Chapter IV

DATA ANALYSIS AND INTERPRETATION
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4. Introduction

This chapter presents detailed analysis of the data which were collected during the various phases of the present study. In Phase-I, an integrated instructional affective domain programme was developed. In Phase-II, the programme was implemented, and in Phase III- the effectiveness of the integrated instructional affective domain programme was studied. It consists of both qualitative and quantitative data which were collected during the three phases within the framework of the study.

4.1. Phase-I: Development of an Integrated Instructional Affective Domain Programme

The first objective of this study was to develop an integrated affective domain programme. For that, it was essential to identify the important dimensions of affective domain to be inculcated among students.

4.1.1. Identification of Needed Areas of Affective Domain

To design an integrated instructional programme for the development of affective domain, the first step was to identify the specific areas of affective domain for the students of grade VII. The researcher did ground work for selecting the important dimensions which were to be inculcated in the students. For that, the researcher observed classroom process, group discussions with the subject teachers, and group discussions with the students. She also referred and reviewed related literature on affective domains and observed the conversation between the teacher and the parents in PTA meetings. The researcher also used her past experiences as a teacher to identify the integrated instructional programme. The details of the analysis to identify the needed affective domains are presented below.

4.1.2. Analysis of Observation of Students' Behavior:

To find out the affective domains that need to be developed among the elementary school students of grade VII, the researcher thought it essential to have a firsthand experience. Therefore, students' behaviors were observed in the school premises.

The details of the analysis of observations of students' behavior are presented below.

4.1.2.1. Students' Behavior while Coming to and Going from School

The researcher observed students' behavior while they were coming to school and leaving the school on daily basis. She maintained a note of her observation for one month period. The following are the list of behavior as observed.

a) Few students were found uncooperative when requested by the prefects on duty, to stop running in the corridors.

b) Several times students were traced disobeying the teachers.

c) Very few students greet the teachers while passing by them. All the students were found totally ignoring the Pre-School teachers. Though more than 80% of students were studying in the same school since their play-school days.

d) Students were found taking instructions only from their own current year's subject or class teachers.

e) Students were instructed not to waste drinking water but were found not following the instruction.

f) It was instructed to the students to switch off the fans and tube-lights when they move out of the class for recess, activity or library period. But many a times it was observed that students didn't do that.

g) Students were found talking too much in the class, during study time, in recess and while passing by the corridors.

h) When the teachers didn't reach the class on time, the students were found talking loudly, running around between the benches in the classroom and fighting with each other.

i) As soon as the teachers entered the class, students were found complaining and discussed their issues instead of starting with their studies.

j) A few students were found coming late to the school regularly. Their diaries were marked for late coming. Some of the late comers didn't bring diaries to school just to avoid further notes for late comings.

k) Around 40% of the students were found not coming to school in proper uniform. Either their shoes or socks were found different, or without belt or I-cards.

l) Students were found keeping secret funny names for their subject teachers and many of them do mimicry of their teachers.

4.1.2.2. Assembly Period

Morning Assembly time was 7:30 am to 8:00 am and afternoon shift assembly was conducted at 12:30 pm to 1:00 pm. The students during assembly were controlled by the Physical Education teacher, class teachers, and their prefects (students' council). Students are supposed to join the assembly on time. As a school rule, they must move in proper line, without talking and stand height wise. Morning assembly was conducted daily by the students, class and section-wise under the guidance of their class teachers. All the students of the specific class were supposed to participate in the assembly for giving commands, news reading, conducting prayers, pledge, thought of the day, fact sharing and storytelling. The aim was to give students a platform to show their talents and to boost their confidence.

a) Every day instructions were repeated to stand in straight line height-wise but it was done only when class teachers repeatedly instructed them and helped the class to do so. The researcher didn't find students stand in straight line as per their height.

b) The students whenever got chance, kept on talking, especially those who stood behind.

c) Many students were not able to stand in assembly for more than 10 minutes. During parents-teachers meeting, the researcher observed that many parents suggesting teachers not to keep assembly period for more than 10 minutes.

d) Though as per rule, all the students of the class in charge should participate in assembly activities for a week, but only few students were found taking part actively. Class teachers give the responsibilities to selected students only who could bring and read the news, thought of the day, facts sharing, etc. without any support of the class teacher and without any hassle.

4.1.2.3. During Recess

a) All the students found eagerly waiting for the recess. As soon as the recess bell rang, students rushed towards the play ground. Prefects on the corridors, stairs and gate struggle to control the crowd of the students.

b) During recess, prefect team and two teachers were allotted daily duties to take care of the students as in past there were many cases in which students got severely injured. Even in the presence of the prefect team and teachers, accidents were marked during recess time.

c) Students were observed running around, throwing sand on each other and fighting etc. Students were observed making ball by keeping stone in their handkerchief and playing with the same.

d) Many a times, students arrived in the office to report that they are being harassed by senior students.

e) Students were observed using abusive words and reviling one another while playing and arguments were reported during the recess. The researcher observed that the students usually play only in a fixed group. They didn't like involving students of another group in their game.

f) While interacting with the students during recess, it was found that few students, both the boys and girls, maintain rivalry since they were admitted in grade I. It was observed that the school discipline team work actively but few students, while playing games, cross the school boundary wall secretly to fetch their ball.

g) The Physical Education teachers deployed the students of grade VIII as prefects to take care of the discipline, but many prefects were seen playing in ground during recess, skipping their responsibility.

h) During recess, no student was allowed to enter the classroom, but few students, who were the friends of a particular prefect was allowed to enter the gate.

4.1.2.4. In Activity Period / Playground

a) Students were found rushing towards the ground breaking the rule. The students were supposed to walk in line towards the ground. No teacher was traced to escort the students from classroom to the playground during the Physical Activity period.

b) The students who opted and paid for specific activities (Judo, Hockey, Table Tennis, Football, Gymnastic) were seen attended by their sports coaches. The non-activities students were sometimes found playing games in the playground under the supervision of their Physical Education teachers.

c) Students were observed playing with their own friends in group. Boys were also traced fighting and reviling with each other. It was observed that even a few girls use abusive words.

d) School office received complaints of students in their activity period.

The observation of students' behavior in school premise as presented above was subjected to further thematic analysis. After the observation of the behavior of the students while they come to school, assembly period, recess period, activity period and while they leave for home, the researcher found that there is a need to develop the following dimensions of affective domain:

a) Attitude: There is a need to develop positive attitude in the students in terms of mental state of readiness/willing of the students to learn i.e., willingness to listen and respond to teachers and classmates. It also includes students' willingness to learn different subjects, and towards their school.

b) Interest: There is a need to develop Interest in students in terms to individuals' inclination to other students, activities or ideas that they find attractive, fulfilling, and enjoyable. Their willingness to take responsibilities of self, class and curricular, co-curricular and extra-curricular activities in their class and in school was also observed.

c) Value: There is a need to develop values that includes students' behaviour just as per the righteousness and worthiness of their action from the Indian perspective.

d) Emotion: There is a need to develop emotion that includes depicting a matured and accepted behavior by the students as per their age. It also includes the handling of feelings like anger, love, affection, reverence, fellow feeling, sympathy and empathy to different situations that they face in school.

e) Socialization: There is a need to develop socialization in which the students learn to live in harmony with others, carry out group activities, developing team spirit, fellow feelings and helping one another.

In a nutshell, the needed areas of affective domain that must be inculcated in the students are: Attitude, Interest, Value, Emotion and Socialization.

4.1.2.5. Observation of Students' behavior in Classroom

The researcher observed the ongoing classes of grade VII, focusing on students' affective development. In a naturalistic setting i.e. classroom, it is difficult to observe everything. For this purpose, the researcher utilized a developed checklist to record the behavior of the students of grade VII. The observation checklist was divided into two categories namely positive behavior and negative behavior. The desirable behavior that was found is presented in Table No. 4.1 below

Table No. 4.1 Desirable Behavioral Engagement as Observed

Sr. No.	Desirable Behavioral Engagement	Researcher's Observation
1	Asking questions	Hardly one or two students ask questions voluntarily.
2	Students' Response	Only during quiz or activity period, students were found responding voluntarily. During class lecture, many students were found not at all responding even when the teacher called them by their names.
3	Responding only when the teacher asked questions	A few students were responding but only if the teachers called them by their name. Many students kept standing silently even if the teachers asked them questions repeatedly.
4	Interaction with classmates	Almost all the students were found interacting during recess, games and activity periods, even when the lectures were going on but nothing related to content knowledge.
5	Writing notes during the class	Students were found writing notes only when the teachers wrote on the board or dictated the content and continuously chased with the students to make sure that all were writing notes. But the students expressed that they don't like writing notes.
6	Giving opinions freely	Teachers never encourage students to give their opinions.
7	Submitting class assignments on time	Few students are very punctual in assignment submission, but many of them submit after getting warning. Around 2 / 3 students were found not at all writing, in fact didn't maintained notebook at all.
8	Helping and guiding other students	A few students were found helping and guiding other students.
9	Showing gestures of respect to the teacher	The students were found greeting very few teachers. But majority of students ignore teachers. When a teacher enters their classroom, almost all the students stood up to greet them. The students were found showing gestures of respect only to their current year subject and class teachers.
10	Enjoy working in any group	Students were found enjoying working only with their friends.
11	Display empathy	Only the friends were found showing empathy.
12	Help others voluntarily	The researcher did not find any student helping others voluntarily, but they helped only when they were asked for.

The undesirable behavior that was found among students are presented in Table No. 4.2 below:

Table No. 4.2 Undesirable Behavioral Engagement as Observed.

Sr. No.	Undesirable Behavioral Engagement	Researcher's Observation
1	Yawning / sleeping during the lecture in the class	Majority of students were found yawning in the first period. But after recess, they become more energetic.
2	Wasting productive time when a teacher allots a class assignment	Hardly four to five students work with full concentration, rest of the students were wasting their time by talking or secretly playing games in their rough notebooks. Few students were seen shifting silently to their friend's seat and talk.
3	Disruptive behavior	As soon as the teacher left the classroom, the students got engaged in disruptive behavior.
4	Talking in the class	All the students were observed talking continuously as soon as they get chance.
5	Looking outside the class	The whole class students were found looking outside if someone passed by the corridors.
6	Not attentive in the class	When teacher asked questions to a particular student, frequently it was noticed that the student ask the teacher to repeat the question.
7	Looking at the clock again and again	The researcher found that almost all the students kept looking at the clock specially in fourth period (before recess) and those periods which are followed by games, physical education, cultural activity or library period,
8	Not showing interest in group activities	The researcher found that students of grade VII opt to be in their specific groups. Except one or two students, every student found themselves comfortable in their own friend circle.
9	Passing comments on others	Around 50% of the students found passing comments either on fellow students or even on few teachers. Few teachers were secretly given funny pet names too.
10	Laughing on other's problem	Students were found laughing at fellow students, when teacher scold him or her for some mistake or if someone accidently fell down in the classroom.
11	Argue with the teacher	Arguments with few teachers were found commonly. Many a times, the whole class students talk against a few teachers to a specific teacher or their own class teacher.
12	Scratching the bench	Scratching the bench is very much common. The researcher found scratch mark on all the benches.

The researcher also observed that the teachers are in a rush to complete their syllabus. Cognitive aspects are given more importance than affective domain. Most of the teaching-learning was predominantly by lecture method. Few of the teachers were very strict. Students were expected to sit silently throughout the lecture time. They could speak only when teacher

asked questions. Few teachers were found to have lack of class control. The students kept on talking in their classes. It was observed that the teacher kept explaining the chapter, few were listening to her lecture, and few students were busy doing some other work and few were talking.

She observed that both the prose and the poems were taught by lecture method. Poem readings were neither done in rhythmic manner nor emphasized on the thoughts and imaginations of poets. The teacher only reads the lines of the poems and explained the gist. Students were not encouraged to participate actively or to express their opinion on the same. Dictations of notes, focusing the examination point of view, were practiced by almost all the teachers.

It was worth noting that students behaved differently with various teachers depending upon who takes their class. Few students misbehaved and ignored teacher's instruction if the teacher was new or someone, who was not their subject/class teacher, and comes only as a proxy teacher. But they worked sincerely and behaved properly in the class when the regular and strict teachers were taking their classes. It was observed that a few students move around in the class during the lectures of teachers who are not good in class control or fail to generate interest in the students towards the topic taught. If the teachers are not of their interest, few students move out of the class saying they have some important tasks to be done given by the class teacher.

A few students didn't comply when directed by the teacher to open their English textbook. Majority of the students appeared unmotivated to do class works in the first four periods, when enquired by the researcher, it was found that they come to school without eating breakfast. The researcher, during her lecture, made the students aware of benefits of having breakfast before coming to school and she enquired regularly if they had their breakfast before coming to school or not. It was found that the students who were coming to school skipping their breakfast were more lethargic.

Sometimes, few students became non-compliant and belligerent in the English classes. When asked by the teacher about the reason, they revealed that they went to bed too late the night before as they were playing video games or did some other interesting works.

It was found by the researcher that majority of students preferred to sit next to their best friends, engaged in off-task conversations especially when the teacher is not a strict person. During lecture hours, few backbenchers were talking about non-instructional topics again and again. When the students fail to complete the assigned work, the teacher reprimands the students. Many a times the disturbing students are timed-out outside the classroom. This is so regular practice for few selected students. And those selected students are so used to such punishments, that when they were instructed to stand outside the class, they truly enjoyed it standing out and observing outside scenery in campus. The teachers use to send the students to the principal's office, who were verbally defiant and uncooperative.

It can be concluded here that the students lack interest in studying, lack emotional maturity, lack values, ethics and positive attitude. The researcher felt that there is a need to integrate the certain selected dimensions with the course content to give an exposure and inspire the students to develop the needed values, attitude, and emotional maturity along with the teaching of syllabus.

4.1.3. Analysis of Group Discussion with Students

In order to understand the students' affective domain development, the researcher conducted a group discussion with the students in their regular school hours by keeping in mind the points to be covered; misbehavior, discipline, respect for teachers and each-other, liking for school, respect for parents and elders, and interest in study etc.

The group discussion provided opportunity to the students to speak out their heart in front of the peers and the researcher as their teachers were not there in the group discussion. The group discussion initiated by the researcher was friendly and interactive. Many students voiced that "I like my school building, my classroom; I am waiting for the last bell to go". It was found that no student liked his/her teacher. All the students were active during the discussion. They demonstrated enthusiasm and interest in responding to the questions asked by the researcher.

One of the students agrees that he behaves disruptively just because he wants teachers' attention even if it is negative. A girl also shared that whenever she feels bored and wants to escape the classroom, she acts up to get removed. Many of her classmates agreed upon her statement.

Certain factors in school have its effect on students' behavior and learning ability such as bullying by few students, discrimination by teachers based on their marks scored in exams, breakdown in friendship, deviant peer influence or peer pressure. Students, especially boys accepted that they experienced bullying by their fellow classmates or by senior boys in playground, toilet etc. but hesitated to talk in detail. Students who score very less marks or those who cannot read properly from their textbooks are teased by the rest of the students. No one become their friend, so they feel frustrated.

Students talked freely about the things they liked and disliked in their school. They were so excited that at some points, the talks turned into discussion and hot debate among the students. Table 4.3 shows the students' likings for their schools, teachers, and their fellow classmates.

After a discussion with the students, the researcher found that they need caring and friendly teachers who can understand them and teach in a play-way method using various teaching strategies. The students lack control on their emotions and socialization. There is a need to inculcate ethics and values, need to generate interest towards learning new concept and apply the same in their life. There is a need to develop positive attitude and belongingness among the students.

4.1.4. Analysis of Group Discussion with the Subject Teachers

Teachers shape the minds of the students. A teacher is next to the parents, who have a great impact on young minds, plays a key role for development of good character, preparing them for future challenges and gifting the nation with professionals to serve the mankind. Therefore, teachers can inculcate the affective characteristics in their students while teaching their subjects. The researcher invited the subject teachers for a discussion to know the present status of the students of their class in terms of development of various dimensions of affective domain. Their responses and opinions were of great help in selection of dimensions of affective domain that needs to be developed.

