

DEVELOPMENT OF AN EDUCATIONAL PROGRAMME FOR
NURTURING AFFECTIVE CHARACTERISTICS AMONG
SECONDARY SCHOOL STUDENTS

A Thesis submitted to
The Maharaja Sayajirao University of Baroda
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DECLARATION

I declare that the thesis entitled “*Development of an Educational Programme for Nurturing Affective Characteristics among Secondary School Students*” has been prepared by me under the guidance of Dr. K. Pushpanadham, Associate Professor, Department of Educational Administration, The Maharaja Sayajirao University of Baroda, Vadodara. No part of this thesis has formed the basis for the award of any degree or fellowship previously.

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CERTIFICATE

This is to certify that **Mr. Genni Sakesh** has completed his doctoral study titled “*Development of an Educational Programme for Nurturing Affective Characteristics among Secondary School Students*” under my guidance. This is his original work submitted to The Maharaja Sayajirao University of Baroda, Vadodara for the degree of Doctor of Philosophy in Education. It is a record of his bonafide research work. The results embodied in the same have not been submitted elsewhere for the award of any degree or diploma. It is further stated that the doctoral research was carried fulfilling the requisite attendance criteria as per O. Ph.D.:3(i) of The Maharaja Sayajirao University of Baroda, Vadodara.

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CHAPTER I

INTRODUCTION

CONCEPTUAL ORIENTATION

1.0 Introduction

Education plays an important role in the overall development process of human beings. All-round development of the personality is the ultimate goal of education. In this regard, Affective Education plays a very important role in the children's life. 'Affective education' is a domain of education where feelings and attitudes come into play. UNESCO (1992) emphasized the importance of Affective education in the present day scenario due to three main reasons. Firstly due to the incapability of the present education system to help the students cope with the demands and stresses of the rapidly changing modern world. The educationists are more focused on assessing the material facilities of a school rather than assessing the spirit of the system to shape future citizens or the type of learning experiences the students get in the schools may be shaping the future society (Rutter, 1991). Second, because over the years school curricula have become excessively and aridly academic at the expense of social, moral and personal values. This aridly increased syllabus has laid a burden on the students and teachers leading to the traditional method of teaching. The mechanical teaching processes at school hinders the children's spirit to learn, their sense of wonder, their curiosity about the world, and their willingness to care for the human condition (Chopra & Chabra, 2013). So the third reason for providing affective education is to make the educational process more joyful, challenging and rewarding.

In the wake of a knowledge explosion, the primary goal of education for improving the quality of life has lost sight of in the present day education system. School focuses on getting fame in the society based on good results for this the students are made to mechanically learn the concepts without correlating it to the real world. This kind of learning leads to more emphasis on the content areas than on the other domains. Therefore, the affective domain has gradually made its exit from the educational objectives. Affective education is important for the students at primary, secondary and senior secondary levels of the school. But, at the

secondary school level affective education becomes very essential for the students, due to the psychosocial crisis experienced by them. Development of affective domain along with the cognitive and psychomotor domains would aid the students to develop a stable personality and character. In this regard, researcher recognizes the importance of the affective learning for secondary school students.

1.1 Secondary Education in India: An Overview

Present scenario of the secondary school education is still inclined towards the traditional methods of teaching. The traditional method emphasizing on the teacher centered classrooms with less scope for the students to interact and express their ideas and experiences related to the topic of study. Malhotra (2006) described in his study the common practice of teaching was by the use of lecture method, with students being just mere observers and having less scope to participate. For the overall growth of students, the development of all three domains: cognitive, psychomotor and affective, is a must. A greater part of the educational process however, focuses mainly on the development of cognitive and to some extent to psychomotor domain. The development of affective domain remains mostly unattended to (Adkins, 2004). The affective domain can be developed in an integrated manner with the other domains, which requires a carefully planned teaching learning process, which includes the student's participation and active involvement. Such teaching learning activities develop the affective attributes like positive attitude, self-worth and interest in learning along with development of certain values. But, it is unfortunate, that present instructional practices hardly provide a scope for the students' participation in terms of sharing their experiences and ideas or voicing their queries. NCF (2005) expresses such practices as harsh realities of the present day classrooms, where the students' experiences hardly find place in the classroom practices, often the voice heard is that of the teacher and even when the students speak that is only to respond to the question raised by the teacher or repeating teacher's words. Such classroom practices hinder the self-thinking process of the students converting them into machines reciprocating the instructions fed by the master. The aim of the education is the all-round development of the students, which strongly means

the development of all the domains of the child. Robin & Forbes (2004) emphasizes on the crucial role of affective domain in the development of the students, but this domain requires to be integrated in all the teaching-learning process. The affective domain needs to be addressed in a significant manner for the secondary school students, as they are in the state of confusion arising out of physical, physiological and psychological changes taking place inside them. The development of affective domain requires activities to generate useful thinking processes in the students, which would channelize their energies and instincts into a productive direction. Zimbardo and Leippe (1991) have highlighted that students become more mindful when they encounter novel stimuli and when they are motivated to engage in systematic thinking, rather than lapse into mindless processing. If the secondary school students are stimulated to think in a positive manner they would be able to shape their personality characteristics in a definite pattern desirable and beneficial to the society.

The dynamics of education and its role in social transformation and national development makes it essential that the content and processes of education are continuously renewed in order to make them in tune with the changing needs, aspirations and demands of the society. Initial school education helps in the formation of personality of children later higher education shapes the children for future. Secondary education is that which prepares the boy or girl to face life, the realities of life, the challenges of life, and the requirements of life. Secondary Education is really a backbone as the component of holistic development of the individual in this competitive world. Secondary education serves as a bridge between elementary and higher education. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education. This aspect has been highlighted by various educational commissions and committees.

1.1.1 Recommendations of Educational Policies in India

According to Secondary Education Commission (1952-53) the objectives of Secondary Education are

1. Development of Democratic Citizenship
2. Improvement of Vocational Efficiency
3. Development of Personality

4. Education for Leadership

The Secondary Education Commission has realized that no nation can progress without a national feeling along with social feeling. Therefore, it emphasised that the aim of secondary education should be to produce ideal citizens with strong national and social feelings, who would be prepared to shoulder their responsibilities and duties for their country.

Such citizens should have co-operative feeling directed towards universal brotherhood. While describing the national spirit the Commission has sub-divided it into three parts: Firstly, the students of the country should have faith in the greatness and importance of culture of their country and they should feel proud of the same. Secondly, the student should himself make a self-study and analyse his own positive and negative traits with a view to improve his character and personality and lastly, it suggested that one should be prepared to make any sacrifice for the nation.

For the development of values commission suggested, the curriculum must have such subjects which may inculcate virtues like spirit of co-operation, discipline, humility, love, kindness and the feeling of brotherhood in students. These virtues can be inculcated through subjects like science, literature, fine arts, humanities, music and dance.

The commission regarded character formation as an important aim of secondary education. This is useful not only for the individual but also for the nation. In fact, the character of the nation is reflected by the character of its citizens. According to Kothari Commission (1964-66), "One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged classes and individuals to use education as a tool for improvement of their social and economic condition".

The most important and urgent reform needed in education is to relate it to the life, needs and aspirations of the people. Such a transformation in education will make it a powerful instrument for social, economic and cultural progress of the country. For this purpose, the commission has suggested the following objectives of education:

- (a) Increasing productivity

- (b) Social and national integration
- (c) Acceleration the process of modernization
- (d) Developing social, moral and spiritual values

To promote national consciousness, commission said, creation of a strong faith in the future would involve making the students realize, the principles of the constitution, the great human values, referred in the preamble, the nature of the democratic and socialistic society. The committees said schools should promote international outlook through the study of humanities and social sciences, and should simultaneously develop national consciousness.

The commission emphasised on designing of education programmes for schools and colleges to inculcate democratic values, such as scientific temper of mind, tolerance, respect for the culture of other national groups etc. Such value-orientation to educational programs would strengthen and deepen the sense of social responsibility and a keener appreciation of moral and spiritual values in the students.

“Education in a modern society is no longer concerned mainly with the imparting of knowledge or the preparation of a finished product but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself, without which it is not possible to become a responsible member of a democratic society.”

- Kothari Commission (1964-66)

Kothari Commission (1964-66) felt that there was a serious defect in the school system in terms of absence education in social, moral and spiritual values. It emphasised that the values are the purposeful force related to the needs and aspiration of the people of the society. It also stated that there was a dire need to pay attention to the inculcation of right values in the students, at all stages of education.

National Policy on Education (1986) stated, "The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a

forceful tool for the cultivation of social and moral values". The NPE also emphasised on the development of values in the students.

Programme of Action (1992) recommended value education to be made the integral part of the school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations and character building helped in combating obscurantism, religious fanaticism, and exploitation injustice. The main function of education is to produce citizens with sound character and a healthy personality. Good citizens are hopes for the progress and prosperity of the country. Inspiring values, ideals, proper moral conduct, life based upon good principles is an essential requisite to lead a real dignified life.

The School Curriculum in 1988 was designed to enable the learner to acquire knowledge to develop concepts and inculcate values commensurate with the social, cultural, economic and environmental realities at the national and international levels. The social values aimed at were friendliness, cooperativeness, compassion, self-discipline, courage and love for social justice. The Parliamentary Committee (1999) emphasised on truth, righteous conduct, peace, love and non-violence as the core universal values that can become the foundation for building the value-based education programme. Thus value-based education describes these five universal values to be representative of the five domains of the human personality-intellectual, physical, emotional, psychological and spiritual, which are in turn correlated with the five major objectives of education, namely knowledge, skill, balance, vision and identity.

NCF (2000) identified the link of education with life-skill education and explained that there is a gap between contents of education and the daily life experiences of the students. For preparing the students to face the challenges of life, education should be intimately linked with the different life-skills. The strong link between the education and life skills will develop abilities for adaptive and positive behaviour enabling the individuals to deal effectively with the demands and challenges of everyday life and would develop in them generic skills related to a wide variety of areas such as health and social needs. Life skill inculcation reduces the involvement of students in drug addiction, violence, teenage pregnancy, AIDS, etc. The life skills education should be contextual. There are

certain core life skills, such as problem-solving, critical thinking, communication, self-awareness, coping with stress, decision-making, creative thinking and generative thinking, interpersonal relationships and empathy should be inculcated through activities suiting the culture of the society.

NCF (2000) states that education must facilitate learners' personal growth and should psychologically equip them to cope with the rapid changes taking place in all the spheres of life. It emphasises that the focus of education should move away from providing mere cognitive skills (the traditional 3Rs) and should foster inter-personal and intra-personal development.

Thus the various commission and committees emphasise on the need to develop life skills, social skills, emotional skills and values in the secondary school students so that they are well equipped to combat their personal struggles and become socially adjusted and responsible citizens of the country. Some of the committees also emphasised on the need of developing specially designed educational program to inculcate the values in the secondary students. The commissions also recommended to develop moral and spiritual values which would support them to manage anger, aggression, truancy, alcohol or drug dependency, sexual abuse, and for resolving interpersonal and intrapersonal conflicts.

The better inter and intrapersonal relationship can be established if education enables them to make sense of the things around, understand relationships, help them to adapt in their social conditions and would inspire them to set their goals and attain them. The teacher can attend to such needs of the students by providing them a scope for communication and taking care of the emotional needs of the students. Curriculum also should be designed to provide learning experiences, which would help the students to describe their thoughts, feelings and actions. Various educational commissions recommended the educational policies related to student development in all the areas specifically focusing to value development and personality development, which are closely related to the affective domain of education. Modifications in the design of the curriculum and planning of teaching learning process may lead to the development of these aspects in the secondary

school students. But integrating these aspects completely in the secondary school education system has certain issues and challenges.

1.1.2 Issues and Challenges of Secondary Education

There are certain shortcomings in the secondary education in India due to its tilt towards the academic aspects. It does not prepare the adolescent boys and girls for the pursuit of higher education, which is aimed at equipping boys, and girls to enter life confidently and earn their living. Secondary education is a bridge between the higher education and the primary education so it should also orient the students towards the vocational aspects of education along with the academic aspects. The inadequacy of the secondary education, to equip the students for higher education is attributed to certain shortcomings in the secondary education. The Mudaliar Commission has described these shortcomings as issues and challenges of secondary education.

Secondary education lays lot of emphasis on textbook oriented teaching leading to bookish instructions, rote memorisation and evaluation of curricular aspects. It does not focus on developing reading, speaking, writing and listening skills. The activities needed to develop problems solving abilities; critical and creative thinking and expression find very less incorporation in the secondary education system. The co-curricular activities are also neglected largely due to many reasons like paucity of funds, curricular load and limited facilities for organising such activities in secondary schools. Thus, it becomes difficult to organise the co-curricular activities like recreational activities, games and sports, debates and dramas. Secondary education is one-sided which tries to focus only on cognitive development and gives very less attention to social and emotional development, cultivating a sense of moral and social responsibility and emphasis on character building. Least efforts are made to cultivate interests, attitudes and values for a better society. Secondary education seems to be unilateral in terms of preparing the students only for the university studies. The secondary education does not prepare the students for vocational courses, which could be opted, by the students after the completion of secondary education. Thus, secondary education lacks the capacity to cater to the individual differences with respect to their needs, interests, aptitudes and mental abilities. The teaching methods in the secondary schools

lack dynamism to generate interest in the students for the subject. The teacher lack awareness about the variety of teaching methods. For familiarising the teachers with variety of teaching methods, need based workshops, seminars and refresher courses should be conducted. Though audio visual aids are provided in some of the schools teachers are unaware about its use. The increase in the class size is another significant defect in the secondary schools, which hinders its effectiveness. Due to this there is a large variation in the student-teacher ratio lead to loss in better student-teacher relationship. The large class size also cause a discouragement in the teachers to improve the teaching methods. Improper examination system is another issue in the secondary education system. The present examination system just evaluates the cognitive abilities of the students and neglects the psychomotor and affective characteristics of the students. The secondary class students exhibit in-disciplinary activities due to the physical, physiological and psychological changes taking place inside them. The teachers could confront some of such activities but if the situation is, worst the guidance and counselling expert is needed which unfortunately is lacking in many of the schools.

Thus, the secondary school system needs an intensive reorganisation for suiting the needs of the students in the Indian context. Most of the problems like provision of bookish knowledge, lack of organisation of co-curricular activities, lack of activities to generate interest and positive attitude in the student for learning can be addressed if the a special educational program is designed which would integrate all these components.

1.2 Need for Development of Affective Characteristics

India's ancient Upanishadic thinkers and great humanitarians like John Pestolozzi and many stalwarts who believed in progressive educational movement insisted that education should be understood as the art of cultivating the moral, emotional, physical, psychological, artistic and spiritual, as well as, intellectual dimension of the developing child (Forbes and Robin, 2004). In order to achieve the goal of all-round development of the child, the psychology of learning encompasses different domains on the part of a learner.

The present scenario of education described above shows that the education specially the education in the secondary schools are mainly focusing on cognitive aspects and very less emphasis on affective domain. The affective domain of education, which mainly deals with development of emotions, social skills and ethical values, is slowly being uprooted due to the traditional teaching methods, emphasizing on cognition of the content. The integration of social, emotional, and ethical concepts in the traditional teaching and learning process can develop the essential academic and social skills in the students (Cohen, 2006). Such learning activities would make the education effective. In the Indian context, Sachdeva (2003) has expressed that the priority concerns for the country remains to make the education effective, enjoyable and relevant to the children. To make the learning program effective it should be planned according to the interest of the students. The planned curriculum according to the interest of the students would definitely allow the students to interact with the learning materials, teachers and the peers, leading to the development of positive attitude, social and cultural values. Such interactive learning activities should be planned for students of all levels but it is essential for the secondary school students. Secondary school students face lot of struggles due to the physiological and psychological changes taking place due to the adolescence stage of their life. This is the phase when the students set their own value system for life and show a readiness for inculcation of the social and academic skills. In this developmental phase, the school plays a vital role in providing the opportunities to direct their interests and attitude in the correct direction. Durance (1995) described that school has a significant, unique role to play in adolescent value formation. If the students are not directed in a right path during this phase of their life they might indulge in antisocial activities or may develop bad habit like taking drugs, drinks, etc. To make the learning interesting for the adolescents the school needs to make some planned efforts. These interesting activities would indirectly address the affective characteristics that the students require to develop in the secondary classes. Lang (2002) described that schools need to promote pedagogies that encourage pupils to empathize with and listen more to others. They should be encouraged to develop the skills of discovering relevant information for themselves. They should be involved in discussion of various topics and variety of activities. They

should also be given the experience of deciding things themselves through class meetings. The school and its teachers need to provide opportunities for role-play and drama, as this is an important way of encouraging the affective development of pupils. Good quality teaching and learning materials can help largely in promoting learning and retention. If this were augmented by an attitudinal change in teachers, it would result in making teaching-learning student centered, activity based and participatory approaches. Unfortunately, such activities find very less place in the present day classrooms of secondary schools. The activities can be conducted only if there is a planned educational program, which can be integrated in the present day curriculum. Thus, this study has tried to attempt to prepare an educational program for developing the affective characteristics, which consists of learning activities related to the content and affective characteristics (attitude, interest, self-efficacy and values).

1.3 Conceptual Framework of the Study

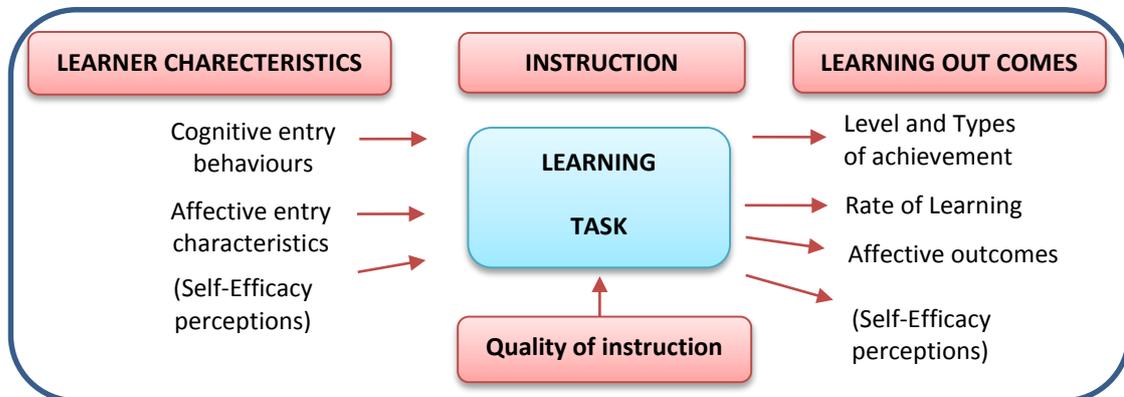
Affective Domain is one of the three domains proposed by the Benjamin Bloom (1956) and later Krathwohl et al., (1964) worked on the taxonomy of affective domain and its importance in educational processes.

The Affective domain firmly entrenched as an important aspect of the schooling process as well as an outcome of schooling. Bloom's (1976) adapted model of school learning and later students of Bloom revised the taxonomy (1991) and clearly suggested that during instruction learners approach any task with prior affective entry characteristics (e.g., attitudes, self-esteem, interests and values) as well as cognitive behaviours. Bloom had provided a framework for school learning the same is represented in Diagram 1.1.

The affective domain refers to emotions as well as their outward expression. As with the concept of emotion, descriptions of the affective domain are rather vague, lacking a universal, operationalized definition. While emotion is at the core of the affective domain, it spreads quickly from there. This is because emotion is often seen as involving three subcomponents: feeling, cognition, and behaviour. Feeling is the physiological sensation one experiences. Cognition is the subjective thoughts that accompany the sensation. Behaviour, which might be facial display,

body positioning, or a variety of other actions, is related to both feelings and accompanying cognitions.

Diagram: 1.1 Major Variables in School Learning



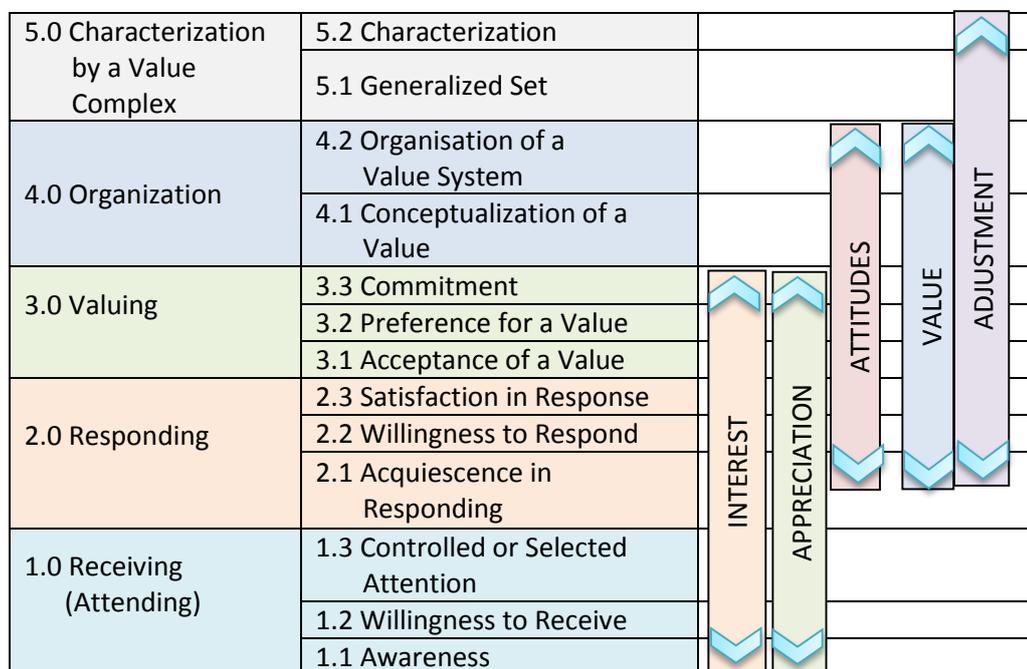
(Adapted depiction of the major variables in the theory of school learning, Bloom, 1976, p.11)

Thus, the affective domain encompasses physiological, cognitive, and behavioural processes related to emotion. It also encompasses our awareness or discernment of our and other’s emotions, the ability to connect our emotions to those of others, the display of emotion, and the ability to manage or regulate one’s emotions (Brett et al., 2003). While the affective domain has been a subject of research for centuries, three individuals are typically considered the founding fathers of research on emotions: Charles Darwin (1998), William James (1884), and Sigmund Freud (1960). Darwin founded his concept of ethology with observations of emotional expression in natural settings and connected them to human evolution.

James emphasized physiological changes in the body and showed that emotions are involved in monitoring our bodies. Freud offered the method of listening to what people said about their emotional lives and people may need to discuss their emotions with others in order to be understood. More recently, the concept of appraisal has become an important influence on research in the affective domain. Thus, emotions and their expressions have helped many researchers to get evidences about physiological changes in the body, to understand other human beings and other organisms. But, these emotional expressions should be channelized to empower the human being. This channelization can be done by addressing the affective education for which emotions form the foundation.

Bloom (1956) contended that defining the affective domain involves a taxonomy that includes changes in interest, attitude, and values, as well as the development of appreciation and adequate adjustments. Krathwohl (1964) developed a similar classification system for affective behaviours. In his view, affective behaviours exist along a continuum of internalization, from initial awareness of a phenomenon to a pervasive action oriented outlook on life (Diagram 1.2). Krathwohl's taxonomy was based on a concern with the degree of internalization (i.e., the degree to which an attitude, value, or interest had been incorporated into the personality).

Diagram: 1.2 Internalization continuum of Affective Domain



(Adapted from Krathwohl, et al., (1964), *Taxonomy of Educational Objectives, Book 2: Affective Domain.*)

Anderson (1981) proposed that the affective dimension of students could be categorized by the characteristics of values, academic self-esteem, anxiety, interest, locus of control, attitude and preferences. Anderson further suggested that these affective characteristics must (a) include essential features of involved feelings and emotions, (b) be typical of the thoughts or behaviours of the person, (c) have intensity of strength of feelings, (d) have a positive or negative direction or orientation of feelings, and (e) have a target for which the feeling is directed.

According to Bloom it is the dynamic interaction between the overlapping cognitive and affective domains during the instructional process that results in both cognitive learning outcomes and associated affective outcomes. Thus, the affective domain should be integrated properly while planning for the cognitive development. The development of affective domain would result into outcomes which would act as a feedback for the educationist. These affective outcomes help in developing/guiding the students about perceptions related to content, desires to be involved in various activities and their insights about the concepts. According to Anderson (2000) these perceptions, desires and insights go hand in hand to develop affective characteristics like attitudes, interest and values. Thus in view of development of affective domain understanding of affective characteristics related to this domain becomes imperative.

1.4 Affective Characteristics and its Development

The characteristics exhibited by an individual due to the feelings or emotions can be termed as affective characteristics. These characteristics may direct the individual into a positive or negative direction. In order to have a positive impact of these affective characteristics on the personality of the individual it should be developed in a proper manner.

Development of Affective characteristics help students understand their own and others' feelings. Students are encouraged to predict how others might feel and to respond to them by showing care or providing comfort. Affective characteristics are attitude, interest, self-efficacy and values.

The attitudes, emotions and values, which the children develop in school, play a very significant role in their personalities. Attitudes relate to what one thinks or believes about a thing. They influence behaviour of people with respect to varying attitudes towards things, groups, and persons.

A significant dimension of teaching and the educational process is concerned with the feelings, beliefs, attitudes, and emotions of students, interpersonal relationships, and social skills, i.e. the non-cognitive aspects of students' development (Marland, 1980; Pring, 1984; Lang & Marland, 1985; Watkins et al., 1991; Woods, 1994; Power, 1996; Halstead & Taylor, 1996; Lang et al., 1998). Developing the affective characteristics involves more than just nurturing

emotions, since brain does not separate emotions from cognition. "Affective development is a process through which individuals come to harness their feelings and emotions so that their predispositions to action come to serve the best interests of the individual and society" (UNESCO, 1992, p.83).

The education system should integrate the development of moral and spiritual values and social skills in the curriculum since these are very important aspects for the development of affective characteristics. In terms of classroom activities the above aspects can be explained as acceptance of the ideas and opinions of the students, providing appreciation for the correct behaviour, providing scope to develop right attitudes towards teacher, subject and school and showing care and concern for the feelings of the students (Chickering, 2006; Owen-Smith, 2004). The main affective characteristics are four namely attitude, interest self-efficacy and values.

1.4.1 Attitude

Attitudes are indeed affective in character (Aspin, 2000). Attitudes are defined as enduring and organized structures of social beliefs that predispose individual to think, feel, perceive and behave selectively toward referents or cognitive objects of attitudes (Kerlinger, 1984).

Formation of attitude among children largely depends on how teachers motivate them and encourage towards learning. The responsibility of the teacher is to create motivated learners to take active participation in the classroom learning.

Learning in school requires on the part of the students to pay attention, to observe, to memorize, to understand, to set goals and to assume responsibility for their own learning. These cognitive activities are not possible without the active involvement and engagement of the learner in the school activities. Teachers must help students to become active and goal oriented by building on their natural desire to explore, to understand new things and to master them (Vosniadou, 2001).

1.4.2 Interest

The Macquarie Dictionary (Delbridge et al., 1987, p.910) defines interest as “the feeling of one whose attention or curiosity is particularly engaged by something.” Therefore interest can be regarded as a positive affect that is specifically directed towards some object, termed the “object of interest.” Deci (1992) argued that interest is fundamental in the development of a person’s concept of self. Moreover recent research suggests that interest is necessary for psychological growth, as absence of interest in adolescents being linked with psychological disorders such as depression (Hunter & Csikszentmihalyi, 2003).

As an affect, interest is regarded as having both trait and state characteristics (Schiefele, 1991). At the trait level “individual interest” is described as a “person’s relatively enduring predisposition to reengage particular content over time” (Hidi & Renninger, 2006, p.113). Interest at the state level is more transitory and is typified by a positive emotion akin to excitement. In a state of interest a learner may become so absorbed in the object of interest that they lose sense of time: They experience “flow” (Csikszentmihalyi, 1991).

Interest is unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and is characterized by increased attention, concentration and affect (Hidi & Renninger, 2006).

Development of the interest depends upon the quality of the instruction, how the teacher conducts the class, use of activities, materials used, interactions, involvement of the students, atmosphere of the classroom, and healthy relationships. All these aspects will help the students to build the affective behaviour. It leads to support in building interest towards learning among students.

The importance of the positive affect that interest generates suggests that performing activities that are associated with interest is likely to facilitate knowledge acquisition and cognitive performance. In addition, it may also reduce the generation of negative affects while studying. Thus, skills that are taught or exercised together with interested engagements should have definite advantages over situations lacking interest (Hidi & Renninger, 2006).

1.4.3 Self-efficacy

Self-efficacy is the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Strong self-efficacy of the individual helps the students to do activities voluntarily and actively. Self-efficacy depends on how teachers make students to understand themselves, create self-image of the individual and believe themselves.

Beliefs of personal efficacy are a major basis for intentional action, as `unless people believe they can produce desired effects by their actions they have little incentive to act. In fact, efficacy beliefs influence not only actions but also thought processes, motivation and affective and physiological states (Bandura, 1997).

1.4.4 Values

India has its own rich tradition and great values. Values are not taught specially but are integrated in school practices, and opportunities are provided to practice it. Values are ones beliefs acceptable to the society, which makes individual unique and strong. A value of the individual depends upon the social and cultural environment surrounding the individual. School forms a very significant part of this social environment influencing the behaviours of the children. Values, learnt in childhood, are shaped and consolidated during adolescence. This formation of values requires provision of exciting opportunities to the students, which is the major responsibility of the teachers. This responsibility is also to be shared by the school administration and policymakers and the whole education system.

1.5 Importance of Affective Domain in Education

The word “affect” is related to emotion, feeling, and may be distinguished from cognitive, thought or action. An affective state of consciousness, according to Hutt (1996) is resulting from emotions, sentiments and desires, whilst emotion is the application of mental processes to the world of feelings, interpersonal

relationships, and inanimate objects to which the person is attached. Affective education according to Lang et al., (1998) is 'part of educational process that concerns itself with attitudes, feelings, beliefs and emotions of student'.

Affective education is the development of effective and productive regulators of behaviour within oneself for maintaining relations (intrapersonal and interpersonal). Development of such behaviours may be termed as affective behaviour.

Affective behaviour is recognized as an important means of education. For example, children give more attention to school work and direct their efforts more continuously when they feel that they are respected by the teacher and by other children. When they feel rejected their attention and efforts are more scattered. Even the child's feeling about his or her own worth and competence is believed to be a significant factor in learning.

The aim of education might be said to involve the whole being of children, in terms of cognitive and affective dimensions and even their soul. The main task of teachers should not be limited solely developing children's intellectual ability, but to shape their affective characteristics. An education programme, which would develop the cognitive and affective aspects, might guide discipline of mind and emotion, may develop an individual with balanced needs, and improved social relationship.

In formal classroom teaching, the majority of the teacher's efforts typically go into the cognitive aspects of the teaching and learning and most of the classroom time is designed for cognitive outcomes. Similarly, evaluating cognitive learning is straightforward but assessing affective outcomes are difficult. Thus, there is significant value in realizing the potential to increase student learning by tapping into the affective domain. Students may experience affective roadblocks to learning that can neither be recognized nor solved when using a purely cognitive approach.

National Curriculum Frame Work for School Education (2000) envisaged that learners' physical, social, and emotional characteristics, attitudes and interests that emerge in them during childhood, early adolescence and mid-adolescence, should be carefully taken into consideration while determining the objectives,

content and strategies of curriculum and its transactions at all the stages. National Curriculum Frame Work for School Education (2005) stated that education is a significant dimension of the long-term process of building up peace, tolerance, justice, intercultural understanding and civic responsibility. It gives the guide lines for nurture ethical development, inculcating the values, attitudes and skills required for living in harmony with oneself, with others and nature. Children's voices and experiences do not find expression in the classroom. Often the only voice heard is that of the teacher. When children speak, they are usually only answering the teacher's questions or repeating the teacher's words. They rarely do things, nor do they have opportunities to take initiative. The curriculum must enable children to find their voices, nurture their curiosity to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge rather than their ability to reproduce textual knowledge. These affective characteristics will help students to perform better in cognitive areas and to develop as holistic personality, which is the aim of our education.

Affective education is important

1. Affective education is important in itself, and is concerned with children emotional growth and development
2. It replicates a dehumanizing atmosphere with a humanizing, "man-centered" one
3. It is an indispensable aid to cognitive education
4. Student will be able to an effective human being (the mind, heart and muscle combination called effective human being). The effective human being represents a good balance of both the cognitive and affective
5. The student will appreciate education as a means for acquiring moral strength, wisdom, and vitality
6. The student will believe that the individual has responsibility to build a better life for all

Adolescent age is most important to nurture certain affective characteristics among them, where students mould their personality and use all the energies properly channelized so that they will grow up as good citizens.

Childhood is an important stage in everyone's life. It is an age of physical and mental growth, when one is eager to become an adult and be part of the wider society. But in reality all children do not enjoy their childhoods. Many face violence in the form of punishments, abuse, neglect, etc. at this important phase of life. Physical and psychological punishment is a common form of violence that many children suffer in their childhood.

1.6 Physical, Psychological-Social Developmental Characteristics of Adolescent and Factors that Influence the Development

There is a direct relationship between psychology and emotion, and need to recognize first the psycho-socio developmental characteristics of young children in order to plan for affective education programme.

Adolescents are individuals with unique personalities and special interests, likes and dislikes. In general, there is a series of developmental tasks that they all face during the adolescent (13-19 years) age. Adolescence is the most intricate part of the development. This transition from childhood to adolescence is a journey full of surprises both for the parents and for the children. Adolescence is the stage where the students develop the self-identity, peer identity, develop attitudes and develop their own value system. During this stage if they are provided with affective education which help them to develop positive attitude towards their subjects and people around them and better understanding of values, they would turn out to be strong citizens of tomorrow. This will help them to reduce their behavioural problems through self-understanding.

Attitudes, emotions and morals are thus an integral part of affective domain, which can be developed in an integrated manner with cognitive domain. As children's metacognitive capabilities develop, they become more aware of their own beliefs and become capable of regulating their own learning (NCF, 2005).

Hyson (1994) describes five factors that play a key role in affective development in children. These factors are:

1. Biological and physical characteristics, including physiological process
2. Individual differences temperament
3. Skills and limitations in other developmental areas, including the cognitive, language, and social domains

4. Family environment and relationships
5. Cultural influences

It can be understood from the list above that the psychological and physiological development of young children is affected by the surrounding factors such as family and culture play and personal factors like skills and temperament. These psychological and physiological developments are to be channelized by providing affective education in the schools, since a child spends a very significant part of his day in the school. The affective education has to be integrated with the curricular subjects. Inclusion of self-learning experiences and teaching with activity demonstrations and discussions would help the student to understand the concepts better. This type of learning process will increase teacher-student and student-students interactions. These interactions will not only help in understanding the concepts but will also aide in generating new and productive ideas.

Piaget's fundamental insight was that individuals construct their own understanding, and learning is a constructive process. In applying this theory, schooling must give the students a chance to experience the world. Even though Piagetian descriptions of development seem to be focused more on the cognitive aspects of education than on their affective qualities, but they have hidden affective components. Provision of different learning experiences and different activities would definitely develop positive attitude towards learning, some values and self-thinking abilities in the students. These provisions are to be made by the teachers, parents and school authorities.

Children learn in a variety of ways through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing both individually and with others. They require opportunities of all these kinds in the course of their development (NCF, 2005). Provision of learning opportunities is not only the sole responsibility of the school, but also a joint responsibility of the school, home and society as a whole.

Learning takes place both within school and outside school. Learning is enriched if the two arenas interact with each other. Art and work provide opportunities for

holistic learning that is rich in tacit and aesthetic components. Such experiences are essential for developing moral and ethical values, to be learnt through direct experience, and integrated with life (NCF, 2005). Only providing opportunities to interact with environment and organising learning activities do not empower the psychology of the child to learn. Such activities would develop the cognitive aspects in the student along with the integrated affective characteristics. But if the affective characteristics are to be instilled such that it reflects the social behaviour the students should have role models. The role models can be teachers, parents or elders.

Bandura's *Social Learning Theory* (1965) reflects that one of the characteristics of child psychological development is that a child learns a general rule of behaviour through observational learning or modeling. In other words, the behaviour of a child is often influenced by the behaviour observed in another elderly person. Here the teacher and parent's role becomes significant. The relationship they share with their teachers and parents provide them a path to learn new behaviours. In this regard, the behaviourist view behaviour as learned and consequences can either promote or deter learning (Henson and Eller, 1999). Thus, the behaviour learning theories says that good behaviour can be encouraged through verbal material reinforcements and genuine accomplishment of the students should be recognised.

The reinforcements for socially acceptable behaviours and recognition of good acts or achievements are genuinely required to support the psychological and behavioural aspects of the adolescent development. The behavioural shaping at this phase of life immensely affects their social behaviour. This stage the students undergo various physiological and psychological changes leading to various confusions and these confusions if not dealt properly may lead to inappropriate personality development.

Erikson's *Theory of Personality* (1968) proposes that personal identity grows out of various crises in psychosocial development and each crisis leads to a favorable outcome if negotiated successfully (Thomson, 1994). The social developmental characteristic of adolescence, according to this theory, is "initiative versus guilt"

where the child continuously becomes more assertive and takes more initiative. But if they are not allowed to take initiative they develop guilt feeling.

Woolfolk (1995) argues that the challenges of this period are to maintain a zest for activity and, at the same time, to understand that not every impulse can be acted on. According to him, parents and teachers have a major role to channelize their cognitive abilities into productive fruits. Their energies and impulses arising out of physiological changes should be directed positively in a friendly manner. This kind of support for the parents and teachers will make the students morally and socially responsible persons

Vygotskian view and Piaget's cognitive theory lay emphasis on social and cultural environments for development of emotions and behaviour. Piaget describes the classroom setting and teacher's role in enhancing children's experiences as the environment while Vygotsky sees that the child and the environment collaborate to mould cognition in culturally adaptive ways.

Both Social and Behavioural Learning theories commonly say that learning occurs from observing others in a particular environment. Behaviourists also lay emphasis on the influence of external environment for the modification of the behaviour.

The theories related to child development, reflect that environment is the key factor that influences children's personal and social development. Learning is closely related to social context, while affectivity is connected with feelings, beliefs and emotions. The key concepts of all the theories seem to be to emphasis placed on adapting to the environment. However, in order to ensure children have an awareness of effective intrapersonal and interpersonal relationships, their emotions, feelings and beliefs need to be channeled in the right direction.

Other Psychologists in their theories have also laid emphasis on providing value based and interest based activities for development of adolescents. Piaget's (1965) moral development theory, Erickson's (1968) theory of Psycho-social development, and Kohlberg's (1971) moral development theories clearly stated that there is a systematic way of acquiring moral values among adolescents. This systematic way of acquiring moral values helps them to acquire certain characteristics, which may describe as affective characteristics. These affective

characteristics are acquired or developed through some means like learning and self-expression opportunities provided at the school in different subject areas, positive or negative reinforcements provided for their achievements or acts, provisions made by the teachers, parents and school authorities for developing intrapersonal and interpersonal relationships, etc., as described above. The provisions or means provided to develop affective characteristics are related to cognitive and the psychomotor domains of education also. So the views expressed above indicate that the development of affective domain cannot take place separately but should be integrated along with the cognitive and psychomotor aspects of education. Since the development of all the domains take place in an integrated manner, it is important to know the relationship of affective domain with other domains.

1.7 The Relationship of the Affective Domain to Other Domains

The affective domain provides a unique arena of human behaviour, involving complex information processing, fundamentally unlike, but intimately related to, all the other domains of human development. As stated above, the affective domain combines body sensation of feelings, a perception of positive or negative well-being, the activation of related emotions, and an arousal of action and avoidance of dangers, which undermine the actions (Carney and Jordan, 1976; Damasio, 1999). Development of the affective domain has been related to such disparate topics as moral character development (Hoffman, 2000), motivation (Gollwitzer&Bargh, 1996), performance appraisal (Hirt, Levine, McDonald & Melton, 1997), reasoning and problem solving (Isen, 1993; Murray, Sujan, Hirt&Sujan, 1990; Russ, 1999), self-regulation (Aspinwall, 1998), and spiritual development (Hay & Nye, 1998) and social behaviour (Nathanson, 1992; Pinkar, 1997). The affective domain is seen as contributing to social interactions through a concept often referred to as social-emotional learning (SEL) skills. SEL can be defined as “the process through which people learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviour” (Fredericks, 2003). The emotions arise out of the various surrounding factors/environments. The environment plays a vital role in the arousal of the

emotions and their transformation into social behaviour. For the students this environment is in the form of teaching learning processes and the other co-curricular activities organized at the school and home. The activities at the school are specifically planned based on the subjects of the curriculum. Though these activities are planned to develop cognitive and psychomotor domains of the students they may have a hidden objective to develop certain affective characteristics in the students. Development of these hidden affective characteristics requires careful planning of the curricular activities and conscious efforts of committed teachers and school authorities. Emotions, a part of affective domain and related SEL skills are important in social interactions because emotional knowledge and expression function to guide social interactions, both directly and indirectly. These social interactions sum up make an impact on the behaviour of the individual and later help in shaping the personality and character. The social interaction in a classroom setting takes place when the students get opportunities to discuss about the subject concepts with the teacher/peers are allowed to perform some activity related to the content. The content of the subject is intended to develop some cognitive attributes in the students but if it is planned with certain activities providing social interactions it would help in developing the psychomotor and affective attributes also. This implies that the development of affective characteristics is to be planned in an integrated manner with cognitive and psychomotor aspects of the teaching learning process. The development of three domains of the student calls for a program, which would include the curricular aspects and would ensure the development of these three domains in an integrated manner. Such an educational program should be developed within the curricular limits of time and content but at the same time, it should be based on the psychosocial aspects of the student and philosophical aspects of education. With this reference the researcher tried to draw out some philosophical and psychological outlines for the development of an educational program to enhance affective characteristics integrated with cognitive and psychomotor development.

1.8 The Implication of the Theories in Planning a Programme for Affective Education

It can be implied from the (above-mentioned) theories, that the psychological developmental characteristics of young children may be interpreted through different types of domain such as cognitive development, socio-emotional development, ecological development and behavioural development. These characteristics are influenced by nature, society, environment, heredity and children's inner cognitive development.

The key point in all these (above-mentioned) theories is that children's psychosocial development is characterised by the adaptation to the environment. The two major components, which need to be addressed while planning the educational programme for developing affective characteristics, are teachers and parents. Though the program would be based on the nature and the needs of the children, parents and teachers has to play a significant role in the implementation of the program. Apart from the parents and teachers, family, community and the culture also play a pivotal role in the implementation of the program.

