

Chapter I

CONCEPTUAL FRAMEWORK

1. Introduction

Education plays an important part in the growth and prosperity of a nation. Its role is fundamental for a range of developmental parameters from enhancing green knowledge and sustainable practises in society, disaster preparedness, productivity, poverty reduction, crime reduction, skill upgrading, and so on. In a nutshell, education has been the defining factor for economic and social progress, as well as the focal point of government programmes around the world. The process of formal education begins with the primary education. So, it forms an important stage of the education system. National Policy on Education (1986) has stated that, “If a child goes through good education at primary stage, he never looks back in his life for he has been prepared to exercise his initiative to overcome difficulty.”

Children are a valuable asset for a society. Childhood is the time when new values and trends are easily absorbed. Again, the best approach for a community to develop its lasting social, moral, and ethical character is to instil comparable traits in its children. It is worth noting the remark of National Focus Group on Examination Reforms (2006:5) “... if you want inquiring minds who can ‘think out of the box’ at the age of 21, you cannot begin to create them at age of 17. You have to begin at 7, or at least at 11”. The children are the foundation of the future society. So Primary Education has a very vital role. Recognizing its significant role, Primary education was proclaimed a fundamental right by the Supreme Court of India in the 1993 judgment. The Indian Constitution mandates free and compulsory elementary education for all people of the country, regardless of caste, sex, religion, or other factors. On April 1, 2010, India's Constitutional Article 21-A and its implementing legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009, went into effect. As a result of this growth, every child now has the right to an elementary education. In this regard, it has been observed that the access to primary education is steadily expanding across the country, but quality education is still a matter of concern. Lack of proper infrastructure facilities, high

pupil-teacher ratio and lack of trained teachers are impacting the quality of education imparted to students.

Indian education is in the midst of a crisis of quality – starting from primary schools. This is not to imply that there are no exceptions or that all educational institutions are equally miserable; the basic challenge we face today is that the most of our educational institutions do not devote proper attention to the development of the affective domain in students at all levels. There is a need to give a serious thought to the point whether the existing educational institutions serve the purpose of educating our 21st century learners taking into account their cognitive, affective and psychomotor development as in future they are going to occupy the key positions in the society. The prevailing incidents and happenings which are experienced and heard every day around or we read in newspapers bear evidence to the ethical deprivation of our young generation. Eve-teasing, use of slang language / bad words and the anti-social activities by the students at different levels of education undoubtedly proves that they lack values, emotions and have not been socialized up to the expected standard. During declaration of board result, newspapers get filled up with several news report, related to students, committing suicide just for not getting expected scores. It shows lack of interest and positive attitude of students towards their lives. Despite significant material progress made by the human being, we are facing problems of terrorism, corruption, psycho-social conflicts, war & violence globally. Peace and harmony in family, nation and throughout the world are degrading day by day. The root cause of these evils can be the fact that the humans have started lacking positive attitude, values, interests, socialization and emotions due to the change in their needs and lifestyle.

In this background, quality primary education is the need of the hour as it is the foundation for further education and proper development of an individual. Right kind of education has the capacity to end all the evils of the society and create a peaceful world. One of the major initiatives at global level is ‘Education for All’ movement by UNESCO. Under this, various programmes have been introduced to provide quality education for children. Education has been the top priority and is the heart of the Millennium Development Goal, Sustainable Development Goal and it is reaffirmed in the Education 2030 Framework of Action (UNESCO, 2015). The world is changing at a very fast pace which places enormous demands on the quality of human resources capable of innovative and out of the box thinking. No doubt so many initiatives have been taken and various programmes have been introduced to

provide quality education to the children, but the question arises that ‘Are these facilities really reaching the classrooms? Are the teachers taking initiative to generate interest in the students to learn? Are the teachers successfully able to inculcate positive attitude, values, emotions and socialization in the children while teaching in their classrooms or they are in hurry to complete the syllabus on time? Kirk (2007) writes, "In the educational literature, nearly every author introduces their paper by stating that the affective domain is essential for learning, but it is the least studied, most often overlooked, the most nebulous and the hardest to evaluate of...[the three learning] domains". Brett, James (2006) describes that Affect is an important domain in which children learn.

The best interest approach for all children's education can be defined as ensuring that pupils have enjoyable educational experiences in class and at school. Under this context, class time should be spent on productive and efficient learning activities. This will result in our children's knowledge and skills expanding, culminating in their overall development. As a result, future citizens will be knowledgeable and conscientious, intellectually and economically productive, and able to contribute positively to our community and nation.

1.1. Primary Schools in India and the Role of the Teachers: An overview

The Indian school education system is one of the largest Education Systems and most complex in the world. There are 33 School Education Boards which include State, National and International Boards as per Federation of Indian Chambers of Commerce and Industry (FICCI, 2014) which offer curriculum for school education. The State Boards of Education prescribe and regulate quality of Primary Education in the respective states. The state funded schools (Government aided) necessarily follow the state board curriculum. There are private schools also which offer primary education and they have the autonomy to choose books of any board (State, National or International). Reports show that there is an increased growth of private schools in India, and it is revealed that 25% of schools are private but they account for 40% enrolment (DISE, 2015).

According to the 2012 Annual Status of Education Report (ASER), 96.5 percent of rural students aged 6 to 14 were enrolled in school. This was the fourth Annual Survey to claim that enrolment has exceeded 96 percent. While quantitatively India is inching closer to universal education, the quality of its education has been questioned not only in its

government run school system but also in private schools. Few of the reasons for the poor quality include absence of around 25% of teachers every day (Jeevan & James Townsend, 2013). Few private schools attempt to provide a better education, but they are only available to children from the middle to upper socioeconomic strata. Many private schools are plagued with problems such as over focus on examinations, heavy school bag weights and diminishing but yet omnipresent corporal punishments by teachers.

The present education system lacks development of attitude towards willingness to learn, positive attitude towards lessons, the subjects taught, the teachers, and towards morality (Sakesh, 2013). It was found that majority of teachers are in education field by forced situation and not by choice. In 33 countries including India, 75% of teachers were not trained to the required standard or did not have sufficient schooling for solid content knowledge (UNESCO, 2012). Children may find themselves without a teacher or in crowded classrooms with a poorly trained or untrained teacher. If students do not learn the basics and the teacher fails to inculcate positive attitude, values and emotions early on, the rest of the curriculum is inaccessible to them, often leading to early school dropout and they may get involve in anti-social activities to earn their livelihood. The present system is criticized for encouraging rote learning, rather than comprehension, critical thinking, problem solving and social and moral development. Many students coming out of the system are stressed, unsocial, emotionally immature, having no respect for one's culture, tradition and ethically and morally corrupt, it is the role of the school system and the teachers to do something. According to Govinda (1995), the crucial factor in ensuring the quality of a school is the provision of well-qualified and motivated teachers in adequate numbers.

