

APPENDICES

APPENDIX 1.1	Information regarding children
APPENDIX 1.2	Socio-emotional status scale of preschoolers for parents
APPENDIX 1.3	Observation checklist for teacher
APPENDIX 2.1	Socio- Emotional learning programme (SELP) for pre-schoolers
APPENDIX 2.2	Behavioural indicators observed in Children on Implementation of SELP
APPENDIX 2.3	Coding for the preschoolers in data analysis
APPENDIX 3.1	Content used in selp (for activity 5.2.1.1)
APPENDIX 3.2	Pictures used to introduce different nature concepts (for activity 5.2.1.1)
APPENDIX 3.3	Script of dolly ki story (for activity 5.2.3.1)
APPENDIX 3.4	Social awareness album (for activity 5.2.4.5/5.2.4.9)
APPENDIX 3.5	Questions framed for preschoolers regarding social awareness album (for activity 5.2.4.5/5.2.4.9)
APPENDIX 3.6	Certificates of appreciation (for activity 5.2.4.12)
APPENDIX 3.7	(For activity 5.2.5.8)
APPENDIX 3.8	Problem solving & making right decisions (for activity 5.2.5.10)
APPENDIX 3.9	Childrens' 'me-book' activities
APPENDIX 4.1	(Content used in annual presentation) Communication with parents
APPENDIX 4.2	Annual performance of junior k.g. A on SEL
APPENDIX 4.3	Annual presentation of intervention
APPENDIX 5.1	Time table- my apple school (2015-16)
APPENDIX 5.2	List of school selected for pilot research
APPENDIX 6.1	Letter from counsellor
APPENDIX 6.2	Letter from school
APPENDIX 6.3	Paper publication

APPENDIX 1.1

INFORMATION REGARDING CHILDREN

Instructions:

The information obtained from the questionnaire will be used strictly for academic purpose. Your answers will be kept in confidence.

1. Child Name:
2. Address:
3. Phone:
4. Date of birth of the Child:
5. Sex:
6. Mother tongue:

INFORMATION REGARDING PARENTS

- Fathers name:
- Educational Qualification:
- Occupation:
- Annual Income:
- Mothers name:
- Educational Qualification:
- Occupation:
- Annual income:
- Type of family: Nuclear / Joint
- Who else are there in the Joint family:
- Number of siblings:
- Brother if any (elder or younger):
- Age:
- Name of School:
- Sister if any (elder or younger):
- Name of School:
- Age:

APPENDIX 1.2

SOCIO-EMOTIONAL STATUS SCALE OF PRESCHOOLERS FOR PARENTS

Put a tick mark in the box which is the most appropriate answer for your child.

Sr. No.	ITEMS	Most of the time	Some times	Never / Rarely
1	Does your child take his/her name frequently?			
2	Does he/she pronounce it clearly and loudly in front of others?			
3	Can s/he spell it properly?			
4	Can s/he tell you about his/her friends, taking their names?			
5	Is s/he aware of his/her body parts?			
6	Can s/he talk two to three sentences about you?			
7	Does s/he talk of any family member to you?			
8	Does s/he Enjoy Solitary play?			
9	Does s/he Enjoy Parallel play?			
10	Does s/he Enjoy Cooperative play?			
11	Does s/he ever say I love dancing?			
12	Does s/he ever say I love music?			
13	I love playing Ball or any other game?			
14	Does s/he ever say I love eating this or that (food)?			
15	Does s/he express love or affection in words to you?			
16	Does s/he ask questions all the time?			
17	Does she explore or investigates things?			
18	Wants to do any task at home all by himself or herself?			
19	Wants help in any task at home?			
20	Is s/he sensitive towards plants?			
21	Is s/he sensitive towards animals?			
22	Does s/he love nature?			
23	Does s/he observe rain/ flying birds/ sky /mountain / sun/river?			
24	Does s/he like to draw rain/ flying birds/ sky/ mountain/ sun/river or nature?			
25	Does s/he fear animals or insects?			
26	Is s/he able to express in words if s/he is mad/sad?			

27	Whether s/he is able to control his/her anger?			
28	Does s/he hits/quarrels/bullies/bites his/her peers?			
29	Does she allow you to hold others child in your lap? (Jealousy)			
30	Does s/he allow you to play with others child? (Jealousy)			
31	Gives her toy to his/her peers while playing? (Sharing)			
32	Shows bossiness while playing.			
33	Does s/he have Emotional outbursts?			
34	Does s/he Sit on your lap?			
35	Does s/he Cling to you?			
36	Demands your attention, calls for you.			
37	Does not mix with others?			
38	Does s/he Get aggressive while playing?			
39	Cries usually in group plays. (Regulation of Emptions)			
40	Starts crying on seeing his/her peer crying. (Regulation of Emptions)			
41	Tries to give comfort to his/her peer on crying. (Empathy)			
42	Complaints about his/her friends while playing with them. ((Regulation of Emptions) / Manipulative)			
43	Accepts situation of friend snatching away his/her things? (Control)			
44	Makes friends easily? (Social)			
45	Shows love and affection to you? (Attachment)			
46	Talks mostly of the friends, naming them? (Friendship/Social/Attachment)			
47	Is s/he ready to help others?			
48	Does s/he interact with peers?			
49	Does s/he often say please?			
50	Does s/he cooperate when playing in group?			
51	Does s/he often say it is ok?			
52	Does s/he Wait and take turns?			
53	Does s/he often say sorry?			
54	Takes initiative in the task.			

55	Leads the group.			
56	Follow the group leader.			
57	Seeks approval, affection and attention. (Emotional)			
58	Seeks appreciation. (Emotional)			
59	Does s/he respect property/rules?			
60	Does the duties assign to him/her?			
61	Does s/he Pretend not to hear? (Negativism)			
62	Is stubborn in doing things. (Negativism)			
63	Says no most of the time. (Negativism)			
64	Does not like interference during play. (Independent)			
65	Does your child seem more active than other Children his/her age?			
66	Does your child use words to tell you what s/he wants or need?			
67	Does your child stay away from dangerous things such as fire and moving vehicles?			
68	Do other children like to play with your child?			
69	Does s/he like talking about India?			
70	Does s/he like celebrating festivals?			
71	Does s/he like hearing mythical stories?			
72	Does s/he like hearing stories of freedom fighters?			

APPENDIX 1.3

OBSERVATION CHECKLIST FOR TEACHER

Observed Behaviours	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9	S 10	S 11	S 12	S 13	S 14	S 15	S 16	S 17	S 18
Emotions																		
Anger																		
Fear																		
Jealousy																		
Curiosity																		
Embarrassed																		
joy/happy																		
Sad																		
affection/loving																		
Pride																		
Worried																		
Social																		
Competitive																		
Imitation																		
Rivalry																		
Cooperation																		
Sympathy																		
Empathy																		
Social Approval																		
Sharing																		
Attachment Behaviour																		
Leadership																		
Help																		
Love/Care																		
Friendship																		
Good Listener of Stories																		
Sensitive to Others Feelings(Sorry)																		
Appreciate Others Act(Thanks)																		
Unsocial Pattern																		
Negativism																		
Aggressiveness																		
Bossiness																		
Selfishness																		
Egocentrism																		
Destructiveness																		
Sex Antagonism																		
Prejudice																		
Loner																		
Rules Follower																		

APPENDIX 2.1

SOCIO- EMOTIONAL LEARNING PROGRAMME (SELP) FOR PRE-SCHOOLERS

(Sample: one whole section of Jr. K.G.)

1. SELF CONCEPT: (5+1 weeks)

General objectives:

5. To develop and express awareness of self in terms of specific abilities, characteristics and preferences.
6. To develop sense of individuality and self-worth and feel success.
7. To encourage and provide opportunities for participation i.e. self-expression and exploration, investigation and experimentation.
8. To develop independence and aesthetic appreciation.
9. To develop creativity.

SELF CONCEPT

S. No.	Name of activities	Kind of activity	Materials required	Method of preparation	Seating arrangement	Description	Learning principle behind the activity	Developmental objectives attained
Week 1: SELF AWARENESS								
During the Orientation program of Parents, ask them to bring along the passport size photo of their kids as well as their complete family picture.								
1.	Preparing name cards with children	Art and craft	Cardboard, white chart paper, white cloth, glue, safety pins, photographs of children	cut cardboard, white chart paper and white cloth into several pieces of 9"x7" size,	Make the children sit in semi-circle	Help the children paste chart paper and white cloth pieces on the cardboard cutting, on one side each. Leave it for a day to dry off. Next day they would paste their photos on the cards and write their names on it, with teacher spelling their names.	Self-activity is important for kids They need to experience success more than the failures to form	Develops self-awareness Self- confidence increases Auditory skills develop attention span increases

						<p>Make a hole and insert the safety pin in the card. Help them put on their shirt.</p> <p>Children get to hear their names in different styles; whispering, after clapping etc.</p> <p>Cleaning by children in the end.</p>	positive self-concept	improves eye hand coordination
2.	My body (Body Mapping)	Structured indoor	White chalk	-----	Sitting circle	<p>1) Ask a child to lie on the floor, facing the roof. Draw the boundary around him/her with the chalk. Now ask the kid to get up. After that, ask the children to see the outline drawn, carefully and name the parts of body that they can see.</p> <p>2) Once it is done, draw the parts within the outline of the body, like draw eyes and ask the children about it. Then draw other parts in similar way and continue the activity. Ask the children one by one to use any part of the body and name it.</p>	<p>Learning by observation</p> <p>Learning by doing</p>	<p>Develops self-awareness</p> <p>Self-confidence increases</p> <p>Gross motor development</p>
3.	My Family (Family tree)	Circle time/GD	-----	-----	Make the children sit in circle	The facilitator along with the teacher has to sit in the circle along with children. The children one by one would be asked to show the pictures of family members they have stuck on their family trees and talk about them. The family trees	Self-initiated activities of kids where they would talk out their feelings and emotions in a warm and	<p>Develops concept of family and self.</p> <p>Stimulates thinking.</p> <p>Self-expression and confidence increases.</p>

						need to be made with the help of class teacher in the activity class. These family trees are to be used by the Facilitator for conducting a Group Discussion on Family	permissive environment. Developmental interaction approach	Interaction in a group increase. Enabling Language Development.
4.	Dodge the ball with names	Structured outdoor game	Sponge ball	-----	Standing circle	Child has to throw the ball by saying, "I will throw the ball to, and then, "name of the child" and then throw. Then that child will catch the ball and in the same way will announce who he will throw the ball to? Try to ask "who is your friend?" so that the facilitator comes to know the affinity of the child with his/her peers.	Child learn through play	Stimulates thinking Children will learn their friend's names. Familiarity and attachment with environment Gross motor development
This particular activity can be done continuously for weeks or a month so that kids learn the names.								
Week 2: SELF & FAMILY								
Note: for parents to bring the decoration material for ME Book								
5.	Parcel by parcel	Circle time/free talk	Dafli, box, family pictures	Any kind of box	Make the children sit in circle	The helper will play dafli and the facilitator sitting in the circle along with children will pass the box among kids in a circle, until dahlia stops. The person having box in his/her hand will talk about his/her family,	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.

