say the long lines flawlessly. Similarly, Chameleon too performed nicely. His dialogues were loud and clear and full of expressions. A message of not being red and being green i.e. leave anger and be happy i.e. problem solving and decision making was given by them through the role play. Next all the children performed on the *Rhyme on feelings & emotions* developed by researcher. They sung it by making the feeling faces and performing actions. They sang the rhyme along with the researcher and the teacher. It was observed that they were very happy and content with singing rhyme, doing actions, showing their feelings and emotions and performing on the emotions (lonely, embarrassed, sad, angry, frustrated, proud, loved) in front of their parents. Thus, each and every child was aware regarding what are the

different feelings? How does the face look like in a particular emotion? What should they do when they feel the negative feelings or emotions?

After this event, came the last event of *slide presentation on social behavior* in which S4 changed the slides on the laptop and when she stopped on one slide they spoke some dialogues explaining the good social behavior on PPT like “Don’t be rude, Be Polite”. See in (appendix 4.2) and video provided in the story. S4 did a great job while changing the slides and speaking simultaneously that showed her enhanced self-concept. The other three- S9, S15, and S16 too reflected the same in the presentation.

Thus, it was clearly visible that all fifteen of them had have SEL. The enhancement in SEL among preschoolers was remarkable and could be seen in the videos in DVD.

Later the *Exhibition of ME Book and open discussion with Parents* was organized in which parents saw their children ME Book. The kids showed their work of art and creativity with excitement to their parents and talked about it. See in appendix. Here the parents too discussed about their children with the researcher. Almost all the parents accepted that there was a positive change in their kids regarding SEL except S13’s parents who found that he still had some aggression issues.

Principal’s feedback at the end of the Performance was overwhelming. She congratulated the researcher for her effort. Her observation regarding children was “*they are so happy while singing rhymes! What we do is ‘Likes’, ‘sad’ I mean we are so occupied with the virtual world. I think we need to turn back and get into this lightless which was seen in the children*”. Her suggestion was talk to them, ask them at least five times so that you come to know what is going on in their life every day. She said “*deepika you have done a wonderful job.*” In an open conversation with the researcher she shared her views “*they were extraordinarily happy and excited, all of them, I have never seen them like this*”.

5.5 Data on the Parent’s reaction on the changes observed in their Children after one-year intervention of SELP

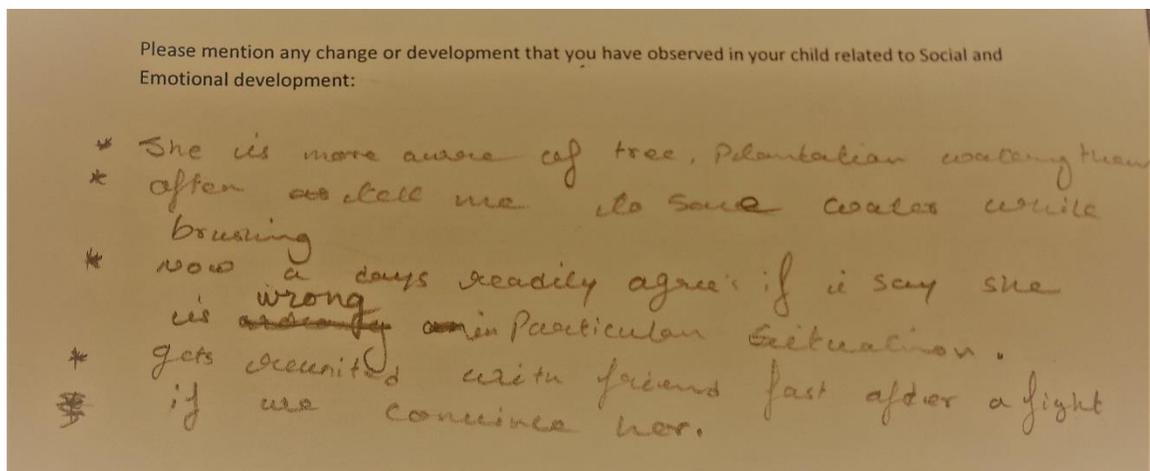
Parents were asked to mention any change or development they had observed in their child related to social and emotional behavior, once the annual presentation was over. The researcher intended to interview the parents but after the first interview taking very long,

According to Fig. 5.2, S2's parents felt he had undergone a lot of positive change, like his stage fear was gone. He never used to tell anything before but now he started talking about each and every thing that happened in school. His parents had to see CCTV last year in order to see that everything is ok with him but this year they didn't had to see because they now feel he is safe. For this they gave thanks to the researcher.

However, this was true that S1 had undergone a lot of change. He was a very shy child. He communicated very less. But slowly and slowly he started opening up. He always wanted researcher's attention. He started complaining to the researcher about those who used to trouble him. He started being part of the group play. And by the end of SELP he talked so much that the researcher had to ask him to be quiet and listen. So, he became quite social.