Table No. 4.3 Students' Likings for School, Teachers and Classmates as Observed

Observation Area	Descriptions
Students' Interest for their school	➢ All the students opined that the teachers should be caring and friendly, must teach the subjects with fun and activities. ➢ They expressed that only very few teachers are good and understand them. ➢ The school library should have magazines and books with thriller stories, scientific fictions, horror, etc. too apart from knowledge based and competitive exams related books. ➢ Students liked their games period most as they get chance to play variety of games. The physical education teachers must involve actively and make them play varieties of games. ➢ They insisted on activity-based learning, educational and field trips related to the topic taught. ➢ Majority of students didn't like sitting in the classroom for whole day and listen to the lectures of the teachers. ➢ Few of the students are against home assignments. When the researcher asked the reason behind dislikes for home assignments, they responded that after leaving from school, they generally have their lunch and rush for tuition classes and due to extra work from school, they never get time to play. They urged to have stress free life. ➢ Students responded that the best part of the school is the outdoor activities such as field trips, picnics, games and cultural activity periods and the celebrations. ➢ All the students agreed that they loved to come to school regularly. Few students responded that even if they are not well, they come to school. ➢ Earlier refreshment was served during recess by the teachers, which they miss a lot. ➢ All the students enjoyed most in recess, sports periods, celebrations. Majority of students didn't like to attend their continuous lecture periods, especially those classes where teachers are very strict and, in the classes, where teachers make their class boring. When asked by the researcher, the students defined boring as the period in which teachers give them some writing tasks and they get busy in some such serious work, or when the teacher don't explain the lesson properly or when the teacher fails to maintain discipline in their class.
Students' liking for their teachers	➢ When the researcher asked few questions regarding their liking for their teachers. They all talked positive things, as soon as the researcher shared her personal experiences related to her school days, the students started to share and spoke up. The researcher intended to know their views about their likes and dislikes for their teachers, their teaching style, etc. ➢ The students shared that majority of teachers either read the lesson or ask them to read turn by turn and they explain without giving many

	examples.
	➢ Teachers want them to maintain pin drop silence during lecture.
	➢ Few teachers ask for doubts, but if the questions asked by them are not up to the mark, some teachers humiliate them in front of the whole class. So, they prefer not to ask any question.
	➢ They praised their class teacher who always showed care, concern, motivate them and listen to them.
	➢ They opined that all the teachers should be friendly, always smiling, listening to their problems, must teach in good pace with lots of activities related to the topic, must show videos and pictures giving examples, sometime taking them out of their classroom to teach in open, shouldn't humiliate or hit them.
Students' likings for their Classmates	➢ The researcher, during her observation in the school campus noticed that there was close friendship among a particular group of students while some were found to be isolated. This was found in both among the girls and the boys.
	➢ She also observed that the factors that could have influenced one's acceptance in a group were the style of speaking, common interest, physical and mental maturity, popularity in the class or in school and proficiency in games.
	➢ Slow learners and very naughty students were in separate group.
	➢ Other students humiliate them by teasing them, passing comments on them, and laughing at them.
	➢ Isolated students seemed to have felt the sense of rejection, lacked self-confidence.
	➢ Students shared that all their classmates play together during sports period and in recess. Many a times they fight on simple issues too but they compromise soon.
	➢ Many boys claimed that, in their class, a few students do mischief in toilets and bully younger boys too.
	➢ Many of the students had great fun, waiting for the students in the corridors, putting their legs to make other students fall.
	➢ Few of them had fun in stealing and eating other's brunch from their lunch box. During library period or games period, practical periods, when no one remained in the class, those students took opportunity to steal meals and stationeries too.
	➢ The researcher was surprised to know from few students that even notebooks and textbooks of high scorers also got stolen especially during examination time.
	➢ Majority of students, that include girls too, used slang language with their classmates. Few students didn't get along, had tussle since they were in 1st or 2nd grade. Because of their issue, even their parents had rivalry.

*Note: The table above presents not only liking but also disliking and suggestions.

During the discussion with the teachers following vital points were shared:

a) What teaching strategies they follow?

b) How they maintain classroom management. Have they made any 'Peace Treaty' (classroom rules) along with the students with mutual understanding?

c) Do they assess the past knowledge of the students before starting the lesson? What techniques do they use to gauge the past knowledge about the concept to be taught?

d) Are they taking any initiative to integrate affective domain along with cognitive development in teaching learning sessions?

e) How are they meeting the needs of emotionally disturbed students?

f) What are the tools used by them to make the students familiar with the subject contents?

g) Twice in a year, the teachers fill specific comments on students' behaviour in the report cards. Do the teachers maintain records of individual students' behaviour in their diaries?

The teachers claimed that generally they prefer lecture method as they feel that students should be in discipline, must sit silently and follow all the instructions clearly. As the class strength is 49-50 in every class and students are talkative, they avoid any sort of activities. Sometimes they give mass punishment or give note in students' dairy to control the students. In some extreme cases, the naughty students are sent to the Principal's office too. Most disruptive students are instructed to stand outside the classroom as a punishment. The teachers do use teaching aids as per the subject topic which they bring to the class to teach, e.g., globe, maps, microscope, torso, mathematics kits, etc. The teachers don't keep any register to note students' behavioral record but as they teach the students throughout the year, they get to know students and accordingly mark comments in their report cards.

The teachers expressed that the syllabus is vast, and time is limited. So, they generally adopt lecture method to explain the concept and provide notes. A few teachers dictate answers to be noted by the students and some of the teachers write on green board after explaining the topics. They maintain classroom management by giving strict instructions time to time. One of the teachers said that they send the most disruptive students to stand outside the classroom or sent to the Principal's office. Sometimes they highlight importance of values and ethics

while teaching a concept but not on regular basis. They felt that adding activities or to integrate affective domain will delay the completion of the chapters.

Teachers said that the students who need maximum attention of their parents are generally neglected. Students, who are mischievous, not completing their class works, home-works, getting very less marks in their formative assessments, not bringing their notebooks or textbooks gets notes in their diaries from us. The parents never bother to check and sign the notes given by the teachers. When the teachers call them for a meeting, they avoid coming to school also. They report that the students never listen to their instructions so teachers must take initiative that such children also study well. One of the teachers shared that a few students are neither interested nor allow others to participate in class activities. These students have their own group. They need some counseling and motivation to use their energy in positive way. The teachers also highlighted that the students are very distractive and talkative in the class. Their works remain incomplete. Only a handful of students sincerely complete their notes. The teachers are always chasing the slow writers to complete their notes. Before the formative and summative examination, just to make them complete their notes, such students are not allowed to attend their regular classroom, and they were taken to staff room and instructed to complete their notes. As soon as the teachers enter the classroom, the students keep complaining about the other students. That takes their teaching time. If they don't listen to their complaints, parents come to school for a complain about the same.

Teachers shared that few students had challenging experiences at home or in their community that leads them not to concentrate in their studies and lead to disruptive behavior in class. The teachers agreed that during their early adolescence i.e., 11 to 14 years of age, peer influence has its impact on them, many a times that contributes to increased risk-taking behavior and can also lead to risk dislike, such as a sudden reluctance to answer questions in class. Many of them are acutely self-conscious.

The teachers opined that students' strength in each classroom is around 45 to 50, which is a hindrance in organizing the activities related to the topic. Majority of teachers expressed that in today's generation, students are aware that physical punishment is not allowed and therefore so many students take advantage of the same. Teachers expressed that a few of the parents are very active. They rush to school along with their child to warn the teachers directly if they reprimand their children for their misbehavior or incomplete work. Parents

even report the Principal against the teacher. As per teachers, the syllabus is so vast, that they must rush to finish the same on time. Additional activities may delay the syllabus completion. Apart from the above, the teachers were asked few questions such as:

a) Are they happy with the present job?
b) Are they teachers by choice or by chance?
c) Why have they opted for the teaching profession?
d) Do they apply practically what they learn during training sessions?

During the discussion with the teachers, the researcher could make out that teachers in educational institutions do not have 'Job Satisfaction'. Many of the teachers are looking forward for better opportunities. Few of the lady teachers do not have the attitude of giving their best to the students but they enter this field because of a large number of holidays and a smaller number of working hours. Very few people come to teaching profession by choice, majority of them have taken up this profession as they didn't get chance elsewhere or to support the family financially. Majority of teachers just deliver lectures to finish the syllabus in time. Teachers training programmes are also arranged time to time but majority of teachers attend such programme as a part of their duty and do not apply the learnt skills practically in their teachings. The private publishers arrange training sessions free of cost, by expert speakers on various topics with the intention of promoting their publication. The school authority also arranges in-house training sessions for the teachers very frequently, but no follow-up sessions are arranged to monitor if that brings any change in teachers' teaching strategies.

Few of the teachers shared their experiences and claimed that teacher-pupil relationships can be a key to good students' behavior and that these relationships can enhance their academic attainment. They claimed that to certain extent they can minimize students' disruptive behavior. However, it is impossible to eradicate all misbehavior.

Teachers expressed strongly that integrating affective dimensions while teaching their subjects can have positive impact on the students. Teachers opined that lots of group and individual activities will make the class enjoyable, interactive, and informative. When the researcher shared few tips to make the class engaging with an objective to develop affective characteristics, the teachers agreed that by discussion case studies of leaders, and by giving lots of examples will help students to inculcate affective domain.

From the above discussion with the teachers, the researcher found that the teachers, for the sake of completion of course on time, rush to finish the chapters and take examination. Not even a single teacher claimed that they took efforts or took initiative to encourage the students to imbibe the values of life, develop positive attitude, and develop emotions. A few of them claimed that they encourage student to work in groups but only during the time of project works. The teachers also agree to the fact that there is need of positive attitude among the students, they need to generate interest in learning; they lack values and emotions and need to work upon the socialization of students.

4.1.5. Analysis of Related Literature Review

In the first phase of the research study, the researcher had to select the most important dimensions of affective domain to be developed in the students. For that the researcher referred many sources to review literature related to the topic. The related studies have helped the researcher to identify the most needed dimensions of affective domain and to find research gaps in the area of affective domain and design the process of developing an integrated approach to develop affective domain among the students. It also helped the researcher to design the process of developing an integrated approach to develop affective domain among school children.

4.1.5.1. Key Ideas Emerged from the Review of Related Studies

The researcher identified few key ideas from the reviews that are useful for the development of affective domain among the Upper Primary School students. They are presented below.

a) Behavior Modification of the Students

The reviewed studies show that specially designed educational programme helped the students to effectively increase their self-esteem, awareness, and attitudes (Deuquette, 1990; Sakesh, 2013). Studies also indicate that for meeting the emotional needs of the students, teachers 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). The planned teaching learning processes should not only be for affective domain but should be integrated with the development of other domains of education. If the activities for the development of affective domain are blended with the curriculum it becomes effective (Christopher, 2008; Shukla, 1991; Sakesh, 2013).

Thus, the reviewed studies exhibit that educational programmes in schools play a very vital role in developing the affective domain of the students.

b) Teacher as Role Model

The studies emphasized on the need of the teachers to be role models for the students for character formation, value development and for providing emotional support to the students (Christopher, 2008; Cheng, 2011; Victoria, 2012; and Sakesh, 2013). 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. The study by Victoria (2012) suggests that affective domain is an integral aspect of the curriculum and the teacher's role in understanding and integrating the affective domain in daily educational practices is essential for its integration.

c) Provide Opportunities to Students for Expression

The reviewed studies emphasized that care and love are essential for supporting the emotional needs of the 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 that includes different activities like role plays, experiment, demonstrations, and discussions etc. students get opportunities to express themselves which would support both affective and cognitive development (Wang, 2007). For developing an environment where the students can interact, the teacher needs to communicate well with the students and should provide them opportunities to share (Victoria, 2012; Rao, 2001).

There are various other researches which studied aspects of education like school results, correlation of school characteristics on quality school life, factors contributing to school innovativeness, interaction between physical facilities and teaching learning processes on learning achievements, factors responsible for poor quality of schooling etc. Educational researchers have considered the affective domain to be an integral part of the learning experience. In the educational literature, nearly every author introduces their paper by stating that the affective domain is essential for learning, and the important dimensions are attitude, interest, emotions, values, and socialization but are least studied, most often overlooked. Factors contributing to school effectiveness in the affective domain have been largely ignored

in recent research despite a transnational concern about value disorientation. Though an important aspect, the researcher has not come across any kind of detailed study on the process of developing affective domain in the children in Indian scenario.

4.1.6. Analysis of Observation of Parent-Teachers Meetings

Parents potentially play a vital role in their children's overall learning and education, both at home and at school. It has been observed that generally the parents motivate and are concerned with their children's better grades, test scores, and attendance.

Parent-teachers meeting take place after every summative examination on the report reading day. Three meetings were held between June 2018 and May 2019. Apart from this, there was one orientation meeting in the month of June, where teachers were introduced to the parents and they were briefed about their role and expectation towards their children. All the three meetings were held in their respective classrooms only. The researcher joined one of their parents teachers meeting and observed the parent's behavior and their concern of their wards. The key points of the observation made by the researcher and explanation given by the teacher are mentioned below.

a) According to the class teacher, sometimes, parents simply forget the meeting schedule. When the class teacher calls up to find out why they couldn't attend the meeting, they gave silly excuses. A few parents were not even aware of the dates of the meeting. When enquired by the researcher, it was found that the students get circular on papers, so many students don't share the information with their parents.

b) Two of the parents instructed the class teacher clearly that they are not concerned about the marks scored by their children so no teacher should harass their children for whatsoever reason.

c) One of the parents humiliated the teacher in the presence of his child and threatened the teacher that he will make complains to the Principal. On the other hand, many parents were friendly and showed their gratitude towards the teachers.

d) Few parents came with their children to see the answer sheet of their children, but they were denied by the teachers as they didn't pay the monthly tuition fee. They were

instructed to pay the fee first. The researcher observed the frustrations on the face of those students.

e) It was also observed that many parents didn't attend the parents-teachers meeting. In many cases, both the parents are working. It's a challenge for the class teacher to get them to school to discuss their children's behavioral or academic matters.

After observing the parent-teachers meetings, the researcher feels that parents are one of the factors or causes for diminishing values and emotions in students.

4.1.7. Analysis of Progress Report Cards of Students

Baroda High School, where the researcher took up her study and research work, uses standards-based report cards which provide information on students' mastery of content and skills within the strand and indicators of the recognized curriculum and inform students of their progress along a continuum of proficiency, administering formative and summative assessments, twice a year.

Many teachers allege that schools are merely passing students through the system without real mastery of the skills necessary up to grade VIII. Students are also aware of the same. So those students, who lack interest in studies, don't have any fear of failing and they don't take initiative to score good marks in examination lack behind in affective development. In report cards, till grade VII, marks are not displayed, only grades are given. So, the competitive students lose interest to struggle for more marks or to raise their bar further. Parents assert that they have been misled into thinking that their student was achieving at levels commensurate with their peers as in report cards, the teachers write all positive things and various skills development for their children.

It has been observed by the researcher that teachers keep few general positive comments which they write for almost all the students. A few specific personalized comments are given for each student. Many a times, those comments do not match with the personality of the students.

Students claim that those who return homework, participate in class and please the teacher generally receive good grades. Students who don't raise their hands to answer in class, don't

please the teacher, and don't interact well with peers generally receive poor or failing grades. A few students don't like the remarks given by the teachers as the comments are not clear. The students feel bad when the grade scores go down in their report card. A few students feel that they are happy with the teachers' comments in their report cards.

4.1.8. Past Experiences of the Researcher as a Teacher

The researcher is from the teachers' fraternity and is in the field of teaching for past 14 years. She found that since past 14 years, there is no positive change in the behavior of the students. The values and emotions are declining at a great speed. Use of mobile phones has affected the socialization process. Many students are very punctual uploading their photos and videos on social media, but their parents are not aware of it. Though at social media site, students are very active but practically they find it difficult to work in groups formed apart from their friend circle. The smart phones have further affected their interest in studies and there is a need to change their attitude towards their life. Majority of students seemed enjoying finding others in problems, harassing junior students in toilet, corridors, stealing stationary items and lunch boxes seemed a common practice. The researcher found students lack emotions and values. The students have no sense of belongingness for the school they were studying, don't respect the teachers, in fact they don't leave a chance to complain against the teachers to their parents. Almost all the parents were found over protective for their children. Many parents don't even mind to humiliate the teachers in front of their children. Surprisingly, students were found talking continuously especially the boys. As soon as any of their class or subject teachers enter the class, students approach the teachers with their petty complaints. Some of the teachers found listening to them and many of them ignored and screamed at students so that they move back to their seats. Except a few, majority of teachers were found started with their course completion amidst of the chaotic classroom. In such class, a very few students found focusing of what teachers said, rest were busy in their own world. During the English lecture time, it was observed many a times, that a few last benchers kept on completing their Mathematics homework, which the teacher didn't notice. The researcher has observed the teachers' attitude towards their teaching outputs and how they react to teachers training programmes, how much they apply practically what they learnt during the training sessions, how they try to finish up the course after taking leave for ten / fifteen days to attend family functions etc. Corporal punishment is strictly not allowed in schools but many teachers still give physical punishment, abuse students in front of their classmates, and keep the students stand outside their classrooms for not completing assignments, giving negative remarks.

