EMOTING THROUGH NAVARASA:

EXPERIMENTING WITH EMOTIONAL

INTELLIGENCE OF SELECTED SCHOOL

CHILDREN

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Acknowledgement

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Abstract

The aim of the present study was to study the impact of intervention program based on the expression of Navarasa on Emotional Intelligence of selected school children. In the developing country like India which is known as the country of young people, it is important to focus on the psycho-social aspects of the youngsters to make them compatible to deal with the pace of world. Therefore making efforts to enhance Emotional Intelligence of these youngsters has been a need of a time. For the purpose, present study efforts to enhance Emotional Intelligence of the children through expression of Navarasa by using four types of art forms namely- Dance, Drama, Singing and Drawing. Sample of the study included 278 children from 5th to 7th standard. Sample was selected from two schools having children from different Socio-Economic Classes- 1. Higher-Middle Socio-Economic Class, and 2. Lower Socio-Economic Class. Multi-stage sampling method was used. Among 278 children, 134 were from Lower SES and 144 were from Higher-middle SES. Ability Model of Emotional Intelligence given by Mayer and Salovey was used in this study. Intervention program included 34 sessions. Separate sessions were conducted for Girls and Boys in both the schools. Therefore there were four experimental groups and four control groups. Three standardized questionnaires were used to measure- Emotional Intelligence, Socio-Economic Status and General Intelligence of the children. The children were divided into experimental and control groups by using matched random sampling technique based on their obtained scores of Emotional Intelligence and General Intelligence. Pre-post measures were then analyzed using- Descriptive statistics, ANOVA, and Mixed designed ANOVA. Qualitative measures were also discussed in the thesis. The key findings of the study showed no significant

difference between the scores of emotional intelligence of selected children from lower and higher middle socio-economic class. Children from Higher-Middle Socio-Economic Class scored significantly higher than the children from Lower Socio-Economic Class after receiving the intervention program. All the students from experimental group scored significantly higher on Emotional Intelligence than the respective control groups. No significant difference between scores of Emotional Intelligence of Girls and Boys before and after the Intervention Program. The obtained interaction effects are discussed.

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List of Abbreviations

ANOVA   Analysis of Variance

CBSE   Central Board of Secondary Education

EI   Emotional Intelligence

GI   General Intelligence

HMSEC   Higher-Middle Socio-Economic Class

LSEC   Lower Socio-Economic Class

N/n   Sample Size

SD   Standard Deviation

SEC   Socio-Economic Class

SES   Socio-Economic Status

SESS   Socio-Economic Status Scale

SPM   Standard Progressive Matrices

SSC   Secondary School Certificate

TA   Thematic Analysis

CHAPTER 1

INTRODUCTION

This chapter will include a general introduction to the topic of the study. It will start with the brief details of the research study carried out along with its significance and relevance in selected knowledge domain. After that it will briefly discuss the background of the study, core concepts, models, theories, and the ideology behind the present study as well as the explanation of variables.

1.1 Introduction –

The present study is focused on the emotional development of the children studying in 5th to 7th standards in Indian schooling system. For the purpose, a robust training program i.e. intervention was designed, carried out and its effect on the sample was examined using pre-post analysis as well as through comparison of experimental and control groups. The thesis will provide details of the variables of the research study, theories and models studied during this study in the first chapter. Second chapter contains review of the existing literature having theoretical review as well as the review of empirical studies carried out in the area of the present research. Third chapter will explain the methodology, research design, sampling, tools used in this study, methods used for data analysis as well as the details of the training i.e. intervention program. Fourth chapter is dedicated for the results of the study. And the last fifth chapter is comprised of findings, discussion and conclusion based on the obtained results.

The foundation of a man's life is laid during his school age. Social Functionalists look at the school as one of the most important social institution of the society. Emile Durkheim (1858-1917), the founder of functionalist theory considered schools as socialization agencies in which children are taught how to get along with others as well as children are equipped for adult economic roles (Durkheim, 1898).

Modernization brought huge transformations in education systems. The major transformation was imparting scientific and logical approach towards all spheres of human life among the students. It also included the infrastructural developments like tall buildings, advance infrastructure, instructional facilities, etc. Modernization brought social change in terms of student's way of thinking, their dress up, communication as well as their transportation. The use of technology in the field of education was highly increased including computer, technologically smart classrooms, LCDs, disc for education, projectors, etc. These technologies were evolved through the high need of modernization. Contrary to this development, emergence of school problems became headache for all school stakeholders. And so experts from all over the world began to try to get to the root of these problems. In India, increase in the problems like school violence, student unrest, indiscipline, risk-behaviors, sexual molestation, suicides, physical and mental health disorders and many more were reported through many research studies as well as news articles (Goel, 2010; Samanta et al., 2012; Saha, 2017). Schools seems to be lacking somewhere in having control over these problems.

The number of youths committing suicides is closer to 1 lakh every year (Sangath, 2016). Suicide is a leading cause of death among young Indians (NDTV, 2012; Kapur & Mullen, 2014; Bridge et al., 2015; Mascarenhas, 2016; Mukunth, 2017). A report on adolescents stated that adolescents are facing problems like mental health disorders, obesity, etc. The prevalence of overall psychiatry morbidity (depression, conduct disorder, social anxiety, panic disorder) among adolescents has varied from 12 to 16.5 per cent (Anita et al., 2003; Srinath et al., 2005). The use of substance is increased among youngsters of India (Saxena et al., 2010; Sharma & Tyagi, 2016; Kalpana & Kavya, 2017). A Teacher Foundation did a study in 15 Indian cities in the years 2013 to 2017. This study revealed that almost 42% students from the standards 4 to 12 stated that they experience mental and physical harassment like teasing, beating, etc. from their schoolmates on school campus. (Falt, 2019). Aparna et al. (2015) studied 10 to 19 year old girls and boys through cross-sectional sample in Hyderabad. They found that in government and private schools as well as in colleges substance abuse were 28% (mostly tobacco and alcohol); high risk sexual behavior was 16 %; and 16-20% students reported disturbed mental health including depression, anxiety etc. Increased level of aggression among school children is reported by many studies and news reports (Sen, 2001; Raghuram, 2012; Mathai, 2013; Malhi et al., 2014). A study quotes that the aggressive behaviour is common among boys and girls (Dutt, et al., 2013).

While going to the root of these school problems, a question arises that- Aren't we overlooking the emotional world of these children while making great strides in the

field of education? Paulo Freire (2000) discussed banking model of education in his famous book 'Pedagogy of oppressed'. He said that this is a fundamental nature of percolating education in which teacher recites ideas and facts and students are expected to memorize everything. Here it is believed that the teacher knows and understands everything and students are blank slates. So students are inferiors and must accept whatever is taught by the teacher. Students have less freedom to ask questions to the teacher as well as to the world. Hence this banking model of education supports oppression. The students are dehumanized. When they are treated as blank slates, they will never learn to question the world when required. They just learn to accept whatever is thrust upon them. And hence oppressors cannot see the problems of their own time.

In last two-three decades, concept of Emotional Intelligence (EI) is studied by many scholars and now days it has become a very important contributor to person's psychosocial wellbeing, performance at school or workplace, intra and interpersonal skills, sociability, etc. (Nwadinigwe & Azuka-Obieke, 2012; Krishnakar & Chengti, 2012; Schutz & Nizielski, 2012; Ghosh, 2014). Studies also underline the importance of emotional intelligence in dealing with the current problems of the society. Emotional Intelligence is found to be a protective factor for both suicide ideation and attempts (Cha & Nock, 2009; Rahgozar & Motahari, 2011; Singh, 2012; Aradilla-Herrero et al., 2014; Kumara, 2016). Emotional intelligence was found to be significantly lower among patients of the suicide group compared to the control group (Moayedi et al., 2014). Negative correlation was found between emotional intelligence and alcohol and drug use (Kun & Demetrovics, 2010; Davlyatov, 2013; Nabiei, 2016). Inverse relationship was obtained between the severity of Internet addiction and emotional intelligence (Hamissi et al., 2013; Far et al., 2014; Juneja &

Sethi, 2015; Azza, et al., 2016). So as studies show, emotional intelligence is found to play significant role in inner (mental) and outer (social and professional) growth of children. These studies also suggest to work upon enhancement of Emotional Intelligence so as to minimize the observed problems of the children. Hence researcher decided to work upon Emotional Intelligence of the school children. Researcher argues here that the children are not getting enough spaces to express their emotions freely in the current social and educational systems which are indeed creating emotive behavioural problems among the children.

While studying the present schooling system in India we need to discuss the effect of colonialism as well as Eurocentrism on Indian schooling system. Basically eurocentrism is defined as the epistemic framework of colonial modernity. By using which western knowledge legitimated and enabled universal obligation of a certain conception of the world over all others. The epistemic framework contained and constructed the knowledge imparted in the modern curriculums of the school including kindergarten to the graduate school, which was comprised of the ideological project as well as mono-cultural worldview of western modernity (Wallerstein, 1997, 2006; Lander, 2002; Kanu, 2006; Battiste, 2008; Kincheloe, 2008). The ethos of western civilization and mono-cultural worldview are grounded in part upon the structures of knowledge whereas an epistemic framework expounded and retained within a structure of power/knowledge relations from five hundred years of European colonial / imperial domination (Quijano, 1999, p. 47). There are many adults as well as children specifically from non-dominant groups (like India) marginalized and isolated in their classrooms in which learning and knowledge are pervaded by this colonial / imperial conception of the world. This Eurocentric education which takes the hegemony of western knowledge structures as granted is interrelated with the

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modern educational project of mono-cultural assimilation that is comprised of the reproduction of personal and cultural inferiority (Dei, 2006). Thus, 'Eurocentrism' is nothing but the cultural complex which uses conceptual and epistemic apparatus to divide modern world and institutionalize modern education. This Eurocentric imaginary was reproduced under the name of 'civilization' by western education institutions using modern curriculum from sixteenth century till now (Butts, 1967, 1973; Grafton & Jardine, 1986). Eurocentric knowledge rests at the center of colonial and an imperial model of civilization that now impends to extinguish the conditions that make life possible (Lander, 2002, p. 245). Imperialism and colonialism impose on the world one science, one type of conscience, one approach of being in the world and one discourse. A simple realization was seen in the post-colonial analysis that- the consequence of the colonizing process over individuals upon society and culture all through Europe's domain was massive and resulted as complicated as they are profound (Ashcroft, 2001a, p. 24). European colonialism and worldwide imperial expansion led to the worldwide hegemony of Eurocentrism in the late nineteenth century (Quijano, 2005, p. 56). Today also in the educational field, Eurocentrism is generally cognized as a cultural perspective amidst political traditionalists who impute to the supremacy of western contributions such as cultural, scientific and artistic to civilization of world which consecutively justify the constant marginalization of non-European knowledge and cultures in the school curriculum (Collins & O'Brien, 2003).

Researcher thinks that because of this Eurocentric approach in the field of education which was brought and imposed through colonization in India, Indian schooling system was totally westernized and it is still heavily dependent upon the curriculum

executed and stated by foreign countries. Researcher is of the opinion that even today, in a country like India, Western countries are imitated in determining the curriculum and hence because of the social and cultural differences, great level of confusion and chaos is experienced by educational stakeholders during its execution. We must first assimilate what we want to emulate. Therefore most of the time and energy of the educational institutions as well as teachers is spent in understanding the thought processes behind the designed curriculum and prescribed teaching as well as evaluation methods of it. Consequently the basic developmental areas such as emotional, social and moral are found to be neglected by the school stakeholders resulting in above mentioned problems among the children. Burdon of learning such a curriculum which is imposed upon children and forced them to participate in the rat race creates more behavioural problems among the children. And as a result of all this, children do not get spaces for the expression of their genuine emotions in the current schooling system. This restricts the development and enhancement of Emotional Intelligence of the children which is mostly responsible for the social, professional, inter-personal and intra-personal growth of the children (as mentioned above). Researcher argues through this study that children's emotional intelligence can be enhanced if they get a proper channel and platform to express their emotions.

The impact of eurocentrism in the field of education is discussed above to understand the present schooling system in India, it is also necessary to see the effect of modernization which led to total change in the world as well as in the field of education. This will also help to understand the reasons of deprivation for emotional development of the children in present schooling and social system.

Critical Theory on Education

Frankfurt school thinkers also called as Neo-Marxist from Germany proposed critical theory of education. These thinkers included Jurgen Habermas, Erich Fromm, Theodor Adorno, Walter Benjamin, Max Horkheimer, and Herbert Marcuse. They believed that knowledge is basically incongruence and pluralistic which has multiple and also contradictory perspectives. Their main belief was that the knowledge even though the scientific knowledge is shaped by human motivations and interests as it is historical and largely political in nature. Habermas who was a second generation thinker of Frankfurt School states that educational systems do not promote democratic, communicative and responsible learning and inhibit students from achieving levels of maturity. Feenberg (2002) states that as the massive use of internet in the field of education will facilitate participation of the under-served groups and result in enhancement of cultural level at large. The negative side of it is- the developments in educational technology will not remain the mere technology but it will bring the politics and national political trends in educational community. He suggests that the use of educational technology in advance society should increase educational dialogue and not the production oriented logic of automation. He defines that use of technology will result in reduction of traditional skilled, knowledgeable teachers from education system. And the major driver of this automation of education will be financial. The online tutors will take the place of the traditional teachers and students' engagement with experts after/beyond the formal education institutions will be decreased. The critical thinkers like Feenberg and Freire criticized the diminishing involvement of the tutor and emphasized that the teachers should have a direct role in the education system.

Louis Althusser (a Marxist) (1971) argued that the main role of education in a capitalist society was the reproduction of an efficient and obedient work force. This is achieved through schools: transmitting the ideology that capitalism is just and reasonable (school teaches you to compete with your fellow pupils by trying to do better than them) and train future workers to become submissive to authority (schools teaches you to accept as normal to do as you're told, this way when your boss orders you what to do, it seems perfectly normal). Althusser argues that ideology in capitalist society is fundamental to social control and education is instrumental in transmitting this ideology. He argues education is an ideological state apparatus which helps pass on ruling class ideology in order to justify the capitalist system.

Noam Chomsky the educationalist of this century states that the goal of the education should be to shape individuals having values. He says that the goal of traditional education system was to transmit knowledge to the students but now there is instrumental approach in the education where the goal is to prepare students for multiple choice exams in which meaningless and mindless drills and exercise are given. He argues that the aim of education should be to put focus on the students' critical thinking skills as well as acquiring applicable and useful knowledge. He says that unfortunately today's model of education is a factory model in which students are pushed to use memorization techniques for learning the facts instead of using critical thinking. And it limits education to the market's requirement and train students for being compliant workers. In today's education, teachers are considered as workers for carrying out just a task for which they are hired to and schools impose or indoctrinate obedience and put coercion and control. Chomsky (2000) defines that today's child is one that is conditioned and shaped to obey structure and power. He complains that

these children are not taught or prepared to think independently and challenge but they are taught to follow orders, repeat and obey. He strongly proposes that the focus or the goal of education should be to encourage, develop and facilitate natural capacities of the children.

India is a country having geographical, social as well as religious diversities. The education is considered to be a leveler for these deeply entrenched social inequalities to attain social mobility. Prof. Krishna Kumar, the former director of NCERT i.e. National Council of Educational Research and Training, is worried about one thing that the technology is perceived by us like a toy. We feel that it is going to solve all of our problems and hence we do not require the intervention of the state i.e. collective wisdom of individuals, like instrument of authority or power. Therefore problem of unemployment of the people has come up because in certain work areas we brought automation where large numbers of people were employed earlier. He further said that the problem is by doing this we feel that we are progressing but actually it is a sign of our myopia. Education for the sake of creating employable labor underutilizes education. The change in machinery will also change the requirements of the operators or labors and hence education will remain for the short term goals.

Modernization definitely gave us the dining table but lacked in the love and feelings which one earlier had on mat leading socialism. Modernization brought our safety through compounds but also created walls of differences among society. Nuclear families resulted in the competitions among children, stress, fatigue, and juvenile delinquency. Children in nuclear families lack behind in understanding the love and affection for family members and youngsters, control from elders as well as caring

and loving relations with cousins. Nuclear families reduced the number of persons and children in the family and because of this, children lost the spaces to express their emotions which were previously available in joint families. This broken family system resulted sever problems in Indian society. Impact of modernization on education led to lot of stress on students causing problems like depression, anxiety, suicidal ideation, etc. (Jha, 2016).

After going briefly through the effect of modernization on educational system, it is seen that the adverse effect of modernization on the educational system described by various scholars such as thinkers from Frankfurt School, Noam Chomsky as well as Krishna Kumar are very much useful in understanding changing perspectives which are sometimes contradictory to the original intention behind imparting knowledge. All these experts have literally slammed this change in the education sector. Jurgen Hebarmas claimed that the current education system do not promote democratic, communicative & responsible learning and inhibit students from achieving levels of maturity. Feenberg (2002) said the developments in educational technology will bring politics and national political trends in educational community. Noam Chomsky argued that the major driver of automation in educational sector will be financial. He further reported that the goal of educational system has been changed to the instrumental approach which aims to prepare students for multiple choice exams. Students are pushed to use memorization techniques rather than using critical thinking. He strongly criticized current education system by saying that teachers are considered as workers and today's children are not taught to think independently and challenge but they are conditioned and shaped to follow orders, repeat, obey structure and power. Krishna Kumar from India says that we are underutilizing education for

limiting it for the creation of employable labor and hence the education will remain for the short term goals.