Parents of S3:

Fig. 5.3: Feedback of Parents of S3 on SELP



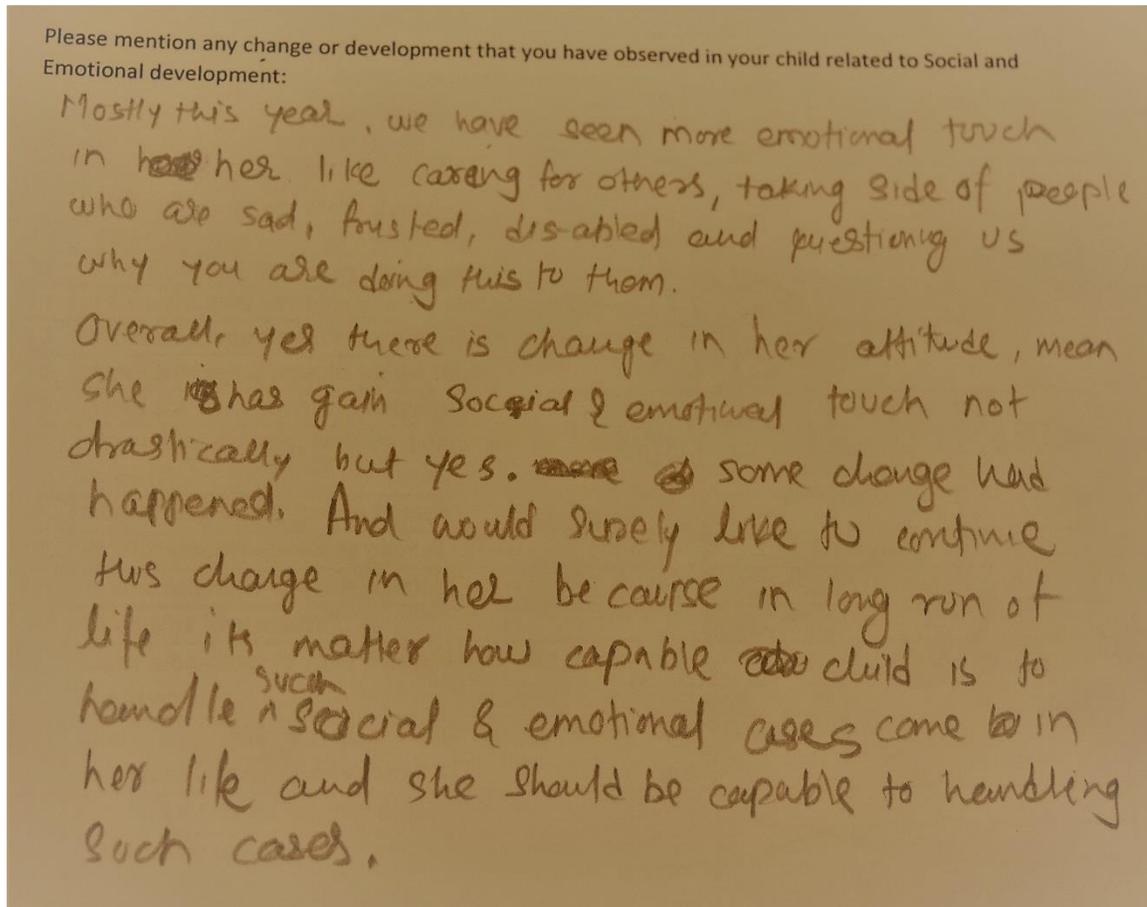
From the Fig. 5.3, it can be observed that S3's parents closely watched the child. According to them their child was more aware of trees, plantation, watering them, saving water while brushing, accepted her fault when wrong and reunited with friends faster after a fight.

The researcher had taught them several concepts of SEL out of which one of them was growing seeds into plants (for enhancing their self-concept and love for plants) where they learnt all about how plant grew and they themselves grew the seeds in their old shoes and turned them into plants. Researcher narrated them the story of Raju through which they learnt the value of saving water. Thus, her self concept, cultural sensitivity too enhanced. While dealing with problem solving they were taught "it is ok" to accept their negative

emotions and control and regulate them. Thus, S3 was able to accept when she was wrong according to her parents. She also reunited with friends after a fight forgetting everything. Thus, she improved in her problem-solving skills and decision making.

Parents of S4:

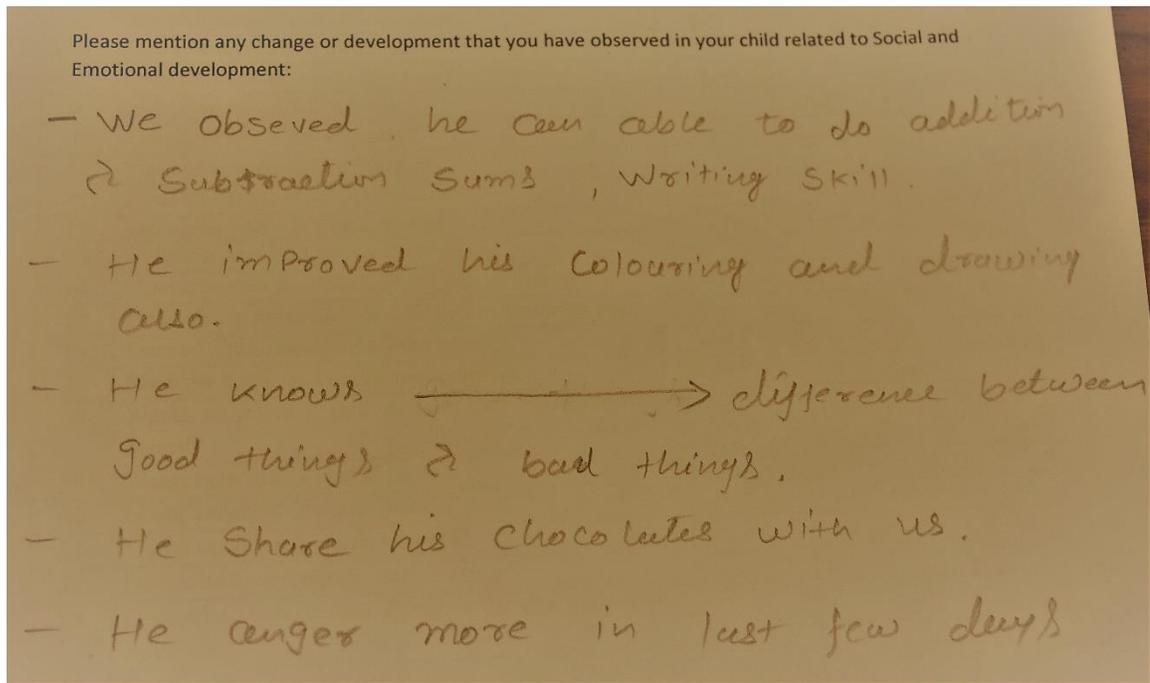
Fig. 5.4: Feedback of Parents of S4 on SELP