6.	“ME” Book Activity with Parents	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	Parents have to be informed one day prior to come for the activity ME book. They have to be given instructions to bring scrap book, any decorative material they want to bring along with them, covers, pictures of their child etc. The parents will take out their scrap books and will select any place in the class and sit on the floor along with their kids and all the decorative material they have brought with them. The kids will assist them in making their ME book. Any creative ideas would be welcome. <ul style="list-style-type: none"> • Parents say few lines about their children • Cleaning by children. 	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
7.	“ME” Book	Group discussion/free talk	“ME” Book	-----	Circle time	Children are asked to sit with their “ME” Books and one by one kids will be allowed to talk about their books and what all they have done and their experiences with mothers.	Developmental interaction approach. Autonomy and Initiation	Develops concept of family and self. To develop independence, aesthetic appreciation and creativity. Self- confidence.
Week 3 & 4:SELF EXPRESSION ANDINDEPENDENCE: PLANT								
Ask children to bring the old shoes in their home								

8.	Plants(PBL): (2 weeks)	PPT	Laptop or projector	-----	Facing the wall showing PPT	The children have to be shown PPT in which they will learn 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 want water and our love to grow	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
9.	Plants	Group Discussion	-----	-----	Circle time	Ask: what did we see yesterday? Discuss all the concepts related to trees which were shown in the PPT.	Developmental interaction approach	Enhances Wholistic development. Stimulates thinking. Self-expression. Develops recalling ability
10.	Growing plant in a shoe	outdoor activity (school garden)	Sprouts of beans, gram. Shoes which have been discarded, spade, water sprinkler, manure.	Put the beans in water 2 days prior and one day prior take them out and cover it with moist cloth and	Make the children sit in circle in the school garden	The facilitator has to sit in the center of the circle and has to show how to grow a plant. She has to remove 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 have to be made at equal spacing and one	ZPD, Construction of knowledge, Learning by doing, Hands on experience, Initiation and autonomy	For greater depth of understanding of the concept. Develop broader knowledge base. Allows Investigation, exploration and experimentation

				keep in open air. Sprouts will be ready the next day		sprout will be put in each. Now covering it with soil and pressing it nicely. The soil will be sprinkled with water. And left over in the garden. After watching the facilitator, the same exercise will be carried with each child. It would be kept there and watered by children till some plants grow. Photos will be clicked and then each student will be given his/her plant to take back at home and take care of it.		Enhances Wholistic development, Develops sense of individuality and self-worth and feel success. Enhancing responsibility. Develop sense of aesthetics and love for nature.
11.	“ME” book	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	Facilitator has to give the pictures of their plants to children and asks them to paste it in Me book and also to draw their favorite plant or flower in the book with crayons.	Learning by doing	Develops sense of pride and success. Self- expression. Stimulates thinking and creativity. Develops independence.
12*	Plants	Group Discussion	-----	-----	Circle time	The facilitator needs to encourage the children to share the experiences regarding PPT, plants grown, drawings done in Me Book. She has to discuss different concepts related to plants they have touched upon	Developmental interaction approach	Stimulates thinking. Self- expression Wholistic development.

						and also the drawings done in Me book.		
13.	Visit to the florist	Field visit	An observation notebook	-----	----- ----	Facilitator takes the children to a florist. The florist displays different colour flowers and makes a bouquet in front of them. Facilitator observe the kids, their behavior, their talks, listen to them.	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
14*	Out of the Basket	Free talk	Music Player	-----	Circle time	The facilitator has to keep the chits with names of children on them in the basket. Now the basket needs to be passed in the circle till the music plays. As the music stops, the child who has the basket picks one chit and read the name, if s/he is unable to then give it to the facilitator who reads the name. So, s/he will share the experiences regarding the field visit and their experiences.	Developmental interaction approach	Stimulates thinking. Wholistic development. Enhances Self - expression and interaction skills. Recalling the names of their friends. Enhances leadership skills.

Week 5:AESTHETIC APPRECIATION								
15.	Beautiful surroundings	1.A beautiful nature song video 2.Video on Nature Vocabulary	-----	-----	Make them sit in a semi-circle	The facilitator has to try 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. In the vocabulary the teacher and children repeat the word spoken in video to describe Nature.	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
For the above activity facilitator can also take the children in the school garden.								
16.	Nature (One chart paper)	Structured play for individual as well as group activity	A chart paper, crayons, colored papers, glue, bowl	Make a mountain, sun, river, land and sea on the chart paper with pencil. Now with various colour papers form many cuttings of trees, sun, mountains, boats, fishes, birds, hut and animals and put it in a bowl.	Circle time	Now the facilitator will have to place the chart paper with drawing in front of her in a circle. Facilitator has to show the drawing and make sure that they are aware of all the concepts of mountain, river, hut, boat etc. that is why the facilitator read the book earlier so that the children are aware of these concepts. Now the facilitator has to pass the bowl containing all the cuttings to every child and ask them to pick one by one. As the first child picks it up she must ask him/her to place it on chart paper. When s/he places it, facilitator has to put the glue and stick it, if it is right and leaves it	Learning by doing, hands on experience, Initiation and autonomy.	To develop aesthetic appreciation. To develop love for nature. To develop independence. Stimulates thinking. Enhance interaction, cooperation. Develop conflict resolution. Take on turns. Develops independence

						just like that if it is wrong, to come back to it later in the discussion. Then ask the next child to place the cutting.		
17.	I love Music	Playing rhymes: 1. Bits of paper 2. Rain rain	CD player	-----	Any how they want to	Facilitator has to first recite the line and ask children to repeat with her. After a little practice she can play the rhyme and ask children to sing. Facilitator has to enact the rhyme by picking up papers on the floor of classroom	Learning through music. Participate in their own learning. Initiation and autonomy.	Develops aesthetic sense. Develops belongingness to school(self-concept)

2. CULTURAL SENSITIVITY: (5 weeks)

4. Knowing India and the Culture
5. Imbibe Values in His/her Sociocultural Context
6. Develop Pride & Nationalism

(Take this theme in august, September)

Sr. No.	Name of activities	Kind of activity	Materials required	Method of preparation	Seating arrangement	Description	Learning principle behind the activity	Developmental objectives attained
Week 1 & 2: INDIA and CULTURE: Festivals								
1.*	Celebration of festivals	Indoor activity.	-----	-----	-----	Facilitator will be celebrating all the festivals with children throughout the year. If it is Diwali lighting of diva will be done in school. If it is Holi, children will be given	Learning by doing. Children are curious to learn. Children learn by observing	To Imbibe Values hidden in celebration of different festivals.

						colors to play with teachers and facilitator. Importance of the festivals like Rakhi and the story behind these festivals will be told to children. The values taught by these festivals will be transcended to children.	others behaviours and attitudes.	
2.	Celebration of festivals	Showing Videos of festivals playing (Colorful festivals of India by mango juniors) in AV room part 1 & 2	AV Room	-----	Semi-circle	Facilitator plays the video of festivals in which all the major festivals of India are shown and why and how they are celebrated is explained. The facilitator describes the festival then play it and then uses pause in between to discuss on things that are shown and then plays it again. In this way the cover the festivals in three phases. In first phase take Holi, Independence Day, maha shivratri, lohri and id. In second session take the revision of previous festivals and cover new ones; janmashtami and Christmas.	Children are curious to learn. Children learn by observing others behaviours and attitudes.	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 nation and people, protecting family members, honor etc.
3.	Celebration of festivals	Group Discussion while playing (Colorful festivals			AV Room		Learning by doing. Children are curious to learn. Children learn in cultural context	To Imbibe Values hidden in cultural context, in celebration of festivals like eid, maha shivratri,

		of India by mango juniors) in AV room						Independence Day & Holi,
Week 3: INDIA and CULTURE								
4.	Making National Flag	Art and Craft	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	Form two groups, one taken care by two caregivers. The rectangular cuttings of cardboard and chart paper, crayons, sticks n glue need to be placed in the center of the circle. Facilitator will draw the three equal spaced linings on the chart paper and a chakra in the center. Now children have to paste paper cuttings of colors saffron, blue and green in a sequence shown by the facilitator. Stick some fevicol on the matchsticks and on the back of white chart paper flag cuttings, stick them to each other and paste it on the cardboard cutting. The flag of India will be ready. Explain the meaning of every color to children in the flag. What it represents.	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.

5.	Group Discussion on Festivals	Final GD on festivals in circle time through Indoor game 'Passing by Passing'				Facilitator organizes 'passing by passing' game. Facilitator closes eyes & Plays dafli & pass a pouch in the circle. Stops after a little and opens eyes and the child holding pouch has to take part in discussion of festivals.	Learning by playing Children are curious to learn. Children learn in cultural context	To Imbibe Values hidden in cultural context, in celebration of festival
6.*	National anthem	Singing anthem	Tape recorder	-----	Semi-circle	Facilitator will talk about their national anthem, national song. The facilitator has to explain that they have to respect it and not move and stand straight while singing it. They will sing it along with facilitator.	Children learn by observing others behaviours and attitudes. Children are curious to learn.	To develop love and respect for the nation.
Week 4: Indian Values								
7	Story of Raju (Developed by Researcher)	Indoor activity	-----	-----	Make them sit in a circle.	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	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.

						how important it is for people and the country.		
8	Story telling of Shravan	Indoor activity	-----	-----	Circle time	Facilitator narrated the story of Shravan	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.
9	Incomplete story telling	Indoor/ Outdoor activity	-----	-----	Circle time	The Facilitator initially forms a plot of an Indian Happy Family (mother, father, son & daughter), whose son goes abroad to study. After forming a little base of the story ask children to complete the story.....	Children are curious to learn. Children are made to think logically step by step and made to complete the story.	To Imbibe the cultural Values of..... (Children will decide.)
Week 5: MY INDIA								
10	Map of India. Making huge India map and colouring with crayons (group work)	PB L /Art and craft	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	Make them sit in a circle, around the Indian map drawn and cut	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 divides India into 3 parts by drawing pencil line. The upper most part is colored saffron, the middle one blue and the lowest part green. So,	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.

				with pencil line.	by the facilitator	three groups are made accordingly. Each group colors one part of India. So, first group is given saffron colour crayons and are called to colour that part. Then 2 nd group is given blue colour and once the first group finishes they are called to sit around the map and colour the middle part. Once they are done the 3 rd group is called and is given green crayons to colour the lowest part.		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.
11.	Pasting festivals on Colored India Map	PB L- 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.		The facilitator brings picture depicting festivals. When teacher plays dafli they pass cushion, when dafli stops the child has to come, pick up the sticker and recognize festival and paste it. Facilitator gives them instruction that they have to paste it inside India and not outside. So, because of previous activity of the coloring Indian map they are aware where they have to paste. They feel high in confidence and independence	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. Self-confidence and independence

						when they paste it by themselves.		
WEEK 6: PRIDE AND NATIONALISM: INDIAN HEROES								
12	Indian Heroes	Allotting characters of Indian Heroes to children for Role play	Pictures of Indian Heroes	-----	Semi-circle	The Facilitator decides the roles of children i.e. who will play who? And who will speak what dialogue with children's consent. The facilitator introduces the Indian heroes like Buddha, Ashoka, Akbar, Maharana Pratap, Rani Laxmi Bai of Jhansi, Gandhiji, Subhash Chandra Bose, Bhagat Singh etc. and discuss the heroic deeds done by them. The facilitator also makes them speak the famous dialogues or lines they quoted. Children enjoy practicing the lines and are curious to see their pictures once the facilitator makes them those characters.	Learning through role play, imitation and repetition of Dialogues	To Imbibe the cultural Values. To develop pride and nationalism. To imbibe the values of peace, nonviolence, love for people.
	Indian Heroes (ME Book)	Pasting pictures of Indian Heroes in ME Book.	Pictures of Indian Heroes	-----	Classroom arrangement on table and chair	The facilitator gives the picture of Indian heroes to children one by one according to the roles decided in previous activity. The child playing the character of Gandhiji gets Gandhiji's picture to paste in the ME Book.	Children learn by observing. Children learn by hands on experience	To Imbibe the cultural Values. To develop pride and nationalism. To imbibe the values of peace, nonviolence, love for people.