According to Annual Work Plan format 2014-15 – Teacher Education, teachers should be aware of the sociology, psychology, and economics of education in order to fully understand the nuances of enrolment, retention, and other important aspects of teaching-learning processes such as the prevention of corporal punishment, timely completion of curriculum, student assessment, and parental involvement. An effective teacher must plan and follow instructional design to develop affective domain along with academic growth. This will empower the teacher to learn the technique to manage activities and instructions in the classroom to facilitate effective teaching learning process that optimize the learning potential of every student. Primary and Upper Primary Education is the backbone for the holistic

development of the individual, but our education system is failing to develop the holistic personality of the children.

1.2. Policy Perspectives

Many committees and commissions have reflected on the affective domain development of children. Below are some important recommendations about it.

Kothari Commission (1964 – 66): “Education in a modern society is no longer concerned mainly with the imparting of knowledge or the preparation of a finished product but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself, without which it is not possible to become a responsible member of a democratic society”. Kothari Commission believed that the school system had a severe flaw in terms of social, moral, and spiritual values instruction. It was emphasised that values are the driving force behind the wants and aspirations of society's citizens. It also emphasised that there was a critical need to focus on instilling correct values in pupils at all levels of schooling.

National Policy on Education (1986) stated, “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values”.

Programme of Action (1992) recommended that value education must be included in the educational curriculum. It emphasised the importance of values that helps in overcoming religious extremism, exploitation, and injustice.

UNESCO (1992) emphasized the importance of Affective Domain in the present-day scenario as Affective Domain is a domain of education where feelings and attitudes comes into play, due to three main reasons:

- a) Because the current educational system is incapable of assisting students in coping with the demands and difficulties of a quickly changing modern society. Educationists are more concerned with evaluating a school's material facilities than

with evaluating the spirit of the system in creating future citizens or the kind of learning experiences that kids have in schools.

- b) Because school curriculum have been overly academicized at the expense of social, moral, and personal values throughout time. The enlarged syllabus has put a strain on students and teachers, leading to a return to the conventional teaching technique. School's mechanical teaching methods stifle students' desire to learn their sense of wonder, their curiosity about the world, and their eagerness to try new things.
- c) To make the educational process more enjoyable, challenging, and rewarding, affective domain development is important for all students at all levels; primary, secondary, and higher secondary; however, it is especially important at the Upper Primary School level due to the psychosocial crisis that students face at this pre-adolescent stage. Students can create a solid personality and character by developing their affective domain alongside their cognitive and psychomotor domains.

Truth, righteous conduct, peace, love, and nonviolence were highlighted by the Parliamentary Committee (1999) as basic universal principles that can be used to develop a value-based education programme. As a result, five universal values are described by value-based education. They are intellectual, physical, emotional, psychological, and spiritual, and they are linked to five key educational goals: knowledge, skill, vision, and identity.

Learners' physical, social, and emotional characteristics, attitudes, and interests that emerge in them during childhood, early adolescence, and mid-adolescence should be carefully considered when determining the objectives, content, and strategies of curriculum and its transactions at all stages, according to the National Curriculum Framework for School Education (2000).

National Curriculum Frame Work for School Education (2005) has also stated that education is a significant dimension of the long term process of building up peace, tolerance, justice, intercultural understanding and civic responsibility. It gives the guidelines for nurturing ethical development, inculcating the values, attitudes and skills required for living in harmony with oneself, with others and nature.

1.3. Challenges of Primary and Upper Primary Schools in Gujarat

According to the DISE 2011 – 2012, Flash Statistics suggests that the dropout ratio at the lower primary level in the year 2010 – 2011 is 2.99 per cent and Upper primary level it reaches a whopping 29.33 per cent. The reason is not known, but the enrolment has to look at and address these issues with a top priority. Only one state has a worse upper primary level dropout than Gujarat that is Karnataka (36.45 per cent). The national average dropout at the upper primary level is just about 6.56. According to District Information System for Education (DISE, 2016 – 2017), there are 44,545 schools including Primary, Upper Primary, Secondary and Higher Secondary Schools in Gujarat. Government is the major provider of Elementary Education. In Gujarat 22,716 Elementary Schools run and managed by the Government and 6407 schools run by the Private Managements (*Education Status Report – Gujarat*).

When seen from one perspective, the programme for expanding elementary education appears to have taken off, with substantial progress being made in recent years. With opening of schools and development of infrastructure as well as massive social mobilization, a significant increase has been registered in school enrolments. This increase is not only acknowledged nationally, but also by international development agencies. The number of out of school children has consequently reduced to less than two percent of the total eligible children. However, it is not enough to think only in quantitative terms. One needs to pay attention to the qualitative aspects of elementary education in any attempt to universalize it in a meaningful and fruitful way. If it is compromised on quality and allowed the mechanical expansion of poor schools for poor children, it should come as no surprise if the gains anticipated from universalizing elementary education are not realized. Since independence, the target of the government has been understandably focused on getting children into school. Now that when most children are in school (over 95 percent enrolment for years), there is a dire need to focus on what they are learning in those classrooms.

In India, everyone talks about the Right to Education. Unfortunately, it focuses only on inputs without any demand for learning outcomes. It is insisted that teachers should have certain qualifications but do not bother to find out if they attend classes regularly and even when they do attend, what quality of education they impart. The teachers often do not make learning an enjoyable process. It is important to make learning enjoyable so that students have thirst for

knowledge all their lives. Very often, what is taught is not relevant to the students and innovative practices are not encouraged. According to the Report of Gujarat Educational Innovations Commission, Gandhinagar (2011), there is a general perception that public schooling systems have not performed well and are not providing quality basic education. Surveys have highlighted poor learning level of the students.

Teaching staff contributes a vital aspect of education. Few studies stated that having large numbers of children in cramped classrooms, often with immovable desks, mitigated against group work, with even pair work creating unacceptable and unworkable noise levels and reducing the amount of time teachers had for marking work (Ackers and Hardman, 2001; Alexander, 2001; Hardman et al., 2008; Sarangapani, 2013). Trying to pay attention to so many learners, even for the most interactive teacher is difficult under these circumstances. Pupil-teacher ratio is one of the critical indicators of quality education. With such a large population and geographical spread, India requires a sufficient number of teachers at all levels to impart good quality education. The Right to Education (RTE) Act recommends a Pupil – Teacher Ratio of 30:1 for primary classes and 35:1 for upper primary classes. It is widely understood and accepted that a low pupil-teacher ratio enables individual attention by teachers and therefore can increase student achievement. It enables better absorption and understanding of the subject. Thus, a lower pupil-teacher ratio is essential for long term and broad-based academic achievement and development of affective domain in the students. The DISE (2011-2012) report states that 30 per cent of primary and 15 per cent of upper primary schools have higher Pupil-Teachers Ratio of 30:1 and 35:1 respectively. If the pupil-teacher ratio is high, it becomes difficult for the teachers to attend each and every student properly.