The above information in Fig 5.4 from S4's parents clearly talked about the enhancement of socio- emotional learning within S4. She became more aware about her and others feelings and was more sympathetic towards people and also questioned their parents if they did something wrong. They accepted that this change is essential in the long run of life so that she knows how to handle social and emotional situations.

Parents of S5:

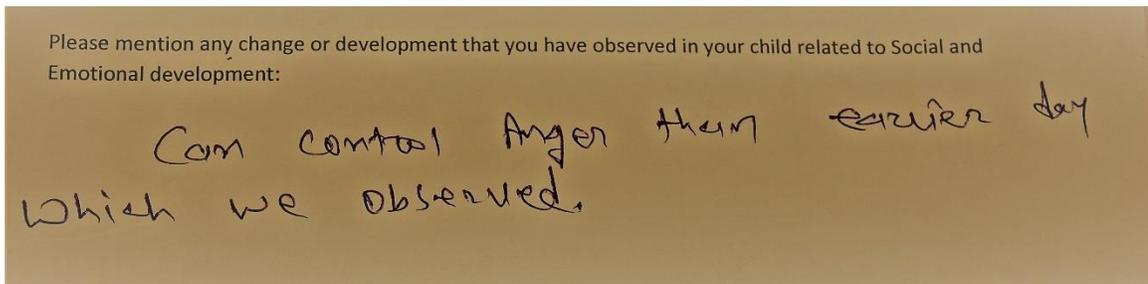
Fig. 5.5: Feedback of Parents of S5 on SELP



The S5's parents observed that he could make difference between good and bad. Several situations were given to the children through pictures, stories, role plays etc. to identify and make out what is right and what is wrong under problem solving and decision making and cultural sensitivity in order to develop good values. Thus, somewhere the effect was visible in him by his parents. He also started sharing his chocolates with his parents which means earlier he never used to do it. According to his parents he was showing anger since last few days about which researcher is surprised because she had never seen S5 angry. Thus, enhancement in his decision-making skills and social skills was observed.

Parents of S6:

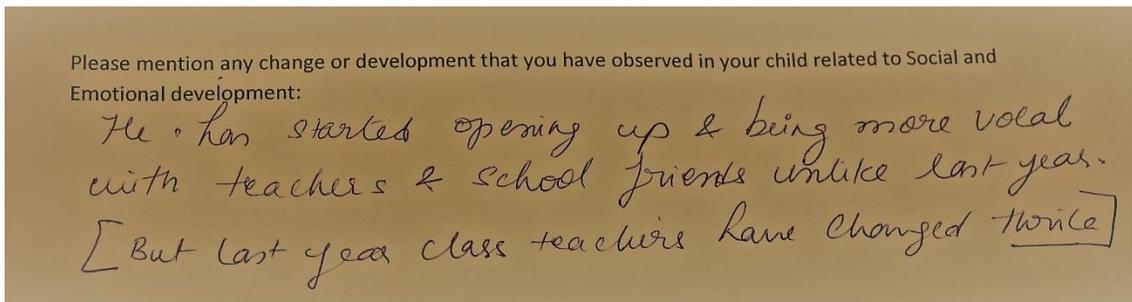
Fig. 5.6: Feedback of Parents of S6 on SELP



S6 parents observed that he could control his anger as compared to earlier. This was a good sign as the researcher through Turtle vs Chameleon technique taught them how being turtle (green) was good and chameleon (red) was bad. As being angry caused one's own harm. Thus, he was losing the aggression and learnt to control his anger.