These all scholars stated the undesirable effects of the change in today's education system and alerted us about the adverse impact of modernization. Researcher strongly believes that this changed approach in education system is creating a pressure on children to act in a restricted manner, suppresses the natural capacities of them; possess unwritten laws on them to follow social structures and power which is resulting in increasing behavioral problems, deviant behavior and social issues among children.

Researcher argues through this study that the today's schools focus intellectual development of the children but are lacking in their social, emotional and moral development. And the above stated problems are the indicators of the same. Researcher also argues that the problems of the today's children are the results of wrong expressions of their emotions. And it is necessary to think upon preventive techniques for increasing deviant behavior among children in India. Emotions are the driven forces for our actions. Either the wrong expression or suppression of emotions is a cause for all above stated problems. It is required to teach our children how to handle our emotions, appropriate and inappropriate expressions of emotions, how to control/manage emotions, etc. We teach different languages to groom our children but we do not feel important to teach language of emotions to them. It is equally essential as academics. Expressing right emotions at right time is very much necessary. All of us are tied up with these unwritten laws or the structures of the society. Even children cannot be excluded from that. Parents as well as all school stakeholders knowingly or

unknowingly use 'Reward-Punishment Theory' to shape the behavior of their children. From the very childhood we instruct children to soothe their negative emotions by applying different methods such as by punishing, ignoring, bombarding them with many positive anecdotes to overcome the situation or by fixing the problem so that negative feelings disappear. This all is called social construction of reality. Teaching child to always feel and express positive emotions and throwing up all negative ones shapes child in that way. Child feels that the expression of negative emotions is not good or accepted in the society and s/he is scared to express such emotions. This results in either suppression of emotions or expression of emotions in a wrong manner. It is studied worldwide that inhibiting the expression of the emotions has negative impact on physical as well as psychological health. When we suppress our emotions, it becomes an unconscious habit and emotional energy remains stuffed inside. As we clog and diminish the flow of emotional energy, we block and interfere with the fundamental design and function of the human organism. This causes system wide dysfunction, with most biological processes and organs including brain/mind (Sky, No date). Emotional repression is linked to higher reports of medical problems such as chronic pain and immune dysfunction, and psychiatric problems such as eating disorders and somatoform disorders (Elfant-Rea, 2012). Suppression of the emotions may also result in the emotional breakdowns or outbursts; whereas expression of emotions in a wrong manner is seen in the daily news broadcasted by different news channels or newspapers.

Present thesis studies the concept of Emotional Intelligence of school children and efforts to provide children a platform to express their emotions freely and accurately along with the knowledge of knowing emotions, expression of emotions, role of

emotions in our life and emotional management. Researcher believes that enhancement of emotional intelligence will help children to deal effectively with emotional issues or incidences in their life and act wisely. Researcher proposes through this study to use different art forms for the emotional expression of the children which will help children to release their emotional energy in socially accepted way.

National Educational Policy 2020

The new education policy in India emphasizes the development of creative potential of the students. Along with the foundational capacities such as numeracy and literacy, it also focuses higher order cognitive capacities such as problem solving and critical thinking. It refers the ancient Indian educational schools such as Takshashila, Nalanda, Vikramshila, Vallabhi, etc. which met the highest standards of multidisciplinary teaching and research. This policy foresees an Education as a tool for transforming India into a global knowledge superpower by providing high-quality education to all and being vibrant and equitable knowledge society. This policy changes the previous 10+2 structure of school education into 5+3+3+4 which covers ages 3 to 18. Previously, ages 3 to 6 were not covered under formal 10+2 education structure. Considering that 85% of the child's cumulative brain development happens during the ages 3 to 6, Early Childhood Care and Education (ECCE) is designed in current policy because of which thousands of young children particularly from socio-economically disadvantaged backgrounds will be benefited. This policy also ensures that the learning should be integrated, holistic, engaging as well as enjoyable. Holistic development of the students aims that the focus of the education will not be only on the cognitive development of the students but it will also be on building character of

the students and making them well-rounded individuals prepared and equipped with the 21st century skills. In this educational policy, the curriculum content will also be reduced for having the space for students' critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis based learning.

Holistic as well as multi-disciplinary education also aims to enhance all capacities of the children including aesthetics, intellectual, social, emotional, physical, as well as moral in an integrated manner. Developmental areas put forth by the new education policy in India are truly focus all-round development of the students. Now designing such a curriculum which will focus all of these capacities across diverse population of India is really a crucial task. And also the implementation of the designed curriculum is going to be a herculean task for all school stakeholders across the country. But this is definitely a great thing that social, emotional and moral developmental areas are also considered along with the intellectual and physical development of the children. This will surely benefit to have desired and strong youths in future if this educational policy is executed well.

1.2 Concepts focused in the study

1.2.1 Emotional Intelligence (EI)

Emotional Intelligence is the capability of individuals to recognize their own emotions and those of others, differentiate different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s) (Colman, 2008).

Figure 1.1 It's all about balancing

(Source: Enterprisers Project)

The term 'Emotional Intelligence' was first used in a paper The Communication of Emotional Meaning by Joel Robert Davitz and Michael Beldoch in 1964. In 1966, B. Leuner's paper was entitled as Emotional intelligence and emancipation which was published in psychotherapeutic journal: Practice of child psychology and child psychiatry. After that the term subsequently appeared in the doctoral thesis of Wayne Payne "A Study of Emotion: Developing Emotional Intelligence" in 1985. The first model to illustrate EI was given by Stanley Greenspan in 1989. Followed by him, Peter Salovey and John D. Mayer published their model in 1990. But EI got popularity in 1995 because of the best-selling book named Emotional Intelligence-Why it can matter more than IQ written by science journalist Daniel Goleman. At present there are three main models of EI. i. Ability Model, ii. Mixed Model, and iii. Trait Model.

Three models of Emotional Intelligence-
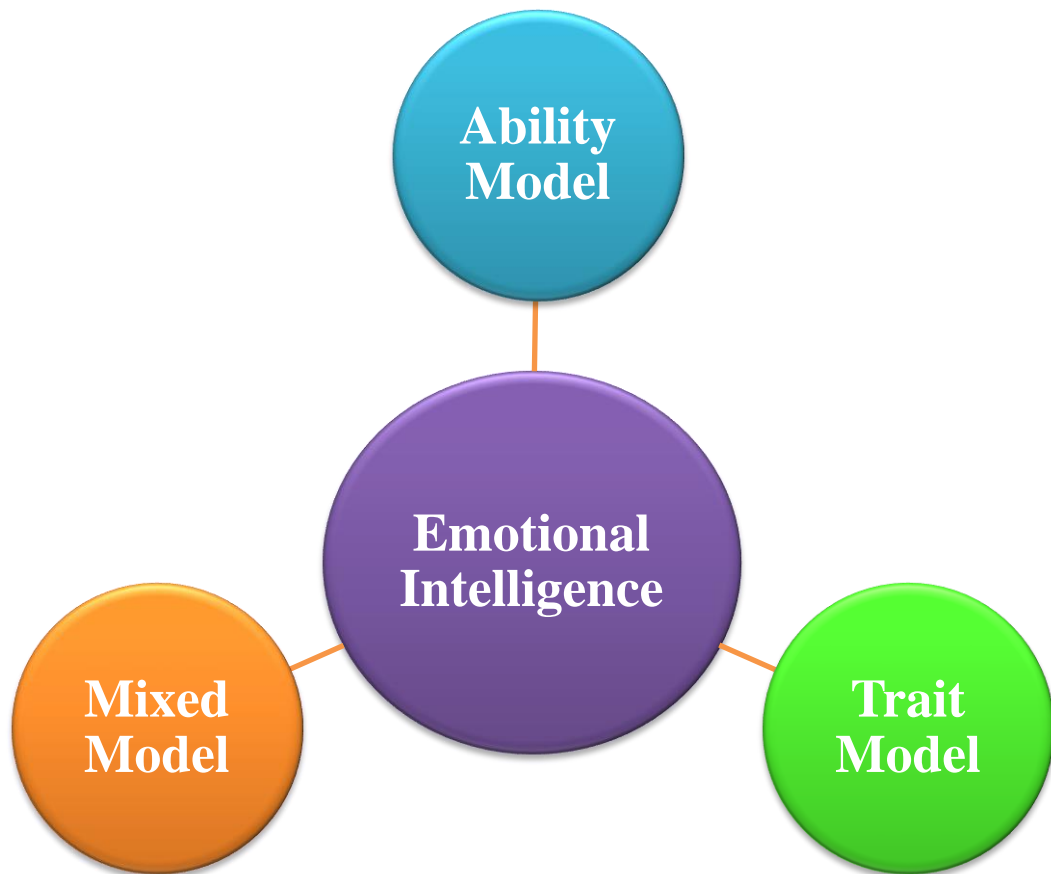
Figure 1.2 Three Main Models of Emotional Intelligence

Ability Model is given by Mayer and Salovey (1990). This is ability-based model of EI. Models which include cognitive abilities along with some aspects of personality are considered as Mixed Models of Emotional Intelligence. There are two famous models of Emotional Intelligence which are considered Mixed. One model given by Daniel Goleman (Goleman, 1998) and another by Reuven Bar-on (Bar-On, 1997) are considered as Mixed Model of Emotional Intelligence. Konstantinos V. Petrides proposed a conceptual distinction between the ability based model and a trait based model of EI and has been developing the latter over many years in numerous publications (Petrides & Furnham, 2000). Trait EI is nothing but the collection of emotional self-perceptions which are also considered in measuring personality (Petrides et al., 2007).

Present Study used Ability Model of Emotional Intelligence

Trait EI is measured through individual's self-perception of their emotional abilities. The population for present study is school going children. Considering their age, their personality is not yet formed therefore trait or mixed models are not apt for them. They are in their growing age hence ability model of Emotional Intelligence is selected for present study.

Ability Model-

This model of Emotional Intelligence is given by Peter Salovey and John Mayer in 1990. EI defined by them is the ability to observe/identify emotions of self and others, also to be able to distinguish and name different emotions appropriately and ability to utilize emotional information to guide thinking and behavior. This theory of emotional intelligence is made up from the basic concepts of intelligence and emotion. It was also mentioned by them later that their concept of emotional intelligence dwells on a model of intelligence. Model proposes that emotional intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them) Then they proposed that EI is comprised of four Abilities. Because of their four stated abilities, their model is also called "Four Branch Model" of EI. These four branches/abilities are- i. Perceiving Emotions, ii. Using Emotions to Facilitate Thought, iii. Understanding Emotions, and iv. Managing Emotions. These abilities given by Ability Model are distinct as well as interlinked with each other. These are arranged hierarchically having simple ability like perceiving emotions at first and the most complex ability such as managing which requires higher order skills at last. The ability-based model considers emotions as

important informants which help us to have understanding of as well as to direct the social environment (Mayer & Salovey, 1997; Salovey & Grewal, 2005). Four abilities/branches of EI proposed by Ability Model are described below-

i. Perceiving Emotions-

This is an ability to identify and recognize emotions in facial expressions, pictures, voices, works of art, colours, behaviours, etc. This ability involves identifying and being aware of one's own emotions as well as others' emotions, detecting emotions accurately in physical states/changes, gestures, postures, etc. Expressing one's own emotions appropriately, distinguishing honest and dishonest expressions of others are also important part of this ability. This is a basic ability which is required for further all three abilities stated in this model.

ii. Using Emotions to Facilitate Thought

This ability harnesses emotions to facilitate cognitive abilities such as Thinking, Reasoning and Problem Solving. It also includes using emotions or emotional information of self and others in reasoning, planning, problem solving and decision making. These people can maintain positive emotions and repair negative emotions by generating appropriate thoughts. They don't involve their emotions in analyzing information, planning, problem solving and decision making. They accurately use emotions of self and others in performing above mentioned cognitive skills.

iii. Understanding Emotions

This is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other. This also includes being able to label emotions in appropriate language and identifying similarities and differences between emotions and labels of the emotions. This ability requires advance level of understanding emotions.

iv. Managing Emotions

This includes regulating and controlling self and others' emotions. Adapting and adjusting with one's emotions as per the situations. This involves ability to control, enhance, reduce or modify emotional response as per the demands of the situation in oneself and others. Staying open to both positive and negative emotions is also a part of this ability.
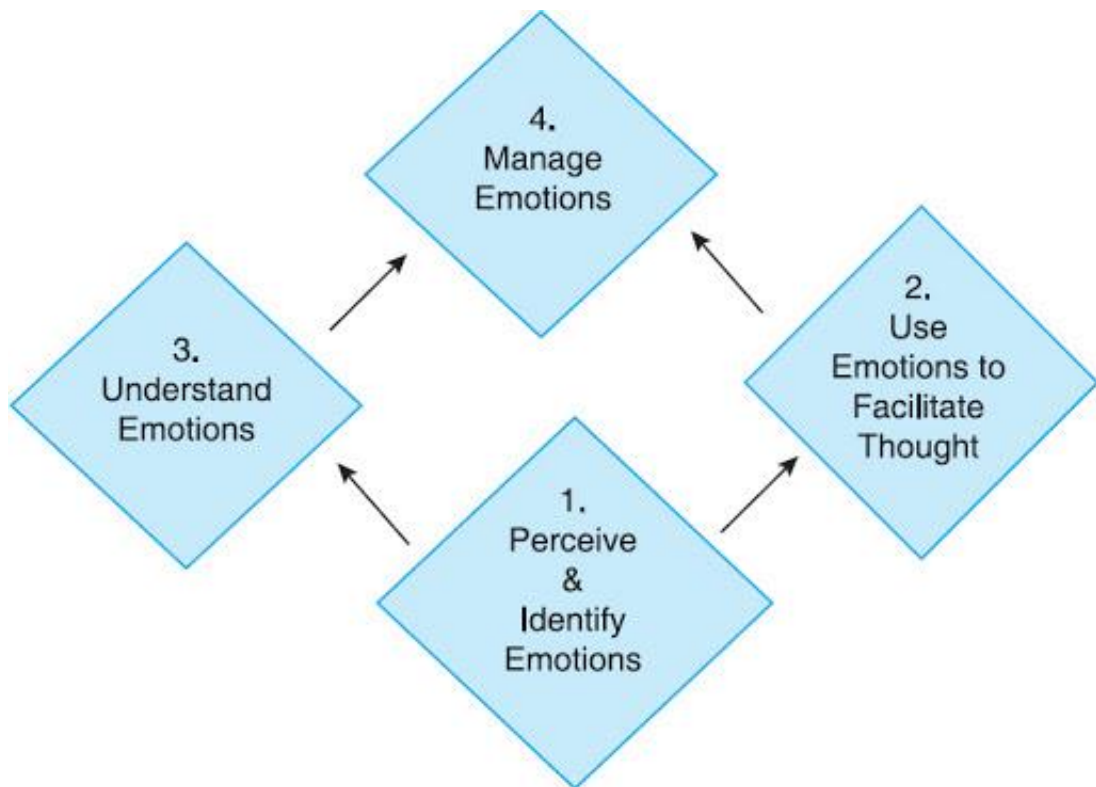
Figure 1.3 Ability Model

1.2.2 Navarasa

While thinking of the Emotional Intelligence of school going children and its enhancement, the question arises about which emotions should be considered. There are many models or theories of emotions given by various researchers. Among these theories or models researcher has chosen theory of 'Navarasa' proposed by sage Bharata Muni for the purpose of intervention in present study. Before elaborating

theory of Navarasa, researcher will quickly refer the theories or models of emotions stated by other scholars.

Classification of Emotions:

There are many models of emotions given by scholars to classify emotions. How to differentiate one emotion from the other is a long debated issue. There two fundamental viewpoints approached by researchers to classify emotions-

i.   Emotions are discrete and fundamentally different constructs.

ii.   Emotions can be characterized on a dimensional basis in groupings.

In discrete emotion theory, it is believed that all human beings portray some basic emotions which can be cross-culturally recognizable. These basic emotions are described as "discrete" because they are distinguishable by an individual's facial expression and biological processes (Colombetti, 2009). Many studies are carried out by researchers to decide which emotions are basic. The famous cross-cultural study was done by Paul Ekman and his colleagues. In this study they had told people to express some emotions at varying degrees. They found six basic emotions which were discrete and having particular characteristics attached to each of them across culture. Each emotion acts as a discrete category rather than an individual emotional state (Ekman, 1992). These basic emotions are Happiness, Sadness, Anger, Fear, Surprise and Disgust. Paul Ekman's model is known as 'Basic Six Emotion' model. Emotions are also described in one or more dimensions by some of the researchers. These are called as 'Dimensional Models of Emotions'. Emotions are described in three dimensions which were- 1. Pleasurable vs. Un-pleasurable 2. Arousing vs. Subduing 3. Strain vs. Relaxation (Wundt, 1897). Harold Schlosberg (1954) also gave three dimensions of emotion in 1954 namely, pleasantness vs. unpleasantness, attention vs. rejection and level of activation. These dimensional models of emotion propose that

all affective states are caused due to common and interconnected neurophysiological system of a person. These models contrast theories of basic emotion, which propose that different emotions arise from separate neural systems (Posner et al., 2005). There were many dimensional models given by researchers but very few of them remained leading and accepted by others. The two-dimensional models which got popularity are the circumplex model, the vector model, and the Positive Activation – Negative Activation (PANA) model (Rubin & Talerico, 2009). The most popular and worldwide used three dimensional model is "Plutchik's Model" given by Robert Plutchik. This model is a combination of both basic emotion and dimension theories. In this model Plutchik has beautifully arranged emotions in a wheel in which inner circles give basic emotions and outer circle depict more complex emotions. These outer circles are formed by blending the inner circle emotions. Intensity of basic emotions get increased as we go from inner circle to the outer circle. Again there are emotions in between the basic-complex emotions which are made up by combinations of basic-complex emotions (Plutchik, 1997). There is one more model got noticed which talks about emotional states is "PAD Emotional State Model" given by Albert Mehrabian and James A. Russell. This model has given three numerical dimensions to represent all emotions. These dimensions are- Pleasure, Arousal and Dominance (Mehrabian, 1980).