Many teachers have the habit of giving negative feedback about few students to the next class teachers. And the new class teacher also treats those targeted students in a negative manner. Once tagged as a naughty or academically weak student, remains the same till he/she changes that school. A very few teachers take initiative to understand the targeted students and take measures to help them or motivate them to improve. There is a lack of emotional bonding between the teachers and the students. The teachers complain about students' negative attitude, that they lack interest in studies, no respect for the teachers, on the other hand, the students found the teachers very rude, always insulting them in front of the whole class. The students expect that the teachers should never be partial and he or she should be friendly, loving and caring, should appreciate them for their improvements and achievement.

4.1.9. Triangulation of Data to Identify the Components of Affective Domains

After observing and thematically analyzing the behavior of students in their classrooms, playground, recess time, while coming to school, going home, interactions with the students and teachers, parents-teacher meeting, literature review, and her own past teaching experiences, researcher found that the student's day by day, are lacking in affective domain as the parents and schools are focusing more on the cognitive development of the students, how much they score in their examinations. Now a day, majority of students are from nuclear families or single parenting families or both are working parents. Students are not getting enough quality time from their parents and grandparents, lots of expectations from the parents, peer pressure, examination stress, etc. It has been observed by the researcher that the students lack in positive attitude, emotions, they also lack interest in studies, values and socialization. The researcher identified five dimensions of affective domain which are essential for the overall development of the students. They are highlighted in Table No. 4.4 as mentioned below:

Table No. 4.4: Dimensions of Affective Domain Identified

Affective Dimensions	Affective Domain Behavior as Found by Triangulation of Data	Need of Programme to Develop Affective Domain
Attitude	Most students lacked the mental state of readiness/willing to learn i.e., lack in willingness to listen and respond to teachers and classmates. It was also observed that the students lack willingness to learn different subjects and lack positive feelings towards their school. They lack liking for peers, teachers, school, studies, and parents. The students were found depressed sometimes, even without any prominent reason.	Teachers need to develop positive attitude in students towards their subjects, peers, parents, teachers, school and their studies.
Emotion	Most students were found not behaving in matured way as per their age. The students were not found good at handling of feelings of anger, love, affection, reverence. Majority of them lacked in fellow feeling, sympathy and empathy to different situations that they face in school. Bullying other students, laughing at others found traced commonly.	Teachers need to build up emotional maturity in students so that they can get connected with their teachers and learn effectively. They shall develop empathy towards other students and respect one another.
Value	Very few students were found respecting their teachers. Even some students were found untruthful to their parents. They were least interested in showing gratitude towards everything they receive by nature. In fact, students' behavior was not as per the righteousness and worthiness of their action from the Indian perspective.	Teachers need to inculcate values through activities while teaching different topics, make the students understand the precious gift of love and care that they get from the nature, their parents and teachers.
Interest	Most of the students showed no interest in studies. Very few students in the class showed willingness to take responsibilities or charge of class and curricular, co-curricular and extra-curricular activities in school	Teachers need to generate interest among students towards learning the concept and also the practical lessons of life.
Socialization	Many students had adjustment problems with new students, even with their own friends. The students lacked skills in carrying out group activities, developing team spirit, fellow feelings and helping one another	Teachers need to develop socialization skills among students so that they can work in harmony, develop mutual understanding and bring out quality output in group. This will help the future citizen to live and grow in harmony and peace.

The following can be derived from the analysis presented about the identification of needed affective domains among the students of Grade VII.

a) There is a need to develop positive attitude of the students so that they can take up all the challenges in life positively.

b) There is a need to generate interest in the students to learn the life skills and apply the same in their daily routine and to make them understand the importance of taught topics in every subject in their life.

c) Values and ethics are diminishing day by day. It's very important to make the students understand the importance of values and inculcate it in their life.

d) Students lack emotions that lead to bullying in the school campus, laughing at others' problems. There is a need to generate emotions in the students.

e) Students need to learn adjusting with every student of their own class and in the school, learn to work in different groups, help each other for gaining knowledge. They need to be cooperative.

Through review of several research papers, it was found that schools world over, are facing the common problem of disinterest among the students in study, life, society, and environment etc. Lack of positive attitude towards life, diminishing values, emotions and socialization has become a challenge in today's world. (Christopher, 2008; Cheng, 2011; Victoria, 2012; and Sakesh, 2013).

4.1.10. Development of Programme

The researcher designed an integrated instructional affective domain programme for inculcating attitude, interest, values, emotions and socialization as selective dimensions of affective domain along with cognitive and psychomotor development as reflected in the curriculum.

4.1.10.1. Principles followed in Developing Programme

Integration of positive attitude, interest, emotion, value and socialization are organized around the principles of mental state of readiness, willingness to take charge, fellow feeling, respect, kindness, and empathy. Lessons engage students in learning and practicing how to embody those qualities. Further following principles as presented in Chapter-III were followed while developing integrated instructional affective domain programme.

a) The integrated instructional affective domain programme was based on the English subject syllabus taught in grade VII of the selected school.

b) The affective domain programme contained exhaustive notes on the general methods and strategies besides specific notes on each unit and lesson plan for effective use of the materials in attaining desired tangible output.

c) Communicative approach was followed to enhance listening, speaking, reading and writing skills along with development of positive attitude, emotion, interest, values and socialization.

d) The emphasis was on development of affective domain along with cognitive domain. The programme was made relevant for developing all the three domains.

e) The structural patterns, sequence and content was planned to provide extended practice.

f) The programme promotes learning and speaking English language blended with positive attitude, emotions, values, interest and socialization.

g) It is age specific programme as this programme was developed keeping in mind the age of the learners.

h) The worksheets, videos, quiz, gamification, and other activities based on the topics taught have potentiality to develop affective domain along with other domains in 7th grade students.

i) The planned activities, done in the class to enhance affective domain along with cognitive domain, were relevant to the topic taught in the class.

j) The strategies and techniques used to teach the topics were not time consuming but very interesting for the grade 7th students, which helped them to learn faster.

4.1.10.2. Objectives

The main objective behind developing affective domain programme was to bring changes in selected dimensions of affective domain and practice the same in their life along-with development of cognitive domain. The affective domain programme was developed with the following objectives:

a) Students will be able to develop the following skills under the Integrated Affective Domain Programme.

b) The students will be able to comprehend the topics taught to them and able to analyze, compare, evaluate and draw inference

c) The students will be able to develop new vocabulary and use them in writing

d) The students will develop grammar; tense, adjectives, noun, pronoun, and use simple and complex sentences

e) The students will be able to speak fluently in English

f) The students will develop active listening skills

g) The students will develop positive attitude to life, society, and self, develop moral and ethical values, good habit, emotional maturity, and socialization through the lessons

4.1.10.3. Content Selection

In the academic year, 2018-'19, the selected school Baroda High School had "English Impulse – A Comprehensive Language Course", as English textbook as part of its curriculum. Based on the selected contents of prose, poems, stories, and grammar, the whole of the programme was designed.

4.1.10.4. Unit Plans and Development of Integrated Lesson Plans

The researcher designed the Unit Plans and Lesson Plans for each and every chapter of English Textbook of grade VII by integrating cognitive and affective aspects of learning, adopting the blended learning method. Blended learning method is a style of education in which students learn via electronic media such as various online skill-building games, videos, quizzes as well as traditional face-to-face teaching that includes role-playing with immediate face to face feedback, group discussions, engaging all types of learners. Following the Edgar Dale's Cone of Experience (Dale,1969), the researcher, to make the students enjoy learning, included the activities where the students interacted and actively involved in the whole process of learning. The researcher has incorporated the latest teaching techniques and methods needed to nurture the 21st century children and the required suggestions of the experts in the field of education in preparing and finalizing the Unit Plans and Lesson Plans for each chapter given in grade VII English text book. All the activities were planned with an intention of inculcation of selected dimensions of affective domain without compromising on development of cognitive domain.

a) Common framework of Unit plan and lesson plan

The researchers drafted a few common framework of unit plans and lesson plan which are mentioned below:

✓ Identification of teaching objectives .

✓ Selection of material to be taught.

✓ Selection of instructional methods and media.

✓ Identification and use of strategies for students' active participation.

✓ Utilization of instructional time efficiently and effectively.

✓ Blending cognitive and selected dimensions of affective domain.

4.1.10.5. Methods and Approaches used in the Integrated Programme

Every individual has an exclusive intelligence and can succeed in a definite learning environment. According to Howard Gardner, there are eight types of intelligence. People can have varying levels of each intelligence. The researcher has used multiple intelligences in her integrated programme so that each and every student can enjoy the learning. The researcher incorporated listening, speaking, reading and writing skills while teaching English subject by using formal and informal, structured and unstructured, developmental, integrated methods of teaching for the holistic development of the students. She took care to create a safe and supportive environment in the class. She also used repetition and questioning technique to keep the students updated and active. The researcher planned her lessons with audio, visual, musical, logical and kinesthetic activities. To create anticipation for the topic taught, the researcher added many wow factors (surprise activities) and adopted preview strategy in which the students were briefed in advance about the importance of the specific topic, what are the students going to gain and how will they be benefitted in developing their future career.

Following innovative ideas were adopted and incorporated

a) Creative Teaching

The researcher took help of ICT tools to stimulate creativity. She included blended learning techniques with playful activities and few forms of visual exercises to excite young minds and capture their interest.

b) Audio & Video Tools

The researcher incorporated audio-visual materials along with textbook during her sessions. The audio-visual materials were models, movies clippings, pictures, playback recordings of motivational speakers, graphic organizers such as concept map, fish bone, mind map, venn diagram, and flow chart. The audio-visual materials were selected as per

the requirement of the lesson outcome and the objectives of the lessons. She used a number of awesome animated slideshows or presentations. Such tools helped the students' imagination thrive and grow. The objective was to develop students' ability to listen and understand the concepts better.

c) "Real-World" Learning

Relating and demonstrating through real-life situations make the material easy to understand and easy to learn. The researcher used this technique to spark the students' interest and get them involved. The objective behind infusing real-world experiences was to make teaching moments fresh and enrich classroom learning.

d) Brainstorming

The researcher kept brainstorming sessions in her lesson plans. These sessions were proved to be a great way to make the students participate actively. When multiple brains focussed on one single topic, numerous ideas came out and that also involved everyone into the discussion. The researcher provided platform to the students to voice their thoughts without having to worry about right or wrong, several times after setting some ground rules.

e) Role Play

The researcher planned a few topics through role-playing to generate confidence in the students and to make them step out of their comfort zone and develop their interpersonal skills.

A few more teaching techniques were applied, such as:

i) **Flipped Class room:** For few topics, students were given responsibility to prepare lesson and give presentation in the class. After every presentation by the students, there were discussion with the students and the points which were overlooked by the students were added by the researcher as a facilitator.

ii) **Design Thinking:** The students were exposed to real life cases to be resolved through brain storming, group analysis, innovations and creative ideas.

iii) **Self Learning**: The researcher acted as a facilitator and topics were given to the students for self learning.

iv) **Gamification**: means learning through use of games. Typical elements of playing games were applied, e.g., point scoring, competition with others, rules of play, etc. to motivate participation, engagement and interaction during the learning process.

v) **Social Media:** Students get attracted to social media. The researcher used social media to explain few of the topics. E.g., finding grammatical mistakes, etc.

vi) **Free Online Learning Tools:** There is an array of free learning tools on various sites. The researcher referred various sites to create wow factor in the topic, e.g. freerice.com, mentimeter, slido, classroom screen, etc. were used to conduct quizzes, revision of the chapters completed.

4.1.11. Validation of the Programme

The researcher developed unit plans and lesson plans based on the syllabus with the details of activities connected with each chapter period-wise and submitted to the experts for their suggestions. Teachers teaching the subject were also taken for validation. Selected experts in the field of education were given the hard copy of the unit plans and lesson plans to validate the programme. The suggestions given by the experts are presented below.

a) Experts' Feedback

The unit plans and the lesson plans were sent to five experts in the field of education to obtain their feedback and suggestions for improvement on the developed lesson plans. The experts mentioned that if teaching is carried out the way it is visualized and stated in the lesson plans, it will be effective. With all the audiovisual aids and activities as the plan specifies, it can accomplish what is envisaged. The plans don't make any tall claims; they are something that can be put into action. They also observed that the planning is practicable.

Experts' suggestions for modifications were as follows:

i) **Experts' Suggestion on Unit Plans:**

The content matter of each unit may be analyzed and the major teaching points may be prescribed with its objectives and teaching techniques. Instead of simply mentioning video, radiant thinking, model reading, discussion, etc., mention what values are to be developed, when, where and how.

> ➢ Mention the moral that can be drawn from each lesson unit and the values. E.g., Unit 1: courage, commitment, dedication, sacrifice, love and concern for others…. That can be developed by the extension of the moral.
> ➢ Spell out the entry behavior / prior knowledge precisely in all the units.
> ➢ Specify the specific objectives and roles of each selected audio-visual aids to be deployed.

ii) Experts' Suggestions on Lesson Plans:
> ➢ The lesson duration seems to be too short to accomplish anything. It should be at least 45 minutes.
> ➢ The entry behavior for the first lesson may be based on general background. However, in later lessons, it may be based on the portions covered in previous lessons.
> ➢ The lesson plans missed the steps of practice and evaluation.

Suggestions by the experts were espoused in the programme. Only the lesson duration couldn't be exceeded as in the selected school, each period was for 30 minutes only. However, the researcher planned and used the block periods for the activities.

b) Teachers' Feedback after the Pilot Study

The researcher also interviewed the four teachers who teach in the same class after the pilot study. The researcher received verbal feedback from all the four teachers. Overall, the teachers echoed experts' view that the lesson plans are very effective, but they added that it would be burdensome for them as they need to finish up the course within stipulated time and involving activities, videos or gamification will consume more time. As the students are very talkative and lack self-discipline, it may be a challenge to control the students and finish up the syllabus.

4.1.12. Modifications in the Integrated Affective Domain Programme on the basis of Experts Suggestions

Based on the suggestions given by the experts, following modifications were done in the Integrated Instructional Affective Domain Programme.

✓ Content matter of each unit was analyzed and the major teaching points were written with objectives and teaching techniques.

- ✓ Instead of simply mentioned video, radiant thinking, model reading, Values and other affective domain were highlighted which were to be developed.
- ✓ The morals and values were highlighted that were drawn from each lesson units.
- ✓ Lesson duration was suggested to make it 45 minutes but couldn't be done , as per the school rule, each period is set for 30 minutes only.

4.1.13. Final Draft of the Integrated Instructional Affective Domain Programme

The integrated affective domain programme was developed to inculcate the selected dimensions of affective domain along with cognitive and psychomotor domains among students of experimental group of Grade VII in the selected school during the academic year 2018-'19. The below mentioned table (Table No. 4.5) explains the unit-wise details of development of Cognitive and Affective domains. The Integrated programme was developed on that basis.

4.1.14. Pilot Study of the Programme

Once the programme was ready, after taking suggestions from the experts, a pilot study was done for a month to check if it can be executed appropriately as per the programme or not.

4.1.15. Care Taken during Pilot Study

The researcher herself conducted the pilot study by implementing the integrated instructional affective domain programme on Class VII E students (experimental group) of the selected school. In implementing the programme, the following points were followed.

- a) Rules and regulations of the school.
- b) Prepared lesson plans
- c) Time as allotted in the school time table
- d) Natural classroom setting

During the pilot study, the researcher noted each day's proceedings in the classroom, the behavior of the students, the time consumed while taking the class, other barriers she faced while conducting the class, etc. After the implementation of the pilot study for a month, opinion of teachers and students were taken as feedback.