3. AWARENESS AND MANAGEMENT OF FEELINGS: (6 weeks)

General objectives:

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

Sr. No	Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Description	Learning principle behind the activity	Developmental objectives attained
Week 1: KNOWING FEELINGS								
1.	“Dolly ki Story” (1 week)	Story telling through role play	Small banners of Feeling faces used in the situations	-----	Make them sit in a circle	<p>Facilitator has to read the story to the children, in between discussing the feelings.</p> <p>After discussing it with children, the facilitator will start selecting characters for role play and starts the practices. Enacting the whole social situation in “Dolly ki Story”</p> <p>1. Mother and father are fighting; dolly can hear them and is sad.</p> <p>2. Her grandmother comes and stops her parents from fighting and takes her in the garden. She becomes happy.</p> <p>3. She plucks the flower from the garden. The gardener gets angry and scolds her; she gets scared (fear). She starts crying.</p> <p>4. The gardener comes near her and explains that just as we break our</p>	<p>Provide opportunities to participate in their own learning. Child learns through play. Group activity is important. Provide opportunities to participate in their own learning. Child learns by observing</p>	<p>Enhances auditory skills. Social interaction increases. Holistic development Sensitizing children towards their and others feelings. Enhancing expression of feelings or emotions</p>

					<p>hand and feel pain, the plants and flowers also feel the pain when they are broken from their body.</p> <p>She empathizes with flower. The pain can be seen on her face.</p> <p>6. She watches her grandmother saying “hello” to a lady carrying baby. She watches her taking the baby from the lady. She feels jealous. And clutches her daadi calling her name again and again until she gives the baby back.</p> <p>5. She then sees the kulfi wala and jumps with excitement. She requests her grandmother to get her one.</p> <p>6. While eating she drops it on her shirt and feels embarrassed. She sees whether anyone is watching and quickly cleans it.</p> <p>7. she gets worried that she will get scolding</p> <p>8. but her grandmother calls her and cleans her affectionately(lovingly)</p> <p>9. Both come back home happily</p>	and imitating other people		
Week 2: IDENTIFYING AND UNDERSTANDING FEELINGS								
2.	Acting class	Role play	----- ---	-----	(semi-circle)	<p>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.</p> <p>Dialogues:</p>	<p>Child learn by observing another people behavior. Self-activity leads to learning</p>	<p>Identify and understand the feelings. Enhances expression of feelings or emotions</p>

						<p>1. "I am Tannu & I am happy! because it's my birthday"</p> <p>2. "I am Pia and I am proud because I helped an old uncle to walk"</p> <p>3. "I am Ria and I am embarrassed because my dress has got a hole in it"</p> <p>4. "I am Harsh and I am scared because it is dark in my room" etc.</p> <p>So, every child will enact different feelings like happiness, sad, angry, embarrassed, proud, scared, jealousy, curiosity, excited, lonely, empathy etc.</p>		
3.	GD on feeling faces while Making of "Feeling Spinning Kart"	GD/Art and craft	White chart papers and cardboard, half sticks, fevicol, crayons	Take one normal size card board 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	Circle Time	Facilitator first rotates the feeling faces to be pasted on "Feeling Spinning Kart" one by one in the circle, discussing about it, relating it with their real-life experiences at home & school. These feeling faces are of Happy, Sad, Lonely, Nervous, Proud, Love, Embarrassed, Angry/Mad, and Frustrated. This is done so that each one of them hold it and observe it, interact while watching it, share what they feel about it? Once this is over then they are called in pairs one by one to stick the faces on the feeling kart. One out of the pair puts fevicol at the back of feeling face and the other pastes it under the guidance of the facilitator. This gives them the feeling of	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

				<p>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.</p>		<p>accomplishment that they have made the feeling spinning kart.</p>		
4.	Coffee painting	Art and craft	<p>Drawing paper, pieces of wrapper, coffee, paint brushes, bowl</p>	<p>Draw and cut the Cuttings of animals, butterflies, birds,</p>	<p>Art & Craft room, Pairs in a circle</p>	<p>Facilitator arranges one bowl of coffee with little water between two children, they have to share the coffee colour. So, pairs are formed. Every child is given two feeling faces and a paint brush to paint the faces. So that they try and identify the feelings of the face while painting it on their own. Once bowl and paint brush are given they all get busy in exploring the bowl, the brushes etc. Facilitator mix the coffee with water and the children start painting the two feeling faces that they have.</p>	<p>Exploring and experimentation with coffee</p>	<p>Enhances creativity and imagination. Enhances self-confidence. Develop sense of individuality and self-worth and feel success. Develops understanding of feeling faces,</p>

								Enhances social relationship and problem solving
Week 3: IDENTIFYING, UNDERSTANDING & EXPRESSING FEELINGS								
5.	Narrating Krishna Stories	Story telling	“Krishna” story book, feeling face, mirror	-----	Circle time	Facilitator has to read the book “Krishna stories” for a week and with every day reading discuss the feelings that Krishna came across in different situations. For e.g. 1. When Yashoda maiya gave butter to Krishna. He felt very happy . 2. When Rakshasha took away the cows. Krishna was angry . Thus, in this way facilitator will ask related questions and discuss about different feelings like happiness, sad, angry, embarrassed, proud, scared, jealousy, curiosity, excited, lonely, empathy etc. by using feeling face.	Developmental interaction approach	Helps to know and identify the situations & feelings. To understand the feelings. Develops auditory skills. Understand cultural context.
6.	Identifying Feeling Faces of Krishna stories	Situation based	----- -		Circle time	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. E.g. Situation 1. Krishna ko jab butter mila to kaisa feel kara unhone? “Happy” Situation 2. Jab Krishna ne rakshasa ko mara to kaisa feel kara rakshas ne? “Angry”	Developmental interaction approach	Helps to know and identify the situations & feelings. To feel & understand the feelings. Develops auditory skills.

						<p>Situation 3. Fir jab Krishna bath kar rahe the river mei aur gopiyen clothes le kar bhaag gayi to kaisa feel kara. “Embarrass”</p> <p>Situation 4. Jab bahut saari barish aayi bahut zoro se to villager’s kya ho Gaye? “Scared”</p> <p>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”</p>		Learn to express the feelings. Understand cultural context.
7.	Spinning of Feeling Kart	Indoor Game	Spinning wheel made by children	Feeling Kart	Seated in their class arrangement.	Facilitator uses the Feeling spinning kart made by the facilitator and children. Facilitator one by one called children to spin the feeling kart and they have to tell about the feeling face on which spin stops and enact it. It helps the facilitator to find out to what extent the SEL has taken place among children?	Self-activity is important for learning. Provide opportunities to participate in their own learning. Learning by Playing, learning by observing, learning by acting	Identify feelings and able to enact them, Develops sense of individuality and self-worth and feel success. Enhancing expression of feelings or emotions
Week 4 & 5: ACCEPTING AND CONTROLLING FEELINGS								
8.	Accepting “no”	Situational stories	Flash cards/PT	-----	Circle time	Facilitator will begin by saying “hello children”, “have you felt sad, when your friend said “no” to you. Show some slides related to the situation of “no”.	Teacher acts as role model. Child learns by imitating	To learn to accept “no” without getting hurt.

						<p>Make the child believe that it is ok if your friend says “no”. s/he will still be your friend. You are strong you can take “no”. you can easily reply “it is ok”. 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 favourite thing, to anyone, but not every time. It is good to say “yes” and share.</p> <p>So, making children learn to accept others feeling.</p> <p>Use flash cards to show other situations or stories.</p> <p>2. “When your friend yelled at you”. You must have felt bad. Show the flash cards of the situation. How to accept the rudeness of a friend? Tell the child “it is ok” feeling bad is normal, but the person is your friend. You can forgive him/her. But on repeated display of such behavior you can let your friend know that you are unhappy.</p>	and observing.	<p>To accept others feelings. To control one’s feelings.</p> <p>To empathize with others situation.</p>
9.*	If someone says “NO” it is “OK”	Role play/ Acting class	----- -	-----	Semi-circle	<p>If I don’t give you my toy what will you say “it is ok”</p> <p>If I don’t give you my pen what will you say</p>	Child learns by imitating and observing their	To learn to accept “no” without getting hurt.

	(dealing with negativism)					<p>“it is ok” If I don’t give you my doll what will you say “it is ok” If I don’t give you your turn what will you say “it is ok” If I don’t give you my book what will you say “It is ok”.</p>	<p>teachers, parents and peers. Teachers should act as a role model. Through rewards, praise or reinforcements children can be taught good or bad.</p>	<p>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.</p>
10.	“If I say NO to you”	Singing rhymes	Recorded CD of the facilitator	-----	Semi-circle	<p>If I say no to you, will you be sad? No, I will not If I say no to you, will you be angry? No, I will not If I say no to you, will you cry? No, I will not If I say no to you, will you hit me? No, I will not If I say no to you, will you be hurt? No, I will not If I say no to you, will you understand? Yes, I will. BUT The best kid is one who says YES and share.</p>	<p>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.</p>	<p>To learn to accept and control their feelings, when they hear “no”. To learn to regulate their feelings. To deal with negativism.</p>

11.*	Mirror mirror	Make Believe	Hand mirror	-----	Make them sit in a circle	While reading the story book, Make use of hand mirror and hand it over in a circle. Give it to each child and ask them to make face or express feeling and name it like “I am sad” ...and discuss why the child is feeling sad or happy? Let the activity continue until all are done in a circle.	Hands on experience. Children are curious to learn. Learning through play	Helps to know and identify the feelings. Self-expression.
12*	Doctor doctor	Indoor structured play	Stethoscope	-----	circle	<p>Facilitator will ask the children “do they know who the doctor is?” Children will reply. Then facilitator will ask them “what does he carry” and “what does he do with that” children come up with different answers.</p> <p>Now the facilitator may call one of the teachers who does the role play of a doctor? She would enter wearing white coat and stethoscope in the neck. She will ask children how are you all? They will reply. Then she has to go near the facilitator and ask how you are? The doctor then will say, “let me check”. And they will enact the whole play about teacher saying that she is not well. She is feeling lonely and thus they will continue their conversation. Letting children know how they can express their feeling to the doctor.</p> <ul style="list-style-type: none"> Facilitator explains that this game will be played by them every day from now on and 	Child learn through play	Knowing and identifying feelings. In later stage the same activity will result in Understanding and expression of feelings.

						they have to tell how they feel and why?		
13.*	“If you are happy and you know it”	Dance and music	Feeling faces	-----	Semi-circle	Facilitator will play the audio of rhyme “If you are happy and you know it...clap your hands”. Facilitator will say the lines first and ask the children to repeat. Then show actions on it and then play the CD. This preparation will go on till they learn and imitate nicely.	Child learn through music and play. Group activity leads to socialization	Enhancing expression of feelings or emotions
	Certificate of Best Behaviour	award	----- ----	-----	circle	Given to those who exhibit good behavior in terms of all that they are being taught and how much they are observing and imitating.		
14.*	Ant and the cricket	Story telling	----- ----	-----	Circle time	It was summers and the day was very hot. There were thousands of ants who were creeping around in the wheat field looking for food and each one of them were picking up one particle at a time and taking it to their hill house. It was a very hard task being done by ants. There was a cricket in the fields too resting on an ear of wheat and was singing happily. He was watching ants and making fun of them, that they didn't know how to live life happily. They are just busy in doing hard work and missing all the fun. After a while winters came in and it became impossible for animals to	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.	Enhances auditory skills. To learn controlling and regulating their feelings. To learn to respect others feelings. Enhancing social interaction and communication.

					<p>come out in the cold. Ants had collected enough food for them to rest throughout the winters in their home but cricket began starving and was struggling hard to save his life. Then ants took pity on him and gave him food and saved him. He pledged never to make fun of anybody.</p> <p>Ants felt bad when he used to make fun of them but they never cared or stopped working and, in the end, they got the reward.</p> <p>Similarly, children “you need to control your Feelings and let things go, if someone makes fun of you” you accept it and say, “I don’t care” because this attitude will get him/her in trouble someday for sure.</p>		
Controlling anger has been included in problem solving							

4. BUILDING POSITIVE RELATIONSHIP (BT/W Peers, Teachers and Family members): (5 weeks)

General objectives:

5. Strengthen Relationship (Peers, Teachers & Family)
6. Share, Cooperate & Develop Friendship
7. Affection, Love, Care & Belongingness
8. Sensitive to Others & appreciate their Perspectives

S. No.	Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Description	Learning principle behind the activity	Developmental objectives attained
Week 1: STRENGTHEN RELATIONSHIP (PEERS, TEACHERS & FAMILY)-love and sharing								
1.	Art of dough	Art and craft	Wheat dough, eating/food colors, brushes	Make a dough of wheat flour, prepare the colors with eating colors and water added in it.	Form 2 groups around 2 tables	Children be greeted by hi five! The dough has to be placed in the 2-3 open bowls at the centre of the table. Use food colors to make different colors and place it on table in small plates or bowls. Let the children share the table space and also the dough and colors and show their creativity. Let them feel free, whether they want to colour the dough, or make shapes from it etc.	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).
2.	“Swatch” school	Outdoor activity	2 black poly bags	Label the two bags. One as eatable items and the other as non-eatable items.	free	Children be greeted by hi five! This activity will be conducted by the facilitator after the lunch. So that children will find lots of waste in the playground or garden area, to dump into poly bags. Facilitator should model it by picking up the papers, wrappers, dried leaves etc. Facilitator will inform children that they will put the garbage	Behaviors and attitudes develop in response to reinforcement, association and encouragement from the people around us, they learn	To enhance attachment to school. To strengthen relationship with peers and teacher. To develop habit of personal and social hygiene.

						into 2 labeled bags. One bag is for eatable items and the other is of non-eatable items. In this way they can 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 this way facilitator can explain the concept of swatch ghar, swatch school too. And the importance of cleaning	by observing and imitating.	
Week 2: FRIENDSHIP AND BONDING								
3.	Buddy project (1 week)	Role play	Streetscape, white coat, black coat, dress of police.	-----	Semi-circle	Facilitator will form pairs of children. Each pair will be given dialogues according to the type of pair they will form. Dialogues have to be given to their parents so that they can help the child learn about society and people. E.g. 1 st pair: doctor-patient 2. police-thief 3. teacher-student 4. baby-mommy 5.lawyer-client 6.helper-housewife 7. architect-client 8. bank manager-client 9. father-child etc.	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.
Week 3: INTERACTION AND COOPERATION								
4.	Making shops	Make believe	----- ----	-----	Make believe	The facilitator with the help of teachers opens two vegetable shops. The children were given	PBL, through which children can be taught	Self-expression. Enhance their motivation by the

						<p>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. Similar kind of shops can be opened for many things.</p>	<p>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 observing and imitating others. Participate in their own learning.</p>	<p>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. Cognitive development. Wholistic development.</p>
5.*	Making shops	Free talk	----- -	-----	Make them sit in a circle	Facilitator will ask the questions regarding vegetable and fruits shop to initiate the discussion and will hear what children have to say about the shops and shopping...	Autonomy and initiative	Self-expression, social interaction.