A new kind of teachers' training and development is required to help teachers develop their skills and abilities to deal with the 21st century kids and to promote their schools as well-defined institutions that achieve certain educational goals. As per the research conducted by Sakesh G. (2013), in the schools of Vadodara city, it was found that though corporal punishment is banned, but it is still continued in schools. The study also revealed that the use of negative, undemocratic and abusive words by the teachers in the classroom interactions are still continued in schools and the behaviour of the teachers contributed to the negative attitude in the students towards the teachers. The teachers rarely encourage the students to express their views and opinions in the classrooms. The study showed poor student-teacher relationship in terms of concern and emotional support from the teachers to the students. No

demonstration of activities is done to generate interest in the students regarding learning new concepts. Rarely the concepts are explained by giving examples outside the textbook to create interest in the content and highlight the relevance of the knowledge.

The researcher herself is in teaching field for last 9 years in two of the leading and renowned Gujarat Board English medium schools of Vadodara city. She has observed that majority of students do not pay respect to their teachers and often argue with them, break school rules, many are generally emotionally imbalanced, have negative attitude towards their school, society and life. They also show poor adjustment with fellow beings. The students may be very good in studies but lack in development of affective domain.

1.4. Meaning of Affective Domain

During 1950's, Benjamin Bloom led a team of educational psychologists in the analysis of academic learning behaviours. He aimed to develop a system with different categories of learning behaviour to assist in the design and assessment of educational learning. The results of the research produced what is known today in the field of education as Bloom's taxonomy. A goal of Bloom's taxonomy is to motivate educators to focus on all the three domains, cognitive domain, psychomotor domain and affective domain, creating a more holistic form of education.

Affective domain is critical for learning, but is often not specifically addressed. The Taxonomy of the Affective Domain was first developed by Krathwohl et al., 1964. According to Krathwohl, the affective domain is critical for learning but is often not specifically addressed. This is the domain that deals with attitudes, motivation, willingness to participate, valuing what is being learned, and ultimately incorporating the values of discipline into a way of life. This original taxonomy contains five levels, from lowest to highest: a) receiving, b) responding, c) valuing, d) organization and e) Integration of values (characterization). Further the affective domain, elaborated by (Krathwohl, Bloom, and Masia (1973) is presented below:

a) **Receiving Phenomena:** Awareness, willingness to hear, selected attention.

Examples:

i) Listen to others with respect.

- ii) Listen for and remember the name of newly introduced people.

b) **Responds to Phenomena:** Active participation on the part of the learners. Attend and react to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).

Examples:

- i) Participates in class discussions.
- ii) Gives a presentation.
- iii) Questions new ideas, concepts, models, etc. in order to fully understand them.
- iv) Know the safety rules and practice them.

c) **Valuing** (willing to be involved): The worth or value a person attaches to a particular object, phenomenon, or behaviour. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behaviour and are often identifiable.

Examples:

- i) Demonstrates belief in the democratic process.
- ii) Sensitive towards individual and cultural differences (value diversity), shows the ability to solve problems.
- iii) Proposes a plan to social improvement and follows through with commitment.
- iv) Informs management on matters that one feels strongly about.

d) **Organization** (willing to advocate): Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating unique value system. The emphasis is on comparing, relating, and synthesizing values.

Examples:

- i) Recognizes the need for balance between freedom and responsible behaviour.
- ii) Explains the role of systematic planning in solving problems.
- iii) Accepts professional ethical standards.
- iv) Creates a life plan in harmony with abilities, interests, and beliefs.
- v) Prioritizes time effectively to meet the needs of the organization, family, and self.

e) **Internalizes Values** (characterization): (willing to change one's behaviour, lifestyle, or way of life) has a value system that controls their behaviour. The behaviour is pervasive, consistent, predictable, and most important characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

Examples:

- i) Shows self-reliance when working independently.
- ii) Cooperates in group activities (displays teamwork).
- iii) Uses an objective approach in problem solving.
- iv) Displays a professional commitment to ethical practice on a daily basis.
- v) Revises judgments and changes behaviour in light of new evidence.
- vi) Values people for what they are, not how they look.

In schools, usually cognitive learning is addressed. Krathwohl's Taxonomy of the Affective Domain is a classification system of affective behaviors representing the types of "human reaction or response to the content, subject matter, problems or areas of human experience" that reveal attention to "feeling, tone, an emotion". (Krathwohl, Bloom & Masia, 1964/1984, pp.3, 7).

If Bloom's taxonomy is applied to the teaching, then students are not just encouraged to receive information, they are expected to respond to what they learn, to value it, to organize it and may be even to characterize themselves as efficient students.

Thomas Ringness (1975) says that the domain is so difficult to define because it is both ambiguous and controversial. He describes that affective domain includes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection by students. He states that the affective domain contains the feelings or emotional components of our lives. Thus, positive and negative feelings as well as emotionally toned attitudes, interests, appreciations, moral values, character and even social adjustment fall within the affective domain.

Therefore, affective domain includes factors such as students' motivation, attitudes, interests, perception, and value, social and emotional development. Teachers can increase their effectiveness by considering the affective domain in planning courses, delivering lectures and

activities, and assessing students' learning. Pedagogical processes (how students receive phenomena, respond to phenomena, value them, organize values, and internalize values) are the basic thrusts.

1.5. Affective Characteristics and its Development

The attitude, emotions, interest, values and socialization which students acquired in school plays a significant role in their lives. The affective characteristics may have a positive impact or negative impact. In order to have a positive impact, it has to be assured of the above-mentioned affective characteristics that are developed in a proper manner. "Affective development is a process through which individuals come to harness their feelings and emotions so that their predispositions to action come to serve the best interests of the individual and society." (UNESCO, 1992, p.83). Since these are very important aspects for the overall development of students, the education system has already integrated the development of moral and spiritual values and social skills in the curriculum. But in majority of schools, the classroom activities are limited to lecture method, rushing to complete lengthy courses without any effort made by the teachers to enhance students' affective characteristics. As a result, the development of affective domain among the students does not take place.

1.5.1. Attitude

Attitude derived from the Latin word —aptitude and the Italian —atto (Latin=actus or English= act) the word - aptitude was considered an abstract mental concept less than a century ago. Previously, it was only considered as something physical and was used to describe the pose people took for a portrait (Baker, 1992). From a psychological point of view, attitude was first defined as a mental state of readiness to respond to something based on experiences and influencing posterior behaviour toward a specific object (Allport, 1935). In second language acquisition, Gardner and Lambert (1972) identified two main roles of attitudes:

- Instrumental attitudes are related with the desire to receive social-status recognition or profitable benefits, and
- Integrative attitudes are related to the desire to be integrated into another language community.

These roles describe the position of students with respect to their language learning situation. Instrumental attitudes are, when the student is learning the language for personal interest, and

integrative attitudes are, when the student is learning a language with the desire to be integrated into a specific community that speaks that language. Students learning a second language may report both instrumental and integrative attitudes in response to instruments measuring these attitudes (Gardner, 1985). Attitude is a predisposition learned to respond positively or negatively to an object, concept, and person (Ajzen, 2005). Popham stated previously that this affective domain is crucial to the success of one's learning. Therefore, each teacher has a very important role to make a lesson plan that can direct the attitude of learners to be more positive.