Table 4.5: Details of the Cognitive and Affective Domains Integrated as per Units

Unit	Comprehensions	Vocabulary	Grammar	Sounds and Pronunciation/ Appreciation	Listening, Speaking and Writing Activities
1.Casabianca Poem	Inferring; locating information	Synonym	-	Consonants, vowel; recitation of poetry stressing on values	A video on value and ethics, discussion on the topic and students' perception on that, Making of PowerPoint presentation and discussion in the class
2. Brave in Life, Brave in Death	Locating information; recall; analyzing information linking with emotions & values	Dictionary activity - Mixed group activity	Modals: may and might Sentences framed to develop positive attitude	Read the lesson with proper pronunciation and speed	A video on patriotism will be played. Listening to real life story of National Bravery Awards, identify important sources of positive values and group discussion on how to adopt the same in life and writing a real incidence on bravery. Group activity: Poster making on important events that happened in India since 1947 till 2017.
3. The Daffodils Poem	Locating information and analyzing the same			Rhyme scheme; similar sounds; silent letters	Group activity, making a poster, speaking about conservation of nature.
4.The Luncheon	Sequencing; verifying; locating information; analyzing; inferring An unseen comprehensive passage on 'Tricked into Learning' practiced by students.	Quiz to improve vocabulary, framing of value-based sentences, Adjectives; profession; base words and affixes Group activity- use of adjectives to describe the specialty of individual classmates.	Punctuation: colon and semicolon, Expose to sentences to generate interest, values, and emotions.	Placard with two quotations of famous personalities based on 'Positive Attitude towards Life and Hard Work.	A group discussion and story review in connection with attitude. Group presentation by students to develop emotions, interest and positive attitude towards their life. Paragraph writing on 'How would you have tackled with the situation if you were at author's place?'
5. Abou Ben Adhem Poem	Locating information; verifying			Rhyming words; vowels	Research Activity: biographical information about Leigh Hunt on Unconditional Love
6. David Begins a New Life – 1	locating information; analyzing; evaluating keeping in view – attitude, emotions and values. An unseen comprehension passage on 'Charles Dickens'.	Spelling; antonyms; prefix List of difficult words from the lesson were traced and framed value-based sentences.	Direct and Indirect speech (highlighting emotions, attitude and values)	Listening to match words with definitions	A short story to develop positive attitude towards elders, a video show to imagine the struggling life of children who are very poor (to create empathy in students), Writing a paragraph on 'Homeless Children' or 'What it feels like being a child' and discussion on how to help such children
7. David Begins a New Life – 2	Locating information; mind map; evaluating	Words used as noun and verb	Direct and Indirect speech	Listening to a poem to fill in the blanks	A short story to develop values of life in choosing right friend.

	keeping in view – attitude, emotions and values	A quick quiz on vocabulary and framing of value-based sentences.	(highlighting emotions, attitude and values)		A video show to develop positive attitude. Writing an informal letter; an article for the newspaper on 'How to channelize the energy of the street children?' A visit to nearby post office to drop the letter. Debate on 'Does Poverty Destroy Education?'
8. Ring Out, Wild Bells Poem	Locating information; inferring			Marking rhyme scheme; rhyming words; personification	Power Point Presentation on India's New-Year Festivals.
9. Rats on a Train	Locating information Motivational comprehension passage worksheet	Suffixes; synonyms	Adverbial clauses of time	Enact the play – voice modulation, pronunciation	A video show for group activity. Group activity – 'An Ideal Teacher and Students'- writing dialogues and presentation
10 Stopping by Woods on a Snowy Evening Poem	Locating information; inferring	synonyms		Rhyme scheme; blends and digraphs	Adjective bingo game; group discussion on conservation of forest.
11. Dolls over the Ages	Locating information; verifying; extrapolating information	Words easily confused; spelling	Passive voice		Group discussion – 'Black Magic'; Preparing and presenting information on PPT.
12.Palanquin Bearers Poem	Locating information; inferring	Spelling cum thematic vocabulary;	Email writing	Nasal sounds; rhyming words	Discussion on wedding tradition; describing pictures
13.Too Dear!	Verifying; locating information	collocations	Relative clauses, letter writing		Group discussion, information sharing on famous jails Debate on 'Is there any way to tackle with the prisoner other than imprisonment?'
14.The First Jasmines Poem	Locating information; inferring	thematic vocabulary;	Paragraph writing on research – 'Sensory Memory'	Vowels; silent letters	Biography on Rabindranath Tagore followed by a group discussion on skills learnt.
15.Helen Keller	Sequencing; locating information; inferring	Synonyms; spellings	Past Perfect Tense		A video show to inspire the students, Writing a thank you note; group discussion on how to take challenges positively
16. The Wind on Haunted Hill	Locating information; sequencing; inferring; evaluating	Spelling cum thematic vocabulary; literary phrases; suffixes	Infinitives		Writing a letter to an editor, debate on ghost, listening and displaying impact of sounds in ghost stories.
17. King Ahmak Shah Poem	Locating information; inferring; analyzing; evaluating	Spelling cum thematic vocabulary;		Two sounds of the letter e; two sounds of the digraph	Role play; sharing story of Akbar- Birbal and the morals

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4.1.16. Selection of Experimental Group for Pilot Study

The developed programme was implemented for a month on the experimental group of students (Grade VII-E) of Baroda High School, ONGC (Afternoon Shift). The basic purpose was to see if it is feasible to carry on with the lesson plan in stipulated time, whether it can be carried out successfully in the real class room situation or not and if the programme is really effective on the students' behavior and development of selected dimensions of affective domain along with cognitive domain.

4.1.17. Effectiveness of the Programme as Revealed by Pilot Study

The researcher conducted a group discussion with the students to know their responses on the effectiveness of the programme. She also observed the behavior of the students of the experimental group during the proceeding.

During the group discussion, the students stated that they found the units taught as very interesting. They enjoyed working in group and learnt better from the peer group members. In fact, they learnt more about their classmates, with whom they avoided talking. They liked the smile and friendly behavior of the researcher. They were happy that they will be taught English in the same manner in future. They found the videos very impressive. The researcher noted positive changes in the behavior of the students. In the past also, she observed the students' behaviors. That helped the researcher to compare and to trace out the changes. She found students were alert and responding to her questions. When appreciated, the students were found motivated. The students participated actively in every activity.

4.1.18. Problems Faced in Pilot Study

The problems faced by the researcher during the pilot study were as follows:

a) As there was no permanent arrangement of projector in the class room, the students were taken down to the common hall for any video show, which was time consuming.

b) In the month of June, due to heavy rain on some days and lack of electricity, the researcher could not take up the lesson as per the planning.

c) In the beginning of the academic session, the researcher found it difficult to make many of the disturbing students follow her instructions but gradually when they found the English classes very interesting, they too started helping in creating conducive environment in the class room.

4.1.19. Modification in the Developed Programme

Though there were few challenges, pilot study was done successfully. Following modification were done after the pilot study.

a) For every chapter, the researcher included motivational videos, power point presentations, apart from several group presentations and activities. As it was really time consuming to take down the students to the hall for the use of projector, the researcher selected the block periods (two periods back-to-back) for any video show or group activities.

b) Class room rules were formed (named Golden Rules for the Genius) which highlighted a few rules formulated by the researcher and all the students with mutual understandings. It mentioned that the students have to reach the hall in 5 minutes on specific days, class disciplines, cleanliness, helping hands, use of words of appreciations, respecting each others, patience, creativities, etc.

4.2. Phase - II Implementation of the Integrated Instructional Affective Domain Programme

The Integrated Instructional Affective Domain Programme was finalized keeping in mind the feasibility of its implementation with available resources during the academic year 2018-'19. The experiment was conducted for a period of nine months (August, 2018 to April, 2019). The following points were the guidelines to conduct the programme.

a) There was no strict control of the experimental subjects.

b) The natural school atmosphere prevailed.

c) Control group was taught by the regular teacher in as usual methods and approaches.

d) The Experimental group students were taught y using the Integrated programme.

e) Pre-test and post-test of affective domains and cognitive domains were assessed.

4.2.1. Design of the Experiment

The researcher followed Quasi – Experimental Design. Pre-Test – Post-test Non-equivalent – Group Design. This design was found to be suitable for the present study. Two divisions of Grade VII students from Baroda High School, ONGC (afternoon shift) were selected for the experiment. One division was treated as Experimental group and the other group was treated as Control group.

4.2.2. Selection of the Sample (Experimental and Control Group)

For the purpose of study, the researcher non-randomly selected two divisions as sample. Under this method, she had identified Baroda High School, ONGC to implement the educational programme as stated earlier in Chapter-III. Due permission was taken from the Principal of afternoon shift. There were on an average 48 students in each section of grade VII. Students of grade VII E were taken as experimental group and VII F students were taken as controlled group.

4.2.3. The Experiment

The researcher exposed the students to affective domains while teaching English subject during nine months (August, 2018 to March, 2019), excluding public holidays and examination days in the selected school and the class (experimental group), with an aim to find out the effectiveness of the Integrated Method of Teaching to develop affective domain. The Experimental group had 49 students who participated in the program. The Control group had 48 students. The researcher ensured that all the 49 students participate actively in the programme.

4.2.4. Care taken for conducting the Experiment

The researcher took good care while conducting the experiment.

a) The experiment was conducted in a controlled natural setting.

b) Wherever needed, the school authority provided all necessary help / support.

c) Time allotted to teach English subject was used properly as per school timetable.

d) She was ready with all her tools beforehand during the implementation of the programme.

e) She noted the day-to-day activities and responses of the students as per cognitive and affective domain development.

f) She administered the affective domain scale before and after the application of the affective domain programme.

g) Rating scale was provided to the teachers individually to fill in before and after the implementation of the affective domain programme.

h) Teachers were requested to observe the students regularly. That helped the teachers to fill in the rating scale and discuss about the improvement in them.

4.2.5. Data Collected during the Experiment

All the planned activities were conducted while teaching English language subject to inculcate attitude, interest, emotion, values and socialization along with cognitive development in the students of experimental group. Data were collected throughout the year.

➢ The researcher observed and maintained detailed field notes during the school hours.

➢ Researcher also collected feedback from the students, teachers and the Principal regarding the effectiveness of the affective domain programme.

➢ The pre-test and post-test of Affective domains and Cognitive domains were also conducted as per plan.

4.3. Phase III – Effectiveness of the Integrated Instructional Affective Domain Programme

Affective domain scale was administered, before and after implementation of the programme, on the experimental and control groups of students to check the effectiveness of the Integrated Instructional Affective Domain Programme.

In order to study the effectiveness of the Integrated Instructional Affective Domain Programme, following null hypotheses were tested.

Ho1: There will be no significant difference in the development of attitude of experimental group and control group students at the post-treatment level.

Ho2: There will be no significant difference in the development of emotion of experimental group and control group students at the post-treatment level.

Ho3: There will be no significant difference in the development of interest level of experimental group and control group students at the post-treatment level.

Ho4: There will be no significant difference in the development of value of experimental group and control group students at the post-treatment level.

Ho5: There will be no significant difference in the development of socialization of experimental group and control group students at the post-treatment level.

Ho6: There will be no significant difference in the overall affective domain scores of experimental group and control group at the post-test level.

Ho7: There will be no significant difference in the academic achievement of experimental group and control group students in scores of Annual Examination in their English Subject at the post- treatment level.

To study the effectiveness of the Integrated Instructional Affective Domain Programme i.e., to test the above stated hypotheses, Mann Whitney U test was applied for each hypothesis. The data were processed with SPSS software (Statistical Package for Social Sciences) and analysis was done. Details have been presented in the subsequent tables.

4.3.1. Pre-test and Post-test scores on Affective Domains obtained by Experimental group and Control group:

The scores obtained by experimental group and control group students at pre-test and post-test level on the Affective domain scale are presented in Table No. 4.6 and Table No. 4.7 below.

Table No. 4.6: Raw Scores of Grade VII E Students, Experimental Group

Sr. No.	Attitude		Emotion		Interest		Value		Socialization		Total Affective Domain	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	59	65	48	48	52	57	45	53	45	58	249	281
2	59	74	45	72	52	78	50	69	56	76	262	369
3	049	52	56	60	56	61	58	67	54	63	273	303
4	38	60	57	64	65	68	53	58	66	74	279	324
5	51	61	48	65	60	63	68	69	61	58	288	316
6	54	57	70	70	52	60	50	55	70	71	296	313
7	55	72	57	75	55	74	65	78	65	74	297	373
8	63	71	58	76	52	75	60	72	64	76	297	370
9	50	73	63	63	58	76	56	72	72	76	299	360
10	58	67	58	74	65	75	59	73	64	76	304	365
11	59	74	60	78	58	74	63	75	66	76	306	377
12	66	73	52	76	61	80	62	73	66	69	307	371
13	54	77	68	75	55	79	62	77	70	73	309	381
14	62	68	52	77	64	77	60	74	71	73	309	369
15	60	71	51	75	70	77	61	71	70	76	312	370
16	65	69	55	75	70	73	56	70	67	71	313	358
17	68	73	53	76	72	78	62	80	67	74	322	381
18	64	68	55	71	77	72	62	59	66	73	324	343
19	68	76	59	76	70	78	71	79	57	75	325	384
20	68	75	63	77	62	74	67	76	68	73	328	375
21	63	75	68	79	65	77	65	76	69	76	330	383
22	69	71	58	75	65	80	65	75	74	78	331	379
23	64	68	58	59	76	67	71	70	67	67	336	331
24	62	68	64	59	72	71	75	75	73	68	346	341
25	67	68	66	65	73	69	73	82	68	74	347	358
26	57	59	67	72	76	80	76	81	72	82	348	374
27	71	74	69	72	71	79	73	80	71	78	355	383
28	73	81	65	75	75	77	75	80	72	76	360	389
29	70	74	75	75	70	71	75	78	71	74	361	372
30	77	77	66	79	75	76	75	80	70	75	363	387

Table No. 4.7: Raw Scores of Grade VII F Students, Control Group

Sr. No.	Attitude		Emotion		Interest		Value		Socialization		Total Affective Domain	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	47	48	50	54	60	65	41	42	54	59	252	268
2	54	54	39	54	58	60	49	54	62	64	262	286
3	63	41	69	52	53	64	44	40	45	44	274	241
4	54	53	50	59	60	61	53	54	62	63	279	290
5	53	44	60	58	74	52	47	52	55	59	289	265
6	52	55	58	59	59	60	60	60	62	63	291	297
7	50	51	60	57	61	64	58	59	65	70	294	301
8	64	64	58	60	60	54	56	70	59	62	297	310
9	60	47	49	55	65	49	55	55	68	56	297	262
10	57	59	60	56	66	56	58	54	60	56	301	281
11	59	60	53	51	64	69	67	69	59	62	302	311
12	65	55	53	64	67	64	70	57	53	59	308	299
13	64	54	54	53	69	57	57	48	65	63	309	275
14	59	49	58	51	68	46	71	55	54	53	310	254
15	67	50	55	58	63	58	62	58	65	59	312	283
16	52	54	54	59	67	69	77	78	63	70	313	330
17	65	50	53	47	62	52	74	58	66	55	320	262
18	64	48	63	49	65	59	73	59	59	50	324	265
19	70	54	55	50	66	61	69	56	65	64	325	285
20	67	49	62	51	69	59	75	54	54	54	327	267
21	70	47	59	58	56	53	73	58	70	49	328	265
22	66	47	55	58	66	66	74	57	68	69	329	297
23	64	44	66	52	69	47	69	55	67	53	335	251
24	76	77	63	60	67	67	71	72	67	70	344	346
25	76	78	57	60	75	78	65	67	74	78	347	361
26	74	75	70	72	65	65	72	74	71	73	352	359
27	76	62	63	54	74	66	72	59	69	64	354	305
28	77	80	68	69	68	80	74	67	69	65	356	361
29	71	40	62	52	73	50	79	40	75	41	360	223
30	70	45	73	50	78	58	69	58	72	56	362	267

To test the hypothesis 1-7, Mann Whitney U Test was used. In order to process the data, the Experimental group and Control group were reduced to 30 students in each group, on the basis of their pre-test scores in Overall Affective Domain at Pre-test level. So, finally 30 students of experimental group and 30 students of control group, whose overall affective scores were almost same at the pre-test were further selected to be compared with the scores of their post-test scores by Mann Whitney U-test. In the below mentioned table, the matching of students has been presented in Table 4.8 below.