Parents of S10:

Fig. 5.7: Feedback of Parents of S10 on SELP

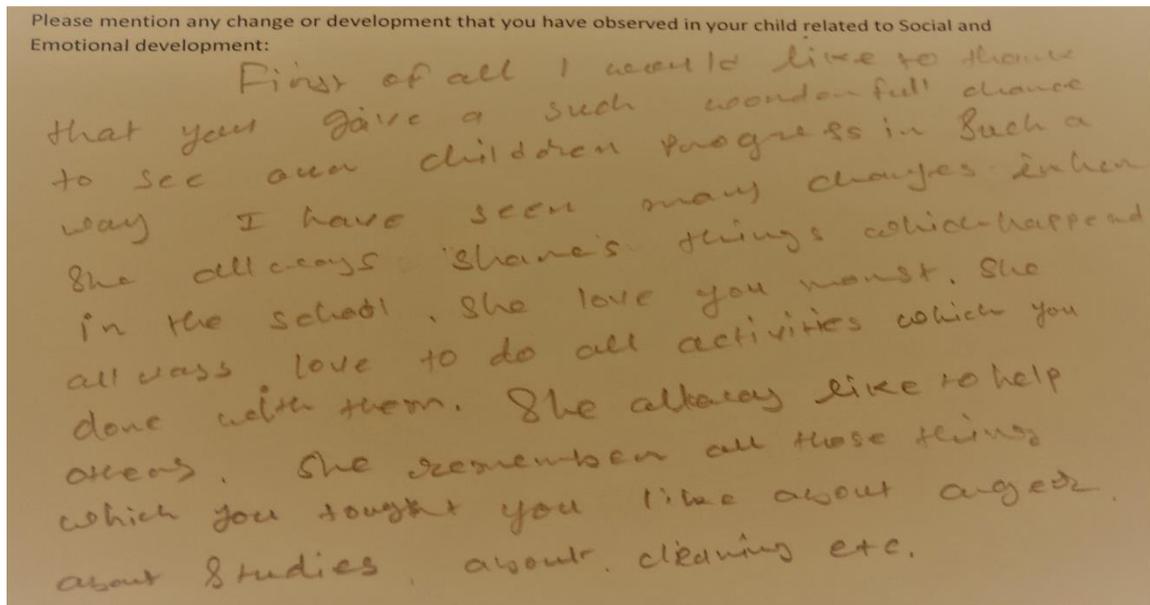


As per the S10 parent's observation he had started opening up and was more vocal about teachers and friends i.e he at least started taking to his mother about what happened in school.

This change was also observed by the researcher. S10 was very shy. He spoke very less initially but later it was seen he contributed a lot in the story discussions, festival discussions, and social awareness discussions. Thus, his social skills got enhanced but he was still less friendly.

Parents of S12:

Fig. 5.8: Feedback of Parents of S12 on SELP

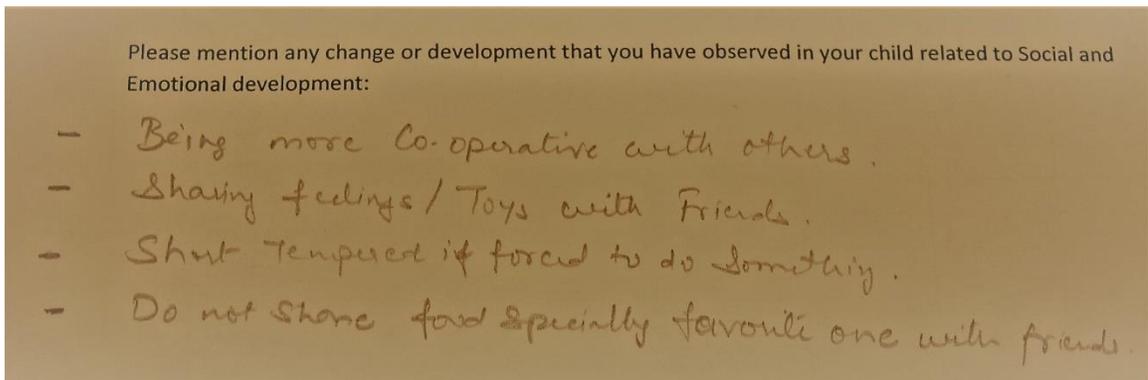


As observed in Fig. 5.8 the S12's parents accepted that there was a change in their child. She started sharing what happened in the school? She loved the researcher the most. She liked to help others and remembered everything told to her by the researcher i.e. not to be angry, about cleaning etc. The researcher carried out activities like "swatch school" where the children cleaned their classrooms and school ground thus making them realize the importance of keeping homes, schools and their nation clean. Helping others as well as parents at home in kitchen etc. Thus, all this learning was observed in S12 by her parents which verifies the effectiveness of SELP.

They were also thankful for conducting such programme (Annual SEL presentation) which gave them chance to come and see their child's progress.

Parents of S13:

Fig. 5.9: Feedback of Parents of S13 on SELP

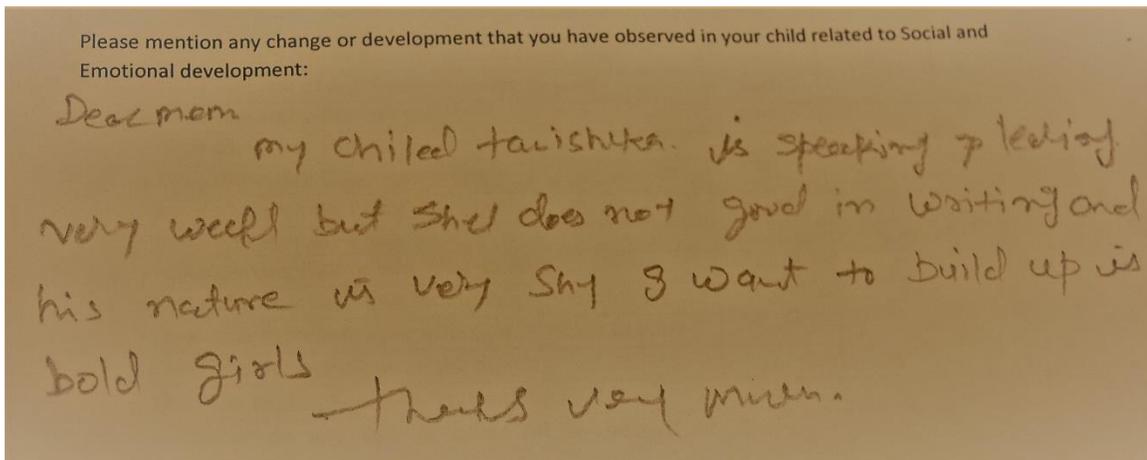


The parents of S13 observed that their child started being more cooperative with others, started sharing his feelings as well as toys with friends. Thus, his social skills got enhanced. But he was still short tempered when forced to do something and does not share food with friends according to his parents.