Theory of Navarasa (Bharata Muni (200 BCE and 200 CE):

Theory of Nava-rasa is proposed by sage Bharata Muni in his famous epic Natya Shastra. It was later elaborated by Abhinavagupta in Abhinavabharati. In Natya Shastra, Bharat Muni has described 'Theory of Rasa' in detail along with its application in performing arts. This epic is considered as the foundation text in all

Indian art forms. Bharata Muni had given this theory in context of the performing arts. Rasa simply means juice/ extract/ essence. Rasa by Bharat Muni is a primary feeling that is aroused in a person or a dominant emotion or emotional theme of any work of art. The concept of Rasa is fundamental in many Indian art forms such as Dance, Drama, Music, Literature, Theater, etc. Bharat Muni had given eight Rasas in his well-known theory of Drama (*Natyashastra*). Which were-

i. Śṛngāram (शृङ्गारं)- Love, Attractiveness.

ii. Hāsyam (हास्यं)- Laughter, Mirth, Comedy.

iii. Raudram (रौद्रं)- Fury.

iv. Kāruṇyam (कारुण्यं)- Compassion, Tragedy.

v. Bībhatsam (बीभत्सं)- Disgust, Aversion.

vi. Bhayānakam (भयानकं)- Horror, Terror.

vii. Vīram (वीरं)- Heroic mood.

viii. Adbhutam (अद्भुतं) Wonder, Amazement.

Some scholars from the tradition of '*Alankara-Shastra*' which was developed from the sixth through tenth centuries CE, were continuously proposing ninth rasa. But it was added to the Rasa Theory after comprehensive philosophical and aesthetic theorization by Abhinavagupta in tenth century (Masson & Patwardhan, 1969). This ninth rasa was-

ix. **Śāntam** (शांतं)- Peace or tranquility.

The translation of Natyashastra (originally in *Sanskrit*) in English is done by Manmohan Ghosh in 2002. He uses word 'Sentiments' for 'Rasa'. Researcher has referred this translation to study theory of Navarasa. Bharata Muni has given eight Dominant States (*Sthayibhava*), thirty three Transitory States (*Vyabhicharibhava*),

eight Temperamental States, four Histrionic Representations for eight rasas. Bhava is a mental state which leads to the experience of the emotion. The eight Dominant States are also called Durable Psychological States or Primary Bhavas by some researchers. The Rasa (Sentiment) is produced (*Rasa-nispattih*) from a combination (*Samyoga*) of Determinants (*Vibhava*), Consequents (*Anubhava*) and transitory states (*vyabhicari-bhava*). As the taste is formed from a combination of various spices, vegetables, and other elements, like that the dominant states form rasas (sentiments) when they come together with the other states i.e. bhavas. The eight Dominant states correspond to eight Rasas are as follows-

Rati – Means love. Sringara (erotic) rasa is aroused through this state.

Hasa – Means mirth. Hasya (comic) rasa is aroused through this state.

Krodha – Means anger. Raudra (furious) rasa is aroused through this state.

Soka – Means sorrow. Karunya (pathetic) rasa is aroused through this state.

Utsaha – Means courage. Vira (heroic) rasa is aroused through this state.

Vismaya – Means astonishment. Adbhutam (marvelous) rasa is aroused through this state.

Jugupsa – Means disgust. Bibhatsa (odious) rasa is aroused through this state.

Bhaya – Means terror. Bhayanaka (terrible) rasa is aroused through this state.

The thirty three transitory states are- discouragement, weakness, indignation, apprehension, insanity, envy, intoxication, weariness, assurance, indolence, depression, fright, anxiety, distraction, dissimulation, recollection, contentment, shame, inconstancy, joy, agitation, stupor, arrogance, despair, impatience, sleep, epilepsy, dreaming, awakening, cruelty, sickness, death and deliberation. The eight temperamental states are- Paralysis, Perspiration, horripilation, change of voice,

trembling, change of colour, weeping and fainting. These temperamental states are also called involuntary effects of emotion. These are involuntary or unconditional impulses which cannot be controlled/ prevented or forced when the emotion arouses. It is must for the Primary bhavas to be there for the occurrence of emotion/s. Bharata Muni says in Natyashastra that, "No meaning proceeds from speech without any kind of Sentiment" (Ghosh, 2002). The four kinds of Histrionic Representations are-Gestures (*Angika*), Words (*Vacika*), Dresses and Make-up (*Aharya*), and the representation of Temperament (*Sattvika*). The cultured people tastes Dominant States (*Sathayi-bhava*) when they see them represented by an expression of the various States with Gestures, Words and the Temperament and derive pleasure and satisfaction. While answering the question like "Do the States (*Bhava*) come out of the Sentiments (*Rasa*) or the Sentiments come out of the States?" Bharata Muni said that it is very obvious that the sentiments i.e. emotions arise from the states and not the states can arise from the sentiments. He further explains that, States along with different kinds of Histrionic representation cause the Sentiments to originate (Ghosh, 2002). There can be no sentiments without the States and no states without the sentiments, and during the histrionic representation they are produced from their mutual relation. Just as a tree grows from a seed, and flowers and fruits (including a seed) from a tree, so the sentiments are the source/ root of all the states and the States exist as the source of all the Sentiments.

Bharata Muni has elaborated theory of Navarasa in the connection of performing arts; specifically Drama. This theory is rooted deeply in the minds of all Indians. In present study researcher wants to give platform of different art forms for the children to express their emotions. Researcher believes that giving platform along with the required knowledge about the emotions and its expression to the children will result in

enhancement of their Emotional Intelligence. Therefore this theory of Navarasa suits to the purpose of present study. The model of Navarasa looks like-

Figure 1.4 Navarasa

1.2.3 Socio-economic class (SEC)

Socio-economic Status is blending of two statuses as per its name- Social Status and Economical Status. Basically, 'Status' is recognition or a position given to the person by the society he belongs. It includes respect, prestige, influence, etc. Therefore Social Status is an indication of one's position of respect, prestige and influence in the social structure (Maclver & Page, 1937; Cole & Montgomery, 1959; Rogers, 1962). The word Economic is used generally for motives involving earning a livelihood, the accumulation of wealth and the like (Drever, 1964). Economic Status, thus stratified

modern population according to the amount and source of income which is usually derived from a set of occupational activities, the ownership of property or both. This social and economic status cannot exist without each other, still they are idiosyncratically different. Socio-economic Status is a position of a person in a society by virtue of a complex fusion of both of them, which might not run parallel to each other.

Why to consider socio-economic classification?

Personality of the individual is made up by his genetics and the environment he is living in. Environment that is society he is living in plays vital role in shaping his behavior. Pierre Bourdieu (1977), a French sociologist, explains Habitus. Habitus is nothings but our deeply-rooted habits, personality characteristics, and/or skills which are developed because of our life experiences. Our preference for the cultural objects namely food, clothing style, liking in art, etc. are also decided by our Habitus. For example- Upper-class individuals, have a taste for fine art because they have been exposed to and trained to appreciate it since a very early age, while working-class individuals have generally not had access to "high art" and thus haven't cultivated the habitus appropriate to the fine art "game." He also coined term 'Doxa'. Doxa is unconscious acceptance of some things which are not always right. It is a socially accepted misconception. People also have many misconceptions about experience and expressions of different emotions. For example- if you are a brave person then you should never be afraid of anything, boys never cry, if someone dies in lower class then all ladies start crying very loudly, etc. It is observed that there are different perceptions about the emotions or emotional incidents across social backgrounds.

Therefore it is required to consider social background while planning and delivering intervention in this study.

Another reason behind considering socio-economic status of the sample in present study is- checking the usability and applicability of the intervention i.e. training program designed to enhance emotional intelligence across different strata of the society. Our society is divided into many subgroups. The reasons of these subgroups are- different regions, religions, castes, languages, economic or social classes, etc. There would not be any nation with such diversity. Studying the applicability of the training program only on one sample would be the major limitation for its further use. Hence researcher considered samples from different socio-economic classes to study the applicability of the designed training program.

In many studies, socio-economic status is found to be instrumental factor in the development of emotional intelligence (Davis, 2012; Talebinejad & Fard, 2012; Khan & Dar, 2013; Naik, 2014). Therefore socio-economic status is taken into account in present study.

Socio-economic classification in India-

Socio-economic classification (SEC) is done on multiple bases in India. Socio-economic classification was done for the first time in India in 1988. That time it was ratified by the Market Research Society of India (MRSI). It was based on two parameters- occupation and education of the Chief Wage earner of the households. It became useful for many media researchers and brand managers to understand Indian consuming behaviors. This older version of SEC consisted two grids- Urban and Rural. Urban SEC grid was using Education and Occupational criteria of the Chief

Wage Earner of the household as a measure to decide SEC and segments urban India into 7 groups. Whereas Rural grid was using Education and type of house (pucca, semi-pucca, and katcha) as measures of their SEC and segments rural India into 4 groups. This classification was based on the assumption that the more educated person will earn more money and will have higher consuming potential. But it is not always true. Uneducated person who might be a trader or retailor earn more and spend more. Therefore considering this, SEC was modified in 2011 by Indian government.

There are many scales which measure Socio-economic status for Indian population. The Socio-Economic Status Scale by Bharadwaj (SESS-[BR])" is used in present study to measure Socio-economic status of school children. This scale uses seven areas of human life to decide the social and economic status. They are- social, family, education, profession, caste, total assets, and monthly income.

Why to consider Lower and Higher-middle SES in this study?

Researcher wanted to check the usability of the designed intervention program across the levels of SES. It was not feasible in terms of time and economy to consider children from all levels of Socio-Economic Class. Another thing is to conduct a study; it was required for the researcher to take support of school system where she can conduct 34 sessions smoothly. It is found in a study done on the Indian families regarding their child's schooling that the preference for the school mainly depends on the socio-economic class of the parents (Ghosh & Dey, 2020). Therefore researcher decided to take representative samples from two SES classes. Lower class students were considered as they have different problems due to socio-economic conditions of

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their families. And Higher-middle class students were taken to have the representation from Middle and High classes.

Socio-economic classes are considered in this study only with the purpose of checking the applicability of training program on different groups of the society. Hence no deeper analysis with respect to Socio-Economic Classes or Status is done here as it was not the focus of the researcher.

1.2.4   Gender

Sociology believes that gender and sexuality are not just personal identities but social identities. Sociology makes difference between sex and gender. According to them sex is based on biological differences which help societies to assign people into category either male or female. It might be chromosomes, genitalia, or some other physical ascription. Gender is more fluid concept. It may not depend upon biological traits. This concept is created by the society to determine and manage sex categories. Some cultural meanings are also associated to the roles of men and women. Gender involves social norms, attitudes and activities that society believes more appropriate for particular sex over another. Gender is also defined through individual's feelings and actions. Girls are trained to be emotive. When a girl weeps; she is considered as wholesome/motherly but when a boy weeps; he is considered as weak minded. Social norms for gender also decide emotional perceptions and expression.

Studies measuring effect of gender on emotional intelligence portray mixed picture. But some kind of gender difference is observed in all the studies (Ahmad et al., 2009; Naghavi & Redzuan, 2011; Jafar et al., 2011).

Present study aims to provide platform of different art forms to the students for expressing various emotions through intervention. Children selected for present study belongs to adolescent age group. This age group is very sensitive. It is considered as a transitory period between childhood and adulthood. During this period children experience many physical changes which lead to psychological changes as well. Many times they are not comfortable with opposite gender students while performing, expressing or actively participating in any activities. Therefore researcher decided to conduct separate intervention program for girls and boys and to see gender difference as well.

1.2.5 General Intelligence

General intelligence includes understanding, reasoning, planning, critical thinking, creativity, problem solving, evaluation, and many more abilities. These abilities play important role in learning anything. It is also called as 'g' factor. It includes broad mental capacities that influence performance which consists any kind of cognitive ability. Charles Spearman first explained this General Intelligence i.e. 'g' factor in 1904. He observed that person who does well in certain area also expected to do well in other areas. People who hold this view believe that intelligence can be measured and expressed by a single number i.e. an IQ score. Psychologist Louis L. Thurstone (1887–1955) a new approach in a theory of intelligence. Instead of viewing intelligence as a single g factor i.e. general ability, Thurstone's theory focused on seven different primary mental abilities (Thurstone, 1938). Supporting the view of L. L. Thurstone, J. P. Gilford rejected the view of Charles Spearman which stated intelligence in a single factor. Gilford gave 'Structure of Intellect' model of intelligence in 1955. He proposed that three dimensions for describing intelligence-

operations, content and products. Structure of Intellect model comprises up to 180 different intellectual abilities organized along these three dimensions. Then the theory of Multiple Intelligences was given by Howard Gardner in 1983. He gave eight kinds of intelligences. Gardner defined intelligence as bio-psychological capacity of an individual to process information that can be used in cultural settings for problem solving or creation of new products which possess value in the culture (Gardner, 1999). Gardner's theory became very popular and gave different perspective in the field of Intelligence. Then Robert Sternberg proposed 'Triarchic Theory of Intelligence'. He explained intelligence as an ability to purposively adapt, select and shape the real-world environments which are relevant to one's life (Sternberg, 1985).

While selecting control and experimental groups for the intervention program, if the general intelligence of the children along with the emotional intelligence is not considered then it can create confounding effect on the dependent variable. Therefore general intelligence of the children is considered as moderator variable and it is managed in all study groups by selection method.

There are many standardized tests measuring intelligence based on different models/theories of intelligences. One of such standardized test created for Indian population is used in Present study to measure General Intelligence of students.

1.3   Need and Significance of the study

Exploration and enhancement of emotional intelligence is very much required as its effect on many vital areas of life is proven. Any skill learned in childhood age is imbibed well. The literature review suggests that the present class of youths is at risk. To change this scenario one needs to go to the roots of their problems. Researcher

believes that the suppression or wrong expression of emotions is the reason for all problems of students. It is a need of a time to make all children mentally tough. Once they learn the skills to express their emotions in an appropriate ways; they can easily face any emotional up and downs in their lives. As it is seen above; emotional intelligence is found to be protective factor in suicidal ideation or attempts, substance use and mental problems. It is necessary to teach these children to understand the emotions, proper expression of the emotions as well as management of emotions. Considering the society we are living in, we have to follow written/ unwritten laws of the society. People don't find it mannered to express emotions loudly due to social structures. Hence many times it is asked to the child to suppress his/her emotions. This suppression of emotions leads to emotional complications and those suppressed emotions become involuntary forces. These forces or the stuffed emotional energy come out in a weird fashion in terms of behavioural issues, substance related issues or wrong expression. Therefore it is required for each one of us to vent out those suppressed emotions. But for that purpose we need socially accepted way. Thus, this study looks at different art forms to provide proper channels for expressing emotions. Along with the venting out the suppressed emotions, these art forms will pour happiness in everyone's life. In this study students were provided a platform where they could express their emotions freely. They were also given the basic knowledge about the emotions, how to identify emotions, how emotions influence our thought process and vice a versa, how to understand complex emotions, and how to control and manage our emotions. Students went through four arts i.e. singing, dance, drama and drawing. They expressed emotions (navarasa) through these arts. Here, focus was on the expression of the emotions. It was assumed that each student will be comfortable in at least one art form from these four to express freely.

Present study also analyzed effect of Gender on Emotional Intelligence of the students. It also tried to reveal correlation between Socio-economic Status and Emotional Intelligence of the students.

General Intelligence of the students was considered along with the Emotional Intelligence to form Control and Experimental Groups by pairing method.

1.4   Outline of the Thesis

ACKNOWLEDGEMENT

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ABSTRACT

CHAPTER 1 INTRODUCTION

This chapter carried an introduction to the study including general introduction of the topic. The introduction included the effect of modernity, effect of modernization on India, effect of modernization on the education system, effect of modernization on Indian education system. It also discussed about the theory of power by Foucault.

Then this introduction ended with the arguments by the researcher. Then the introduction of the study variables was given i.e. the details of the concepts focused in the study were given. Chapter ended by stating the need and significance of the study.

1.1   Introduction

1.2   Concepts focused in the study

1.3   Need and significance of the study

CHAPTER 2 REVIEW OF LITERATURE

This chapter was started with an introduction to the literature review. It also stated clear objectives for carrying out the Literature Review based on some guidelines to have the focused review. This review contained the review of the theories and models of sociology in relevance to the present study. Then the empirical review carried out was stated in detail. The chapter ended with summary i.e. observations of the review undertaken along with the research gap in the existing literature.