The implementation of an affective education programme depends on certain trends and patterns in children's emotional development. Hyson (1994) has described the trends and patterns in terms of certain aspects like the way the children express their feelings, children's emotional control, children's understanding about the emotions, children's reactions to others feelings and to situations that arouse emotions, changes in children's emotional ties to the adults. Newcombe (1996) also suggested that parents and teachers have to consider two elements for use of affective programme i.e. the child's social interactions and language performance in a cultural context and the role of adults in arranging the contexts within which children learn and guide children in exploring this context. Thus, it implies that the educational program should consist of components, which would help the students to interact, express their feelings, understand their emotions, understanding others feelings, enhance their ties with the teachers and the subject.

NCF (2005) stated that participatory teaching and learning; emotion and experience, need to have a definite and valued place in the classroom. While class

participation is a powerful strategy, it loses its pedagogic edge when it is ritualized to enable teachers to meet their own ends. True participation starts from the experiences of both students and teachers. When children and teachers share and reflect on their individual and collective experiences without fear of judgement, it gives them opportunities to learn about others who may not be a part of their own social reality. This enables them to understand and relate to differences instead of fearing them. If children's social experiences are to be brought into the classroom, it is inevitable that issues of conflict are to be addressed. Conflicts are encountered constantly by these adolescents, which demands moral actions, whether in relation to subjective experiences of conflict involving the self, family and society, or in dealing with exposure to violent conflict in the contemporary world. To use conflict as a pedagogic strategy is to enable children to deal with conflict and facilitate awareness of its nature and its role in their lives.

Piaget has suggested two approaches for the implementation of the educational program related to affective development firstly, increased sensitivity of the teacher to children's readiness to learn something new regarding concepts of good behaviour that are likely to challenge incorrect ways of viewing the world, and secondly, an acceptance of individual differences whereby any attempt by teachers to develop children's emotions should take account of these variations.

Meanwhile, one implication of Erikson's theory in planning for an affective education is that teachers have to make sure that each child in a class has a chance to experience success. NCF (2005) stated that teachers need to be prepared for caring and loving the children, for understanding the children within their social, cultural and political contexts, for being receptive to the students' needs for learning, for viewing learning as a search for meaning out of personal experience and for knowledge generation through a process of reflective learning.

Affective characteristics are important both as means and ends of education, then the assessment of these characteristics is equally important. It's necessary to understand students' affective characteristics in order to provide proper instructional conditions and to evaluate the effectiveness of affective education programs (Anderson, 1981). Thus the above theories suggest some aspects which could be included in the educational program for development.

For the growth of the children all the teachers and parents should take part deeply in building the affective characteristics in the children. It is the quality of involvement or partnership between parents and teachers, which is likely to determine the effectiveness of implemented program. The teacher-parent partnership is essential for implementation of the program. While the program components should include sharing of experiences between student and teachers, activities ensuring the student's readiness, sensitivities and conflicts in the socio-cultural context of the students and activities that ensure the participation of the students in the classroom activities.

1.9 Rationale of the Study

Development of affective characteristics is very vital for school education as they help the students to fully aware about themselves and take informed decisions. The recent educational policies and programmes across the country gave a special attention to this aspect and as it was emphasised in the national curriculum framework for school education. Thus, the importance of the development of affective characteristics among the school children will arises.

Revisiting classrooms, it is evident that the majority of the teacher's efforts typically go into the cognitive aspects of the teaching and learning and most of the classroom time is designed for cognitive outcomes. As a result, students face variety of behavioural problems. The development of the affective attributes is the most essential part of the schooling of the children especially during their adolescence period (13-19 years). The students at this stage having certain characteristics like curiosity to learn, to explore the knowledge of the world and energies which they have to channelise to achieve their goals. Adolescence is the foundation of a responsible social life for the individual. The main characteristics of the this stage are physical maturity, stress and strain due to new instincts and emotions that emerge which disturb the personality; increases the feeling of belongingness and to win approval; hero worship; unstable and unadjusted with surrounding world; sex instinct, habitual disobedience of parents and elders; keen desire for self-expression and self-improvement; scientific, philosophical, and humanistic interest begin to shape; vague doubts and questions about the constitution of the universe and society; gregarious impulses are sublimated into

definite form of social behaviour. These altruistic impulses and heart burning desire of the adolescent should be directed by the teacher into fruitful channels. Dealing with adolescent students in the classrooms are very challenging task to the teachers. Students need special programmes to channellise their energies properly in a regular school programme. Researcher felt that the right stage for teachers to mould the children properly with values and right attitudes, so that they can really build up their personality as good citizens.

The main aim of the education is all round development of the individual. The national educational policies also highlighted the all-round development focusing to development of cognitive domain, psychomotor and affective domain. Whereas, the present educational scenario is more demand on affective development along with cognitive and psycho motor. Various policies highlighted the development of affective attributes in the school education.

National Policy on Education (1986) stated that national values enshrined in the Indian Constitution, which have been further explicated specifically highlights the need for promotion of values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper, The policy calls for strengthening a world view which treats the whole world as one family by motivating the younger generation for international cooperation and peaceful coexistence, education should foster an awareness of the equality of all by removing "prejudices and complexes transmitted through the social environment and the accident of birth".

National Curriculum Frame Work for School Education (2000) envisaged that learners' physical, social, and emotional characteristics, attitudes and interests that emerge in them during childhood, early adolescence and mid-adolescence, should be carefully taken into consideration while determining the objectives, content and strategies of curriculum and its transactions at all the stages. It is also stated that gradual introduction of learning experiences related to ideas, attitudes and skills associated with moral values, national ideals and priorities, socio-cultural cohesion and global fraternity. Systematic provision of information and

guidance that would help the youth in making right choices of career and vocation for themselves must be ensured the secondary stage of education.

National Curriculum Framework for School Education (2005) stated that education is a significant dimension of the long-term process of building up peace, tolerance, justice, intercultural understanding and civic responsibility. Education for peace seeks to nurture ethical development, inculcating the values, attitudes and skills required for living in harmony with oneself and with others, including nature. Peace education must be put into practice in the entire school life-curriculum, co-curriculum, classroom environment, school management, teacher-pupil relationship, teaching-learning processes, and the entire range of school activities. Education should aim to build a commitment to these values, which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to build such a commitment in children. Independence of thought and action points to a capacity of carefully considered, value-based decision making, both independently and collectively. Sensitivity to others' well-being and feelings, together with knowledge and understanding of the world, should form the basis of a rational commitment to values. Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasise the processes of constructing knowledge. Choices in life and the ability to participate in democratic processes depend on the ability to contribute to society in various ways. Affective characteristics help the students to perform better in cognitive areas and to develop holistic personality.

Keeping the above policy directives as the broad guidelines, every school should make conscious efforts to develop certain essential affective qualities in all the children, which are eventually, contribute towards personal and social growth as well as national development.

It was observed that, contemporary educational practices of development of affective characteristics among adolescent schoolchildren as an educational objective was neglected. For the development of the affective characteristics, present day schools are not providing enough practices in the classrooms. These

elements form integral part of the set of outcomes expected to be acquired by every individual completing the basic education programme. Factors contributing to school effectiveness in the affective domain have been largely ignored in recent research in spite of a transnational concern about value disorientation (Durance, 1995).

The importance of the affective attributes was found in various research studies. The student self-esteem increased after being involved in the skills for adolescence program suggests that affective education programs can be effective in increasing student self-esteem (Duquette, 1990). Teachers' capacity to care for students through a strong commitment to the teacher-student relationship, deliberate fostering of relationships between students, teachers, and parents, and through the modeling by and direct receipt of care from administrators (Victoria, 2012). The research demonstrated that if students and teachers connect in the classroom with a more unified approach to building and sustaining positive student-teacher relationships, a more-prepared individual emerges contributing to the community, the workforce and society at large (Cheryl, 2008). Teacher's as role model and providing comprehensive care and support to individual student and at class level helped in character development of the student (Cheng, 2011). Research studies revealed that students learn best when the affective and cognitive domains of education are blended together (Griffin, 1997). Students continued to express their emotional need for teachers who are gentle, caring, loving, and understanding, the environment in school needs to be democratic, the focus needs to be on teaching responsibility and self-discipline rather than controlling and suppression (Rao, 2001). Students had excellent academic attainment and good adjustment in the area of emotional, social and educational adjustment when parent-involvement in the educational process especially in school programmes (Surabala, 2005). Several researches have provided base for nurturing affective domain in schools as they make long-term impact on students' learning outcomes (Rao, 2001).

All-round development of the personality is the ultimate goal of education. In this regard, all the teachers have to play a major role to manage the classrooms to support children's learning, keeping in mind the demands of the curriculum and

the needs of the children involved. Therefore, learning experiences provided in the school should contribute towards the achievement of this end. Accordingly the expected outcomes of learning cannot be limited only to the cognitive domain; it is necessary to delineate learning outcomes expected in the affective and the psycho-motor domains also. In contrast to cognitive aspects, non-cognitive aspects cannot be specified as tangible terminal behaviours, since they comprise elements of personality which manifest themselves in interest, attitudes, personal and social behaviour and value systems. It is also recognized that unlike learning outcomes in the cognitive domain, those in the non-cognitive domain, particularly the affective characteristics, cannot be specified in terms of minimum levels. Nevertheless, the need to develop certain basic values as part of the process of growing and learning at school level. In fact, school education provides an ideal setting for this purpose as children are at a digital age and the experience provided to them at this stage can have a more lasting impact in moulding their personality. The affective qualities can be developed through constructive classrooms, which provide learners all kinds of learning opportunities and experiences in the school environment.

Keeping the above points in mind and understanding the current realities of schools education, researcher has felt the need to develop a comprehensive educational program to nurture affective characteristics among the students. It was also felt by the researcher that such programs would help the schools to focus on the development of co-scholastic areas. Recently, CBSE and other State Board schools in India have brought changes in their curriculum and evaluation on the lines of NCF and the stress was on co-scholastic areas. The present study will help the schools to understand the nature and the process of developing affective characteristics among the students. Therefore, the present study has been planned with the following research questions.

1.10 Research Questions

1. Whether affective characteristics are given importance in the classroom processes in the secondary schools?
2. What are the affective characteristics that need to be strengthened among the secondary school students?

3. Can we develop an educational programme for nurturing these affective characteristics among the secondary school students?
4. Whether such educational programmes make a difference in students learning outcomes?

To study above questions researcher defined the problem as follows:

1.11 Statement of the Problem

Development of an Educational Programme for Nurturing Affective Characteristics among Secondary School Students

1.12 Objectives of the Study

Researcher framed objectives for the above problem as follows:

1. To develop an Educational Programme for nurturing affective characteristics for VIII standard students.
2. To tryout the developed Educational Programme on selected VIII standard students.
3. To study the opinions of the school teachers on the developed programme for nurturing affective characteristics.
4. To study the opinions of the students on the developed programme for nurturing affective characteristics.

1.13 Explanation of the Terms

1.13.1 Affective Characteristics

Affective Characteristics refers to feelings about the course content, issues (attitudes), a feeling of personal worth, success (self-efficacy), desires to become involved in various Activities (interests), and personal standards (values). Terms further specified as follows.

1.13.1.1 Development of Attitude

- a. Positive attitude toward learning/ willing to learn
- b. Positive attitude toward oneself and others
- c. Positive attitude toward lessons, subjects, teachers
- d. Positive attitude toward Morality

1.13.1.2 Development of Self-efficacy

- a. Recognition of worth in one self
- b. Appreciation of ideas, objects and persons
- c. Recognition of worth in others
- d. Having regard for others' feelings
- e. Ability to live in harmony with others
- f. Perceiving the real worth of education

1.13.1.3 Development of Interest

- a. Interest in classroom learning process, studies, activities
- b. Interest toward classroom as well as academic work (assignments, homework etc.,)
- c. Interest in one's responsibilities
- d. Volunteer involvement/active participation

1.13.1.4 Development of Values

- a. Take challenges in life / take initiation to do things
- b. Express personal opinions and justify
- c. Having a feeling of worth in a classroom
- d. Develop ethical values and practice

1.13.2 Educational Programme refers to the set of integrated learning experiences designed by the researcher, which was aimed at nurturing affective characteristics among secondary school students during the school programmes. Educational programme was prepared in the form of manual (Appendix-A). The manual consists of concept of affective characteristics, its research perspective, its development of affective characteristics among students, its importance in the classroom learning process and aspects of its assessment. It helps in building up their life positively.

1.14 Delimitation of the Study

The affective characteristics in the study was delimited to attitude, interest, self-efficacy and values. And secondary school students were delimited to grade VIII students only.

Development of an educational programme for the students' needs a strong base of similar type of researches conducted in the area of affective development hence the researcher reviewed the related literature to get an outline for development of an educational program to enhance the affective characteristics in secondary school students. The findings and detailed description of the reviewed studies is presented in the next chapter.

CHAPTER II

REVIEW OF RELATED

LITERATURE

2.0 Introduction

This chapter presents the review of related literature for the present study. The review was undertaken to provide an empirical support to the conceptual framework of the study. The literature review was conducted in three phases, commencing with a search on the development of affective domain, then focused to comprehend of affective development in secondary school students, and then specifically to the development of attitude, interest, self-efficacy and value. Searches in all phases commenced with databases of academic journals and abstracts including: Educational Research Abstracts (ERA) online database (www.informaworld.com), A+Education, Emerald, ERIC, Expanded Academic, JSTOR Education, Pro Quest, PsycINFO, SAGE, and Springer Link. In addition Google Scholar, Ebooklibs, Scribd were found to be useful web sites and Dissertation International Abstract found very useful source book for reviewing studies all around the world (available in the Smt. Hansa Mehta Library, The M.S. University of Baroda, Vadodara). For Indian studies review has been collected from research abstracts (in three volumes available in the website www.educationinindia.net) prepared by CASE, The M.S. University of Baroda, Vadodara and Research abstracts (6th Research Survey) prepared by Devi Ahilya University Indore, M.P and Secondary searches of others' bibliographies and searches using citation indexes were also conducted in each phase.

The initial search specifically addressed to the affective domain using the keywords 'affective' and 'affective education' in the article title. There are few articles closely related to the study found to be useful for the clear understanding of the concepts. In the second phase, the search expanded to affective development in general; include non-cognitive aspects in support to affective development. In the third phase, the search specified to attitude development, interest development, self-efficacy development, and value development. These sources helped for the preparation of the developed programme. The basis of the study has to arrive at a decision on the choice of methodology for the present

study. Overall 33 studies (19 foreign and 14 Indian) were found for the period of 22 years (1990-2012). The studies were arranged in a chronological order from recent to oldest and presented below.

2.1 Research Studies Conducted Abroad:

The foreign studies related to the present study found nineteen in number. Studies presented chronologically as follows:

Victoria (2012) studied how one school in India, which claims to emphasize the importance of the teacher-student relationship, develops and supports teachers' capacities to create caring relationships with students. The hope was that the outcomes might provide insight for policy-makers, school administrators, and teachers about what is needed to best support teachers in their relationships with students.

The research site for this study was a pre-Kindergarten through 12th grade private school in India. The choice of India as a cultural context stemmed from the historical precedence of the importance of the teacher-student relationship. A mixed-methods descriptive case study served as the design for this study.

Qualitative methods included interviews of teachers, administrators, and students, classroom and event observations, and document analysis. Quantitative methods included surveys of teachers and students. The qualitative data were analyzed using Noddings' (1984) four methods for teaching care (modeling, dialogue, practice, and confirmation) with other themes added as needed. Descriptive statistics and factor analyses of both surveys were used to triangulate and expand upon the qualitative data.

Findings indicated that schools can support teachers' capacity to care for students through a strong commitment to the teacher-student relationship, deliberate fostering of relationships between students, teachers, and parents, and through the modeling by and direct receipt of care from administrators. Other factors that may help teachers to care for students include cultural respect for the teaching profession and acknowledgement of care from both students and parents. However, teachers' efforts to care may be impeded by intense testing

environments. Recommendations were made for the implementation of resources and support needed by teachers to create caring relationships with students.

Linnea (2012) studied to help teachers designed lessons with purposeful planned movement and build efficacy.

Due to the push down of academics, today's elementary students are being asked to learn more concepts and sit for longer periods of time. Sitting slows thinking, whereas movement wakes up the brain. Using movement to learn is embodied cognition, or learning through both the body and the brain. Movement should be part of instruction for young students; however teachers are often not sure how to incorporate movement in their lesson plans. The Japanese practice of lesson study may help because it embeds teachers' new learning in their classrooms while intimately connecting it to the learning of their students, and it links with the cyclical, constructed theory of learning provided by Vygotsky Space. If teachers incorporate movement in their lessons, children have the potential to become more engaged and learn.

This action research study was designed to understand if two first grades, two second grade, and one third grade teachers at a Title One elementary school in the Southwestern United States could learn how to use movement more during instruction through lesson study. This innovation took place for 14-weeks during which 12 lessons using movement were developed and taught.

Data were collected prior to the study and during each portion of the cyclical process including, while teachers learned, during lessons using movement, and when lessons were discussed and changed. The data sources were pre and post teacher surveys, student surveys, observation protocols, lesson plans, transcripts of lesson study meetings, and researcher notes. To reduce bias a triangulated mixed methods design was used.

Results indicate that through lesson study teachers were able to learn about movement, try it, observe the results, and adjust it to fit their teaching style and their students' needs. Data showed increased student engagement in lessons that incorporated movement as evidenced in the students' words, bodies, and learning. After participating in the study, the teachers realized they personally use movement to learn, and teachers' efficacy regarding their ability to plan

movement in their lessons increased. Additionally, they started purposefully planning movement across their curriculum. Based on the results, further cycles of action research are suggested.

Cheng (2011) studied how affective education is conceptualized and implemented in contemporary China.

A qualitative case study was conducted in the capital city of Guangdong Province-Guangzhou. A middle school in the city with uniqueness in its practice of affective education was selected as the case school for study. Fieldwork was carried out from the year of 2005 to 2007 to investigate the perceptions of school leaders, teachers and students about the concept and practice of affective education.

Multiple methods were employed in this research. Data were drawn from in-depth interviews with the present and former school principal, Communist Party Secretary at school, teachers and students of the school. Evidence was also collected via on-site observations, analysis of textbooks, learning materials and school documents. A shadowing approach of observation to the principal was also launched. A total of 42 informants were interviewed and 25 sessions of participant and non-participant observations were conducted in the campus. Different sources of the data were categorized, thematically analyzed, and triangulated. The functions, content elements and the practice of affective education were identified. Findings showed that affective education was implemented in the name of Meiyu which meant aesthetic education in its broadest sense. The salient functions and content of Meiyu as affective education were closely related to character formation and Chinese traditional values as well as political ideology. An essential feature of centralized management of affective education in a collectivistic culture was also illuminated in the study. The findings revealed the essential class teachers' pastoral task of being role models for character development and providing comprehensive care and support to individual student and at class level. It was also affirmed that time-honored moral values were particularly dominant for creating school climate in a Chinese context. The provision of affective education as shown in this study involved a direct concern for the moral development of students. Playing the role as an agent imparting

moral values, affective education in China cultivates a unique affective experience- Chinese affect to nurture moral individuals with the ultimate goal of serving the interests of the collective. The unique approach of implementing affective education in a Chinese pastoral care structure also witnesses the tension of regulation of self-versus liberation of self. While this study reaffirms mainland theorists' framework about affective moral education, it also informs the extant theories of affective education that though affective education in the East and the West are concerned about enhancing students' affective development, they differ much in their emphasis.

Cheryl (2008) studied student-teacher relationships and their effect on student achievement at the secondary level.

This mixed method sequential, exploratory design focused on a Midwestern secondary school of approximately 250 students. The disconnection between students and teachers was addressed by investigating positive student-teacher relationships; student achievement; and the connection between student -teacher relationships and achievement. Qualitative data were collected using focus groups of students and teachers who explored characteristics of positive student-teacher relationships and of student achievement. These data were then analyzed using data reduction that selected, focused, simplified, abstracted, and transformed the data as they appeared in field notes. Quantitative data were then collected using a survey that examined student perceptions of student-teacher relationships and their potential effect on student achievement. Descriptive analysis of survey data revealed themes that were then contrasted against the qualitative data. The overarching theme that emerged from the triangulated data suggested most students perceived that a relationship existed between student achievement and relationships they had with teachers, while most teachers' perceptions were in contrast to the students' perceptions. The research demonstrated that if students and teachers connect in the classroom with a more unified approach to building and sustaining positive student-teacher relationships, a more-prepared individual emerges contributing to the community, the workforce and society at large.

Christopher (2008) studied Teachers' beliefs and an attitude toward approaches to character education. In this study researcher highlighted, that Character

education has always had a role in public education. Classroom pedagogical approaches address curricula and activities that either focus on teaching character or integrate character into other academic subject approaches. The cultural/school approach implies an environmental approach to character education that utilizes teachable moments, classroom and school rules, and discipline. The purpose of this study was to examine teachers' beliefs and attitudes toward approaches to character education, and establish components that teachers identified as necessary for effective character development and character education programs. A Grounded Theory tradition guided this research, using interviews with 30 teachers. Data analysis included: questioning, comparisons, meanings of words, looking at language (in vivo), time, and using metaphors and similes.

The participants' responses were developed into seven themes related to character and character education: terminology, as the law, roles, unification, simplification of implementation, authenticity and teachable moments and subcultures. Terminology affected all other themes depending on participants' views about character and those responsible for teaching it. The themes as the law and roles investigated how character education is imposed at times on schools and how teachers view their roles, parents' roles, and a collective role of those who interact with students. Unification, simplification, and authenticity explore how character education is infused into schools and curricula. Subcultures respond differently to the infusion of the various approaches to character education.

The study found that scripted and canned programs character education curricula to be useful when used as resources at the elementary level and irrelevant at the high school level more importantly teachers need to authentically incorporate the development of character into the school day and give time to this issue.

Wang (2007) studied a positive psychology approach in an affective education elementary school course.

The primary purpose of this investigation was to identify and explore the components of a framework for affective education implementation based on a positive psychology approach. A fifth grade class (19 boys and 12 girls) in a public rural elementary school in Taiwan was chosen to participate in a 13-week long affective course that consisted of six units: Self-discovery, Love and

Gratitude, Empathy, Emotions, Optimism, and Hope. In this study, both qualitative and quantitative methodological approaches were employed for collecting data. Constructivist grounded theory case study was used as a qualitative methodological approach to explore the components of a framework for affective education implementation, and the six methods for gathering data included participant observations (over 660 hours of observing participants), field notes (journals), videotapes, artifacts, self-assessment, and interviews. The Children's Attributional Style Questionnaire (CASQ) was utilized as a quantitative methodological approach to investigate whether the students' positive explanatory style had increased after experiencing this course. A framework for affective education implementation that emerged from the collected data consisted of three levels: the classroom in/out level, the school/family level, and the society/culture level. The classroom in/out level included three influential components: instruction (storytelling, interdisciplinary instruction, student subculture, and teachable moments), teacher (role and attitude), and student (self-concept). In the school/family level, teachers' teaching and students' learning were affected by school administrators and family members. In the society/culture level, the findings revealed that society and culture had an impact on affective education implementation. Moreover, the components within these three levels were interrelated and affected each other overtly and covertly. Furthermore, the CASQ results revealed that students' positive explanatory style increased significantly from the pretest to the posttest, and the interview findings showed that participants enjoyed this course because they had acquired a lot of helpful affective knowledge.

So (2006) studied the importance of children's emotions in early childhood education, and it reemphasizes affective education as an integral aspect of the curriculum. The goal of the research is to examine the cultural aspects of the processes of emotional socialization in American preschools as well as teachers' contributions to children's emotional development (e.g., emotional expressions, regulation, and competence). This study explored teachers' support of, values concerning, and educational practices about emotional development in the preschool.

The study used qualitative and quantitative approaches in order to understand the meanings of teachers' actions from their points of view. The study was conducted in three preschool classrooms (age 3-4) in three different schools (i.e., two daycares and one public preschool). Investigator conducted classroom observations and teacher interviews over a nine-month period, using audio taping and videotaping. A survey was done with preschool teachers and mothers.

Preschool teachers acknowledge children's emotional development as an important for later schooling or for school adjustment. Teachers believe that children should build emotional competence as early as possible. However, emotional competence was most often defined narrowly and in terms of control. Teachers paid little attention to developing better educational practices for children's optimal development of their emotions. Teachers' emotional support reflects their experience, long-term goals, values, and cultural norms. This research will assist early childhood educators in understanding the teacher's role in children's emotional development and help educational practitioners to expand the school curriculum and daily educational practices.

Susan (2003) examined the validity of The Student Profile Survey (SPS) (1995), which was employed by Jesuit secondary schools to measure the affective outcomes of a Jesuit secondary education. The SPS significances to measure the attitudes, practices, and perceptions of freshman and seniors in the areas of; 1) Openness to Growth 2) Intellectual Competence 3) Religiousness 4) Lovingness, and 5) Commitment to Doing Justice. The study gathered validity evidence through a review of the instrument construction process, as well as reliability and factor analyses. In addition, the difference between mean scores from freshman to senior year were examined at both the school and national level and used as evidence to support its use of capturing non-academic change in students at Jesuit high schools.

The study found that the instrumentation process was excellent in terms of its responsiveness to both the curricular and student level, especially in the area of item development. In regards to the validation of Profile constructs the numerous factor analyses found that, Religiousness was the only construct that was apparent across all scales at both the freshman and senior level. Although the Profile

constructs were not distinct across all scales, the Attitude, Practices, and Attainment of School Goals scales all showed similar factor structures across cohort as well as year in high school. Significant differences in mean scores were found in the Practices and Perception of School Goals scales. The Practices Scale showed significant gains whereas the Perception of School Goals Scale showed significant losses. A MANOVA did not show significant differences on the four subscales for schools where the SPS was administered consistently to three out of three cohorts in three years, versus two out of three cohorts in three years. However, an independent samples-test showed significantly higher change scores for schools where the SPS was administered to three out of three cohorts.

Hyang-Jin (2001) investigation addresses that how Americans conceptualize adolescence and educate young people to become persons, and how the American cultural construction of emotions influences the development of persons. Central to this task is an investigation of how the ideology of individualism informs the American cultural model of self, person, and emotion in relation to education. The study is based on 12 months of ethnographic field research in a public junior-high school, located in a metropolitan area of the Midwest, U.S. In the school, a major theme in the socialization of personhood for early adolescents involved self-discipline. The agency of power and control was viewed as belonging exclusively to the self in the ethno psychological frame of American individualism. Emotional control was placed at the core of self-discipline for early adolescence, which was considered a highly emotional stage. Self-discipline was perceived not only as integral to personhood, but as the basis on which to cultivate the creativity of the self. The educators viewed that creativity was an affirmative sign of someone being a "person," embodying core American values, such as "choice," "self-motivation," and "intrinsic rewards." Self-discipline and creativity functioned as one set of pedagogical goals. By examining schooling with a focus on affective education, first, the dichotomy between socialization and formal education, and second, the prevalent view of adolescence as a bio-psychological period of storm and stress; it looks closely at a social world that shapes much of contemporary adolescent life.

Weeks (2001) studied the development of an appropriate model to assist teachers, in South Africa, to understand and assist learners with behaviour problems. The purpose of the study has its genesis within the current difficulties teachers experience in dealing with behaviour problems in the classroom and the fact that increasing numbers of children are involved. A key facet of the research is its accent on the unmet emotional needs of learners that function as a behavioural determinant. The study is analytical descriptive in nature and as such is based on two fundamental dimensions: to acquire a sound theoretical understanding of the concepts, causative factors and underlying behaviour problems and the most appropriate means to deal therewith, and substantiating the insights acquired by means of interviews with teachers, school principals, and other significant role players. An earnest attempt was made to analyse behaviour problems in terms of the various theoretical frameworks presented within contemporary literature. The ecological systems model was found to be the most appropriate for the development of the referenced model. This stands in sharp contrast to the traditional medical model which in many instances still forms the basis of current theory and practice.

Learners with emotional problems experience behaviour problems which serve as barriers to effective learning. Little attention however, has been attributed to putting appropriate systems in place to assist these learners. A key consideration embodied within the new Education Policy (NCS DOCUMENT 1997:10) is the issue of meeting the needs of all learners so that they are able to actualise their potential-this includes their emotional needs.

In order to address the unmet emotional needs of learners, teachers must attend to the cognitive mind maps, which embody internalized feelings and cognition. A model for understanding the cognitive maps has been developed as part of this study and serves as introduction to the model developed to assist learners with behaviour problems. The study provides a new perspective directed at understanding instead of managing behaviour problems.

Holder (1997) studied that the effect of an affective education program on the self-esteem of 15 fifth and sixth grade girls was investigated in an evaluative study. The study was conducted as a primary prevention program introduced at

the elementary level to help young girls learn how to use internal resilience and specific strategies to circumvent the possible onset of the plummet of their self-esteem during adolescence. The girls were administered a pre-test to determine their "perception of familial acceptance," "perception of academic competence," "perception of peer popularity," and lastly their "perception of personal security." The girls participated in an affective curriculum program that lasted for five weeks. A matched t-test was performed to determine if the girls' self-esteem was significantly influenced by the affective curriculum. In addition, a Wilcoxon Rank Sum test was also performed. Analyses did not show a significant increase in the levels of self-esteem, as measured by the Self-Esteem Index (SEI).

Griffin (1997) study found that students learn best when the affective and cognitive domains of education are blended together. This has implications for secondary school counselors who can no longer spend their professional time completely within the traditional context of the counselor-counselee office setting, if affective needs are to be met.

The Affective Education Index was deemed appropriate in assessing affective traits at the secondary level. The survey consisted of 30 skill items, six concept items, and 21 attitude items related to affective education. High school administrators, counselors, and teachers employed within an urban, midwestern school district served as the population for this study. Results revealed that these three groups agree that good communication skills between educators and students should form the foundation in establishing a strong affective education program. No significant differences in the value placed on skills and attitudes were detected, however, counselors did rate the value of a knowledge of affective concepts significantly higher ($p < .05$). Administrators reported less expertise in affective skills than did the other groups.

Matousek (1996) studied to determine character traits of Arizona public school teachers. For achieving this goal a survey was constructed, and administered to a stratified random sample of K-12 teachers in 25 selected Arizona school districts. In this study, tested a list of statements advocating the teaching of fifteen character traits and asked to indicate their degree of agreement. Each trait was presented opposite ten different methods to teach that trait. Teachers indicated their

tendency to use the methods to teach each trait. Means and standard deviations were then calculated and rank ordered for each trait, each method across all fifteen traits, and each method on a trait by trait basis. In addition, by using a chi square analysis, it was found that certain teacher characteristics were positively related to the responses.

The study found that the traits such as responsible, honest, cooperative, tolerant, civic minded, courteous, self-disciplined, self-respecting, compassionate, patriotic, self-reliant, sober, and moral should be taught in public school. Participants indicated a strong tendency to use role modeling to teach the above traits and a definite tendency to use spontaneous class discussion to do the same. Participants who were generalists, or female, or elementary teachers perceived themselves as having higher tendencies to use a wider variety of methods to teach character than did subject area specialists, males, or junior high, middle school, or high school teachers respectively. And participants with whom religion played little or no life role perceived themselves as having less tendency to use trait-method combinations.

Frey (1996) investigated the status of affective education for students identified as emotional/behavior disordered (EBD) in the special education cooperative of a Midwest, urban school district. This investigation utilized a survey instrument with 30 teachers of students identified as EBD and a document review instrument for the individual education plans (IEPs) of 121 students identified as EBD. Affective education information categories were: (a) extent of occurrence, (b) personnel responsible, (c) content of instruction, (d) attainment criteria, and (e) monitoring. Information was gathered across three grade ranges and two collapsed service delivery models.

The study revealed that EBD teachers and individual education plans (IEP) document support of affective education implementation for all students identified as EBD despite grade range or service delivery model. Discrepancies between teachers' perceptions and IEP documentation were noted on: frequency of instruction, attainment criteria, monitoring methods, and monitoring frequency. Teachers' perceptions of standards were more stringent than IEP documentation. Each IEP averaged two affective education goals and two

affective education objectives across grade ranges and service delivery models. However, there was a zero attainment average for IEP affective education goals or objectives.

Durance (1995) studied the value change in adolescents. The study was an attempt to find school effectiveness in terms of development of affective domain. The study explores the influence a secondary school has on adolescent value formation. Current theories on "effective schooling" and "valuing" provide a framework for the research.

This study adopted survey method (longitudinal study). The creation of a value change-effective schools (VCES) model enabled local school issues to be analysed in conjunction with an overarching theory and principles which are relevant to a broad educational community.

The thesis demonstrates that a school has a significant, unique role to play in adolescent value formation. Value change did not emerge as a cause and effect phenomenon, but as a complex interaction of change agents operating within the terms of the value change-effective schools model. Programmes and strategies, which have meaning at the local level, can be developed for the affective domain based on insights provided by the model. The factors associated with effectiveness were determined and defined primarily by the local schools. They crossed over domains from the cognitive to the affective, coalescing to form an effective learning environment.

Pettapiece, (1992) studied the effectiveness of an affective education program and explore the relationship between affect and cognition in a Midwestern suburban school district. In this study three questions were used. First, will an affective education program increase affective behaviours. Trained observers collected data with the (TAB). With a.05 alpha level the 45 TAB behaviors were analyzed by employing the Mann-Whitney U. The treatment was TRIBES, which was designed to promote social development and cooperative learning. The programme was designed to promote social development and cooperative learning. Students in the treatment group demonstrated statistically significantly more of the following four behaviors: seeks agreement from another; seeks information from another; offering materials upon request; and remaining passive

when a response was indicated. Second, will the inclusion of an affective education program improve achievement in reading? Third, will the inclusion of TRIBES improve achievement in mathematics? The Kruskal-Wallis analysis of variance and a.05 alpha level were applied to the pretest and posttest data collected with the MEAP. No statistically significant difference was found between the treatment and control groups in reading or mathematics.

The study found that students engaged in an affective education program were more willing to interact with learning stimuli, including people; they attend and respond more to stimuli; they are more open-minded; willing to share materials and ideas. And while the use of the TRIBES program did not seem to increase achievement as measured by the MEAP, it had no negative impact upon achievement.

Since affective behaviors are a de facto part of education and because this study suggested the above positive outcomes, the following recommendations were made: affective education be thoughtfully and carefully implemented; teachers be trained in implementing affective education across the curriculum; affective education be viewed as a process not a program; and further research be conducted in this complex and controversial area.

Jacobs (1990) has studied the impact of social skills program on affective education on the social competence and academic achievement of students with learning disabilities. The study employed an experimental research design and the 49 middle school-aged learning disabled students were randomly assigned to the experimental and control groups. The 25 students in the experimental group were involved in a social skills program that extended over a period of 20 consecutive school weeks. The study group was enrolled in mainstreamed and special education classes. The group leader was a school social worker.

Rating scales were utilized to assess the impact of the social skills program on the perceptions of parents, teachers and the students themselves. Select subtests of a standardized academic achievement test and grade point averages (GPAs) were used to assess the impact of the social skills program on academic achievement levels.

Statistical comparisons of the changes over time or critical difference scores were made using a one-tail t-test at the .05 level of significance. Results of the analyses revealed that the teacher ratings and grade point average (GPA) provided statistically significant support for social skills instruction. GPAs were discussed as another form of teacher rating. Analysis of the parent ratings and standardized achievement scores revealed encouraging but not significant results. The results of the student ratings were not significant and were reflective of the sporadic functioning observed in the test protocols of learning disabled students.

Duquette (1990) has examined the effects of teaching the Skills for Adolescence program over a four to seven month time period to two grade 6 classes and one grade 7 class in a rural school district in northern Alberta.

The study found an increase in students' self-esteem was observed in the total self-esteem score and in the subscale score of social self-esteem as measured by the Self-esteem Inventory (SEI). In addition, students' self-esteem as observed by their teacher increased significantly as measured by the Behavioral Academic Self-esteem (BASE). Thus, student self-esteem is assumed to have increased after participating in the Skills for Adolescence program. Neither the results of the Self-Concept Scale (SCS) or the Problem Check List indicated a significant change. A negative correlation was observed between student self-esteem as measured by the SEI and the number of problems that students reported that they had on the Problem Check List. Thus students with lower self-esteem appeared to have more reported problems and students with higher self-esteem had fewer problems. The student self-esteem increased after being involved in the Skills for Adolescence program suggests that affective education programs can be effective in increasing student self-esteem.

Zempel (1982) has investigated differences among students who participated in the Inner change/Human Development Program (Experimental groups), played educational games (Active Control groups), or remained in their regular classroom routine (Non-active Control groups). The subjects were 130 seventh grade students enrolled in six classes in a middle school in East Tennessee.

Students who participated in affective education or played educational games did so twice weekly for approximately 30 minutes per session, for nine weeks. Data

were collected on all subjects via the Classroom Environment Scale (CES), the Coopersmith Self-Esteem Inventory (SEI), a sociometric measure, and grades. Students receiving affective education also completed objectives forms in which they indicated their feelings and to what extent they understood the day's discussion topic. Two observers conducted observations of both the affective education and educational games groups and rated 35 student and experimenter verbal behaviors.

The study revealed that teachers of the students who participated in the study completed the Classroom Environment Scale (Form R) four times through the study. They also completed the Ideal Form of the CES as a pretest and a posttest. No conclusive differences were found among the groups of students who engaged in affective education, played educational games, or remained in the classroom. However, observation results suggested that students in the Experimental (affective education) groups tended to make greater frequencies of positive self-statements, while students in the Active Control (educational games) groups made greater frequencies of negative statements about others. The results imply that (a) a more sensitive measure such as observations of verbal behavior may highlight differences among groups which would otherwise not be seen; and (b) differences in outcome in studies of affective education programs may be attributable to differences in leader behavior and thus in leader implementation of the affective education program.

2.2 Research Studies Conducted in India

The Indian studies related to the present study found fourteen in number. Studies presented chronologically as follows:

Narad (2007) has studied the personal values of senior secondary school students in relation to school environment and home environment.

Descriptive Survey method has been suitably employed for the study. The sample of 900 senior secondary school students (300 from each cultural region of Punjab viz., Doaba, Majha and Malwa) was drawn employing multi-stage random sampling technique (district, school and students). The data were collected from Hoshiarpur, Amritsar and Ferozepur districts. Total ten schools (five government and five private) were selected randomly from each district. Thirty students (15

males and 15 females) from each school were again selected. Tools used for the study were Personal Value Questionnaire (Sherry & Verma, 1971), School Environment Inventory (Misra, K.S., 1984), and Home Environment Inventory (Misra, K.S., 1989) was used. The data were analyzed by Mean, Median, Standard Deviation, Skewness, Kurtosis, Analysis of Variance and t-test.

The study found that the senior secondary school students of the three cultural regions of Punjab i.e., Doaba, Majha and Malwa did not differ significantly with respect to Religious, Social, Hedonistic and Power values, but they differed significantly with respect to Democratic, Aesthetic, Economic, Family Prestige and Health values. The students belonging to Doaba region were found to have higher knowledge of Health values as compared to the students of Majha and Malwa regions. Also, the students belonging to Doaba region had higher aesthetic and Economic Values as compared to the students of Majha region. Further the students belonging to Majha region were found to have higher family prestige value as compared to the students of Doaba and Malwa regions. Also the students of Majha region were found to have higher Health value as compared to the students of Malwa region. The students of Malwa region had higher democratic value than the students of Doaba region. Also the students of Malwa region had higher Aesthetic and Economic values as compared to the students of Majha region.

Malti (2007) made a comparative study of values, intelligence and academic achievement of students of UP, CBSE, and ICSE Board Schools.

The Study has compatibly employed descriptive survey research. Random-cum-cluster sampling technique has been suitably used to draw a sample of 450 students of different schools from three Educational Boards of Varanasi City, namely, UP Board, CBSE & ICSE Board. 75 males and 75 females have been drawn Board-wise. Tools used were Personal Value Questionnaire (PVQ) of Sherry & Verma, General Mental Ability Test of M.C. Joshi and, Achievement Test of Life Science constructed and standardized by the investigator has been utilized for the Study. Mean, Standard Deviation, and t-values have been computed for data analysis.

In this study, the investigator has focused on values, General Mental Ability (GMA) and Achievement of 12th Standard students of the selected schools of CBSE, ICSE and UP. All the ten values considered, namely, social, family prestige, democratic, economic, hedonistic, aesthetic, religious, knowledge, power and health, differences have been observed in the status of students Board-wise, Gender-wise. The students of the three Boards have been reported to be almost at the same level of GMA. The students of ICSE Board & CBSE have been found to achieve greater on the test of Life Sciences as compared to that of UP Board.

Gajanan (2006) appraised the Educational Programs conducted in the Primary Schools; studied the effects of various Educational Programs on the personality of students of Primary Schools; the factors impeded the various Educational Programs in the Primary Schools; suggested the remedial measures for implementing the various Educational Programs in the Primary Schools, and found the causes of the drawbacks in conducting the educational programs in the Primary Schools.

The Survey method has been suitably employed for the study. The tools used for the study were Questionnaires and Interview Schedule which the investigator constructed. The obtained data analyzed through frequencies and percentage of the responses.

The study found that there is need to change in the mentality of students, parents and teachers related to Educational Development Programmes (EDP). While employing to the teachers should be ensured that they have necessary attributes for organizing the EDPs. The training of teachers of various subjects should be made compulsory with respect to use of EDPs. Language club, Science club, debating club, playing club etc. necessary to established to enhance the participation of students. There should be some programmes for the parents also need. The participation of students, teachers, and parents can be enhanced by organizing the educational development programme of their interest. To enhance the self-confidence and the personality of the students, special training should be given on skating and other games. There should be added focus on yoga and breathing exercises.

Gunjan (2006) studied the emotional proficiency of adolescent students in the context of their various environments, school managements and their various school types.

Normative Survey method has been well employed for the study. The sample of 1250 students has been well drawn from 50 schools of Bheelwada district employed compatible sampling techniques, namely, randomization and purposive. The tools used for the study were the characteristics of the tools namely, Personal Information Schedule constructed by the Investigator and Emotional Proficiency Tool (Dr. Harish Sharma & Dr. Rajiv Lochan Bhardwaj) have been well established. The data analysed by techniques employed Mean, Standard Deviation and t-Value.

The study found that the rural and urban students have differed significantly in their emotional proficiency. The private school male and female students have differed significantly in their emotional proficiency. No significant difference has been found in the emotional proficiency of the male and female students of government schools. No significant difference has been found in the emotional proficiency of the male and female students of coeducation schools on all the five aspects. The male students of co-education schools have been found significantly higher on emotional proficiency on two aspects.

Romould (2006) developed an Enneagram educational programme for enhancing emotional intelligence of student teachers.

The sample for the implementation phase consisted of forty student teachers. The investigator has employed the 2-stage random sampling technique. One group of twenty student teachers from one B. Ed College formed experimental group. And the other group of twenty student teachers from another B.Ed. College formed control group. It is developmental-cum- experimental study.