Table No. 4.8 Scores of Pretest (Affective Domain) of Both the Groups under Study

Sr. No.	EXPERIMENTAL GROUP		CONTROL GROUP	
	Matched Roll No.	PRE	Matched Roll No.	PRE
1	7	249	16	252
2	20	262	36	262
3	41	273	22	274
4	12	279	27	279
5	30	288	19	289
6	4	296	42	291
7	35	297	30	294
8	39	297	31	297
9	16	299	38	297
10	28	304	2	301
11	36	306	37	302
12	31	307	33	308
13	32	309	41	309
14	48	309	15	310
15	47	312	49	312
16	19	313	5	313
17	22	322	46	320
18	14	324	28	324
19	21	325	11	325
20	44	328	32	327
21	40	330	34	328
22	15	331	25	329
23	13	336	29	335
24	10	346	23	344
25	11	347	18	347
26	33	348	40	352
27	3	355	7	354
28	24	360	3	356
29	37	361	45	360
30	49	363	13	362

4.3.1.1. Development of Attitude

To find out the development of Attitude among students as a result of the Integrated Instructional Affective Domain Programme, Mann Whitney U test was applied on the data collected on the Affective Domain Scale. The following Table No. 4.9 presents that the U value is significant at 0.05 level of significance, of the scores of Pre-test and Post-test of development of attitude among 30 students of Experimental group and 30 students of Control group are presented.

Table No. 4.9: Mann Whitney "U" test for Attitude Development

S.No.	Null Hypothesis	Test	U value
1	The distribution of Pre-test is the same across categories of Group.	Independent-Samples Mann-Whitney U Test	0.378
2	The distribution of Post-test is the same across Group.	Independent-Samples Mann-Whitney U Test	0.000*

Note: * U value is significant at 0.05 level of significance

It can be observed from the Table No. 4.10 below that after applying the Mann Whitney U test, it was found that at 0.05 level of significance, the calculated z value - 4.676, is more than the table value 1.96 at 0.05 level. It can be interpreted that the null hypothesis is rejected.

Table No. 4.10: Comparison of Pre-Test-Post Test Attitude scores (Experimental and Control Group) Independent-Samples Mann-Whitney U Test

Particulars	Post-test Attitude score	Pre-test Attitude score
Total N	60	60
Mann-Whitney U	134.000	509.500
Wilcoxon W	599.000	974.500
Test Statistic	134.000	509.500
Standard Error	67.576	67.542
Standardized Test Statistic (Z-value)	-4.676*	.881
Asymptotic Sig.(2-sided test)	.000	.378

Refer Figure 4.1 presented below, is the graphical representation of pre-test and post-test scores of students of experimental group and control group to represent development of attitude. The mean rank of pre-test of Attitude of experimental group was 28.52 and the attitude level of control group was 32.48. After the application of the developed programme, the mean rank of experimental group raised to 41.03; whereas the mean rank of control group slipped down to 19.97. That indicates that the positive attitude of the students of experimental group has risen notably after adopting the affective domain programme whereas there is a decline in the positive attitude of students of control group.

Figure 4.1: Graphical representation of pre-test and post test scores development of attitude of experimental group and control group of students.
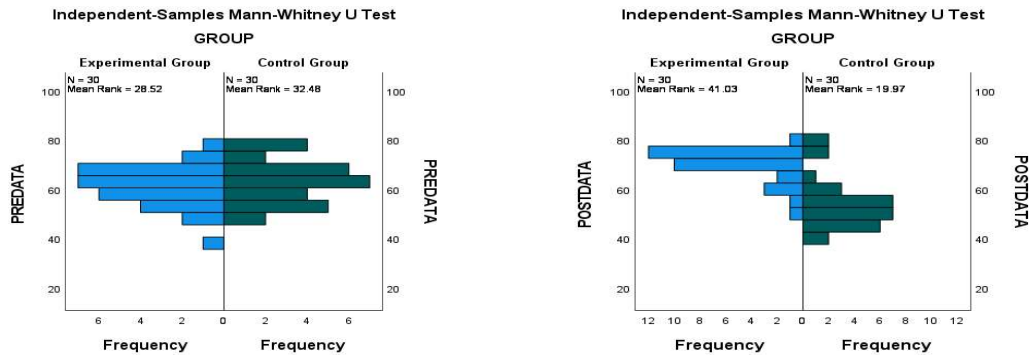
The null hypothesis is rejected as there is a significant difference in the level of attitude of the experimental group than the control group students and this development can be the attributed to the integrated programme for the experimental group.

4.3.1.2. Development of Emotions

To find out the development of Emotions among students as a result of the Integrated Instructional Affective Domain Programme, Mann Whitney U test was applied on the data collected on the Affective Domain Scale. The given table presents the scores of 30 students of Experimental group and 30 students of Control group are presented. The following Table No. 4.11 presents that the U value is significant at 0.05 level of significance, of the scores of Pre-test and Post-test of development of emotion among 30 students of Experimental group and 30 students of Control group are presented.

Table No. 4.11: Summary of Mann Whitney U test for Development of Emotion

S.No.	Null Hypothesis	Test	Sig.[a,b]
1	The distribution of Pretest is the same across Group.	Independent-Samples Mann-Whitney U Test	0.609
2	The distribution of Post-test is the same across Group	Independent-Samples Mann-Whitney U Test	0.000*

Note: * indicates that U value is significant at 0.05 level

It can be observed from the Table No. 4.12 below that after applying the Mann Whitney U test, it was found that, at 0.05 level of significance level, the calculated z-value -5.754 is more than 1.96. It can be interpreted that there is a significant difference in the development of emotions of the experimental group than that of the control group students at the post-

treatment level. It can be said that the integrated programme to develop Emotions of the students is successful.

Table No. 4.12: Comparison of Pre Test-Post Test scores of Emotion (Experimental and Control Group) Independent-Samples Mann-Whitney U Test

Particulars	Post Test	Pretest
Total N	60	60
Mann-Whitney U	61.500	415.500
Wilcoxon W	526.500	880.500
Test Statistic	61.500	415.500
Standard Error	67.514	67.511
Standardized Test Statistic	-5.754*	-.511
Asymptotic Sig.(2-sided test)	0.000	0.609

Figure 4.2 represents the graphical representation of pre-test and post-test scores of students of experimental group and control group to represent development of emotion. The mean rank of pre-test of Emotion of experimental group was 31.65 and the emotion level of control group was 29.35. After the application of the developed affective domain programme on the experimental group, the mean rank of experimental group raised to 43.45; whereas the mean rank of control group declined to 17.55. It indicates that the emotional maturity of the students of experimental group has risen notably after adopting the affective domain programme.

Figure No. 4.2   Graphical representation of pre-test and post test scores development of emotion of experimental group and control group of students
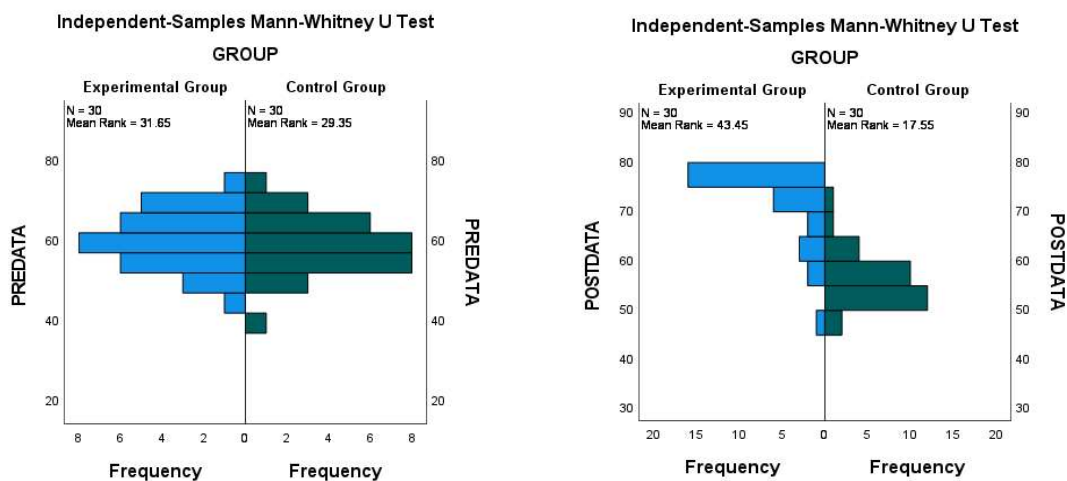
The null hypothesis is rejected as there is a significant difference in the level of development of emotion of the experimental group than the control group students and this development can be the attributed to the integrated programme for the experimental group.

4.3.1.3. Development of Interest

To find out the development of Interest among students as a result of the Integrated Instructional Affective Domain Programme, Mann Whitney U test was applied on the data collected on the Affective domain scale. The following table presents the scores of 30 students of Experimental group and 30 students of Control group are presented. The following Table No. 4.13 presents that the U value is significant at 0.05 level of significance, of the scores of Pre-test and Post-test of development of Interest among 30 students of Experimental group and 30 students of Control group are presented.

Table No. 4.13: Summary of Mann Whitney U test for Development of Interest

S.No.	Null Hypothesis	Test	Sig.[a,b]
1	The distribution of Pre-test is the same across Categories of Group.	Independent-Samples Mann-Whitney U Test	0.824
2	The distribution of Post-test is the same across Group	Independent-Samples Mann-Whitney U Test	0.000*

Note: * indicates that U value is significant at 0.05 level of significance

It can be observed from the Table No. 4.14 below that after applying the Mann Whitney U test, it was found that, at 0.05 level of significance, the calculated Z value is -5.031 as can be seen from Table 4.10. The calculated Z value is more than the standard value at 0.05 level i.e., 1.96. It can therefore be interpreted that the null hypothesis is rejected and it can be said that the Experimental group students' interest level is enhanced as a result of the integrated affective development programme.

Table No. 4.14: Comparison of Pre Test-Post Test scores of Interest (Experimental and Control Group) Independent-Samples Mann-Whitney U Test

Particulars	Post Test	Pretest
Total N	60	60
Mann-Whitney U	110.000	465.000
Wilcoxon W	575.000	930.000
Test Statistic	110.000	465.000
Standard Error	67.581	67.530
Standardized Test Statistic	-5.031*	.222
Asymptotic Sig.(2-sided test)	.000*	.824

Figure 4.3 represents the Mean rank of pre-test of Interest of experimental group was 30.00 which was almost as same as of control group i.e., 31.00. After the application of the affective domain programme, the mean rank of experimental group raised to 41.83; whereas the mean rank of control group surprisingly slipped down to 19.17. That indicates that there is a raise in the development of Interest of the experimental group students after the application of the affective domain programme.

Figure No. 4.3   Graphical representation of pre-test and post test scores development of Interest of experimental group and control group of students
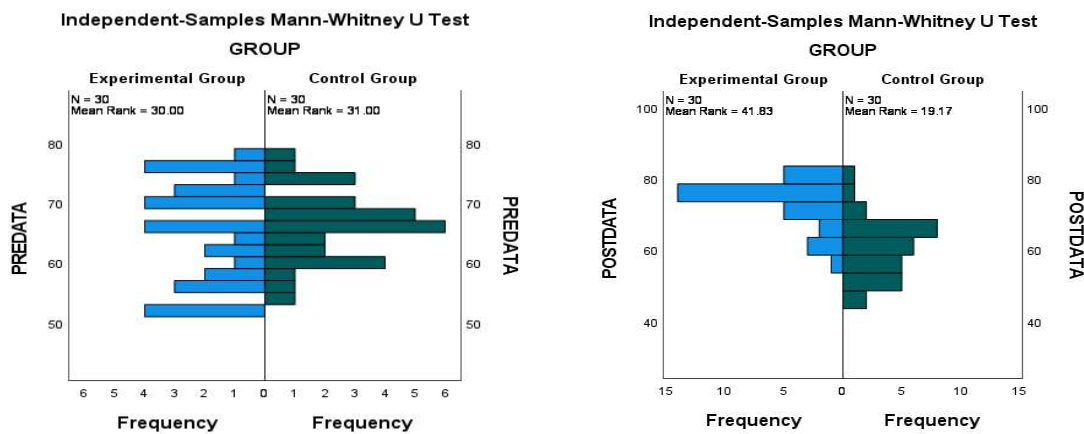
The null hypothesis is rejected as there is a significant difference in the level of development of Interest of the experimental group than the control group students and this development can be the attributed to the integrated programme for the experimental group.

4.3.1.4. Development of Value

To find out the development of Values in students as a result of the Integrated Instructional Affective Domain Programme, Mann Whitney U test was applied on the data collected on the Affective domain scale. The following table presents the scores of 30 students of Experimental group and 30 students of Control group are presented. The following Table No. 4.15 presents that the U value is significant at 0.05 level of significance of the scores of Pre-test and Post-test of development of Value among 30 students of Experimental group and 30 students of Control group are presented.

Table No. 4.15: Summary of Mann Whitney U test for Value Development

| S.No.	Null Hypothesis	Test	Z value
1	The distribution of Pre-test is the same across categories of Group.	Independent-Samples Mann-Whitney U Test	0.695
2	The distribution of Post-test is the same across Group.	Independent-Samples Mann-Whitney U Test	0.000*

Note: * denotes that the U value is significant at 0.05 level

It can be observed from the Table No. 4.16 below that after applying the Mann Whitney U test, it was found that the calculated z value is -5.040, which is more than the standard value of 1.96 at 0.05 significance level, it can be concluded that the null hypothesis is rejected. There is a significant difference in the development of Value in the experimental group than the control group at the post-treatment level.

Table No. 4.16: Comparison of Pre test-Post test Value Data (Experimental and Control Group)

Particulars	Post Test	Pretest
Total N	60	60
Mann-Whitney U	476.500	109.500
Wilcoxon W	941.500	574.500
Test Statistic	476.500	109.500
Standard Error	67.550	67.555
Standardized Test Statistic	.392	-5.040*
Asymptotic Sig.(2-sided test)	.695	.000*

Refer to Figure No. 4 below. The Mean rank of pre-test with regard to development of Values in experimental group was 29.62 and of control group was 31.38. After the application of the affective domain programme, the Mean rank of experimental group raised to 41.85; whereas the Mean rank of control group surprisingly dropped down to 19.15. The scores indicate that there is a remarkable development of Value of the experimental group students after the application of the affective domain programme.

Figure No. 4.4 Graphical representation of pre-test and post test scores development of Value of experimental group and control group of students
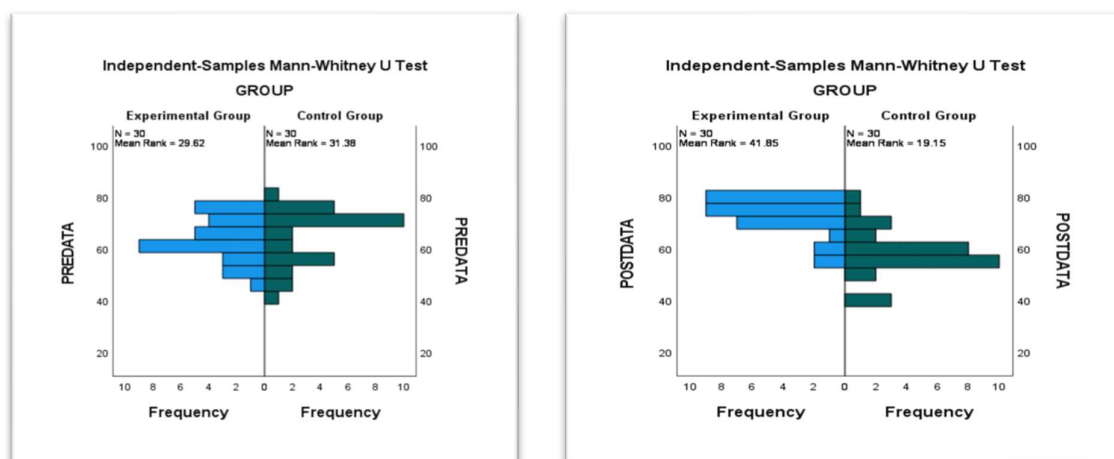
The null hypothesis is rejected as there is a significant difference in the level of development of Value of the experimental group than the control group students and this development can be the attributed to the integrated programme for the experimental group.

4.3.1.5. Development of Socialization

To find out the development of Socialization among students as a result of the Integrated Instructional Affective Domain Programme, Mann Whitney U test was applied on the data collected on the Affective domain scale. The following table presents the scores of 30 students of Experimental group and 30 students of Control group are presented. The following Table No. 4.17 presents that the U value is significant at 0.05 level of significance, of the scores of Pre-test and Post-test of development of Socialization among 30 students of Experimental group and 30 students of Control group are presented.