Week 4: SOCIAL AWARENESS AND HELP								
6	Photo album (3 days)	Group Discussion (circle time)	Take photos of various environment 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	Show the photograph and pose variety of questions to children written on the opposite side. These questions should be related to the photograph which children can answer by watching the photograph and imagining. e.g. 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 lead to the social values of love, care, help, share, cooperate, friendship, respect and observing rules etc.	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. Self-expression.
7.	Story time (lion & mouse)	Story telling	Flash cards	-----	Semi-circle	Through Flash cards the facilitator will enact "The lion and the mouse". Once there was a lion who was the king of the jungle. Everybody used to fear from him. One day he caught the mouse. He was about to eat him	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.

						<p>but mouse requested him not to eat him; he might be of some help to him in future. Lion laughed at him. “How could you being so small be of any use to me?” he said. But he let him go. One day the lion got caught in hunter’s net. He roared and asked for help but nobody came. Then the mouse heard his roar and he came and started cutting his net and sets lion free. Lion becomes very happy and hugs mouse and says “you are my true friend”</p> <p>Moral: True friends help each other.</p>		
8.	Animals run	Outdoor structured play	Chart paper, cardboard	Stickers of animals can be used e.g. Fox, lion, giraffe etc	Two circles	<p>The class is divided into two equal groups. Group 1; is named as different animals and the sticker of that animal picture is pasted on their chest. The same stickers of animals are given to the other group, group 2 randomly, and pasted on their backs after showing them what animal they are? Group 1 closes their eyes till then their pairs in Group 2 hide. Then Group 1 has to search their pairs when Dafli plays. Group 2 has to shout “help help”. Group 1 searches for their pairs and group 2 identifies.</p>	Children learn by play.	Gross motor development. Develop the social value of help. Cognitive development

						Facilitator shares the concept of saving animals.		
9.	Animals run 2	Outdoor structured play	Chart paper, cardboard	Stickers of animals e.g. Fox, lion, giraffe etc	Two circles	Divide the class into two equal groups. One group, (group 1) be named as different animals and the sticker of that animal picture is pasted on their chest. The same stickers of animals are given to the other group, group 2 randomly. The pictures are pasted on their chests after showing them what animal they are? Two parallel lines were drawn on the ground by Facilitator far apart from each other. Both the groups are asked to stand outside those lines. Group 1 and group 2 are asked to stand in a line outside those lines. Facilitator gives instruction that when she would say start! The group 2 will call for help and group 1 have to run and help their animal pair and bring it to Facilitator.	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
Week 5: SENSITIVE TO OTHERS FEELINGS AND APPRECIATE THEIR PERSPECTIVES (not hurting, empathetic and appreciation)								
10.	Photo album	GD	Photo album	-----	Circle Time	Use the same photo album again, to find out how to be sensitive to others feelings and appreciate their perspectives. Facilitator will discuss the feelings that can	Developmental interaction approach.	To Develop sensitivity to others feelings.

						be seen on faces of the characters in the album and how one can be sensitive to others feelings. You can recognize how the person is feeling by his face and feel the same pain or happiness.	Teacher acts as a role model.	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.
11.	Thank you and sorry	Imaginary situations	-----	-----	-----	Facilitator will show the different social situations on the slides where we use these two words “thank you” and “sorry”. For few situations the facilitator shows the reply but for the rest she starts asking children. Eg 1. If one of your friends is building a tower of blocks and you destroy it and she starts crying..... What will you say?	Behaviors and attitudes develop in response to reinforcement, association and encouragement from the people around us,	Identify and understand the feelings. Enhances expression of feelings. Stimulates thinking. Social awareness. To develop sensitivity to others feelings.

						<p>2. If it is your birthday and your friend give you a gift..... What will you say?</p> <p>3. If you don't have a place to sit in class and your friend gives you his own..... What will you say?</p> <p>4. If you push your friend hard and she falls down... What will you say?</p> <p>5. If it's raining and your father takes you in umbrella.... What will you say? Etc</p>	<p>Through rewards, praise or reinforcement s children can be taught good or bad. Child learns by observing another people behavior.</p>	
12.	Story of lion & fox	Story time	Story book	-----	Make them sit in a circle	Moral: those who try to hurt others get hurt themselves.	<p>Children learn by play. Children learn by observing others behaviours and attitudes.</p>	To be sensitive to others feelings.
13.	Appreciation certificate & stickers	Indoor/ outdoor	-----	-----	-----	<p>Facilitator notes down the good behaviours and keeping in mind those behaviours, develops the certificates for each and every child. Facilitator also sticks the stickers on children's hand whenever they do any act of goodness and appreciation. Facilitator declares the good behavior of the child in the class and have claps for them.</p>	<p>Behaviors and attitudes develop in response to reinforcement, association and encouragement from the people around us, Through rewards,</p>	To appreciate others, act.

							praise or reinforcement s children can be taught good or bad.	
--	--	--	--	--	--	--	---	--

5. DECISION MAKING, PROBLEM SOLVING & Creativity: (4 weeks)

General objectives

6. Strategies to deal with Negative Emotions (anger, aggression, fear, selfish)
7. Understand Situation (Good/Bad)
8. Problem solving in difficult situations and Make Ethically Right Decisions
9. Solution to daily Problems
10. Strategies to help creative thinking

DECISION MAKING, PROBLEM SOLVING & CREATIVITY

S. No.	Name of activities	Kind of activity	Materials required	Method of preparation	Class arrangement	Description	Learning principle behind the activity	Developmental Objectives attained
Week 1: STRATEGIES TO DEAL WITH ANGER								
1.	Chameleon Vs turtle	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	Semi-circle	Facilitator will show chameleon and explain its characteristics that its nature is that whenever it sees a problem or some threat it becomes red in colour (angry) and gives instant reaction and as a result gets identified easily and gets caught. But a turtle , when	Children learn by observing others behaviors and attitudes. Children are curious to learn.	To be able to deal with anger.

				one cardboard cutting.		it sees a problem it ducks its neck inside, think and then comes out with a solution, and thus does not get caught. So, the anger is the root of all problems. It can put you in trouble just like a chameleon, but if controlled like turtle you will get rescued. Explain the concept of colour: red(chameleon-anger), green(turtle-think)		
2.	Chameleon Vs turtle (Story telling of Ram & Sam)	Scripted story telling "Ram and Sam"	Using the flash cards of chameleon and turtle.	-----	Make them sit in a circle.	Execute the theme of Chameleon Vs. Turtle on Ram & Sam Story. Story: Ram see some hunters hunting a deer. He gets angry (red in colour) and without thinking comes in front of the hunters (just like chameleon) and shouts in anger that he will do a police complaint and get them caught. So, the hunters catch him and tie him to the tree in the jungle. Sam: see the hunters, he waits and starts thinking (just like 3 steps of turtle: problem-duck and think-come out with solution) so he takes out his mobile, calls his father and asks him to come with police. Police comes, catch the hunters and ram gets free.	Learning through play. Children learn by observing others behaviours and attitudes. Children are curious to learn.	To be able to deal with anger.

						<p>Moral: So, in the story ram acts like chameleon and is lost whereas sam acts like turtle and he wins and save ram's life.</p> <p>Questions: 1. what do you understand about the situation here?</p> <p>2. Was it a bad situation or good?</p> <p>3. Which decision was ethically correct? Explain the concept of ethic.</p> <p>4. Which solution was better?</p> <p>These questions will be discussed with every child and the response will be put in the portfolios.</p>		
3.	Chameleon Vs turtle: ME Book colouring	Art and Craft	Crayons and ME Book	-----	Anyw here they feel comfortable.	Facilitator will paste the Chameleon and Turtle figures in ME Book of children. Facilitator then ask children to open that and ask them to colour chameleon and turtle with crayons.	Children construct their own knowledge.	To understand whether they have got the concept of Chameleon vs. Turtle or not?
4.	Chameleon Vs turtle (Making turtle)	Art and Craft	Green colour and florescent orange chart paper.	Facilitator makes circles out of green chart paper and cut it out. F makes small leg cuttings and small circle	Make them sit in a circle.	The Facilitator gets the body cuttings of turtle made from green chart paper and head and 4 legs from orange chart paper. Now the children paste the orange color legs and head cuttings on green colour body to make a turtle. The facilitator and	Hands on experience. Children participate in their own learning. Children are curious to learn.	To make them understand the concept of chameleon vs. turtle. To make them understand the concept of anger

				from orange paper		teacher both helps the children in making turtle. Red colour chameleon and green colour turtle. Red for anger and green for solution. Children should know that concept.	Children construct their own knowledge.	vs clever thinking.
Week 2: DEALING WITH (FEAR, SELFISHNESS AND AGGRESSION)								
5.	Story telling: 3 stories, each of fear, selfishness and aggression	Indoor activity	Story book	-----	Make them sit in a circle.	First story (not to fear): the brave kids Second story (not to be selfish): story of Ram & sam Third story (aggression): pitcher and bowl (cover in three different sessions)	Children are curious to learn.	To deal with negative emotions. To make them understand that fear, selfishness and aggression are not good. To make the children think of solution in tough/problematic situations
6.	Slide presentation and GD	PPT and discussion on the three concepts aggression Vs polite,	Laptop or projector	Slide of all 6 situations.	Facing the PPT.	Slides of 2 situations have to be shown, one being aggressive and the other being polite. Similarly, one being selfish and the other not being selfish. 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	Children are curious to learn. Children learn by observing others behaviors 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.

		Selfish Vs selfless, Fear Vs Brave				being non-jealous, brave and selfless is a win-win situation.		To deal with negative emotions.
Week 3: “PROBLEM SOLVING IN DIFFICULT SITUATIONS” AND “MAKING RIGHT DECISIONS”								
7.	Ribbon play	Outdoor or structured activity	One long ribbon.	-----	Make them stand in a circle.	Make the children stand in a circle and take one end of the ribbon and ask the first child to hold it, then ask all the other children to hold it one by one reaching to the other end. Now facilitator will have to take the child with one end of rope and bend and enter in between any child and continues to do it till a complex web is formed. Now the facilitator has to ask the child with the other end of the rope to open the loop. Children have lot of fun and do the thinking.	Learning through play.	To develop the thinking ability
8.	Problem solving in difficult situations	PPT and pictures	Slides of situations: 1. Your friend didn't include you in play?	-----	Semi-circle Facing the projector or laptop	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	Developmental interaction approach. Children learn by observing others behaviors and attitudes.	To develop the thinking ability. To understand the situation and make right decisions. To be able to resolve a difficult situation.