In the development phase the intervention program was developed. The tools which were used for the study were translated from English to Hindi, to facilitate the interaction of the participants with the intervention program. An interview guide and a reaction scale were constructed by the investigator. For pre-test and post-test emotional intelligence test (Schutte et al. 1998) and EQ Map were used to assess the levels of different components of EQ and EQ as a whole. The EQ

Map, taken for this study consists of 17 scales measuring the various components of EQ. These are, Life Events, Emotional Self-awareness, Emotional Expression, Emotional Awareness of Others, Intentionality, Creativity, Resilience, Interpersonal Connections, Constructive Discontent, Compassion, Outlook, Trust Radius, Integrity, General Health, Quality of Life, Relationship Quotient, and Optimal Performance.

Both the groups were administered pre-test and post-test on emotional intelligence scale and EQ Map. The experimental group was given an Enneagram Educational Program consisting of 23 sessions, totaling to 34 hours, spread over a span of 3 months. The educational program consisted of input sessions on the theory of Enneagram, group activities, group sharing, attention practices, self-reflections, individual and group exercises and discussion and home assignments. The participants were trained to identify the Enneagram personality types of the people and bring transformation in their own personality, communication and teaching styles.

The data were analyzed through ANCOVA. Along with quantitative data, some qualitative data were also collected with the help of interview technique, observation, reaction scale and anecdotal records. These data were content analyzed to examine the effectiveness of the intervention program in terms of emotional intelligence components taken for the study. The data through reaction scale were subjected to percentage analysis, which indicated the usefulness and effectiveness of the Enneagram Educational Program in the enhancement of the emotional intelligence of the participants. Also the data were analyzed to get the perception of the student teachers on various teaching styles related to personality types and to find out the common elements of their teachings and interactions in the classroom of a particular Enneagram personality type.

The study found that the developed modules for the Enneagram Educational Programme were successful in terms of raising the EQ level of the student teachers, all the student teachers gave highly favorable opinion and reaction and showed a great interest towards the Enneagram Educational Programme, observation and interview of the student teachers revealed that a transformational change has taken place in the participants of the intervention programme. The

changes included their attitudes towards their students and friends, increase in their positive outlook and resilience, improvements in their relationships and communication style.

Tomar (2005) studied the impact of audio-visual mass media on students' behaviour (2–8 Years) with special reference to affective Domain.

The study was Descriptive in nature. Sample comprised of 75 children between 2–8 years of urban area of Jhansi City. Interview Schedule for Parents 'A', Opinionnaire about programmes for Children 'B', Observation Schedule for Teachers 'C' and Observation Schedule for Investigator developed by Researcher were used for data collection. The reliability of 'A', 'C' & 'D' by Test–Retest Method were 0.8, 0.88 and 0.78 respectively. The data were analyzed by Mean, SD and Correlation.

The study found that viewing television varies with the age group of the child. As the children grow in their age they increased their viewing time, most of children prefer viewing programmes with fighting scenes. Children imitate these fighting models and are attracted to the destructive behavioural patterns on TV, children with middle class background are reported to be light viewers when compared to the children of higher and lower economic background, the negative impact and child's responses are at peak by the age of 6 years, there is a significant difference in the time spent on TV on different age groups. There is a negative impact on the greater reactivity to the TV programmes.

Masoumeh (2005) made an investigation on the correlation between self-concept and school anxiety among Iranian and Indian students, compare the levels of self-concept and school anxiety across gender and cultures, compare and analyze the variables like; test anxiety, lack of self-confidence, fear of self-expression and psycho-physiological reactions, in relation to school anxiety across gender and cultures.

The study sample was 1200 students, 600 (300 boys & 300 girls) from Pune and Varamin, each, has been drawn through multi-stage sampling employing random selection technique. For this study hypothesis were made and the survey method employed. The tools and techniques adopted were the Self-Concept Scale developed by Piers-Harris (1964), and the School Anxiety Scale developed by

Phillips (1987). The data analysed by Pearson Product Moment Method, 't' test and Multivariate Analysis of Variance.

The study found that two countries showed that, girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self-concept. There was no significant between Iranian and Indian students on school anxiety. Iranian students were found to have higher self-concept than Indian students. Results on school anxiety (across gender) showed, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys, but they were lower on lack of confidence than boys.

Surabala (2005) studied the relationship between Self-Esteem of students and Parent-Involvement; difference between the Self-Esteem of students belonging to High Parent-Involvement group and Low Parent-Involvement Group; the relationship between Educational Decision-Making of students and Parent-Involvement; the difference between the Educational Decision-Making of students belonging to High Parent-Involvement group and Low Parent-Involvement Group; the relationship between Adjustment of students and Parent-Involvement; the difference between the Adjustment of students belonging to High Parent-Involvement group and Low Parent-Involvement Group; the relationship between Academic Attainment of students and Parent-Involvement; difference between the Academic Attainment of students belonging to High Parent-Involvement group and Low Parent-Involvement Group.

For this study descriptive survey and case study methods have been compatibly employed. The sample of the study was five hundred students of class IX and X from 5 government and 5 public schools of North-West zone of Delhi were selected using simple random sampling. Parents of these students were taken for studying their involvement. The tools and techniques used were Self-Esteem Inventory (M.S. Prasad and G.P. Thakur), Educational-Decision Making Scale, Adjustment Inventory (A.K.P. Sinha and R.P. Singh) and Parent-Involvement Scale were selected or constructed by the investigator. The obtained quantitative data were analyzed through Product Moment Correlations' test and Percentage.

Students who belonged to high parent-involvement group have positive and balanced self-esteem and high decision-making ability. They also had excellent

and good adjustment in the area of emotional, social and educational adjustment. Academic attainment of students was also high in case of students belonging to high parent involvement group. Students belonged to low parent-involvement group had negative self-esteem and low educational decision making ability. They also had unsatisfactory and very unsatisfactory emotional, social and educational adjustment. Further, it found that students of less involved parents had low academic achievement.

Sharma (2004) studied the effect of stress reduction model (SRM) on cognitive and affective domain variables of higher secondary students.

The sample comprised of 256 students of class IX students of Indore. Purposive technique was used for sampling. The study used non-equivalent control group design. Experimental group was treated for 35 minute every day up to five months. The control group continued with routine activities. For data collection Singh's Comprehensive Anxiety Test, Frustration Test by Chouhan and Tiwari, Verbal measure of self-confidence by Bhawalkar, Self-Esteem Inventory by Thakur and Prasad, Immediate Memory Span Test by psychological research cell and Verbal Test of Creative Thinking by Baquer Mehadi, Abstract Reasoning by Ojha, Socio-economic Status Scale by Kapoor and Singh were used. Apart from these, investigator developed a reaction scale for assessing reaction towards Stress Reduction Model. The data analyses were performed with the help of t-test, correlated t-test, ANCOVA, and ANOVA statistical techniques.

The study found that SRM has the potentiality in reducing Stress, Anxiety and Frustration of students significantly, SRM has the potentiality in improving self-confidence, self-esteem, personally perceived self, socially perceived self, immediate memory span, fluency, flexibility, originality and creativity of students, in comparison to traditional approach. Stress Reduction Model was found significantly superior in reducing stress, anxiety and frustration in students, in improving self-confidence, self-esteem, personally perceived self, socially perceived self, immediate memory span, fluency, flexibility, originality and creativity of students. And in improving abstract reasoning of students and the duration of treatment significantly improved the reaction towards SRM of students.

Bhargava (2003) studied personality characteristics, values and socio– economic status of pupil teachers in relation to their attitude towards social change.

The survey method was used in this research. 500 B.Ed. students from Jhansi area were selected as a sample by random sampling method. 16 PF by R.B. Cattell an Indian adaptation of S.D. Kapoor, Personal Values Questionnaire of Shanta Kumari Agrawal, Socio–Economic–Status of S.P. Kulshrestha, Attitude Scale Towards Social Change of P. Singh were used for data collection. The data were analyzed with the help of Mean, Median, SD, Correlation, Multiple Regression, Coefficients of Determination and Alienation, Forecasting Efficiency Index and t-test.

The study found that personality factors are significantly related to attitude towards social changes, Out of six values, only five personal, educational, social, materialistic, and humanistic of B.Ed. students are significantly related to attitude towards social change in positive direction, SES factor of subject are significantly related to attitude towards social change in positive direction, personal, educational, social, materialistic, and humanistic values of subject are significantly correlated with attitude towards social change.

Rao (2001) studied on the emotional needs of students in a Navodaya Vidyalaya and developed an in-service training programme for teachers of Navodaya Vidyalaya for meeting students' emotional needs.

For the study Jawahar Navodaya Vidyalaya was purposively selected and sample included all the available 20 teachers, ten students from each class and the Principal of the Vidyalaya. The tools and techniques used for this study were participant observation, unstructured interview, Ego State Scale, State Profile of Interaction Role in Organizations (SPIRO-M) Scale, questionnaire on Counseling and reaction scale for feedback. The data was analysed through percentage and content analysis.

The study found that students continued to express their emotional need for teachers who are gentle, caring, loving, and understanding, the environment in Vidyalaya needs to be democratic, the focus needs to be on teaching responsibility and self-discipline rather than controlling and suppression. The intervention made a difference in the teacher behaviour with students. It focused on the knowledge

and skills intended to bring out desirable changes in attitude. They were consciously utilizing knowledge and skills provided in the intervention programme.

Manju (1998) has studied that the relationship between aesthetic sensitivity and aesthetic reasoning of the schoolchildren with respect to students' personality, gender and areas to which they belong, constructed and validate a scale to measure the aesthetic reasoning of the students for various stimuli and found the interrelation between aesthetic sensitivity and reasoning in relation to the students' personality, gender and areas to which they belong.

The investigator used stratified sampling to select a sample of 539 students of class IX. There were 120 boys and 150 girls from urban schools and 120 boys and 149 girls from rural schools. The tools and techniques used were the Aesthetic Sensitivity Scale is based on Mc Phail's moral taxonomy. It has 24 items, each depicting a life situation. The scale measures sensitivity in five levels: passive, dependent, aggressive, experimental and mature. The items measure responses for seven stimuli: trees, birds and animals, children, nature, women, men and things. The Aesthetic Reasoning Scale is based on Kohlberg's theory. It has 28 situational items to measure aesthetic reasoning for the same above mentioned stimuli. Passi's Test of creativity is adopted and Modisley's Personality Inventory. The data were analysed through correlation, 2*2 factorial design, ANOVA and t-test. The item analysis was done to find out the discrimination values.

The study found that a significant positive correlation between aesthetic sensitivity and aesthetic reasoning of the urban boys for the stimuli birds, animals, children, nature, thing and men. Such a relation existed in rural girls but only for children, things and men. Whereas, the whole showed significant positive correlation between aesthetic sensitivity and aesthetic reasoning for stimuli: trees, birds and animals, children and men. The rural boys showed significant positive relationship between aesthetic sensitivity and creativity (fluency) for only one stimulus: Nature. The whole sample showed the same relationship only for birds and animals. There was found no significant relationship between aesthetic reasoning and creativity (flexibility) for any of the seven stimuli in the groups of urban and rural boys and urban girls. All the girls showed positive correlations

between these two for all the stimuli except birds and animals. Positive significant correlations were found between aesthetic sensitivity and personality of urban boys only for children; and among urban girls only for things. No such relation existed between these two (sensitivity and personality) in the groups of rural boys and girls for any of the stimuli. The urban groups showed a higher sensitivity for trees as compared to rural groups. The girls showed a higher sensitivity for the stimulus: men, as compared to boys.

Sharma (1996) studied awareness and attitude towards environment through educational programs.

The sample was equated on the basis of age, sex, intelligence, interest and socio-economic status. The sample comprised of 60 subjects. Of which 30 were in experimental group and 30 in control group. In the present study, experimental method was used. Standardized and self-made tools were used in this study. For the analysis of data t-test and percentage were used.

The study found that the split-half reliability of environmental awareness test is 0.891, which shows that the test is more reliable. After first training the experimental group of private school showed 68.2% improvement in total mean value and after second training the improvement was 89.6% towards environmental awareness. In private schools, the experimental group gained 69.95% environmental awareness after first training. After second training the experimental group of private school showed 90.1% improvement in their awareness towards environment. The split-half reliability of environmental attitude scale was 0.947 that shows the test is more reliable. In private schools the experimental group gained 85.8%. After second training the same group gained 94.95% positive attitude towards environment.

Shukla (1991) developed a curricular design for value-oriented secondary school-teacher education in Punjab.

The study found that there was an ample scope for integrating value education with teaching subjects and various activities. Classifying approach, indirect contrived approach and the integration through subject approach were considered and recommended for integrated value education. The study recommended that

value education programme should be based on various approaches and activities in order to have better appeal for students.

After reviewing the above thirty three studies researcher has emerged key ideas for the development of affective characteristics among adolescence students.

2.3 Implications of the Review for the Present Study

A total of 33 research studies were reviewed. Out of which 19 were International studies and 14 Indian studies. The research studies related to affective domain, emotional development, educational program development and studies related to secondary school education, teachers lesson planning, teacher-student relationship, value development, social skills development, attitude and self-esteem development were also reviewed.

Out of 19 International studies six studies were related to the secondary schools, one study related to students having learning disability, five studies were related to elementary schools and remaining studies were survey related to the affective domain in all three sections of the school elementary, secondary and higher secondary.

There are six studies related affective education of secondary school students. Durance (1995) attempted to find school effective effectiveness in terms of development of affective domain. The study found that the values can be developed if the education is based on the need of the student and local context availability. Cheng (2011) found that the affective education was closely related to character formation and moral development that the role of teacher was to provide comprehensive care and support to the individual students to function as role models. The study also found that timely offered moral values to students were helpful in creating school climate. The school climate also affects the development of moral values and character of the students. Apart from the school climate, the student-teacher relationship is also important especially for the secondary school students. Cheryl (2008) found that a good student and teacher connection built a positive student-teacher relationship. Such a strong relationships help in making a contributing individual who would become strong work force for the society. So the school climate specially the teacher-student relationship should be strong in secondary section. Affective education is needed

for the adolescents to develop proper socialization and to direct the biopsychological stress and storm at this period. Hyang-Jin (2001) found that emotional control in adolescents is important to develop self-discipline. Self-discipline was perceived as the basis to cultivate the creativity of the self. Griffin (1997) surveyed the teachers and administrators of secondary schools and found that good communication between the educators. Duquette (1990) found that student's self-esteem increased after being involved in the skills for adolescents programme. The study suggests that affective education programmes can be effective in increasing self-esteem of the adolescents.

Four studies conducted in elementary section also reveal certain aspects about affective development. Linnea (2012) found that lesson study helped them to adjust themselves according to the needs of the students and hence they could ensure student engagement in the teaching learning process. The evidences of better learning were seen through the students' expression and body language. Wang (2007) found three influential compound for affective education namely instruction, teacher and student. The study revealed that instruction may be interdisciplinary through story telling or through sharing of students and teachers experiences. So (2006) emphasised affective education as integral part of the curriculum. The study found that teacher should acknowledge emotional development which would lead to adjust of the students in the school. Teacher's emotional support was based on their experience, long term goals, values and cultural norms. Zempel (1982) implemented a classroom environmental scale on teachers and a self-esteem inventory on students to find out the effectiveness of affective education programme. The scale and inventory gave no significance between the experimental and control group but the results of the observation schedule showed that the experimental group had a significant positive effective of the affective education programme.

Jacobs (1990) studied the importance of rating scale to assess the impact of social skills in learning disabled students. Three of the International studies reviewed took sample from all the three sections of the school. Pettapiece (1992) found that students engaged in affective education programme interacted well with the learning stimuli, were open minded and willing to share ideas and learning

materials. Christopher (2008) found that a separate character education programme was useful for elementary school students while for the high school students the character building activities should be integrated into the school curriculum. Victoria (2012) emphasised on the role of the schools to support the teacher's capacity for developing commitment towards students. The study found that school had a vital role to play in fostering relationship between students, teachers and parents.

Out of 14 reviewed Indian studies, seven studies were related to secondary school students, two studies surveyed the affective attributes in comparison with region (rural & urban) and gender (boys & girls). Gunjan (2006) found that rural and urban students differ in their emotional proficiency. Masoumeh (2005) found high test anxiety, fear of expression and psycho- physical reactions higher in girls compare to boys.

Two studies showed effectiveness of learning with good teacher-student relationship and parental participation/ involvement with the students. Surabala (2005) found high parental involvement with the adolescence created positive and balanced self-esteem and increased the decision making ability in the students. Rao (2001) found that positive behaviour of teachers towards the students, developed a positive attitude towards learning in them. The study also found that students consciously gained and enhanced the knowledge and skills of those subjects which were taught by teacher who attended there emotional need (showing care, love and understanding). Sharma (1996) implemented an environmental educational programme and increased the positive attitude of students towards environment. Manju (1998) found a positive relationship between aesthetic sensibility and personality and positive relationship between aesthetic reasoning and creativity. While, Shukla (1991) integrated value education with the subject and found improvement in learning. Romould (2006) and Bhargava (2003) conducted studies on B. Ed students. Romould implemented educational programme on student-teachers and found increase in EQ level, positive attitude, resilience improvement in relationship and communication, while Bhargava found that B. Ed students perceived that personal, educational, social, materialistic and humanistic values of the subjects are correlated with

attitude towards social change. Narad (2007) found improvement in personal values with improvement in the school environment. Gajanan (2006) found enhancement in the self-confidence and personality of the students through the implementation of educational development programmes while, Tomar (2005) found that children were deeply affected by the audio-visual aids and tried to imitate the fighting models shown in television.

The detailed reviews imply that development and implementation of education programme has a positive impact on the students learning (Christopher, 2008; Romould, 2006; Sharma, 2004; Weeks, 2001; Rao, 2001; Shukla, 1991; Pettapiece, 1992; Holder 1997; Sharma, 1996). It creates positive attitude among students and develops values and other personality traits (Cheng, 2011; Christopher, 2008; Narad, 2007; Malti, 2007; So, 2006; Bhargava, 2003; Hyang-Jin, 2001; Matousek, 1996; Jacobs, 1990). Implementation should be supported by teacher orientation of programme, so that the teacher-student relationship is strongly established (Victoria, 2012; Gajanan, 2006; Rao, 2001).

Review of related literature also implies that carefully planned and implemented educational programs make the students open-minded, communicative, generates positive attitude towards the subjects of study and improves social skills (Durance, 1995; Pettapiece, 1992; Jacobs, 1990; Ramould, 2006; Sharma, 1996). Development of an educational program for secondary school students needed more careful planning, since at this stage the students are highly emotional and constantly in the process of integrating themselves into social and academic activities which would help develop their character and their own moral system (Hyang-Jin, 2001; Cheng, 2011). It also implies that the students should be provided with opportunities to develop their character by imbibing values. Since imbibing values, developing positive attitude for learning and developing social skills form a part of affective domain development, special program for the development of affective domain integrated with the development of other domain s can be developed. The reviewed studies suggest that an educational program for the development of affective domain may be either be implemented separately or can be integrated with the present curriculum (Duquette, 1990; Shukla, 1991; So, 2006). But an educational program for affective development

if integrated in to the curriculum shows better impact on affective traits like development of attitude, self-concept in the students of secondary and higher secondary classes (Shukla, 1990; So, 2006; Wang, 2007; Christopher, 2008). During the implementation of the program parental and teacher involvement also plays a vital role (Durance, 1995). Secondary school students constantly require love and democratic environment to foster the affective characteristics (Rao, 2001), and are constantly in need of a role model whom they would like to imitate (Tomar, 2005). If the teachers develop a capacity to care and be committed towards the proper development of the students, they can serve as role models for the students in terms of values and attitudes (Victoria, 2012). Studies also revealed that affective development develops in an integrated manner with cognitive development; hence teachers can use the cognitive maps to develop the cognitive and affective aspects together (Pettapiece, 1992; Weeks, 2001).

Further researcher has identified some key ideas from the review and presented below.

2.4 Key Ideas Emerged from the Review of Related Studies

Researcher identified the necessary key ideas from the reviews, for the development of affective characteristics among adolescent students is described below.

2.4.1 Behaviour modification of adolescent students aided by programs/modules made for balancing the emotional needs of the students

The adolescents seek emotional support due to the various physiological, physical and psychological changes in them. School is a place where the student spends a major part of the day, so it becomes imperative for the school climate and the school staff to provide such emotional support. If the emotional needs are to be addressed such that it helps the student's development and learning the teaching learning process should have elements that would interest the students. Since emotions form a major part of the affective domain of the child, any instructional process addressing the emotional needs of the child will help in developing certain affective attributes ion the child which would channelize the confusions and conflicts of the adolescent in a positive direction. The reviewed studies show

that specially designed educational program helped the adolescents to effectively increase their self-esteem, awareness, attitudes towards themselves and peers and developed a positive outlook and resilience (Duquette, 1990; Sharma, 1996; Romould, 2006). These educational programs also enabled the students to be more open-minded; willing to share materials and ideas, enhanced the participation of students and improved their communication (Pettapiece, 1992; Gajanan, 2006). Studies also indicate that for meeting the emotional needs of the students the teacher's need to plan the teaching-learning process based on the cognitive abilities, potentials, emotional needs of the students such that the process engages the students completely (Weeks, 2001; Linnea, 2012). Researches reveal that such planned lessons would help in managing the behavioural problems faced by the teachers in the secondary classes (Weeks, 2001). The planned teaching learning processes should not only be for affective domain but should be integrated with the development of other domains of education. Researches describe that if the activities for the development of affective domain are blended with the curriculum it becomes effective (Griffin, 1997; Christopher, 2008; Shukla, 1991). Thus it implies that if the activities for emotional development, character development and value development, which are an integral part of affective domain, are integrated with the activities for cognitive development then the affective domain can be developed effectively. For integrating these activities the teachers need to know the interest and needs of the students, which can only be possible if a strong communication link exist between the teachers and students (Griffin, 1997). Thus, the reviewed studies exhibit that the teachers play a very vital role in developing the affective domain of the students.

2.4.2 Teachers needs to be a role model

The studies emphasise on the need of the teacher to be role models for the students for character formation, value development and for providing emotional support to the adolescent students (Christopher, 2008; Durance, 1996). The reviews suggest that the teacher's traits like being responsible, honest, cooperative, tolerant, civic minded, courteous, self-disciplined, self-respecting, compassionate, patriotic, self-reliant are imbibed readily by the students

(Matousek, 1996; Victoria, 2012). Studies indicating affective education as an integral aspect of the curriculum support the teacher's role in understanding and integrating the affective education in daily educational practices.

Apart from being a role model studies also support that the commitment of the teachers, fostering the good student-teacher relationship by communicating with them develops the students as a more prepared individual to contribute positively to the community (Victoria, 2012; Cheryl, 2008; Griffin, 1997).

2.4.3 Provide opportunities to students for expression

The reviewed studies emphasise that care and love are essential for supporting the emotional needs of the adolescent students. The care and love for the students is reflected in the teaching learning processes that the teachers plan for the students. If the teaching learning process is more interactive inclusion of different activities like role plays, experiment demonstrations, discussions etc. the students get an opportunity to express themselves which would support both affective and cognitive development (Wang, 2007). Studies also emphasise that when the students are given an opportunity to interact with the teachers and the learning material they learn the concepts well and also develop their moral for life (Pettapiece, 1992; Cheryl, 2008). For developing an environment where the students can interact the teacher need to communicate well with the students and should provide them opportunities to share (Victoria, 2012; Rao, 2001). Apart from the teacher's effectiveness the school environment contributes greatly to the affective domain development of the students.

2.4.5 The democratic environment of the schools teaches responsibility and self-discipline rather than controlling and suppression.

The reviewed literature suggests that the democratic environment and self-discipline supports the emotional needs of the adolescent students. It is implied from the researches that the environment of the school based on the societal culture and principles and philosophies of the school plays a vital role inculcating the affective values like being responsible towards society (Wang, 2007). The school environment in terms of behaviour of Administrator /Principal, teachers and non-teaching staff greatly impacts the development of affective attributes like self-discipline, self-esteem, positive attitude and interest of the students

(Duquette, 1990; Romould, 2006; Hyang-Jin, 2001; Pettapiece, 1992; Rao, 2001). The review also suggests that a positive and democratic environment of the school makes the students help the students to develop the necessary knowledge and skills and prevent them from being suppressive and controlling individuals (Rao, 2001). Apart from the school, parents also play a significant role in developing affective characteristics in the students.

2.4.6 Parent-involvement and community support in school programmes support affective development.

Studies suggest that parental involvement in the school activities also help the students to enhance some of the affective characteristics like self-esteem, decision making and positive interest in the school activities (Surabala, 2005). Students having their high parental-involvement show excellent emotional, social and educational adjustment abilities (Victoria, 2012).

It can be said that the emerged key ideas are very essential for the development of affective characteristics for secondary school students.

Review of the related literature helped the researcher to understand the present need for the adolescent students. The development of affective characteristics of the adolescent students needs all kinds of support from the school, teachers, parents and the society. Researcher identified the needs of the adolescent students from the reviewed studies. Various research findings suggest that a specially designed educational programme integrated with the school curriculum fulfills the needs of adolescent students. In Indian context, there is no such educational programme designed for the affective development of adolescent students either integrated with the school curriculum or exclusively for the affective development. So, the researcher attempted to develop an educational programme for the development of affective characteristics in the adolescent students.

Out of the total studies, there were only six studies related to the development of an educational program for secondary section of the school. Out of the six studies, five studies were conducted abroad and only one study was conducted in India. Out of the four foreign studies two studies were developed for the teachers and student-teachers teaching would be teaching in secondary classes (Weeks, 2001; Romould, 2006). One of them was an educational program developed for the

students with learning disabilities (Jacobs, 1990). Two studies were related to development of an educational program for providing affective education to the secondary schools students (Pettapiece, 1992; Duquette, 1990). The study conducted in India was related to development of attitudes and awareness towards environmental protection among the secondary class students (Sharma, 1996). There were no Indian studies related to the development of an educational program for nurturing affective attributes in secondary school students. Hence with the idea to deliberately integrate the affective development with cognitive development, researcher tried to develop an educational program for developing affective characteristics for secondary school students.

Researcher could gather an insight into the methodology by carefully examining the studies related to program development particularly for development of affective characteristics and the studies related to the schools effectiveness in terms of the affective development or affective education. The studies in which educational programs were developed and implemented used opinionnaire for teachers, parents and administrators to know about their perceptions about the programme, and suggestions for improving the program (Wang, 2007; Pettapiece, 1992; Duquette, 1990). It emerged for the studies that interviews were conducted with students and teachers to find the impact of the program in terms of their experiences and feelings generated while participating in the program (Victoria, 2012; Cheng, 2011; Weeks, 2001) while classroom observation was also conducted to study the effectiveness of the program (Durance, 1995). One of the study also showed the implementation of standardized inventory related to self-esteem on the students (Duquette, 1990) Most of the studies triangulated the data received from the interviews, opinionnaire and the classroom observations to find the effectiveness of the programme (Wang, 2007; Weeks, 2001; Duquette, 1990; Pettapiece, 1992). Thus, the researcher also collected the data from different sources and analysed the data by using triangulation. Researcher has used an opinionnaire for the knowing the opinions of the teachers related to the developed educational programme. A focused group discussion with the students was conducted and interview for the teachers and principal of the school to find out their views about the implemented programme. With the aim to find out the

usefulness and effectiveness of the developed programme in terms of the adoption of various affective characteristics, researcher implemented an affective behaviour scale on the students at the end of the programme implementation.

The methodology is elaborately described in the next chapter.

Chapter III deals with the strategies developed for the implementation of the educational program, the various tools and technique used to collect the data and the methodology used to analyze the data obtained.

CHAPTER III

RESEARCH DESIGN

3.0 Introduction

This chapter presents the methodological choice adopted by the researcher to realise the objectives of the study. This chapter highlights various stages of the study carried out. It includes research design, selection of the sample, tools and techniques employed, various phases of the study, data collection and data analysis procedures of the study.

3.1 Methodological Orientation

3.1.1 Context of the Present Study

The aim of the present study is to develop an educational program to nurture affective characteristics among the secondary school students. Therefore, the researcher has made sincere efforts to observe the classroom processes especially in the grade VIII in various schools located in the city of Vadodara with a view to understand the nature and the process of integration of affective attributes in the teaching learning process. In the later stage of classroom observations, researcher has identified the specific secondary schools across India that are for value and moral education development of the children, and made personal visits to observe the whole school processes. From the above two activities researcher could identify the specific areas of affective attributes that need to be nurtured among the students and based on the above experiences, researcher developed the educational programme that consists of description of the affective attribute, activity to nurture the attribute and self-reflection. The developed programme was then implemented in a school in Vadodara to study its effectiveness.

3.2 Research Design

The focus of the present study is development of educational programme for nurturing affective characteristics among secondary school students. It is a developmental study. First, researcher set a strong basis for the study. Researcher

gathered the information about development of affective characteristics that were missing in the school practices, which are of greater support in all stages of students' life. Here, researcher used personal experiences, teachers' experiences, expert's guidelines and various articles from journals related to the affective characteristics for designing the educational programme for the secondary school students. The educational programme made in the form of manual. In this manual, researcher focused on concept and development of attitude, interest, self-efficacy, and values separately with strong research support. It provides few activities for teachers and students for development of these affective characteristics in the school. It also provided assessment procedures of affective characteristics of secondary school children. Researcher has implemented the developed manual in the selected school and collected the necessary data by using qualitative techniques through participant observations, focused group discussions, interviews, and opinions of the students and the teachers of the school. Later data was analysed qualitatively.

3.3 Selection of the Sample for the Study

The development of affective characteristics in the school practices is very essential. These aspects support the student learning and the behaviour. To study these affective practices in the school, multi stage sampling technique was used for the study. The study was carried out in different phases. In the first phase researcher had observed the classroom processes in secondary schools with a view to study the nature and the process of development of affective characteristics in the teaching learning process. The following sample was used.

Stage 1

Researcher had observed the classroom teaching and learning in various schools. The researcher developed a classroom observation schedule for this purpose. Researcher had observed 105 classroom transactions of about 22 teachers working in three different schools in Vadodara city. All the students studying standard VIII in the three schools were also included in the sample.

Table: 3.1 Distribution of the Sample in Stage 1

S. No	Subject of the classroom observation	No. of classroom observations	No. of teachers observed
1	Languages (Hindi, English and Sanskrit)	36	3
2	Sciences (Biological, Chemistry and Physical Sciences)	30	10
3	Social Sciences (History, Geography and Economics)	39	9
Total		105	22

Stage 2:

In the second stage, researcher had visited most reputed schools in India that are known for affective education and value development of the children. This was done with an intention to study the whole school approach for the development of affective characteristics. In this stage, 112 classroom observations were studied. The following table describes the distribution of sample for the stage 2 of the study.

Table: 3.2 Distribution of the Sample in Stage 2

S. No.	School	No. of teachers	No. of students	No. of observations
1	School-A	12	32	42
2	School-B	8	35	36
3	School-C	8	35	36
Total		28	102	112

Stage 3:

The stage 3 of the research study was to study the effectiveness of the educational programme for nurturing affective characteristics among the students of grade VIII. For this purpose researcher had identified a school to implement the educational programme. There were 51 students of grade VIII and 8 teachers included in the sample. Researcher collected the opinions about the programme from teachers and students. The opinions collected from the students through Focused Group Discussions form and interviews with the teachers about their experiences about the programme.

After obtaining the permission, it was an easy access to the researcher to conduct the study in the school. Researcher explained about the study to all the teachers before conducting the study. Keeping the objectives of the study, researcher has explored the affective practices by the teachers and the students in the selected school. For the study researcher observed and maintained the field notes. Researcher has implemented the developed programme for nurturing affective characteristics among the 8th class students of the school. Researcher has interacted with students and teachers separately and collected their opinions. The following table describes the details of the stage 3 sample.

Table: 3.3 Distribution of the Sample in Stage 3

S. No.	Students	Teachers
1	51	8

3.4 Tools and Techniques Adopted for the Study

The researcher to collect the data required for the study used the following tools and techniques.

3.4.1 Classroom Interaction Observation Schedule:

This tool was developed by the researcher to record the affective behaviours of the students and the teachers during the classroom interactions. The tool consisted of the observable statements related to affective behavioural traits exhibited by the students and the teachers during the classroom interactions. The tool contained 31 items, in that there are 20 items related to teacher's affective behaviour and 11 items related to students' affective behaviour. The tool measures on five point scale between 'very frequently occurs' to 'never occur'.

Researcher had developed the observation schedule initially after reviewing the available classroom observation schedules. The draft tool was referred to the experts in the field of education for their comments on the relevance and suitability of the items for obtaining the necessary data for the study. The initial tool was then modified based on the suggestions and used for the data collection. (The complete tool in Appendix-E)

3.4.2 Participant Observations

Researcher used this technique to identify specific affective behaviours of the students and teachers.

This tool used in phase-I (values and affective education focused schools) and Phase-II (while implementing the activities).

3.4.3 Teachers' Opinionnaire

Researcher constructed the Opinionnaire for the teachers to find out the opinions on supported components for nurturing affective characteristics among secondary school students (The complete tool in Appendix-F).

3.4.4 Focused Group Discussion (FGD)

Researcher used the technique to collect qualitative data from the students and the teachers of std. VIII in the school. This technique was used in phase-1 and IV. In phase-I recorded the affective attributes of the students, which were lagging in them and identified necessary components to nurture affective characteristics. Responses given by the students helped in understanding the presence of affective characteristics in the classroom processes, desirable characteristics that are necessary to nurture among secondary school children. The facets helped the researcher for the preparation of the programme and in phase-IV collected the views and opinions of the students related to implemented activities in the school. (Questions of the Focused Group Discussions mentioned in the Appendix-G)

3.4.5 Unstructured Interview

Researcher conducted personal interviews with the teachers about the programme. Researcher used the unstructured interviews to the teachers for collection of their opinions, views and feedback of the programme. Opinions focused on the components of the developed educational programme for nurturing affective characteristics and the relative impact on student's behaviours in the classroom.

3.4.6 Affective Behaviour Scale

This tool was used to find out the affective behaviour of the students. Total 87 items were adopted from revised version of the Patterns of Adaptive Learning Scales of University of Michigan prepared by Carol Midgley et al (2000). The Patterns of Adaptive Learning Scale gives details about relation between the learning environment and students' motivation, affect, and behavior. The tool assess

student's 1) personal achievement goal orientations; 2) perceptions of teacher's goals; 3) perceptions of the goal structures in the classroom; 4) achievement-related beliefs, attitudes, and strategies; and 5) perceptions of parents and home life.

The items in the tool were related to the student's affective behaviour with respect to attitude, self-efficacy, interest and values. The items were checked with the experts before implementing the tool. The items on the student scale were measured using frequencies for the responses obtained from the students. This system of scoring was used to transform the information captured from the participants into units of interpretation for each item. (The complete tool in Appendix-H).

The brief description has given in the following table. The table shows the objectives with respect to the tools and techniques mentioned in the following table.

Table: 3.4 Sample with Respect to the Objectives and Tools and Techniques

S. No.	Objectives of the study	Phases of the study	Tool and techniques used	Sample
1	To develop an Educational Programme for nurturing affective characteristics for VIII standard students	I and II	Classroom observation schedule Opinionnaire, FGD and Participant Observations	Teachers
2	To tryout the developed Educational Programme on selected VIII standard students	III	Developed Educational Module, Participant Observations	Students
3	To study the opinions of the school teachers on the developed programme for nurturing affective characteristics	IV	Interview	Teachers
4	To study the Opinions of the students on the developed programme for nurturing affective characteristics	IV	Participant Observations, Affective behaviour Scale and FGD	Students

3.5 Phases of the Study

Researcher conducted the study in a phased manner as follows:

3.5.1 Phase I: Need Identification

In this phase, researcher has observed teaching learning practices of affective characteristics in present day classrooms of standard VIII. For the purpose of this study, researcher developed the classroom observation schedule. By using this tool, researcher studied in various schools, the extent of development of affective characteristics through the teaching learning processes in the classroom and school activities by the teacher as well students. Researcher observed how these affective characteristics were supporting to the student affective development. This enabled the researcher to understand the extent use of affective characteristics in the school. The analysis of observation schedule and field notes facilitated the researcher to develop the manuals, which were necessary to nurture affective characteristics among the secondary school students. All the essential components have been integrated in the manual. (The details in chapter 4)

3.5.2 Phase-II: Development of the Educational Programme

Researcher designed an educational programme in the form of manual with the help of integrated learning experiences (Activities) for nurturing affective characteristics among VIII standard students. Researcher has designed the educational programme systematically, with the assistance of many research studies, articles, teachers', experts' and personal experiences have been considered to frame the manuals. The manual consists of three sections 1. Introductory manual, 2. Activity manual and 3. Assessment manual.

Introduction manual gives detail description about the concept and importance of the affective development among the students. Document (research studies) analysis helped in framing the learning experiences in the activity manual and assessment manual. The manuals designed in such a way that teachers and students can understand clearly about the concept of the affective development, importance, research perspective, and activities for development of affective characteristics. Experts in the field of education had validated the developed manual (letter and list of experts in Appendix-C&D).

Researcher has incorporated required suggestions given by the experts. The final copy of the manual prepared after modifications (Manual in Appendix-A).

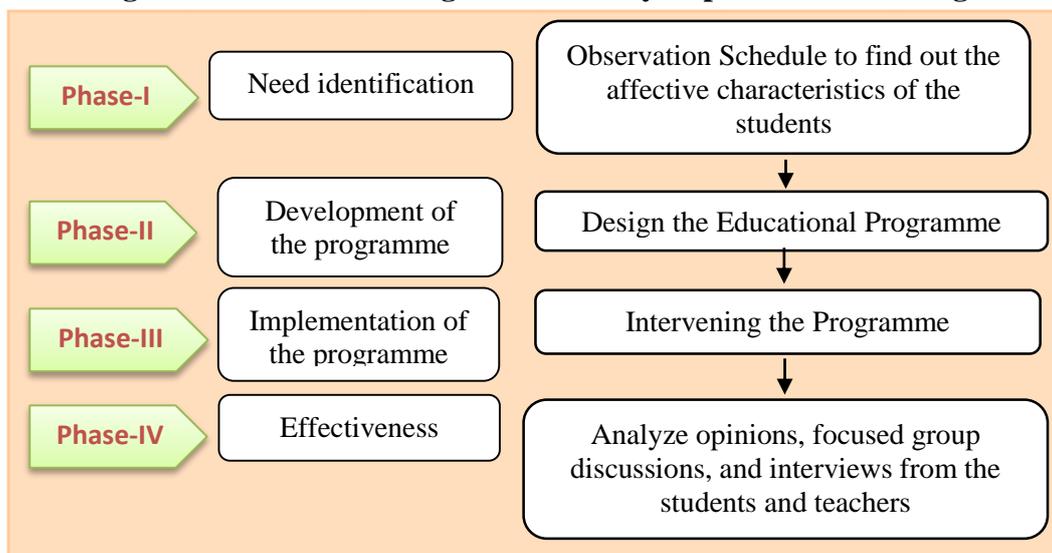
3.5.3 Phase-III: Implementation of the Programme

In this phase, the researcher has provided orientation to the teachers and the students for a week separately to make awareness of the development of the affective characteristics and its importance for the secondary school students. The developed manuals distributed to the teachers in the print form. Researcher has implemented the developed programme in the selected school of Vadodara city for eight months in the academic year 2010-2011. During the implementation phase, researcher has participated in all the school activities and developed detailed field notes regarding the classroom observations and interactions of the teachers and the students of affective behaviours exhibited (Analysis of the observations mentioned in the chapter 4).

3.5.4 Phase-IV To find Usefulness and Effectiveness of the Developed Programme

After implementation of the programme, the researcher conducted the focused group discussions with students to the selected school to study their observations regarding the developed programme and its usefulness. Researcher also interviewed with the teachers in this regard. (Descriptions of opinions and interviews mentioned in chapter 4). Different stages of the study are represented in a diagram 3.1.

Diagram: 3.1 Different Stages of the Study Represented in a Diagram



3.6 Data Collection Procedure

Researcher collected the data in a phased manner in different schools. After obtain the permission from the head of the school for conducting the study, researcher had acquainted with teachers and the students of the school. Once acquainted with them, the further procedures of the study made easy and comfort for the researcher to conduct the study.

In the first phase, researcher studied intensively classroom processes related to development of affective attributes among the students of standard VIII in the schools of Vadodara city. Researcher had observed 105 classroom observations of three schools in Vadodara city. Researcher used the observation schedule to collect the data. In the second phase, researcher had visited three schools, where value education is main aim of the school and development of an affective attributes as part of the school curriculum. Researcher studied classroom practices and various practices of the school programmes to find out necessary affective components to be nurture among schoolchildren. Researcher interacted with students through focused group discussions and studied observations. Researcher maintained the field notes for writing down the observations. In the third phase, researcher had designed the activities based on the observations and experiences for nurturing affective attributes among the schoolchildren. The programme has been implemented in a selected school. In the fourth phase, after implementation of the various activities, the researcher collected the feedback to see its effectiveness. All the teachers of the school cooperated for interview and given their opinions. Data collected from unstructured interviews with teachers and Focused Group Discussions from students about the implemented activities. Also, the effectiveness tested quantitatively by using Affective behaviour scale.

3.7 Establishing Validity of Qualitative Data

In the present study Triangulation was used as a validation procedure of the data, where researchers search for convergence among multiple and different sources of information to form themes or categories in a study (Creswell & Miller, 1990). In the triangulation procedure, researcher provides validating evidence collected

through multiple methods such as Observation, Interview and Focus Group Discussions to locate major or minor themes.

3.8 Data Analysis for the Present Study

The nature of data is qualitative and quantitative in nature. The qualitative data obtained from the content from the field observation notes as well as from the opinions from the teachers and the students through opinionnaire, personal interview and focused group discussions. The quantitative data obtained from the observation schedule and patterns of affective behaviour scale. The quantitative data analysed through frequencies and percentages.

The data was analysed in the following way

1. Observations of the processes of nurturing affective characteristics in classroom teaching learning experiences and the various activities carried out in the school by the students and the teachers analysed qualitatively. The data from the classroom observation schedule was analysed quantitatively by using percentage.
2. The data from the focused group discussions with the students was analysed qualitatively.
3. The effectiveness of the implemented programme found from opinions collected through interviews from the teachers and feedback from the students were analysed qualitatively. The obtained data from Affective behaviour scale from the students was analysed quantitatively by using percentage.

The detail description of the data analysis procedure mentioned in the next chapter.

CHAPTER IV
DATA ANALYSIS
AND
INTERPRETATION

4.0 Introduction

This chapter deals with the detailed analysis of the data collected during the different phases of the study by keeping the objectives of the study in mind. The data consists of both quantitative data and qualitative data collected at various stages of the study for different purposes within the framework of the study. Therefore the analysis is presented in the same manner.

4.1 Analysis of Observations of Classroom Interactions

In the first phase of the research study, researcher had observed the ongoing classroom practices focusing on the development of the affective characteristics among the children through teaching learning process. For this purpose, researcher had developed classroom observation schedule and collected the data from the three sample schools and observed all the classroom transactions, also, conducted focused group discussions with children and interviews with teachers. Initially, researcher observed for three months and researcher marked some of the on-going practices of the schools with reference to development of affective characteristics. Researcher noticed that the teachers have rare opportunities to nurture affective characteristics among students in the classrooms. Whereas cognitive aspects given more importance than affective characteristics. Over all, hundred and five (105) classroom observations were made. Table 4.1 shows that the detail description of the subject wise classroom observations.