Table No. 4.17: Summary of Mann Whitney U test for Development of Socialization

S. No.	Null Hypothesis	Test	Z value
1	The distribution of Pre-test is the same across categories of Group.	Independent-Samples Mann-Whitney U Test	.035
2	The distribution of Post-test is the same across Group.	Independent-Samples Mann-Whitney U Test	.000*

Note: * denotes that the U value is significant at 0.05 level of significance

It can be observed from the table 4.18 given below that after applying the Mann Whitney U test, it was found that the calculated z value is -5.290 and it is significant at 0.05 level that is more than the standard value of 1.96 at 0.05 level. Therefore, it can be concluded that the null

hypothesis is rejected and we can say that as a result of the Integrated affective domain programme, the experimental group have developed their socialization skills. The details of the analysis is presented in table below.

Table No. 4.18: Comparison of Pre-test-Post-test Socialization Data (Experimental and Control Group)

Particulars	Pre Test	Post test
Total N	60	60
Mann-Whitney U	93.000	307.500
Wilcoxon W	558.000	772.500
Test Statistic	93.000	307.500
Standard Error	67.483	67.512
Standardized Test Statistic	-5.290*	-2.111
Asymptotic Sig.(2-sided test)	.000*	.035

Refer to the figure 4.5 given below. The Mean rank of pre-test of Socialization of experimental group was 35.25 and of control group was 25.75. After the application of the affective domain programme, the Mean rank of experimental group raised to 42.40; whereas there is a remarkable decrease in the Mean rank of control group i.e., 18.60.

Figure No. 4.5: Graphical representation of pre-test and post test scores development of Socialization of experimental group and control group of students
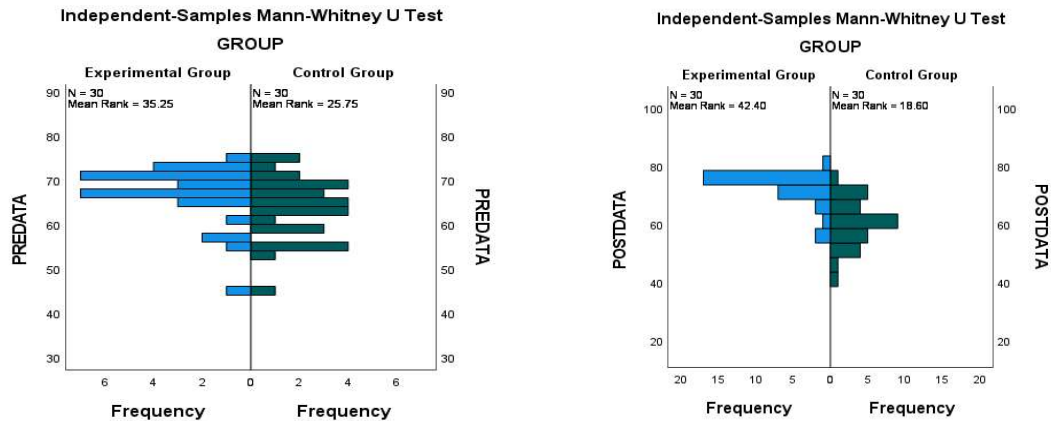
The null hypothesis is rejected as there is a significant difference in the level of development of Socialization of the experimental group than the control group students and this development can be the attributed to the integrated programme for the experimental group.

4.3.1.6. Development of Over-all Affective Domain

To find out the overall development of students as a result of the Integrated Instructional Affective Domain Programme, Mann Whitney U test was applied on the data collected on the Affective domain scale. The following table presents the scores of 30 students of Experimental group and 30 students of Control group are presented. The following Table No. 4.19 presents that the U value is significant at 0.05 level of significance of the scores of Pre-test and Post-test of development of Over-all Affective Domain among 30 students of Experimental group and 30 students of Control group are presented.

Table No. 4.19: Summary of Mann Whitney U test for Development of Socialization

S. No.	Null Hypothesis	Test	Z value
1	The distribution of Pre-test is the same across categories of Group.	Independent-Samples Mann-Whitney U Test	.888
2	The distribution of Post-test is the same across Group.	Independent-Samples Mann-Whitney U Test	.000*

Note * denotes that the U value is significant at 0.05 level of significance.

It can be observed from Table No. 4.20 given below that after applying the U-test, it was found that the calculated Z value is -5.774 and it is significant at 0.05 level of significance. It can be concluded here that there is a significant difference in the development of overall affective domain of the experimental group than the control group students at the post-treatment level. Therefore, it can be said the Integrated Affective domain programme was found to be effective in affective domain development of students of Grade VII.

Table No. 4.20: Comparison of Pretest-Posttest Overall Affective Domain Data (Experimental and Control Group)

Particulars	Post Test	Pretest
Total N	60	60
Mann-Whitney U	440.500	59.500
Wilcoxon W	905.500	524.500
Test Statistic	440.500	59.500
Standard Error	67.617	67.626
Standardized Test Statistic	-.140	-5.774*
Asymptotic Sig.(2-sided test)	.888	.000

It was found that the Mean rank of pre-test of the Overall Affective Domain of experimental group was 30.82 which were almost as same as of control group i.e. 30.18. The 'U' test conducted on Pre-test scores also confirms that both the Experimental group and Control groups were of the same level before the programme was implemented (Z value -.140). After

the application of the affective domain programme, the Mean rank of experimental group raised to 43.52; whereas the mean rank of control group surprisingly slipped down to 17.48. That indicates that there is a raise in the development of Overall Affective Domain of the experimental group students after the application of the affective domain programme.

Figure No. 4.6: Graphical representation of pre-test and post test scores development of Overall Affective Domain of experimental group and control group of students
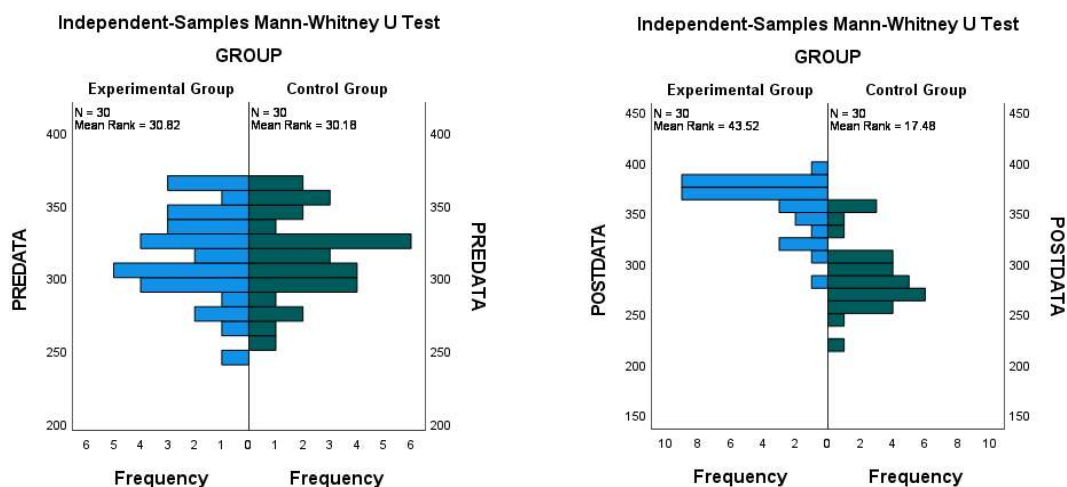
The null hypothesis is rejected as there is a significant difference in the level of development of Socialization of the experimental group than the control group students and this development can be the attributed to the integrated programme for the experimental group.

4.3.1.7. Impact of Integrated Instructional Affective Domain Programme on Students' English Subject

Students' achievement in the English subject in their Annual Examination were also considered for comparison between the experimental and control group to judge if the programme had any adverse effect on the students' achievement in English subject. The researcher compared the marks obtained in English subject throughout the academic year 2018-'19 in their formative and summative examination by the students of experimental group with the control group. The researcher chose the 30 students whose scores were compared in measuring the development of affective domain. The overall marks scored by the students in formative and summative examination were considered for comparison. To find out the impact of the Integrated Instructional Affective Domain Programme on cognitive aspects, Mann Whitney U test was applied on the data collected that is the marks scored in

English subject by students in their Annual Examination. The following Table No. 4.21 presents the marks scored in English subject for 30 students of Experimental group and 30 students of Control group.

Table No. 4.21: Mann Whitney U Test on Pre-Test, Post-Test Scores of Cognitive Domain

Mann Whitney U Test On Pre-test, Post-test Scores of Cognitive Domain					
Achievement Scores Experimental	**S1 Values (Pre-test Scores)**	**S1 Ranks (Post-test Scores)**	**Achievement Scores Control**	**S2 Values (Pre-test Scores)**	**S2 Ranks (Post-test Scores)**
50	33	1	83	54	4
89	39	2	109	56	5
74	50	3	79	62	6.5
104	62	6.5	74	63	9
102	63	9	107	66	11.5
63	63	9	67	66	11.5
81	67	14.5	66	67	14.5
72	67	14.5	67	67	14.5
73	71	19	97	69	17
67	72	20	81	70	18
74	73	21.5	93	73	21.5
105	74	24.5	102	74	24.5
76	74	24.5	96	74	24.5
97	75	27.5	107	79	31
77	75	27.5	56	81	32.5
75	76	29	88	83	34
75	77	30	105	88	35.5
124	81	32.5	66	88	35.5
114	89	37	63	92	38
33	97	42.5	74	93	39
117	97	42.5	69	96	40
102	102	46	73	97	42.5
71	102	46	70	97	42.5
62	104	48	126	102	46
107	105	49.5	62	105	49.5
67	107	52	54	107	52
63	113	55	88	107	52
97	114	56	97	109	54
39	117	58	92	116	57
113	124	59	116	126	60

It can be observed from the Table No. 4.22 below that after applying the Mann Whitney U test, it was found that the Mean of ranks of experimental group was 30.23, *U*-value was 458 and that of control group, Mean of ranks was 30.77, *U*-value was 442. The *Z*-Score was -0.11088 and the p-value was .9124. The result is *not* significant at p < .05. That means, there is no significant difference in the marks scored by the students of experimental group as compared to control group.

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Table No. 4.22: Summary of Mann Whitney U Test for Cognitive Domain

	Sample 1	Sample 2	Sample 1 & 2 Combined
Sum of ranks	907	923	1830
Mean of ranks	30.23	30.77	30.5
Expected sum of ranks	915	915	
Expected mean of ranks	30.5	30.5	Standard Deviation:
U-value	458	442	67.6387
Expected U-value	450	450	
Result 1 - U-value	**The U-value is 442.**		
Result 2 - Z-ratio	**The Z-Score is -0.11088. The p-value is .9124.**		
The result is *not* significant at *p* < .05			

The results from the Mann-Whitney U test of all the selected dimensions and overall affective domain can be seen in the table 4.23. During the treatment, the researcher found that the students improved in English proficiency and started participating actively in class activities. But there was no significance difference in the marks scored in English subject by the students of Experimental group in comparison with Control group. The researcher believes that if the same programme can be taken up for every year in all the grades, certainly there will be improvement in the cognitive aspects of the students.

Table No. 4.23: Results from the Mann-Whitney U-test

Dimensions of Affective Domain	Significant Difference Between Groups	p-value	Confidence Level	Interpretation of Result
Attitude	Yes	0.000	0.05	There is a significant difference in the development of attitude of experimental group and control group and it is in favour of the experimental group
Emotion	Yes	0.000	0.05	There is a significant difference in the development of emotion of experimental group and control group and it is in favour of the experimental group
Interest	Yes	0.000	0.05	There is a significant difference in the development of interest of experimental group and control group and it is in favour of the experimental group
Value	Yes	0.000	0.05	There is a significant difference in the development of value of experimental group and control group and it is in favour of the experimental group
Socialization	Yes	0.000	0.05	There is a significant difference in the development of socialization of experimental group and control group and it is in favour of the experimental group
Over- all	Yes	0.000	0.05	There is a significant difference in the overall development of affective domain of experimental group and control group and it is in favour of the experimental group
Cognitive Domain	No	.9124	0.05	There is no significant difference in the cognitive domain development of the experimental group in comparison with control group.

4.3.2. Effectiveness of the Programme from Teachers' and Students Prospective

In the preceding section, the data collected by using Affective domain scale was analyzed and it was found to be effective in developing the students' affective domains. Further attempt has been made by the researcher to judge the effectiveness of the programme as reacted by the students of experimental group, the teachers, and the parents. The details are presented below.

4.3.2.1. Teachers' Ratings of Students' Affective Domain Development

The effectiveness of affective domain programme was also studied by collecting ratings of the class teacher and other subject teachers of Experimental group. The researcher had a discussion with the subject teachers and class teacher twice, before and after the implementation of affective domain programme. The aim was to obtain their perspectives as observers on the Integrated Instructional Affective Domain Programme. The researcher made the teachers to understand the operational definition of the selected dimensions of affective domain. The three subject teachers and one class teacher were given Teachers Response Scale and were asked to rate each and every student of experimental group in a five point scale in terms of development of selected dimensions of affective domain. The teachers were requested to rate the students before and after the implementation of the affective domain programme. After the implementation of the programme, all the teachers found positive change in the behavior of almost all the students. The teachers also shared that majority of students developed concentration, started showing gratitude, working harmoniously and became more attentive. The average scores for all the four teachers' response on each selected dimensions of affective domain are presented below in Table No: 4.24.

**Table No. 4.24: TEACHERS RESPONSE FOR THE STUDENTS OF EXPERIMENTAL GROUP**

Roll No.	AVERAGE ATTITUDE SCORE			AVERAGE EMOTION SCORE			AVERAGE INTEREST SCORE			AVERAGE VALUE SCORE			AVERAGE SOCIALIZATION SCORE			OVER-ALL AFFECTIVE DOMAIN		
	PRE	POST	% Change	PRE	POST	% Change	PRE	POST	% Change	PRE	POST	% Change	PRE	POST	% Change	PRE	POST	% Change
1	2.25	2	-11%	1.75	3.75	114%	2	3.25	63%	2	3.25	63%	2	3.0625	53%	10	15.3125	53%
2	2	2	0%	1.75	3.75	114%	1.25	3.25	160%	1.5	3.75	150%	1.625	3.1875	96%	8.125	15.9375	96%
3	1.75	3	71%	2.25	3.75	67%	1.75	3.25	86%	1.25	3.75	200%	1.75	3.4375	96%	8.75	17.1875	96%
4	1.25	4	220%	2.25	3.75	67%	1.75	3.75	114%	1.75	3.5	100%	1.75	3.75	114%	8.75	18.75	114%
5	1.5	4	167%	1.75	4	129%	1.25	4	220%	1.75	3.75	114%	1.5625	3.9375	152%	7.8125	19.6875	152%
6	2	4.25	113%	2	3.5	75%	1.5	4	167%	1.5	3.75	150%	1.75	3.875	121%	8.75	19.375	121%
7	1.25	3.5	180%	1.5	3.75	150%	2	4.25	113%	1.75	4	129%	1.625	3.875	138%	8.125	19.375	138%
8	1.5	4	167%	2.25	3.75	67%	1.25	3.75	200%	1.25	3.75	200%	1.5625	3.8125	144%	7.8125	19.0625	144%
9	1.75	4	129%	1.75	3.75	114%	2.25	4.25	89%	1.25	3.5	180%	1.75	3.875	121%	8.75	19.375	121%
10	2.25	3.5	56%	2.25	4.25	89%	2	4.25	113%	1.75	4	129%	2.0625	4	94%	10.3125	20	94%
11	1.75	4.25	143%	1.25	3.5	180%	1	4	300%	2	3.75	88%	1.5	3.875	158%	7.5	19.375	158%
12	1.75	4.25	143%	2	4	100%	1.75	4.5	157%	1.75	3.75	114%	1.8125	4.125	128%	9.0625	20.625	128%
13	1.5	4.25	183%	2	3.75	88%	1.5	4.25	183%	2	4	100%	1.75	4.0625	132%	8.75	20.3125	132%
14	1.75	3.5	100%	1.5	4	167%	1.5	3.5	133%	2.25	3.75	67%	1.75	3.6875	111%	8.75	18.4375	111%
15	1.75	3.5	100%	2	4.25	113%	1.75	3.75	114%	1.75	4	129%	1.8125	3.875	114%	9.0625	19.375	114%
16	2.25	4.25	89%	1.75	4	129%	1.75	4	129%	1.25	3.75	200%	1.75	4	129%	8.75	20	129%
17	2	3.75	88%	1.25	3.5	180%	1.5	4	167%	1.25	3.25	160%	1.5	3.625	142%	7.5	18.125	142%
18	1.75	4	129%	2.25	4	78%	2	4.5	125%	2.25	4.25	89%	2.0625	4.1875	103%	10.3125	20.9375	103%
19	1.75	4	129%	2.25	3.75	67%	1.75	3.75	114%	1.75	3.75	114%	1.875	3.8125	103%	9.375	19.0625	103%
20	1.5	3.5	133%	1.5	4	167%	1.75	3.5	100%	1.75	4.25	143%	1.625	3.8125	135%	8.125	19.0625	135%
21	2	3.75	88%	2	3.75	88%	2	4.25	113%	2	5	150%	2	4.1875	109%	10	20.9375	109%
22	2	3.75	88%	2.25	4.5	100%	2.25	4	78%	2.25	3.75	67%	2.1875	4	83%	10.9375	20	83%
23	2	4	100%	1.75	4.5	157%	1.5	3.75	150%	1.75	3.75	114%	1.75	4	129%	8.75	20	129%
24	1.25	3.5	180%	1.75	3.75	114%	1.5	3.5	133%	1.25	4	220%	1.4375	3.6875	157%	7.1875	18.4375	157%
25	1.25	3.75	200%	2	4	100%	1.5	4	167%	2.25	4.25	89%	1.75	4	129%	8.75	20	129%
26	2.25	4.25	89%	1.5	3.75	150%	2	3.75	88%	1.75	3.75	114%	1.875	3.875	107%	9.375	19.375	107%
27	1.5	4.25	183%	2	4	100%	1.75	3.75	114%	2.25	4.5	100%	1.875	4.125	120%	9.375	20.625	120%
28	2	4.75	138%	2.25	4.25	89%	2	4	100%	1.75	3.75	114%	2	4.1875	109%	10	20.9375	109%
29	1.5	3.75	150%	1.75	3.5	100%	1.75	3.5	100%	1.75	4.25	143%	1.6875	3.75	122%	8.4375	18.75	122%
30	2	3.75	88%	2	4.5	125%	2.25	3.75	67%	2.25	4	78%	2.125	4	88%	10.625	20	88%