			2. When your friend snatched toy from your hand?			children and told them what was right.	Children construct their own knowledge.	Cognitive development. Enhance Problem solving ability
9.*	Photo album	Situational photos of challenging tasks	Photo album	Take the photos of these situations and make an album with few questions related to the situation.	Make them sit in a circle	<p>You missed the train and it starts running. (How will you feel? what will you do?)</p> <ul style="list-style-type: none"> • Rain water has entered your house and destroyed your furniture. (How will you feel? What will you do?) • Friend gets sick while playing. (How will you feel? What will you do?) • When you come back from school and there is no one at home. (How will you feel and what will you do?) • If no one comes to pick you up at school. (How will you feel and what will you do?) etc. 	Developmental interaction approach. Children are curious to learn. 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. Enhance Problem solving ability.
Week 4: SOLUTION TO DAILY PROBLEMS AND CREATIVE THINKING								

10.	Think for solution	PPT	slides	-----	Facing the PPT	<p>The Facilitator sticks the pictures of daily solutions (pictures) on the board, doors etc. so that children can see it daily. Every day one by one keeps the finger on the picture depicting a situation and put it in the form of Question to the children i.e what they will do in a particular situation? The answers are these solutions which children start giving with repetition.</p> <ol style="list-style-type: none"> 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 <p>Make the children understand these solutions through stories.</p>	<p>Developmental interaction approach. Children are curious to learn. Children learn by observing others behaviors and attitudes.</p>	<p>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</p>
11.	creative thinking: Creativity in Triangle	Indoor structured activity: Incomplete sketch	ME Book	-----	Anywhere in the class	<p>Draw a triangle in ME Book and ask them to complete it.</p>	<p>Imagination is important. Fantasy is integral.</p>	<p>To enhance creative thinking.</p>

		ing or drawing						
12.	creative thinking: Creativity in Circle & triangle	Indoor structured activity: Incomplete sketching or drawing	ME Book	-----	Anyw here in the class	Draw a circle and a triangle attached together, see what creative ideas children apply to it.	Imagination is important. Fantasy is integral.	To enhance creative thinking.
13.	creative thinking: Creativity out of a Drop	Indoor structured activity: Incomplete sketching or drawings	ME Book	-----	Anyw here in the class	Draw a big drop in my book and ask them to complete	Imagination is important. Fantasy is integral.	To enhance creative thinking.
14.	Me Book activity for creativity (Decoratio n of Christmas tree with	Art & Craft	Chocolate wrappers of different kinds, silver, gold printed.	Facilitator gives various shapes to the cuttings of wrappers making balls, lanterns, hangings etc.	Anyw here in class on floor	Facilitator gives the activity in pairs to develop bonding and social relationship, facilitator explains the concept of sharing and purposely keeps just one bowl of Chocolate wrappers in between 2 children to enhance sharing, cooperation, and help.	Learning by doing Children are curious to learn. Children learn in cultural context	Develop creativity Develop cultural sensitivity Develops sharing, bonding

	Chocolate wrappers)			so children can play with their creativity while putting them on the Christmas tree.		Facilitator pairs them in such a way that maximum output comes out of them in terms of activity. They are free to use their creativity to decorate the tree.		
--	---------------------	--	--	--	--	--	--	--

*These are the activities that were conducted within SELP but were not documented in Data Analysis due to the lack of evidence as these were conducted when the camera arrangement was missing.

APPENDIX 2.2

Behavioural indicators observed in Children on Impletmentation of SELP

Dimensions of SELP Student Code	Self-Concept	Cultural Sensitivity	Awareness and Management of Feelings	Relationship among peers, parents and teachers	Problem Solving and Decision making and Creativity
S1	Self-Awareness(Abilities, body parts, name, School), curious, Explorative, Enthusiastic , Aesthetic, Clear concept of nature, love for music	imitation, knowledge of festivals, good listener, joy, initiate to participate, active involvement in GD, cognitive development, identifies material culture	Inquisitive to know different feeling face, enact different feeling faces, sensitized towards accepting NO, understood not to fight and remembered it, enacted feelings of anger and embarrassment	Social awareness- feelings of happiness, good bonding, cooperation and collaboration in a pair activity- winning,	understands the meaning of bravery, consults teacher to resolve problem, avoids conflict, understanding to solve daily problem, creative
S2	Self-awareness(Name, class, school),Shy, , attention seeker, vulnerable to social concept of self, Understandi	knowledge of festival, culturally appropriate behavior seen, good listener	inquisitive to know different feeling face, enact different feeling faces, feeling of success and accomplishment, identifies anger and scared face, sensitized towards accepting NO, enacted feelings of anger and embarrassment	social awareness- identify grocery store, celebration of Diwali and means of transportation, good bonding, cooperation and collaboration in a pair activity, use words like thank you, sorry and excuse me	understanding to solve daily problem, avoiding conflict and get teacher to resolve conflicts

	ng concepts of nature				
S3	Self-Awareness(name, school, family),high self-concept(Knows abilities and preferences, confident), inquisitive, observant, explorative, understanding concept of nature	Cognitive, high cultural sensitization , knowledge of festivals, takes initiator, motivated in role plays of Indian historic leaders, imbibe cultural value, active involvement in GD, learnt the moral of stories	feeling of success and accomplishment, identifies and understands feelings- anger and fear in situations, enact different feeling faces, identified themselves with the situation on home alone and related feelings , enacted feelings of anger and embarrassment	Active participation, good bonding and acting with pair partner, most of the correct responses in social awareness activity especially on social roles and relationships of people, shares real life experiences with facilitator	creative, understanding to solve daily problem
S4	Self-awareness(name, family) Not particular about preferences, understanding concept	Cultural awareness-prayer, festivals, imitation, follow rules of classroom, identifies	sensitized towards accepting NO, identifies and understands feelings- happy, lonely, enact different feeling faces-scared, identifies one's nervousness, learnt the strategy of saying it is ok,	Active participation, good performance and bonding in role play with pair partner, motivated her pair to respond in role play, social awareness-identifying the actions and behavior of the characters in the picture, resolve own problem, understands the value	Understanding to solve daily problem, recapitulates thinking taught by facilitator in problem situation and asserts the role of turtle, knows meaning of brave and enacts, understands the concepts of bravery to solve problem, successfully resolved the ribbon loop, chose to call

	of nature, expressive	material culture	enacted feelings of anger and embarrassment	of helping parents, correct responses to most of the social awareness activity based on social roles and relationships.	teacher to resolve conflict and avoidance for conflict.
S5	Self-awareness(family, self) expressive, leader, curious and inquisitive, independent, out of the box thinker	Love for story listening,	sensitized towards accepting NO, enacting feeling- embarrassment, enact different feeling faces, confession on one's nervous in competition, displayed high self-esteem in his conversations in comparison with other classmate, identified themselves with the situation on home alone and related feelings, enacted feelings of anger and embarrassment	Responsible, attachment with facilitator, understands the value of helping parents and father helping mother, recognizes one's own good behavior and shares with facilitator, peer recognized the student's helping nature	Creative, understanding to solve daily problem, imaginative talks in the story, learns the moral of the story, successfully resolved the ribbon loop,
S6	Low concentration, low awareness about self and family, restless, aesthetic appreciation of nature, social self is affected	-	sensitized towards accepting NO, enact different feeling faces, unable to identify feeling faces, enacted feelings of anger and embarrassment	quite, says sorry to classmates when committed mistake, good bonding with the pair	Understanding to solve daily problem, decorates Christmas beautifully, recapitulates thinking taught by facilitator in problem situation, chooses to get angry when denied. Not pro social in resolving conflicts, identifies oneself to driver role

S7	Low self-awareness	identify one festival	enact different feeling faces, enacted feelings of anger and embarrassment, high sensitized for feelings of empathy, and sympathy related to plants, great role immersion	good role play of thief- can connect to the roles well, social awareness- identifies the modes of transportation, bonding seen with the pair, misconduct reduced, indiscipline seen reduced in the classroom	chose to hit friend if denied, and cry, not pro social behavior in resolving conflict, creative
S8	Low self-awareness, attention seeker, known preferences, seeking for belongingness, less concentration, strong idea on becoming an officer only.	imaginary play	feeling of success and accomplishment, enact different feeling faces, enacted feelings of anger and embarrassment, expressive	Social awareness- identifies her role as taking care of sibling, accepts helping her parents, recognizes the roles of parents- father doesn't help mother,	Understanding to solve daily problem, complaining and not resolve problems, had fear for fish and then reduced after the activity.
S9	Inquisitive, carefree, knows preferences, aggressive, love dance, understanding the concepts of nature	imitation, imaginary play like doctor, imbibe cultural values, learnt the moral of stories, misconduct	shows misconduct, feeling of success and accomplishment, enacted feelings of anger and embarrassment, reduced misconduct in later activity	shows empathy, attached to only one peer, good performance in the role play of housewife, celebrates the success of her peer joyfully, help mother by taking care of siblings, resolves problem for her friend to make her win- empathetic, good bonding, cooperation and collaboration in a pair activity	misconduct was reduced in activity,

S10	Self-awareness(family), not explorative	Cultural awareness-festival, sensitized, social awareness, identifies material culture, learns better through stories, active involvement in GD	sensitized towards accepting NO, enacted feelings of anger and embarrassment, attention seeking behavior, lying behavior at times, enacts happy face, understood not to fight and remembered it.	social awareness- regarding festivals, shopping store, family, recognizes his father helping her mother, says sorry to peer	Understanding to solve daily problem, understood the meaning of bravery, decides to play a role of driver, chose to snatch toys when denied, and chose to shake hands in other activity.
S11	Self-Awareness(family) Low eye hand coordination , expressive, independent , knows preferences, investigative, fear of new place, understanding concept of nature	culturally sensitized-various national and religious festivals, active involvement in GD	sensitized towards accepting NO, enact different feeling faces, unable to identify feeling faces, enacted feelings of anger and embarrassment, enacted feelings of scared and sad faces, identified themselves with the situation on home alone and related feelings	Attachment with facilitator and helps facilitator, she comforted her peer when she was crying,	understanding to solve daily problem, recapitulates thinking taught by facilitator in problem situation, pro social in resolving conflict as she chooses to talk to her classmates, appreciates her partner in pair activity
S12	Self-awareness(name, friends)expl	awareness on festivals, imaginary play	quite, sensitized towards accepting NO, enact different feeling faces, enacted feelings of anger	helping parents , helping other peers in activity- lace ties of friends	understanding to solve daily problem, she understands the moral of the story and give relevant response, successfully

	orative, understandi ng about nature		and embarrassment, identified themselves with the situation on home alone and related feelings- expresses that she doesn't cry		resolved the ribbon loop activity, pro social in resolving conflict and chose to convince the classmates to solve conflict, creative
S13	Self- awareness(f amily, name, friend) curious, Independent , high self- concept, exploratory, experimenti ng, clear understandi ng of nature, out of box		sensitized towards accepting NO, enact different feeling faces, enacted feelings of anger and embarrassment, misconduct, identifies angry face, understood the moral and strategies to deal with anger from a chameleon v/s turtle technique, learnt the strategy of saying it is ok,	cries when teacher corrects, considers only the words and advice of parents, social awareness- recognizes shopping store, cricket game and thinking behavior, identifies helping behavior of parents to each other, uses words of etiquettes	best responses to solve daily problems, had understood the strategy to control anger and knew to deal with anger in problem situation(ram & sam), creative
S14	Exploring the environment	Culturally sensitized, culturally relevant behaviors seen	anxiety , sensitized towards accepting NO, enact different feeling faces, enacted feelings of anger and embarrassment , identified feeling face of lonely	Attachment with facilitator, speaks less, conflict with activity pair, good bonding, cooperation and collaboration in a pair activity- winning, reduction in anxiety and disturbing classroom and developed concentration in activities	understanding to solve daily problem, understood the meaning of brave, successfully resolved ribbon loop activity, chose to resolve conflict by getting angry and choosing avoidance, creative, calm work in pair activity

S15	Self-awareness(name, family, friends)Good eye hand coordinator understanding of nature	Culturally sensitized, active involvement in GD, imitation, involved and excited in culturally related story telling	sensitized towards accepting NO, feeling of success and accomplishment, enact different feeling faces, enacted feelings of anger, sad, lonely and embarrassment, involved in imaginary play, recognizes lonely face, displayed behavior of accepting NO, learnt the strategy of saying it is ok	friendly, comforted a peer who was bullied by others	smart problem solving technique(I card), understanding to solve daily problem, successfully resolved ribbon loop activity, chose to avoid the conflict and in other situation chose to shake hand- pro social and avoidance, creative
S16	Self-awareness(name, family, friend)Good eye hand coordination , knows preferences, strong decision making, understanding concept of nature, aesthetic appreciation of nature	Social awareness and culturally sensitized-festival, cultural value inculcation, learnt the moral of stories. Inclined to play the role of Indian heroes	conflict with one classmate, sensitized towards accepting NO, enact different feeling faces, enacted feelings of anger and embarrassment, understood not to fight and remembered it, identifies, understands and express sadness, identify anger	love for facilitator, helps parents, recalls the technique of controlling anger through a story, social awareness- identifies laptop, prayers, grandparents, cricket games, good bonding, cooperation and collaboration in a pair activity, sensitive to others, appreciates other perspectives	understanding to solve daily problem, had understood the strategy to control anger and knew to deal with anger in problem situation(ram & sam), identifies oneself to driver role, resolves conflict by avoiding, cognitive ability, imaginative talks during the story, understands moral of story(dealing with aggression), helping peer to resolve ribbon loop, chose to avoid the conflict and in other situation chose to shake hand- pro social and avoidance, creative
S17	Knows her preferences,		resolves conflict, enacted feelings of anger and embarrassment, unable to recognize happy face	Quite, sharing, love and affection for one classmate	Discontinued School