According to the observations made by the parents his social skills got enhanced and he became angry when forced. But it was not a concern for researcher because she knew S13 used to get angry very easily but recently it was observed that he developed the awareness about anger. While discussions in awareness and management of feelings, Turtle vs chameleon & problem solving, he was seen saying “anger is bad” and he realized it was bad and its occurrence also reduced in him which was a huge step. Similarly, he was possessive about his things but he started sharing them.

Parents of S14:

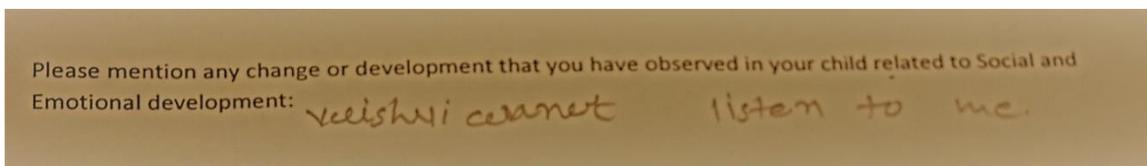
Fig. 5.10: Feedback of Parents of S14 on SELP



As per the above statements made by S14's parents she was speaking very well which was again an achievement because she had a speech problem. She was unable to speak words properly and was being sent for speech therapy. Researcher made sure to give lots of opportunities to her, used to let her initiate things, listen to her patiently, encouraged her and gave lots of positive reinforcement, which worked wonders in her. She didn't talk much initially but with the time she started sharing things with the researcher because of the encouragement. She started telling lot of things about her home to the researcher. She developed attachment to the researcher and also seemed for her attention. Her misconduct decreased.

Parents of S15:

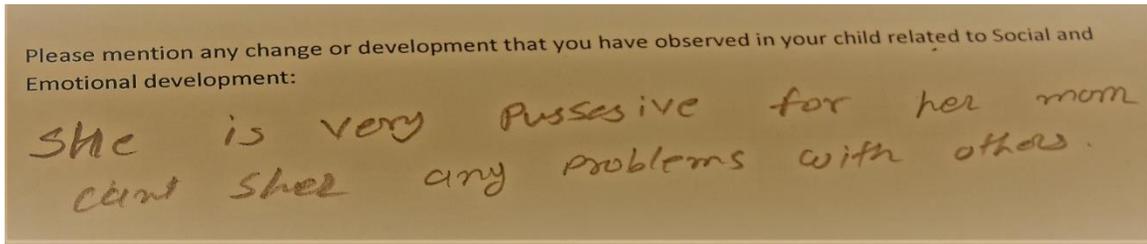
Fig. 5.11: Feedback of Parents of S15 on SELP



According to the parents she didn't listen to them.

Parents of S16:

Fig. 5.12: Feedback of Parents of S16 on SELP



According to S16’s parents she was possessive about her mother and couldn’t share her problems with others but according to what was observed in the classroom, she was the most sensitive child among all. Understood the situations and feelings very well, shared her feelings with friends and the researcher. Helped others, was sympathetic and empathetic too.

Thus, from the above Parents observations it was clear that the enhancement of SEL had taken place among the preschoolers after SELP.

5.6 Comparison of Level of Socio-Emotional Status before the SEL Programme and after the SEL Programme

1. Self-concept:

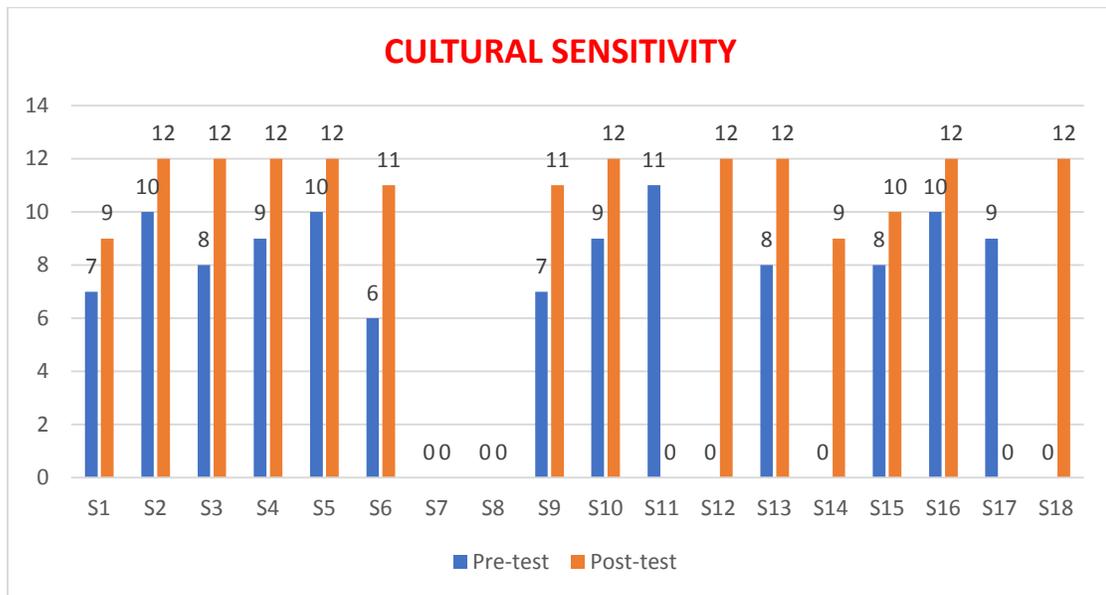
Graph 5.6: Showing the comparison of the first dimension, Self-concept before and after the SELP