The data gathered from Teachers' Response Scales, which were given to the class teacher and three subject teachers of experimental group before and after the application of Integrated Instructional Affective Domain Programme, are presented below in graphical form in the following Graph No. 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 indicate clearly that all the four teachers found there is a great hike in the development of Attitude, Interest, Value, Emotion, Socialization and Overall Affective Domain in students of experimental group, after the application of the programme.

Graph No. 4.1: Development of Attitude in Students of the Experimental Group
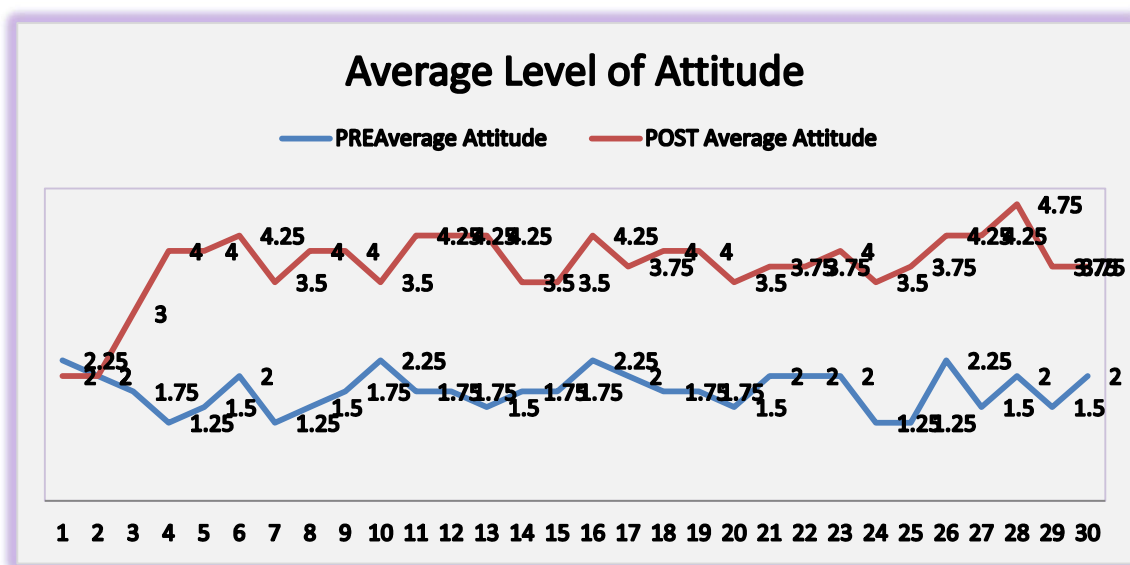
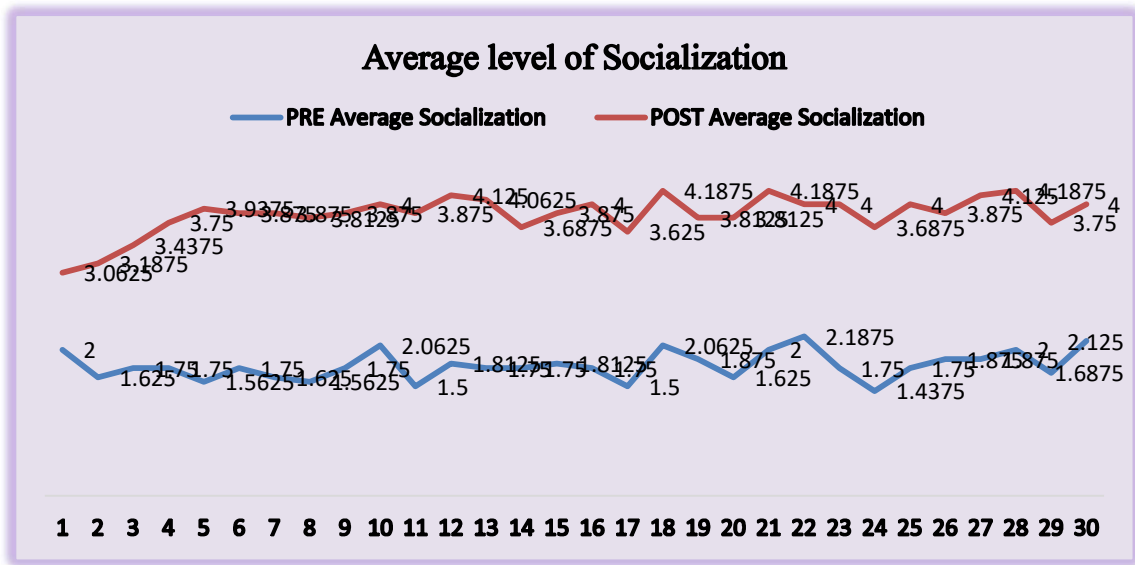**Graph No. 4.2: Development of Interest in Students of the Experimental Group**
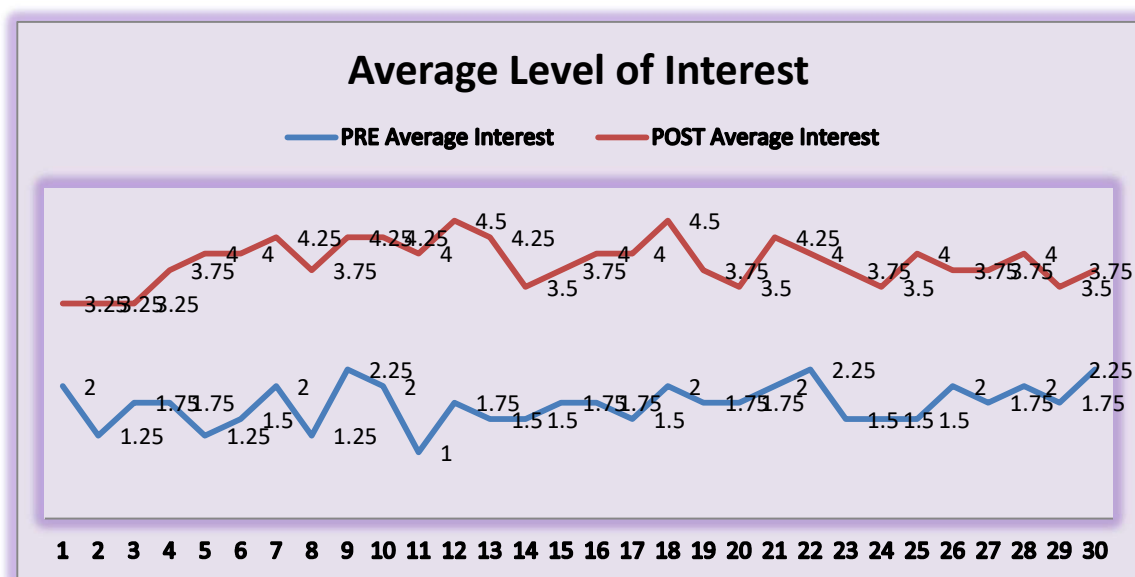
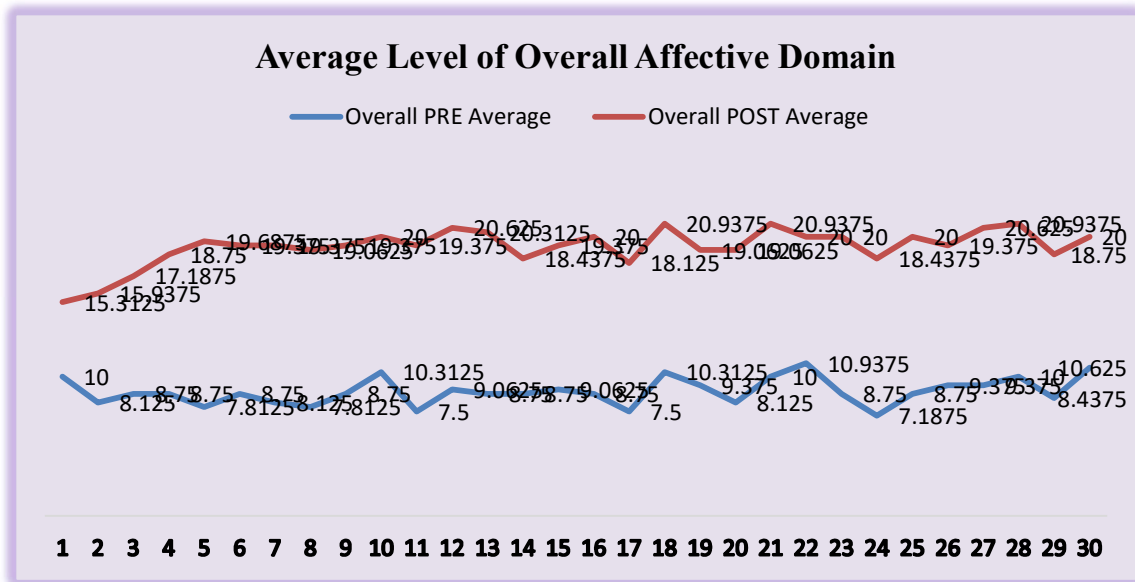**Graph No. 4.3: Development of Value in Students of the Experimental Group**
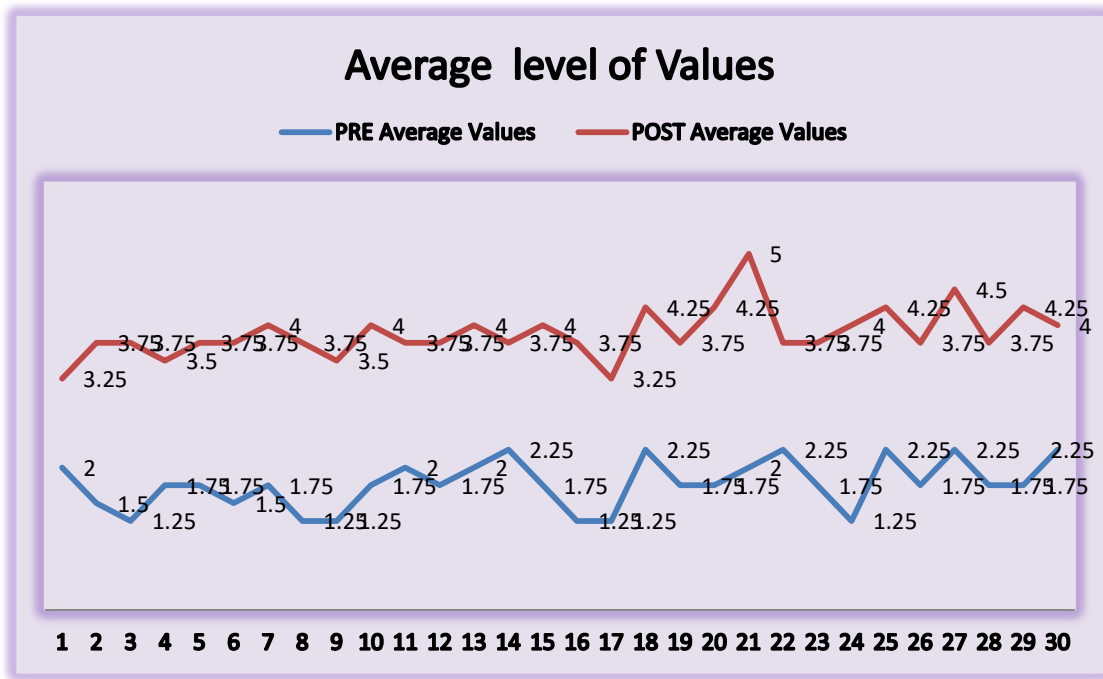
Graph No. 4.4: Development of Emotion in Students of the Experimental Group
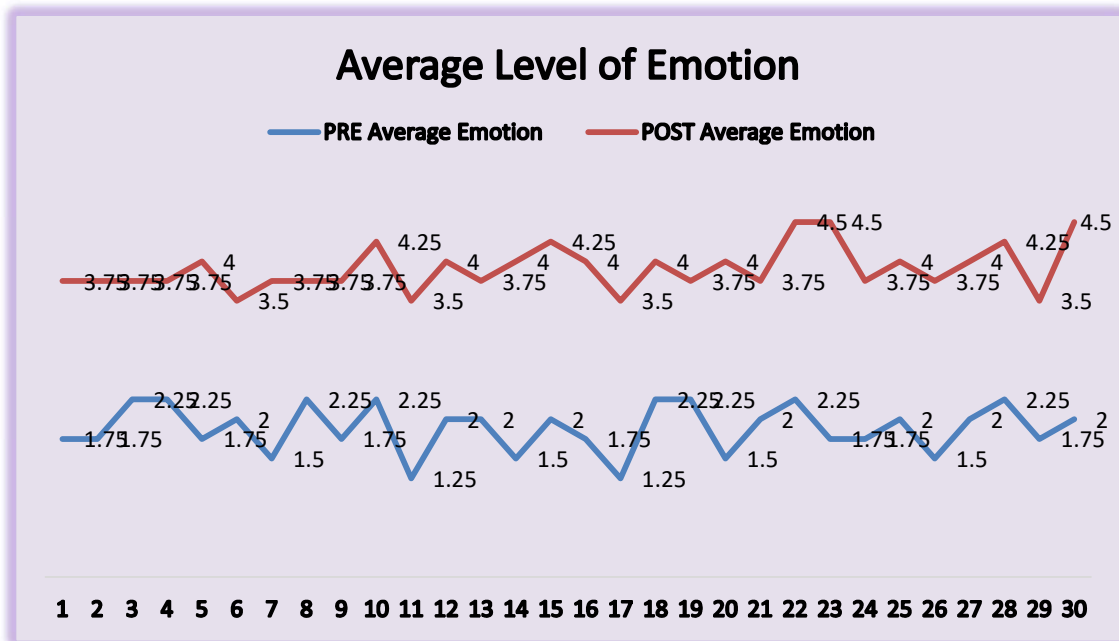
Graph No. 4.5: Development of Socialization in Students of the Experimental Group

Graph No. 4. 6: Development of Overall Affective Domain in Students of the Experimental Group

The ratings of all the four teachers of experimental group were summed up for each dimension of affective domain and also the total score in the scale for each student. Then averages were calculated to represent the same graphically. The graphical representations of the analysis of teachers' rating scales are self-explanatory. It can be seen that the red lines for each dimension in the all the six graphs representing post-experiment level are higher than the blue line graph presenting the pre-experiment scores of students as rated by teachers. It

can be said that the Programme was effective in enhancing the affective domains as rated by their teachers.