2.1 Introduction

2.2 Theoretical review of the literature

2.3 Empirical review of the literature

2.4 Observations and research gap

CHAPTER 3 RESEARCH METHODOLOGY

This chapter stated the research approach, methodology and strategy of the study carried out. It clarified the process of hypotheses formulation along with the scheme for testing the hypotheses. The research approach stated the aim, approach, methodology and type of research, research variables, sources of data collection, and operational definitions of the study. Then it included the purpose, objectives and formulation of hypothesis. Then the details of the scheme testing of hypotheses were given. Then the population and sample selection was explained. Details of pilot study were given and the methodology for data analysis was presented. The information about the tools used in present study was given along with their reliability and validity measures. Chapter ended with the design of the Intervention Program.

CHAPTER 4 ANALYSIS AND INTERPRETATION

This chapter consisted details of data analysis in the form of descriptive analysis, inferential analysis and qualitative observations. The descriptive analysis included

means, SDs and Ns obtained for all the research variables. The inferential analysis contained various statistical methods like t-test, ANOVA, mixed design ANOVA etc. calculated to study the research hypotheses. Then the summary of data analyses and overall interpretation was given. Chapter ended with details of qualitative analysis.

4.1 Data analysis and interpretation scheme explained

4.2 Descriptive analysis of the data

4.3 Testing of Hypothesis (Inferential Statistics)

4.4 Summary of data analyses of responses &overall interpretation

4.5 Qualitative analysis

CHAPTER 5 CONCLUSION, FINDINGS AND RECOMMENDATIONS

This chapter presented summary of the entire research study including a snapshot view as it was the last chapter of my thesis. Then the key findings of the study were explained. This followed by the discussion in the findings. After that the conclusion was stated. After that the implications and suggestions were given. Chapter ended with the limitations of the study along with the suggestions for further research.

5.1 Research Summary

5.2 Snapshot view of research

5.3 Research Findings

5.4 Discussion on the findings

5.5 Conclusion

5.6 Implications and suggestions

5.7 Limitations

5.8 Suggestions for Further Research

CHAPTER 2

REVIEW OF LITERATURE

This chapter includes the theoretical as well as empirical literature associated with present study. This discusses some theories related to present study as well as concepts or works of the different sociologists in the light of the variables considered in the present study. It also includes research studies related to the objectives based on the study variables. This all material helped the researcher to have better understanding of the variables included in the present study. The chapter ends with the summary of the review and research gap identified through the review.

2.1   Introduction

It is difficult to refer to the theories or the studies as huge amount of the literature is available for the reference. Thousands of studies, articles, information is available on a click. As it is a boon for the researchers, there is also a possibility for us to get deviated from our topic. Hence it is required to state the objectives for taking the review of the literature before starting it. Therefore following are the objectives framed for conducting the review.

2.1.1   Objectives of Literature Review

The literature review was carried with the following objectives –

a) To review literature on the Emotional Intelligence of school children,

b) To review literature on effect of intervention on the Emotional Intelligence,

c) To review literature on expression and application of Navarasa in different art forms,

d) To review literature on effect of Gender on Emotional Intelligence,

e) To review literature on effect of Socio-economic Status on Emotional Intelligence of school going children.

2.2   Theoretical Review of Literature –

School is a formal system designed with the purpose of education of pupils. It follows standard procedures which are developed for the multi-faceted growth of the children. Though there are different types of educational systems (boards) followed all over the world; their main objective is all-round development of their students. Social Functionalists look at the school as one of the most important social institution of the society. French sociologist Emile Durkheim (1858-1917), the founder of functionalist theory characterized schools as 'socialization agencies that teach children how to get along with others and prepare them for adult economic roles" (Durkheim, 1898). Governments also invest lot of its budget in educational sector as the today's students are the future of their country. Hence it is very important to provide exposure and education to the children for their overall development to make them mentally and physically competent to face the challenges of the world. Present study efforts to enhance emotional intelligence of the children through expression of the Navarasas (nine emotions) using four art forms.

It is important before carrying out any research in the field of Sociology to refer to the social theories put forth by the eminent scholars in the field. This helps to have better understanding of the variables included in the study as well as gives knowledge about the

variables which are not considered while planning the study but which might intervene among the study variables and create confounding effect on the dependent variable. Because while working upon the human beings there are so many subjective variables which are out of control of the researcher. It can be beneficial for the researcher to interpret the result of the study if these factors are thought upon beforehand.

2.2.1 Symbolic Interactionism

American philosopher George Herbert Mead introduced 'Symbolic Interactionism' perspective in 1920 (Blumer, 1937). It analyzes the subjective meanings imposed by people on objects, events and behaviors. It is believed that people behave based on what they believe and not just on what is objectively true. Thus, society is thought to be socially constructed through human interpretation. People interpret one another's behavior and these interpretations form the social bond. These interpretations are called the 'definition of the situation.' This theory was based on the concept of pragmatism. Pragmatism is an approach which was elaborated by William James, Charles Peirce and John Dewey in late 19th century. These people had a view that- the individuals are active knowers, reality is always dynamic, individuals perceive meaning by social actions and perspectives as well as the knowledge gained by the people is an instrumental force which enables them to rearrange the world and solve the problems (Thayer, 1981; Shalin, 1986; Denzin, 1996a; Joas, 1996). Basically this theory proposes three premises- 1. Human beings act according to the meanings those things poses for them, 2. These meanings are the result of the social interactions one has with the other, and 3. These meanings are handled or modified on the basis of the process of interpretation applied by

the person while dealing with the things he/she come across (Blumer, 1969b). The interactionist perceptive is guided by some assumptions like- People possess the ability of using symbols which makes them unique creatures. They generally do not respond to the stimuli directly or automatically. First they give meaning to the stimuli based on their experience and then respond or act in terms of the meanings. This ability distinguishes individuals from the animals or other living creatures who act or respond in more instinctive way or reflex-based manner. Interactionists believe that people are not born humans but they distinguish themselves by participating in social interactions. This theoretical perspective is going to help in knowing and studying about the emotional experiences of the children in present study. This theory explains how people perceive, understand and interpret emotional incidences.

Emotions-

The study of emotions was restricted to the psychologists and it was not extended to the social forces or the organizations. The study and analyses of the emotions entered in the field of sociology because of the interactionists (Shott, 1979; Gordon, 1981). Interactionists consider emotions as live experience and cognitive constructions which are linked to identity and meaning. Some interactionists say that the emotions are experienced by the human beings as their bodily experiences which affect one's self-understandings and existence. Appreciating the social psychological implications of emotions, some of the sociologists rely on the Systematic Sociological Introspection method which explore and explain their own emotions and live emotional experiences (Ellis, 1991). This includes individual's own experiences of strong emotions such as

partner's long lasting disease and incidence of death, etc. Another important approach given by the interactionists in the field of emotions is Affect Control Theory (Smith-Lovin & Heise, 1988). This theory is a combination of cognitive social psychology with identity theory. These theorists propose that the meaning of the emotional experience can be measured through 3 dimensions namely- evaluation- Good/Bad, potency-Powerful/Powerless, and activity- Active/Inactive. They believe that Emotional Responses of an individual arise from their own situational definitions as well as their own recognized social identities. People experience negative sentiments like distress, discomfort when the person whom they are interacting with does not allow them through the interaction to confirm their identities. The interactionist emphasizes on how people show and manage their feelings in their third approach to the emotions. This is based on the Goffman's theory of Dramaturgy. People learn which emotions are appropriate to express or feel in a given situation through socialization. Interactions help people to understand unwritten guidelines to manage their emotions. And likely they put controls on their emotional experiences. They consider their emotions as Social Objects which can be shaped and manipulated to fulfill others' expectations as well as direct or influence others' responses.

These all aspects and approaches given by the social interactionists while dealing with the emotions were taken into consideration while designing the content and activities of intervention program in present study.

2.2.2 Dramaturgy

This is basically a concept used in the theaters. But it came into Sociology because of Erving Goffman who was influenced by the concept of Dramatism discussed by Burke. Kenneth Burke had explained Dramatism in his book in 1956. The basic difference between the Burke's and Goffman's approaches is- Burke believes that our life itself is a Theater whereas Goffman uses theater as a metaphor for our life. He thinks that if we could imagine the things which we do in our everyday life like the directors of the theater do, we are involved in dramaturgical analysis i.e. a study of our social interactions like it is done in theatrical performance. Here through dramaturgical sociology Goffman argues that human interactions are dependent upon when it happens i.e. time, where it happen i.e. place and who are present there i.e. audience. One person represents himself to the other based on his own cultural values, beliefs and norms. The aim of his carefully conducted presentation or performance is to get acceptance from the audience. Therefore the dramaturgical action i.e. a social action of a person is a one which he wants to see by others to enrich his own public self-image. He believes that the entire world is a stage and our life is a series of performances.

This notion explained by the Goffman is used to teach the children how to look at your emotional experiences and emotions indifferently like a director observes in the theater. This helped children to imagine the consequences of the wrong expression of emotions or the long lasting negative emotions.

2.2.3   Sociology of Culture-

Pierre Bourdieu was a dynamic person. He was French sociologist, philosopher, anthropologist as well as a public intellectual. He put forth theories like theory of sociology, sociology of education, sociology of aesthetics, etc. Theory of Habitus given by him is discussed and focused in the present study. Habitus is basically embedded habits as well as skills and nature of an individual. This is the way individual look at or perceives the world around him and responds to it. These habits or the dispositions are similar among the people having same backgrounds in the form of religion, SES, nationality, etc. Hence the habitus is a way which represents group culture along with the personal history or experiences that shape the mind and body as well as social actions (social behavior) of an individual.

Pierre Bourdieu (1977; 2000) proposes in his theory that this habitus is made up of two things namely- hexis and abstract mental habits. Hexis is a tendency of an individual to present and use his body in a certain way which we call as body posture or accents. Abstract mental habits include the individual's way of perception, appreciation, classification, action and feelings. This habitus is not only structured by individual's past social experiences or his social position, but it also structures or shapes his future life. He also explains that these habits are not just the habits but also they help in finding new solutions in new situations based on individual's intuitions and gut feelings.

While working on the emotions and emotional intelligence of the children and designing the intervention program, it is important to refer the concept of habitus given by Bourdieu. India is having diversified culture. Therefore in present study the socio-

economic background of the children was also considered. The emotional response of a person depends upon his habitus. These responses are shaped by the past experiences, social structure as well as social position of the individual. Sometimes these responses could not be appropriate and may create problems for the individual. Therefore before teaching the appropriate methods of perceiving, expressing, managing emotions, it is required to understand the habitus of that particular group which leads the way they pursue their emotional world.

2.2.4   Sociology of Emotions-

Human emotions are studied by the sociologists by applying sociological theorems. Basically sociology is emerged as a response to the negative impact of modernity. Like that many normative theories talk about human emotions irrespective of being part of any sub-discipline of the sociology. The research done by sociologists on the emotions contributes in many sub-fields in sociology such as- medical sociology, political sociology, social movements, social psychology, sociology of gender, etc. Sociologists are conducting research on human emotions for more than 40 years. They referred emotions not only as micro level constructs but also explained how emotions are associated with one's position in the social structure as well as how emotions help to reproduce the society through emotional expression and management. They studied reciprocal relationship of emotions between individual and the social structure. The sociological studies on emotions which were done after and around 1990 were mainly ethnographic, experimental, interviews, computer stimulations, surveys, etc. Almost all

sociologists from different discipline such as from those studying sociobiology to those studying social-movements admitted the importance of the emotions.

Basically considering the demands of people or situation we try to regulate, manage or control our emotions. These demands can be conflicting for us. It is also noticed that, group activities cater socio-emotional issues including expressing and dealing stress effectively (Hare, 1976). Some of the field studies done on the social attraction in groups discovered that, individuals' emotions about each other come together in social networks (Hare, 1976). Kemper (1978) proposed that people from social interaction possess positions on Status and Power. Emotions are emerged while changing or maintaining individual's position and/or power during social interactions. For example- Emotion of love is created when someone confirms other's status, Specific emotions are generated while increment and/or decrement in one's own or others status and power. Hochschild (1983) stated that people manage their feelings to show acceptable/ appreciable appearance of themselves as per the cultural and ideological standards. She also said that such Emotional Labor is required at the jobs. Here Emotional Labor means managing and/or expressing our feelings as per our job's requirement. E.g. Shop-keeper has to manage, control, regulate and/or express his emotions while dealing with the customer. Same thing is applicable for any person on a job role while interacting with his/her colleagues, seniors, juniors, etc. A Classic Emotional Labor theory proposed by Hochschild based on flight attendants revealed that it is impossible for the flight attendants to provide authentic emotional labor to their customers as they serve so many customers per day so they developed a style of surface acting i.e. giving superficial

smiles, etc. Thoits (1990) observed that emotions can also be managed using drugs, cognitive reclassification of one's feelings, presenting fake or artificial gestures as well as facial expressions, etc. Chris Lucerne, a sociologist proposes that, emotions are neither good nor bad. She stated in her theory of emotions that emotions are used by people to express their feelings. Therefore emotions are important part of human's life for their communication. She says that emotions are triggered when a person experiences good or bad situations and emotions are always followed by the actions. E.g.- Happy emotion triggers the sensation to dance, Sadness triggers the sensation of being alone, Anger triggers the sensation to quarrel or fight. She says that it is not possible for anyone to control your reactions to your emotions.

Scheff et al. (1991) said that many social conflicts are the result of destructive but also reversible shame-rage cycle. When one is ashamed because of other, they perceive stress on maintaining their social bond. To restore their social bond, this feeling of shame could be resolved by talking with the other and laughing at the other. If this feeling of shame is not expressed in a proper manner, it gets repressed and then it turns into rage. And rage may trigger aggressive or shaming behavior as a feed-back or it may end up in self-destructive behavior. Collins (2004) proposed that the main motivational force of one's life is his/her emotional energy. This emotional energy travels from the highest height of self-confidence, enthusiasm to the very deep feelings of depression, apathy and retreat. In Affect Control Theory which is originated by Heise D. it is proposed that people design social actions for the making of impressions which are beneficial for the sentiments i.e. emotions in a situation. Emotions are intuitive signals for self where as they are

noticeable signals for the others to understand the identity of an individual in a given situation. Heise designed Simulation Program to predict each and every emotion of interacting people and evaluate affect-control processes in social interaction.

Hochschild and her students applied sociology of emotions in different workplace interactions. Now the different sociologists have taken up the challenge to study emotions in social movements.

2.3 Empirical Review of the Literature

2.3.1   To review literature on the Emotional Intelligence of school children

Schooling is a new phase of one's life. Many children face anxiety during this transition period. They are so attached to and comfortable with the home environment that they don't want to come out of it. Here the adjustment plays very important role. Some children get adjusted with new environment soon but some take lot of time. This process of adaptation to new scenario requires Emotional Intelligence or Emotional Maturity. Here while having an experience of a new situation; one should always be prepared for the experience of negative emotions. While children are starting their schooling, their parents can make them ready for the experience of negative emotions as well. It has been proved through the different studies that the Emotional Intelligence is a greater contributor in the academic achievement of the children.

It has been observed through the different views, theorems, and approaches under Sociology of Emotions that how emotion play important role in human's life.

Considering these all points present study efforts to work upon emotional intelligence at school age. It also proposes to develop an intervention program for the enhancement of the Emotional Intelligence of the children. Following are the empirical research studies focusing on the Emotional Intelligence of the School Children.

1) Ciarrochi et al. (2000) measured emotional intelligence of adolescents. For the purpose, a self-report measure of emotional intelligence (SEI) was used.

The sample contained 1301 students between the age group of 13 to 15. In this study the EI was also seen through different criterion measures like- social support, family warmth, emotion perception (recognizing emotions through faces), gender, manage emotions (managing one's mood in experimental situations).

It is found in this study that EI was measured in adolescents very reliably. Females showed significantly high emotional intelligence than males. EI was found to be positively associated with emotion perception, amount of social support, and mood management behavior.

2) Márquez et al. (2006) studied relationship between emotional intelligence and social competence and academic achievement of the high school students. Emotional intelligence was measured through k the Mayer-Salovey-Caruso Emotional Intelligence Test - Spanish Version, Big five model of personality was

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used for personality traits, Social Competence Inventory as well as students' academic grades were taken from school records.

Sample of this study contained 77 high school students having 38 females and 39 males from one of the semi-private school from Spain. All the participants were between the age group of 14 to 17.

The results confirmed the importance of EI in academic and social development of adolescents. Students having high EI were more pro-social and performing well in the school.

3) Bhadouria (2013) had extensive study to explore the relationship between EI and academic achievement of the students. It also aimed to measure the role of teachers and the school curriculum in developing emotional competencies among students.

Secondary data collection was done for the purpose. The detailed review of all the variables was taken and discussed in the study.

Findings specified that academic achievement does not show future success without emotional intelligence. And students having low emotional intelligence found to have week personality as well as very low ability to build relations at school or working place.

4) Aggarwal (2013) studied impact of levels of Emotional Intelligence, Emotional maturity and Self-confidence on the academic achievement of the students. For the purpose two levels of i.e. High and Low of emotional intelligence were taken. Sample comprised of 400 high school students from Shimla District, Himachal Pradesh, India. Cluster sampling method was used for sample selection and survey method was used for data collection. ANOVA was done to get the results.

   Results indicated significant difference in the academic achievement of the students with respect to high and low levels of emotional maturity.

5) Shanwal et al. (2006) conducted a socio demographic study to explore emotional intelligence of school children. Study was focused on the gender and rural-urban locale of the students. Sample of the study contained 200 primary (4th standard) students from four schools of Municipal Corporation of Delhi, India. Schools were randomly selected and random selection of the students was done.