According to Azwar, the attitude is divided into three components that mutually support them are as follows (Azwar, 2013):

- a) Cognition is a situation where a person has a belief about what is applicable and what is right according to him.
- b) Affection, an issue that concerns an emotional or a person's feelings towards an object.
- c) Konasi, a certain tendency to behave following what he believed.

Students need to pay attention, observe, understand and memorize to gain knowledge. These cognitive activities are not possible if the student lack positive attitude towards the subject or towards learning new concept. It is the responsibility of the teacher to gear up the students to become target oriented by enhancing their desire to learn new concept and to master them. Inculcation of attitude among children depends on both the parents and the teachers. In school, teachers are responsible to create positive attitude towards learning among students.

1.5.2. Interest

The Macquarie Dictionary (Delbridge et al., 1987, p.910) defines interest as “The feeling of one whose attention or curiosity is particularly engaged by something.” At the trait level “Individual Interest” is described as “A person's relatively enduring predisposition to re-engage in a particular content over time.” (Hidi & Renninger, 2006, p.113). That means interest is unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and is characterized by increased attention, concentration and affect.

Development of interest in students depends upon who the teacher teaches in the class, what activities are included, what teaching learning aids are used, the classroom interactions, active participation by students, healthy classroom climate and the teacher's class control.

1.5.3. Values

Value means to prize, to esteem, to appraise, to estimate. Dewey (1948) defines value as an act of cherishing something, holding it dear and also the act of passing judgment upon the nature and amount of values as compared with something else. Dictionary of Education (1959) explains value as the things in which people are interested- things they want, to desire to be or become; feel obligatory, worship or enjoy. The kind of behaviour approved by the people is called moral behaviour. An individual can develop moral behaviour only when he understands what is good and what is evil, what is right and what is wrong. This consciousness of right and wrong, good and evil is called moral values. Moral development is an important dimension of education of the child. The National Policy on Education, 1986 expressed a great concern over the erosion of moral values. It strongly emphasized that curriculum should be readjusted in such a way as it makes education a forceful tool for the cultivation of moral and social values. "Psychology of the child and curriculum" published by NCERT 1983 has listed the following important moral qualities which need to be developed in children. They are:

- Honesty in words and deeds
- Truthfulness
- Self - respect and a desire to respect others
- Self - Control
- Duty – Consciousness Comparison

Meanwhile, the value is defined by Rokeach as a belief in deeds, actions, or behaviour that is considered good or bad (Lovrich, 1998). Feather states that Value has been described as a belief about how to behave and what goals are important to be achieved (Halis et al., 2007). Farkas describes the relationship between values as external aims balance and behaviour, correlates diverse behaviours with the environment (Farkas, 2015),

India has its own great values. Values are inculcated at home and in school. Values are one's beliefs acceptable to the society, which makes individual unique and strong. A value of the individual depends upon the social and cultural environment surrounding the individual.

School forms a very significant part of this social environment influencing the behaviours of the students. Value learnt in childhood are consolidated and practised for ever. This formation of values requires provision of exciting opportunities to the students, which is the major responsibility of the teachers. This responsibility is also to be shared by the school administration and policymakers and the whole education system.

1.5.4. Emotions

Academic settings abound with achievement of emotions such as enjoyment of learning, hope, pride, anger, anxiety, shame, hopelessness, or boredom. These emotions are critically important for students' motivation, learning, performance, identity development, and health (Schutz & Pekrlln, 2007). Accordingly, theoretically grounded measurement instruments are needed to analyze their functions and origins, and to assess these emotions in educational practice. Research over several decades has shown that children, who learn social and emotional skills flourish academically, are better-adjusted, and more likely to become healthy, productive adults. Social and emotional learning helps them do better in the short term (e.g., in sport and academics), as well as the long term (e.g., in their jobs, family relationships, and how they engage with their communities).

Teachers have to encourage the students so that they naturally develop their emotions. They have to motivate the students for what he/ she desire to become in future. (Emotion of curiosity). Teachers have to develop the feelings of love, care, help, brotherhood, respect etc. which create a special bond of affections. (Emotion of affections). The teacher needs to create an environment in the classroom where children feel safe, physically and psychologically. If children are allowed to bully one another, no-one is going to feel safe putting their thoughts, feelings or vulnerabilities on display. In that kind of environment, everyone will tend to be guarded, so as not to become a target.

When a teacher has responsibility over a group of children, he or she has an obligation to make sure all of those children feel safe and are able to learn and succeed.

1.5.5. Socialization

Socialization refers to the meaning of one being able to relate in a pleasant type of companionship with a friend or associate. Academic certificates don't give students the skills

to meet some situations they face in their everyday life. These skills can be termed as social skills as needed to move around the societal institutions. Children develop in many ways when they grow. They not only develop physically but also mentally. Each child also acquires a consistent personality structure, so that he or she can be characterized as shy, ambitious, sociable, or cautious to say the least. As children start to grow, they move into a widening world of persons, activities, and feelings. Culture is a real and significant dimension of child socialization. Understanding various cultural styles of parenting and skills acquisition is critical to understanding how, why, and under what circumstances socialization occurs (Coates & Wagenaar, 1999).

The socialization process involves learning how to be-with self, with others, with students and teachers, and with life's adversities and challenges. The classroom is often seen as a place where the child is easily faced with socializing amongst peers. Since most of the things that children do in the classroom are done in the presence of their peers, they have to learn how to deal with a more formalized group situation. Teachers are one of the most influential people regarding the philosophy and lessons of socialization. By teaching and modelling socialization to children, children will learn the meaning of kindness and generosity. They will then be able to eventually go out into society and contribute in a positive, meaningful and productive way. The teacher has a very important role in the facilitation of socialization in a child's life. One of the main roles a teacher plays in socialization in a child's life is by direct examples set by the teacher in the classroom. A teacher has the responsibility to weave acceptance and care for one another within the curriculum. A child must feel accepted and cared for in order for that child to have healthy socialization skills and a chance of happiness and success in life. A teacher can provide that for children. A teacher must have the wisdom to guide children with compassion as well as teaching through play.

1.6. Need and Importance of Developing Affective Domain in Education

The growing emphasis being placed on affective development in education throughout the world reflects a re-emergence of an old and more holistic view of education. India's ancient Upanishadic thinkers like Adi Shankara and many western philosophers like John Pastalozzi believed in progressive educational movement insisted that education should be understood as the art of cultivating the moral, emotional, physical, psychological, artistic and spiritual, as well as intellectual dimension of the developing child (Forbes and Robin, 2004).