4.3.2.2. Analysis of Data Collected by using Unstructured Interview of Teachers about their Observations on Development of Affective Domains

The researcher collected data from all the teachers about their observations regarding the development of affective domains as a result of the programme. Repeatedly found among the four teachers (one class teacher and three subject teachers of the experimental group) was their sense of realization that there was improvement in students' behavior after the implementation of the affective domain programme. According to the teachers, the activities in the developed programme provided the students with opportunities to assess their own potentials. In this way, the teachers had suggested that the students might be able to independently identify their own strengths and can improve themselves during group activities. Furthermore, as suggested by the class teacher, appreciations on small achievements could benefit students' daily lives and enhance confidence. The students developed positive attitude towards learning new concepts. They share a sense of responsibility, trust, unity and mutual understanding. In group, the students started performing outstandingly. The teachers also shared that there is a positive change in students' concentration and attentiveness in class. The students started demanding activities and video shows from them in their subjects also. The teachers expressed that in the beginning, they thought that use of activities, videos, stories will consume more time and they will end up with lots of pending syllabus. But now they realized that through activities, the students learn faster without any disturbance and thus completing syllabus on time become feasible. They opined that if planned and organized activities are arranged, students develop interest in learning, gain content knowledge faster, develop positive attitude, values, and emotions. They also learn to work in group and overall they enjoy their learning. Teachers expressed that creating environment for the development of affective domain in students through various activities while teaching their own subjects is effective and has its positive impact on the behavior of the students.

4.3.2.3. Analysis of data collected by Focused Group Discussion with the Students:

The researcher had collected students' feedback through Focused Group Discussion by meeting with the students after the implementation of the affective domain programme. They discussed on the worthiness and appropriateness of the activities. The aim of the focused

group discussion was to study students' perception about the programme. Students' perceptions were analyzed considering one aspect i.e., whether they enjoyed learning or not.

The students expressed that the activities taken up during English periods were appealing and interesting. They opined that the short meditation which was practiced at the beginning of each English period helped them to concentrate better and to stay focused. All the students opined that the gamification during discussion of exercise part of the chapter specially the grammar portion helped them to learn faster and developed a sense of competitiveness. Some students expressed that now they have developed interest in learning English subject and started conversing with friends in English only. Earlier they disliked the subject. The inspirational stories with moral values were really fascinating and that generated interest in them to apply what they learnt in their own life. The students opined that the group activities during every day activities enhanced the bonding among all the students. They learnt how to listen to others patiently in a group activity. They started respecting other students' perception. The students also expressed that in groups, they learnt faster and enjoyed learning. The motivational videos inspired them to set goals, work harder, stay focused and keep positive attitude in every situation. The students opined that though they love and respect their parents but never expressed that, but now they started showing gratitude towards their parents. In one of the activities, when they were asked to write letters to their parents and the whole class went to the nearby post office to post the letters, they enjoyed doing that. It was a great fun which they will never forget. When their parents received those letters, they were very happy to read. Students were very much excited to share their experiences doing the activity to learn informal letter writing. The students were very happy to learn how to prepare power point slides and present a topic in the class. The students expressed that now they are confident to make more such PPT and are interested to give presentation. Overall, most of the students loved the teaching strategies. The students opined that the inspirational videos which were played as energizers, really ignited them to set and achieve new targets of life. They opined that all the subjects should be taught in the class following the various teaching techniques. Instead of sitting silently, listening to the teachers, they want to get involved actively in the form of group discussions, activities, role plays, etc.

It was found from students' perception on Affective Domain Programme, that the programme developed was effective and had its impact on them, as the programme helped the students to develop proficiency in English language, confidence to express, work in group harmoniously

and active participation in the class. It can be said from the group discussion with the students that the developed Affective Domain Programme has its positive impact on the students and can help in inculcating attitude, emotions, interest, value and socialization. In the tenure of teaching English subject to the Experimental group, the researcher found that a beautiful bonding was created among the students and the researcher. The students insisted that researcher should continue teaching when they step up to grade VIII.

4.3.2.4. Analysis of Data Collected from Parents by using Response Scale of Parents

The effectiveness of affective domain programme was also studied by collecting responses of the parents of the students of experimental group. The selected 27 parents were given Parents' Response Scale, in which they were asked 25 questions related to the selected dimensions of affective domain after the implementation of the programme. They were requested to give their responses in a five-point scale ranging from 'Very Frequently Occurs to Never Occurs'. Extra space was also provided so that the parents could write if any additional change they traced in their children. The analysis of the data from the scale revealed the following points.

a) Almost all the parents confirmed that they saw positive changes in the attitude of their child, started taking interest in studies, have developed proper emotions, and started valuing other's perceptions.

b) The parents pointed that their children started actively involved in the learning process. Their children started maintaining good rapport with their teachers. They started sharing the school matters with great interest at home. Their children claim that there is a caring atmosphere in English period. Their English teachers appreciate them. Their children are inculcating values through learning process. They have become curious in exploring new things. Children have started listening attentively to all the instructions.

c) The parents also marked that their children started participating in class activities with confidence. Their children started showing interest in English subject.

d) Parents noted that the children have started interacting positively with their classmates. The students at home started following almost all instructions, started completing their home assignment on time. At home the children appreciate the efforts taken by the researcher to teach English subject.

e) The parents also mentioned that the children started focusing towards realizing their aims of life.

f) A few of the parents also wrote notes in the column provided to mention if they observed any additional changes in their children. They highlighted that the children have started focusing on their aim and started working hard.

g) A few of the parents mentioned that their children have improved in communication in English and in grammar. One of the parents wrote that more practice is required in speaking in English. In every period, the students should be encouraged to speak only in English language.

h) Many parents appreciated the innovative ideas of teaching English, their children have become very positive. Extra class of English should be taken weekly.

i) One of the parents expressed that her child has started trying hard to achieve goal but sometimes she misses.

j) One of the parents highlighted that his son has become more sincere towards his studies and claimed that lots of positive changes are seen in his son.

k) Another parent wrote that his son scored better marks than before.

l) One of the parents feels that the researcher took good effort in teaching, and appreciates the teacher a lot. She reported that her child wants to score good marks but unable to concentrate. She is happy to see very positive change in her daughter but claims that her daughter is still very lazy and of wavering mind. A few students tease her too. She requested the researcher to take her daughter as a case study and help her in further improvement. Though the researcher was in touch with the girl, she couldn't take up the case study due to the pandemic situation.

4.3.3. Researcher's Reflections on Effectiveness of the Programme

The researcher regularly scrutinized the behavior of the students while implementing the affective domain programme in terms of development of attitude, interest, value, emotions and socialization. She maintained field notes and noted down the observations and the analysis is presented below.

4.3.3.1. Analysis of the Observations made by Researcher

Noteworthy improvement was observed in the students of experimental group by the researcher. The students started showing gratitude to the teachers and demonstrated interest in learning new concepts by participating actively in every activity. Even the introvert students responded in classroom discussions. The students enjoyed doing role plays, giving power point presentation on important topics. Majority of students admitted that at home

parents helped them in searching of articles for references and appreciated them for their initiatives. The researcher used the following check list shown in table 4.25 at the end of academic year, after the application of affective domain programme.

Table 4.25: Researcher's Observation during the Implementation of the Programme

Sr.No.	Statement	Very Often	Sometimes	Not at all
1.	Students were found cooperating with others.	√		
2.	Students were found respecting elders.	√		
3.	Students found losing temper.		√	
4.	Students found upset when got defeated.		√	
5.	Students argued with Prefects on petty issues.			√
6.	Students took care that no one damage school property.	√		
7.	Students participated actively in school cleanliness drive.	√		
8.	Students followed rules and regulations of the school.	√		
9.	Students using bad words / slant language.			√
10.	Students interacted with a number of different peer groups.	√		
11.	Students imposing their ideas on others.		√	
12.	Students respecting others' views.	√		

It can be observed from the above table that the students of experimental group developed their positive attitude, liking for school, loved their peers, respect each others' ideas, and became disciplined students.

4.3.3.2. Analysis of Classroom Interactions

The researcher used the check list to indicate positive behavioral engagement and negative behavioral engagement of the students shown in table 4.26 and table 4.27 respectively while implementing the activities to teach English subject. This was done with an intention to note if there is any change in the behavior of the students in term of selected dimensions of affective domain.

Table 4.26: Positive Behavioral Engagement during Classroom Interactions:

S. No.	Desirable Behavioral Engagement	Researcher's Observation
1	Deliberate Asking questions	The students asked questions frequently. As the students were appreciated for asking questions, even the introvert students started asking questions wherever they had doubts.
2	Responding	During quiz and other activities, students were found responding voluntarily and participating enthusiastically, especially in group activities.
3	Responding only when the teacher asked questions	The students were responding whenever the researcher called them by their name.
4	Interacting with classmates	All the students were found interacting with the fellow students during the group activities. For every group activity, the students were exposed to work in group with different students.
5	Maintaining Notes	The researcher used gamification method while dictating notes. The students were found competitive while writing notes even the students who were known as slow writers started matching pace with rest of the students for writing notes.
6	Giving opinions freely	The researcher encouraged students to give their opinions. The students shared their perceptions too while gaining the content knowledge and connecting the same with affective domain.
7	Submission of class assignments on time	The students showed interest in completing assignments and submitting it on time as the researcher always gave options in choosing assignments.
8	Helping and guiding other students	The students were encouraged to help and guide other students. When the students were made aware of benefits of guiding others, majority of students started practicing the same. This helped many students to understand the concept better.
9	Showing gestures of respect	The students were found greeting all the teachers after they were made understand the role of teachers in their life. The researcher repeatedly guided the students with the help of short stories.
10	Enjoy working in any group	Students were found enjoying working in groups.
11	Display empathy	The students were involved in activities to show empathy .
12	Help others voluntarily	As the students started working in different groups, they started understanding each other better. Short stories and a few activities exposed the students to experience of helping others. This facilitated the students to help others voluntarily.

Table 4.27: Negative Behavioral Engagement during Classroom Interaction:

Sr. No.	Undesirable Behavioral Engagement	Researcher's Observation
1	Yawning / sleeping in the classroom	Majority of students were found happy and were energetic during their English language period. In every session, all the students were active.
2	Wasting time	Students with full concentration, used to complete the assignment as every time researcher while giving class assignment gave a few challenges. She appreciated the students lavishly for completing target work on time. Students were found competing with each other. In the beginning, a few students were lethargic but later they too started competing.
3	Disruptive behavior	Students' engagement in disruptive behavior reduced gradually. It was noted by other teachers too.
4	Talking in the class	All the students were found discussing about the topics taught. They were found discussing on role plays and other activities but not the unproductive one.
5	Looking outside the classroom	A few students were found looking outside if someone passed by the corridors. But gradually they come back to their work.
6	Not attentive	When teacher asked questions to a particular student, rarely it was noticed that the student ask the teacher to repeat the question.
7	Looking at the clock again and again	The researcher found that almost all the students enjoyed English period. In fact, they waited for the researcher to come and teach. In every session, the researcher used to bring- in surprising factors, which the students loved.
8	Least interest in group activities	The researcher found that students of grade VII opt to be in their specific groups in the beginning, but later, the students enjoyed working with all. The researcher kept several ice breaking activities. That helped the students to know more about their own classmates
9	Passing comments on others	There was a great impact of role plays and storytelling on moral values. The students were seen valuing their teachers and classmates.
10	Laughing on other's problem	Inspirational talks and group discussion helped the students to generate empathy in students. Instead of laughing on other's problem, students were seen helping them out.
11	Argumentative	The students were impressed by the researcher. They used to listen to her and follow all her instructions properly. During the whole span of implementation of the programme, she never had any experience of argument with the students of experimental group.
12	Scratching the bench	The researcher found majority of students developed belongingness towards the school and school property. In fact, the students took charge in rotation to switch off the lights and fans, not to waste water, cleaning their own classroom, etc.

4.3.4. Overall Marked Effect of the Affective Domain Programme

The effects of the affective domain programme have been presented from the perspectives of the reaction and reflections of the class teacher, subject teachers, students, their parents and the researcher's own observations as presented above. The following can be concluded from the multiple perspectives about the effectiveness of the programme.

a) The principal of the selected school appreciated the researcher's effort to develop and implement the integrated affective domain programme.

b) The teachers expressed that such programme can be implemented with proper planning which will make the whole learning process enjoyable. The teachers opined that the students showed interest in learning, they noticed change in the behavior of majority of students after the implementation of the programme. The teachers said that the students have started demanding video shows, group activities and motivational stories even from them during their class.

c) The class teacher said that they have a system of changing class monitors time to time to give chance to each student but earlier all the students were not following their duties sincerely, the class teacher uses to remind the students for the same. But now students sincerely do their work. Even they switch off the lights and fans while leaving their classroom, cases of stealing lunch boxes, pens etc. have almost stopped.

d) One of the subject teachers said, which everyone agreed that earlier it was observed that a few students were neither interested nor allowed others to participate in the classroom activities but after the application of programme, a lot of change were seen in the group. They started sharing a sense of responsibility, trust, unity and mutual understanding. Students started performing outstandingly in group activities.

e) Majority of parents have expressed that their children have started taking interest in finishing the assignments, getting less complaints of the behavior of classmates.

f) The students insisted on having the researcher as a teacher next academic year too. Students expressed that all the teachers should be friendly, caring and must guide them, appreciate them.

g) The researcher herself noted tremendous positive change in students' attitude, they started displaying interest in every activity conducted during the course of teaching. They waited for their English classes and watched videos played, asked questions, answered freely. They thanked the researcher several times for her classes. They also shared their personal experiences with great interest while giving their services to others.

From the above, it can be concluded that the Integrated Affective Domain Programme was successful in realizing its objective of developing affective domains among the students of Grade VII. It can also be noted that the programme takes care of the students cognitive development in English subject.

4.4. Challenges in Implementation of the Affective Domain Programme

The following challenges were encountered by the researcher in implementing the programme and it is suggested that proper care shall be taken by teachers about the following points while implementing the programme.

a) Many students in the class were not co-operating and opening up. The researcher had to motivate them individually after class hour. So consistent and sincere effort is needed on the part of a teacher to see that all students take part.

b) Though the students were very naughty, they were found very innocent and straight forward. Keeping smiling face, listening to the students with interest, appreciation of them for their talents did wonders. So, teachers shall always be positive and appreciative.

c) As there was no permanent arrangement of projector in the class room, the students were taken down to the common hall at ground floor for any video show, and it was time consuming. The researcher started using block periods (when two periods were unitized one after the other) for any activity. So, ICT and communication facilities is a real challenge in many of our schools and proper arrangement be made by the teachers and school's co-operation be ensured.

4.5. Suggestions for Improvement related to Contents, Activities and Implementation:

Following suggestions can be taken up for improvement related to the contents that are taught, activities and implementation of the curriculum for the overall development of the students.

a) Teachers expressed that the curriculum should be modified in such a way that there shouldn't be too many chapters to complete. This will help them to engage students in activities to make the topic understandable and enjoyable to all the students.

b) There should be projectors and internet connectivity in all the classrooms.

c) Through blended learning, where the students can enjoy learning by individual interaction with the teacher, group activities and online sessions, etc. Webinars can be conducted where students take the opportunity to listen to and interact with successful people.

d) Teacher shall be innovative in finding out innovative methods; where all students can participate actively which can enhance their affective domains and at the same time their learning of the subject.

4.6. Conclusion

The researcher presented detailed analysis of the qualitative and quantitative data in this chapter which were collected in three phases in which important dimensions of affective domain were identified; the programme was developed and implemented. It was revealed that the null hypotheses were rejected. That means the affective domain has developed without diminishing the cognitive domain. The results obtained from the analysis of the data need to be culminated into meaningful findings. The detailed discussion of the results may pave the way for effective implications for further dissemination and inferences. The following chapter proceeds to present the details of major findings, discussion of the findings and deriving implications of the study.