   Multifactor emotional intelligence (MEIS)-Indian Version was used to measure emotional intelligence of the students whereas Socio-demographic questionnaire was used to explore socio demographic variables.

   Emotional intelligence was found to be influenced by some of the socio demographic factors. Rural sample was found to be performing better on emotional intelligence than the urban sample. Girls scored significantly high on emotional

intelligence than the boys. Rural girls had performed extremely well than the other groups on emotional intelligence.

6) Ratnaprabha et al. (2013) scholastic performance of high school children with respect to emotional intelligence. The aim of this study was to explore emotional intelligence of the children selected from English medium school from urban district of Bangalore, India and to measure association of EI with scholastic performance of the students.

This was a cross sectional study having 295 students from 12-16 age groups of English medium school from Bangalore. Students were given self-report TMMS scale to measure their emotional intelligence. This scale assesses 3 domains of EI namely- attention, clarity, and repair of the emotions.

It was seen through the results that 24.7% of students pay little attention to their emotions, 21.5% students should improve and work upon understanding emotions, and 17.6% of the students were poor in regulating their emotions. Girls scored significantly high then the boys on all the domains of EI. Scholastic performance of the students was found to be significantly associated with the regulation of the emotions domain. Other two domains i.e. clarity and attention found no significant correlation with scholastic performance.

7)   MacCann et al. (2020) performed meta-analysis to see how emotional intelligence of the students is associated with their academic achievement.

For the purpose seven data base were reviewed namely- Google scholar, ERIC, Medline, ISI web of science, Theses and ProQuest Dissertations, PubMed, PsycINFO, Scopus and ScienceDirect. 8108068875 kabir das (gujrath)

Total 1276 effects were considered and coded based on some criteria- effect size, sample size, reliabilities of measures, standard deviation of EI, Gender, Ethnicity, Age, EI Stream, EI facet, Educational level, Type of academic performance measure, publication format and Subject area.

Results indicated significant positive correlation between overall EI and academic performance. Self-efficacy i.e. self-belief about one's own emotional competencies and skills showed least importance in academic achievement of the students. Whereas Vocabulary of emotions words, knowledge about causes and consequences of emotions as well as knowing how to manage emotional situations found to be very important for academic achievement of the students. At the end the study concluded by saying that being hardworking and smart is not enough but one must have the ability to understand and manage emotions to succeed at school.

8) Shabani et al. (2010) studied relationship of EI with mental health of early adolescents. For the purpose, 247 students having 124 boys and 123 girls from 8 Iranian high schools were selected as a sample of the study.

Quantitative research design and tests of alternative hypotheses were used in this study. General Health Questionnaire (GHQ) was used to measure mental health scales and subscales namely- anxiety, depression, somatic symptom and social dis-function. Emotional Quotient Inventory, Youth Version (EQ-I YV) was used to assess EI. Pearson's correlation and simple regression was done for data analysis.

Findings indicated significant correlation between EI and scales and sub-scales of mental health. It was found through regression analysis that Emotional intelligence influences scores of mental health scales and sub-scales.

9) Punia and Sangwan (2011) studied association of emotional intelligence with social adaptation of school children. This study was carried out in Hisar district of Haryana, India. Sample consisted of 120 children from the age group of 16 to 18. Random sampling method was used to select the students. From 120 students, 60 were from Rural area and 60 from Urban area and among those 60, 30 were males and 30 were females in both the areas.

Present study considered Emotional Intelligence, personal and socio-economic variables as independent variable whereas adjustment of the students as dependent variable.

Results revealed that almost all the children scored emotional intelligence between normal to high. Emotional Intelligence and Adjustment found to be little better among urban students than rural students. Emotional intelligence and adjustment were positively significantly associated with each other. It was found that emotional intelligence and adjustment of the children was mainly influenced by the caste, income and father's occupation of the children.

10) Kumar (2020) studied emotional intelligence of higher secondary school students. Sample contained 300 students from higher secondary school. Random sampling method was used to select the students.

Reuven Baron's scale of Emotional Intelligence was used for data collection. Descriptive statistics, percentile analysis and t-test was done to see the results.

Emotional intelligence was not found to be dependent upon locality of the school, type of family, income and father's occupation. The students' emotional intelligence was found to be at average level. Female students scored significantly well than the male students.

2.3.2   To review literature on effect of intervention on the Emotional Intelligence

Intervention program is basically a treatment method which is widely used by the mental health community for the improvement of the present state or situation of the individuals who are reliant on various activities. Intervention program is a planned treatment for the attendants to improve on certain things. Interventions can also include campaigns, educational programs, environmental improvements, execution of policies, etc. Mainly intervention programs include strategies which are most effective for the expected i.e. desired and long lasting change. The study which carries intervention program is called as Experimental Study. Intervention is also called as an exposure. And the effectiveness of the intervention program is measured.

Intervention programs can be instigated with different purposes at different places such as schools, work sites, communities, religious organizations, health care organizations, etc.

Types of Interventions-

a. Randomized study- also called as control trials- In this study every participant has equal chance to get assigned to the treatment/s. They are randomly assigned to the groups. Because of this selection bias is excluded. In this if the participants and the researcher do not know each other while the assignment, it is called as Double-Blinding and here the information bias is also excluded. The research designs having randomized control trials are-

i)   Simple trials

ii)   Factorial trials- this involves two or three treatment groups and one control group.

iii)   Within-personal trials- Same participants have been given two or more exposures.

iv)   Crossover trials- This is for the chronically ill patients.

v)   Cluster trials- People going through intervention are assigned to different groups or clusters.

vi)   Equivalence trials- It is done to check the efficacy of new trial in comparison with the old one.

vii)   Non-inferiority trials- Again the inferiority (or superiority) of the new trial or treatment is checked with the existing one.

viii)   Historical control trials

The disadvantages of these trials are- the size of the sample can be very small in such trials therefore there are limitations to the generalization of the obtained results. Many times it might happen that effect of these trials is statistically significant but portray less importance in clinical setups. These trials might not be always ethical. Many times carrying out such research is quite expensive.

b.   Non-randomized study- also called as quasi-experimental trials. In these trials researcher has control over the allocation of the participants but it is not done using random technique. Researcher selects natural i.e. existing groups or

assigns participants to the groups on his own judgment. Yet he possess the control over the exposure i.e. treatment. There are chances of confounding effect in such trials because it lacks randomization. This type of trial is used when there are possibilities that the randomization might hamper the study goals. Again where it is unethical to assign people randomly, researcher has to use this design. Sometimes it becomes impractical in terms of cost and efforts for the researcher to use randomization. Or there might be some legal or political barriers for using the randomization. Hence in such studies non-random technique is used.

Present study uses randomized control design technique to see the effectiveness of the intervention program. Here the participants were matched using pairing technique and then allocated to the experimental and control groups. Before designing and executing the intervention program, it was necessary for the researcher to have understanding of the studies done using intervention for the enhancement of the Emotional Intelligence of the participants. Therefore following is the review conducted of the empirical studies in which intervention technique is used to improve Emotional Intelligence of the study sample.

1) Ruiz-Aranda (2012) conducted a study on 147 Spanish High School Students. Half of them were assigned to 10 week EI program and half of them were treated as control group.

The students who had participated in the training program i.e. experimental group went through the program for two academic years. Before and after the intervention, these students were evaluated on self-esteem, anxiety, stress, depression, and social adjustment.

The results showed that the students from the experimental group showed high self-esteem and adaptive adjustment than the control group students. The control group students were found to be high on depression, anxiety, and somatic symptoms as well as they had maladaptive coping skills than the experimental group students.

2) Castillo et al. (2013) studied effect of intervention of emotional intelligence on the empathy and aggression among adolescents. The intervention program was for two years based on the Ability Model of emotional intelligence.

For the purpose, 8 Spanish public schools had voluntarily participated in the study. Sample was comprised of 590 adolescents who were then allocated to the control and experimental groups.

Students who were from the EI training group i.e. experimental group, showed very low levels of anger, hostility, physical-verbal aggression, fantasy and personal distress after the intervention than the control group. The male participants from the experimental group were found to have increased empathetic abilities after the intervention.

3) Bond and Manser (2009) carried out empirical research on Technology Career Essential Students. The goal of this study was to improve Emotional and Social competencies among first year students. These students were from various programs in that college.

In the pre-testing i.e. time 1, intervention group had 82 students having 71 males and 11 females from the age group of 18 to 53. Control group contained all the students (n= 716) who had enrolled for first semester communication course. In the post-testing i.e. time 2, intervention group had 60 participants and control group had 326 participants. The College Achievement Inventory (CAI) was used in this study. This inventory contained four scales of emotional intelligence namely- emotional understanding, psychological mindedness, attentiveness, and emotional self-control, a total score of emotional intelligence and four other scales namely- optimism, social integration, performance anxiety and social anxiety.

Experimental and control group students were matched with each other for the analysis based on gender, age, ethnicity, high school average, etc. Experimental group students found to score higher in the post test. Whereas the significant decrease was found in the scores of control group students on attentiveness, emotional understanding, emotional self-control, performance anxiety, optimism, and on total EI. Students from intervention group were higher in psychological mindedness (i.e., self-awareness) than students who did not take the course.

4) Ulutas and Omeroglu (2007) studied effect of emotional intelligence training program on the emotional intelligence of the young children. 6 year old 120 children attending pre-school classes in Turkey was the population of this study.

Among 120 students, 40 students were given a 12 week emotional intelligence training program i.e. intervention group, 40 were assigned to control group and 40 to the placebo control group. In all the three groups, 50% were girls and 50% were boys. Intervention group received emotional intelligence training, placebo control group students were given the activities which were part of their regular education program and control group students were not given any special treatment. Sullivan Emotional Intelligence Scale, Sullivan Brief Empathy Scale and Sullivan Teacher Rating Scale of Emotional Intelligence for Children were used in this study for data collection. T-test and ANOVA were used to get the results.

Intervention group scored higher than the control and placebo control groups in the post testing on all the three scales.

5) Knowler and Frederickson (2013) studied effectiveness of the emotional literacy program designed for reducing bullying behavior of the students. 50 Primary school pupils from the age group of 8 to 9 who were identified through their peers nomination for engaging in in bullying behaviours was the sample of this study.

These 50 students were randomly assigned to intervention and control groups. Measures included Trait Emotional Intelligence (TEIQue-CF), bullying and victimization, and adjustment of the students. ANOVA was done to see the results.

Scores of the intervention group on bullying were found to be decreased significantly (significant interaction effect) whereas control group scores were found to increase a little. The pupils who had low score on Emotional Literacy before intervention showed significant decrease in their bullying behavior after receiving the intervention. The pupils who were high on emotional literacy before intervention showed significant decrease in their bullying behavior irrespective to be in the experimental or control group

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6) Kotsou et al. (2019) carried out extensive review on experimental studies having intervention of emotional intelligence. For the purpose 46 studies having EI interventions on adult population were studied and their outcomes were assessed.

The focus of this study was- studying systematic effect of interventions on increasing EI, Consequences of the improvement if any, limitations of such studies, and recommendations if any. The studies published online on Scopus and Science Direct till 2016 was the population of this study. 1135 studies were screened and out of them 46 were selected as sample after applying inclusion criteria.

Intervention groups who received EI training improved than the control groups in all the studies in the sample. The limitation of these studies is their heterogeneousness and generalizability. More than 20 different measures of EI were used in selected studies.

7) Garaigordobil and Peña-Sarrionandia (2015) studied Emotional Intelligence program effects on the different variables related to prevention of violence. This program was designed for adolescents. Sample had 148 Spanish adolescents from the age group of 13 to 16. Out of these, 83 i.e. four groups were assigned to experimental group and 65 i.e. three groups were assigned to a control group.

There was no statistically significant difference between the demographic variables of the experimental and control group students. This study used quasi-experimental design having repeated pretest-posttest measures. Trait Meta-Mood Scale (TMMS-24), Cognitive Strategies for Resolution of Social Situations Questionnaire, State-Trait Anger Expression Inventory in Children and Adolescents (STAXI-NA), and Questionnaire for the assessment of the ability to analyze feelings were the four instruments used in present study. Intervention program included 20 hour long sessions. One session was conducted in one week. MANOVA, ANOVA, MANCOVA and ANCOVA were used for data analysis.

Results indicated significant increase in the scores of Emotional Intelligence, assertive cognitive social interaction strategy, internal control of anger, and cognitive

ability to analyze negative feelings after the intervention. This effect was seen on both the genders from experimental group but boys specifically scored better than the girls on attention, assertive social interaction strategies and emotional clarity.

8) Pool and Qualter (2012) studied how they can improve emotional intelligence and self-efficacy of students through teaching intervention. The sample included participants from a university of North West, England.

Sample comprised of 134 students. Among those, 66 i.e. 31 males and 35 females were assigned to experimental group and 68 i.e. 29 male s and 39 females were assigned to control group. Chi-square test was used for data analysis. T-test was used to study difference between the scores of experimental and control groups.

Results indicated that experimental group students improved significantly on self-efficacy and some aspects of emotional intelligence.

9) Campo et al. (2016) conducted study on sport players to examine effect of the intervention program of emotional intelligence on payers' trait emotional intelligence. Sample consisted of 67 rugby players.

Players were divided into two groups i.e. experimental and control. Experimental group received specific emotional intelligence training. Intervention included four sessions. These sessions were conducted face-to-face. The total program took 5

months to complete. This program also included follow ups and homework assignments.

Results showed that the training given to the experimental group got partially successful. The findings underlined the fact that it is possible to increase trait emotional intelligence through the training.

10) Vigure et al. (2017) studied effect of two-year emotional intelligence training program at school level. Sample contained 228 primary school students between the age group of 10-11.

Sample was divided into control and experimental groups and their pre-post results were analysed. EQ-i:YV questionnaire developed by Bar-on and Parker was used to measure emotional intelligence in this study.

Results confirmed the effectiveness of the intervention. The experimental group performed significantly high on all the dimensions of Emotional Intelligence given by Bar-on model namely- interpersonal, intrapersonal, adaptability, stress management and general mood.

2.3.3   To review literature on expression and application of Navarasa in different art forms.

Emotional expression is different than emotional experience. Expression of emotions is conveying emotional experience through verbal or non-verbal behaviour (Gross 1999). People can experience emotions without expressing them. Emotional expression plays important part in emotional regulation. Emotional expression can also impact on the health of a person. Expression is a part of emotional regulation. Emotional expression is an explicit behaviour of a person which communicates his/her emotional state of mind. Person can have awareness or can also be unaware while expressing emotions. Emotional expression includes so many things such as- facial expressions, bodily changes, body postures and some actions like- writing a letter, giving gift, saying thank you, etc. Persons possess conscious control on their expression of emotions but it is not necessary that while expressing an emotion/s person is always aware of his/her emotional state. Culture plays important role in shaping one's emotional expression. The social norms, beliefs exhibit great impact on the emotional expressions of the people in that society. The expression which is considered appropriate in one culture can be forbidden in other culture.

Basic model of Emotional Expression-

This model is given by Charles Darwin (Matsumoto, 2008). Darwin proposed that emotional expression includes variety of forms such as- behavioral response, facial expressions, and physical response- which can be bodily changes, vocal changes, etc.

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Darwin also said that expression of emotions is similar across the cultures. He sees expression of emotions as per his theory of evolution. Many psychologists later tested the theory of emotional expression by Darwin through their research studies. These psychologists were namely- Paul Ekman and Carroll Izard. These psychologists found that there are some basic emotions which are universally recognized (Dacher & Ekman, 2003). Each of the expression of basic emotion has its own unique response.

Appraisal Model of Emotional Expression-

It believes that mental states of a person trigger the emotions. Emotions are all unique in their forms as well as functions. This model says that the expression of emotions is biologically programmed which shows similar expressions of an emotion every time that emotion is experienced. But the triggered emotion is identified by the cognitive antecedent. Expressions of emotions are aroused due to the appraisals. These appraisals are the situations or problems because of which emotions are triggered.

Psychological Construction Model-

This model believes that emotions are constructs which are the consequences of psychological processes. These psychological processes include- previous experiences, affect, language, etc. This model explains that there is so much variability in the expressions of emotions such as- persons cry when they are happy or laughs when they are uncomfortable. It also states that there are some discrete expressions of emotions which are recognized universally. For example- pout is an indication of being sad.

Social Construction Model-

This model believes that biological circuitry is not responsible for the arousal of emotions; they are totally based on the context and the experience. Some sociologists

state that some emotions exist only during the social exchange. Different cultures may use one emotion and its expression in very different ways (Harre, 1986). Hence rather being internal mental events; emotional expressions are culturally recommended performances. Expression of emotions is a way to connect oneself with the society.

As it is seen through many studies that the wrong expression of emotions can create psychological, social as well as physical problems, one has to find out the way or place where s/he can express feelings. Arts are the incredible ways to express our emotions. One must express his/her feelings through such forms before these feelings get deeper and start to create problems. If we look at the very young children, they easily and comfortably express their positive and negative emotions as they are yet free from social norms which teach us to squelch our emotions. It is experienced that if our emotions are repressed, disallowed or denied, they block our network pathways. Hence to allow emotions move freely through us, the acceptance and expression of these emotions is necessary. And choosing an art form to express our emotions is fairly easy task. These arts can be drawing, singing, painting, music, sculpting, writing, dancing, drama, etc. And to express our emotions through these art forms do not require us to be expert or skilled in them.