Aristotle (384-322 BCA) defined Education as creating of a sound mind in a sound body. It develops man's faculty, especially his mind as that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists of. Aristotle, a realist and an empiricist, asserts that the goal of a man is to live in happiness. Therefore, education is needed for man achieve self-realization. As educated man is a happy person, a happy person is a virtuous man.

Gandhi (1937) had visualised education as a means of awakening the nation's conscience to injustice, violence and inequality entrenched in the social order. Nai Talim emphasised the self-reliance and dignity of the individual, which would form the basis of social relations characterised by non-violence within and across society.

Sri Aurobindo (1956): "Education is bringing out the best in man, to develop his potentialities to the maximum, to integrate him with himself, his surroundings, his society, his country and mankind to make him the 'complete person', the 'integral person'." Aurobindo was a nationalist and believed that the process of education should aim at complete development of character, values and spiritual wellbeing of an individual. Such development in an individual should be favourable for the socio-economic and political development of a nation.

Considering the meanings of the various definitions, it could be deduced that the need to develop life skills, social skills, emotional skills, and values among the school students have always been emphasized not only in India but by the nations all over the world. It helps children to be equipped to combat their personal struggles and become socially adjusted and responsible citizens of the country. Better inter and intrapersonal relationship can be established in students if education enables them to make meaning of the things around, understand relationships, help them to adapt in their social conditions and would inspire them to set their goals and attain them. The ability to capture the students' attention and structure the presentation to engage the student with the subject matter is an art form. Good teachers control the learning environment using their experience tested techniques and the technology available to maintain interest and positive attitude in the learner.

Sakesh, (2013) in his thesis states that affective education is important because;

- Affective education is important in itself, and is concerned with students' emotional growth and development.
- It is an indispensable aid to cognitive education.
- Students will be able to be effective human beings.
- The students will appreciate education as a means for acquiring moral strength, wisdom and vitality.
- The students will believe that the individual has responsibility to build a better life for all.

The teacher can attend to such needs of the students by providing them a scope for communication and taking care of the emotional needs of the students. In formal classroom teaching, majority of the teachers' efforts typically go into the cognitive aspects of the teaching-learning process and most of the classroom time is designed for cognitive development because evaluating cognitive learning is straightforward but assessing affective outcomes is difficult and is neglected. Due to this, students may experience affective roadblocks to learning that can neither be recognized nor solved when using a purely cognitive approach. The main task of teachers should not be limited solely for developing children's intellectual ability, but to bring all-round development. An education programme, which would develop the cognitive and affective aspects, might guide discipline of mind and emotion, may develop an individual with balanced needs and improved social relationship.

Seeing across the researches, it can be said that affective domain development is essential for our children to be good citizens, socially and emotionally well-adjusted individuals who can understand others and their roles for the society. It is usually mastery of affective techniques that set apart the master teacher from the rest. By understanding the interconnection between Affective Learning Outcome and Achievement, teachers can adopt various strategies and techniques in arousing Affective Domain in students that will finally lead to the mastery of content area and better achievement.

1.7. Neglect of the Affective Domain

The landmark effort by Bloom and his group (1956) was that they established three categories of educational objectives, which they called affective, cognitive and psychomotor.

The cognitive (thinking) and psychomotor (physical) domains are fairly well bounded in theory and research. The affective domain has been much more difficult to pen down. It is usually considered to encompass human behaviours associated with emotion and feelings. Martin and Briggs (1986) claim the domain is so broad and unfocused that all behaviours not clearly cognitive or psychomotor are simply lumped together as affective. They cite self-concept, motivation, interests, attitudes, beliefs, values, self-esteem, morality, ego development, feelings, need achievement, locus of control, curiosity, creativity, independence, mental health, personal growth, group dynamics, mental imagery, and personality as being associated with the affective domain in the literature. The lack of definition and focus has made measurement and research in the domain difficult; and it has made translation of affective behaviours into classroom practices inadequate (p. 13). Even a brief review of the literature reveals greater emphasis on the cognitive domain in instructional research than is devoted to the affective domain. Such neglect has not always been the case. Krathwohl (1964) studied the history of major courses in general education (Liberal Studies) at the college level. He found that, “In the original statement of objectives there was frequently instances of such emphasis being given to affective objectives and to cognitive objectives. However, as some of these courses were being followed over a period of ten to twenty years, it was found that there was rather rapid dropping of the affective objectives from the statements about the course and an almost complete disappearance of efforts at appraisal of student growth in this domain” (p. 16). Krathwohl felt cognitive performance could be measured more objectively than affective behaviour. It was fairly straightforward to determine competence in meeting cognitive objectives. In contrast, we might not trust the professed evidence of an interest or attitude because of the difficulty in determining whether a response was sincere.

Martin and Briggs (1986) searched the literature for clues as to why the affective domain has not been addressed more vigorously in instructional design theory and practice. In addition to difficulty of definition and measurement, they identified four other problems they feel have contributed to this neglect.

- a) The belief that affective goals are so long range and intangible that the time restrictions of instructional programs prevent development and measurement of affective results.
- b) A fear that discussion of values, attitudes, morals and other aspects of the domain may be seen as indoctrination or brainwashing.

- c) The inability to identify and specify affective behaviours because of the imprecision of natural language.
- d) Disagreement and confusion about whether affective behaviours are ends (outcomes) or means to ends.

Experience with the school system shows that most small children are eager and excited about going to school. As they grow older, however, they are likely to have negative feelings about school and school tasks (Ringness, 1975). It has been pointed out that curiosity, interest and motivation to learn seems to be destroyed at least for many of the students by the very procedures of instruction used in the classroom (Romiszowski, 1989). This change in attitude cannot be attributed entirely to the schools, but it does highlight a condition that needs to be addressed.

1.8. Continuous and Comprehensive Evaluation (CCE) and Affective Domain

Continuous and Comprehensive Evaluation was introduced in the Indian Education System in 2004 as an assessment scheme with an aim to renew the existing education system which was exam-oriented, rigid and promoted only lower order learning among students. The application of this scheme was made mandatory in all the State Board Schools of Gujarat from the year 2011.

CBSE has initiated the school based Continuous and Comprehensive Evaluation (CCE) based on the recommendations of Committees, Commissions and the National Curriculum Framework 2005. The essence of Continuous and Comprehensive Evaluation is that it helps develop skills in the cognitive, psychomotor and affective domains, by emphasising both on Scholastic and Co-Scholastic areas of education. It lays emphasis on creative and critical thinking and de-emphasizes memorization. It makes evaluation integral to teaching and learning process and uses assessment as a tool for the enhancement of students' achievement on the basis of regular diagnosis and remediation. Cognitive domain is easy to measure compared with other two domains. And also, the assessment of the cognitive domain will have an impact on other domains. There are two primary purposes of an affective evaluation system:

- a) To verify competence in the affective domain, and

- b) To serve as a method to change behaviour. Affective domain focuses on receiving, responding, valuing, organizing, and characterization.