S18	Low self-awareness, no understanding of nature concept	cultural sensitized, involved in group work under this dimension	enacted feelings of anger and embarrassment	Sleeping	chose to call teacher to resolve the conflict
-----	--	--	---	----------	---

APPENDIX 2.3

CODING FOR THE PRESCHOOLERS IN DATA ANALYSIS

Sr. No.	Names of Preschoolers	Coding
1	Ashi Soni	S1
2	Ayan Sinh	S2
3	Ayana Parikh	S3
4	Diya Patel	S4
5	Dhairya Shah	S5
6	Dev Parlikar	S6
7	Devansh Meena	S7
8	Devanshi Meena	S8
9	Joycee Patel	S9
10	Om Sharma	S10
11	Pranshi Patel	S11
12	Swara Chauhan	S12
13	Samar Kaushik	S13
14	Tanishka Meena	S14
15	Vaishvi Shah	S15
16	Vidhi Desai	S16
17	Tweesha Sharma	S17
18	Yashashvi Kahar	S18

CONTENT USED IN SELP

APPENDIX 3.1

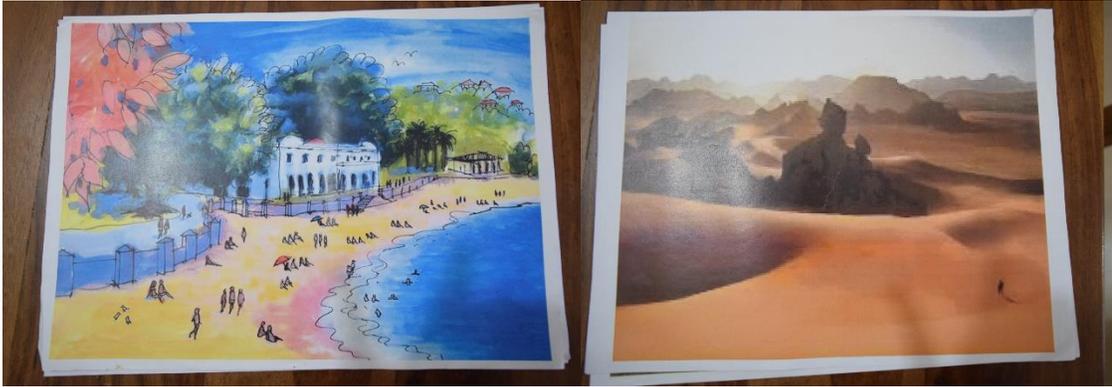
(For activity 5.2.1.1)



APPENDIX 3.2

(For activity 5.2.1.1)

PICTURES USED TO INTRODUCE DIFFERENT NATURE CONCEPTS



APPENDIX 3.3

(For activity 5.2.3.1)

SCRIPT OF DOLLY KI STORY

1. Mother and father were fighting; dolly could hear them and was **sad**.
2. Her grandmother came and stopped her parents from fighting and took her in the garden. She became **happy**.
3. She plucked the flower from the garden. The gardener got **angry** and scolded her; she got scared (**fear**). She started crying.
4. The gardener came near her and explained that just as we break our hand and feel pain, the plants and flowers also feel the pain when they are broken from their body. She **empathized** with flower. The pain could be seen on her face.
6. She watched her grandmother saying “hello” to a lady carrying baby. She watched her taking the baby from the lady. She felt **jealous**. And clutched her daadi calling her name again and again until she gave the baby back.
5. She then saw the kulfi wala and jumped with **excitement**. She requested her grandmother to get her one.
6. While eating she dropped it on her shirt and felt **embarrassed**. She saw whether anyone was watching and quickly cleaned it.
7. She got worried that she will get **scolding**
8. But her grandmother called her and cleaned her **affectionately (lovingly)**
9. Both come back home **happily**.

APPENDIX 3.4

(For activity 5.2.4.5/5.2.4.9)

SOCIAL AWARENESS ALBUM

Family watching Television



Women Praying



Farmers of India



People Using Transportation



Shopping in a Store



Diwali Celebration



APPENDIX 3.5

(For activity 5.2.4.5/5.2.4.9)

QUESTIONS FRAMED FOR PRESCHOOLERS REGARDING SOCIAL AWARENESS ALBUM

Picture-1 Family watching Television

1. What can you see?
2. Where is the small baby?
3. The small baby is with whom?
4. What is he doing?
5. This is called **Family**.
6. Where is the Remote?
7. How is uncle feeling?
8. Is there any child in the family?
9. What is he doing?

Values taught: Family bond (Togetherness), Observing Rule.

Picture-2 Indian Farmers

1. What do you see?
2. Do you see a bullock cart?
3. Who is behind the cart?
4. Is woman helping?

Values taught: Helping, Work hard.

1. What do you see?
2. Are they helping each other?
3. What are these women wearing?
4. Where are they working?
5. What are they doing?

Values taught: Cooperate, Help-work together

Picture-3 People using Transportation

1. What can you see?
2. What are these people doing?
3. Are they carrying anything?
4. What do they carry in the bags?
5. What do you see on their faces?

Values: Rules of serving.

Picture-4 People celebrating Diwali

1. What do you see in first picture?
2. What are they doing sitting in a circle?
3. How do you light diya?
4. What do you see in the second picture?
5. The family is celebrating Diwali by burning Crackers.

6. How they are feeling?

Picture-5 Shopping in a Store

1. What do you see?
2. What is mother feeling in the picture?
3. How many kids are there? What are they doing?
4. What do you find in a Grocery Store?
5. PIC-3 People using Transportation

Picture-6 Sharing warm moments with grandparents

1. What do you see in first picture?
 2. What are girls doing?
 3. How do they feel when grandfather is reading book to them?
 4. What do you see in second picture?
 5. How is grandmother feeling?
 6. What do you see in Thali?
 7. How is child feeling?
- Value: Love, Care, Help, Respect.

Picture-7 family having dinner

1. What do you see?
 2. Where do they eat?
 3. What all is there on table?
 4. How are they feeling?
 5. What are they wearing?
 6. What is aunty in blue clothes doing?
 7. Who cooks food?
- Value: Love, care, helping, Observing Rule (of eating together), Cooperate.

Picture-8 Children playing in the ground

1. What do you see?
2. Where are they playing?
3. How is the boy feeling while taking run?

Picture-9 Woman praying

1. What do you see?
2. When do we pray?
3. Why do we pray?

Picture-10 Family Cooking in Kitchen

1. What do you see?
 2. What are children doing?
 3. What are parents doing?
 4. Which place is this?
 5. What is aunty doing in while?
- Value: Help parents

APPENDIX 3.6

(For activity 5.2.4.12)

CERTIFICATES OF APPRECIATION



Super Friend Award

This certificate is to certify that _____ is a **Super Friend!!**
Today, _____ used his words to ask _____ nicely for a turn
on the swing. When he was done swinging, he asked _____
if she wanted another turn and then helped to push her.
At circle time, he gave his friend _____ a compliment!
YAY _____!!

What a Super Friend you are!!

Give yourself a pat on the back!!

Signed by: Miss Deepika & Miss Varsha

Date: July 7, 2015



Super Friend Award

This certificate is to certify that _____ is a **Super Friend!!**
Today, _____ used his words to ask _____ nicely for a turn
on the swing. When he was done swinging, he asked _____
if she wanted another turn and then helped to push her.
At circle time, he gave his friend _____ a compliment!
YAY _____!!

What a Super Friend you are!!

Give yourself a pat on the back!!

Signed by: Miss Deepika & Miss Varsha
Date: July 7, 2015



Super Friend Award

This certificate is to certify that PRANSHI is a **Super Friend!!**
Today, PRANSHI used her words to make NAMAN feel better. She was on
his side asking her not to cry and talking to her and trying to make him
happy.

YAY PRANSHI!!

What a Super Friend you are!!

Give yourself a pat on the back!!

Signed by: Miss Deepika & Miss Varsha

Date: March, 26th, 2015



Well Behaved Award

This certificate is to certify that _____ is a Very Good girl/boy!!
Today, _____ used his/her words **THANK YOU!** when s/he shared
his/her eraser with _____. S/he also said **THANK YOU!** When
_____ gave sweets/toys to him/her. S/he made _____ feel happy.
YAY Ayan!!

What a well behaved girl/boy you are!!

Give yourself a pat on the back!!

Signed by: Miss Deepika & Miss Varsha
Date: July 7, 2015



Well Behaved Award

This certificate is to certify that _____ is a Very Good girl/boy!!
Today, _____ used his/her words **SORRY** because s/he pushed _____
when they were going in a line or snatched his/her toy. S/he came to him/her
and shake hands with _____ feeling bad about his/her mistake.
YAY PRANSHI!!

What a well behaved girl/boy you are!!

Give yourself a pat on the back!!

Signed by: Miss Deepika & Miss Varsha

Date: July 7, 2015

APPENDIX 3.7

(Three concepts aggression Vs polite, Selfish Vs selfless, Fear Vs Brave: For activity 5.2.5.8)





APPENDIX 3.8

(For activity 5.2.5.10)

PROBLEM SOLVING & MAKING RIGHT DECISIONS



Negative Behaviours



Positive solutions to a Problem



APPENDIX 3.9

CHILDRENS' 'ME-BOOK' ACTIVITIES



APPENDIX 4.2

ANNUAL PERFORMANCE OF JUNIOR K.G. A ON SEL

1. We will start the class presentation with the introduction of children by themselves.

Special characteristics and abilities observed among preschoolers, were framed in the form of sentence by the researcher and the preschoolers were trained to speak their characteristics while introducing themselves in Annual Presentation (AP).

I am Aashi Vishal Soni and I am a great listener and observer	I am Ayaan Sinh and I maintain discipline
I am Priyanshu Shirke and I attract others	I am Yashshvi Kahar and I am a groupie, I adjust so well
I am Vidhi Desai and I am a soft-hearted girl and good at description	I am Vaishvi Dhaval Shah and I am a strong and independent girl
I am Tanishka Meena and I am a fantasy girl	I am Samar Kaushik and I am not angry anymore
I am Swara Sachin Chauhan and I help others and I am a good dancer too	I am Om Sharma and I am very good at description
I am Devansh Meena and I am so energetic	I am Joyacy Patel and I am full of love and life
I am Devayanshi Meena and I am very emotional	I am Dev Parlikar and I love peace and nature
I am Diya Patel and I am lovable and full of talent	I am Dhairya Swapnil Shah and I am creative thinker
I am Ayana Pareekh and I am a leader	I am Pranshi Patel and I feel for others

2. After their brief introduction, they will stand in a line and sing 'Vande Maatram' and in the end will say the slogan that they have been practicing with the researcher, "my INDIA my country"

3. Story: Chameleon Vs Turtle

DON'T BE RED BE GREEN.....DON'T BE ANGRY, BE HAPPY. "JO GHUSSA KARTA HAI WO AKELA REH JATA HAI"

Characters played (Chameleon (Samar), Turtle (Ayana), Duck (Pranshi), Swan (Vidhi)

STORY:

Turtle: gives chocolate to duck and swan saying, "It's my happy birth day" "take some chocolates"

Duck & Swan: "thank you, happy birthday"

Chameleon: (watching in anger) "You are not my friend". "don't talk to me".

Chameleon: (hits duck and swan. His color changes from red to green)

Duck and swan: shout, "help" and they run away

Turtle: "stop chameleon stop"

Chameleon: "go away I don't want to see you"

Turtle: (falls down and starts crying.... then anger starts to roll on him)

"No, I will not be angry. I am not like chameleon.

Turtle: he tucks his head inside, counts "1, 2, 3...." with deep breaths and thinks...and comes out with an idea. "Idea.... i will go and talk to chameleon"

He goes to chameleon

Chameleon: "Why have you come here?"

Turtle: "Chameleon, listen to me. ""You are all alone because of your anger."

"Leave anger and be my friend again."

Chameleon: (changes his color from red to green again.) "I am sorry my friend" I know now that anger is bad"

"I will never be angry." "If I am angry I will become TURTLE."

Turtle & chameleon: Hug each other and become friends again.

PROBLEM SOLVING: If you are angry then follow the TURTLE TECHNIQUE and you will lose anger.

4. Children sing Rhyme developed by researcher for expression of feelings:

When u r happy and u know it clap urn hands (2),

If u r happy n u knows it n u really want to show it, if u r happy n u knows it clap urn hands.

If u r lonely and u know it, talk to ur friends (2), if u r lonely n u knows it n u don't want be it, if u r lonely n u knows it talk to ur friends.

If u r embarrassed and u know it, then say it is OK.