As observed from graph 5.6 the self-concept of the children got enhanced. In S1 the enhancement of self-concept was the highest as per the parents' perception. The S7, S8 didn't take the admission when the parents were called to fill in this Socio-emotional questionnaire. S11 filled the questionnaire before intervention but didn't fill it after the intervention and S12, S14 & S18 didn't fill the questionnaire before the intervention but filled it after. Among the rest of the children the enhancement was almost equal.

2. Cultural sensitivity among children:

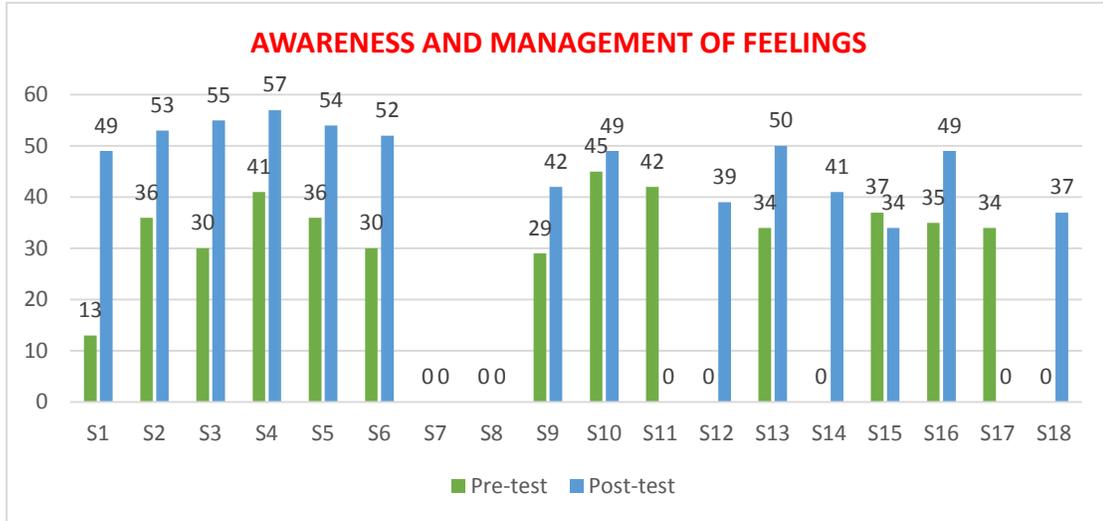
Graph 5.7: Showing the comparison of the second dimension, Cultural sensitivity before and after the SELP



From the given graph 5.7 it was observed that the cultural sensitivity among children got enhanced according to the parents' perception. The greatest enhancement was seen in S6. S3, S13, S9, S4 & S10 too showed a significant amount of enhancement in cultural sensitivity.

3. Awareness & management of feelings among children:

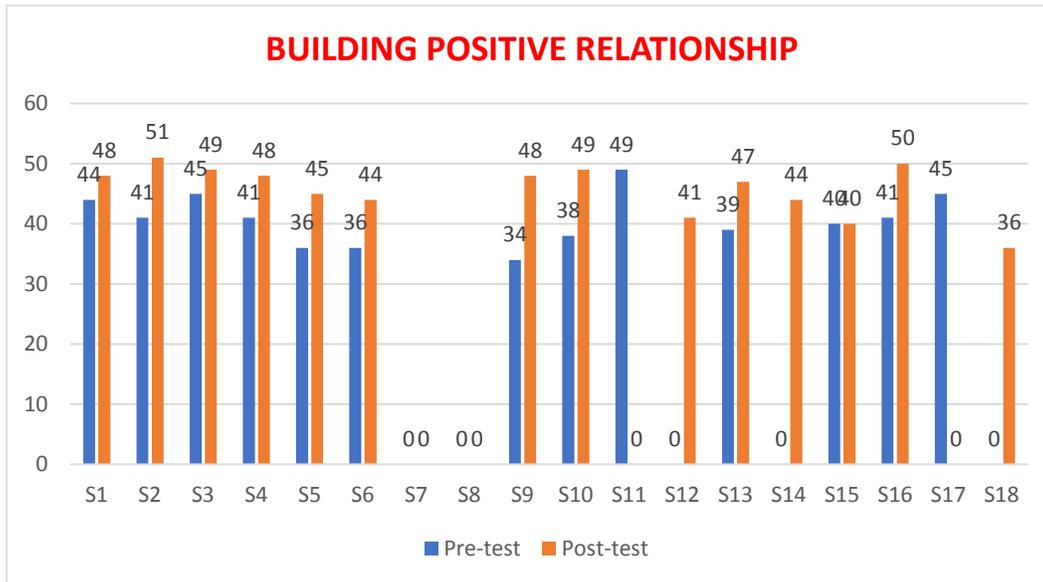
Graph 5.8: Showing the comparison of the third dimension, Awareness and Management of Feelings before and after the SELP



From the above graph 5.8 it was observed that there was an appreciative amount of positive change among almost all of the children with regard to the awareness and management of feelings. Their emotional dependence on family reduced and effective control and regulation of feelings got enhanced. The greatest transformation was seen in S1 according to her parents. However, in S15 the awareness & management of feelings instead of enhancing reduced according to her parents.