Studies indicate that teachers required more intensive training regarding the various tools and techniques as well as their implementation, to enhance the proper utilization of tools and techniques for assessment. Major difficulties faced by the teachers while implementing CCE are: 1. Syllabus completion, 2. Organizing, grading and distribution of tasks in group activities, 3. Designing relevant activities and projects, 4. Providing individual attention to each student.

The difference in standards of schools, roadblocks in communication with stakeholders and diversity of socioeconomic backgrounds are the biggest challenge. It is highly recommended that the current assessment method can be modified based on the revision of the course outline toward the achievement of learning domains.

1.9. Development of Affective Domain in Children

In the following sections the common affective constructs are presented keeping in view the students of Upper Primary School and age between 8 to 13 years. It is known as Modelling period, often associated with rapid progress in all the developmental and skill areas. The tasks a child gets involved in are:

- a) Acquiring social and physical skills.
- b) Learning to get along with peers.
- c) Developing a conscience, morality and a value judgement system.

Bandura's Social learning Theory (1965) reflects that one of the characteristics of child psychological development is that a child learns a general rule of behaviour through observational learning or modelling. Freud and Piaget saw middle childhood as a plateau in development, a time when children consolidated the gains they made during the rapid growth of the preschool period and when they are prepared for the dramatic changes of adolescence. Erik Erikson's Theory of Personality (1968), however, proposed the 'Eight Stages of Man' stressed the importance of middle childhood as a time when children move from home into wider social contexts that has strong influence on their development.

1.9.1. Development of Emotion:

During middle childhood, children are capable of more complex emotionality (e.g., guilt, shame, and pride), and recognize that it is possible to experience different emotions simultaneously. Children of this age are also more cognizant of other people's emotions and can hide their feelings to prevent upsetting someone else. A child who is able to regulate emotions is more likely to be able to utilize a problem-solving process that allows him or her to generate and focus on adaptive goals that will build and enhance a relationship (e.g., to avoid conflict, not to hurt others' feelings).

1.9.2. Development of Interest:

Children learn in a variety of ways when they are interested. So, there is a need to generate interest in the children through activities, such as - through experience, making and doing things, by reading, asking, listening, thinking and reflecting, expressing oneself in speech, movement or writing (both individually and with others). They require opportunities of all these kinds in the course of their development (National Curriculum Framework, 2005). Provision of generating interest by providing learning opportunities is not only the sole responsibility of the school, but also a joint responsibility of the school, home and society as a whole. A need exists to understand the complex emotions associated with the children and how they influence learning by developing interest.

1.9.3. Value Development:

Values are one's beliefs acceptable to the society, which makes individual unique and strong. Values are not taught specially but are integrated in school practices and opportunities are provided to practice it. According to Sociologist Morris Massey, during middle childhood, children copy their parents and others also. Rather than blind acceptance of parents' values, they try them to see how they feel. Children get much impressed by their teachers, who seemed so knowledgeable – may be even more so than their parents. Schools form a very significant part of this social environment influencing the behaviours of the students. Values, learnt in childhood, are shaped and consolidated during this period. This formation of values requires provision of exciting opportunities to the students, which is the major responsibility of the teacher.

1.9.4. Development of Attitude and Socialization:

Attitudes form directly as a result of experience. They may emerge due to direct personal experience, or they may result from observation. Social roles and social norms can have a strong influence on attitudes. Social roles relate to how people are expected to behave in a particular role or context. Children learn attitudes by observing the people around them. When someone admires greatly espouses a particular attitude, he/she is more likely to develop the same beliefs. For example, children spend a great deal of time observing the attitudes of their parents and usually begin to demonstrate similar outlooks.

Feng. R and Chen. H (2009) stated that, “Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield.” Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of learners influence their perspectives and their attitudes towards the target language (Choy S.C & Troudi. S, 2006).

Vosniadou (2001) states that teachers must help students to become active and goal oriented by building on their natural desire to explore, to understand new things and to master them. As Piaget suggests, children experience complex emotionality e.g., guilt, shame, and pride, more conscious of self. Therefore, it has a greater implication for the affective development in schools. As the studies conducted so far have neglected the affective attributes, and the few studies conducted are not providing enough understanding about how a teacher can carry out himself as role model, how he can integrate affective domains in his teaching, etc. the affective domain can be developed, needs further research. Specially the upper primary school, where children are at the threshold of adolescent, a modelling period of their life for affective and cognitive attributes, the development of an integrated affective education programme assume importance.

1.10. Scope of Language in Development of Affective Domain

Language is said to be the verbal mode of communication and a means to communicate emotions, ideas, feelings and desires. It is rightly said that language plays a vital role in the psychological, emotional and social development of an individual. In classroom setting language plays an important role.

Cambridge International Dictionary of English (1995) defined the term ‘Language’ as “A system of communication consisting of a set of small parts and a set of rules which decide the ways in which these parts can be combined to produce message that have meaning.” Language is used to express one’s inner thoughts and feelings, to analyze intricate and abstract thoughts, to interact and communicate, to accomplish one’s desires as well as to establish rules and sustain traditions and culture.

1.10.1. Scope of English to Develop Affective Domain

Learning is a process, but making this process interesting, is a challenge. If the teaching pattern is adopted in such a way that it is offering more than mere lessons on the subject, one can be successful in making learning pleasurable. With English being the global language, it is almost impossible today, to measure the value of learning the English language. If one imparts values and morals through this language, it would be a two-way process which would include learning of English language and value education. As substantiated by Bill Jownstor (2002) in his book “Values in English Language Teaching” that: English language teaching is not merely a matter of training students in a particular set of skills. Rather, the occupation of English Language Teaching (ELT) is profoundly instilled with values, and these values are furthermore complex and given with dilemmas and conflict.

The English language enjoys a special status in India. The paramount importance of English for Indians is reflected in the increasing demand for English education at the earliest stage of schooling. English is instrumental for knowledge acquisition and is often considered a yardstick of quality education. For Indians, English is not only a window to the world, but a bridge between the languages and cultures at home. It is synonymous with opportunities and success in the age of globalization.

According to the University Education Commission (1948-49), “Our students must acquire sufficient mastery of English to give them access to the treasures of knowledge, and in the universities, no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors.” (Report: 319-25). Hence it can be rightly said that in this era, no one can deny the importance of English as it is a very important means to success in higher education, trade and commerce, better careers in

corporate sector and for communication with the entire world. According to Chakranarayan (2012), Education of English language has its own importance in framing the future of every individual. Many writers across the world agree that English is the ‘queen of languages’.

However, the number of students who get exposure to English at home or outside is very limited and a large majority of Indian students solely depend on classroom teaching to learn English. Need to make English class interesting is therefore an imperative.

According to Konda (2014), “Some of the major problems in teaching English language are: overcrowded classrooms, inappropriate methodology, lack of motivation, lack of interest among the students, lack of trained teachers, lack of exposure to the target language, social and economic background of the learners, non- availability of teaching materials and lack of innovative thoughts and trends.” Hence proper care needed to be taken by the teachers to teach. They can create the environment in the classroom where the learners can express their views.