Table 4.1: Distribution of The Subject wise Classroom Observation details

S. No	Subject of the classroom observation	No. of classroom observations	No. of teachers observed
1	Languages (Hindi, English and Sanskrit)	36	3
2	Sciences (Biological, Chemistry and Physical Sciences)	30	10
3	Social Sciences (History, Geography and Economics)	39	9
	Total	105	22

Researcher observed the practices of affective characteristics in the VIII standard classrooms in Baroda schools. Researcher observed various aspects like use of affective characteristics through teachers instruction, motivation, use of different activities to promote attitudes, values, interests students expressions, involvement/ participation of the students in activities voluntarily and how far these carry out in their classrooms. Some of the observations made in the selected schools of Baroda city are described below.

Many of the schools the size of the classrooms (50 to 65) seemed to be a hindrance in organising the classroom activities. Most of the teachers have expressed the challenges that they faced while implementing activities in such a class. The teachers said that their focus on classroom management strategies becomes inevitable because of the large size of the class, so they hardly could focus on the other activities.

According to the teachers there is very less opportunities to attend the individual needs and developments of the students, as the class size is large.

Researcher studied the language classrooms in a view to practice of the affective attributes in the classrooms. Researcher observed that the poems neither were read in a rhythmic way nor were appreciated the way it should be done with emphasis on the thoughts and imaginations of the poet. Rather the language teacher just read the poetry like a prose chapter and explained the gist of the poetry. Teaching of the prose did not focus on the language aspects (LSRW) but focussed around the content. Since the teachers taught language in a traditional manner there was no scope for the students to express and appreciate the contents of poetry and prose. The teachers teaching Hindi and Guajarati just dictated the notes to be learnt for the examination. This would discourage the students' self-expression. There were no opportunities provided to the students for learning and enhancing the language and skills. It was noticed that the students carried a sense of dissatisfaction when not allowed to express. Teachers ignored the students' asking queries and question in the class. Researcher observed the various Social Science classrooms. Geography classes had lot of scope for conducting group activities but the activities neither were planned by the teacher nor were facilitated

so that the students could organise them on their own. As an example, the map explanation was also not done using an atlas or a large map so that the students could get a broader perspective about the location of a place on the international map. This kind of teaching of Geography might produce a disinterest among the students for learning the subject.

Students need more examples and illustrations to understand the various concepts clearly. Teachers in the classrooms were rarely found giving examples related to the content other than textbook examples and it motivates and creates interest towards the lessons. Illustrating a concept with examples generates interest in the students for the concept and motivates the student to know more about the subject. Activities were hardly conducted in the classrooms for teaching different concepts in Science classrooms. Activities provide the students an opportunity to involve and to actively participate in the learning process.

It was commonly found in all most all the observed schools that few teachers directly used the negative words and sometimes abusive (stupid, idiot, rascal), and undemocratic words (you don't speak, don't tell, don't talk) in the classrooms. The use of such words demotivates the student and doesn't promote any positive feeling towards the teacher as well as the subject. The students imitate the use of abusive words by the teachers, which affects the character development of the student.

The other observations were that very few students approached the teacher for solving their doubts and teacher could give only few minutes to solve their doubts. The teachers addressed few students by recognise with their names, while the other student's names were not familiar to the teacher. It was found that teachers interacting with their students very rarely. The relationships between student and teachers found distinctly very less cooperative.

Teachers opined that physical environment of the class also helps in nurturing the affective characteristics in the classrooms. If the rooms are spacious, airy and have light inside, students will feel comfortable and develop interest to learn the different things in the classrooms. Students expressed the same in focused group discussions. Few teachers expressed that the classrooms; should be decorated with the display boards so that the materials prepared by the students could be

displayed. This would increase the students' interest in different topics. This would also create an effect on other students who rarely participate in such activities. Teachers have expressed that creating such a classroom environment for learning would develop interest in the students towards learning. Further, researcher used classroom observation schedule and observed the teachers' affective behaviours and students affective behaviours.

4.2 Analysis of Teacher's Affective Behaviour

The researcher observed the affective behaviours of the teachers with the help of observation schedule in the classrooms of standard VIII. Researcher observed the affective behaviour exhibited by the teachers such as development of attitude; development of interest; development of self-efficacy and development of values of the students. Researcher observed the classroom transactions based on the affective behavioural statements mentioned in the table 4.2. Overall, 105 observations were made. The detail analysis of the observations of teacher's affective behaviour described in the table 4.2.

4.2.1 Development of Attitude

It was found that 40% of teachers rarely developed interest in the lesson. Only 8% of the teachers developed interest in the lesson. Teachers focussed on completing the lessons rather than on the development of the interest towards the lesson. Only 20% of the teachers were found directing the attention of the students towards the lesson. Directing the students' attention towards the lesson is a difficult task but can be done if activities are integrated in the lesson transaction. Therefore, it is teacher's responsibility to direct the attention of the students towards the lesson. 56% teachers clarified the students' doubts immediately. Immediate clarification of their doubts develops interest in the students towards learning. Only 20% of teachers did not appreciate the students' responses and 12% of the teachers frequently appreciated the students' responses. Teacher's appreciation develops interest in the students for learning the subject.

TABLE 4.2: Analysis of Teacher's Affective Behaviour in the Classroom

S. No	Observation Statements	Responses				
		V.F	F.O	S	R	N.O
Development of Attitude						
1	Teacher develops interest in the lesson	8 (7.62)	13 (12.38)	34 (32.38)	42 (40.00)	8 (7.62)
2	Teacher directs students' attention towards the lesson	13 (12.38)	8 (7.62)	29 (27.62)	29 (27.62)	26 (24.76)
3	Teacher clarifies students' doubts immediately.	0 (0.00)	8 (7.62)	59 (56.19)	25 (23.81)	13 (12.38)
4	Teacher appreciates student responses	0 (0.00)	12 (11.43)	38 (36.19)	34 (32.38)	21 (20.00)
Development of Self-efficacy						
5	Teacher initiates student to express views and Opinions	0 (0.00)	0 (0.00)	9 (8.57)	29 (27.62)	67 (63.81)
6	Teacher considers students views and opinions	0 (0.00)	0 (0.00)	12 (11.43)	34 (32.38)	59 (56.19)
7	Teacher responds immediately to the students Questions	0 (0.00)	9 (8.57)	29 (27.62)	29 (27.62)	38 (36.19)
8	Teacher creates democratic atmosphere with students while teaching	8 (7.62)	8 (7.62)	25 (23.81)	34 (32.38)	30 (28.57)
Development of Interest						
9	Teacher encourages students to actively involved in the learning process	4 (3.81)	13 (12.38)	25 (23.81)	42 (40.00)	21 (20.00)
10	Teacher moves around the class	8 (7.62)	21 (20.00)	2 (40.00)	17 (16.19)	17 (16.19)
11	Teacher corrects for student's negative expression of emotions (e.g., anger, frustration, sadness.)	0 (0.00)	8 (7.62)	50 (47.62)	25 (23.81)	22 (20.95)
12	Teacher integrates values through examples in learning process	13 (12.38)	5 (4.76)	16 (15.24)	25 (23.81)	46 (43.81)

Continuation of table 4.2

S. No	Observation Statements	Responses				
		V.F	F.O	S	R	N.O
13	Teacher carefully listens to students questions	0 (0.00)	16 (15.24)	46 (43.81)	26 (24.76)	17 (16.19)
14	Teacher adapts teaching style to meet children's Interests	0 (0.00)	12 (11.43)	38 (36.19)	38 (36.19)	17 (16.19)
Development of Values						
15	Teacher carefully listens to students doubts	8 (7.62)	13 (12.38)	34 (32.38)	29 (27.62)	21 (20.00)
16	Teacher fosters children's curiosity in exploring new things	0 (0.00)	0 (0.00)	17 (16.19)	20 (19.05)	68 (64.76)
17	Teacher maintains good rapport with students	8 (7.62)	13 (12.38)	34 (32.38)	30 (28.57)	20 (19.05)
18	Teacher interacts with all the students in the class	13 (12.38)	0 (0.00)	25 (23.81)	50 (47.62)	17 (16.19)
19	Teacher promotes a caring atmosphere in the school	4 (3.81)	12 (11.43)	38 (36.19)	34 (32.38)	17 (16.19)
20	Teacher promotes equal opportunities for all	8 (7.62)	16 (15.24)	17 (16.19)	47 (44.76)	17 (16.19)

Note: Figure within parenthesis indicate percentage.

V.F=Very Frequently Occurs; F.O= Frequently Occurs; S= Sometimes;

R= Rarely; N.O= Never Occurs.

4.2.2 Development of Self-efficacy

It was found 64% of the teachers did not initiate the students to express their views and opinions in the classrooms. When teacher allows the students to express it shows the teacher's zeal to develop interest in students towards the lesson. 56% of the teachers neglected the students' views and opinions in the class. 32% of the teachers were rarely considered the students views and opinions in the class. 12% of the teachers sometimes considered the students' views and opinions in the class. 36% of the teachers did not respond student's questions in the class. But 36% of the teachers responded to the students' questions. Such acts of the teacher discourage the students' interest. When the responses of the students are neglected, the attitude of the student and interest will reduce towards learning. 28% of the teachers did not provide democratic atmosphere in the classroom.

Providing equal opportunities to the students for participating in the learning process provides them to behave in a democratic way. Only 8% of the teachers created such an atmosphere in the classrooms. Democratic atmosphere helps the students to express and participate in the learning process; it is possible, when teacher provides such an environment in the classrooms.

44% of the teachers listen when students ask questions to them in the class. But 16% of the teachers were not listened or attended to their questions.

Only 12% of the teachers adopted a teaching style according to their students' interests; whereas 52% of the teachers were not considerate for students' interests while teaching in the class.

4.2.3 Development of Interest

It was found 40% of the teachers rarely encouraged students' involvement in the class. 40% of the teachers sometimes moved around the class. When the teacher moves around in the class the students become aware that they are being specially observed. Only 8% of the teachers only observed moving around the class.

When students express negative emotions teachers need to find out the reason for such behavior and should correct them explaining them personally. If the students appear frustrated the teachers should find out the reason for it and should help them come out of that state. Researcher's observation showed 48% teachers sometimes corrected the students' negative behavior while 20% of the teachers just noticed but did not correct the students' negative behaviour in the classrooms. It was found that only 16% of the teachers tried to put their efforts to integrate values in the teaching and learning process. Whereas, 44% of the teachers did not integrate the values in their teaching and learning process.

4.2.4 Development of Values

It was found 20% of the teachers carefully listened to the students' doubts. Whereas, 20% of the teachers did not listen to the students' doubts in the class.

64% of the teachers did not foster curiosity to learn or exploring new things. Only 16% of the teachers sometimes encouraged the students' to explore new things. It was found only 20% of the teachers maintained good rapport with the students

but 20% of the teachers did not maintain good rapport with the students. 12% of the teachers very frequently interacted with all the students in their classes whereas 16% of the teachers did not interact with the students. Only 16% of the teachers exhibited a caring atmosphere in the class, while 16% of the teachers did not promote such an atmosphere in the class. 24 % of the teachers provided equal opportunities to all the students in the class, 44% of the teachers rarely and 16% of the teachers did not provide equal opportunities to the students in the class.

4.3 Analysis of Students' Affective Behaviour in the Classroom

The researcher observed the affective behaviours of the students with the help of observation schedule in the classrooms of standard VIII. Table 4.3 shows the affective behaviour exhibited by the students such as development of attitude; development of interest; development of self-efficacy and development of values of the students. Researcher observed the student's classroom interactions and participations based on the affective behavioural statements mentioned in the table 4.3. Overall, 105 observations were made related to the student's affective behaviour from the various classrooms.

**TABLE 4.3: Analysis of Students' Affective Behaviour in the Classroom
(Total 105 Observations)**

S. No	Observation Statements	Responses				
		V.F	F.O	S	R	N.O
Development of Attitude and Interest						
1	Students participate in classroom activity with confidence	0 (0.00)	21 (20.00)	34 (32.38)	16 (15.24)	34 (32.38)
2	Students have varied opportunities to interact positively with peers	0 (0.00)	0 (0.00)	17 (16.19)	13 (12.38)	75 (71.43)
3	Students show awareness of classroom proceedings	0 (0.00)	0 (0.00)	38 (36.19)	29 (27.62)	38 (36.19)
4	Students show interest in subject	0 (0.00)	17 (16.19)	42 (40.00)	34 (32.38)	12 (11.43)
5	Students share their example/information to the Teacher and peer in learning process	0 (0.00)	0 (0.00)	17 (16.19)	46 (43.81)	42 (40.00)

Continuation of table 4.3

S. No	Observation Statements	Responses				
		V.F	F.O	S	R	N.O
Development of Self-efficacy and Value						
6	Students listen attentively to the teacher instructions, Lesson	0 (0.00)	13 (12.38)	46 (43.81)	25 (23.81)	21 (20.00)
7	Students appreciate peer ideas/views/opinions	0 (0.00)	0 (0.00)	46 (43.81)	38 (36.19)	21 (20.00)
8	Students volunteer involvement in learning (asking Q's, doubts of their own)	0 (0.00)	8 (7.62)	38 (36.19)	21 (20.00)	38 (36.19)
9	Students cooperate in an activity with peers	0 (0.00)	0 (0.00)	29 (27.62)	46 (43.81)	30 (28.57)
10	Students response to the teacher's questions	0 (0.00)	11 (10.48)	32 (30.48)	22 (20.95)	40 (38.10)

Note: Figure within parenthesis indicate percentage.

V.F=Very Frequently Occurs; F.O= Frequently Occurs; S= Sometimes;

R= Rarely; N.O= Never Occurs.

4.3.1 Development of Attitude and Interest

The above table 4.3 represents the students' affective behaviour in the classrooms. Students' active participation in the in classroom activities was recorded 32%. Whereas, 32% of the students did not participate in the classroom activity. 72% of the students could not interact positively with their peers due to lack of opportunities to do so. 16% of the students sometimes interacted with the peer. Only 16% of the students showed awareness in the classroom proceedings sometimes, whereas 36% of the students did not show awareness in the classroom proceedings. 40% of the students sometimes studied interestingly the subjects taught in the classrooms. 12% of the students were not interested in subjects. Only 16% of the students sometimes shared their example/information with the teachers and peers during learning process. Whereas, 40% of the students did not share their examples/information with the teachers and peers during the learning process.

4.3.2 Development of Self-efficacy and Value

The above table represents the students' affective behavior in the classrooms.

The students listening attentively during the teaching learning process and the general instructions given by the teacher were 12%. Whereas 20% of the students did not listen attentively to the teacher's instructions and were not attentive during the teaching learning process. 44% of the students voluntarily involved in the teaching learning while 36% students did not voluntarily involve, but involved when the readiness was created for learning. Only 28% of the students sometimes cooperated with their peers during an activity. 28% of students did not cooperate in an activity with peers. 12% of the students responded to the teacher's questions frequently and 32% sometimes whereas 40% of the students did not responded.

4.4. Analysis of Teachers Opinionnaire

Teachers are next to the parents who can inculcate the affective characteristics in the students through various means, so their opinion about the development of these characteristics would provide an insight into the present status of the students in terms of their affective characteristics. With this objective of knowing the opinion of the teachers about the present status of the students in terms of the affective characteristic researcher gave an opinionnaire to the teachers. Teachers from six schools gave their opinions. Total 40 teachers responded to the opinionnaire.

Teachers expressed opinions on the development of affective characteristics in the students observed during the classroom practices. Their opinions also reflected the scope for development of affective characteristics. The responses of the teachers are described below.

All the teachers expressed their strong belief through their opinions that the development of positive attitude, providing motivation to the students, and the integration of the values in the classroom practices are very much important for inculcating the essential affective components in the students. Teachers opined that student centered classroom approach suits for development of the essential affective components.

Teachers expressed that developing interest by giving illustrations from the daily life, providing scope to the students to share their life experiences and sharing teacher's life experiences related to the topic taught in the class will help nurture

affective characteristics in the students. They opined that activities like group discussion, demonstration of experiments etc., in the class room would ensure students' active participation which would help in developing the affective characteristics in the students. Apart from these opinions teachers also conveyed that teacher's command over the subject; appreciation of the students, skills to conduct various activities, friendly and caring behavior would make the classroom climate conducive performing these activities.

Teachers opined that a positive attitude towards the school, teachers, subjects of study and the peers could be developed in the students by providing appropriate appreciation for their right behavior/response, creating enthusiastic and educative environment, providing more interactive sessions and showing affection through suitable means.

Teachers opined that, a teacher as a role model showcasing sincerity and dedication for work assigned, punctuality and self-discipline would definitely provide a right path for students' life. Teachers expressed that to develop the values in the students, daily lessons should be planned in such a way that it integrates some or the other values. The teachers opined that describing life experiences of eminent personalities having good character, narrating stories with moral values, sharing of the life experiences of the teacher, providing value loaded guest lectures and exhibition of the values by the conduct of the teachers, principal and the non-teaching staff would help inculcating the values in the students. The detail analysis of the teacher's opinions on development of affective characteristics in the students mentioned in the table 4.4.

Table 4.4: Responses of the Teachers' Opinionnaire (N=40)

Affective characteristics components	Opinions		
	Yes	No	Undecided
a) Teachers Commitment	36 (90.00)	4 (10.00)	0 (0.00)
b) Personal attention of the teachers	40 (100.00)	0 (0.00)	0 (0.00)
c) Strict classroom discipline	12 (30.00)	28 (70.00)	0 (0.00)
d) Active involvement in classroom activities	40 (100.00)	0 (0.00)	0 (0.00)

Continuation of table 4.4			
Affective characteristics components	Opinions		
	Yes	No	Undecided
e) Praising and appreciation by the teachers	36 (90.00)	0 (0.00)	4 (10.00)
f) Fear of punishment	8 (20.00)	24 (60.00)	8 (20.00)
g) Physical proximity of the teacher in the class	28 (70.00)	8 (20.00)	4 (10.00)
h) Teachers command over the subject	36 (90.00)	0 (0.00)	4 (10.00)
i) Teacher centered classrooms	8 (20.00)	24 (60.00)	8 (20.00)
j) Student centered classrooms	24 (60.00)	8 (20.00)	8 (20.00)
k) Friendly nature of the teacher	40 (100.00)	0 (0.00)	0 (0.00)
l) Technology integrated classrooms	24 (60.00)	8 (20.00)	8 (20.00)
m) Relationships among students	32 (80.00)	8 (20.00)	0 (0.00)
n) Feeling of self-worthiness	28 (70.00)	8 (20.00)	4 (10.00)
o) Learning that is relevant to life	32 (80.00)	8 (20.00)	0 (0.00)
p) Challenging classroom Instruction	24 (60.00)	4 (10.00)	12 (30.00)
q) Integration of Values in teaching	36 (90.00)	0 (0.00)	4 (10.00)
r) Democratic learning environment	32 (80.00)	4 (10.00)	4 (10.00)
s) School Physical environment	24 (60.00)	8 (20.00)	8 (20.00)
t) Specialized programme on affective education	32 (80.00)	0 (0.00)	8 (20.00)
u) Mentoring	32 (80.00)	4 (10.00)	4 (10.00)
v) Parental encouragement	40 (100.00)	0 (0.00)	0 (0.00)
w) School Prayer	32 (80.00)	8 (20.00)	0 (0.00)
x) Code of conduct	24 (60.00)	0 (0.00)	16 (40.00)
y) Role modeling of teachers	28 (70.00)	4 (10.00)	8 (20.00)

Note: Figure within parenthesis indicate percentage

All the participated teachers (100%) opined that parental encouragement, active involvement in classroom activities and positive and informal behaviour of the teacher would lead to the development of student's affective characteristics in the school.

90% of the teachers opined that teachers' commitment helps in development of affective characteristics while remaining 10% of the teachers denied this. 70% of the teachers opined that strict discipline won't help in developing affective attributes in the class. 90% of the teachers supported that praise and appreciation by the teachers help in developing affective characteristics in the students. 60% of the teachers opined fear of punishment does not help in developing affective characteristics. 20% said it helps and 20% did not respond negatively or positively. 70% accepted that physical proximity of the teacher in the class help in developing affective characteristics.

90% of the teachers believed that teachers command over the subject as essential factor for nurturing the affective characteristics. 60% teachers denied having teacher centred classrooms environment while 20% agreed to have such a climate in the classroom. 40% of the teachers said that student centred classrooms will help in developing affective characteristics while 20% preferred student centred classrooms and the remaining 20% were not able to decide in this context. 60% of the teachers opined technology integrated classrooms would promote in developing affective characteristics while 20% disagreed and 20% were undecided. 80% of the teachers believed relationships among students in the classrooms promoted the development of affective characteristics. Only 20% of the teachers disagreed to this viewpoint. 70% of the teachers opined feeling of self-worthiness contributes to the development of the affective characteristics. 80% of the teachers accepted that learning should be relevant to life for development of affective attributes. 90% of the teachers opined that integration of values in teaching supports the development of affective characteristics of the students. 80% of the teachers opined democratic learning environment provides a plat form to the students for development of affective characteristics. 60% of

the teachers believed that school's physical environment contribute development of affective characteristics.

80% of the teachers felt that for development of affective characteristics, require an educational programme. 80% of the teachers opined that mentoring also a plays an important role in students' life for development of affective characteristics. 80% of the teachers opined that school prayer contributes for development of affective characteristics. 70% of the teachers opined that role modelling plays a vital role in development of affective characteristics.

4.5 Analysis of Focused Group Discussions

Researcher interacted with the students to collect their views and opinions about their school, teachers, and subjects of their interest. Students expressed intensely their views and opinions. It was noticed that no provision in the schools to listen students' intentions. The components that arouse from the focussed group discussion were categorised.

4.5.1 Students' liking for their schools:

Students were asked to express the thing that they liked and what changes they would like to bring about in their schools so that they can learn in a better manner. The students expressed that they would like to study from inspiring teachers who would promote their interests, talents and would provide love and affection. They said that at present, they were having some good teachers but not all the teachers were good. Students also talked in favour of having a good library, video lessons, equipped playground, good garden and more interactive classes based on different activities. They also opined against the homework and examination and urged to have stress free and joyful learning. Students responded that they were having some of the innovative classes but would like to have more novelty classes.

4.5.2 Students' liking for their teachers:

Few questions were also put forth by the researcher to know views of the students about their teachers, the type of instructional practices carried out and the newness the students would like to have in the teaching learning process in their schools. The students said very few teachers gave the examples outside the textbook, but

when such examples were given, they liked to learn enthusiastically. Students liked the classrooms, where the activities were conducted and they were allowed to express their views and ideas. The students liked those teachers who showed care, concern considered their needs and interests and gave them motivation to think about new ideas. They opined that very few teachers clarified their doubts or answered to their queries immediately or helped in finding out the solutions of the problem. They also wanted the teacher to teach at their pace neither too slow nor too fast. They expressed their liking for the teachers who had developed a good rapport with them.

4.5.3 Students' liking towards subjects:

The students expressed interest for those subjects in which the teacher had a command over the subject. All the students expressed their liking to study those subjects in which the teacher provided illustrations/examples conducted variety of activities and gave various learning experiences (for better understanding) to them. Subjects should provide updated information. The students expressed their liking to know new developments and challenges in different subject areas. They expressed their liking for the subjects in which they could explore new things and think of new ideas.

4.6 Reflections on Initial Observations

After observing the various schools, focused group discussion, collecting the opinions from the teachers, researcher would like to make some of reflections described below.

Teachers should be dedicated to profession, expressing a smiling face in front of the students. Teacher should be helpful and supportive to students' needs. Students should be given ample scope to express their thoughts and ideas. Students should be taught self-regulation by inculcating a habit like diary writing every day. Activities should be conducted for the students to know their strengths and weaknesses, and weak students should be counselled to use their strengths to overcome their weaknesses. Variety of activities should be planned specially to teach different subject topics. Students' awareness should be developed by displaying the list of activities to be conducted, topics for discussion, list of charts,

models and projects to be prepared on the display boards in the classroom. Such small changes in the school would contribute to the development of affective characteristics.

It was distinct experience for the researcher to identify the components to nurture affective characteristics among schoolchildren. Based on all the above observed points and gathered ideas/opinions researcher prepared a manual to nurture affective characteristics for the standard VIII students. The manual encourages creating activities for engaging the students in the learning process by carefully integrating the topics from their subjects of the study.

4.7 Analysis of the Participant Observations

(Where value education is an integral part of the school)

Researcher intended to observe the development of the affective characteristics among the students of VIII standard. Researcher stayed at different schools and made observations. With this intention researcher visited three prominent schools two in Andhra Pradesh and one in Mysore (Karnataka). The schools were mainly focusing on inculcation of values through organising various scholastic and non-scholastic activities. In these schools researcher spent time with the teachers and students to explore the process/activities involved in the development of affective characteristics in the students. Researcher used observation schedule to make the observations. All the activities of the school, classroom teaching and learning practices, students interactions, students' relationships, teachers relationships and teachers discussions in the staff rooms were keenly observed. It was observed that students were encouraged and given freedom to work with their own ideas, views, thoughts and opinions. It was found that teachers dedicated the time to motivate their students. The following observations were described schools wise. It helped the researcher to identify the necessary components to prepare programme for nurturing affective characteristics among schoolchildren. Overall, 112 observations were made with reference to nurturing affective attributes through various activities in the school like classrooms, include the children's affective behaviour in the school assembly, library, laboratory, playground and hostels.

The following table 4.5 shows that the details of classroom observations; teachers and students' interactions at the time of the school visit.

Table 4.5: Details of the Participate Observation School

S. No.	School	No. of days	No. of teachers	No. of students	No. of observations
1	School-A	7	12	32	42
2	School-B	7	8	35	36
3	School-C	7	8	35	36
Total		21	28	102	112

4.7.1 Analysis of School-A

This school is reputed for its approach to holistic education in the spirit of Krishnamurti's vision of education. The philosophy of the school includes developing an appreciation for nature, art, music and community service. Co-curricular activities constitute an integral part of a student's schooling, in form of active discussions, debates in classrooms, assemblies and club meetings. Conservation and enhancement of the natural environment remains one of the school's core values. Rishi Valley teachers have a high degree of autonomy in deciding curriculum, teaching methods and evaluation systems. Emphasis have given to developing basic concepts in subject areas, skills of various types, and wider perspectives that incorporate the educational values of the school. A flexible curriculum, periodically reviewed and updated by the staff, has been developed keeping in mind current trends in education and the development level of children. This shows that teachers have given more freedom to do the activities beneficial for the students.

4.7.1 a. Activities of the School:

Every day the teachers, non-teaching staff and students of all grades gathered for school assembly at 6 a.m. The various activities conducted in the morning assembly as observed by the researcher are described below.

On Monday-Meditation: Students observed silence while the audio guided meditation was played. On Tuesday-*Bhajans*: Students and teachers sung *bhajans* and recited *shlokas* of different religions with the rhythm of musical instruments. On Wednesday-Talk by students: students delivered a talk on any topic of their interest. The other students were then allowed to raise their queries, which were jointly clarified by the speaker student and the teachers.

Researcher observed healthy discussions between teachers and students.

On Thursday-guest speaker: the guest speaker was invited from the local community. The speaker spoke to the students about protection of the environment, researcher observed students' interest towards environmental problems. All the students were actively participating in the discussions. On Friday-discussions on various topics, students discussed about the universe and planets. Here students raised various questions and teachers supported. On Saturday-question and answer session: In the session students asked variety of questions related all the fields like Science, Mathematics, Logical reasoning, Spirituality etc. Teachers answered many of them. Majority of the questions were answered and clues were given for unanswered questions for the students to find answers on their own.

4.7.1 b. The Classroom Observations:

The classroom transactions especially in terms of teaching learning activities are an important process in the school, which can develop the affective attributes in a student. So, with this aim the researcher the classroom transaction of grade VIII. The size of the grade was 32. All the teachers provided the students more freedom to express their ideas, views and opinions in the classrooms. All the time students' active participation was observed as they interacted with the teacher. Concepts of different subjects were transacted using various modes and methods like audio-visual media, teacher-designed worksheets, visit to the mathematics laboratory, science laboratory, discussion and project work. Students were encouraged to participate in classroom discussions, Self-thinking and to develop an inquiring attitude. Evaluation was done based on teacher observations and classwork. Minimal home works were assigned to the students. Researcher observed that the

teachers planned fieldtrips to enhance awareness and understanding about the world. The researcher keenly noticed that the school does not have a system of house monitors; students were not given any authority to foster affective characteristics like self- efficacy and interest in leading a group.

It was observed that there was no unnecessary talk/gossip amongst the teachers in the staff room; rather they were found discussing about the students' problems and achievements. Most of the discussions were related to the activities to be conducted in the classrooms. Lot of exchange of ideas were also observed in terms of the activities to be conducted for specific topics.

Researcher also had an opportunity of observing the student hostels run by the school trust. Members of the teaching staff stayed in the staff quarters within the hostel and acted as house parents. Life in the hostel is meant to instil the values of co-operation, self-restraint, and sharing. House parents (Teachers staying in the hostel) opined that the inculcation of these values were ensured in Rishi valley school while they interacted with the students in the food room, prayer hall and their individual rooms at the hostel.

4.7.1 c. Relationships:

Researcher keenly observed the relationships among the teachers and the students in the school description given under following headings:

The relationships were observed.

- i. Student-Student: Students were well disciplined and respected their peers. They co-operated well with each other in project works. Researcher observed group discussions in classrooms as well as in hostels and the tendency of the students to help their friends. Other observations were initiation to do productive work, study and utilization of leisure time strategically (reading books, project works, gardening etc.).
- ii. Students and teacher: it was observed that teachers acted as a strong support system all the time in the classroom as well as in the hostel. Researcher noticed the teachers clarifying the students' doubts whenever and wherever required. Teachers were compassionate enough to perform the role of a parent and a friend in the hostel and a guide in the school.

- iii. Teachers and teachers: Teachers co-ordinated well with each other to organise the co-curricular activities e.g. they enriched each other with their experiences and newly planned teaching activities. The principal took account of the teachers' daily activities and the progress of the lessons and interacted regularly with the teachers to motivate them.

In the process of identifying the affective development of the children researcher visited another school.

4.7.2 Analysis of School-B

The main educational philosophy of this school is integrating value education among children. Researcher had stayed for one week in the school and observed the students, teachers and the activities conducted in the school. An effort to inculcate values in the students was done both directly and in an integrated manner. The extra-curricular activities were planned to integrate one or more values to be inculcated in the students. Apart from this a separate value education classes conducted for all the students at least weekly once. The main objective of conducting the value education class was to infuse in the students the five basic human values which would make a good character, strengthen the students to work for the benefit of society and to set a motivation for self- learning from the life experiences.

The school principal expressed a strong belief that Human values provide a Unity in diversity. The five human values inculcated in the value education classes are:

1. Love (Prema)
2. Truth (Sathya)
3. Peace (Shanti)
4. Right-Conduct (Dharma)
5. Non-violence (Ahimsa)

4.7.2 a. Activities of the School:

In view of the major philosophy of the school to inculcate values in the students a value education class was conducted every week for one hour for all the students. Each class is based on some or the other aspect related to the above mentioned five human values. Few classes observed by the researcher, revealed

the use of five teaching techniques, which could help the teacher while imparting these values to the children in the school premises and in the classrooms.

- i. Silent Sitting
- ii. Dynamic Thinking
- iii. Story Telling
- iv. Group Singing
- v. Group Activities

i) Silent Sitting:

Students were quite disciplined in the classrooms. They maintained silence in the classrooms. Teachers said that this was a usual practice in the school and that this practice enables the children to improve their memory and concentration in their subjects of study. Teachers also expressed that with such regular practices, the students have become more intuitive and resourceful. Students said about this, silent sitting helps in thinking about the ‘self’.

ii) Dynamic Thinking

Students were provided various opportunities for positive and dynamic thinking. Classroom activities were organised in such a way that the teachers could appreciate the expression of the students. Teachers spent sufficient time for clearing their doubts. This made the students to express their ideas, thoughts and doubts easily. According to the teachers, such classroom environment and activities increased the self-confidence of the students.

iii) Story Telling

The school management and teachers believed this ancient art to be an effective technique for inculcation of the values into the young minds. The teachers said that storytelling was a unique mode for the development of respect for other cultures, promotion of a positive attitude to people from different lands, races and religions.

Teachers expressed about the story telling that something told as a story will be remembered and treasured, whereas the same information taught through a traditional teaching method may soon be forgotten. Researcher observed the

children were very much interested to listen and to express the moral of the stories. Sometimes students expressed their ideas and opinions about the various characters in the story told by the teacher or their friends. The school provided lot of freedom and opportunities to the students to express their views in the classrooms.

iv) Group Singing

The school encouraged the students to sing *bhajans* and religious songs of different religions. The students played the musical instrument while their friends sang the song. Teachers said that singing such religious songs in group the students may develop values required to make a good character, since they keep repeating positive lyrics. It also helps students to relax which would make them to enjoy learning other subjects.

v) Group Activity

The teachers conducted many group activities. Teacher divided the class into four groups and distributed one topic to each group. They were asked to present their topic and finally teacher summarised the topic. The teachers said that this method of teaching ensured active participation of the students rather than being just passive listeners. This method was a means to involve the children in the learning process. Teachers said that they conducted following group activities in the classroom setting:

- 1) Role Play
- 2) Attitude Tests
- 3) Value Games
- 4) Group Work
- 5) Creative Work

4.7.2 b. Relationships:

One of the teachers said that a teacher could develop a good relationship with their students only if they have love and devotion for their profession. It was also opined that a teacher should have love and affection for the students to develop a

sense of belongingness in the students. The teachers conduct in front of the teachers will be instrumental in developing affective characteristics.

An informal student-teacher relationship was observed in the school. Teachers were mingling with the students and supporting them whenever required. Students maintained the discipline in and around the classroom. Students retained the respect for the teacher by offering them '*pranams*' (*namaskars*). Teachers valued the students by calling their names affectionately.

4.7.3 Analysis of School-C

This school is a residential school established and managed by Shree Ramakrishna Mutt and Mission. Its motto of education is deeply influenced by the ideologies of Swami Ramakrishna, Swami Vivekananda and Mata Sharada Devi. Young students in their formative years are offered a 'man making education' as described by Swami Vivekananda, which includes development of the child's physical, mental and spiritual attributes.

The school is well equipped with library having nearly 15000 books, a 400-seat auditorium with motion picture projectors, a separate digital audio-visual theatre, a computer laboratory, and an astronomical observatory.

4.7.3 a. Activities of the school:

i) Daily routine: The students followed arduous schedule from the time they wake up at 5.05 a.m. till they go to bed at 10.15 p.m. The day was packed with physical exercises, literary activities, hobby pursuits including art and music, participation in a chosen outdoor sport, Vedic (often Upanishad) chants and meditation, along with classroom work.

Physical education teacher said apart from these regular activities other activities of the school included swimming twice a week and manual / social work five or six times a year. The students are also taking on educational excursions to towns of historic or scientific interest twice or thrice a year.

The school Principal expressed for developing unity and cultural diversity among children Indian festivals like Krishna Janmashtami, Ganesh Chaturthi, Upanayanam or Munji, Shivarathri and Christmas were celebrated in the school.

A special long prayer session was conducted every Ekadashi. For developing democratic values among the students, the school organises the student elections. Election of a student council comprising of a President, general secretary, vice president, joint secretary and 20 other secretaries using electronic voting machine was exclusively done to develop leadership qualities and self-efficacy in the students. This student council organised some voluntary activities in which students could participate. Eg. Skits, quiz.

ii) Dairy Writing:

Researcher observed the good manners among the children, like punctuality and discipline exhibited by the students inside the classrooms and outside as well. Students having special provision for creating this kind of impressions, one among them was diary writing. The school provided a special diary called 'My Educational Profile'. Its contents included, eleven imperatives of Education with explanatory notes and checklists to enable the students to examine their own experiences, graphs to mark their height and weight and their academic achievements. Diary writing was a daily practice in the school for which five minutes was allotted every day. This practice was regularly supervised and guided by the teachers and was encouraged by providing prizes for effective diary writing. The teachers said that diary writing provided the children an opportunity to express their experiences, thoughts, and feelings and record the daily happenings, which created a positive attitude and better understanding of the self.

Regarding special features of the school, principal explained about the school's annual day celebrations. In this, show casing different talents of the students. It is a two-day event, which attracts parents and others in and around Mysore district. This two-day event is held every year in the month of January, with an objective to show students' physical, artistic and intellectual talents. The torch light parade of the school is the main attraction of the two-day event. A twelve-instrument English band, playing English and Indian tunes, heads the parade.

4.7.3 b. Classroom Observations:

The classrooms have display boards, used for displaying topics of the student's interest. Student's desk equipped with all the books (containing textbooks, pocket

dictionary, world atlas, and work books). These facilities motivate the students towards learning. The classroom instructions strengthened the students since it was loaded with activities. Students showed eagerness to participate in the activities and to learn new concepts. Teachers boosted the interest of the students by reinforcements and innovative teaching practices.

Another unique practice noticed by the researcher was the inculcation of reading habits in the students. For inculcating the reading habit, each book that was lent to the students had a questionnaire that could be filled by the students based on their reading. The teachers said that the questionnaire provided a means of self-assessment to the students and motivated the students to read the book carefully.

4.7.3 c. Discipline of the school:

Researcher noticed discipline is a unique feature of the school. Discipline is a vital factor in shaping one's personality. Self-discipline was inculcated in the students through every activity conducted in the school and dormitory (hostel). The researcher could observe no imposition of disciplinary rules and regulations, the students were explained the importance of maintaining the discipline and the students followed it willingly. For example, students grouped on the basis of age and class, lived in different spacious dormitories. A monastic member or a housemaster is in-charge of each dormitory. The housemaster along with the other dormitory members (students) held the sole responsibility of cleaning their dormitories including bathrooms and toilets. Each student was allotted a schedule according to which the duties were performed.

4.8 Identification of the Components of Affective Characteristics

After several observations of the different schools, interactions with students and teachers, researcher has identified some of the components, which are necessary to nurture affective attributes among the schoolchildren. It was observed that present day classroom transactions were more emphasis on integrating the cognitive aspects in teaching and learning process. Researcher found the negligence of the development of affective attributes in the classroom processes in the observed schools in Vadodara city. Whereas, researcher has observed three different schools, which has the main objective as value education in those three

school curriculums. The special programmes were designed and practiced in the schools for nurturing affective attributes. Researcher noticed that variety of activities in the school and classrooms for students create interest toward their learning. The teachers showed dedication to help them in bringing change in attitudes of the children. Provided various self-regulated activities help them in building self-efficacy among the students. Moral and spiritual activities of the school programmes and model of teachers' behaviour help in nurturing values among them. All the affective attributes mentioned above would help in developing children as good human being. Researcher has designed the manual based on the characteristics of the adolescent students' behaviour and the teachers' needs for affective development of the students.

4.9 Development of the Programme

Researcher designed an educational programme to integrate learning experiences (activities) in the school curriculum for nurturing affective characteristics among VIII standard students. The educational programme was developed in the form of manuals. The educational programme has been systematically designed, with the assistance of many research studies, articles, teacher's, experts' and personal experiences of the researcher at the different schools. The manual consists of three sets, first, introductory manual second, activity manual, and third assessment manual.

Introduction manual gives detailed description about the concept and importance of the affective development among the students. Document analysis of various research studies helped in framing the learning experiences in the activity manual and assessment manual. The manuals were designed to provide a clear understanding about the concept of the affective development, importance, research perspective, and activities for development of affective characteristics to the teachers as well as the students.

The developed manual has been validated by experts in the field of education (list of experts mentioned in the appendix-D). The appropriate suggestions given by the experts were incorporated. The final copy of the manual was prepared after modifications. (The details of the manual attached in appendix-A)

4.10 Implementation of the Programme

After the validation of the programme, the researcher took permission of the school authorities to conduct the developed educational programme. The study was conducted in the school for a period of eight months (July, 2011 to February, 2012). The first part of the programme was orientation sessions for teachers and building rapport with the students. There were 12 teachers of grade VIII and all of them were included in the programme. The purpose of orientation session was to elicit the teachers' support while the programme is implemented in the class. Researcher conducted the orientation sessions on the developed manual in the form of workshops, group discussions and seminars for a period of two months (July-August, 2011). The workshops were planned in such a manner that it did not hinder the daily duties of the teachers. The teachers were oriented thrice a week for two hours each. The school Principal arranged in the timetable for the teachers of grade VIII to be freed, for two hours on these three days of the week for two months. During these two months, the researcher also tried to build a good rapport with the students of VIII standard. For this purpose, the researcher occupied the proxy periods in the timetable. For building rapport researcher took the students to the playground and played some games with them, sometimes, narrated short stories, read out good verses from a good books and discussed upon its meaning.

Researcher carried out the designed activities for the development of affective characteristics for VIII standard students. Researcher implemented in the selected school for six months (September 2011 to February 2012) excluding the twenty days of Diwali vacation, public holidays, examination days. The designed activities were implemented for the purpose of finding the usefulness of the designed educational programme. All the activities were conducted to nurture affective characteristics among children. The class size was 51. All the boys and girls had participated in the activities. The school authorities made a provision in the timetable for the activities to be conducted. Two periods (30 mins. each) were provided to the researcher in a day about three days in a week. According to the type of the activity conducted researcher sometimes extended the time allotted,

by taking permission of the in-charge teachers. The teacher's expressions, reflections were recorded. Later, researcher collected feedback from the students, teachers and the Principal regarding the programme.

Some of the activities were conducted for the development of affective characteristics in the school with the help of the teachers. (Details in Appendix-B.)

4.11 Programme Implementation over view

The programme developed to nurture the affective characteristics among students was implemented in the school during the academic year 2011-2012. The following table explains the details of the activities, purpose of choosing that activity, duration and the specific observations during the implementation of the programme. The full details with explanations and procedure of implementation are presented in the programme module. (See Appendix: A). The details about the activities described in the table 4.6.

Table 4.6: Details of the Programme Implementation

S.No.	Name of the affective characteristics	Activity/s implemented	Objective of the implemented activity	Duration	Specific observations
1	Development of Attitude	Story of Eureka...Eureka (How ideas can be generated)	a. To develop attitude towards positive thinking. b. To develop insight to generate ideas through the story.	40 min (followed by discussion)	1. The story of eureka made the students aware that thinking continuously with positive attitude towards a problem will help to find a solution. 2. Students understood the importance of thinking with different perspectives about any problem.