4. Building Positive Relationship among peers, teachers & parents

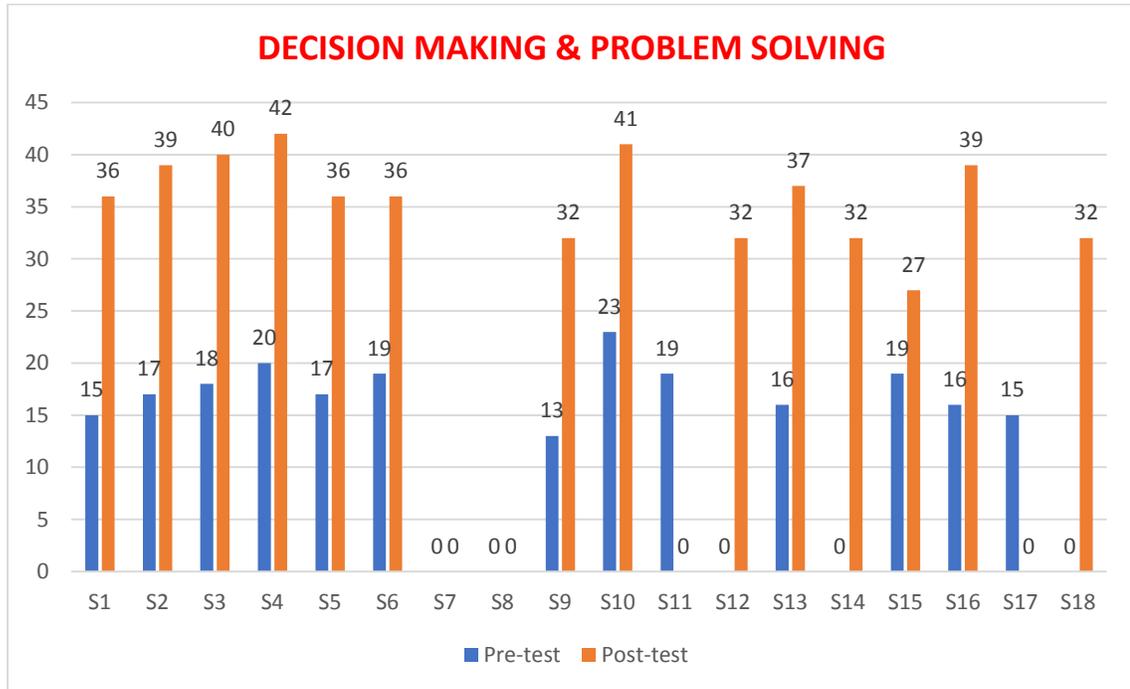
Graph 5.9: Showing the comparison of the fourth dimension, Relationship Building before and after the SELP



In the above graph of Relationship building, enhancement among relationships were observed but the difference was little. The highest gap was observed in S9. Among rest the growth was almost equal.

5. Decision making & Problem solving among children

Graph 5.10: Showing the comparison of the first dimension, Self-concept before and after the SELP



As observed from the graph 5.10 there was a huge change seen among children in terms of problem solving & decision making. Almost all of them showed a great transformation from before the implementation of SEL programme to after the SELP was implemented.

5.7 Triangulation of Data

5.7.1 Analysis of Parents responses & observations

During their response to as to what change they had observed in their child related to socio-emotional behavior, they gave a lot of positive response about their children regarding SEL. They said they became more social and exploratory, underwent a lot of positive change, their stage fear was gone. One of the child's mother wrote that her child never used to tell anything before but now he started talking about each and every thing that happened in the school. His parents had to see CCTV last year in order to see that everything was ok with him but this year they didn't have to see because they now feel he is safe. For this they

gave thanks to the researcher. According to them their child was more aware of trees, plantation, watering them, saving water while brushing, not being angry, about cleaning etc. One of the parents said her daughter now accepted her fault when wrong and reunited with friends faster after a fight. Another child's parents wrote that their child became more aware about her and others feelings and was more sympathetic towards people and also questioned their parents if they did something wrong. They accepted that this change is essential in the long run of life so that she knew how to handle social and emotional situations. Some parents observed that their child could make difference between good and bad, could control their anger as compared to earlier, started opening up and were more vocal about teachers and friends, started being more cooperative with others, started sharing their feelings as well as toys with friends etc. Thus, a fair amount of enhancement in all the five dimensions of SEL was observed by the parents. The comparison of Parents responses from socio-emotional status scale for preschoolers before and after the SELP too matched the findings that the enhancement in SEL was observed among children. There was a fair amount of increase in all the five dimensions among the children, the maximum being the Problem solving & Decision making.