Language learning should extend beyond the language curriculum and involve contexts and utilities in other scholastic and co-scholastic realms. Teaching of English subject should not only to follow a practical teaching methodology, but also should focus on the larger goal of language – enabling along with inculcation of positive attitude, emotions, values and socialization. The lesson plans should be developed in such a way that must stimulate interest with themes and ideas drawn from the colourful and infinitely varied world of a child’s experience.

Speaking and listening skills are important aspects of co-scholastic learning. Teaching of English language must contain a wealth of tasks and exercises to inculcate affective domain and later to test the learners’ ability to listen and speak for basic interpersonal, institutional and academic purpose. CBSE has decided to put 20 per cent weightage in classes IX to XI for Assessment of Speaking and Listening skills (ASL) in English in the curriculum document 2015, volume – I. This has been taken into account by Gujarat State Board from the year 2019-’20. The sub-skills taken into consideration are listed below in table 1.1:

Table No 1.1. Development of Sub-Skills

Listening	Speaking
1. Listening for specific information	1. Speaking intelligibly using appropriate word stress, sentence stress and intonation pattern
2. Listening for general understanding	2. Narrating incidents and events, real or imaginary in a logical sequence
3. Predictive listening	3. Presenting oral reports or summaries, making announcements clearly confidently
4. Inferential listening	4. Expressing and arguing a point of view clearly and effectively
5. Listening for pleasure	5. Taking active part in group discussions, showing ability to express agreement or disagreement, summarizing and presenting own ideas.
6. Intensive listening	6. Expressing and responding to personal feelings, opinions and attitudes
7. Evaluative listening	7. Participating in spontaneous spoken discourse in familiar social situations

(Source: CBSE Curriculum Document, 2015, volume – I)

Teaching Affective Domain through Communication:

English language teaching can be enriched with communication activities such as group discussions, role plays, debates, etc and they can help in teaching how to communicate with virtues of openness and humanity in real life. As a part of these activities' role play can be performed in which the facilitators can give real life situations to the students, to have a conversation with a little act. This way while performing, the students would learn the right way of speaking with the correct tone and pitch. Students can inculcate emotions, values and many more through communication activities. Such activities will generate interest in the students and can develop socialization dimension in the students.

Teaching affective domain through Study of literature:

When students are taught patriotic poems, one can inculcate values like patriotism, sincerity and honesty. Through various rhyme and ballads (music for a narrative poem), the students may be taught to respect legends and follow them. Study of literature in the form of short stories and novels forces the students to find moral lessons. English language becomes a median for gaining access to world knowledge by adopting the values and morals taught to them.

1.11. Strategies to Learn English Language with Affective Learning

Learning English language assists in developing intercultural understanding. It is not only medians of improved communication but also plays a role in promoting global understanding and respect of cultural diversity. Inculcation of affective domain can be done using integrated approach. When students inculcate affective dimensions, through English language learning, it also enhances their language acquisition skills. Affective dimensions and English language acquisition may go hand in hand if one keeps in mind the following strategies:

- a) Students should be asked to write various stories that they have read from a different prospective, bring out maximum morals and values in them.
- b) Students should be asked to write reports on the events that they have experienced and put forth their analytical views of how better values could have been imparted through the particular incident.
- c) The job of the facilitators is to gauge the understanding and attitudes of the students when they sent their ideas through oral skills.
- d) Students should recognize culture and develop respect towards cultural diversity ad learn to empathise with others.
- e) Facilitators should arrange debates, discussions and brainstorming in order to reflect on inter-cultural experiences where students learn to be responsible citizens with all moral values and lead their country to successes.

1.11.1. Integrated Approach of Affective Domain in Teaching English Language

Ambedkar, V. (2011) states that Language and Literature involve the skills of:

- a) Listening
- b) Speaking
- c) Reading and
- d) Writing

The aims of Integrated English Course therefore are:

- a) To assist the learners, develop their ability to understand with reasonable ease rapid standard speech in situations such as classroom discussions radio/TV programmes, recorded plays, full-length films and everyday speech.
- b) To enable the learners express themselves intelligently, appropriately and effectively in speech.
- c) To cultivate in the learners the desire to read by themselves and for their own satisfaction.
- d) To encourage the learners to develop the ability to read a wide variety of written materials for enjoyment, information and knowledge.
- e) To assist them articulate their response to the art of Language as in prose and poetry, as a means of inspiring creativity and to assist them articulate their response intelligently.
- f) To guide the learners in developing their ability to write correctly, creatively and effectively.

Integrated approach helps to build new knowledge and skills on to what students already know and can do. So, if students are able to read a short story, this skill will help them to write their own story. Also, integrating the skills allows the teacher to build in more variety into the lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English. Above all, integrating the skills provides all-round development of communicative competence in English.

1.12. Integration of the Four Skills

In the instructional process of English language, there are basically two types of integration;

- a) Simple Integration: - The easiest form of integration is within the same medium (either oral or written), from receptive to productive skills.

Medium	Receptive	Productive
Oral Medium	Listening	Speaking
Written Medium	Reading	Writing

- b) Complex Integration: - This involves constructing a series of activities that use a variety of skills. However, it's important to make sure that one activity is closely linked thematically to the next one.

English language teaching can be separated into systems, skills, and phonology. Systems refer to grammar, whereas skills denote reading, writing and listening, and speaking. Phonology incorporates elements of pronunciation, such as intonation, connected speech, and isolating difficult phonemes which focus on manner (position of the mouth), place (position of the tongue), and voice (voiced or unvoiced).

In reality, students rarely use English skills in isolation: they rarely ever read an email without replying, nor do they listen to a friend's story without reacting in shock, bemusement, or telling their own. Therefore, when planning or teaching a lesson, it's important to provide opportunities for use a number of different skills in order to:

- Allow students to engage and experiment with the language they see in a more realistic way;
- Help students to improve their English;
- Maximise opportunities for practice and personalisation of the language and topics in the classes.

Integrating the four language skills enhances the focus on realistic communication, which is essential in developing students' competence in English. Two ways of integrating skills: Simple integration, whereby a receptive language skill serves as a model for a productive language skill, and complex integration, which is a combination of activities involving different skills, linked thematically. Integrated language learning can be more motivating, because the students are using the language for a real purpose, instead of, say, just practising the grammar. English textbooks have stories with moral message. It helps the students to understand the hidden values and inculcate them along with language learning.

1.12.1. Inculcation of Affective Domain Using Integrated Approach

The following steps can be used in inculcation of affective domain dimensions by using integrated approach:

- a) Planning the lessons keeping in mind the objectives of the content and inculcating dimensions of affective domain, along with Cognitive and Psychomotor domain.
- b) Teaching the content and highlighting the dimensions of affective domain.
- c) Summarization of the content along with the affective attributes.