Continuation of table 4.6

S.No.	Name of the affective characteristics	Activity/s implemented	Objective of the implemented activity	Duration	Specific observations
2	Development of Interest	School Assembly Guided Meditation	a. To develop interest towards school and the teachers. b. To develop interest through provided opportunities to participate variety of activities in the school assembly. c. To improve concentration	30min/day (every morning)	1. Guided meditation increased the students' concentration for learning. 2. Listening to <i>bhajan</i> helped the students to maintain self- discipline and improve concentration in studies. 3. Showed positive attitude towards healing sufferings. 4. Eklavya story motivated towards self- learning to achieve their goals. 5. Students understood the importance of confidence, strength and faith in
		<i>Bhajans</i>	To develop the positive feelings		

Continuation of table 4.6

		Speech on the AIDS	To Develop awareness on AIDS	30min/day (every morning)	oneself to achieve their goals from Kalam's talk. 6. Students expressed new ideas for conservation of energy and reduction of pollution.
		Story of Eklavya	a. To encourage active participation b. To promote cooperation between students		
		Guest talk (recorded talk of APJ Kalam)	To motivate the children by providing inspirational talk		
		Discussion on Energy Conservation	To provide awareness on energy conservation		

Continuation of table 4.6

S.No.	Name of the affective characteristics	Activity/s implemented	Objective of the implemented activity	Duration	Specific observations
3	Development of self- efficacy	Movie (CJ-7)	To help them to realize their roles in their real life.	1 hour 18 min	1. Students became aware that success can achieved only through hard work. 2. Dairy writing helped the students understand themselves better. It helped them to express themselves and find solutions to some of their problems. 3. Expressing strengths and weaknesses helped the students to express their emotions, feelings and thoughts clearly.
		Diary writing	a. To explore understand of their daily activities. b. To promote their personal and academic growth.	20min/ day	
		Strengths and weakness	To understand the students' individual strengths and weaknesses	60 min	

Continuation of table 4.6

S.No.	Name of the affective characteristics	Activity/s implemented	Objective of the implemented activity	Duration	Specific observations
	Development of values	Group discussion (National Energy conservation day)	a)The activity focuses on development of values among the children b)To make aware the students significance of the National Energy Conservation Day c)To made aware of the importance of natural resources	60 min	1.Group discussion on the national energy conservation day enabled the students to think on saving the energy and conserving the natural resources. 2.Student's actions after the group discussion showed that they were sensitized towards energy conservation. 3.Kalam's life incident provided awareness about religious harmony. 4.Students became aware of the hard work is key to achieve the desired goal.
		Video show (Two life incidents of A.P.J. Abdul Kalam)	a) Students will be able to develop the values related to friendship, religious harmony and respecting other religion.	60 min	

4.12 Evaluation of the Programme

(Analysis of the Affective behaviour Scale)

The usefulness of the developed programme for enhancing the affective characteristics among the students of standard VIII was studied by implementing the Affective behaviour scale. The modified affective behaviour scale was administered on the students taken as sample for implementation of the developed educational programme. The analysis was done by calculating the frequency and percentage of the responses for each specific item under the four affective characteristics studied. The tool was analysed according to objectives of the study with respect to the affective characteristics development of attitude, development of self-efficacy, development of interest and development of values.

4.12.1 Development of Attitude

With respect to the affective characteristic “Development of Attitude”, there were 29 items focussed on the development of positive attitude towards learning, willingness to learn, development of positive attitude towards oneself and others, students’ positive attitude toward lessons, subjects and teachers and students’ attitude towards morality. The following tables (4.7 to 4.10) represent the students’ responses with respect to each component related to the affective characteristic related to development of attitude.

Table 4.7: Positive attitude towards learning/ willing to learn (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	4	Learn as much as I can	0 (0.00)	2 (3.92)	4 (7.84)	12 (23.53)	33 (64.71)
2	6	To master a lot of new skills	0 (0.00)	0 (0.00)	11 (21.57)	10 (19.61)	30 (58.82)
3	19	Teacher wants us to understand our work	1 (1.96)	2 (3.92)	2 (3.92)	6 (11.76)	40 (78.43)
4	22	Explore and understand new ideas	1 (1.96)	3 (5.88)	0 (0.00)	10 (19.61)	37 (72.55)
5	36	Prefer to do class work	8 (15.69)	12 (23.53)	16 (31.37)	3 (5.88)	12 (23.53)
6	48	Look for reasons to keep them from studying	19 (37.25)	10 (19.61)	13 (25.49)	0 (0.00)	9 (17.65)
7	55	Even if I am successful in school, it won't help me fulfill my dreams.	34 (66.67)	2 (3.92)	10 (19.61)	0 (0.00)	5 (9.80)
8	65	Disturb the lesson that is going on in class	27 (52.94)	7 (13.73)	9 (17.65)	5 (9.80)	3 (5.88)
9	69	I make mistakes in my class work	3 (5.88)	2 (3.92)	13 (25.49)	9 (17.65)	24 (47.06)
10	84	My parents would like me to show others that I am good at class work	20 (39.22)	4 (7.84)	14 (27.45)	7 (13.73)	6 (11.76)
Total 510			113 (22.16)	44 (8.63)	92 (18.04)	62 (12.16)	199 (39.02)
Percentage			157 (38.78)		92 (18.04)	261 (51.18)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

The above table 4.7 represented all ten items related to positive attitude of students towards learning and willingness to learn. It was observed that the students responded very positive to the items related to readiness to learn the new concepts, skills and exploring new ideas. Overall, 51.18 % of students responded positively to the statements related to their attitude towards learning. It was observed from the table that majority of the students expressed positive responses to the items related to the attitude to learn new concepts, explore and understand new ideas and positive attitude towards teachers.

Table 4.8: Positive attitude towards oneself and others (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	2	I am good at my class work	1 (1.96)	3 (5.88)	0 (0.00)	10 (19.61)	37 (72.55)
2	5	To show others that I'm good	11 (21.57)	2 (3.92)	8 (15.69)	13 (25.49)	17 (33.33)
3	7	I'm not smart in class	20 (39.22)	8 (15.69)	12 (23.53)	8 (15.69)	3 (5.88)
4	8	I thoroughly understand my class work.	1 (1.96)	2 (3.92)	2 (3.92)	10 (19.61)	36 (70.59)
5	67	My teacher accepts my full effort	0 (0.00)	2 (3.92)	5 (9.80)	11 (21.57)	33 (64.71)
6	70	My parents want me to spend time thinking about concepts	6 (11.76)	1 (1.96)	18 (35.29)	14 (27.45)	12 (23.53)
7	75	My parents want my work to be challenging for me	3 (5.88)	2 (3.92)	13 (25.49)	9 (17.65)	24 (47.06)
8	77	My parents would like me to do challenging class work, even if I make mistakes	1 (1.96)	4 (7.84)	10 (19.61)	11 (21.57)	25 (49.02)
9	85	My parents want me to understand concepts, not just do the work	3 (5.88)	4 (7.84)	8 (15.69)	8 (15.69)	28 (54.90)
Total 459			46 (10.02)	28 (6.10)	76 (16.56)	94 (20.48)	215 (46.84)
Percentage			227 (26.18)		76 (16.56)	309 (67.32)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

There were nine items in a table 4.8 related to identify the students' positive attitude towards oneself and others. It was observed that the students responded very positive to the items related to good at class work, thoroughly understand classwork, thinking about the concepts and accepts their efforts by the teacher. Overall, 67.32% of students responded positively to the statements related to their attitude towards oneself and others whereas 26.18% of students showed negative attitude towards oneself and others.

Table 4.9: Positive attitude towards lessons, subjects and teachers (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	3	I learn a lot of new concepts	0 (0.00)	0 (0.00)	3 (5.88)	8 (15.69)	40 (78.43)
2	35	Figured out how to do a problem when my teacher gives	9 (17.65)	4 (7.84)	14 (27.45)	8 (15.69)	16 (31.37)
3	37	My teacher presses me to do thoughtful work	8 (15.69)	2 (3.92)	7 (13.73)	13 (25.49)	21 (41.18)
4	44	My teacher doesn't let me do just easy work, but makes me think	2 (3.92)	0 (0.00)	12 (23.53)	15 (29.41)	22 (43.14)
5	51	I sometimes get into trouble with my teacher during class	16 (31.37)	6 (11.76)	20 (39.22)	5 (9.80)	4 (7.84)
6	64	My teacher makes sure that the work I do really makes me think	4 (7.84)	0 (0.00)	13 (25.49)	16 (31.37)	18 (35.29)
Total 306			39 (12.75)	12 (3.92)	69 (22.55)	65 (21.24)	121 (39.54)
Percentage			51 (16.67)		69 (22.55)	186 (60.78)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.9 represented all six items related to the positive attitude towards lessons, subjects and teachers. It was observed that the students responded very positive to the items related how to do a problem when teacher gives, and teacher makes to think when do work. Overall, 60.78 % of students responded positively to the statements related to their attitude towards lessons, subjects and teachers whereas 16.67 % of students showed negative attitude towards lessons, subjects and teachers.

Table 4.10: Positive Attitude towards Morality (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	52	I sometimes cheat on my class work	24 (47.06)	12 (23.53)	11 (21.57)	3 (5.88)	1 (1.96)
2	57	I sometimes copy answers from other students	15 (29.41)	10 (19.61)	15 (29.41)	5 (9.80)	6 (11.76)
Total 102			39 (38.24)	22 (21.57)	26 (25.49)	8 (7.84)	7 (6.86)
Percentage			61 (59.80)		26 (25.49)	15 (14.71)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.10 represented two negative items related to the positive attitude towards morality. It was observed that the students responded negatively to the items. It indicates that they were positive towards morality. Overall, 59.80% of students showed positive attitude towards morality, whereas 15% of students showed negative attitude towards morality.

4.12.2 Development of Self-efficacy

With respect to the affective characteristic “Development of Self-efficacy”, there were total 26 items focusing on the development of self-efficacy of the students with specific reference to the students’ recognition of worth in one self, students’ appreciation of ideas, objects and persons, students’ recognition of worth in others, students’ having regard for others’ feelings, ability to live in harmony with others and students’ perceiving the real worth of education. The following tables (4.11 to 4.16) showed the students’ responses.

Table 4.11: Recognition of worth in one self (N=51)

S. No.	Item No	Key statement	Responses				
			NT		ST		VT
1	1	I don't look stupid in class	1 (1.96)	0 (0.00)	8 (15.69)	2 (3.92)	40 (78.43)
2	11	In our class improve is really important	0 (0.00)	3 (5.88)	1 (1.96)	11 (21.57)	36 (70.59)
3	15	In our class, it's very important not to look dumb	8 (15.69)	6 (11.76)	1 (1.96)	5 (9.80)	31 (60.78)
4	18	My teacher thinks mistakes are okay as long as we are learning	23 (45.10)	6 (11.76)	10 (19.61)	6 (11.76)	6 (11.76)
5	34	Did well on a test, it was just luck	32 (62.75)	4 (7.84)	10 (19.61)	4 (7.84)	1 (1.96)
6	38	How to do the most difficult class work	1 (1.96)	1 (1.96)	17 (33.33)	18 (35.29)	14 (27.45)
7	60	I look smart compared to others in my class	20 (39.22)	7 (13.73)	11 (21.57)	4 (7.84)	9 (17.65)
Total 348			85 (24.43)	27 (7.76)	49 (14.08)	50 (14.37)	137 (39.37)
Percentage			112 (24.43)		49 (14.08)	187 (53.74)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.11 represented all seven items related to recognition of worth in one self. It was observed that the students responded negative to the related items to do well in a test just luck, teacher mistakes are acceptable as learning takes place, do the difficult class work and look smart when compare with other classmates. It indicates they recognize worth in themselves. Overall, 53.74% of students responded positively to the statements related recognition of worth in one self, whereas 24.43 % of students showed negative towards recognition of worth in one self.

Table 4.12: Appreciation of ideas, objects and persons (N=51)

S. No.	Item No	Key statement	Responses				
			NT		ST		VT
1	20	My teacher really wants us to enjoy learning new things.	2 (3.92)	2 (3.92)	1 (1.96)	4 (7.84)	42 (82.35)
2	21	My teacher recognizes us for trying hard	0 (0.00)	4 (7.84)	5 (9.80)	5 (9.80)	37 (72.55)
3	25	it's important to join in discussions and answer questions	8 (15.69)	4 (7.84)	10 (19.61)	8 (15.69)	21 (41.18)
4	81	My parents want me to understand my class work, not just memorize how to do it	4 (7.84)	1 (1.96)	1 (1.96)	8 (15.69)	37 (72.55)
5	82	My teacher and my parents have different ideas about what I should learn in school	13 (25.49)	4 (7.84)	23 (45.10)	8 (15.69)	3 (5.88)
Total 255			27 (10.59)	15 (5.88)	40 (15.69)	33 (12.94)	140 (54.90)
Percentage			42 (16.47)		40 (15.69)	173 (67.84)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.12 represented all five items related to appreciation of ideas, objects and persons. It was observed that the students responded very positive to the items related to teacher really wants us to enjoy learning new things, teacher recognizes us for trying hard and to join in discussions and answer questions. Overall 67.84% of students responded positively to the statements related to their appreciation of ideas, objects and persons, whereas 16.47% of students showed negative towards appreciation of ideas, objects and persons.

Table 4.13: Recognition of worth in others (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	27	My teacher points out those students who get good grades as an example to all of us	12 (23.53)	3 (5.88)	8 (15.69)	11 (21.57)	17 (33.33)
2	41	My teacher asks me to explain how I get my answers	3 (5.88)	0 (0.00)	16 (31.37)	11 (21.57)	21 (41.18)
3	58	Choosing the class work that I knew and I could do	13 (0.00)	11 (21.57)	15 (29.41)	8 (15.69)	4 (7.84)
Total 153			28 (18.30)	14 (9.15)	39 (25.49)	30 (19.61)	42 (27.45)
Percentage			42 (27.45)		39 (25.49)	72 (47.06)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.13 represented all three items related to the recognition of worth in others. It was observed that the students responded positive to the related items. Overall, 47% of students responded positively to the statements related to recognition of worth in others whereas 27.45% of students showed negative towards recognition of worth in others.

Table 4.14: Having regard for others' feelings (N=51)

S. No.	Item No	Key statement	Responses				
			NT		ST		VT
1	24	My teacher says that showing others that we are not bad at class work should be our goal	11 (21.57)	9 (17.65)	3 (5.88)	8 (15.69)	20 (39.22)
2	28	My teacher lets us know which students get the highest scores on a test	4 (7.84)	0 (0.00)	7 (13.73)	15 (29.41)	25 (49.02)
3	79	I can find many interesting and positive things to do in my neighborhood	6 (11.76)	15 (29.41)	11 (21.57)	6 (11.76)	13 (25.49)
4	80	I am not comfortable talking to many of my classmates	32 (62.75)	8 (15.69)	4 (7.84)	2 (3.92)	5 (9.80)
Total 204			53 (25.98)	32 (15.69)	25 (12.25)	31 (15.20)	63 (30.88)
Percentage			85 (41.67)		25 (12.25)	94 (46.08)	

Note: Figure within parenthesis indicate percentage

: NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table.4.14 represented all four items related to regard for others' feelings. It was observed that the students responded positive to the items related showing others that we are not bad at class work should be our goal, teacher lets us know which students get the highest scores on a test, not comfortable talking to many of my classmates. Overall, 46% of students responded positively to the statements related to regard for others' feelings, whereas 41.67% of students showed negative towards regard for others' feelings.

Table 4.15: Ability to live in harmony with others (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	53	I sometimes behave in a way during class that annoys my teacher	24 (47.06)	9 (17.65)	16 (31.37)	1 (1.96)	1 (1.96)
2	73	I'm better at class work than other students in my class.	2 (3.92)	5 (9.80)	10 (19.61)	13 (25.49)	21 (41.18)
3	78	I feel troubled because my home life and my school life are like two different worlds	12 (23.53)	4 (7.84)	15 (29.41)	9 (17.65)	11 (21.57)
4	86	My parents think getting the right answers in class is very important	6 (11.76)	4 (7.84)	10 (19.61)	6 (11.76)	25 (49.02)
Total 204			44 (21.57)	22 (10.78)	51 (25.00)	29 (14.22)	58 (28.43)
Percentage			66 (21.57)		51 (25.00)	87 (42.65)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

The above table. 4.15 represented all four items related to ability to live in harmony with others. It was observed that the students responded positive to the items related to better at class work than other students in class, home life and my school life are like two different worlds and parents think getting the right answers in class is very important. Overall, 42.65% of students responded positive towards ability to live in harmony with others, whereas 21.57% of students showed negative towards ability to live in harmony with others.

Table 4.16: Perceiving the real worth of education (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	13	It's important to understand the work, not just memorize it	1 (1.96)	1 (1.96)	10 (19.61)	4 (7.84)	35 (68.63)
2	30	It's important not to do worse than other students.	6 (11.76)	1 (1.96)	3 (5.88)	11 (21.57)	30 (58.82)
3	31	I can master the skills taught in class	0 (0.00)	0 (0.00)	13 (25.49)	21 (41.18)	17 (33.33)
4	33	Even if I do well in school, it will not help me have the kind of life I want when I grow up	22 (43.14)	6 (11.76)	10 (19.61)	8 (15.69)	5 (9.80)
5	40	I sometimes annoy my teacher during class	25 (49.02)	5 (9.80)	13 (25.49)	4 (7.84)	4 (7.84)
6	50	Doing well in school doesn't improve my chances of having a good life when I grow up	31 (60.78)	4 (7.84)	7 (13.73)	2 (3.92)	7 (13.73)
7	59	Doing well in school won't help me have a satisfying career when I grow up	31 (60.78)	5 (9.80)	7 (13.73)	3 (5.88)	5 (9.80)
8	68	I can do even the hardest work in this class if I try	3 (5.88)	0 (0.00)	5 (9.80)	15 (29.41)	28 (54.90)
Total 408			119 (29.17)	22 (5.39)	68 (16.67)	68 (16.67)	131 (32.11)
Percentage			141 (28.68)		68 (16.67)	199 (48.77)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.16 represented all eight items related to perceiving the real worth of education. It was observed that the students responded positive to the items related don't look stupid in class, It's important to understand the work, not just

memorize it, It's important not to do worse than other students, master the skills taught in class, do even the hardest work in this class if try and parents want to understand the class work, not just memorize how to do it. Overall, 48.77% of students responded positive towards perceiving the real worth of education whereas 28.68 % of students showed negative towards perceiving the real worth of education.

4.12.3 Development of Interest

With respect to the affective characteristic "Development of Interest", there were 16 items focusing on the development of interest of the students with specific reference to the students' interest in classroom learning process, studies, activities; interest towards classroom as well as academic work; interest in one's responsibilities and volunteer involvement/active participation. The following tables (4.17 to 4.19) represent the students' responses to each affective component related to development of interest of the students. Overall, 39% of students responded showing interest in one's responsibilities and volunteer involvement/active participation whereas 36% of students showed negative towards showing interest in one's responsibilities and volunteer involvement/active participation.

Table 4.17: Interest in classroom learning process, studies, and activities
(N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	14	In our class, learning new ideas and concepts is very important	0 (0.00)	1 (1.96)	2 (3.92)	12 (23.53)	36 (70.59)
2	23	My teacher tells us that it is important that we don't look stupid in class	5 (9.80)	3 (5.88)	11 (21.57)	11 (21.57)	21 (41.18)
Total 204			6 (5.83)	4 (3.88)	13 (12.62)	23 (22.33)	57 (55.34)
Percentage			10 (9.71)		13 (12.62)	80 (77.67)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.17 represented all four items related to showing interest towards classroom as well as academic work. It was observed that the students responded positive to the items related learning new ideas and concepts is very important, not to look dumb, and don't look stupid in class. Overall, 77.67% of students responded positive towards interest in classroom learning process, studies, and activities, whereas 9.71% of students showed negative towards interest in classroom learning process, studies, and activities.

Table 4.18: Interest towards classroom as well as academic work (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	10	One of my goals in class is to avoid looking like I have trouble doing the work	12 (23.53)	2 (3.92)	15 (29.41)	10 (19.61)	12 (23.53)
2	17	It's important to get high scores on tests.	0 (0.00)	6 (11.76)	10 (19.61)	10 (19.61)	25 (49.02)
3	42	Purposely get involved in lots of activities	19 (37.25)	6 (11.76)	16 (31.37)	7 (13.73)	3 (5.88)
4	54	I like academic concepts	9 (17.65)	10 (19.61)	19 (37.25)	7 (13.73)	6 (11.76)
5	61	Students put off doing their class work until the last minute	16 (31.37)	10 (19.61)	15 (29.41)	5 (9.80)	5 (9.80)
Total 255			56 (26.47)	34 (12.75)	75 (29.41)	39 (15.29)	51 (20.00)
Percentage			90 (35.29)		75 (29.41)	90 (35.29)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.18 represented all five items related to show interest towards classroom as well as academic work. It was observed that the students responded positive to the items related to get high scores on tests. It was observed that students responded negative to the items trouble doing the work, annoy my teacher

during class, purposely get involved in lots of activities and put off doing their class work, it indicates showing interest towards classroom as well as academic work. Overall, 35.29% of students responded that interest towards classroom as well as academic work, whereas 35.29% of students showed negative interest towards classroom as well as academic work.

Table 4.19: Interest in one's responsibilities and Volunteer involvement/active participation (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	26	To answer questions in class	0 (0.00)	9 (17.65)	8 (15.69)	12 (23.53)	22 (43.14)
2	29	Don't make mistakes in front of everyone	4 (7.84)	6 (11.76)	6 (11.76)	11 (21.57)	24 (47.06)
3	32	Avoid participating in class	33 (64.71)	2 (3.92)	9 (17.65)	3 (5.88)	4 (7.84)
4	62	Don't follow my teacher's directions during class	24 (47.06)	9 (17.65)	17 (33.33)	0 (0.00)	1 (1.96)
5	74	Find good and useful things to do	4 (7.84)	8 (15.69)	18 (35.29)	6 (11.76)	15 (29.41)
6	87	My neighborhood, there are no places I can go that are attractive and clean	15 (29.41)	5 (9.80)	19 (37.25)	3 (5.88)	9 (17.65)
Total 306			80 (26.14)	39 (12.75)	77 (25.16)	35 (11.44)	75 (24.51)
Percentage			119 (38.89)		77 (25.16)	110 (35.95)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.19 represented all six items related to show interest in one's responsibilities and volunteer involvement/active participation. It was observed that the students responded positive to the items to answer questions in class, don't make mistakes in front of everyone, and find good and useful things to do. It was observed that students responded negative to the items avoid participating

in class and don't follow my teacher's directions during class. It indicates that showing interest in one's responsibilities and volunteer involvement/active participation. Overall, 35.95% of students responded that one's responsibilities and volunteer involvement/active participation, whereas 38.89% of students showed negative interest towards one's responsibilities and volunteer involvement/active participation.

4.12.4 Development of Values

With respect to the affective characteristic "Development of Attitude", there were total 16 items related to find the development of values among students. Researcher found the development of values in terms of students' take challenges in life/take initiation to do things, express personal opinions and justify, develops a feeling of worth in classroom and develop ethical values and practice. The following tables (4.20 to 4.21) represent the students' responses to each affective component related to development of values of the students.

The table 4.20 represented all seven negative items related to take challenges in life/take initiation to do things and express personal opinions and justify. It was observed that the students responded negative to the items to the negative statements. It indicates that students showed positive towards development of value in terms of takes challenges in life/takes initiation to do things and express personal opinions and justify. Overall, 66.67% of students responded positive to take challenges in life/take initiation to do things and express personal opinions and justify, whereas 16.53 % of students showed negative towards to take challenges in life/take initiation to do things and express personal opinions and justify.

Table 4.20 Take challenges in life / take initiation to do things and Express personal opinions and justify (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	16	It's OK to make mistakes as long as you are learning.	13 (25.49)	8 (15.69)	6 (11.76)	16 (31.37)	8 (15.69)
2	45	I don't like to learn a lot of new concepts in class	41 (80.39)	7 (13.73)	3 (5.88)	0 (0.00)	0 (0.00)
3	46	I wouldn't volunteer to answer a question	30 (58.82)	9 (17.65)	5 (9.80)	5 (9.80)	2 (3.92)
4	47	Copy answers from other students during tests	30 (58.82)	8 (15.69)	11 (21.57)	1 (1.96)	1 (1.96)
5	49	I prefer to do work as I have always done it, rather than trying something new	13 (25.49)	12 (23.53)	10 (19.61)	4 (7.84)	12 (23.53)
6	71	I don't like to have my parents come to school because their ideas are very different from my teachers' ideas.	28 (54.90)	5 (9.80)	12 (23.53)	3 (5.88)	3 (5.88)
7	76	I feel uncomfortable when my parents come to school because they are different from the parents of many of my classmates	25 (49.02)	9 (17.65)	13 (25.49)	4 (7.84)	0 (0.00)
Total 357			180 (50.42)	58 (16.25)	60 (16.81)	33 (9.24)	26 (7.28)
Percentage			238 (66.67)		60 (16.81)	59 (16.53)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.21: Develops a feeling of worth in classroom, develop ethical values and practices (N=51)

S. No	Item No	Key statements	Responses				
			NT		ST		VT
1	9	My teacher doesn't think that I know less than others in class	7 (13.73)	3 (5.88)	5 (9.80)	11 (21.57)	25 (49.02)
2	12	Understanding the material is the main goal	1 (1.96)	3 (5.88)	3 (5.88)	19 (37.25)	25 (49.02)
3	39	My chances of succeeding later in life don't depend on doing well in school.	26 (50.98)	8 (15.69)	5 (9.80)	4 (7.84)	8 (15.69)
4	43	My teacher tells me to keep thinking until I really understand.	5 (9.80)	1 (1.96)	8 (15.69)	13 (25.49)	24 (47.06)
5	56	I would try to do my work in a way that didn't show it	18 (35.29)	11 (21.57)	13 (25.49)	2 (3.92)	7 (13.73)
6	63	I can do almost all the work in class if I don't give up	7 (13.73)	9 (17.65)	9 (17.65)	10 (19.61)	16 (31.37)
7	66	Even if the work is hard, I can learn it	0 (0.00)	2 (3.92)	5 (9.80)	13 (25.49)	31 (60.78)
8	72	Difficult to find anything worthwhile to do in my neighbourhood	6 (11.76)	16 (31.37)	13 (25.49)	10 (19.61)	6 (11.76)
9	83	My parents want me to see how my class work relates to things outside of school	5 (9.80)	4 (7.84)	20 (39.22)	14 (27.45)	8 (15.69)
Total 459			75 (16.34)	57 (12.42)	81 (17.65)	96 (20.92)	150 (32.68)
Percentage			132 (28.76)		81 (17.65)	246 (53.59)	

Note: Figure within parenthesis indicate percentage

NT= NOT AT ALL TRUE; ST= SOMEWHAT TRUE; VT= VERY TRUE

Table 4.21 represented all nine items related to develop a feeling of worth in classroom, develop ethical values and practices.

It was observed that students responded positive to the items teacher doesn't think that I know less than others in class, understanding the material is the main goal, teacher tells me to keep thinking until really understand, do almost all the work in class if don't give up, if the work is hard, can learn it, difficult to find anything worthwhile to do in my neighbourhood and parents want me to see how my class work relates to things outside of school. Overall, 53.59% of students responded positive towards a feeling of worth in classroom develop ethical values and practice whereas 28.76% of students showed negative towards feeling of worth in classroom, develop ethical values and practice.

4.13 Evaluation of the Developed Programme on Development of Affective Characteristics

The developed manual was evaluated and found effective through the implementation of the various activities for the students of grade VIII (N=51). Enhancement of the affective characteristics of the students in terms of development of attitude, development of self-efficacy, development of interest and development of values. Over all, the programme was found effective and results are represented in the following table no 4.22.

Table 4.22: The Development of Affective Characteristics (N=51)

Development of Affective Characteristics	Responses		
	Low	Moderate	High
1. Development of Attitude			
a. Positive attitude towards learning/willingness to learn	157 (38.78)	92 (18.04)	261 (51.18)
b. Positive attitude towards oneself and others	227 (26.18)	76 (16.56)	309 (67.32)
c. Positive attitude towards lessons, subjects, teachers	51 (16.67)	69 (22.55)	186 (60.78)
d. Positive attitude towards morality	15 (14.71)	26 (25.49)	61 (59.80)

Continuation of table 4.22

Development of Affective Characteristics	Responses		
	Low	Moderate	High
2. Development of Self-efficacy			
a. Recognition of worth in one self	112 (24.43)	49 (14.08)	187 (53.74)
b. Appreciation of ideas, objects and persons	42 (16.47)	40 (15.69)	173 (67.84)
c. Recognition of worth in others	42 (27.45)	39 (25.49)	72 (47.06)
d. Having regard for others' feelings	85 (41.67)	25 (12.25)	94 (46.08)
e. Ability to live in harmony with others	66 (21.57)	51 (25.00)	87 (42.65)
f. Perceiving the real worth of education	141 (28.68)	68 (16.67)	199 (48.77)
3. Development of Interest			
a. Interest in classroom learning process, studies, activities	10 (9.71)	13 (12.62)	80 (77.67)
b. Interest towards classroom as well as academic work	90 (35.29)	75 (29.41)	90 (35.29)
c. Interest in one's responsibilities and Volunteer involvement/active participation	119 (38.89)	77 (25.16)	110 (35.95)
4. Development of Values			
a. Take challenges in life / take initiation to do things and Express personal opinions and justify	59 (16.53)	60 (16.81)	238 (66.67)
b. Develops a feeling of worth in classroom and develop ethical values and practice	132 (28.76)	81 (17.65)	246 (53.59)

Note: Figure within parenthesis indicate percentage

The graphical representations of development of affective characteristics of students were represented as follows.

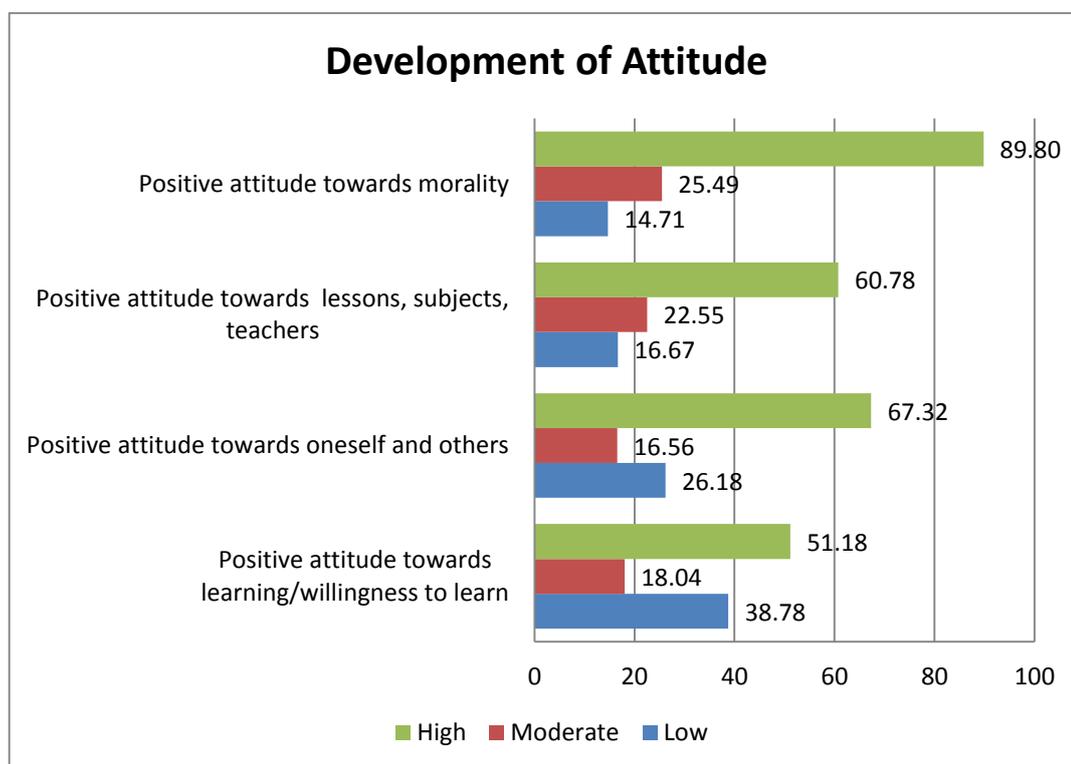
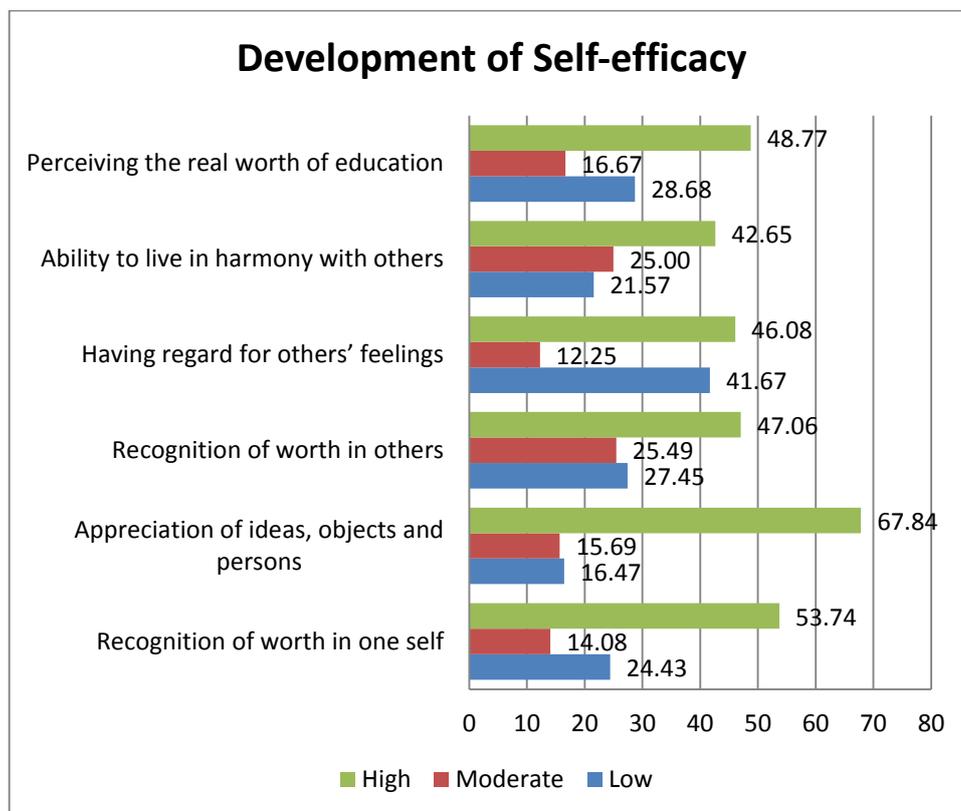
Chart-1: Graphical Representation of the Development of the Attitude

Chart-1 represents the development of positive attitude in student with respect to their willingness to learn, oneself and others, lessons, subjects of study, teacher and morality.

Majority of the students (51.18%) showed a high positive attitude towards learning. More than half of the class (67.32%) showed high positive attitude towards oneself and others. High positive attitude towards lessons, subject and the teachers were recorded for a considerable number of students (60.78%). High inclination was recorded with respect to positive attitude towards morality (89.80%).

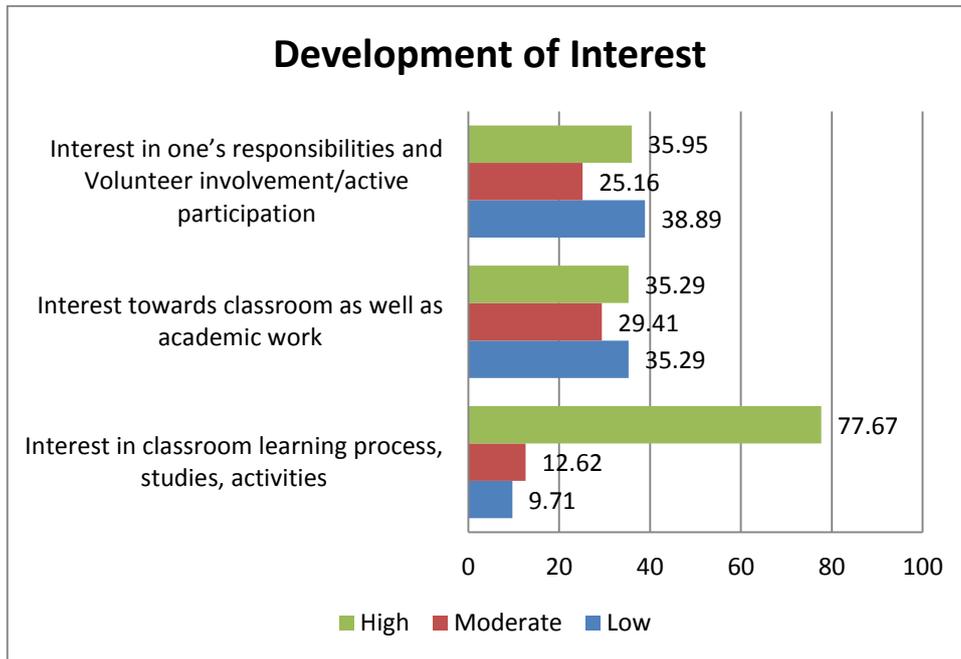
Chart-2 represents the development of self-efficacy in the students which was assessed based on the aspects to recognise the worth of one's own self, appreciation of ideas, objects and persons, recognition of worth of others, regard for other's feelings, ability to live harmony with others and perception of real worth of education.

Chart-2: Graphical representation of the development of the self-efficacy

It appears from the chart-2 that the few students (48.77%) highly recognise the worth of one's own self. More than half of the class (67.84%) showed highly for the aspect appreciation of ideas, object and persons related to development of self-efficacy. The students who recognised the worth of others were few (47.06%). About half of the students (46.08%) surveyed high regard for others' feelings. 42.65% students showcased a high ability to live in harmony with others. More than half of the students perceived the real worth of education.

Chart-3 represents the development of Interest in the students, which was assessed based on the aspects like interest in classroom learning process, studies, activities, academic work and one's responsibilities and active participation in classroom activities.

Chart-3: Graphical representation of the development of the interest



Approximately, 77.67% students showed high interest in classroom learning process, studies and activities. Only 35.29% students showed interest towards the classroom and academic work while the interest towards one's own responsibilities and active participation in the classroom activities was recorded as 35.95%.

Chart-4: Graphical representation of the development of the values

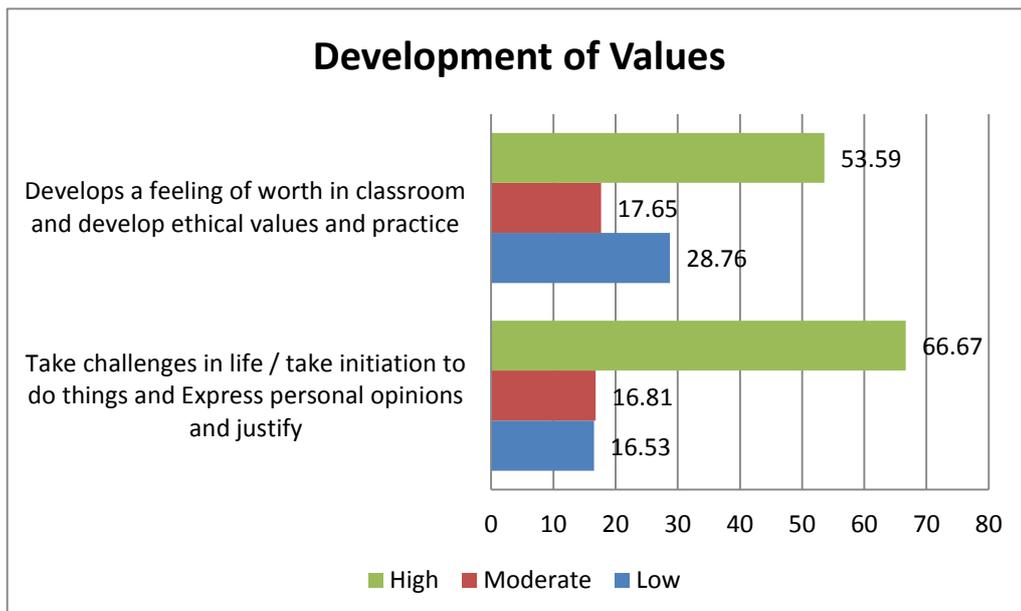


Chart-4 represents the development of values in the students, which was assessed based on the aspects like taking challenges in life, ability for taking initiation to do things, expression and justification of personal opinions, feeling of worth in classroom and development of ethical values and practices.

66.67% students showed the high development of values based on aspects like taking challenges in life, ability for taking initiation to do things, expression and justification of personal opinions. While 53.59% students showed a high development of values with respect to feeling of worth in classroom and development of ethical values and practices.

4.13.1 Perceptions of the Students and Teachers on the Educational Programme to Nurture Affective Characteristics

Researcher has collected the feedback from students and teachers during and after implementation of the educational programme for nurturing affective characteristics. The feedback was collected through Focused Group Discussions with students and interviews with teachers were conducted to study the perceptions of the students and teachers on the educational programme to nurture the affective characteristics among the secondary school students. The perceptions of the students and teachers analysed considering the following aspects.

The Opinions and perceptions of the students and teachers described in terms of the programme's relevance, meaning fullness, applicability and joyful experiences.

- 1) The learning outcomes of the programme described in terms of students' development of affective characteristics, self-awareness, provision of expressions and reflections, realization of the importance of values in life.

The perceptions on the educational programme were categorized into three dimensions namely usability, relevance and impact and the details are presented below.

4.13.2 Usability of the Programme

4.13.2.1 Perceptions of the Students

Certain reflections of the students were recorded in terms of the usability of the activities conducted under the programme. Students opined that the activities like listening to the *bhajan* and guided meditation they could increase their concentration and attentiveness in learning. Some students also opined that they could develop interest for some subjects which they disliked, after listening to the guided meditations. Discussions of social topics like dreadful diseases (AIDS) created interest towards social topics and created zeal to spread awareness about such issues to the general public. The inspirational stories like that of Eklavya narrated by the students generated interest among them for self-learning and active participation in the classroom activities.

Majority of the students opined that listening to the lectures of eminent personalities generated interest in them to explore new things and set a realistic goal for their lives. According to the students the discussion on environmental issues, its protection and energy conservation developed interest in them regarding environmental issues which needs to be discussed. Moreover the students said that the discussion increased their self-expression and generated a sense of self-confidence in them. The students opined that group activity on topics like saving electricity created awareness among them regarding the units of electricity, money saved when a unit is saved. The students also expressed that after the group activity, for the first time, they thought of different ways to save at least one unit of electricity daily. Students opined that they learnt to listen to other group members' views and learnt to co-operate with them, due to the group activity. Watching the videos on Kalam's childhood days the students opined that they stopped discriminating between their classmates based on their religion, rather interacted more with students of other religions to understand their rituals and festivals. Students also opined that the videos ignited their minds to work hard to achieve their goals. The narration of the story Eureka helped them to think with different perspectives for a problem. The students expressed that the story helped them to solve the mathematical problems with different methods and

also helped them to solve some of their personal problems. The students opined that watching the movie CJ-7 taught them to respect their parents and teachers. The students expressed that since they did not like the behaviour of the boy who bullied others, in the movie, they also tried to not to show bad behaviour to their friends. They said that they learnt the importance of love and respect for others. Enlisting their strengths and weaknesses students said that they could understand their strengths which helped them to get achievements.