Present study provides these art forms for the children to express their emotions. These forms include- dance, drama, singing and drawing. Theory of Navarasa (nine emotions) is used in this study to express the emotions. Following are the empirical studies carried out using Navarasas.

1) Pholtan (2014) social as well as medical aspect of Bharatanatyam i.e. a classical style of dance with respect to navarasa theory. The study was conducted in Tamil culture of Sri Lanka. The aim of this study was to study usefulness of Bharatanatyam to improve health conditions. Such as The dancers express their inner feelings in Navarasa part which helps them to release their emotions. This can be used to improve emotional well-being of a person or in psychotherapy.

50 dancers from northern part of the Sri Lanka was a sample of this study. The data was collected using open questionnaire on self-filling questionnaire which was related to the demographic details, particulars of the participants related to dance, medical history, etc. The nature of the study was qualitative and quantitative.

The results showed that most of the dancers were having healthy, disease free life. 74% participants expressed Good life satisfaction, 78% participants were having balanced family life, 86% participants reported Good in social stigma. The data collected from hospitals indicate that only 5% of dancers had reported arthritis problems.

2) Srimani and Hegde (2012) studied analysis of facial expressions used in Bharathanatyam classical dance using technic of image processing. The facial the data was comprised of 207 gray-style images having 9 emotions i.e. navarasa namely- Hasya, roudra, bhayanaka, adbuta, shringara, bebhatsa, shanta, veera, and karuna.

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These images were of the expressions of these nine emotions given by 22 famale students from Bangalore, India who had leaned Bharatnatyam style of dance.

The aspects of facial expressions of nine emotions depicted through the images were analyzed on certain parameters such as- 1. Entropy- it is the amount of information related to the emotions which can be derived through the image, 2. Skewness- it measures asymmetry in the image or the deviation from the symmetry of the histogram, 3. Kurtosis- it is a peak or the flatness of the histogram.

Analysis of the images indicated that- Entropy and the skewness of the image are inversely proportionate i.e. image having greater entropy will have lesser skewness. It was found that only 50% of the peoples' faces have similar entropy and/or skewness for their expressions of navarasas.

3) Roy (2012) studied effectiveness of the music therapy using Navarasa Raga on depression of the patients chosen from psychiatric hospitals at Coimbatore. Quasi experimental design having pre-post with control group is used for this study.

Sample of 12 participants using purposive sampling method was selected. Music therapy was applied on these patients. The patients' depression level before and after the intervention was assessed through Zung Depression Rating Scale.

The result showed significant difference between the scores of depression obtained by the patients before and after the intervention. The music therapy applied in this study was found to be very effective in reducing depression of the patients.

4) Sanjani and Manickam (2000) developed and studied integrative art therapy for the adolescents to develop their emotions, personality and creativity. In this intervention, special focus was given to the development of emotions of the adolescents using Navarasa theory through dance.

This program was conducted for five days. The adolescents participated in the study were from high school classes. After approaching many schools in Tiruvananthapuram, 20 students showed interest to participate in the study and 12 of them actually participated. The group had 7 girls and 5 boys from the age group of 10-16.

The intervention ended with interesting experiences. The analysis of the same concluded that Art, dance, music, and other creative artistic activities helped adolescents participated in the study to identify their own feelings, think creatively and had better understanding of one self. Each participant attained self-growth, and also became supportive to each other because of the intervention.

5) Pai (2020) had extensive review of existing literature on bridging the gap between classical Indian dances and Dance-movement-therapy. In this seven Indian classical

dances were taken. Those are namely- Kathak, Bharatnatyam, Odissi, Kathakali, Manipuri, Kuchipudi, and Mohiniattam. The main aspects included in these dances i.e. Nattya, Nritta, and Nritya were studied.

This study was mainly focused on three primary elements- Abhinaya, Navarasa and Gestures which are always used as the tools for expression. Dance-movement-therapy which is originated by American Dance Therapy Association, is mainly designed for the purpose of promoting emotional, cognitive, social, and physical integration of a person for improvement of one's health and well-being. One of the objectives of this study was to study the ways in which Indian classical dances can be further considered as potential techniques of DMT.

Many similarities were found between the Indian classical dances and the DMT techniques. Such as- in DMT body movements are used as tools whereas Indian classical dances are totally linked with emotions and use of entire body as a tool to express these emotions. The major four concepts of DMT are- symbolism, Chace-body action, rhythmic group and therapeutic movement relationship were found to be linked with four major elements of Indian classical dances- Mudras i.e. gestures of hand and face, Angikabhinaya i.e. physical expression, Tala i.e. rhythms, and Navarasas i.e. nine emotions. Therefore it is indicated through this research that Indian classical dances have potential to be used in Dance-movement-therapy for the improvements of one's health and well-being.

6) Tripathi et al. (2018) studied characterization of functional brain networks as well as emotional centers based on Navarasa theory of Indian Aesthetics. The aim of this study was to identify neural signatures of nine rasas through network analysis. For the purpose movie clips expressing particular rasa were shown to the participants to study their brain's functional response through network analysis. Functional brain networks were extracted using coherence measures on EEG recordings. These recordings included film clips from popular Bollywood movies having nine rasas from Indian Natyashastra.

Brain networks' structural and functional network measures were computed and averaged over a range of significant edge weights in different brainwave frequency bands. Sample consisted of 20 healthy and right handed students from Indian Institute of Technology which consisted 16 males and 4 females. Nine film clips from Indian Bollywood movies were shown to the participants. These clips were selected on the basis of the ratings of experts of Natyashastra. The length of the clips varied from 42 seconds to 2 minutes and 37 seconds all based on Natyashastra. The electrical activity of the brain of the participants while watching the movie clips was recorded using 128 channel high-density Geodesics EEG Systems with a sampling frequency of 250Hz.

Brain map showed significant difference between coherence in the groups- 1. Adbhuta and Karuna, 2. Bhayanaka and Sringara, 3. Bibatsya and Hasya, 4. Hasya and Raudra, 5. Raudra and Sringara, and 6. Sringara and Veer. The community

structure in alpha band is found to be most similar in all the rasas. Higher coherence is indicated in the bands for Raudra and Bhayanaka.

7) Pallavi and Ponnusamy (2017) studied methods of recognizing emotions through dance pose. These poses can be dance movements and/or person to person communication. In this study the methods of recognition of emotions through dance movements is reviewed first and then method of recognizing emotions through Indian classical dance Bharathanatyam Navarasas i.e. nine emotions are proposed for future.

To recognize Navarasa expressed through Bharathanatyam classical dance pose, a biologically plausible hierarchy of neural detector was constructed. The log-gabor filter was used for image processing.

The methods used to recognize emotions through Indian classical dance Bharathanatyam were- log-gabor- to extract local orientation from input images. Max-pooling- to increase position invariance and robustness to senior noise, PCA- it is a statistical technique for image compression and face recognition, and SVM classifier- it provides very accurate classifier.

8) Ravi and Mahima (2011) conducted a review to study origin and the development of the Facial Expression Recognition from past. This also includes study of the Navarasa which is used in Indian classical dances for expression of the emotions from the very past.

The study of measurements of Facial Expression since beginning was also incorporated in this review which included measures like- Ratio Images used for expressive expression mapping, measures of Facial Intensity, Line based caricatures, Higher order singular value decomposition, Dynamics and Active Visual Information Fusion, Feature Points Tracking, Facial Expression and 3D Face Pose Recovery, Comparison of Biologically Inspired Encoding with Logic Encoding, Optimal Feature Selection, and Image Ratio features for Facial Expression Recognition.

Results indicated that facial EMG brought revolution in the field of measurement of facial expressions. Similarly invention of a HOSVD was found to be a revolution in the field of facial expression recognition. Another milestone in this field is innovation of 3D facial expression and face recovery method.

9) Krishnamurthy (2019) studied a creative presence of aesthetics of rasa philosophy and its experience in Karnatik vocal i.e. singing performance. This study also focuses upon the experience of rasa and expression of raga-bhava i.e. the emotion depicted through the raga creates an opportunity for the musicians and the audience to live raga-rasa in the performance.

Four important modes of participant observations were done in this study. And also some ethnographic evidences experienced by the researcher in her long journey of the Karnatik music was also taken into account. The four modes included- 1. Personal observations, 2. Observations of various concert performances which included

gathering subjective data through interactions between rasikas i.e. audience and performers, 3. Direct interviews of the performers, and 4. Informal interviews of young performers and rasikas i.e. audience. A structural analysis of the renditions of the ragas was also done.

In this study the researcher exposed the connection between Western philosophy of phenomenology and Indian popular ways of constructing 'experience' through the theory of rasa. The rasa theory is found to be the tool to not only understand the basic attitudes and/or symbols of emotional expressions but it also reveals phenomenology of 'taste' which comprehends deep perception of the response, experience and expression of Karnatik singers and audience in performance of raga.

10) Tuan (2019) studied facial movements used in real life. Researcher thinks to study the same by asking people to make expressions of the emotions which they believe they use to express the emotions.

In study 1, the facial expressions given by emotion experts i.e. famous actors were examined in this study. They were described the samples of diverse scenarios. Participants of the study inferred the emotional meaning of these scenarios which were later grouped into categories. Theory of Navarasa was also referred in this regard. In study 2, participants were asked to deduce the meaning of emotions of each facial expression both- when presented alone and when presented in the reference with its eliciting scenario.

In study 1- high degree of variability and little specificity was observed in the expressions given by the expert for given categories of emotions. Statistical analysis revealed 29 categories of emotions having moderately consistent facial expression. In study 2, results indicated that the emotional meaning of the facial expressions inferred by the participants was influenced more by eliciting scenarios than by the physical morphology of the facial configurations.

2.3.4 To review literature on effect of Socio-economic Status and/or Gender on Emotional Intelligence.

Social Class theories-

Social class is a group of the people from the society which carries equal socio-economic status. It was a time of early 19th century when the term Class widely came into use. Later it was also described as Rank or Order. These terms mainly came into existence in the western European societies after the evolution of political and industrial fields in the late 18th century. Urban working class which was defined in new factories was mainly based on the economic terms. This term was also used by different social groups in different societies such as feudal societies, ancient city-states and also mostly used for the social divisions in modern societies mainly which were industrialized.

Early theories of Class- Theories of social class were explained as modern social sciences in 19th century. Issue of social stratification and inequality was discussed and non-political elements of the society including family and economic system were put

forth by some of the political philosophers such as Thomas Hobbes, Jean-Jacques Rousseau and John Locke as well as by English and French writers around late 18th and early 19th century. Henri de Saint-Simon a French social theorist took this idea ahead and stated that the type of the Government is decided based on the system of economic production. His followers proposed a theory of Proletariat i.e. urban working class who was a key political force of modern society. This approach had a great influence on the development of the theory of class by Karl Marx.

Social Theory of Class by Karl Marx- According to Karl Marx's theory of Class, society is divided among classes based on the mode of production. This mode of production creates class system in which classes are distinctive of each other. In this one class has control over and also who directs the processes of production while the other class or classes are the producers who provides services to the first dominant class. People from this dominant class not only have control over the production of materials but also controls the production of ideas. It also establishes specific cultural styles and imposes them on the society.

Contemporary theories of Class- These theories were considered as the alternative to the Marxism. Max Weber who was a German sociologist questioned the significance of the social class system in the modern society's political development. He proposed that nationalism, religious values and other things play significant role. He restricted the term class to the income distinctions among people or groups rather than the distinctions based on the political hierarchies, collectivities or social status. The opponents of Marx's theory

of class focused their attention on functional interdependence of classes than the struggle between the classes for the control on production. It was accepted by the mid of the 20th century, that Capitalists lost their control and their antagonism was decreased that in many of the countries who were having advance economy did not produce political conflict for much time. This tendency was seized by the early 21st century in most of the countries but still there was a major political issue of inequality of income and wealth in the developed countries like United States.

Three-level Economic Classification Model-

Three general levels of economic classification of classes are considered today. These are- A rich i.e. very wealthy as well as powerful class which is called as Upper Class, Class which includes professional workers, low-level managers and small business owners is called as Middle Class and the last is a class which include people who have low-paying jobs and experience poverty is called as Lower Class. Considering the range of people from middle and lower class, some of scales of socio-economic classification of the society use five levels of classes they include- Upper Class, Upper-middle Class, Middle Class, Upper-lower class and Lower Class.

In present study, socio-economic status of the children is assessed based on their scores of Socio-Economic Status Scale by R. L. Bhardwaj. Here the efficacy of intervention program is studied on the children from two levels of SES i.e. Lower class and Higher-middle i.e. Upper-middle class. These two levels were selected as representative for all the children from all five socio-economic classes.

Sociology of Gender-

Sociology makes difference between the Sex and Gender. Sex refers to the biological traits of the individual through which society distinguishes between girls and boys or male and female. Gender is used as more fluid concept which might not relate to the biological traits of an individual. Here gender includes the cultural meanings which is associated with the roles of men and women.

Sociology of gender includes studies influence of society on our perception and understanding men's behavior i.e. Masculinity and women's behavior i.e. Femininity. This also included how these roles influence social practice and identities. Status is an important social structure. It is a position of an individual in the society which also determines how that individual is treated in the society. Individual's one of the important status is Gender. Gender and sexuality which are also social identities are developed through the relationships of the people with other people and they also depend upon social recognition and social interaction. That means how one understands him/herself in relation to others. Sociologists use theory of social constructionism to define gender. This theory explains how the meaning is defined through the social interactions.

It was necessary to study Emotional Intelligence of the children in the light of Gender and Socio-economic status as many studies ascertain their impact on Emotional Intelligence. Following are the empirical studies which are carried out to see the effect of Gender and/or Socio-Economic Status on Emotional Intelligence of the children.

1) Shanwal et al. (2006) conducted study on 4th standard primary children randomly selected from four schools (from both morning and evening shifts) of Municipal Corporation of Delhi. Students were equally selected considering two parameters- Gender and Locale (Rural/Urban). Purposive sampling technique was used. Sample consisted of 200 children.

Multifactor Emotional Intelligence (MEIS)- Indian version originally developed by Mayer and Salovey (1997) was used to measure Emotional Intelligence of children and Socio-demographic questionnaire was used to know socio-demographic variables such as education, occupation and economic status of parents, nature of job, etc. Age, type of family and locality (rural/urban) of the students etc. were recorded with the help of structured questionnaire. Only willing children were included in this study. 50 boys and 50 girls were taken from two Rural schools and 50 boys and 50 girls were taken from two Urban schools.

Mean age of the participants was 10.03 and SD was 0.91 (Range 8.5 to 11.5). Results showed that rural domicile and large family size were the influential factors for Emotional Intelligence of the children. Girls from Rural locale found to be having significantly high Emotional Intelligence as compare to the other eco-cultural groups of the sample. In whole group, girls scored significantly high on overall Emotional Intelligence than boys. It is found out that emotional intelligence positively correlated with girls (both rural and urban) when correlation of sex was studied with the Emotional Intelligence and its components.

2) Davis (2012) examined gender and socio-economic status on the emotional intelligence of early adolescents. Archival data was used to study relationship between demographic variables such as gender, socio-economic status, race, and educational status and emotionality factors like interpersonal stress, intrapersonal stress, adaptability, stress management, general mood, and overall emotional intelligence.

Non-experimental, correlational design was used in present study to examine proposed objectives. Bar-on Emotional Quotient Inventory: Youth version (Bar-on EQ-i : YV) was administered to know emotional intelligence of the children. Self-report rating as well as demographic questionnaire was used for demographic variables. Approximately 70 male and female students of 10 -11 years from 5th grade classes were included in the study as a sample. Pearson correlation was used to examine relationship between the Bar-on EQI scales. Multivariate analysis of Variance (MANOVA) was done to study significance between demographic variables like Gender, SES, etc. and five scales of Bar-on EQI. Analysis of variance was used to examine significance between gender, SES and total emotional intelligence.

Study of gender on Emotional intelligence revealed that girls reported statistically significantly higher scores on stress management than the boys. Study of relationship between socio-economic status and the Bar-on EQI scale showed only difference in the adaptability. Highest SES group scored significantly higher on adaptability than the lowest SES group.

3) Khan and Dar (2013) studied Emotional Intelligence of Adolescent Students with Special Reference to High and Low Socio-economic Status. For the purpose, 9th grade students having high and low socio-economic status were selected from government high-schools and higher secondary schools of dist. Budgam of Jammu and Kashmir, India. Sample consisted of 100 students; 50 from high socio-economic status and 50 from low socio-economic status. Educational zone named Dryigam was randomly selected out of fourteen educational zones for the data collection. Initially 200 boys of 9th standard were selected and then out of them 100 were considered for the study based on their high and low socio-economic status.

Kashmiri adaptation of Pareek and Trivedi's socio-economic status scale, Khan (1995) was used to measure socio-economic status of the students and Emotional Intelligence scale (EIS) by Hyde et al (2001) was utilized to measure Emotional Intelligence of the students. 't' test was done to see the Emotional Intelligence of students having high and low socio-economic status.

The results depicted that students having high socio-economic status were emotionally intelligent than the students having low socio-economic status. Significant difference was found among the high socio-economic status students on the dimensions of self-awareness, emotional stability, managing relations, self-motivation, self-development, commitment and integrity. These students found to be clear in their priorities, pay more attention to the worries and concerns of others than the students having low socio-economic status. High socio-economic status students

were sociable, friendly, helpful and skillful in dealing with people. They were more responsible, more comfortable to novel ideas and new information. They were aware of their weaknesses, organized and careful in their work, more co-operative, outgoing and democratic. They boldly face good or bad situations in their life. No significant difference was found between high and low socio-economic status students on the dimensions of empathy, value orientation and altruistic behavior.