5.7.2 Analysis of student's responses

Throughout the Socio-emotional Learning Programme (SELP) the observations made on the preschoolers regarding the five dimensions through group discussions, circle time, hands on experience, free play, block play, role plays, Project based learning, experiential learning (field trips), activities in cultural context, certificates of appreciation, object observations, group work, self- activities (scaffolding), imitation, music & dance, rhymes, scripted stories, drawings, art & craft & outdoor plays were overwhelming. The children mirrored sympathy to empathy. From *"tujhe moov laga du"* to *"lao na mam main kar doonga"*. From low self-concept to high self-concept *"mai to jeet gayi thi aur joyu aur Vidhi to ro rahe thae"* & *"mam usae aata bhi hai?"* Enhancement in awareness and management of feelings, children identifying, making and understanding the sad, angry, nervous, lonely, embarrassed & love faces. Children understanding to deal with negative emotions like anger e.g. *"Jab angry hotae hai to red ho jaate hai chameleon k jaise, mam dekho"*. Solving problems on their own like *"Humein himmat lene ki"* *"agar mai ghussa ho jaungi to nahi milega"* etc. Development of love and attachment for friends, family, teachers and

nation “*mam India ko ghar le jana hai?*” “*My India My Nation*” etc. The performance in annual presentation of SEL was commendable. All of them showed their one or the other SEL skills.

5.7.3 Analysis of Observations of Teacher, Researcher and Principal

The effectiveness of Socio-emotional Learning Programme (SELP) was observed by the class teacher among students, in their expressions of emotions and behaviors during class such as, confidence, friendship, leadership, love, affection, happiness, tendency to be curious. Certain negative behaviours like competition, anger, egocentrism and bossiness were also observed. The information recorded by class teacher during the ongoing Socio-emotional Learning Programme (SELP) helped the investigator to mould her strategies to reduce the negative behaviours and facilitate positive ones and focus upon those children who showed above negative behaviours.

The researcher’s observation after Socio-emotional Learning Programme were, S1’s self-concept got enhanced and conflicts dwindled. S2 became quite outspoken from a shy child and became social with his peers. He even started sharing everything that happened in class with his mother which he never used to do before as informed by his parents. S3 became more exploratory and a better leader with ample of opportunities provided to her. S4, S8, S10, became more social, S5 became more creative with ample opportunities given to him. His focus in the class increased as compared to initial observations made by the researcher. S6 love for nature grew.

His responses in class increased and his wandering in class decreased. S7 misconduct and indiscipline diminished. S8, social skills got enhanced. S9 stubbornness and misconduct dwindled. S10 was a quiet child who started responding well in the class. In S12 awareness & management of feelings was observed. Her focus in class increased. S13 anger reduced, S14’s misconducts diminished and her concentration in class increased. S15’s helping and caring behavior was observed. S16 learnt to control & regulate her feelings, like her crying decreased and she was also seen resolving her problems. Thus, a lot of positive change was observed because of Socio-emotional learning among these preschoolers. The difference was easily visible from the observations made by the researcher, before initiating with SELP and after the intervention got over.

One of the case has been presented in Box no. 71.

Box. 71

A vast positive change was observed in S7 who was very naughty and was mostly caught in some or the other misconducts. In one of the activity the researcher even made him sit with class teacher in another class. But slowly and slowly researcher made efforts to involve him more and more in the activities. He was given roles in role plays, putting him in pairs with other children, giving appreciation and appreciation certificate even for the smallest positive thing done by him and recognizing the behavior in front of the class made difference. His performance as a 'Gardener' in 'Dolly Ki Story' was commendable. He outdid every classmate of his. He showed feelings and emotions like sympathy and empathy. He struggled to save plant in the imaginary play with S2. By the end of SELP he became disciplined and focused as well as social. His misconduct with peers, researcher and teacher diminished.

In the end the feedback given by the Principal was overwhelming. The principal's remark "*deepika you have done a wonderful job*" & "*they were extraordinarily happy and excited, all of them, I have never seen them like this*" was the indication of effectiveness of SELP.

The principal was happy to see the positive changes in children and stated "we would look forward for such associations with you in future."

Therefore, in all the study was to see the development and implementation of SELP and thus the entire picture of the programme can be seen in the paragraph below.

5.8 Final data presentation of SELP (Development of Socio-Emotional Learning (SEL) among preschoolers)

The entire data analysis and triangulation of data from different sources gives the researcher the final glimpse of the development of SEL among children. Almost all of the children showed greater enhancement on all the five dimensions of SEL except few like S6, S7, S8, S14 & S18 who were found to be moderate in self-concept; S5, S6, S7, S9 & S17 were found to be moderate on cultural sensitivity; S18 low at Awareness & management of feelings; S6 & S18 low at social awareness; and S6, S7, S10, S14 not pro social in resolving conflicts and decision making. But this was the data of SELP.

With triangulation of data it was found that S6 parents believed that he was able to control anger now than earlier after the intervention programme. According to S10 parents, he started opening up and started interacting more with teachers and friends which also

coincided with researcher's observation. The S14 parent's feedback was that she was a shy girl but as per researcher's observation and field notes she showed tremendous enhancement in communication, participation in activities and her self-concept grew by the end of SELP. Similarly misconducts of S1, S7, S9 & S14 diminished. S7 gained understanding, expression and control of feelings. S18 remained absent for most of the time hence was found to be low at almost all dimensions. The evidences from the entire analysis confirms the positive impact of Socio-Emotional Learning Programme on Preschoolers.