It was found from the perceptions of the students on Educational programme that the programme developed was useful for them to get sensitised and develop awareness on self, others and society at large. It could be interpreted from the developed manual that it would be useful for the students to develop strong and stable personality by nurturing attitude self-efficacy, interest and values.

4.13.2.2 Perceptions of the Teachers

The usability of the programme was expressed in terms of the specific features of the programme observed by the teachers while the programme was being implemented in the class. They opined that the activities like group discussions and narration of life incidents of great personalities developed positive attitude and provided the students with the values of life. The activity conducted on energy conservation was a significant illustration from the daily life which provided a scope for sharing the students' own life experiences. The group discussion provided the students' an opportunity to voluntarily give a speech which ensured the students' active participation. The teacher also opined that the researcher appreciated the students' right response which created an enthusiastic and educative environment in the class. The teachers also shared that the students developed concentration and attentiveness in the class after listening to the *bhajan* and experiencing the guided meditation.

Thus, the teachers opined that integrating variety of activities with the curriculum will ensure active participation and interaction among the students which will develop in them positive attitude towards learning and will help them to develop a sense of belongingness towards school. They expressed that if such activities are planned and organised well, it would develop interest, self-efficacy, positive

attitude and values in the students. Thus the teachers were of the view that such educational programmes will be very useful to support the development of affective characters in the students along with cognitive and psychomotor development.

4.13.3 Relevance of the Educational Programme

4.13.3.1 Perceptions of the Students:

The basic objective of the educational programme is to nurture the affective characteristics, but the development of these characteristics go hand-in-hand with the growth and developmental phases of the students' life. The programme is designed for the secondary class students, who are in a very important phase of their life, i.e. adolescence. Adolescence is a critical time of identity formation, emotional, moral, social and cognitive development along with the specified physical developments. The relevance of the developed educational programme has been described in terms of the support that the various activities would provide in channelising the development of adolescents in a positive manner. If such activities are organised for the secondary school students, they would get an environment to develop their affective characteristics which would also help in developing the respective emotional, social, moral and cognitive characteristics, hence mould the students into better citizens of tomorrow.

The opinions of the students reflect that they could realize the importance of being in the real world rather than in the fantasy world, this realization is important since being engrossed in the fantasy world is a characteristic of the secondary school students.

Discussion on the various social issues and guest lectures by eminent personalities would help in developing social consciousness in them. Narration of stories like Eureka.eureka developed in them positive thinking and also provided an opportunity to think about an abstract things, that would allow the adolescents to develop a sense of purpose for their lives.

Thinking with different perspectives, developed by narrating success stories of various discoverers, would not only help in decision making but will also help in coping with stress.

The students reflected that narration of life incidents of great personalities helped them to instill some values like respecting elders, not to discriminate between different religions, etc.. such activities help the adolescents to make their moral and ethical choices which will guide their behavior.

The activities helped the students to develop positive thinking, which would help them in decision making and coping with the different stresses that they undergo during this period.

Providing an opportunity to the students to describe their own strengths and weaknesses and writing their experiences in a diary would help them to scrutinizing their own thought processes and behaviours, which would develop a good sense of self and help them in establishing a positive self-identity.

Group activities, discussions and other thought provoking activities along with the attention given by the teachers develop a belief that their thoughts and feelings are unique. Group activities provided the students with an opportunity to communicate with others, due to which they can develop confidence in one's own self and their peers. This would also give them a sense of belongingness to the classroom.

The students expressed that they developed awareness about relationships by watching motivational movies like CJ-7. Such movies would help them to establish a better relation with peers, parents, teachers and other members of the society.

Providing the inspirational speeches/lectures by eminent personalities and showing life incidents motivated the students to set a realistic goal and to do hard work for achieving it. Such activities can also help the students to seek the eminent personality as role models or at least will provide them inspiration.

Providing opportunities to express their thoughts through speeches, discussions, sharing their life experiences, ideas, thoughts and feelings developed their communication ability, increased their confidence. Such activities can suffice their desire to express independently.

The students expressed that narrating inspirational stories, group activities and discussions helped them to co-operate with their peers, appreciate others views and provided opportunity to make new friends. Such activity suffices the deeper sense of friendship.

Group discussion on the social issues and environmental issues developed in them a sense of belongingness to the society as a whole. Such activities can also play a vital role in creating a sense of responsibility towards the larger society.

The opinions of the students about the Educational programme revealed that it provided them an opportunity to express their thoughts about the social issues, helped them to communicate with their peers, a large crowd, also developed a self-confidence and created worth of one's own self. Apart from that the programme also gave them inspiration, coping abilities, decision making abilities. Analysis of the opinions of the students reflected that the programme was relevant with respect to the emotional, social, cognitive affective needs of the adolescent students.

4.13.3.2 Perceptions of the Teachers

The teachers expressed opinions about the relevance of the programme in terms of management strategies they can use through implementation of this programme, to address the problems they face while dealing the adolescents.

The teachers expressed that encouraging the students in the group activities and providing them opportunities to voluntarily participate in discussions and other classroom procedures would greatly address the problem of indiscipline, the major problem faced while teaching in the secondary classes. Teachers opined that the activities like provision of guided meditation in the morning and showing videos about the life incidents of great personalities would address inattentiveness of the students and would enhance their concentration for learning. The teachers said that if the subject content are taught by relating it to daily life experiences, like the activity conducted by the researcher on electricity consumption, the students will develop interest towards the subjects which otherwise seem to be boring for the secondary students. The teachers opined that certain open sessions for discussing the social issues will develop a sense of worth for themselves and

responsibility of the society. Teachers said that such open sessions could be kept once in a week, as given in the educational programme in the school assembly, or could be organised in the proxy periods. They said that such activities would give them an opportunity to voluntarily participate in the discussion, share their knowledge collected from various sources, which otherwise is not done during the general classes. Organising group activities related to the subject content and discussions about social issues of the students' interest will help them in establishing their own identity, peer identity and would develop a sense of belongingness towards school and love for the teachers. The teachers shared that the secondary class students do not like the teacher-centered approach of teaching, because it has very less scope for them to participate so the educational programme, if integrated along with the various subjects the students would develop interest towards learning and in the process of learning will develop positive attitude and values.

4.14 Impact of Educational Programme

The feedback given by the students about the educational programme provided evidences of development of certain affective characteristics in them. The evidences are described below.

4.14.1 Impact on Development of Attitude

Students reflected that the activities like narration of stories related to great discoverers (stories like Eureka Eureka-Appendix-B) helped them to develop positive thinking towards their subjects. They were of the view that due to they learnt to find the solutions for some of their problems. The students said that due to the narration of stories like eureka they learnt the importance of thinking with different perspectives. Students opined that such stories developed a positive attitude in them regarding their own self and others (peers and teachers).

4.14.2 Impact on Development of Self-efficacy

Students opined that the activity of diary writing helped them to understand themselves in a better manner. The diary writing also helped them to gather solutions for some of their problems, on their own. It helped them to make plans for their daily routine. The students opined that through the activity of writing

one's own strengths and weaknesses they got an opportunity to express themselves. The activity also helped them to become aware about their hidden strengths and weaknesses. The students opined that knowing their strengths helped them to improve their self-confidence and knowing their weakness helped them to make strategies to improve themselves. While describing the learning from the movie CJ-7 they expressed that they could realize the importance of motivation given by the elders (parents and teachers). The students said that the movie made them aware that their real task was to study. They also said that they became aware that the things seen in fantasy cannot be seen in the real world, so one should dream but should not believe that the dream will become true.

4.14.3 Impact on Development of Interest:

The students expressed that listening to *bhajan* and doing guided meditation in the morning increased their attentiveness in the class. The activity increased concentration in them to learn their subjects with lot of interest. They expressed that discussing about her social issues (AIDS) in the school assembly helped them to express their thoughts and get knowledge about the issue.

Since the issue for discussion was selected by the students themselves they were self-motivated to express their views. The students opined that the movies based of the life incidences of great personalities helped them to perceive the value of respecting their teachers. The students said that the life incidences were motivating and inspirational. The students said that the whole programme, on a whole, made them aware about the national and natural problems and sensitized them towards problems. They expressed that the programme gave them an opportunity to express their thoughts and ideas and ensured their active participation. The students said that the programme also provided a platform for sharing their knowledge and perceptions. The students said that the programme also created a feeling of togetherness with the school, teachers and the peers.

4.14.4 Impact on Development of Value

The students opined that the programme gave them an opportunity to participate voluntarily in classroom activities. The students said that the activities helped them to take initiations and express their thought without any force. The group

activity based on various social issues (activity based on electricity consumption) created awareness in them about those issues. The activity also helped them to realize the importance of energy conservation. The group activity helped them to appreciate the views of their peers, helped them to learn new things and developed the quality to listen to others' thoughts. The students said that they perceived the value of unity amongst the human beings during the group activity. The students said that the lie incidents of great personalities shown, helped them to appreciate the value of respecting other religions. The life incidents of great personalities also helped them to appreciate the value of hard work for achieving the goals of life. The students also opined that the programme helped them to perceive the value of respecting the elders.

4.15 Researcher's Observations and Reflections

While implementing the programme the researcher constantly observed the students in terms of their participation and the teachers in terms of their willingness to participate in the programme. The researcher maintained field notes for writing these observations. The following is the description of the points from the researcher's field notes.

4.15.1 Reflections on Student's Participation

The researcher observed that the students participated more actively in the group activities and the discussions compared to other activities, might be because they could express themselves more in those activities. The students expressed curiosity at the beginning of each activity to know what the researcher had in store for them. After the activity was conducted, the students showed their readiness to express their views about the conducted activity.

They were very eager to share their views and reflections about the activities. Their facial expressions showed a sense of contentment after they expressed their views. The session where the students were asked to express their views, the researcher sometimes focused to non-voluntary participants to express their views, initially they hesitated but by the end of the programme, they also readily participated. The researcher observed that the students were crying while the alien sacrificed his power to save the life of the Dicky's father in the movie CJ-7,

showcasing their sensitisation towards values of life. At the end of the movie CJ-7, the students applauded when large number of aliens came for being the Dicky's friend, showing their love for their peers and desire for having helpful companions around them. During the group activity related to electricity consumption, the students' showed an expression of surprise and said that they never imagined that they could save so much energy by their own actions. After the completion of the activity, the students expressed the means by which, they could save electricity by reducing the use of electrical appliances and hence save money. The researcher observed that even the most mischievous boys and girls sat calmly and peacefully during the *bhajan* and guided meditation session, hence expressing their self-discipline for activities that they felt worth for themselves. After watching the videos on the life incidents of Dr. A. P. J. Kalam the students expressed that they liked the videos and would like to watch more videos of that kind, expressing their desire to gain inspirations and values from great people. After the completion of the diary writing activity, when the researcher collected their diaries the students asked permission from the researcher to retain it, showcasing their liking towards writing the diary. When the activity related to strengths and weaknesses of the students was conducted, researcher observed that the most of the students expressed their academic weaknesses and were reluctant to share their personal weaknesses, showing that they were more oriented towards academics and wanted support in academics. Very few students expressed their personal weaknesses also showing that they were more bothered by the personal weaknesses rather than the academic ones.

4.15.2 Teacher's Willingness

The researcher observed that the teachers who participated in the orientation session showed their willingness to participate in the programme implementation session, showing that implementation of such programmes require a strong orientation for the teachers. During the group activity the teacher present encouraged the introvert students to participate in the group discussion. When the students were asked to share their views about the movie CJ-7, the story of Eureka eureka..., and life incidents of Kalam, the teachers drew the attention of the

researcher towards the introvert students by non-verbal communication, showing their interest to ensure the participation of the entire class. Above all the active participation of the teachers during programme implementation showed their deep interest towards organising such activities for their students.

4.16 Over All Impact of the Educational Programme

The impact of the programme is described in terms of the principal, teachers, students' reflections and researchers' observations.

The principal and teachers of the school appreciated the researcher's effort to develop such a programme and implement it. The teachers felt such programme is good for addressing the needs adolescent students and for providing them a right direction for their development. Teachers expressed that after participating in the programme, they themselves tried to design small activities for their other classes which would integrate the subjects with affective characteristics. Teachers said that after the implementation of the programme the students showed active involvement in learning topics in their respective subject classes.

The researcher observed that the students switched off the lights and fans of their class while going out for some outdoor activity. Researcher observed curiosity in the students for every activity, which itself is an indication of their desire to have such activities in their classes. After the end of the programme implementation, the students expressed their sorrowful feelings that they would not get opportunities to express themselves and actively participate in the activities. The expressions of satisfaction seen on the students' faces after expressing their thoughts, their zeal to voluntarily participate in various activities and the teachers support for organising the activities indicates the positive and deep impact of the programme.

4.17 Issues and Challenges while Implementing the Programme

The issues and challenges address the hindrances that the researcher experienced while conducting the programme. Initially the implementation of the orientation programme for teachers got delayed because it took long time for gathering all the teachers. The initial rapport building with the students before the actual programme was implemented was difficult. The researcher had to discontinue the

programme implementation during the examination days and during other school programmes like sports day and annual functions. Initially the researcher had to wait for the availability of the free periods of class VIII but later a stipulated time was allotted in the time table for the implementation of the programme.

Some students initially were not ready to share their views and ideas later by constant encouragement and motivation they participated actively. For some of the activities researcher had to extend the time beyond the time allotted in the timetable, teachers co-operated for the completion of the activity. Researcher had to take the students to the computer laboratory for showing the videos for which lot of time was wasted to shift them from the class to computer laboratory. While the movies were played there were some technical problems with the computer system which interrupted the schedule and delayed it.

The researcher faced certain problems related to the timetable and some technical problems while implementing the educational programme, still the programme could be implemented with the support of the principal and co-operation of the teachers. The students also were very enthusiastic and supported the researcher in implementation of the programme.

4.18 Suggestions for improvement related to the content, activities and implementation

Teachers gave their ideas/suggestions for the improvement of the programme. Teachers opined that affective characteristics could be nurtured only if the teachers demonstrate them in the class. It was the common suggestion given by the all the teachers that dedication towards planning and implementation of the student led group activities and provision of free expression of ideas in the class will help in nurturing these characteristics. Assigning the project works and providing opportunities for classroom presentations to the students will act as a positive step in developing the affective characteristics. Teachers opined that the properly planned and organized activities along with complete student participation are an important key factor for nurturing affective characteristics.

Teachers suggested certain co-curricular activities for developing affective characteristics, like elocution, drawing, decoration of the flowers and fruits,

cultural competitions, picnics, folk shows to be included in the programme. Teachers also opined that counselling and guidance should be provided to the students for better understanding of themselves. Apart from these students should be encouraged to participate in competitive exams like national level talent search exams and Olympiads. Instilling positive attitude and confidence in the students to participate in various activities should be a regular practice in all the secondary classes.

Teachers also suggested certain modifications related to curriculum and evaluation process in the secondary schools. Curriculum should be planned according to the needs and level of the children. It should be activity based and flexible in nature so that teacher can decide the content and activities based on the students' interest. The vastness of the syllabus should be reduced so that incorporation of the activities for development of affective characteristics can be organized along with the cognitive development. Learning without burden was a suggestive measure given by the teachers. Curriculum should be planned based on the principles of joyful learning.

The evaluation of talents and skills along with academic aspects gives an account of all round development of the children. Evaluation system should be reformed, so that the all-round development of the students can be assessed. Reforms like formative assessment (assessment on daily basis), discontinuation of the annual examination, practical based learning and assessment were some of the suggestions given by the teachers.

CHAPTER V

FINDINGS AND DISCUSSION

5.0 Introduction

This chapter presents the findings and discussions of the study. The study focused on the development of educational programme for nurturing affective characteristics among the secondary school students. The previous chapter elaborated the analysis of the data collected from various sources at different levels of the study. The following are the major findings of the study and are presented as per the objectives of the research study.

5.1 Major Findings of the Study

The major findings of the study are presented from the observations of classroom interactions; student's focused group discussions, teachers' opinions and interviews that were conducted to develop an educational programme for nurturing affective characteristics among the grade VIII students.

1. Development of an Educational Programme for nurturing affective characteristics for VIII standard students

Researcher has come across some of the findings while developing the educational programme for nurturing the affective characteristics for the secondary students. Initial classroom observations to study the current practices in schools, revealed several key factors useful for the development of the programme.

1. The study revealed the use of negative, undemocratic (you don't speak, don't tell, don't talk) and abusive (stupid, idiot, rascal) words by the teachers in the classroom interactions and found that these behaviors of the teachers contributed to the negative attitude in the students towards the teachers and the respective subject.
2. It was found that the teachers rarely encourage the students to express their views and opinions in the classrooms, which were significant for the development of positive attitude towards the lessons and the teacher.

3. The study revealed that the students were not adequately provided learning experiences for the development of the self-expressions even in the language class rooms by the teachers.
4. The study revealed that rarely the concepts were explained by giving examples outside the textbook to create interest in the content and highlight the relevance of the knowledge to life.
5. It was found that no demonstrations of activities were done to generate interest in the students regarding the Science concepts in the science classrooms.
6. The study found that lesser opportunities were provided for student-student interactions in terms of group activities and group discussions in the Social Science classrooms.
7. The study showed poor student-teacher relationship in terms of concern and emotional support from the teachers to the students, which forms a base to develop values in the students.
8. The study revealed that teachers have fewer opportunities to attend the individual student needs and developments in the classroom teaching, as the class size is large.
9. It was opined by the teachers that affective attributes like positive attitude, self-efficacy, interest in learning and imbibing values in students are key to any educational programme.
10. It was opined by the teachers the interest in learning among the students can be developed by giving illustrations from the daily life and providing scope to share the life experiences to the students.
11. The study showed that activities like group discussion, demonstration of experiments etc., in the class would ensure students' active participation which in turn would help in developing the affective characteristics in the students.
12. The study found that teacher's command over the subject; appreciation of the students, skills to conduct various activities, friendly and caring behavior would make the classroom environment conducive for performing the activities for nurturing affective characteristics.

13. Majority of the teachers opined that the parental encouragement, students' active involvement in classroom activities and informal behavior of the teacher would lead to the development of affective characteristics in the students.
14. It was found from the study that integration of affective characteristics in the teaching learning process is crucial to make an impact on students learning.
15. Students responded that they liked to learn only in few classes in which innovative methods were used.
16. The students expressed that they learnt enthusiastically when the teachers provided examples outside the textbook, but only few teachers did so.
17. The students conveyed liking for those teachers who showed care, concern and considered their needs and interests.
18. The students expressed interest for those subjects in which the teacher had a command over the subject.
19. Students expressed their liking to study those subjects in which the teacher provided illustrations/examples, conducted variety of activities and gave various learning experiences for better understanding.
20. It was found from the initial interactions and observations of the classroom and also from the opinions from the teachers that development of affective attributes among students will help in developing cognitive areas of learning.

2. The opinions of the school teachers on the developed programme for nurturing affective characteristics.

Researcher has collected the opinions of the teachers regarding the developed educational programme for nurturing affective characteristics among the students of grade VIII through the interviews. These opinions of the teachers are presented in four categories such as the usability of the programme, Relevance of the activities in the school curriculum, impact on the students in developing affective characteristics and the issues and challenges in implementing such educational programme in schools.

1. It was opined by the teachers that the developed educational programme was effective in nurturing affective characteristics among the students, as it consisted of a blend of activities that are integrated with the various subjects of the school curriculum.
2. It was opined by the teachers that the activities in the developed educational program like group discussions and narration of life incidents of the great personalities, self-expressions of the students, peer group work etc., enabled the students to understand the self, society and the importance of values necessary for life.
3. The teachers opined peer group activity conducted on energy conservation was a significant illustration from the daily life which generated awareness about the energy conservation and provided a scope for sharing the students' own life experiences.
4. The teachers opined that the opportunity to voluntarily participate in school assembly by delivering a speech on any current social issue helped the students to initiate the task with complete engagement.
5. The teachers opined that the immediate appreciation to the students for the right response during the classroom interaction, helped in creating an enthusiastic and educative environment in the class.
6. The teachers opined that integrating variety of activities with the curriculum ensured active participation, interaction among the students and provided constant motivation to the students. Teachers also opined that such activities developed in the student's positive attitude towards learning and a sense of belongingness towards the school.
7. Teachers opined that making a provision to listen to bhajan and guided meditation in the morning assembly and showing videos about the life incidents of great personalities helped reduce inattentiveness of the students and enhanced their concentration for learning.
8. Teachers expressed that the group activities related to the subject content and discussions about social issues helped them in establishing their own identity, peer identity, developed a sense of belongingness towards school and love for the teachers.

9. It was opined by the teachers that there is a need to develop an integrated school time table that enable the teachers to implement activities for nurturing affective characteristics among the students.
10. Teachers opined that support of the school management in terms of material (learning materials, materials for organising experiments, audio visual facilities, etc.) and financial resources is very important for implementation of the program.

3. The Opinions of the students on the developed programme for nurturing affective characteristics.

Researcher has collected the opinions from the students regarding the developed educational programme for nurturing affective characteristics among them. These opinions of the students are presented in four categories such as the usability of the programme, Relevance of the activities in the school curriculum, impact on the students in developing affective characteristics and the issues and challenges in implementing such educational programme in schools.

1. Students opined that participating in the activities like listening to the bhajan and guided meditation they could increase their concentration and attentiveness in learning.
2. Students opined that they could develop interest towards the subjects, after listening to the guided meditation.
3. Discussions of social issues like dreadful diseases (AIDS) created interest towards social issues and created zeal to spread awareness about such issues to the general public. Students said that the discussion increased their self-expression and generated a sense of self-confidence in them.
4. Students expressed that the narration of inspirational stories like Eklavya, generated interest among them for self-learning and encouraged them to actively participate in the classroom activities.
5. Majority of the students opined that listening to the lectures of eminent personalities generated interest in them to explore new things and set a realistic goal for their lives.

6. Students opined that they learnt to listen to views of members of the group and learnt to co-operate with them, through the group activity.
7. The narration of the story Eureka eureka helped them to think with different perspectives for a problem. The students expressed that the story helped them to think positively towards resolving the problems themselves.
8. The students opined that watching the movie CJ-7 taught them to respect their parents and teachers. They realized the importance of love and respect for others.
9. The students expressed that the movie CJ-7 made them to realize the importance of being in the real world rather than in the fantasy world.
10. Students opined that narration of success stories of various discoverers and life incidences of eminent personalities helped them in decision making and coping with stress.
11. The students expressed that group activities provided them with an opportunity to communicate with others, develop confidence in one's own self and peers and provided them with a sense of belongingness to the classroom.
12. Students expressed that lectures of eminent personalities inspired them to do hard work for achieving the set goals.
13. Students opined that the opportunities provided to express their thoughts, life experiences, ideas and feelings through speeches, discussions, developed their communication ability and increased their confidence.
14. It was found from the perceptions of the students on Educational programme that the programme developed was useful for them to get sensitised towards others and society at large and to develop awareness about own self.
15. The opinions of the students ensure that the developed programme was useful for the students to develop strong and stable personality by nurturing attitude, self-efficacy, interest and values.
16. It was found from the study that curiosity of the students for every activity, which is an indication of their desire to have such activities in the school curriculum.

17. The expressions of satisfaction seen on the students' faces after expressing their thoughts, their zeal to voluntarily participate in various activities and the teachers support for organising the activities indicates the positive and deep impact of the programme.
18. The study highlights constant encouragement and motivation provided to the students help in their expressions, share their views, ideas, and active participation.

5.2 Discussions of the Present Study

The educational programme for nurturing affective characteristics focuses to develop attitude, interest, self-efficacy and values among the secondary students. Development of all the affective characteristics along with other human qualities requires conscious and continuous efforts. The right time for development of these characteristics among the children is adolescence period. The educational programme is designed considering the adolescent characteristics of the children. The development of all the three domains are very essential (cognitive, affective and psychomotor) and needs special attention in this period. The affective domain holds more importance in this period as the students require love, care and concern modifying their behavior. Students at this age need proper guidance for fulfilling their needs and providing ample opportunities to express, to support their behavior and to nurture them properly. For this teachers have a pivotal role to play to support their behaviors. The affective behavior supports the development of other domains and makes a man a human. Researcher tried to integrate the affective attributes in the school programme through a self-developed educational programme. The results of the implemented programme describe its usability. The findings of the study are discussed under the headings of the development of attitude, self-efficacy, interest and values. The researcher has tried to integrate the information gathered from different sources like classroom observation, opinion of the teachers (using a opinionnaire), focused group discussion with the students after the implementation of each activity of the educational programme. Later, the responses of the Affective behaviour scale implemented on the students to know the perception of the students regarding the enhancement of affective characteristics in them after participating in the

education programme. The researcher also interacted with the teachers after the implementation of the opinionnaire to verify the reasons for their opinions.

5.2.1 Discussions on Development of Attitude

Researcher observed the attitude in the terms of willingness to learn, with self and others; lessons, subjects, and teachers; and towards morality. The study tried to gather information from the classroom observations, teachers' opinionnaire and students' focused group discussion. The observations were recorded using an observation schedule.

The component willingness to learn could be identified by the active participation of the students in the classroom activities which was observed for 32% of the students in the class. In this regard the teachers opined that, providing more interactive sessions and providing a friendly approach by the teachers would help the students to develop willingness to learn. While the students expressed during the focused group discussion that they loved to learn from teachers who promoted their interest and talents, but there were only few teachers who did so. Thus it appears from all gathered data that willingness to learn could be fostered if the teachers provide more interactive session or activities which would provide them opportunities to participate and would cater to the students' interest.

Attitude towards self and others was also an important component observed by the researcher. It was observed that almost 72% of the students could not interact positively with their peers due to lack of opportunities to do so, 16% of the students sometimes interacted with the peers and the remaining 12% students interacted actively with peers and teachers in the classroom. Majority of the teachers opined that positive attitude with the teachers and peers could be developed in the students by providing appropriate appreciation for their right behavior/response, creating enthusiastic and educative environment in classroom. While the students responded that they liked to interact with the teachers who attended them when they had doubts and answered to their queries. They also said they had very few teachers who did so. The data collectively suggest that there is a lack of opportunities which would help the students to interact with their peers and teachers in today's classroom. Nevertheless it can be improved, if the teachers put in little efforts to attend the students' doubt and queries.

The study also tried to find out the overall attitude of the students towards lessons, subjects, and teachers. It was observed that only 16% of the students showed awareness in the classroom proceedings sometimes, whereas 36% of the students did not show awareness in the classroom proceeding, the remaining 48% students showed awareness in the classroom processes.

Almost 90% of the teachers strongly believe that a positive attitude towards the school, teachers, and subjects of the study could be developed by providing motivation and appreciation to the students, which could not be always done due the large syllabus and class size. While the students reflected that, they liked to learn the subjects in which the teacher gave them opportunities to express and considered their views and ideas while teaching. Unfortunately, the students said that they had only few teachers who provided them such opportunities and that also in some topics only, while all the other topics were taught in the traditional manner. The data helps us to understand the present scenario of the secondary schools where not even half of the students in the class takes part in the class proceedings. This may be either due to the traditional teacher centered method of teaching or lack of reinforcements or due to lack of opportunities where the students can express their ideas and views. For this the teachers need to incorporate the elements of reinforcements and activity based teaching in their classes, while the administration of the school should make the class size small and the syllabus designers could make an activity guide text which would help the teachers.

The Attitude towards morality i.e. the attitude towards the values of life was also observed during the classroom observations. The researcher could observe that the students were happy to share their ideas in the group, during the group activity and most of the students tried to listen to the others, while a few were dominant over others and some students spoke bad words for the other group members. Almost 90% of the teachers opined that integration of the values in the classroom practices is very much important for inculcating the essential affective components in the students. All the teachers said that value development requires personal attentions of the teachers towards the students which they were unable to do due to the large class size and the other administrative tasks like designing

the question papers maintaining the class registers, etc. While the students revealed in the focused group discussion, that they liked to listen to stories providing morals at the end liked to watch life incidences of eminent personalities and they liked the inspirational guest lectures provided during the educational programme. The information collected reveal that the secondary school students have an inclination towards development of morality and moral values which should be supported by the activities like showing them life incidences of eminent personalities, reading out the moral based stories and providing inspirational speeches and lectures intelligible to them. Apart from such activities the teachers being role models and individual attention to the students could be pivotal in the development of values, which presently is scarce due to the less commitment of the teachers for the profession which may be attributed to many reasons (So, 2006; Matousek, 1996; Cheryl, 2008; Victoria, 2012) and personal attention is less due to the large class size. The nurturing of positive attitude towards morality needs to be addressed jointly by the school administration and the teachers.

After the implementation of the programme researcher administered Student's Affective behaviour scale to know the perception of the students with respect to the development of positive attitude after participating in the programme. The results of the Affective behaviour scale are described in details in the findings section. It can be inferred from the findings that approximately 40% to 50% students felt that they enhanced their willingness to learn the subjects. The students who perceived that they enhanced their positive attitude towards self and others was recorded in between 45% to 65% while around 55% students felt that they could enhance the positive attitude towards lessons, subjects, and teachers due to this programme. Around 30% students felt that they could enhance their positive attitude towards morality after this programme. Thus the results of the Affective behaviour scale indicate that such programmes can be useful to develop positive attitude in the students regarding the aspects discussed above, if implemented in the secondary schools.

5.2.2 Discussions on Development of Self-efficacy

Researcher observed the self-efficacy in the terms of recognition of the worth in one self, appreciation of ideas, objects and persons, recognition of worth in others,

having regard for others' feelings, ability to live in harmony with others and perceiving the real worth of education.

The component recognition of the worth in one self can be created only if the students are recognized by the teacher in terms of their talents and abilities. This aspect is usually attended by the teachers when they address the students by their names in front of the class. But it was observed that the teachers addressed only few students by their names. The analysis of the teacher's opinionnaire revealed that 64% of the teachers did not initiate the students to express their views and opinions in the classrooms. When the teachers initiate the students also get motivated to take initiations and thus gain the self confidence about their own self. The results indicate that a significant number of teachers do not realize the importance of developing the worth for one's own self in the students. This aspect can be easily developed by appreciating the students for their talents or good deeds in front of the class or in the school assembly. Addressing the students by their names may also develop worth for oneself in the students.

Another aspect considered for observing development of self-efficacy was appreciation of ideas, objects and persons. This aspect can be nurtured during the instructional process in the language classes. A detailed explanation of a poet's/author's ideas, the importance of an object and the qualities of a human being described in the poetry/prose would definitely make an impact on the young minds. But during the phase of observation it was observed that the language teachers mainly focused on completion of the content rather than focusing on the LSRW skills or the affective characteristics to be developed by language teaching. When the teachers are busy completing the syllabus they hardly have time or patience to listen to the students' views, ideas and doubts and respond to them. The results of the opinionnaire reveal that 44% of the teachers listened to the students when they asked questions. While only 36% of the teachers responded to the students' questions. The results from the observations and the opinions of the teachers indicate that a considerable number of teachers neither appreciated ideas, objects and people nor did they provide opportunity to the students for doing so. Listening to the student's questions and then answering them would lead to an interactive session which would help students to express

their ideas and doubts. This interaction would lead to a detailed explanation especially in the language classes, which would address the hidden affective components (appreciation of ideas, objects and persons) to be inculcated in the students.

Recognition of worth in others is also an aspect of self-efficacy. The students would find worth in others only if they are sensitized to wards the worth of themselves and others through the teacher's or parent's behavior. For sensitizing them, teachers must interact with all the students, should be familiar with each student's talents and behavior and should accordingly deal with them. But during the observation it was seen that teachers very rarely interacted with all the students. It was also observed that the teachers addressed only few students by their names, while they struggled to remember the remaining student's names when they had to be addressed. Even if the teachers cannot recognize the students by their names considering their views and opinions whenever possible would make them feel their worth. The opinionnaire responses indicates that 56% of the teachers neglected the students' views and opinions in the class while 32% of the teachers rarely considered the students views and opinions in the class. Thus the observation and the opinionnaire responses indicate that many teachers neglect the students, due to different reasons but hinder their development of feeling of worth in their own self and in others.

Having regard for others' feelings is an important aspect under self-efficacy. Students would develop the regard for others feeling only if their feeling are sufficed. The secondary class students specially are at a stage where they are developing many characteristics which would help them throughout life. Students usually express their feeling in form of queries or doubts in the subject classes, if they are attended well they develop regard for the teacher and they would listen to others because they were attended properly. But during the classroom observation it was observed that only few students approached the teacher for solving their doubts and teacher could give only few minutes to solve their doubts. Some of the doubts were half solved and then the teacher rushed out for the next class. The opinionnaire analysis reveals that 36% of the teachers did not respond student's questions and doubts in the class. During the interview with

the teachers they revealed that they could not solve the doubts of all the students due to lack of time and the heavy workload allotted to them. The observations and the teacher's responses indicate that the students' don't develop regard, because a considerable number of teachers neglect them or do not respond to their queries due to many reasons. The feelings of the students, which may be shown in form of a doubt, should be considered otherwise they would develop disregard for the teacher and disinterest for the subject which may lead to indisciplinary activities.

Ability to live in harmony with others is an aspect to be developed to develop the self-efficacy in the students. The students would feel harmonious with others only when they develop a sense of belongingness towards a place or a person. For this purpose the classroom activities should have a scope of involving all the students in them. The activities like group activities and group discussion would enable the students to co-operate and adjust with others; this would develop a feeling of harmony among the students. In a traditional class the students' participation by answering the teacher's questions, indicates their harmony with the class. It was observed that 12% of the students responded to the teacher's questions frequently and 32% sometimes whereas 40% of the students did not responded. If the students don't respond the teachers should motivate them to respond or should probe by giving clues. The act of probing the answers from the non-respondents creates a feeling of belongingness in such students and later they may try to participate in the classroom activities. The teacher's opinionnaire indicates that only 8% teachers elicited responses from the non-respondents and created a motivating atmosphere in the classrooms where the students could participate in the teaching learning process. The results depict that only few active students participate in the classroom activities and a considerable number of teachers did not create an atmosphere for student participation. So ultimately the non-respondents would remain inactive and only a few will participate which may lead to superiority and inferiority complexes among the students rather than generating the harmonious feeling.

Ultimately nurturing all aspects has one final aim that the students should perceive the real worth of education. Perceiving the real worth of education also

helps in developing self- efficacy. The real worth of education would only develop when the classroom subjects are linked to the world outside. For linking the world with the subject the teacher has to teach the topics by linking it to the daily life experiences. The experiences may be of the teacher or of the student. But the students can express their experiences only if there is a democratic climate and a teaching learning process which suits their interests. But during the observation it was found that the teachers rarely interacted with the students to elicit their views, opinions and experiences. The results of the teachers' opinionnaire indicate that 28% of the teachers did not provide democratic atmosphere in the classroom and 52% of the teachers adopted the teaching style which was not of students' interest. While interviewing the 60% of the teachers opined that student centered classroom approach suits for development of the essential affective components. The results indicate that majority of the teachers believe that student centered classroom would help in developing the affective characteristics but a significantly large number of the teachers do not provide a democratic climate in the classrooms. So, it may be considered that the teachers understand the importance of teaching the students according to their interest but either they are unable to implement it due to lack of support from the administration or they themselves don't want to put efforts to plan and execute an instructional practice. But if the teachers take an initiative to conduct teaching learning process in a democratic climate and with a student centered approach many students would participate and thus they can be made to feel the real worth of education (Wang, 2007; Hyang-Jin, 2001).

After the implementation of the programme researcher administered Student's Affective behaviour scale to know the perception of the students with respect to the development or enhancement of self-efficacy after participating in the programme. 46% and 47% students felt that they could recognize the worth of themselves and worth of others respectively after the participating in the programme while 46% students felt that they learnt to give regard to others after participating in the programme. Around 76% students perceived that they enhanced the ability to appreciate ideas, objects and persons after participating in the programme. While 68% students felt they could understand the real worth of education after being the part of the programme. Thus the results of the Affective

behaviour scale indicate that such programmes can be useful to develop self-efficacy characteristics in the students regarding the aspects discussed above, if implemented in the secondary schools.

5.2.3 Discussions on Development of Interest

The development of the interest in the students was observed in terms of interest in classroom learning process, studies, activities; classroom and academic work; one's responsibilities and volunteer involvement/active participation.

The interest in classroom learning process, studies, classroom activities and academic work were observed in terms of the participation of the students during the teaching learning process (immediate response to the questions asked by the teachers, timely completing the work assigned by the teacher, listening carefully to the teachers' explanations). It was observed that 40% of the students sometimes studied interestingly the subjects taught in the classrooms while 12% of the students were not interested in subjects. Whereas, 52% students did not completely involve in the teaching learning process. 90% opinions of the teachers conveyed teacher's command over the subject and 80% of the teachers expressed illustrations from the daily life would help in generate interest in the students for the teaching learning process. 80% of the teachers expressed that sharing teacher's life experiences and provision of scope for sharing students' life experiences related to the topic taught in the class would also create interest for the topic taught. Teachers said they were unable to do so always due to reasons like class size, inadequate lesson wise plans and other workload. Students expressed that they loved to have innovative classes where the teacher gives example outside the text books, demonstrates some activities related to the topic or shares some day to day experiences related to the topic but only few classes innovative due to which they don't feel interesting to learn. The reflections of the teachers and the students and the observations suggest that almost half of the class is not interested in the traditional teaching approach of the teachers and majority of them like to have teachers who would relate the concepts with the day to day life. The teachers experience time constraint to plan for such classes, but a little effort on the part of the teachers to provide illustrations from other books or from daily life may sustain the interest of the students in the subject. While the

administrators, should make provisions for the teachers to plan for their classes in terms of resources like time and material resources.

Another aspect taken under the component interest was the interest shown by the students to take up one's own responsibilities and show volunteer involvement/active participation in classroom activities. This aspect was observed in terms of the voluntary sharing of information with peers and teachers during the teaching learning process. It was observed that only 16% of the students sometimes shared their example/information with the teachers and peers, while 40% did not share their examples/information with the teachers and peers during the learning process. So a considerable part of the class did not voluntarily involve in the classroom activities. Researcher also observed this aspect when the students were asked to voluntarily give a speech on social issues in the school assembly, only five students volunteered. All the teachers opined that activities like group discussion, demonstration of experiments etc., in the class room would ensure students' active participation. 80% of the teachers also agreed that appreciation of the students, teachers' skills to conduct various activities and friendly and caring behavior would make the classroom conducive and would develop interest in the students for the subject. Students expressed their disappointment in not having the subjects that would help them to explore new things and new ideas. They expressed the unavailability of sources to know new developments and challenges in different subject areas. The data collectively show that the students who do not voluntarily participate in the classroom activities should be provided with some new subjects which would help them to explore something new of their interest. Apart from this the teachers can refer to the new developments in the subject areas to create interest in the students for the subjects. Teachers' can also create interest in their subjects to some extent appreciating the students for some good activity done or by organizing discussions and demonstration which would involve the students.

After the implementation of the programme researcher administered Student's Affective behaviour scale to know the perception of the students with respect to the development of interest after participating in the programme. 58% students felt that they enhanced their interest in classroom learning process, studies,

activities, while 39% students felt that they enhanced their interest in classroom and academic work. 39% students responded that they felt that they learnt their take up own responsibilities and started actively participating the classroom activities after participating in the programme.

Thus the results of the Affective behaviour scale indicate that such programmes can be useful to develop interest in the students regarding the aspects discussed above, if implemented in the secondary schools.

5.2.4 Discussions on Development of Values

Researcher discussed based on major findings of the study. The qualitative data findings were validated by determining the accuracy or credibility of the findings through strategies such as member checking or triangulation. Several qualitative studies addressed this idea (Creswell & Miller, 2000; Lincoln & Guba, 1985). Qualitative researchers do not typically use the word *bias* in research; they will say that all research is interpretive and that the researcher should be self-reflective about his or her role in the research, how he or she is interpreting the findings, and his or her personal and political history that shapes his or her interpretation (Creswell, 2007).

Researcher observed the values in the terms of the students' ability to take challenges of life/take initiation to do things; express personal opinions and justify; develop a feeling of worth in classroom and develop ethical values and practice.

This aspects like the ability to take challenges of life/take initiation to do things and express opinions and justify show the ability of the student to stand up in any situation of the life and do the needful even if that situation is new to them. Researcher had an opportunity to observe this challenge taking behavior in very few students. During the programme implementation the researcher conducted two activities one was to speak about a social issue in the school assembly and another was expressing one's own strengths and weaknesses in a paper. For the school assembly speech only five students initiated though they were to do it for the first time. While in the activity related to strengths and weaknesses only few students expressed it completely while others just wrote one or two lines. The teachers opined that describing life experiences (especially the struggles they

faced in their lives) of eminent personalities having good character and narrating the heroic deed from the ancient scriptures would help in developing the values of taking initiation in the students. Value loaded guest lectures may also be a source to develop confidence in the students.

The aspect of feeling of worth in classroom was observed which describes the belongingness that the students have towards their class. This was observed in terms of students' voluntarily involvement in the classroom activities. It was observed during the teaching learning process that only 44% of the students voluntarily involved in the teaching learning process, 36% students did not voluntarily involve, but involved when the readiness was created, while the 20% remained silent. Listening attentively to the teacher's instructions also is a sign of belongingness that the student has towards the classroom, but listening to the teachers' explanation and general instructions during the teaching learning process was observed only in 12% of the total students.

The ethical values and its practice were also to be observed as per the subcomponents listed under the affective characteristic values. These values in the students are exhibited when they are given an opportunity to interact with the peers. While the students were given a group activity during the teaching learning process only 44% of the students completely co-operated with peers in the group while 28% of the students sometimes cooperated and 28% of students did not cooperate. 70% of the teachers opined that the ethical values should be showcased by the teachers in form of dedication for work assigned, punctuality and self-discipline which would provide the right path for the students to follow 90% of the teachers opined that the daily lessons should be planned to incorporate some values. Few teachers also opined that the conduct of the teachers, principal and the non-teaching staff would help inculcating the values in the students. The students in the focused group discussion reflected that they like to learn from the teachers who showed love, concern, allow them to express and share a good relationship with them. They also reflected that only few teachers showed them love and concern and shared a good friendly relationship with them. All the reflections from the teachers and students and the classroom observations show the present status of secondary schools in terms of values. It shows that only few

students initiate to express their opinions and justify them, while considerably large number of students does not exhibit the belongingness towards their classroom. The reason may be attributed to the teachers who might be failing to be role models for them. The students' reflections exhibit that friendly teacher showing love and concern would help them learn values like initiation and ethical values. The teachers' opinions convey their desire to be role models and loving teachers, but they might be lacking behind either due to the unplanned large burden of the syllabus, other administrative works, lack love for the profession and commitment for the students and other personal and social matters.

After the implementation of the programme researcher administered Student's Affective behaviour scale to know the perception of the students with respect to the development of values after participating in the programme. 67% of students perceived that they could enhance/develop their ability to take challenges in life/take initiation to do things and express personal opinions and justify them. While 29% of students expressed that they developed a feeling of worth in classroom and develop ethical values. Thus the results of the Affective behaviour scale indicate that such educational programmes can be useful to develop values in the students with respect to the aspects discussed above, if implemented in the secondary schools.