4) Summiya Ahmad et al. (2009) studied effect of gender on emotional intelligence. One hundred and sixty subjects were selected as a sample in this study. They were divided in two groups- group A and group B. Group A contained 80 males whereas Group B consisted of 80 females. All the selected subjects were educated and their age was 25 years and above. These subjects had almost similar cultural background and socio-economic status.

Personal Data Sheet and Emotional Quotient Inventory (EQ-i) by Reuven BarOn (1997) were used in this study for data collection. Study was conducted in the North West Frontier Province (N.W.F.P.), Pakistan. Snowball sampling method was used for the data collection. In analysis, 't' test was done to see the difference on Emotional Quotient Inventory (EQ-i) of males and females.

The results showed that males scored significantly higher that the females on Emotional Quotient Inventory (EQ-i).

5) Kar et al. (2014) measured emotional intelligence of secondary school students in relation with gender and residence. For the purpose, 235 higher secondary school students studying in 11th standard were selected from 8 higher secondary schools (4 from urban area and 4 from rural area) of Purulia district, West Bengal, India.

Emotional Intelligence Inventory (EII) developed by Mondal (2014) was used for this study. This scale is based on the Goleman's model of Emotional Intelligence. ANOVA was used to see the differences in scores of Emotional Intelligence in relation to gender and residence.

No significant difference was found in the scores of Emotional Intelligence among girls and boys. But the significant difference was existed in the scores of emotional intelligence of students from rural and urban residence. Urban students (both girls and boys) found to have high emotional intelligence when compared with rural students.

6) Shree (2013) studied relationship between gender and emotional intelligence. 40 students having 20 boys and 20 girls studying in 10th standard were included in a sample of this study.

Emotional Intelligence Inventory developed and standardized by Mangal and Mangal (2009) was used to measure emotional intelligence of the sample. 't' test was applied on the data to see the difference between scores of emotional intelligence of girls and boys.

Results showed that girls scored high on emotional intelligence than the boys however the 't' value was not statistically significant.

7) Katyal and Awasthi (2005) studied gender differences in emotional intelligence among adolescents of Chandigarh. For the purpose, 150 students studying in 10th class were randomly selected from different government schools of Chandigarh. Standardized Emotional Intelligence Test was used for the data collection.

Findings explored that majority of the girls and boys scored low on emotional intelligence. Girls scored high on emotional intelligence than boys but the difference was not found to be statistically significant.

8) Papini et al. (1990) studied early adolescent age and gender differences in patterns of emotional self-disclosure to parents and friends.

Sample included 174 junior high school students between the ages of 12 to 15.

Results revealed that females had greater emotional disclosure to parents and peers than males. Younger adolescents preferred parents whereas older adolescents chose friends to disclose information about their emotional state.

9) Jamadar and Sindhu (2015) studied impact of socio-economic status on emotional intelligence and creativity among tribal adolescent students. Sample consisted of 100

students (50 girls and 50 boys) from 8th, 9th and 10th standards of Vivekananda Tribal Center for Learning (VTCL) in Hosahalli, Biramballi Post, H.D. Kote, Karnataka, India.

Socio-economic status scale (SESS) by Meenakshi (2004), and Emotional Intelligence Scale (EIS) by Upinder Dhur (2010) were used in this study. Creativity test measuring verbal and non-verbal creativity based on Wallach- Kogan creativity test was designed to measure creativity of the students. ANOVA and 't' tests were used along with the descriptive statistics for analysis in this study.

The socio-economic status of the tribal students found to have significant impact on their emotional intelligence as well as creativity. No significant difference was found between boys and girls on emotional intelligence and creativity. The class 10th students found to be emotionally stable and have more creativity compared to class 8th and 9th students.

10) Meshkant and Nejati (2017) studied does students from different Genders have any difference in their Emotional Intelligence. Study was conducted in Iran. 455 undergraduate students majoring in English were selected from three Iranian Universities.

Bar-on Emotional Quotient Inventory was used for the purpose. MANOVA was calculated to get the results.

Results revealed that there was no significant difference between the Genders on total score of Emotional Intelligence. However, females scored higher than males on the dimensions of emotional self-awareness, interpersonal relationship, self-regard, and empathy.

11) Fischer et al. (2018) collected data from 6102 participants using online questionnaire. After applying exclusion criteria, sample of 5872 participants remained. Study used between-subjects design having 2 (male, female) x 2 (intensity- low, high) x 3 (human face, computer generated face, and drawn iconic face) x 2 (yes, no) variables. It included to types of measures.

Three types of faces (as mentioned above) were shown to the participants to measure emotional perception. And self-report emotional intelligence questionnaire having 33 items was given to see relation of emotional perception with the actual performance of the participants.

No gender difference was found for emotional sensitivity. Male participants recorded strong perception of non-target emotions than females. Lower scores of male participants on self-reported emotional intelligence questionnaire were found to be related with their perception of non-target emotions rather than with their perception of target emotions.

12) Naghavi and Redzuan (2011) reviewed empirical studies carried out to see the relationship between gender and emotional intelligence.

This review included definitions of emotional intelligence, studies on emotional intelligence, and the relation and/or the interaction of emotional intelligence with gender differences. And at the last in the overview of the paper authors included illustration of influence of gender differences on emotional intelligence.

This review quoted the meaningful association of emotional intelligence with gender differences. Girls found to be having high emotional intelligence than the boys. But high emotional intelligence of boys found to be better predictor of their achievement.

13) Naik (2014) studied impact of sex and socio-economic status (SES) of college students on their emotional intelligence. Random sampling method was used to select students for the study from various colleges of Kolhapur and Sangli cities of Maharashtra, India. 360 undergraduate students were selected for this study.

Variable sex had two levels i.e. male and female whereas SES had three levels i.e. upper, lower and middle SES. Therefore 2x3 factorial design was used for this study. Two-way ANOVA was used for analysis.

SES factor of college students found to be significantly affecting their emotional intelligence whereas no significant difference was found between the emotional

intelligence of males and females. Students from upper SES showed high emotional intelligence than the students from middle and lower SES.

14) Saeki et al. (2015) tried to reveal cross-sectional gender and grade level trends in international competence and emotional literacy among Japanese students. Sample consisted 913 elementary and middle school students.

Students were explored to two hypothetical situations through questionnaire having open-ended questions. These scenarios had mixed emotions and potential interpersonal dilemmas. Naka's categorization system was used to code qualitative responses. Then the Two-way ANOVA and Pearson's Chi-square tests were used for the final analysis.

Results supported the previous studies that the elder students identified more number of emotions as well as they illustrated complexity of mixed emotions very well than the young students. Girls identified more number of emotions internal and external as well as negative than the boys. Girls also identified mixed emotions correctly while boys did not identify mixed emotions and also misinterpreted the questions which contain mixed emotions.

15) Fili Evis (2016) conducted study on 10 to 12 years old children. The focus of this study was to investigate age and gender differences on emotional intelligence of the children. The sample of this study consisted 236 children.

The TEIQue-Child Form questionnaire was used in this study for data collection. This test has nine facets among those five facets namely adaptability, emotion perception, emotion expression, emotion regulation, and relationships were considered. ANOVA, T-test, chi-square test, and Pearson correlation were used for statistical analysis.

The results indicated no significant difference with reference to gender on EI total score and EI scales score. Young children scored high on peer relationships than the older children whereas older children scored high on emotion expression than young children.

16) Shin (2011) studied impact of gender on self-perceived and actual EQ levels. Sample included 60 undergraduate students having 30 males and 30 females.

Stratified random sampling method was used to collect the data. Short forms of Trait Emotional Intelligence Questionnaire (TEIQues-SF) as well as qualitative questions (survey) were considered to gather the information.

Results showed that the males scored better than the females however no significant gender difference was found on both self-perceived and actual EQ levels.

17) Lekaviciene and Antiniene (2016) studied which social and psychological family factors are required for the development of emotional intelligence of a person.

For this study the data collection was done from 1430 subjects from various regions of Lithuania. Sample included both males and females. EI was assessed through EI-DARL method. Correlational analysis was done to analyze the data.

Results indicated no significant correlation between EI and family status of the persons. However family status of the persons found to have significant impact on the ability to solve and interpret social and emotional situations. The persons living in matrimony or in relationships found to be best in solving such situations than the persons living with their parents. Psychological climate of the family showed significant impact on the development of the EI. The strong emotional ties between the parents and the subjects found to be very important in their EI development. Persons having strong emotional ties with their parents were very good in understanding their own feelings than the persons who had poor relationships with their parents. The subjective perception of the financial status of the family found to play important role in development of the EI. Persons who find their family status better than the others found to have better EI score. Persons who find their financial status worse than their surrounding people were the lowest at EI.

18) Khan-Woehle et al. (2015) studied gender differences in Emotional Intelligence. For this purpose researchers introduced new model of Emotional Intelligence called Emotional Ability Model (EAM). This model has eight areas namely- identifying, understanding, accepting, following, listening to and regulating emotions, sympathizing and empathizing.

The male and female students from University of Florida were the sample of this study. The sample contained 184 participants. Data was collected through online questionnaire.

Analysis indicated that the females scored significantly high of five of the eight EAM constructs which were- accepting, listening to, following emotions and sympathizing and empathizing.

19) Neanam (2018) studied emotional intelligence of the adolescents from different socio-economic groups namely- upper, middle and lower socio-economic status.

The 150 students 50 from each socio-economic group who were selected from government as well as private institutions using stratified random sampling technic were the sample of this study. Emotional Intelligence Inventory and Socio-Economic Status Scale were used to collect the data. Descriptive statistics and F-test were done to analyze the data.

Results showed that students from upper and middle socio-economic status had high mean on Emotional Intelligence than the students from lower socio-economic status. But these differences were not seen in F-ratio. Therefore study concluded that there is no significant difference in emotional intelligence of adolescents with reference to their socio-economic status.

20) Trivedi (2014) studied impact of gender as well as socio-economic environment on one's emotional intelligence. Researcher conducted a vast review of existing studies focusing on the same.

Present study reviewed several studies conducted to see impact of gender on the emotional intelligence. But no gender differences were found with respect to emotional intelligence. However there are some differences in the emotional competencies where males are found to be working better than the females and vice a versa. Such as males are found to be very confident while working alone, more better in dealing with the stress, whereas females found to be- understanding, feeling and expressing complex emotions very well as well as more social.

While studying the effect of socio-economic environment on emotional intelligence, it was seen that if the person has been given the right environment and proper grooming, he/she develops preferred emotional skills irrespective to his/her gender.

2.4 Observations and research gap

Observations-

Social Interaction theory is discussed at the beginning of this chapter to understand how people perceive, understand and interpret emotional incidences. It also included different aspects and approaches given by social interactionists while dealing with the emotions. The concept of Dramaturgy proposed by Erving Goffman is referred which

helps us to look at or perceive emotional experiences and emotions indifferently as if they are happening in the theater of our life. Theoretical review ended with the theory 'Sociology of Culture' described by Pierre Bourdieu. The focus is on the concept of Habitus explained by him. Habitus helps to understand the cultural or socio-economic reasons of the particular emotional response of the person or group of persons. Then the reviews of the research studies are taken considering the specified objectives.

Studies related to the Emotional Intelligence of the School Children are mostly empirical. Before putting the snapshot of the empirical studies, sociology of emotions is discussed. The reviews, theories as well as approaches under sociology of emotions emphasis on how emotions play important role in human's life. Few empirical studies are carried out in the form of meta-analysis or systematic reviews. Sample used in the studies selected for the review in present study varied from 77 to 1301. Most of them are carried out on adolescents. One included sample of primary students and other two studies included higher secondary students. Three of these studies are focused on seeing impact of demographic variables on the Emotional Intelligence of the students. These variables were- Gender, Family Warmth, Locale (urban/rural), Type of family, Father's income and occupation, Locality of the school, caste, etc. Among all these factors, gender, locale, etc. were found to have significant impact on Emotional Intelligence of the students. Family income, father's occupation, and caste, were found to have impact on Emotional Intelligence in one study and no impact in another study. Other than the demographic variables, emotion perception, mood management, and mental health are found to have positive association with Emotional Intelligence. Some social factors like- amount of social support, social development, and social adjustment of the children also attained

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significant positive correlations with Emotional Intelligence. Students having low Emotional Intelligence are found to have weak personality and low ability to build relationships at school. Effect of Emotional Intelligence on academic achievement of the students is seen in five studies. Significant positive correlation is obtained between Emotional Intelligence and Academic Achievement of the students and Emotional Intelligence is found to have significant impact on the academic achievement in all of these studies. It is observed in these studies that- academic achievement without Emotional Intelligence does not show future success as well as being hardworking and smart is not enough but one must have the ability to understand and manage emotions to succeed at school.

Before writing about the research studies carried to see effect of the intervention on Emotional Intelligence, different types of interventions were stated. Studies carried out to see the effect of intervention on Emotional Intelligence were all successful in attaining their goal. All of them were of experimental nature except one which was an extensive review of the studies which included intervention of Emotional Intelligence. All of the studies involved control and experimental groups. The sample of these studies varied from 50 to 590. The intervention period of these studies was from 10 weeks to two years. Along with the enhancement in Emotional Intelligence, the interventions had various other purposes such as- increasing Self-esteem, Empathy, Social adjustment, Emotional and Social skills, Adjustment, and Self-efficacy, and decreasing Anxiety, Depression, Stress, Aggression, Bullying and Victimization, and Violence among students. In all the studies experimental groups showed significant increase in the desired variables than the control groups. The significant increase in experimental groups over the control groups

after the intervention of Emotional Intelligence program was found in- self-esteem, adaptive adjustment, empathy, emotional understanding, psychological mindedness, attentiveness, emotional self-control, optimism, social integration, assertive-cognitive social interaction strategy, internal control of anger, cognitive ability to analyse negative feelings, emotional clarity, self-efficacy, interpersonal skills, intra-personal skills, adaptability, stress management, general mood, and all the dimensions of Emotional Intelligence. Experimental group showed significant decrease than the control group after the intervention on the variables like- anger, hostility, physical-verbal aggression, fantasy, personal distress, performance anxiety, social anxiety, and bullying behaviour. Control groups in some of the studies have scored significantly higher than the experimental groups on the variables such as- depression, anxiety, somatic symptoms, and maladaptive coping skills. Control group students in one study have scored significantly low on- attentiveness, emotional understanding, emotional self-control, performance anxiety, optimism, and total score of Emotional Intelligence.

The research studies on expression and application of Navarasa in different art forms are preceded by discussion on Basic Model of Emotional Expression. It contained Appraisal Model of Emotional Expression, Psychological Construction Model and Social Construction Model. Researcher had difficulty in finding studies based on the Expression and/or Application of Navarasa theory stated by Bharata Muni in Natyashastra. Many of the studies related with this concept are theoretical in nature. Very few empirical studies are carried out in this regard. The studies referred in the literature review of the present study include five empirical studies, three experimental studies and two systematic review studies. Three of the empirical studies focus the application of the Navarasa

whereas two empirical studies are carried out to study expression of Navarasa. The sample considered for these empirical studies vary from 12 to 50. In these studies, different art forms are considered as a tool to express Navarasa and its impact on different factors is studied. Two of these studies used Bharatanatyam (Indian classical dance), while one used integrative art therapy as a tool in which Navarasas (nine emotions) were involved. Usefulness of these art form and therapy on different variables such as to improve health condition, to reduce depression, and to develop emotions and personality was seen in these studies. All of these studies were successful in attaining their objectives. Other two empirical studies were based on the expression of Navarasas. One research studied presence of Navarasa philosophy and its experience in Karnatik singing performances and in another research facial movements used in real life were studied. The rasa theory is found to be the tool to not only understand the basic attitudes and/or symbols of emotional expressions but it also reveals phenomenology of 'taste' (the joy of the performance which audience receive during the performance) which comprehends deep perception of the response, experience and expression of Karnatik singers and audience in performance of raga. The findings of the second study revealed that the emotional meaning of the facial expressions inferred by the participants was influenced more by eliciting scenarios than by the physical morphology of the facial configurations. Three experimental studies focused on the analysis of the expressions of Navarasas (i.e. nine emotions) by using different technologies such as image processing, network analysis to study brain's functional response using EEG recordings, and image processing techniques such as log-gabor, max pulling, PCA, SVM, etc. Findings of these studies are described in the review. One study involved systematic review of the existing

literature for bridging the gap between Indian classical dance and Dance Movement Therapy (DMT). In DMT body movements are used as tools whereas Indian classical dances are totally linked with emotions (Navarasas) and use of entire body as a tool to express these emotions. The conclusion of this study was- Indian classical dances have potential to be used in Dance-movement-therapy for the improvements of one's health and well-being.