It is difficult to observe on the off-school activities of the students so if attitude, emotion, interest, value and socialization are to be inculcated, in the students then integration of dimensions of affective domain in teaching is most suitable as teachers can provide the same within subject teaching.

Integration in no way contradicts or alters the existing pattern rather it strengthens the existing pattern with what is pivotal in view of changing needs and situations. It is a process through which affective dimensions can spontaneously be incorporated into the various subjects of the curriculum. For example, Science aims to develop values like neatness, cleanliness, etc. Social Studies, dance and sports aim at developing socialization etc.; Languages aim to develop values, positive attitude, love, friendship, fellow feelings etc. In an integrated approach, the role of teacher is to understand the values inherent in the subjects and try to highlight those values while teaching their concern subjects. Inculcating affective dimensions of the curriculum should be more emphasised and should be a part of curriculum transaction. On the basis of affective dimension and its proper inculcation in students here the researcher makes an attempt to inculcate specific affective domain through the teaching of English Language.

1.13. Rationale for the Study

On the way of considering knowledge in School curricula is to facilitate all-round development of students; cognitive, affective, and psychomotor domains (Sowell, 1996). These domains are areas of learning that share a common characteristic in shaping a student to become more useful in the society. The cognitive domain is associated with intellectual functions; the affective domain with emotions, attitudes, and values; and the psychomotor domain with physical activities (Bloom, 1956). Unfortunately, the scenario is different today irrespective of schools (Siang, 2012). Therefore, there is a great need to include affective domain instead of just developing cognitive dimensions among the students. In 1956, Bloom and his associates came up with a taxonomy which could be used to classify cognitive

learning outcomes in conjunction with the use of affective and psychomotor dimensions. The version was improved by the study done by Krathwohl & Anderson (2000) to qualify the affective domain as one of the most important dimensions in learning. However, the research studies witness that most school curriculums all over the world reflect scantily or not at all on the integration of affective domain in their undertakings. The reasons for this could be because many schools concentrate more on grade attainment. When focussed on cognitive domain only, neglecting the affective dimensions leaves a vacuum in students' character excellence. As a result, violence and all sorts of vices are rampant in society. There is no doubt that the school management / leaders have failed to address the root causes of such mannerism.

Development of the affective domain is the most essential part of the schooling of the children especially when they are heading towards adolescence period because the students at this stage having certain characteristics like curiosity to learn, to explore the world and energies, which they have to channelize to achieve their goals. Dealing with the students of 11 or 12 years of age in the classrooms is a very challenging task to the teachers. Students need special programmes to channelize their energies properly in a regular school programme for bringing all-round development. As can be observed from the researches and reports of national level committees and commissions, it is indeed essential to develop affective attributes of students. As only the cognitive domain is getting major emphasis in school education, there is a need to enhance affective attributes of children to make them responsible adult citizens with responsible behaviour.

As the studies conducted so far have neglected the affective attributes, and the few studies conducted are not providing enough understanding about how a teacher can provide emotional support and attention to the students, teachers' competencies to organize such lesson is essential. How he can integrate affective dimensions along with cognitive domains in his teaching, how in the school activities; assembly, games and sports, annual day etc. the affective domain can be developed needs further research. Especially the upper primary school, where children are at the threshold of adolescent, a modelling period of their life for affective and cognitive attributes, the development of an integrated affective education programme assumes importance. Unless measures are taken to address the problem, our schools will continue to produce high achieving doctors, engineers, lawyers and so on

without emotions and values, whose manners and sense of professionalism will be questionable by the society.

This study proposes sound solutions to help fix the situation and how to integrate affective dimensions along with cognitive domain while teaching in the class.

1.14. Research Question

The overarching question guiding the study is as follows:

How affective domain can be developed among the Upper Primary School Students without compromising on Cognitive domain?

1.15. Assumption of the Study

The present research is based on the following two assumptions;

- a) Elementary school students lack in affective domains
- b) Affective domains among students can be enhanced by integrating it in the teaching-learning process by teachers.

1.16. Statement of Problem

“Development of an Integrated Instructional Programme on Affective Domain of Upper Primary School Students”

1.17. Objectives of the Study

The following are the objectives of the study;

- a) To develop an Integrated Instructional Programme on Affective Domain for the students of standard VII.
- b) To implement the programme on a selected group of standard VII students.
- c) To find out its effectiveness in terms of;
 - Extent of development of affective domain among the students without compromising on development of Cognitive domain.
 - Opinion of the students, teachers, principal and parents about the programme.

1.18. Hypothesis

The following null hypotheses are formulated to achieve the above objectives of the proposed study:

- 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 their English Subject at the post- treatment level.

1.19. Operational Definition of the Terms

- a) **Affective Domain:** It is the social and emotional nature of human beings; a part of educational process that concerns itself with interests, attitudes, feelings, emotions, morals and values of students. For the present study, attitude, emotion, value, interest and socialization are taken as affective domain of students. The overall scores obtained by a person on all the dimensions represent his/her level of affective domain development.
- b) **Attitude** - For the present study, attitude refers to the students' 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.
- c) **Emotions:** In the present study, emotion refers to the behaviour of the students depicting a matured and accepted behaviour 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.

- d) **Values (Morals and ethical):** In the present study, value refers to students' behaviour just as per the righteousness and worthiness of their action from the Indian perspective.
- e) **Interest:** For the present study, interest refers to the scores achieved by the students on a given interest scale. For the purpose of this research, interest is defined as willingness to take responsibilities of self, class and curricular, co-curricular and extra-curricular activities in school.
- f) **Socialization:** In the present study, socialization is operationally defined as a process to live in harmony with others, carry out group activities, developing team spirit, fellow feelings and helping one another.
- g) **Overall Affective Domain:** It refers to the difference between the overall scores of pre-test and post-test achieved by the students in total scores of all the five selected dimensions of affective domain.
- h) **Cognitive Domain:** It refers to the difference between the overall scores of academic individual achievement in English subject in their Annual Examination.

1.20. Conclusion

'Quality Primary Education' is the need of the hour as it is the foundation for further education. In this regard, the researcher recognizes the importance of the affective learning for Upper Primary School students. The researcher developed an integrated instructional programme to inculcate affective domain in students of Upper Primary School while teaching English subject. The goal is to produce an integrated model of instructional design that includes the affective domain as an essential part.

In the present scenario, where so many distracting things are competing for getting the attention of the today's children, it is a big challenge for the teachers to retain the attention of the children in the classroom on the specific topic and inculcate positive attitude, emotion, values and socialization. Dealing with the students of 11 or 12 years of age in the classrooms is a very challenging task to the teachers. Teachers need to follow Integrated Instructional Programme to channelize the students' energies properly in a regular school programme for bringing all-round development. The integrated affective domain programme, developed by

the researcher will not only just follow a practical teaching methodology, but also will focus on the larger goal of language-enabling and development of affective domain. Both the teaching-learning session and the activities will stimulate interest with themes and ideas drawn from the colourful and infinitely varied world of a child's experience.