If u r sad and u know it, then let it out

If u r angry and u know it, count 1,2,3

If u r frustrated and u know it, do some drawing

If u r proud and u know it, say hurray

If u r loved and u know it, then clap ur hands

5. Power point Presentation by Diya, Joyce, Ashi and Vaishvi on enhancing relationships

- DON'T BE RUDE, BE POLITE
- DON'T SHOUT, BE POLITE
- WE ARE NOT ANIMALS, WE ARE HUMAN BEINGS
- DON'T BE SELFISH, HELP OTHERS
- DON'T FEAR, BE BRAVE

6. Showing ME BOOKS

7. Distribution of the Socio-Emotional Status Scale

APPENDIX 4.3

ANNUAL PRESENTATION OF INTERVENTION



APPENDIX 5.1**TIME TABLE- MY APPLE SCHOOL (2015-16)**

Time	8.00-8.30	8.30-9.00	9.00-9.30	9.30-10.00	10.00-10.30	10.30-12.00
Days						
Monday	Assembly	Maths	English	EVS	Lunch Break	SELP along with other school subjects
Tuesday		Maths	Hindi	EVS		
Wednesday		Maths	English	EVS		
Thursday		Maths	Hindi	EVS		
Friday		Art & Craft/Sports Day				
Saturday	Holiday					

APPENDIX 5.2

LIST OF SCHOOL SELECTED FOR PILOT RESEARCH

Sr. No.	School Code	Name of Schools
1	School A	Mothers School
2	School B	Ambe Vidhyalaya (GSEB)
3	School C	Tree House School (CBSE)
4	School D	Gujarat Public School (GSEB)
5		Gujarat Public School (CBSE)
6	School E	Tender Feet Academy (St. Kabir's' School)
7	School F	KIDZEE
8	School G	Jeevan Sadhana
9	School H	Chetan BalWaadi

APPENDIX 6.1

LETTER FROM COUNSELLOR

TO WHOM SO EVER IT MAY CONCERN

This letter is to confirm that Ms. Deepika Rajawat had invited me for two days observation to My Apple School's Jr. K.G. A class. She implemented Socio-emotional Learning Programme on preschoolers for one academic year and before implementing it wanted to be thorough with information regarding children's' development. On observation there were no special cases found in the class. There was just one child with developmental delays in speech. It was found that the child was already attending speech therapy classes.

I wish her luck for further research.

Warm Wishes



Janki Jhala

Child Psychologist

APPENDIX 6.2

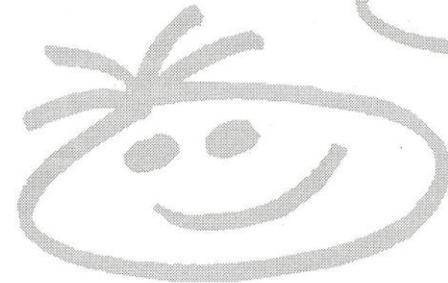
LETTER FROM SCHOOL



TO WHOMSOEVER IT MAY CONCERN

This is to certify that **Miss Deepika Rajawat**, a Ph.D student from Department of Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, has successfully completed her Ph.D. data collection from My Apple School, Manjalpur Branch, affiliated to C.B.S.E for one full academic year 2015-16. She was working on the topic "Development and Implementation of Socio-Emotional Learning Programme for Preschoolers" and was part of the staff. During this one year, she was instrumental in bringing positive change in student's development and their environment.

Miss. Stuti Vaishnav
Principal
Vadodara
My Apple School



Head Office - My Apple Nr Avdhut Railway Crossing, Manjalpur, Vadodara - 390 011
Phone - +91 98256 33380 | Email - franchisemyapple@gmail.com | Website - www.myappleschool.com

APPENDIX 6.3

PAPER PUBLICATION



IOSR Journals
International Organization
of Scientific Research

*IOSR Journal of Humanities
and Social Science*

e-ISSN : 2279-0837Volume : 22 Issue : 2 (Version - 1)p-ISSN : 2279-0845

IOSR-JHSS

Contents:

Human Skill: An Emerging Dimension of Social Media and Competitive Advantage in Sri Lankan Hotel Industry <i>Dr. S.W.G.K. Bulankulama</i>	01-04
Novelty, historical Consciousness and the Spectacle of Interpretation <i>Graves, Nelson P, Ph.D</i>	05-12
Cartoon!!! And It's Effects on Socio-Emotional Development of Preschoolers <i>Deepika Rajawat</i>	13-19
The Social Institution of Economy in the Fiction of Bhabani Bhattacharya <i>Dr. Kangabam Chanu Lembisana</i>	20-21
Curriculum Implementation In Improving Graduates Quality At Islamic Boarding School Ar-Raudlatul Hasanah Medan North Sumatra <i>Nurmayani</i>	22-26
Armed Conflict and Girl Child <i>Rangili Brahma</i>	27-30
"Attitudes and Beliefs toward Mental Illness in Central Assam" <i>Indranee Phookan Borooh, Snigdha Ghosh</i>	31-37
Impact Of Repackaging On Market Share: A Case Of Cadbury Nigeria Plc And Nestle Nigeria Plc. <i>Nto, Chioma</i>	38-44
Le SIRH : Tableau de bord RH comme outil de pilotage et de prise de décisions <i>Chaali Kaoutar, Bentahar Mohammed</i>	45-59

Cartoon!!! And It's Effects on Socio-Emotional Development of Preschoolers

Deepika Rajawat¹

¹(Department of Education, The Maharaja Sayajirao University of Baroda, India)

Abstract: When a child is born s/he is like a plain paper. It's what we write on the paper that shapes his/her future. So it's totally on us- parents, teachers and environment to mould the child into a better person and a holistic one. The children between the age group 3-6 yrs are too small and it is our responsibility to expose these children to a safe, loving and caring environment. An environment which provides enough opportunities to them for their social and emotional development which would help them in attaining a balanced personality in future. In today's world the electronic media is something which is unavoidable by any age group of children. It has become a part and parcel of our life. The amount of time today's kids spent in front of television has increased many folds due to various reasons. For the age group 3-6 yrs who are preschoolers there are numbers of cartoon series being shown on various channels like discovery kids, pogo, cartoon network etc? These also include various indigenous cartoon shows. The global research indicates that 85 percent of a child's core brain structure is already complete in the early years. Hence these are the years where extra care needs to be taken regarding what we are showing our kids, how we are behaving in front of them, giving them enough opportunities of in hand experiences etc. It becomes very important that the environment in which we are upbringing them is happy, healthy, safe and filled with love and is far- far away from violence. Thus care needs to be taken of what we are showing these kids in these cartoons where these children are spending a lot of time. But is media responsible enough in showing the content which leads to an appropriate social and emotional development of these children? This paper focuses on the content that various cartoon channels are showing and the various social and emotional tenets that these children are taking from these programmes.

KEY WORDS: *Cartoon, Electronic media, Preschoolers, Social and emotional development, tenets*

I. INTRODUCTION

Watson wrote in 1930, "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist—regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors" Such is the effect of environment on the children. The children between the age of 3-6 yrs are the children whose flesh and bones are still being formed. Their brain is still building synaptic connections, so making changes once the structure of building is complete is difficult rather than making changes during the construction. Similarly it is better to provide the best environment and opportunities to these kids while their brain formation and development is taking place. Thus these 3-6 yrs of age is very crucial which can change the future of the child if not taken care off. This age or stage is also called preschool age and the children as preschoolers as from this age they start getting ready for school.

1.1 The Important Characteristics of Preschool Children (3-6)

- **They are growing rapidly and are active all the time- mentally and physically.**
- Their attention span is short.
- They do not like to sit in one place for a long time.
- They are very lovable and want affection.
- **They are very energetic and curious.**
- **Their absorption ability is very good.**
- They like to learn lessons outside classrooms and in formal situations.
- They remember difficult concepts with concrete object like number, spellings, words, and sentences by using simple teaching aids.
- They like to sing, paint, innovate, dramatize and dance.
- They eat well and like variety in the food offered.
- **They copy elders and learn good or bad ways from copying them.**
- They hold elders in great regard and obey instructions and orders if they are reasonable.
- They like orderliness and discipline.

Deepika

- **They want to know about their rights and the roles they are supposed to play very clearly.**
- They understand reasons if explained properly and can often discipline themselves.
- They like to observe rules if they are reasonable and properly explained.
- They have a sizeable ego which should be respected.
- They want respect and immediate appreciation when they do well.
- **They love to listen stories and when able to read, they want to read fairy tales and simple books.**
- They love to work with their hands- manipulating puppets, paper cutting, making sand cokes etc.

So when we see some of these above characteristics (in bold), like they are mentally active all the time, so they can take anything at anyplace at anytime. Thus the people around should also be alert so as to what environment they are providing. Especially when the elders are watching television. They are curious for everything that they come across and want to know more about them. Their absorption ability is very high, people think that the children don't understand but they understand far high. They copy the elders, they are masters at imitation, the parents and teachers are the role models they copy them and want to become like them. They want to know about their rights and the roles they are supposed to play very clearly. The confusion in the roles, they are supposed to play may lead to their identity crisis. They love to listen to stories and read simple books. Thus seeing these characteristics it becomes very much evident that the environment plays a pivotal role in preschooler's life and in shaping their future.

1.2 Role of media in Preschoolers life

Media today is everywhere, the television, video games, mobiles, computers, laptops etc. No children are left out of this enigma. Preschoolers are very curious when they watch television specially cartoons. Cartoons have become an important part of their lives. Today when both the parents are working and they have very less time for each other, the chances of kids exposure to television increases. Even when the kids are unhappy or crying or the elders have other tasks at their hands they switch on the television or cartoon channels for the kids so that they remain busy in it. Then television has become a must during dinner timings where the whole family watches family dramas in front of these preschool kids. Thus **television**, of all is having the greatest impact on these children because as mentioned earlier it is what surrounds them that affect the most and the duration of this exposure matters. In one of the studies a nationally representative telephone survey of more than 1,000 parents of American children ages 6 months through 6 years, was conducted in Spring 2003. The study was Zero to Six: Electronic Media in the Lives of Infants, Toddlers and Preschoolers by Ride out, Victoria, Vandewater, Elizabeth, Wartella & Ellen (2003)^[1]. It was found : (1) children six and under spend an average of 2 hours daily with screen media, mostly TV and videos; (2) TV watching begins at very early ages, well before the medical community recommends; (3) a high proportion of very young children are using new digital media, including 50 percent of 4- to 6-year-olds who have played video games and 70 percent who have used computers; (4) two out of three 6-year-olds and under live in homes where the TV is left on at least half the time, even without viewers present, and one-third live in homes where the TV is on "almost all" or "most" of the time-- children in the latter group appear to read less than other children and to be slower to learn to read; (5) many parents see media as an important educational tool, beneficial to their children's intellectual development, and parents' attitudes on this issue appear to be related to the amount of time their children spend using each medium; and (6) parents clearly perceive that their children's TV watching has a direct effect on their behavior, and are more likely to see positive rather than negative behaviors being copied. This study easily proves that our children are heavily exposed to television and it is having effects on their behaviours. It is quite ironical that the children these days in preschools get only 20 minutes for free play and in some only thrice a week and they get 2 hours for watching television? There is no denial that a preschooler learns more with audio visuals- the rhymes, stories, alphabets etc and the cartoons shown on the channels have a very good audio and visual effects with which they very easily catch the attention of the preschoolers and unknowingly influence their various aspects of development specially social and emotional. Thus it is important to check the content that is being shown to these kids through television.

1.3 Social development of preschoolers:

Freeman and Showel write: "Social development is the process of learning to conform to group standards". Preschool years are important years for social development in young children. The most important forms of social skills necessary for successful adjustment appear to begin to develop in this stage. At this stage the basic social attitudes establish in young children. Social skills gained by the children during preschool years are important in determining what sort of adult they will become. Pleasant social experiences encourage children to repeat the experiences and in contrast, unpleasant experiences tend to discourage the children to repeat the same. Pleasant experiences develop good social behaviour like curiosity, sympathy, cooperation, sharing etc. unpleasant experiences develop unsocial behaviour like negativism, aggression, quarreling, teasing, prejudice, generosity.

1.3.1 Social behaviour patterns (Hurlock, 1981)^[2]

Social patterns:

Imitation

To identify themselves with the group, children imitate the attitudes and behaviour of a person whom they especially admire and want to be like.

Rivalry

The desire to excel or outdo others is apparent as early as the fourth year. It begins at home and later develops in play with children outside the home.

Cooperation

By the end of the third year, cooperative play and group activities begin to develop and increase in both frequency and duration as the child's opportunities for play with other children increase.