In the above discussion it becomes obvious that in this scientifically and technologically advancing world the development of affective characteristics have taken a back seat which might be causes of many criminal and antisocial activities in the society. India being a culturally rich country and world renowned for its value rich personalities should produce citizens who would keep up this fame of the motherland. Teachers keep on focusing on Mathematics, English, Science, Social Science and language and physical development but think less about the development of the affective characteristics values, interest self-efficacy, positive attitude which is sole idea for giving education, which would help the students to face any worst condition in life. The secondary classes are the turning point of any student's life when the value systems, self-identity and goals of life are set, so at this stage the student's affective domain should also be nurtured along with the cognitive and psychomotor domains. For this purpose

there should be an educational programme which can be easily integrated into the present curriculum. The programme developed by the researcher can be easily integrated into the present day curriculum. Some activities were implemented and the other activities can be designed based on the outlines given in the manual of the programme such that it is taught in an integrated manner with the other subjects. But for integrating such programmes a detailed planning of subject specific activities are to be done by the teachers before the beginning of the academic year. Definitely integration of such activities would help in nurturing the affective characteristics in the students along with providing them the knowledge of the new technologies. The overall development of the student can only be ensured if all the three domains are nurtured properly. Such type of education where all the three domain are nurtured would help in creating more valuable and character rich technologists, doctors, engineers, craftsman, etc., who would not only earn fame for their profession but would also be good human beings.

For the effective development of affective characteristics, the role of the school management, principal, teachers, parents and community plays a dynamic responsible in the society.

5.3 The Role of Teachers and Principal

The principal and teachers of the school play an essential role in the planning, implementation, monitoring, and reviewing all the programmes. Therefore, it is important that coordination of the principal and teachers should be proper so that the school management committee supports the active initiative taken by the teachers in planning the daily activities. A supportive environment would encourage staff to organise the daily activities with a positive attitude. Teachers should be provided necessary requirements for implementation of the planned activities. All the members of the school including principal, school committee, teachers need to share the responsibility of encouraging the students for participating in such activities. The support of the members of the community and parents should be taken whenever required.

5.4.1 The Role of School Management Committee: The school committee should make some daily activities related to affective characteristics development

compulsory. For implementing such activities the school committee should have necessary leadership taking personalities. Only proper leadership will help in providing the necessary direction required for conducting such activities. Another important aspect that the school committee/management should ensure is provision of necessary staff, equipment, resources, facilities, and staff training to implement such daily various activities for the students.

5.4.2 The Role of Parents: Parents have the primary responsibility in shaping their children's attitudes and behaviours. Parents can model and encourage healthy behaviours at home by being positive role models and leading an active lifestyle themselves.

5.4.3 The Role of Community: The community can provide much valuable support and input to assist the school and school management committee in implementing variety of activities daily. The community members may help in providing infrastructure, organising some activities themselves or may function as a resources person whenever and wherever the school requires them.

Thus, the joint efforts of the teachers, principal, school management committee, parents and community members would definitely help in the easy implementation of such educational programme. Such programme would make the strong citizens for tomorrow.

5.4 Conclusion

The elaborate discussion reveal that the educational programme designed may have a positive impact on the growing adolescents and can be instrumental in channelizing the stress, strain and confusions of the students in a positive direction. The disturbed personality of the adolescents undergo great stress and strain because of the new instincts, emotions emerging out of the physiological changes inside the body needs expression of thoughts and strong support of the values. The secondary students are unstable and unadjusted with the world and become more self-assertive, self-centered and introvert but inside they struggle with lot of confusions about the self and the world around. These aspects should be directed properly by creating a sense of worth in themselves, worth of others and making them harmonious with the surrounding environment so that they develop the self-efficacy and create a good self-identity. They also develop a

strong sex instinct which can be directed by providing opportunities to take initiation to do things; express personal opinions and justify; develop ethical values. Maximum intellectual development along with the humanistic, scientific and philosophical interest take shape during this period which could be best supported by creating interest in classroom learning process and other co-curricular activities. Planned activities for volunteer involvement/active participation of the students in the classroom and academic work would definitely help in addressing the crystallization of the mental abilities seen during this age and it would make help them bear their own responsibilities. The students also face gregarious impulses which make them disobey their elders which can be sublimated only if they are provided self-expression which would develop positive attitude towards others. They have a dependence on friends and have a hero worship tendency which may guide them in a positive or negative manner, but inculcation of values through such programme would help them take the correct decision. The winning tendency and the tendency to imagine about the unreal things can be redirected through such educational programmes. Thus, the programme if integrated with the secondary class curriculum would help to address many problems that the students face during this phase of their life. The programme would definitely serve as a boon for the young students to become strong citizens with positive attitude and interest towards the societal matters and strong self-efficacy and value system to support them in all the circumstances of life.

The implementation of such programmes requires the joint efforts from teachers, parents and the community member and a strong support of the school administration. Though the teachers and the principal have a prime role to play in the organization of the activities given in the programme it requires support from the community as a whole.



CHAPTER VI

SUMMARY AND CONCLUSION



6.0 Introduction

Education plays an important role in the overall development process of human beings. All-round development of the personality is the ultimate goal of education. In this regard, Affective Education plays a very important role in the children's life. 'Affective education' is a domain of education where feelings and attitudes come to play. At the secondary school level affective education becomes very essential for the students, due to the psychosocial crisis experienced by them. Development of Affective domain along with the cognitive and psychomotor domains would aid the students to develop a stable personality and character. In this regard researcher recognizes the importance of the affective learning for secondary school students.

The dynamics of education and its role in social transformation and national development makes it essential that the content and processes of education are continuously renewed in order to make them in tune with the changing needs, aspirations and demands of the society. Initial school education helps in the formation of personality of children later higher education shapes the children for future. Secondary education is that where you prepare the boy or girl to face life, the realities of life, the challenges of life, and the requirements of life. As the component of holistic development of the individual in this competitive world, Secondary Education is really a backbone. Secondary education serves as a bridge between elementary and higher education. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education.

Various educational commissions in India recommended the educational policies related to student development in all the areas specifically focusing to value development and personality development which are closely related to the affective domain of education. Modifications in the design of the curriculum and planning of teaching learning process may lead to the development of these aspects in the secondary school students. But integrating these aspects completely in the secondary school education system has certain issues and challenges.

The large class size also cause a discouragement in the teachers to improve the teaching methods. Improper examination system is another issue in the secondary education system. The present examination system just evaluates the cognitive abilities of the students and neglects the psychomotor and affective characteristics of the students. The secondary class students exhibit in-disciplinary activities due to the physical, physiological and psychological changes taking place inside them. Some of such activities could be confronted by the teachers but if the situation is worst the guidance and counseling expert is needed which unfortunately is lacking in many of the schools.

Thus the secondary school system needs an intensive reorganization for suiting the needs of the students in the Indian context. Most of the problems like provision of bookish knowledge, lack of organization of co-curricular activities, lack of activities to generate interest and positive attitude in the student for learning can be addressed if the a special educational program is designed which would integrate all these components.

6.1 Need for Development of Affective Characteristics

The secondary schools are mainly focusing on cognitive aspects and very less emphasis on affective domain. The affective domain of education which mainly deals with development of emotions, social skills and ethical values is slowly being uprooted due to the traditional teaching methods, emphasizing on cognition of the content. The phase of adolescence, students set their own value system for life and show a readiness for inculcation of the social and academic skills. In this developmental phase the school plays a vital role in providing the opportunities to direct their interests and attitude in the correct direction. Durance (1995) school has a significant, unique role to play in adolescent value formation. The school and its teachers need to provide opportunities for role-play and drama as this is an important way of encouraging the affective development of pupils. Good quality teaching and learning materials can help to a very great extent in promoting learning and retention. If this is augmented by an attitudinal change in teachers, it would result in making teaching-learning student centered, activity based and participatory. Unfortunately, such activities find a very less place in the present day classrooms of secondary schools. These activities can be

conducted only if there is a planned educational program which can be integrated in the present day curriculum. Thus this study has tried to make an attempt to make an educational program for developing the affective characteristics which consists of learning activities related to the content and affective characteristics (attitude, interest, self-efficacy and values).

6.2 Importance of Affective Domain in Education

Affective education is the development of effective and productive regulators of behavior within oneself for maintaining relations (intrapersonal and interpersonal). Development of such behaviours may be termed as affective behaviour. Affective behavior is recognized as an important means of education. For example, children give more attention to school work and direct their efforts more continuously when they feel that they are respected by the teacher and by other children. When they feel rejected their attention and efforts are more scattered. Even the child's feeling about his or her own worth and competence is believed to be a significant factor in learning. NCF (2000) stated that gradual introduction of learning experiences related to ideas, attitudes and skills associated with moral values, national ideals and priorities, socio-cultural cohesion and global fraternity. Systematic provision of information and guidance that would help the youth in making right choices of career and vocation for themselves must be ensured at the secondary stage of education.

Affective education is important

1. Affective education is important in itself, and is concerned with children emotional growth and development.
2. It replicates a dehumanizing atmosphere with a humanizing, “man-centered” one.
3. It is an indispensable aid to cognitive education.
4. Student will be able to an effective human being (the mind, heart and muscle combination called effective human being). The effective human being represents a good balance of the both the cognitive and affective.
5. The student will appreciate education as a means for acquiring moral strength, wisdom, and vitality.

6. The student will believe that the individual has responsibility to build a better life for all.

Adolescent age is most important to nurture certain affective characteristics among them, where students mould their personality and use all the energies properly channelized so that children will grow up as good citizens.

6.3 Research Review and Implications for the Study

A total of 33 research studies were reviewed. Out of which 19 were International studies and 14 Indian studies. The research studies related to affective domain, emotional development, educational programme development and studies related to secondary school education, teachers lesson planning, teacher-student relationship, value development, social skills development, attitude and self-esteem development were also reviewed. Researcher identified some of the key ideas from the review for the development of the educational programme for the present study.

The detailed reviews imply that development and implementation of education programme has a positive impact on the students learning (Christopher, 2008; Romould, 2006; Sharma, 2004; Weeks, 2001; Rao, 2001; Shukla, 1991; Pettapiece, 1992; Holder 1997; Sharma, 1996).

It creates positive attitude among students and develops values and other personality traits (Cheng, 2011; Christopher, 2008; Narad, 2007; Malti, 2007; So, 2006; Bhargava, 2003; Hyang-Jin, 2001; Matousek, 1996; Jacobs, 1990). Implementation should be supported by teacher orientation of programme, so that the teacher-student relationship is strongly established (Victoria, 2012; Gajanan, 2006; Rao, 2001). The above studies in which educational programmes were developed and implemented used opinions for teachers, parents and administrators (Wang, 2007; Pettapiece, 1992; Duquette, 1990) and conducted interviews with students and teachers to find the impact of the programme (Victoria, 2012; Cheng, 2011; Weeks, 2001) while classroom observation was also implemented to study the effective of the programme (Durance, 1995).

From the various research findings suggest that the educational programme will fulfill the needs of the adolescent students. So far in Indian context there is no

such educational programme was found for the adolescent students neither integrated in the school curriculum nor separately with related to development of affective characteristics. So, researcher has intended to develop the educational programme for the adolescent students focus to development of affective characteristics.

6.4 Rationale of the Study

Development of affective characteristics is very vital for school education as they help the students to fully aware about themselves and take informed decisions. The recent educational policies and programmes across the country gave a special attention to this aspect and as it was emphasised in the national curriculum framework for school education. Thus, the importance of the development of affective characteristics among the school children will arise.

Revisiting classrooms, it is evident that the majority of the teacher's efforts typically go into the cognitive aspects of the teaching and learning and most of the classroom time is designed for cognitive outcomes. And as a result students face variety of behavioural problems. The development of the affective attributes is the most essential part of the schooling of the children especially during their adolescence period (13-19 years). The students at this stage having certain characteristics like curiosity to learn, to explore the knowledge of the world and energies which they have to channelise to achieve their goals. Adolescence is the foundation of a responsible social life for the individual.

The main aim of the education is all round development of the individual. The national educational policies also highlighted the all-round development focusing to development of cognitive domain, psychomotor and affective domain. Whereas, the present educational scenario is more demand on affective development along with cognitive and psycho motor. Various policies highlighted the development of affective attributes in the school education.

Research studies revealed that students learn best when the affective and cognitive domains of education are blended together (Griffin, 1997). Students continued to express their emotional need for teachers who are gentle, caring, loving, and understanding, the environment in school needs to be democratic, the

focus needs to be on teaching responsibility and self-discipline rather than controlling and suppression (Rao, 2001).

Keeping the above points in mind and understanding the current realities of schools education, researcher has felt the need to develop a comprehensive educational program to nurture affective characteristics among the students. It was also felt by the researcher that such programs would help the schools to focus on the development of co-scholastic areas. As CBSE and other State Board schools have brought changes in their curriculum and evaluation on the lines of NCF and the stress was on co-scholastic areas, the present study will help the schools to understand the nature and the process of developing affective characteristics among the students. Therefore, the present study has planned with the following research questions.

6.5 Research Questions

1. Whether affective characteristics are given importance in the classroom processes in the secondary schools?
2. What are the affective characteristics that need to be strengthened among the secondary school students?
3. Can we develop an educational programme for nurturing these affective characteristics among the secondary school students?
4. Whether such educational programmes make a difference in students learning outcomes?

To study above questions researcher defined the problem as follows:

6.6 Statement of the Problem

Development of an Educational Programme for Nurturing Affective Characteristics among Secondary School Students

6.7 Objectives of the Study

Researcher framed objectives for the above problem as follows:

1. To develop an Educational Programme for nurturing affective characteristics for VIII standard students.

2. To tryout the developed Educational Programme on selected VIII standard students.
3. To study the opinions of the school teachers on the developed programme for nurturing affective characteristics.
4. To study the Opinions of the students on the developed programme for nurturing affective characteristics.

6.8 Explanation of the Terms

6.8.1 Affective Characteristics

Affective Characteristics refers to feelings about the course content, issues (attitudes), a feeling of personal worth, success (self-efficacy), desires to become involved in various Activities (interests), and personal standards (values). Terms further specified as follows.

6.8.1.1 Development of Attitude

- a. Positive attitude toward learning/ willing to learn
- b. Positive attitude toward oneself and others
- c. Positive attitude toward lessons, subjects, teachers
- d. Positive attitude toward Morality

6.8.1.2 Development of Self-efficacy

- a. Recognition of worth in one self
- b. Appreciation of ideas, objects and persons
- c. Recognition of worth in others
- d. Having regard for others' feelings
- e. Ability to live in harmony with others
- f. Perceiving the real worth of education

6.8.1.3 Development of Interest

- a. Interest in classroom learning process, studies, and activities
- b. Interest toward classroom as well as academic work (assignments, home work etc,)

- c. Interest in one's responsibilities
- d. Volunteer involvement / active participation

6.8.1.4 Development of Values

- a. Take challenges in life / take initiation to do things
- b. Express personal opinions and justify
- c. Having feeling of worth in a classroom
- d. Develop ethical values and practice

6.8.2 Educational Programme refers to the set of integrated learning experiences designed by the researcher, which was aimed at nurturing affective characteristics among secondary school students during the school programmes. Educational programme was prepared in the form of manual (Appendix-A). The manual consists about concept of affective characteristics, its research perspective, its development of affective characteristics among students, its importance in the classroom learning process and aspects of its assessment. It helps in building up their life positively.

6.9 Delimitation of the Study

The affective characteristics in the study was delimited to attitude, interest, self-efficacy and values. And secondary school students were delimited to grade VIII students only.

6.10 Research Design

6.10.1 Sample

For the present study multi stage sampling technique was adopted for different purposes of the study. The following table shows the detail description of the sample of the study.

Table 6.1: Sample distribution of the Study

S. No	Stage	Sample	Purpose
1	I	22 teachers working in three different schools in Vadodara city	Classroom observations
2	II	Three different schools Teachers: 28, Students: 112	Participant observations
3	III	Teachers: 6, students: 51	Implementation and to see usefulness of the developed programme.

6.11 Plan and Procedure:

The focus of the present study is development of educational programme for nurturing affective characteristics among secondary school students. It is developmental study. First, researcher sets the strong basis for the study. Researcher gathered the information what are needed for the present day context to the students. Researcher found that development of affective characteristics were missing aspects in the school practices that gives greater support in present and later stages of students' life. In this study researcher used observations, personal experiences, teachers' experiences, and experts guidelines (also viewed various documents and articles related to the affective development) supported for designing the required programme for nurturing the affective development of the secondary school students. The educational programme made in the form of manuals. In these manuals, researcher focused on concept and development of attitude, interest, self-efficacy, and values separately with strong research support. It gives few activities for teachers and students for development of these affective characteristics in the school practices. It also provided assessment of affective characteristics for schoolchildren. Researcher implemented the developed manuals in the selected school and collected the necessary data by using qualitative techniques through participant observations, focused group discussions, interviews, and opinions of the students and the teachers of the school. Later data analysed qualitatively.

6.12 Tools and Techniques

Researcher used the following tools and techniques in the study.

6.12.1 Class room Interaction Observation Schedule

This tool has developed by the researcher and recorded the affective behaviours through the classroom interactions of the students and the teachers.

6.12.2 Participant Observations

Researcher used this technique to identify specific affective behaviours of the students and teachers in phase-I (values and affective education focused schools) and Phase-II (while implementing the activities).

6.12.3 Teachers' Opinionnaire

Researcher constructed the Opinionnaire for the teachers to find out the opinions on supported components for nurturing affective characteristics among secondary school students.

6.12.4 Focused Group Discussion (FGD)

This technique used in phase-1 and IV. In Phase-I recorded the affective attributes of the students which were necessary for present day classrooms and in phase-II, collected the views and opinions of the students related to implemented activities in the school.

6.12.5 Unstructured Interview

Researcher conducted personal interviews with the teachers about the programme. Researcher used the unstructured interviews to the teachers for collection of their opinions, views and feedback of the programme.

6.12.6 Affective Behaviour Scale

This tool was used to find out the affective behaviour of the students. Total 87 items were adopted from revised version of the Patterns of Adaptive Learning Scales of University of Michigan prepared by Carol Midgley et al (2000). The items in the tool were related to the student's affective behaviour with respect to Attitude, Self-efficacy, Interest and Values.

6.13 Phases of the Study

Researcher conducted the study in a phased manner as follows:

Phase I: Need Identification

In this phase, researcher observed teaching learning procedures related to affective characteristics in present day classrooms of standard VIII. Later, researcher visited the schools promoting values education as part of their curriculum.

Phase-II: Development of the Educational Programme

Researcher designed an educational programme in the form of manuals with the help of integrated learning experiences (activities) for nurturing affective characteristics among VIII standard students. The manual consists of three sections 1. Introductory manual 2. Activity manual and 3. Assessment manual

Phase-III: Implementation of the Programme

Researcher has implemented the developed programme in the selected school of Vadodara city for eight months in the academic year 2010-2011. During the implementation phase, researcher has participated in all the school activities and developed detailed field notes regarding the classroom observations and interactions of the teachers and the students of affective behaviours exhibited.

Phase-IV: To find Usefulness and Effectiveness of the Developed Programme

In the first phase, researcher studied intensively classroom processes related to development of affective attributes among the students of standard VIII in the schools of Vadodara city. Researcher had observed 105 classroom observations of three schools in Vadodara city. Researcher used the observation schedule to collect the data. In the second phase, researcher had visited three schools, where value education is main aim of the school and development of an affective attributes as part of the school curriculum. Researcher studied classroom practices and various practices of the school programmes to finding out necessary affective components to be nurture among schoolchildren. Researcher interacted with students through focused group discussions and studied observations. Researcher maintained the field notes for writing down the observations. In the third phase, researcher had designed the activities based on the observations and experiences

for nurturing affective attributes among the school children. The programme has been implemented in a selected school. In the fourth phase, after implementation of the various activities, the researcher collected the feedback to see its effectiveness. All the teachers of the school cooperated for interview and given their opinions. Data collected from unstructured interviews with teachers and Focused Group Discussions from students about the implemented activities. Also, the effectiveness tested quantitatively by using Affective behaviour scale.

6.14 Data Collection Procedure

Researcher collected the data in a phased manner in different schools.

Phase-I researcher studied intensively classroom processes related to development of affective attributes among the students of standard VIII in the schools of Vadodara city. Researcher used the observation schedule to collect the data. In the second phase, researcher had visited three schools, where value education is main aim of the school and development of an affective attributes as part of the school curriculum. Researcher studied classroom practices and various practices of the school programmes to find out necessary affective components to be nurture among schoolchildren. Researcher interacted with students through focused group discussions and studied observations. Researcher maintained the field notes for writing down the observations. In the third phase, researcher had designed the activities based on the observations and experiences for nurturing affective attributes among the school children. The programme has been implemented in a selected school. In the fourth phase, after implementation of the various activities, the researcher collected the feedback to see its effectiveness. All the teachers of the school cooperated for interview and given their opinions. Data collected from unstructured interviews with teachers and Focused Group Discussions from students about the implemented activities. Also, the effectiveness tested quantitatively by using Affective behaviour scale.

6.15 Data Analysis

The collected data were analysed in the following way

Observations of the processes of nurturing affective characteristics in classroom teaching learning experiences and the various activities carried out in the school

by the students and the teachers analysed qualitatively. The data from the classroom interaction observation schedule analysed quantitatively by using percentage.

The data from the focused group discussions with the students analysed qualitatively.

The effectiveness of the implemented programme found from opinions collected through interviews from the teachers and feedback from the students was analysed qualitatively. The obtained data from Affective behaviour scale from the students was analysed quantitatively by using percentage.

6.16 Major findings of the Study

The major findings of the study are presented from the observations of classroom interactions; student's focused group discussions, teachers' opinions and interviews that were conducted to develop an educational programme for nurturing affective characteristics among the grade VIII students.

6.16.1 Development of an Educational Programme for nurturing affective characteristics for VIII standard students

Researcher has come across some of the findings while developing the educational programme for nurturing the affective characteristics for the secondary students. Initial classroom observations to study the current practices in schools, revealed several key factors useful for the development of the program.

1. The study revealed the use of negative, undemocratic (you don't speak, don't tell, don't talk) and abusive (stupid, idiot, rascal) words by the teachers in the classroom interactions and found that these behaviors of the teachers contributed to the negative attitude in the students towards the teachers and the respective subject.
2. It was found that the teachers rarely encourage the students to express their views and opinions in the classrooms, which were significant for the development of positive attitude towards the lessons and the teacher.

3. The study revealed that the students were not adequately provided learning experiences for the development of the self-expressions even in the language class rooms by the teachers.
4. The study revealed that rarely the concepts were explained by giving examples outside the textbook to create interest in the content and highlight the relevance of the knowledge to life.
5. It was found that no demonstrations of activities were done to generate interest in the students regarding the Science concepts in the science classrooms.
6. The study found that lesser opportunities were provided for student-student interactions in terms of group activities and group discussions in the Social Science classrooms.
7. The study showed poor student-teacher relationship in terms of concern and emotional support from the teachers to the students, which forms a base to develop values in the students.
8. The study revealed that teachers have fewer opportunities to attend the individual student needs and developments in the classroom teaching as the class size is of large.
9. It was opined by the teachers that affective attributes like positive attitude, self-efficacy, interest in learning and imbibing values in students are key to any educational programme.
10. It was opined by the teachers the interest in learning among the students can be developed by giving illustrations from the daily life and providing scope to share the life experiences to the students.
11. The study showed that activities like group discussion, demonstration of experiments etc., in the class would ensure students' active participation which in turn would help in developing the affective characteristics in the students.
12. The study found that teacher's command over the subject; appreciation of the students, skills to conduct various activities, friendly and caring behavior would make the classroom environment conducive for performing the activities for nurturing affective characteristics.

13. Majority of the teachers opined that the parental encouragement, students' active involvement in classroom activities and informal behavior of the teacher would lead to the development of affective characteristics in the students.
14. It was found from the study that integration of affective characteristics in the teaching learning process is crucial to make an impact on students learning.
15. Students responded that they liked to learn only in few classes in which innovative methods were used.
16. The students expressed that they learnt enthusiastically when the teachers provided examples outside the textbook, but only few teachers did so.
17. The students conveyed liking for those teachers who showed care, concern and considered their needs and interests.
18. The students expressed interest for those subjects in which the teacher had a command over the subject.
19. Students expressed their liking to study those subjects in which the teacher provided illustrations/examples, conducted variety of activities and gave various learning experiences for better understanding.
20. It was found from the initial interactions and observations of the classroom and also from the opinions from the teachers that development of affective attributes among students will help in developing cognitive areas of learning.

6.16.2 The opinions of the schoolteachers on the developed programme for nurturing affective characteristics.

Researcher has collected the opinions of the teachers regarding the developed educational programme for nurturing affective characteristics among the students of grade VIII through the interviews. These opinions of the teachers are presented in four categories such as the usability of the programme, Relevance of the activities in the school curriculum, impact on the students in

developing affective characteristics and the issues and challenges in implementing such educational programme in schools.

1. It was opined by the teachers that the developed educational programme was effective in nurturing affective characteristics among the students, as it consisted of a blend of activities that are integrated with the various subjects of the school curriculum.
2. It was opined by the teachers that the activities in the developed educational program like group discussions and narration of life incidents of the great personalities, self-expressions of the students, peer group work etc., enabled the students to understand the self, society and the importance of values necessary for life.
3. The teachers opined peer group activity conducted on energy conservation was a significant illustration from the daily life which generated awareness about the energy conservation and provided a scope for sharing the students' own life experiences.
4. The teachers opined that the opportunity to voluntarily participate in school assembly by delivering a speech on any current social issue helped the students to initiate the task with complete engagement.
5. The teachers opined that the immediate appreciation to the students for the right response during the classroom interaction, helped in creating an enthusiastic and educative environment in the class.
6. The teachers opined that integrating variety of activities with the curriculum ensured active participation, interaction among the students and provided constant motivation to the students. Teachers also opined that such activities developed in the student's positive attitude towards learning and a sense of belongingness towards the school.
7. Teachers opined that making a provision to listen to bhajan and guided meditation in the morning assembly and showing videos about the life incidents of great personalities helped reduce inattentiveness of the students and enhanced their concentration for learning.
8. Teachers expressed that the group activities related to the subject content and discussions about social issues helped them in establishing their own

identity, peer identity, developed a sense of belongingness towards school and love for the teachers.

9. It was opined by the teachers that there is a need to develop an integrated school time table that enable the teachers to implement activities for nurturing affective characteristics among the students.
10. Teachers opined that support of the school management in terms of material (learning materials, materials for organising experiments, audio visual facilities, etc.) and financial resources is very important for implementation of the program.

6.16.3 The Opinions of the students on the developed programme for nurturing affective characteristics.

Researcher has collected the opinions from the students regarding the developed educational programme for nurturing affective characteristics among them. These opinions of the students are presented in four categories such as the usability of the programme, Relevance of the activities in the school curriculum, impact on the students in developing affective characteristics and the issues and challenges in implementing such educational programme in schools.

1. Students opined that participating in the activities like listening to the bhajan and guided meditation they could increase their concentration and attentiveness in learning.
2. Students opined that they could develop interest towards the subjects, after listening to the guided meditation.
3. Discussions of social issues like dreadful diseases (AIDS) created interest towards social issues and created zeal to spread awareness about such issues to the general public. Students said that the discussion increased their self-expression and generated a sense of self-confidence in them.
4. Students expressed that the narration of inspirational stories like Eklavya, generated interest among them for self-learning and encouraged them to actively participate in the classroom activities.

5. Majority of the students opined that listening to the lectures of eminent personalities generated interest in them to explore new things and set a realistic goal for their lives.
6. Students opined that they learnt to listen to views of members of the group and learnt to co-operate with them, through the group activity.
7. The narration of the story Eureka.. Eureka helped them to think with different perspectives for a problem. The students expressed that the story helped them to think positively towards resolving the problems themselves.
8. The students opined that watching the movie CJ-7 taught them to respect their parents and teachers. They realized the importance of love and respect for others.
9. The students expressed that the movie CJ-7 made them to realize the importance of being in the real world rather than in the fantasy world.
10. Students opined that narration of success stories of various discoverers and life incidences of eminent personalities helped them in decision making and coping with stress.
11. The students expressed that group activities provided them with an opportunity to communicate with others, develop confidence in one's own self and peers and provided them with a sense of belongingness to the classroom.
12. Students expressed that lectures of eminent personalities inspired them to do hard work for achieving the set goals.
13. Students opined that the opportunities provided to express their thoughts, life experiences, ideas and feelings through speeches, discussions, developed their communication ability and increased their confidence.
14. It was found from the perceptions of the students on Educational programme that the programme developed was useful for them to get sensitised towards others and society at large and to develop awareness about own self.
15. The opinions of the students ensure that the developed programme was useful for the students to develop strong and stable personality by nurturing attitude, self-efficacy, interest and values.

16. It was found from the study that curiosity of the students for every activity, which is an indication of their desire to have such activities in the school curriculum.
17. The expressions of satisfaction seen on the students' faces after expressing their thoughts, their zeal to voluntarily participate in various activities and the teachers support for organising the activities indicates the positive and deep impact of the programme.
18. The study highlights constant encouragement and motivation provided to the students help in their expressions, share their views and ideas and active participation.

6.17 Implications of the Present Study

The findings of the study have several significant implications which are described below:

- The program enables the teachers and students to realize the importance of interests and attitudes in real life practices.
- Teaching the students through such programs provide the students a democratic environment to develop better conceptual clarity.
- Study highlights importance of affective characteristics in school curriculum
- The study provides an insight into the emotional support needed by the secondary schools students
- Since the development of affective domain takes place in co-ordination with the cognitive development, the program also is an attempt to develop the cognitive aspects of the students.
- The study highlights the roles and responsibilities teachers, principals, parents and community in developing the affective characteristics of the students.
- The study showcases the importance and effectiveness of learner centered approach of teaching.
- The study lays a strong foundation for putting the theory of development of affective domain into practice through the developed program.

- The study provides an insight to the teachers and school administrators to manage the behavioural problems of the adolescents experienced during the teaching learning process in the secondary classes.
- The developed program is based on the interest of the students hence provides a strong base for addressing the emotional and social needs of the adolescent.
- The designed program also enables the teachers to manage the large size of the classes.
- The designed program provides the students with an opportunity to improve their communication, organising, listening, presentation and adaptability skills.
- Some of the activities in the designed programs could support the process of establishing self-identity prevalent during the adolescent stage.
- The study emphasizes on the principle of joyful learning, which not only makes learning interesting but also helps the students manage the stress laid down by the heavy secondary school syllabus.
- Students during their adolescence are more attention seeking and are ready to showcase their abilities and capacities, the study provides a scope for active participation of the students which in turn helps them to exhibit their abilities.
- The designed activities enabled the students to satisfy their intense curiosity about the daily life.
- The secondary school students prefer interaction with peers, the developed program provides ample scope for peer interaction.
- The program helped the students to become aware about the social issues and concerns.
- The program enabled the students to realize their roles and responsibilities.
- The program had enough scope for provision of reinforcements which would support the adolescent's strong need for approval.
- Secondary students show disinterest in conventional academic subjects but are intellectually inquisitive about the world and themselves, the study

depicts that the designed program supported their intellectual inquisitiveness.

- The study shows that the designed program supports the moral and personal value development.
- Secondary school students are constantly in search of trustworthy role models who affirm their moral consciousness and ideas, the designed program provides scope for getting such role models through guest lectures and movies.
- The adolescents tend to be self-conscious and lacking in self-esteem, the designed program enables the students to improve their self-esteem.
- The students believe that their personal problems, feelings, and experiences are unique to them; the program makes them sensitive towards others problems.

6.18 Suggestions

There are certain points to be considered by the teachers and administrators of the secondary schools for developing the affective characteristics of the students. Such points are written below as the suggestions for the teachers and administrators, which is followed by the suggestions for policy makers and suggestions for further research.

6.18.1 Suggestions for the Teachers and Administrators

- School administration should ensure prevention of teachers using abusing words in the school premises especially in front of the students.
- School administration should providing democratic and conducive environment to the students in the school.
- Staff room discussions should be focused to the all round development of the students (think about students-work for students)
- A teacher should coordinate with other teachers, parents and the community and available resources.
- School management should make provision for designing and organising the activities in collaboration with all the teachers.

- Proper budget should be allocated for the enriching learning resources (AV-aids, other teaching learning materials).
- School management should provide proper orientation to the teachers regarding for the integration of the scholastic and co-scholastic activities related to affective development.
- Proper training should be given to teacher to sensitize the teachers towards organising activities related to development of affective attributes.

6.18.2 Suggestions for Policy makers

- Regulations should be provided and its implementation should be ensured in the schools for organising the activities for development of affective characteristics.
- The learning materials should have activities related to development of affective characteristics along with the cognitive development.
- Special in-service and pre-service training should be provided to the teachers for the nurturing affective characteristics in the students.
- Strictly enforce the regulation of limited manageable number of students in a single class.
- Special manuals to be produced and ample orientation related to it to be developed.
- B.Ed. curriculum should have elements focusing on the affective domain development (Value Education Paper, Life Skills)
- Development of assessment criteria for assessing the affective characteristics.

6.18.3 Suggestions for Further Study

The present study outcomes opens up new areas further research. The following are some of the suggestions in this regard.

- The study of the development of the affective characteristics among secondary school students may be extended to the other State and CBSE schools.

- Some of the curricular inputs may be (incorporation in the school curriculum) worked out in reference to the affective development of the students.
- Proper assessment techniques may be designed for assessment of the affective characteristics of the students.
- Investigations may be conducted to find out the inter-relationship between the affective characteristics i.e., development of Attitude, self-efficacy, interest and values.
- Studies may be taken up for providing curricular inputs in the teacher training programmes focusing on the affective development of the students.
- The impact of the developed programme can be studied for the other classes of the secondary section.
- The activities for developing awareness about junk food, need of good nutrition and drawbacks of drugs intake which is required for a maintaining a healthy mental status during the adolescence can be incorporated in the present program.
- Study can be carried out to compare the effectiveness of the program with respect to different types of schools (International Schools, CBSE schools and State Board Schools).
- More such activities can be planned for the entire year with respect to different topics of different subjects.

6.19 Conclusion

Nurturing affective characteristics in the students is significant along with the development of cognitive and psychomotor development. The educational commissions and committees lay lot of emphasis on the development of affective characteristics of the students. But the results of the observations of present day schools show that the integration of affective development activities is very scarce, due to which the all-round development of the students is stunted. This study shows that development of affective characteristics can be done when activities for affective development are integrated in the school curriculum. The developed program was usable since it was integrated with the present curriculum

and was based on the developmental characteristics of the secondary school students. The development of affective characteristics in the students would help in developing socially and emotionally sound citizens of tomorrow. Today the country find many of its youth entangled antisocial activities like terrorism, drug addiction, human trafficking etc., which arises not only due to the socio-economic background of the youth but also due to the lack of proper development of affective characteristics. This study is a pious attempt to strengthen the affective characteristics of the upcoming youths, so that they become staunch human beings for conducting progress of the country.



APPENDICES

APPENDIX -A
EDUCATIONAL PROGRAMME

APPENDIX-B

Examples of Activities Conducted

Some of the activities conducted for the development of affective characteristics in the school with the help of the teachers were described below

I. Activity for the Development of the Attitude

Researcher has conducted the few activities in the classrooms for the development of the attitude among students of grade VIII.

Activity 1: The story of Eureka..Eureka (How ideas can be generated?)

Objectives of the activity:

- a) The story (Eureka..Eureka...) provides an insight to generate ideas among students.
- b) To develop attitude among students towards positive thinking.

Story of Eureka..Eureka...

Archimedes was a Greek scientist. He lives in Syracuse nearly 200 years ago. The King of the land wanted to wear a Golden Crown. He gave some gold to a goldsmith to make a suitable crown. After few days, the goldsmith brought the finished crown to the King. The crown was weighed. The weight of the crown was equal to the gold given to the goldsmith by the King. The King looked at the colour of the crown. He had a suspicion. The goldsmith could have stolen some gold from the gold given to him. The King wanted to find out the truth. He asked his court scientist Archimedes to find out. The King said, "Find out how much gold had been stolen?"

How to find out the truth? Archimedes thought about the problem day and night. One day he was about to have his bath, but he was busy thinking. He did not notice the bathtub. The water in the bathtub was already full to the brim. He slid into the bathtub. Immediately a large quantity of water flowed over the brim of the bath tub. He noticed this suddenly. His brain wave worked suddenly. He jumped out of the bathtub, shouting, "Eureka! Eureka!" Eureka in Greek means "I have found it."

Different metals of the same weight have different volumes. Objects, put in water, will displace water. The displaced water will be equal to their volume.

For example, an iron cube weighing a kilogram will disperse some water. But an aluminium cube of the same weight will displace more water than the iron cube. Archimedes knew all these theories. Using this as the basic knowledge, Archimedes worked out a plan to find out the purity of the crown.

Archimedes took two bowls. He filled them with water to the brim. Then he placed each bowl separately in the middle of the large vessels. He placed the crown in one bowl. Water overflowed. It collected at the bottom of the outer vessel. Then he took a cube of pure gold. This cube of gold was equal in weight to the crown. He kept this gold cube in the middle of the second bowl. Here also water overflowed. Water got collected at the bottom of the outer bowl.

Archimedes then measured the quantity of water in the two vessels. He found out the difference in the water overflow. The crown had sent out more water. The cube of gold had sent out less water. But both the crown and the gold cube were of the same weight. So, they should have sent out the same quantity of water. Therefore, the crown had some other metals mixed in it. These metals took up more space in the water than pure gold.

Archimedes reported this finding to the King. The King demanded the truth from the goldsmith. The goldsmith then confessed. He had stolen some gold. He had added some other metals.

Procedure: Researcher provided the story in a print form. All the students read the story. Researcher asked the students to narrate the story. Some of the students narrated the story. Later researcher asked the students to express the points they liked in the story. Reflections of the students are described below.

Reflections: After reading the story of Archimedes, the students reflected that the ideas generate only when they think towards the problem. The students expressed that Archimedes could find the solution for the problem because he constantly kept on thinking for the solution. The students appreciated the way Archimedes connected the amount of water displaced with the amount of gold used to make the crown. Researcher observed that the students developed awareness about thinking continuously with a positive attitude to find solution to any problem. It

also emerged from the discussion that the students understood the importance of thinking with different perspectives about any problem.

II. Activities for the Development of the Interest

Researcher has conducted the few activities in the school for the development of the interest among students of grade VIII.

Development of Interest among the students towards the school and teachers is an important affective characteristic. Researcher conducted various activities in the school assembly involving the students of VIII standard. School assembly comprises six activities. For conducting these activities researcher took help from the schoolteachers.

Objectives of the activity:

Researcher conducted the activity keeping the following objectives.

1. To develop students' interest towards school and the teachers.
2. To provide an opportunity to participate variety of activities in the school assembly.

Procedure: After taking permission from the principal researcher discussed various activities to be conducted in the school assembly with the teachers and principal. The programme scheduled for the week and various activities displayed in the noticeboard and informed to all the students and the staff of the school.

2 Activity: Guided meditation

Researcher has given followed instructions before start the activity.

Instructions for the activity:

1. Please sit on a *Padmasana* posture (or any comfortable posture). The most stable of all the poses is *Padmasana* for meditation. (the spine, hips and head should be straight)
2. Follow the instructions in the audio to be played and
3. Maintain the discipline.

After given the instructions, the students taken their positions and the researcher played the audio (created by the Ramakrishna mission) of the guided meditation. The meditation was conducted for 20 minutes. Later, researcher discussed about the meditation and its benefits. This has mentioned below.

Meditation and its benefits:

1. Posture '*Padmasana*' means lotus like.
2. Lotus posture is beneficial for many diseases
3. This posture provides and promotes a feeling of happiness.
4. Positive Effect on Health and mental peace
5. *Padmasana* posture perfect for memory. Mind tries to stabilize from the diverted thoughts.
6. When close the eyes and take deep breath you get stress-free.

Reflections:

After the school assembly, the researcher conducted a discussion with the students of standard VIII to find out their experiences and feeling that arouse while meditating. Majority of the students expressed that they felt peaceful and calm. They also expressed that they felt more energetic, fresh and enthusiastic to learn. The researcher observed that meditation in the morning school assembly created attentiveness among the students to learn.

3 Activity: *Bhajan*

The researcher played the audio of Sanskrit *bhajan* (*Achyutham Kesavam Rama-Narayanam*) for 20 minutes. The copy (printout) of the lyric of the *bhajan* and its meaning has been circulated to the Researcher has provided instructions before conducting the activity.

1. Listen carefully and follow the lines.
2. Repeat the lines after every four lines.

The students were actively participated in this activity. They were very much interested to listen and repeat the lyrics of the *bhajan*. After completion of the audio the researcher explained the importance of the *bhajan* and meaning of the *bhajan* '*Achyutham Kesavam Rama-Narayanam*'. Researcher explained the following points.

Students keenly listened to the *bhajan* and simultaneously read the meaning of the *bhajan* given to them. After completion of the audio, the researcher explained the importance of the *bhajan* and meaning of the *bhajan* '*Achyutham Kesavam Rama-Narayanam*'. Researcher explained the following points.

Bhajan develops the positive feelings in our minds and creates a sense of unity with the almighty. It also provides relaxation to our minds, since while singing one is physically and mentally at the same place. With this relaxed minds one can concentrate in a better way in daily activities.

After the school assembly, the researcher discussed about the *bhajan* with the VIII standard students. Most of them said that they felt peaceful listening to the *bhajan* and repeating lyrics of it. The lyrics of the *bhajan* are as follows:

Meaning of the *Bhajan* (*Achyutham Kesavam...*):

Researcher had elicit the meaning of the bhajan to the students. The lyric (*Achyutham Kesavam...*) inscribed on the God of Sri Maha Vishnu has written by Sri Adi Sankaracharya. The lines, which were praising to god are called 'Sotras'. In this 'Sotras' he praised the God of Sri Maha Vishnu's Avatars (incarnations) and for his gratitude of protection of the people all the time.

Reflections:

Students expressed that they could feel God showering his blessing on them. Students stated that listening to the *bhajan* they were able to improve the concentration in the studies. All the students were cherished the organisation of such an activity in the morning and expressed their wish to have it regularly in the school.

Table Lyrics of '*Achyutham Kesavam Rama-Narayanam*'

<p><i>Achyutham Kesavam Rama-Narayanam</i> <i>Achyutham Kesavam Rama-Narayanam</i> <i>Krishna-Damodaram Vasudevam Harim;</i> <i>Shreedharam Madhavam Gopikavallabham</i> <i>Janakee-Nayakam Ramachandram Bhaje</i> <i>Achyutham Keshavam Satyabhamadhavam</i> <i>Madhavam Shreedharam Radhikaradhakam;</i> <i>Indiramandiram Chetasa Sundaram</i> <i>Devakee-Nandanam Nandajam Sandadhe</i> <i>Vishnave Jishnave Shakhine Chakrine</i> <i>Rukmineeragine Janakeejanaye;</i> <i>Vallaveevallabha Yarchitayatmane</i> <i>Kamsavidhvamsine Vamshine Te Namah</i> <i>Krishna Govinda he Rama Narayana</i> <i>Shreepate Vasudevajite Shreenidhe;</i> <i>Achyutanata he Madhavadhokshaja</i> <i>Dvarakanayaka Draupadee-Rakshakaa</i></p>

Rakshasakshobhitah Seetayah Shobhito
Dandakaranya Bhoopunyata Karanah;
Lakshmanenavito Vanariah Sevito
Gastyasampoojito Raghavah Patumam
Dhenukarishtaka Nishtakriddveshinam
Keshiha Kamsahridvamshiko vadakah;
Poothanakopakah Soorajakhelano
Bala-Gopalakah Patu mam Sarvada
Vidyududyotavan Prasphuradvasasam
Pravidambhodavat Prollasavigraham;
Vanyaya Malaya Shobitorasthalam
Lohitanghridvayam Varijaksham Bhaje
Kunchitaih Kuntalairbhrajamananam
Ratnamaulim Lasatkundalam Gandayoh;
Harakeyoorakam Kankanaproyjvalam
Kinkineemanjulam Shyamalam Tam Bhaje
Achyuta syastakam Yah Pathedistadam
Prematah Pratyaham Purusah Saspruham
Vrittatah Sundaram Kartrivisvambharas
Tasya Vasyo Harirjayate Satvaram

(Source: <http://www.hindu-blog.com>)

4 Activity: Student's speech on Important Social Issue

Researcher had asked the students of VIII standard to voluntarily participate in the morning assembly activities. When a speech of 5 to 6 minutes was to be given on occasion of 'World AIDS day' (1st December) on November 31st, three students voluntarily agreed to prepare a speech and present.

They spoke on the causes of spread of AIDS, precautions to be taken for preventing the entry of the HIV into the blood, effects of the HIV on the body, the social stigma that the HIV positive people tolerate and the right way to treat the HIV positive people. The expressions observed by the researcher clearly reflected the sensitivity of the speakers (students) towards the deadly syndrome. Some of the students asked few questions to get more information, for which the researcher replied suitably. The other students listened carefully, depicting interest in the conversation.

Reflections:

After the assembly, the researcher interacted with the VIII standard students to find out their viewpoints about the speech given by their friends in the assembly. Individual reflections of all the students were elicited. Most of them reflected that since AIDS is not a contagious disease, the patients should be treated like a

normal human being and should be allowed to play, read, write etc., i.e., they should be provided all the opportunities like a normal human being and should not be neglected. This shows that most of them had a positive attitude towards healing human sufferings. Students conveyed their glad feelings about the activity due to which they got the opportunity to know and express about AIDS.

5 Activity: Story telling

On the fourth day, the researcher narrated the story of Eklavya in the assembly. A brief description of the significance of the story was also spoken.

Significance of the story of Ekalavya

The legendary character of Eklavya in Mahabharata provides an inspiration to turn one's dreams into reality with one's effort and tireless practice. The character also depicts eagerness to learn because of which he could learn the skills of archery. Eklavya is a classic example for self-learning using the powers of concentration, which could be easily developed by constant meditation. He learnt without physical appearance of the Guru.

Eklavya's character motivates us to develop an eagerness to learn more, even if the opportunities are not available. It also communicates to use the opportunities wisely. Eklavya is an example that teaches us to have profound respect for our teachers (Gurus).

There is a principle called Eklavyaism in Mahabharata, which believes in self-learning and self-perfectionism. Eklavyaism, is a *bhava* or sentiment, which is based on the philosophy for self-learning with self-meditated mind.

The story of Ekalavya:

Ekalavya, who is shudra (lower) by caste, is a bright, enthusiastic and brave boy having great desire of learning the art of archery from Dronacharya. He lived near the ashram of Drona where *pandavas* and *kauravas* are taking lessons in various arts. He had dreamed for learning art of archery under Drona but he was not accepted as disciple as he was shudra. On coming to know that there is no opportunity for him, he was disappointed.

Even then, Ekalavya is strongly determined for learning archery. There are no boundaries for his determination and eagerness for learning. One day Ekalavya installed a clay idol of Dronacharya near his house and worshipped it as his Guru.

Every day in the morning, evening and at night he prayed in front of that idol and took self-lessons in bow and arrow. He is talented, concentrated and determined in self-learning. Soon he had made a miracle he acquired very good knowledge in bow and arrow. He became an expert, skilled person in art of archery.

One day, as it happened, Acharya Drona and Arjuna were passing near the hut of Eklavya. It was pleasant and peaceful afternoon and people were taking rest. But the tranquillity and silence was broken by constant barking of a dog. Eklavya did not like this, and therefore, he shut the mouth of the dog with an arrow. Dronacharya and Arjuna were surprised to see the dog with his mouth sealed with an arrow.

Naturally, the curious Arjuna asked his Gurudev as to know who could have done this delicate job. Even Dronacharya was amazed and knew the archer must be exceptionally skilled artist. They decided to trace this skilful fellow and reached the spot where Eklavya was practicing wonders with his bow and arrow in front of the clay image of Drona. It took no time for Dronacharya to understand the situation. He realized that Eklavya was superior to Arjuna in some respects.

Guru Dronacharya loved Arjuna very much and Drona's favorite student is also Arjuna. So he gave his word of making Arjuna as the best archer on earth. But on seeing Ekalavya, Guru Dronacharya feared that he might not keep his words of making Arjuna the best. For a Guru or King keeping the word is much more important than his life. He thought for a while and came to a decision of removing Ekalavya from the competition.

Dronacharya went to see Ekalavya and asked him who his Guru was? Seeing Dronacharya he was excited and overjoyed. Ekalavya said that he worshipped Dronacharya and he was his Guru. He attributed all his success to Guru Dronacharya.

Guru Dronacharya was pleased with the dedication and loyalty of Ekalavya but to keep his words he had no choice. So, he accepted Ekalavya as his disciple and requested for Guru Dakshina.

Ekalavya was overwhelmed to see Dronacharya had accepted him as his disciple. He had promised Dronacharya that he will try utmost to give his Guru Dakshina. This is the pathetic scene or tragic incident into play.

Guru Dronacharya said that he was pleased with his respect and loyalty for Guru. But Dronacharya demanded a heavy prize from Ekalavya, he asked Ekalavya's right thumb as his fees for Guru Dakshina. Everybody there were stunned on listening to Guru's unusual and cruel demand. For an archer asking to give his thumb is almost equivalent for asking him to give his life.

But Ekalavya was happy for being his dream fulfilled that is being accepted as disciple of Dronacharya. In order to keep his promise without any protest Ekalavya cut off his thumb and placed at the feet of Dronacharya. Even Gods praised his great sacrifice. Though it had an unhappy ending, because of Ekalavya's sacrifice it became a legend.

Reflections: The researcher discussed with the students of VIII standard to know their views about the story of Eklavya. All the students said that concentration, dedication and determination were the key points that they could learn from the story. They expressed that if one has a wish to learn she/he would learn it even if there were no teacher. Students opined that if one is allowed to learn something of one's own interest they could learn on their own. The students expressed that everyone should show respect to all the teachers of the school. Most of the reflections indicated that self-motivation to learn arise in students when they are allowed to learn something of their own interest. This expression shows that students perceived the value of respecting their teachers and value for learning their subjects properly.

There are number of ways in which storytelling can enhance intercultural understanding and communication. Researcher has given importance of the story telling.

Benefits of the story telling:

- 1) Allow children to explore their own cultural roots
- 2) Allow children to experience diverse cultures
- 3) Enable children to empathise with unfamiliar people/places/situations
- 4) Offer insights into different traditions and values
- 5) Help children understand how wisdom is common to all peoples/all cultures
- 6) Offer insights into universal life experiences

- 7) Help children consider new ideas
- 8) Reveal differences and commonalities of cultures around the world
- 9) Promote a feeling of well-being and relaxation
- 10) Increase children's willingness to communicate thoughts and feelings
- 11) Encourage active participation
- 12) Increase verbal proficiency
- 13) Encourage use of imagination and creativity
- 14) Encourage cooperation between students
- 15) Enhance listening skills

6 Activity: Guest/recorded talk

Researcher played the audio of a speech delivered by Dr. A. P. J. Abdul Kalam (Former President of India). The speech was of about 20 minutes and followed by discussion with the students of VIII standard. A brief description of the speech is given below.

The audio (Appendix-J) is about the talk of Dr. Kalam's the speech on the eve of the 150th birth centenary celebration of Swami Vivekananda in Gujarat. He motivated the students by highlighting that all the human beings are born with potentials, ideas and dreams to achieve certain goals. He addressed ignited minds of the youth as powerful resource on earth. For the youth to succeed Mr. Kalam said there are four things required: Aim in life, Acquisition of Knowledge, Hard work and Perseverance. He quoted the eminent personalities who made different discoveries or who rendered great services to the nation when they were young like Thomas Edison, Graham bell, Sardar Patel, Madam Curie, Jamshedji Tata, Mother Teresa and C.V. Raman. Another important aspect he explained was that one should be humble enough to express one's ideas /dreams to their loved ones. In this respect, he quoted one example of a young girl who wanted to study psychology but her parents forced her to study any technical course, but with love and affection when she explained her aspirations to her parents, they allowed her to study psychology. Dr. Kalam also said that if one wants to fulfil their wishes one should have confidence to achieve them. To explain the importance of confidence Dr. Kalam gave an example of a visually challenged young rural child who confidently said that he would become the first visually challenged president

of India. That child performed well in the SSC and HSC exams, was admitted in IIT then got Job in a good firm.

Dr. Kalam emphasized that the students should have a goal and should work hard with integrity to achieve the goal. Along with the achievement of the goal, the student should also aim at becoming a good member of the family, society and nation and should keep the environment clean. Dr. Kalam expressed his strong belief that the young students can succeed only if they have confidence, strength and faith in their hearts. He strongly urged the students to keep the national flag flying in their hearts in order to bring glory to their motherland (India).

Reflections:

After the speech researcher discussed on the talk. Students were very attentive while listening to the recorded talk of Dr. A. P. J. Abdul Kalam. Students of VIII standard expressed their happiness to listen to the inspirational talk. They expressed their willingness to keep the environment clean and safe. Students supported the views of Kalam in which he said that one could succeed only if one has confidence, strength and faith in their hearts. Some students showed their eagerness to decide a strong goal for future. They also expressed their desire to listen to such motivating and inspirational talks regularly in the assembly, at least once in a week.

7 Activity: Discussion on Energy Conservation and Environmental Protection

The researcher conducted a discussion energy conservation and environmental protection in the assembly. For this, the VIII standard students were asked to share their ideas regarding the topic. Five students came up to the stage and expressed their ideas. Two students said that they could conserve electric energy by switching off the lights, fans, television, air condition and other electrical appliances whenever not in use. One student interestingly spoke on the measures to be taken for energy conservation. The ideas expressed were appreciable, they said that to save energy we need to use energy economically, learn to use of solar energy to reduce pollution and reduce the use of petrol. Other two students emphasized on plantation (saplings) and use of public transport for safeguarding

non-renewable sources of energy. The thoughts expressed by students reflected the value of respect for the natural resources.

Reflections:

Researcher observed that students had understanding about the conservation of energy. They were bold enough to express their ideas in the assembly and they expressed possible means for finding the alternative sources of energy. After the five students spoke researcher appreciated the students for expressing their ideas and asked the other students to ask questions or add more points to what the speakers already spoke. Some of the students said that to conserve energy we can use solar cookers for cooking. One of the students in the assembly asked the speakers whether we could run our vehicles by the use of solar energy. The speakers said that one such car was designed in USA, which worked on solar energy, but it has to be worked out in all the countries. One of the speaker also said that it would be difficult to run the vehicles on solar energy in those countries where half of the year the sun does not come out. For this, another student said that we should find such oils made from plants, which can serve as fuel for the vehicles in those countries. The students showed awareness about the various types of manmade-pollutions and discussed the various action plans to reduce the pollution. Such discussions in the assembly create awareness and sensitises them about various problems faced nationally and globally. It also develops interest and positive attitude among the students for learning new things.

Benefits of the School Assembly:

Some of the benefits of conducting small activities in the school assembly, based on the reviewed research studies, participant observations made by the researcher and opinions of the teachers are described below.

Morning assembly is a symbol of unity of the school. It provides an opportunity to the students to know about the various activities conducted by the students of other classes, cultivating a sense of belongingness towards the school. It trains the young minds to respect and appreciate what others have done.

The morning assembly provides a channel to release information related to the club activities, extra-curricular activities, and about the activities conducted in and around the school every day. Besides, the morning assembly develops the

confidence in the students to express their views, opinions and ideas in front of a crowd. It is a common platform for both students and teachers for sharing their ideas about different cultures, festivals and current affairs.

It was widely acknowledged by the teachers and research studies that the morning school assembly is essential for growth and development children's different domains. The variety of activities can have a positive impact on students' physical, mental, and social well-being. It can also have a positive influence on achievement and may improve their readiness to learn. Research studies show evidences of improved behaviour, increased self-esteem, and positive social interaction in the students due to the activities conducted in the school assembly. Such activities, if conducted in routine, would enable the students to develop a sense of belongingness and connectedness to the school environment. Researcher identified the benefits of the school assembly from the various activities provided in the table.

Table : The Benefits of the School Assembly

S. No	Activity	Benefits
1	Guided Meditation	It improves memory. Mind is stabilized from getting diverted to various thoughts
2	Bhajans (Sanskrit)	It brings togetherness and creates understanding about the harmony of different religions
3	Speech on the Important social issues	It provides an opportunity to the students to express their views, opinions, thoughts, and ideas on different topics
4	Story	Stories provide the values of life and create awareness about the different cultures
5	Guest talk	It provides inspiration to the students for changing their behavior, attitude and modifies their thinking pattern.
6	Discussion	Sharing the knowledge and ideas help in developing a feeling of togetherness, creating awareness about various national and global issues and provides different perspectives to think about the same idea.

III. Activities for the Development of the Self-efficacy

Researcher has conducted the few activities in the classrooms for the development of the self-efficacy among students of grade VIII.

8 Activity: Movie (CJ-7)

In this activity, researcher showed the movie titled ‘CJ-7’. The values can be taught by motivating and showing some inspirational movies/videos. The movie has various instances, which would make the students sensitise about different life values.

Objectives of the activity:

- a) To enable self-efficacy of the students.
- b) To help them to realize their roles in their real life.

This is the movie about the father (Chow Ti) and his son (Dicky), school going boy and his fantasies to impress his friends. Where boy’s father motivates towards his studies and explains about morals to him. Another character, which support to that boy is a teacher (Ms. Yuen), whom he like very much and encourages always. At the end of the movie, the boy realizes the reality of the life (come out from the fantasies). The message of the movie is ‘no alternative to success, hard work is key to success’. The story line is described below.

Plot (story line) of the movie:

Chow Ti (Stephen Chow) is a poor labourer working on construction sites. He lives in a partially demolished house with his son, Dicky (Xu Jiao). Chow is eager to save money so he can continue sending his son to private school, to ensure that his life will be better in the future. However, Dicky is often bullied by other children and his teacher (mainly due to his lowly status), and he usually finds comfort with a young educator, Ms. Yuen (Kitty Zhang Yuqi).

One day, while at a department store, Dicky begs his father to buy him a popular robotic toy called CJ1. Chow cannot afford it, and the situation ends badly when Chow spansks the stubborn Dicky in front of other customers. Again, Dicky finds comfort in Ms. Yuen, who is passing by. That night, Chow visits the junkyard where he often picks up home appliances and clothes for Dicky. He finds a strange green orb and takes it home, telling Dicky that it is a new toy, better than the robot they saw earlier. Dicky is hesitant at first, but agrees to keep it. The following

evening, the orb transforms into a lovable alien creature that befriends Dicky. After playing, he names the alien "CJ7", and then falls asleep. He dreams that the alien will help him gain popularity and good grades at school (parodying Stephen Chow's previous films, Shaolin Soccer and Kung Fu Hustle). Buoyed by his dream, Dicky takes CJ7 to school the following morning, but he receives a zero on his exam and is humiliated during physical education. Frustrated, Dicky tries to dispose of the CJ7, but realizes his mistake and later reconciles with it. The next day, because of his alien pet, Dicky begins to make new friends at school. However, when his father discovers that he lied about his bad exam result, Chow confiscates CJ7, arguing that Dicky will never pass school if there are distractions. The father and son fall out, so Dicky sticks close to Ms. Yuen, who promises she will look after him. This cheers Chow up somewhat, who fears he might lose his son's love.

Later, while Chow is working on a skyscraper, his foot becomes entangled in a rope attached to an oxygen tank. The tank is knocked off the building, pulling him along with it. He later dies at a hospital, and Ms. Yuen takes Dicky home, explaining what has happened. The boy then shoves his teacher out of the house; through his tears he tells himself that his father would never leave him alone.

At the hospital, CJ7, using its otherworldly powers, revives Chow and transports him home. The next morning, Dicky, in tears of happiness, promises his father he will never give up at school or in life. The cost of CJ7's rescue is high, as his own life fades away through the exhaustion. While Dicky waits and waits for his pet to resurrect, his notepad opens on an unfinished page and a pencil writes a message (presumably from CJ7): continue with your schoolwork. Following the advice, things return to normal, with Chow attempting to flirt with Ms. Yuen (with little success), and Dicky playing with his new school friends. Finally, after he prays, Dicky sees a UFO land nearby, from which run hundreds of little aliens.

Reflections:

After the video show, all the students appreciated the movie with huge applause. Later, the researcher discussed about the values observed by the students in the movie. The students expressed that they loved the movie CJ-7 very much. They liked the characters namely alien CJ-7, the boy, his father and the female teacher (Ms. Yuen). They appreciated the father's support and teacher's motivation given

to the boy. At the end of the movie, the boy realized the truth and comes out of the fantasies that were also appreciated. Finally, the students praised the boy for coming out of the fantasies and studying. Thus, the students were sensitised by the values like motivation, respect for the elders shown in the movie. They could also realise that their real task is to study well and not to wander around in the fantasy world.

9 Activity: Strengths and Weakness

Objectives of the Activity:

- a) To understand the individual strengths and weaknesses of the students.
- b) To strengthen their thinking process of their own knowledge, abilities and skills.
- c) To help in strengthen the weakness of the students.

In this activity, researcher provided a set of questions (see the manual appendix A) which motivated the students to think about their strengths and weakness in academics, their behaviour with teachers, friends, their likes and dislikes, their feeling when they faced success and failures and their perception about their school. The students described their strengths and weaknesses in studies as well as in some of the life situations. After the activity was completed researcher asked the students to share what they liked about the activity and the points they disliked about the activity.

Reflections:

The researcher observed that when some of the students were expressing their thoughts they got emotional and said that they had never such an activity where they could express their emotions/feelings /thoughts. Most of the students were happy expressing their strengths and weaknesses.

The students reflected that the activity provided a medium to understand their hidden strengths and weaknesses. The students said that they experienced relief when they expressed their thoughts. They felt that the activity enabled them to know themselves in a better way and made them to think the ways to improve themselves. Some of the disliked points were that the activity did not have any interesting game/puzzle and it made them to continuously think and write.

10 Activity: Diary Writing

Objectives of the activity

- a) To explore understand of their daily activities.
- b) To promote their personal and academic growth.

Procedure:

Researcher provided a diary to students to write about their thoughts and daily happenings. They were given instructions as described below to write the diary. They were asked to write their experiences in library, classroom, laboratory and playground. They were also asked to write their thoughts, feeling and emotions about the various incidents that took place during the day.

Researcher asked the students to write the diary for three months daily for 10 to 20 minutes at the end of the day.

Before starting the activity researcher given few instructions for the activity:

- i. Write in a chronological order. Start with events that happened early in the day, and end with events that took place last thing in the evening.
- ii. Write the entries in the first person. Use 'I', 'we', 'us', 'we're', 'they', etc
- iii. Make your entries detailed, but avoid over describing what is not needed.
- iv. Talking about events that involved you, or your familiar, or close friends. Avoid talking about strangers, and events you were not involved.
- v. If you are feeling sad, explain what is making you feel sad. If you are happy, write down why. Include your emotions in your diary. Do not be afraid to write about your thoughts and feelings.

Reflections:

Researcher discussed with the students, after three months, to find out what they felt after writing the diary. The students expressed that they could make definite plans for their daily routine. They could make a clear academic goal for themselves. Most of the students opined that they could get rid of their confusions related to their studies and relations (especially friends). Some students also felt that writing the diary helped them to get solutions for some of the problems. They also said that writing a diary helped them to understand themselves better.

IV. Activities for Development of the Values

Researcher has conducted the few activities in the classrooms for the development of the values among students of grade VIII.

11 Activity: Group activity on ‘National Energy Conservation Day’

On the National Energy Conservation Day (on 14th December), the researcher conducted the group activity.

Objectives of the activity

- a) The activity focuses on development of values among the children.
- b) To make aware the students significance of the National Energy Conservation Day.
- c) To promote the importance of natural resources.

Procedure:

Researcher organised the group activity to create awareness and to develop sensitization for saving the electricity. For this, a discussion was organised by the researcher for the VIII standard students. Before the discussion started researcher tried to make the students aware about the significance of the National Energy Conservation Day by describing the meaning of conservation and name of different energies used by man and resources providing those energies.

Later, researcher gave a brief idea about the generation of electricity from the different sources and the means to save it. Further, explained the benefits of saving the electricity now. For the group discussion researcher gave a problem, which is described below. The problem was related to saving the units of electricity, so, the researcher explained the calculation of units in the domestic meters. They were informed that the electricity used was measured in terms of watts. 1000 watts usage per hour is calculated as 1 unit. Example; in an entire day if the usage is 10000 wattage use. Then consumption is 10 units.

Problem: If the cost of one unit is Rs. 2.30 ps, If you save two unit of electricity per day. How much money can be saved per year? (Table 4.8 shows calculation of the problem)

Table: How they did it: Calculation of the problem

Saving units for year	Saving Money for year
Daily saving =2 units	Cost per one unit = Rs.2.30 ps Daily saving money = Rs.2.30ps× 2 units = Rs.4.60ps/day
Saving units for one month=60 units	Saving money for one month = 30 days × Rs.4.60ps = Rs.138/month
Saving units for one year =720 units	One year saving money =Rs.138 × 12 m = Rs.1,656 /year
Every year we can save 720 units of power and Rs.1, 656 of money.	

After the above exercise, the researcher elicited few points from the students about how to save the electricity.

- The students said the use of CFL bulbs reduce power consumption.
- The students said they can reduce the time the watch T.V., play videogames on the computer and play more outdoor/indoor games.
- The students said that they can switch of the heaters, ACs, fans whenever not required.

Reflections:

Students actively involved and realized the importance of the saving the energy. Researcher has interacted with students and allowed them to express their opinions and views about energy consumption and its saving. Students expressed the benefits of electricity spoke about the alternatives that could be used for electricity. Students expressed the ways to save electricity through various daily activities.

Students reflected that the group activity was enjoyable and encouraging since they could express their thoughts to their group mates; each group mate had a chance to express their thoughts and ideas. They said that, they learnt a good habit of saving electric energy. Students opined that they liked to discuss in the group because they learnt new things and learnt to listen to others. Researcher observed, after conducting this activity, students cautiously switched off the lights and the fans whenever they went outside the class. Finally, the students opined that energy saving is money saving. So, they made slogan ‘save electricity and save money’.

12 Activity: Video show on life incidents of great personalities

In this activity, researcher showed two animated video clips on A.P.J. Abdul Kalam's life incidents. (Video in CD Appendix-J)

Objective:

- a) To promote the values among the students through the life incidents of Kalam.
- b) To develop the values related to friendship, religious harmony and respecting other religion through life incidents.
- c) To develop the sense of hard work ship and encourage positive towards studies.

Description on video shown:

Researcher showed the two videos based on the life incidents of Dr. A. P. J Kalam.

Incident 1: The incident highlighted the friendship of Kalam with a priest's son. They were good friends, but their teacher discriminated between them on the basis of their religion. The teacher stopped discriminating when the priest explained him that all children are equal in the eyes of God, irrespective of the region, caste and religion they belong.

Incident 2: Another incident showed was related to the school days of Abdul Kalam. The incident took place when the Second World War ended, and the effort to get freedom was in full swing in India. Listening to the freedom fighters thoughts to do something for our motherland; Kalam also wished to do something for his country. But to fulfil this wish, he had to go for higher studies in a good school. His parents somehow managed to get him admitted to a good school in Rameshwaram though they were poor. One day he was punished by the Mathematics teacher for entering a wrong class. That day Kalam decided to work hard and gain a good result. At the end of that year, he got full marks in Mathematics. He rejoiced and his parents were happy with the result. The students reflected on the second incident, that they could realise the importance of hard work to achieve their goals.

Reflections:

After the video showed, the researcher discussed with the students to find out the thoughts generated in their minds while watching the video. The students expressed that Hindus and Muslims should live in unity. They appreciated the priest who made the teacher realize that all human beings are equal in the eyes of God. They also appreciated Kalam for obeying the teacher in the class. Kalam's love for listening to the Hindu mantras though he was a Muslim was also appreciated by many students and they said that we all should respect all the religions.

So, the above activities help in nurture the affective attributes among the children. Teacher has prime responsible for the affective behaviour of the children. The intention to say this, teacher has role model to for nurturing the affective behaviour of the adolescent students and students spend most of the time in the schools.

APPENDIX-C

Letter for Validation

Dr. K. Pushpanadham

Associate Professor



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Date: 9-4-2011

To

Sub: Validation of the Educational Program developed for nurturing Affective Characteristics among Secondary School Students.

Dear Sir/Madam,

Mr. Sakesh Genni is my doctoral student working in the area of development of an educational program for nurturing Affective Characteristics among the students of standard VIII. He has developed the program by following the principles of program development and it is consisting of three sections dealing with conceptual background of affective characteristics, strategies to develop them and the framework for assessment.

You are kindly requested to go through this draft manual and provide your feedback and specific suggestions to improve. The program validation report is enclosed for your comments. An early response in this regard is highly appreciated.

Thanking you sir

Sincerely

Dr. K. Pushpanadham

Research Guide

Encl: Educational programme, Educational Programme Validation Report form, and Brief note about research study.

**DEVELOPMENT OF AN EDUCATIONAL PROGRAMME FOR
NURTUNING AFFECTIVE CHARACTERISTICS AMONG
SECONDARY SCHOOL STUDENTS
PROGRAMME VALIDATION REPORT FORM**

Name:

Designation:

1. Content and its Presentation

2. Relevance and importance of the Material developed

3. Usability and adoptability of the material

4. Overall educational value of the programme

5. Specific comments and Observations

6. Suggestions for improvement

Signature

Date:

APPENDIX-D
List of Experts (Programme Validation)

S.No.	Expert Name and Designation	Address
1	Dr (Mrs.) Sabita Prava Pattnaik Professor of Education	Regional Institute of Education (RIE) (National Council of Education Research & Training) NCERT Sachivalaya Marg (Near BDA NICCO Park) Bhubaneswar-751022 (ORISSA)
2	Dr.Ramesh Babu Associate Professor in Education	Regional Institute of Education (RIE) (National Council of Education Research & Training) NCERT Shamala Hills, Bhopal, MP
3	Mr. Jose Kurian Supervisor	Convent of Jesus and Mary (Girls High School) Fateh Gunj Vadodara
4	Prof. M.K.Yagnik Professor of Education	S.P. University Vallabh Vidya Nagar
5	Prof S.Kumar Professor in Education	Centre of Advanced Study in Education (CASE) Faculty of Education and Psychology The M. University of Baroda Vadodara
6	Dr.(Ms)Shailaja Associate Professor	Central Institute of Education(CIE), 33, Chattra Marg, University of Delhi Delhi 110 007
7	Dr. P.V. Xavier Principal	Navrachna College of Education Sama, Vadodara
8	Fr. Teles Fernandes Principal	St. Xavier's PTC College Savghad (Post) Vijapur Road Himmat Nagar- Pin 383 220

APPENDIX-E Observation Schedule

CLASSROOM OBSERVATION SCHEDULE

(LEARNING AFFECTIVE CHARACTERISTICS)

Teacher Qualification:

Teaching Experience:

Gender: Male/ Female

Teaching Subject:

Class:

School:

Date:

Observation Statements	Very Frequently Occurs	Frequently Occurs	Some times	Rarely	Never Occurs
Teacher's Affective Behaviour in the Classroom					
1. Teacher develops interest in the lesson					
2. Teacher directs students' attention towards the lesson					
3. Teacher encourages students to actively involved in the learning process					
4. Teacher creates democratic atmosphere with students while teaching					
5. Teacher maintains good rapport with students					
6. Teacher interacts with all the students in the class					
7. Teacher moves around the class					
8. Teacher facilitates student work					
9. Teacher carefully listens to students doubts					
8. Teacher clarifies students' doubts immediately					
10. Teacher carefully listens to students questions					

Continue...

Observation Statements	Very Frequently Occurs	Frequently Occurs	Some times	Rarely	Never Occurs
11. Teacher responds immediately to the students Questions					
12. Teacher promotes a caring atmosphere in the school					
13. Teacher appreciates student responses					
14. Teacher corrects for student's negative expression of emotions (e.g., anger, frustration, sadness.					
15. Teacher integrates values through examples in learning process.					
16. Teacher adapts teaching style to meet children's Interests.					
17. Teacher fosters children's curiosity in exploring new things					
18. Teacher initiates student to express views and opinions					
19. Teacher considers students views and opinions					
20. Teacher promotes equal opportunities for all					
Students' Behaviour on affective learning in the classroom					
1. Students wish /greet teacher at the beginning of the class					
2. Students listen attentively to the teacher instructions, Lesson					
3. Students show awareness of classroom proceedings					
4. Students participate in classroom activity with confidence					

Continue...

Observation Statements	Very Frequently Occurs	Frequently Occurs	Some times	Rarely	Never Occurs
5. Students show interest in subject					
6. Students have varied opportunities to interact positively with peers					
7. Students volunteer involvement in learning (asking Q's, doubts of their own)					
8. Students appreciate peer ideas/views/opinions					
9. Students cooperate in an activity with peers					
10. Students share their example/information to the Teacher and peer in learning process					
11. Students response to the teacher's questions					

Notes (if any)

APPENDIX-F

Teachers' Opinionnaire

Opinionnaire for Teachers on the development of Affective Characteristics
among students in schools

Subject of teaching:
Gender: Male / Female
School:

Teaching experience:

Class:

Date:

(Please tick in boxes)

Statements/ Opinions	Responses		
	Yes	No	Un decided
1. Students develop affective characteristics in classroom instruction through:			
a) Teachers Commitment			
b) Personal attention of teachers			
c) Strict classroom discipline			
d) Active involvement in classroom activities			
e) Praising and appreciation by the teachers			
f) Fear of punishment			
g) Physical proximity of the teacher in the class			
h) Teachers command over the subject			
i) Teacher centered classrooms			
j) Student centered classrooms			
k) Friendly nature of the teacher			
l) Technology integrated classrooms			
m) Relationships among students			
n) Feeling of self worthiness			
o) Learning that is relevant to life			
p) Challenging classroom Instruction			
q) Integration of Values in teaching			
r) Democratic learning environment			
s) Meta cognition			
t) School Physical environment			
u) Specialized program on affective education			
v) Mentoring			
w) Parental encouragement			
x) School Prayer			
y) Code of conduct			
z) Role modeling of teachers			
Any other component			

2. What affective characteristics are important for the students of secondary schools?

3. Which of the affective characteristics are most essential to the students? And why?

4. How can you develop interest towards learning among students? What is the best way for developing interest among students?

5. How can you develop positive attitudes towards learning among students? What is the best way for developing positive attitude?

6. How can you develop values among students? What is the best way for developing values among students?

APPENDIX-G

Focused Group Discussion Questions

Researcher conducted Focused Group Discussion with students in Phase-I and phase-II. In phase-I recorded the affective attributes related views and opinions about their school, teachers, and subjects of their interest.

In phase-IV collected the views and opinions of the students related to implemented activities in the school.

In Phase I Researcher asked the following questions:

1. Do you like your school?
2. Why do you like your school?
3. Which subject do you like?
4. Why do you like that subject?
5. Which teacher do you like?
6. Why do you like that teacher?
7. What are the other activities you would like to have in your school?

In Phase II Researcher asked Questions after conducting each activity and modified questions accordingly. Researcher asked the following questions:

1. Did you like the activity?
2. Describe why you liked/ disliked that activity?
3. Describe the good points that you liked in the activity?
4. What did you learn from the activity?

Eg:

1. Did you enjoy/like the Movie?
2. Why did you like/ dislike the movie (CJ-7)?
3. What did you learn from the movie CJ-7?
4. Which character did you like the most in the movie? Why did you like that character?
5. Did you dislike any character? Why did you dislike that character?
6. What did you learn from the movie?

APPENDIX-H

Affective Behaviour Scale

QUESTIONNAIRE

AFFECTIVE BEHAVIOUR OF STUDENTS IN SCHOOLS

Instructions:

- i. This questionnaire is used to study the Affective behaviour of students in schools. Please go through the questions and respond.
 - ii. Please circle the number that best describes what you think.
 - iii. Your responses are exclusively used for this research work only. High degree of confidentiality is maintained and therefore feels free to respond.
-

Student Profile

1. Name of the Student: _____ 2. Gender: M/F
 3. Date of Birth: _____ 4. Age: _____
 5. Religion: _____
 6. Father's Occupation: _____ 7. Mother's Occupation: _____
 8. Other members in your family:

 9. Area: rural/urban
 10. Hobbies:

-

Note: Answering Method (sample):

1	2	3	4	5
NOT AT ALL TRUE		SOMEWHAT TRUE		VERY TRUE

Items		Responses				
1	2	3	4	5		
NOT AT ALL TRUE		SOMEWHAT TRUE			VERY TRUE	
1.	It's important to me that I don't look stupid in class	1	2	3	4	5
2.	It's important to me that other students in my class think I am good at my class work	1	2	3	4	5
3.	It's important to me that I learn a lot of new concepts this year	1	2	3	4	5
4.	One of my goals in class is to learn as much as I can	1	2	3	4	5
5.	One of my goals is to show others that I'm good at my class work	1	2	3	4	5
6.	One of my goals is to master a lot of new skills this year	1	2	3	4	5
7.	One of my goals is to keep others from thinking I'm not smart in class	1	2	3	4	5
8.	It's important to me that I thoroughly understand my class work.	1	2	3	4	5
9.	It's important to me that my teacher doesn't think that I know less than others in class	1	2	3	4	5
10.	One of my goals in class is to avoid looking like I have trouble doing the work	1	2	3	4	5
11.	In our class, how much you improve is really important	1	2	3	4	5

Items	Responses				
12. In our class, really understanding the material is the main goal	1	2	3	4	5
13. In our class, it's important to understand the work, not just memorize it.	1	2	3	4	5
14. In our class, learning new ideas and concepts is very important	1	2	3	4	5
15. In our class, it's very important not to look dumb	1	2	3	4	5
16. In our class, it's OK to make mistakes as long as you are learning.	1	2	3	4	5
17. In our class, it's important to get high scores on tests.	1	2	3	4	5
18. My teacher thinks mistakes are okay as long as we are learning.	1	2	3	4	5
19. My teacher wants us to understand our work, not just memorize it.	1	2	3	4	5
20. My teacher really wants us to enjoy learning new things.	1	2	3	4	5
21. My teacher recognizes us for trying hard.	1	2	3	4	5
22. My teacher gives us time to really explore and understand new ideas.	1	2	3	4	5
23. My teacher tells us that it is important that we don't look stupid in class.	1	2	3	4	5

Items	Responses				
24. My teacher says that showing others that we are not bad at class work should be our goal.	1	2	3	4	5
25. My teacher tells us it's important to join in discussions and answer questions so it doesn't look like we can't do the work.	1	2	3	4	5
26. My teacher tells us it's important to answer questions in class, so it doesn't look like we can't do the work.	1	2	3	4	5
27. My teacher points out those students who get good grades as an example to all of us.	1	2	3	4	5
28. My teacher lets us know which students get the highest scores on a test.	1	2	3	4	5
29. In our class, it's important that you don't make mistakes in front of everyone.	1	2	3	4	5
30. In our class, it's important not to do worse than other students.	1	2	3	4	5
31. I'm certain I can master the skills taught in class this year	1	2	3	4	5
32. I would avoid participating in class if it meant that other students would think I know a lot.	1	2	3	4	5

Items	Responses				
33. Even if I do well in school, it will not help me have the kind of life I want when I grow up	1	2	3	4	5
34. If other students found out I did well on a test, I would tell them it was just luck even if that wasn't the case.	1	2	3	4	5
35. When I've figured out how to do a problem, my teacher gives me more challenging problems to think about.	1	2	3	4	5
36. I would prefer to do class work that is familiar to me, rather than work I would have to learn how to do.	1	2	3	4	5
37. My teacher presses me to do thoughtful work	1	2	3	4	5
38. I'm certain I can figure out how to do the most difficult class work.	1	2	3	4	5
39. My chances of succeeding later in life don't depend on doing well in school.	1	2	3	4	5
40. I sometimes annoy my teacher during class	1	2	3	4	5
41. My teacher asks me to explain how I get my answers.	1	2	3	4	5

Items	Responses				
42. Some students purposely get involved in lots of activities. Then if they don't do well on their class work, they can say it is because they were involved with other things. How true is this of you?	1	2	3	4	5
43. When I'm working out a problem, my teacher tells me to keep thinking until I really understand.	1	2	3	4	5
44. My teacher doesn't let me do just easy work, but makes me think.	1	2	3	4	5
45. I don't like to learn a lot of new concepts in class.	1	2	3	4	5
46. I wouldn't volunteer to answer a question in class if I thought other students would think I was smart.	1	2	3	4	5
47. I sometimes copy answers from other students during tests.	1	2	3	4	5
48. Some students look for reasons to keep them from studying (not feeling well, having to help their parents, taking care of a brother or sister, etc.). Then if they don't do well on their class work, they can say this is the reason. How true is this of you?	1	2	3	4	5
49. I prefer to do work as I have always done it, rather than trying something new.	1	2	3	4	5

Items	Responses				
50. Doing well in school doesn't improve my chances of having a good life when I grow up.	1	2	3	4	5
51. I sometimes get into trouble with my teacher during class.	1	2	3	4	5
52. I sometimes cheat on my class work.	1	2	3	4	5
53. I sometimes behave in a way during class that annoys my teacher.	1	2	3	4	5
54. I like academic concepts that are familiar to me, rather than those I haven't thought about before	1	2	3	4	5
55. Even if I am successful in school, it won't help me fulfill my dreams.	1	2	3	4	5
56. If I were good at my class work, I would try to do my work in a way that didn't show it.	1	2	3	4	5
57. I sometimes copy answers from other students when I do my class work.	1	2	3	4	5
58. I would choose class work I knew I could do, rather than work I haven't done before.	1	2	3	4	5
59. Doing well in school won't help me have a satisfying career when I grow up.	1	2	3	4	5
60. It's important to me that I look smart compared to others in my class.	1	2	3	4	5

Items	Responses				
61. Some students put off doing their class work until the last minute. Then if they don't do well on their work, they can say that is the reason. How true is this of you?	1	2	3	4	5
62. I sometimes don't follow my teacher's directions during class	1	2	3	4	5
63. I can do almost all the work in class if I don't give up	1	2	3	4	5
64. My teacher makes sure that the work I do really makes me think.	1	2	3	4	5
65. I sometimes disturb the lesson that is going on in class	1	2	3	4	5
66. Even if the work is hard, I can learn it	1	2	3	4	5
67. My teacher accepts nothing less than my full effort.	1	2	3	4	5
68. I can do even the hardest work in this class if I try	1	2	3	4	5
69. My parents don't like it when I make mistakes in my class work	1	2	3	4	5
70. My parents want me to spend time thinking about concepts	1	2	3	4	5
71. I don't like to have my parents come to school because their ideas are very different from my teachers' ideas.	1	2	3	4	5
72. After school, I find it difficult to find anything worthwhile to do in my neighbourhood	1	2	3	4	5

Items	Responses				
73. My parents would like it if I could show that I'm better at class work than other students in my class.	1	2	3	4	5
74. On the weekends, I can find good and useful things to do in my neighbourhood.	1	2	3	4	5
75. My parents want my work to be challenging for me.	1	2	3	4	5
76. I feel uncomfortable when my parents come to school, because they are different from the parents of many of my classmates	1	2	3	4	5
77. My parents would like me to do challenging class work, even if I make mistakes	1	2	3	4	5
78. I feel troubled because my home life and my school life are like two different worlds	1	2	3	4	5
79. After school, I can find many interesting and positive things to do in my neighbourhood	1	2	3	4	5
80. I am not comfortable talking to many of my classmates because my family is very different from theirs.	1	2	3	4	5
81. My parents want me to understand my class work, not just memorize how to do it.	1	2	3	4	5

Items	Responses				
82. I feel upset because my teacher and my parents have different ideas about what I should learn in school	1	2	3	4	5
83. My parents want me to see how my class work relates to things outside of school	1	2	3	4	5
84. My parents would like me to show others that I am good at class work.	1	2	3	4	5
85. My parents want me to understand concepts, not just do the work.	1	2	3	4	5
86. My parents think getting the right answers in class is very important.	1	2	3	4	5
87. In my neighbourhood, there are no places I can go that are attractive and clean.	1	2	3	4	5

APPENDIX-I
School Data Collection Letter



BASIL SCHOOL

(English Medium)

(Managed by Basil Trust)

Tandalja Road, Baroda - 390 020 (Gujarat)

Phone : (0265) 2350763, 2351448

SSC Index No. 65.225

HSC Index No. 15.100

Website : www.basilschool.org

E-mail : principal_basil@yahoo.com

Ref. No.

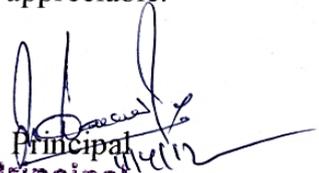
Date :

CERTIFICATE

Mr. Genni Sakesh, Research Scholar, Department of Education (CASE), The M.S. University of Baroda, was permitted to conduct his research work in our school from July 2011 to February 2012 . We have provided all the necessary support to him. During his research work he conducted various activities for the 8th standard students. His work is highly appreciable.

Place: Baroda

Date: 11/04/2012


Principal
Principal
Basil School
BARODA

APPENDIX-J
CD of Audio and Videos used in the
Programme

TABLE SHOWS THE DETAILS OF THE CD CONTENT

<i>S.No.</i>	<i>CD Content</i>	<i>Content Type</i>
1	Bhajan- <i>Achyutham Kesavam Rama-Narayanam</i>	Audio
2	Dr. A. P. J. Abdul Kalam speech	Audio
3	Dr. A. P. J. Abdul Kalam life incident 1	Video
4	Dr. A. P. J. Abdul Kalam life incident 2	Video
5	CJ-7 Movie	Video

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