Sympathy

Because sympathy requires an understanding of the feelings and emotions of others, it appears only occasionally before the third year. The more play contacts the child has, the sooner sympathy will develop.

Empathy

Like sympathy, empathy requires an understanding of the feelings and emotions of others but in addition, it requires the ability to imagine one-self in the place of the other person. Relatively few children are able to do this until early childhood ends.

Social approval

As early childhood draws to a close, peer approval becomes more important than adult approval. Young children find that naughty and disturbing behaviour is a way of winning peer approval.

Sharing

Young children discover, from experiences with others, that one way to win social approval is to share what they have- especially toys-with others. Generosity then gradually replaces selfishness.

Attachment behaviour

Young children, who, as babies, discovered the satisfaction that comes from warm, close, personal associations with others, gradually attach their affection to people outside the home, such as a nursery school teacher, or to some inanimate object, such as a favorite toy or even a blanket. These then become what are known as attachments objects.

Now these days the various programmes shown on various cartoon channels are:

1.4 Emotional development among preschoolers

According to Crow & Crow (1913), an emotion "is an affective experience that accompanies generalized inner adjustment and mental and psychological stirred up states in the individual, and that shows itself in his own behaviour."(Aggarwal, 2005)^[3]The role of emotions is very vital in the personal and social development of an individual. An emotionally stable individual leads a happy, healthy and peaceful life. He is at ease with himself and his surroundings. On the other hand an individual who is emotionally disturbed becomes a problem for himself as well as for others. Continuous emotional disturbance affects the individual's growth and development. Therefore the development of emotions is extremely important for the harmonious development of the personality of an individual.

1.4.1 Some of the common emotions found in children are:

Anger

The most common cause of anger in young children is conflicts over playthings, the thwarting of wishes, and vigorous attacks from another child. Children express anger through temper tantrums, characterized by crying, screaming, stamping, kicking, jumping up and down, or striking.

Fear

Conditioning, imitation, and memories of unpleasant experiences play important roles in arousing fears, as do stories, pictures, radio and television programs, and movies with frightening elements. At first, a child's

response to fear is panic; later, responses become more specific and includes running away and hiding, crying, and avoiding frightening situations.

Jealousy

Young children become jealous when they think parental interest and attention are shifting towards someone else in the family, usually a new sibling. Young children may openly express their jealousy or they may show it by reverting to infantile behaviour, such as bed wetting, pretending to be ill, or being generally naughty. All such behaviour is a bid for attention.

Curiosity

Children are curious about anything new that they see and also about their own bodies and the bodies of others. Their first responses to curiosity take the form of sensory motor exploration; later, as a result of social pressures and punishment, they respond by asking questions.

Envy

Young children often become envious of the abilities or material possessions of another child. They express their envy in different ways, the most common of which is complaining about what they themselves have, by verbalizing wishes to have what the other has or by appropriating the objects they envy.

Joy

Young children derive joy from such things as a sense of physical well being, incongruous situations, sudden or unexpected noises, slight calamities, playing pranks on others, and accomplishing what seem to them to be difficult tasks. They express their joy by smiling and laughing, clapping their hands, jumping up and down, or hugging the object or person that has made them happy.

Grief

Young children are saddened by the loss of anything they love or that is important to them, whether it be a person, a pet, or an inanimate object, such as a toy. Typically, they express their grief by crying and by losing interest in their normal activities, including eating.

Affection

Young children learn to love the things- people, pets, or objects-that give them pleasure. They express their affection verbally as they grow older but, while they are still young they express it physically by hugging, patting, and kissing the object of their affection^[2].

1.5 The common social and emotional tenets seen in cartoons and their effects on preschoolers:

One of the first skills of emotional competence is the ability to recognize emotions in others. The various Researches done by Deutsch (1974)^[4] and Wilson & Cantor (1985)^[5] indicate that preschoolers are able to identify and differentiate basic emotions such as happiness, sadness, and fear experienced by television characters. The researcher surveyed the preschoolers about their most commonly watched cartoon programmes. These programmes shown on various cartoon channels show various social and emotional tenets. Some of these shows which were famous among these children are as follows:

	Channels	Description	Emotional tenets taken by children	Social tenets taken by children
Transformers Prime	Discover y kids	A race to occupy earth	Aggression, fear, violence, envy, jealousy, anxiety, good wins over evil	Rivalry, imitation
1001 nights	Discover y kids	Mother does story telling from book and every story solves some problem of the children.	Joy, affection, curiosity	Attachment, problem solving
Chota Bheem	Pogo	Stories of bheem from mahabharat	Joy, affection	Friendship, differentiate between Good

				and bad
Doremon	Disney channel	Life of Nobita with his friend Doremon	Family affection, joy	Concept of Rewards and punishment, Parents as Role model, imitation
Pirates of the Caribbean	Disney channel	Fights between the pirates	Aggression, fear, envy, jealousy, anxiety and violence,	Imitation
Ben10	Cartoon Network	Fight with aliens with special gadgets	Violence, aggression and fear	Imitation
Sinchan	Hungama	Life of a 5yr old boy with his family	Fun, joy, sadness, envy, grief	Bravery, family always unhappy
Chatur Chetan	Pogo	Fights between chatur and chetan	Aggression, grief, envy, jealousy, joy	Non cooperation, rivalry, Differentiate between Good and evil
Tom and Jerry	Cartoon network	Fights between tom and jerry	Aggression, grief, envy, jealousy, joy	Non cooperation, rivalry, selfish
Shawn the Sheep	Nick	Life of shawn with his friends(animals)	Joy and fun	Friendship, cooperation, sharing, sympathy, attachment, problem solving

Thus the emotional tenets seen in these programmes are Aggression, anger, violence, envy, jealousy, anxiety, grief, good wins over evil, joy and fun. The social tenets seen are Friendship, cooperation, competition, sharing, sympathy, attachment, bravery, problem solving Concept of Rewards and punishment, Parents as Role model, imitation and many unsocial patterns too like selfishness, non cooperation, not sharing, rivalry etc. So both the aspects are there the good and the bad. But if we see the above table, then out of nine programmes, five show unsocial and violent behaviours, which is becoming a trend these days. We are the adults and we have the ability to think and decide which show is good for the children? The preschoolers don't have that.

Thus is it not our responsibility to watch what is being shown in these cartoon programs? How can it affect the child? Whether it is good content for the children? Will there be learning? Will it lead to their appropriate development? The parents, grandparents need to ask these questions to themselves. The programmes like transformers prime, pirates of the Caribbean, Ben 10, and GI Joe etc are heavily loaded with action and fights. Such shows may increase the violent nature of kids. We can see the preschoolers imitating these fights or doing fantasy fights with their friends or doing role play with one of these characters. These shows depict aggression as typically justified and rarely punished and this for sure is taken by children. Then we have shows like Tom and Jerry, chatur chetan where the characters are always fighting, it is fun and entertaining to watch them fight but it is possible that it may unknowingly giving wrong message to preschoolers that it is okay to beat each other. Ultimately these too encourage the violence in a humorous way making situation light. One of the child said " Sinchan's mother hates her. She is always scolding her" this was the view taken by the child when he saw the show and he also said that her mother is also scolding her all the time. So we cannot even imagine what goes in the minds of these little kids and how they interpret any event. Thus a lot of care should be taken while making choice for the cartoon viewing. The experimental evidence by Weiss and Wilson (1996)^[6] research involving a randomly assigned control group- demonstrates that children can transfer to real life the emotional lessons they learn from TV. In another study by List, Collins & Westby (1983)^[7], elementary school children from two age groups (kinder-garten through second grade and third through fifth grade) watched a popular family sitcom whose main plot featured one of two negative emotions: the fear felt by a young character about earthquakes or the anger felt by a young character who fell while trying to learn how to ride a bicycle. Half the children in the study (the control group) watched the main plot only, and half watched a version where the main plot was accompanied by a humorous subplot. The presence of the subplot interfered with the ability of younger children to understand the emotional event in the main plot, but not with the ability of older children.

This finding is consistent with other researchers' insights into developmental differences in children's ability to draw inferences across scenes that are disconnected in time. No matter what their age, children who viewed the humorous subplot tended to minimize the seriousness of the negative emotion. It may be, then, that the humor in situation comedies impairs children's ability to learn about negative emotional issues from such content. The humorous subplot also affected the children's perceptions of emotion in real life. Children who viewed the earthquake episode with the humorous subplot judged earthquakes in real life as less severe than did those who viewed the episode without the subplot. This pattern was particularly strong among those who perceived the family sitcom as highly realistic. The study demonstrates that a single exposure to a television episode can alter children's ideas about emotions in real life and is consistent with the idea that media portrayals can influence a child's mental representation, or schema, for emotional events. A schema is an organized structure of knowledge about a topic or event that is stored in memory and helps a person assimilate new information (Fiske & Taylor, 1996)^[8].

Thus when a single programme can have such a huge effect on children then think about the hours and hours of cartoon watching on children? The concept introduced with humor lightens the negative emotions but still the negative emotion is being displayed again and again and what about the programs like transformers, Ben 10 etc where there is no humor and only fights. They are displaying the negative emotions of fear, anger, jealousy, anxiety etc and unsocial pattern (non cooperation, rivalry, not sharing, selfishness etc) which is being transformed to these preschoolers. These preschoolers are very good at imitation and they start absorbing, imitating and then enact it. Children can readily find stories about violence, sexual promiscuity, theft, and greed in these programmes. The society is already seeing a lot of violence and immoral acts being carried out. Doesn't all this go back to their childhood? Thus whose responsibility is it to check the content being shown in the cartoons and whether it is developmentally appropriate for these kids or not?

II. CONCLUSION

- All of us together the media, family, parents, teachers have to take care of this. Where media should be responsible enough in showing cartoons with no violence, less negative emotions and less unsocial pattern and avoid the airing of such cartoons giving rise to Aggression, fear, violence, envy, jealousy, anxiety, rivalry, non cooperation etc.
- Media should also be responsible enough to get the content checked by the psychologists or the experts and then air the concerned show.
- The parents and family in their busy schedule should not forget to keep a check on their children so as to what they are watching?
- Parents should observe their behaviour. If too much of imitation of a violent cartoon character is seen, its a red flag. They should immediately check that behaviour.
- Again there are some indicators of a good social and emotional development, if those indicators are lacking, then parents should take teacher's or counselor's help.
- The duration of the television hours should be fixed and less than what has been medically recommended.
- More attention should be paid on the media designed for their development and learning rather than letting them watch anything on television.
- The cartoons telling them good and fulfilled stories with morals should be allowed to be watched.
- The developing characteristics (mentioned above) of preschoolers should be kept in mind while selecting a cartoon show for them.
- And last but not the least the teachers should give them the right exposure, opportunities, activities to develop a healthy social and emotional development. Then only we will be able to give the child a happy-healthy life in real sense and a better future.

REFERENCES

- [1] Rideout, Victoria J., Vandewater, Elizabeth A., Wartella, & Ellen, A. (2003). Zero to Six: Electronic Media in the Lives of Infants, Toddlers and Preschoolers. CA: Henry J. Kaiser Family Foundation, Menlo Park, CA.
- [2] Hurlock, E.B. (1981). Developmental psychology- A Life Span Approach. New Delhi: Tata Mc Graw Hill.
- [3] Aggarwal, J.C. (2005). Child Development and Processing of Learning. Delhi: Shipra Publications.
- [4] Deutsch, F. (1974). Observational and Sociometric Measures of Peer Popularity and Their Relationship of Egocentric Communication in Female Preschoolers. *Developmental Psychology* 10(5), 745-47.
- [5] Wilson, B., & Cantor, J. (1985). Developmental Differences in Empathy with a Television Protagonist's Fear. *Journal of Experimental Child Psychology* 39(2), 284-99.

- [6] Weiss, A., & Wilson, B. (1996). Emotional Portrayals in Family Television Series That Are Popular among Children. *Journal of Broadcasting & Electronic Media* 40, 1-29.
- [7] List, J., Collins, A., & Westby, S. (1983). Comprehension and Inferences from Traditional and Nontraditional Sex-Role Portrayals on Television. *Child Development* 54(2), 1579-87.
- [8] Fiske, S., & Taylor, S. (1996). *Social Cognition*. New York: McGraw-Hill.

Websites:

- [9] StateUniversity.com <http://education.stateuniversity.com/pages/2543/Watson-John-B-1878-1958.html#ixzz2wscy22ll>
- [10] <http://futureofchildren.org/publications/journals/article/index.xml?journalid=32&articleid=58§ionid=268>
- [11] <http://education.stateuniversity.com/pages/2543/Watson-John-B-1878-1958.html>