Before starting with the research studies on effect of gender and/or SES on Emotional Intelligence, Social Class Theories are described. This included- early theories of class, social theory of class by Karl Marx, contemporary theories of class, and Three-level economic classification model. The sociology of gender is also discussed here. The research studies referred to see the impact of Gender and Socio-Economic Status (SES) were all of empirical nature except two which had systematic review of the studies focusing on the effect of Gender and SES on Emotional Intelligence. The sample selected in these studies varied from 40 to 5872. The age groups catered in these studies were from Primary children to Adults. There are 17 studies from these selected studies which incorporated Gender as a study variable in the light of Emotional Intelligence. These studies had Emotional Intelligence as a dependent variable. These studies show mixed findings. Among these 17 studies, six studies resulted that the Girls scored significantly higher than the boys on Emotional Intelligence. Only two studies reported that Boys scored significantly higher than the Girls on Emotional Intelligence. Nine studies stated NO significant difference between the Girls and Boys on Emotional Intelligence. There are nine studies in this review which focus Socio-Economic Status and its variables as independent variables and Emotional Intelligence as dependent variable. The some of the

variables under SES studied in these studies are- education, occupation and economic status of parents, nature of job, age, type of family and locality (rural/urban) of the students, race, strong emotional bonding with parents, etc. Among these nine studies, two studies found no significant difference between the levels on SES on Emotional Intelligence. It is observed in five studies that the students from high SES scored significantly higher on Emotional Intelligence than the students from Low SES. Urban students have scored significantly higher on Emotional Intelligence than the rural counterparts in one study whereas rural girls have scored significantly higher than the urban students in one study. The variables from the SES which have shown effect on Emotional Intelligence are discussed in the review.

Research Gap

- The studies focusing on the Emotional Intelligence of the school children have proven the importance of EI in various fields of life. Yet more number of studies should be carried out on Indian population in this regard.

- All the interventions designed to improve Emotional Intelligence of the children are found to be effective. None of these studies include intervention containing different arts and their application in the program developed to enhance Emotional Intelligence.

- The studies having intervention program to increase Emotional Intelligence for different classes of Socio-Economic Status are also very rare.

- There are negligible studies focusing gender differences in the effect of intervention carried for the enrichment of Emotional Intelligence.

- Researcher of this study did not find any research rightly using theory of Navarasa for enhancement of emotional intelligence of the students.

- The main limitation of the intervention programs developed for improving emotional intelligence is their repeatability for different strata of society.

- The theory of Navarasa which is found to have great importance in Indian classical music and dance should be studied empirically to check its usefulness to enhance Emotional Intelligence. If the usefulness of the theory of Navarasa in development of Emotional Intelligence is proven statistically, then the very big and popular filed of art in India will be open and used for enhancement of Emotional Intelligence.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter talks about the research approach as well as strategy taken for present study. This includes the objectives stated for present study, rationale of the objectives as well as the process of hypothesis formulation. It also gives the details of the population, sample selected for present study. After that it includes the design of the present study along with the methodology used for data analysis. It covers the details of the questionnaires used in the present study including their reliability and validity. Chapter ends with the details of intervention program in short.

3.1 Research Approach

3.1.1 Aim – Main objective of the research was to provide platform of art forms to the children for the expression of emotions (*Navarasa*) to enhance their Emotional Intelligence.

3.1.2 Approach – This research is an experimental study which carries out intervention for the enhancement of the Emotional Intelligence of the selected school children. It also tried to examine effect of Socio-Economic Status and Gender of the students on the enhancement of Emotional Intelligence through designed training program.

3.1.3 Methodology –Following steps were planned for the research –
  a. Review of literature
  b. Gain a deeper understanding of the concept by examining different perspectives

c. Designing intervention considering the research objectives, hypotheses and implication.

d. Finding resource persons for conducting sessions of selected art forms.

e. Explaining purpose and designing art activities with respective art resource persons.

f. Identifying sample as per the population of the study.

g. Finding questionnaires in line with the research objectives and hypothesis

h. Doing pilot to check the feasibility of planned intervention program.

i. Collect, compile and process data for pre-testing

j. Analyze data and make control and experimental groups

k. Execution of intervention

l. Post-testing, Processing and Analysis of data

m. Statistically test significance of the results

n. Accept / Reject Null hypothesis

o. Draw key findings and conclusions

p. Offer suggestions

3.1.4   Type of Research –

This study is purely an experimental study. Therefore it is mainly a quantitative research. Study also contains some of qualitative measures such as- observations, analysis of students' writings i.e. diaries, feedback forms, etc. However being experimental in nature, the major focus of this study is quantitative i.e. empirical. Therefore due level of quantification has been used in the study to reach objective and measurable conclusions. Main objective of this study was to study the effect of intervention (training program) focused on the expression of Navarasas on Emotional

Intelligence of selected school children. Four types of art forms namely Dance, Drama, Singing and Drawing were used as the tools to express Navarasas. The usefulness of the training program was also checked on the students having different socio-economic backgrounds. Students from two levels of Socio-Economic Classes namely- lower and higher-middle were considered for the same. Usefulness of training program to enhance emotional intelligence was also checked on Girls and Boys separately.

3.1.5   Research Approach -

Empirical approach was adopted. Pre-post analysis was carried out to study the effect. Also experimental and control groups were formed and their post-testing results were compared. Pilot study was conducted on a small sample of 20 students to check the feasibility of the proposed study. The sample for the main study contained 134 students from the school having lower SES students and 144 students from the school having higher-middle SES students. So the total sample comprised of 278 students.

3.1.6   Research Variables -

Independent Variables

   a.   Intervention of Emotional Intelligence

   b.   Gender

   c.   Socio-economic status

Dependent Variables

   a.   Emotional Intelligence

Resource identification for elements identified above –

   Table 3.1 Resource identification for data collection for research variables

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Sr. No.	Area	Data resource
1	Intervention of Emotional Intelligence	This was a program designed by the researcher for the enhancement of the Emotional Intelligence of the children.
2	Gender	Responses to profile section of the questionnaire
3	Socio-Economic Status	Responses given to 'Socio-Economic Status Scale (SESS-BR)' by Bhardwaj (2006)
4	Emotional Intelligence	Responses given to the test- 'JPIP How Do I Feel' by Gadre and Lavlekar (2018)

3.1.7   Operational Definitions

Emotional Intelligence

Emotional Intelligence is the ability to identify, monitor one's own and other people's emotions, to express emotions appropriately, to use emotional information to guide thinking and behavior, and to control and manage emotions according to the situation. Ability Model was used in present study which has four dimensions- Perceiving Emotions, Using Emotions to facilitate thoughts, Understanding Emotions and Managing Emotions.

Present study defines Emotional Intelligence as an Emotional Quotient measured through 'JPIP How do I Feel" by Dr. Sucharita Gadre and Dr. Anagha Lavlekar.

Navarasa-

Eight rasa (sentiments/emotions) given by sage Bharata Muni in his scripture-
Natyashastra and one rasa given by Abhinavgupta were considered as Navarasa (nine
sentiments/emotions) in present study. They are as follows-

1. Śṛngāram (शृङ्गारं)- Love, Attractiveness.

2. Hāsyam (हास्यं)- Laughter, Mirth, Comedy.

3. Raudram (रौद्रं)- Fury.

4. Kāruṇyam (कारुण्यं)- Compassion, Tragedy.

5. Bībhatsam (बीभत्सं)- Disgust, Aversion.

6. Bhayānakam (भयानकं)- Horror, Terror.

7. Vīram (वीरं)- Heroic mood.

8. Adbhutam (अद्भुतं) Wonder, Amazement.

9. Śāntam (शांतं)- Peace or tranquility.

Socio-Economic Status-

Socio-Economic Status is a class, position or standing of an individual, measured with
the combination of education, occupation, income, and participation in social
activities. Socio-Economic Status were interpreted in following categories in present
study-

Table 3.2 Categories of Socio-economic Classes

Sr. No.	Category
1.	Upper Class
2.	Upper Middle Class
3.	Middle Class

4.	Upper Lower Class
5.	Lower Class

Present study defined Socio-economic Status in five categories (as mentioned in above table) measured through 'Socio-economic Status Scale' by R. L. Bhardwaj.

Gender

Here, word 'Gender' is used for a 'Sex' of a person. This refers to the biological differences between human beings which help others to identify them as Male or Female. In present study, the Gender of the students was considered superficially as girls or boys.

General Intelligence

General Intelligence is defined as an ability of abstract reasoning. In present study, this ability was measured through "Standard Progressive Matrices" by John C. Raven.

3.2 Research Purpose, objectives and formulation of hypotheses

3.2.1 The purpose of the research was to design an intervention program containing activities for expression of Navarasa through four art forms and study its effect on Emotional Intelligence of the children.

3.2.2   The objectives of the present study were as follows-
  i.   To explore Emotional Intelligence of selected primary children from lower and higher-middle socio-economic class.

ii. To design intervention program based on the expression of Navarasas.

iii. To measure the effect of intervention on the emotional intelligence of children.

iv. To find out gender differences on emotional intelligence of the children from lower and higher-middle socio-economic class.

v. To find out effect of Socio-Economic Status on Emotional Intelligence of the students.

Table 3.3 Rationale for selection of the objectives and plan for their achievement

Objectives	Rationale and Plan for its achievement
To explore Emotional Intelligence of selected primary children from lower and higher-middle socio-economic class.	This objective provided an idea of the prevailing status of Emotional Intelligence of the students. It helped to design activities in intervention program based on the present Emotional Quotients of the students. Standardized test measuring Emotional Intelligence was administered to the students. And Control and Experimental groups were formed using pairing method on obtained scores on Emotional Intelligence as well as General Intelligence of the students.
To design intervention program based on the expression of Navarasas.	This helped to maintain standardization in intervention (the activities and their execution) while repeating intervention program in multiple groups. Each and every activity designed helped to have clarity in execution as

	well as achieve clear goal. It became easy to have some measures of students' understanding during the intervention. The activities regarding Emotional Intelligence are designed by the researcher. The activities of expression of Navarasa through four art forms were designed by the respective art resource persons after having discussion on the same with the researcher.
To measure the effect of intervention on the emotional intelligence of children.	This is the main objective of this study. This helped to analyze effect of the intervention program on Emotional Intelligence of the students. This also helped to see the difference on Emotional Intelligence of students from control and experimental groups. The standardized test measuring Emotional Intelligence was re-administered to the control and experimental groups after completion of the intervention program. Two-way Analysis of Variance was calculated to see the difference between control and experimental groups also between the scores of pre and post testing.
To find out gender differences on emotional intelligence of the	The intervention consisted expression of emotions through four arts. As the girls and

children from lower and higher-middle socio-economic class.	boys from adolescent age group are not comfortable to express in front of each other, intervention program was conducted separately for girls and boys. And the effect of Gender on enhancement of Emotional Intelligence of the children after using intervention program was seen in this study. For the purpose, two-way as well as mixed designed analysis of variance was calculated.
To find out effect of Socio-Economic Status on Emotional Intelligence of the students.	Effect of Socio-Economic Status on EI was seen by comparing EI obtained by students from different Socio-Economic backgrounds. The usefulness of intervention program to enhance Emotional Intelligence was also studied on groups having different Socio-economic backgrounds. This was analyzed using Two-way ANOVA.

3.2.3   To translate objectives into actionable research following hypotheses were set-

Table 3.4 Hypotheses formulation

Sr. No.	Null Hypotheses (Ho)	Alternate Hypotheses (Ha)
1	There is no significant difference between the scores of emotional intelligence of selected children from	There is a significant difference between the scores of emotional intelligence of selected children

	lower and higher middle socio-economic class.	from lower and higher middle socio-economic class.
2	There is no significant difference between the scores of emotional intelligence of the experimental group children from lower and higher middle socio-economic class before and after intervention program.	There is a significant difference between the scores of emotional intelligence of the experimental group children from lower and higher middle socio-economic class before and after intervention program.
3	There is no significant difference between the scores of Emotional Intelligence obtained by experimental group students and control group students after the intervention program	The students of experimental group scored significantly higher than the students of control group on Emotional Intelligence after the intervention program.
4	There is no significant difference between the scores of emotional intelligence of girls and boys before and after intervention program.	There is a significant difference between the scores of emotional intelligence of girls and boys before and after intervention program.

3.3 Outline of Scheme for Testing of Hypotheses –

- Standardized questionnaires were selected to measure Emotional Intelligence, General Intelligence and Socio-Economic Status of the children.

- Questionnaire measuring Emotional Intelligence was based on Four Branch Model of Emotional Intelligence and hence there were four sections in this questionnaire.

  - Emotional Perception

  - Emotional Assimilation

  - Emotional Understanding

  - Emotional Management

    - The questionnaire was in Marathi and English.

    - This test had two levels- Level 1 was for children between the age group of 7 to 9, and Level 2 was for the children from the age group of 9 to 12. Hence Level 2 was used in present study.

    - Some of the questions contained Pictures.

    - Most of the questions were objective in nature.

    - Answer types were- writing option number or the alphabet, Yes-No type answers, and writing emotions in words.

    - Separate scores for four sections were obtained in this test and addition of these four scores make the total score of Emotional Intelligence.

    - Raw scores of all the sections were first converted into Per-twenty scores. These per-twenty scores gave us score of total score- Per-eighty.

    - Emotional Quotient of the students was obtained through per-eighty scores using tables given in the manual of the test.

- The questionnaire for the measurement of Socio-Economic Status was used for the selection of the students. This scale measured seven areas-

- Social

- Family

- Education

- Profession

- Caste

- Total assets

- Monthly income

  - All these seven areas had seven sections in this scale and a separate score was obtained for each section.

  - The nature of this scale was objective. Various options were given for each question.

  - Students had to give answers separately for their Father, Mother and Themselves for every question.

  - Students had to put tick mark in front of the option which matches with them.

  - Three types of status were obtained in this scale-

    - Social Status

    - Economic Status

    - Socio-Economic Status

  - For getting these three statuses, two types of measures were taken for both Social and Economic statuses-

    - Ascribed Status

    - Achieved Status

- Ascribed status was an addition of the scores of Father and Mother. And Achieved status was based on the answers put for the candidate (student/ whoever is giving the test)

- Social status was based on the five areas of the test. Those were- Social, Family, Education, Profession, and Caste. Whereas Economic status was based on two areas namely- Total assets and Monthly income.

- After getting the raw scores for each area, they were converted into Z-scores. Based on these Z-scores, the Ascribed and Achieved statuses were obtained. Then those obtained scores were converted into T-scores to get Social status, Economic Status and Socio-economic status.

- The scale was in Hindi and English.

- Scores on Emotional Intelligence and General Intelligence were used for matching the students for experimental and control groups.

- 'Standard Progressive Matrices' by J. C. Raven (2000) was used to measure General Intelligence of the students.

  - This test was a culture-free test. And had figures in it.

  - This test had five sets having 12 questions in each. Therefore there were 60 questions in this test.

  - These questions were arranged having increasing difficulty level in each set.

  - Scoring was done using scoring keys and then the obtained scores were entered in Microsoft Excel.

- Total Raw score was then converted into Percentile Rank using the manual of the test. This test had age-norms.

• Codes were given to all the participants. This code included standard, gender, school code and serial number.

Code No	Birth date	Testing Date		A	B	C	Raw score	1	2	3	4	5
				SEC 1								
				Question 1				Question 2				
5GBD01	27/06/2009	09/07/2019	10.0	2	2	1	4	4				
5GBD02	30/09/2009	09/07/2019	9.8	3	2	1	5	2		1		
5GBD03	05/07/2009	09/07/2019	10.0	3	1	2	8		1		2	
5GBD04	11/10/2009	09/07/2019	9.7	3	2	1	5			2	4	
5GBD05	30/09/2010	09/07/2019	8.8	2	2	1	4	2				
5GBD06	17/06/2009	09/07/2019	10.1	1	2	2	4	2		4		
5GBD07	06/06/2010	09/07/2019	9.1	3	2	3	7	2			1	
5GBD08	09/08/2009	09/07/2019	9.9	3	2	2	6	2				
5GBD09	21/01/2010	09/07/2019	9.5	3	2	1	5	2	1	4		
5GBD10	02/02/2010	09/07/2019	9.4	3	2	3	7	1		4	6	
5GBD11	18/08/2009	09/07/2019	9.9	1	3	2	5	1	1	4	4	
5GBD12	28/04/2010	09/07/2019	9.2	2	1	4	5	2				
5GBD13	05/08/2009	09/07/2019	9.9	3	2	1	5	2	1	6	4	
5GBD14	06/05/2010	09/07/2019	9.2	3	2	3	7	2				
5GBD15	25/11/2009	09/07/2019	9.6	3	1	3	9	2			4	
5GBD16	19/04/2009	09/07/2019	10.2	3	2	1	5		1	4	2	
5GBD17	08/09/2010	09/07/2019	8.8	3	2	3	7	2				
5GBD18	08/04/2009	09/07/2019	10.3	3	2	3	7					

Figure 3.1 Coding system

• Students' names and school names were not referred for the confidentiality purpose.

• Same codes were given in post-testing to analyze the results.

• Manual scoring was done for both the questionnaires using their scoring manuals. After that the scores were entered in the Excel Sheet.

• Statistical analysis was carried out with the help of SPSS (version 20) for Windows package (SPSS Science, Chicago, IL, USA). The description of the data (Emotional Intelligence-EI) was done in form of arithmetic mean +/- SD for quantitative data while in the form of frequencies (%) for qualitative

(categorical) data, separately for experimental & control group as well as according to gender & socio-economic class & for two time points (pre & post treatment).

- For the 1st hypothesis the Significance of the differences between socio-economic class and gender on Emotional Intelligence before intervention (i.e. pre-testing data) were tested using Analysis of Variance (ANOVA). And *P*-values of < 0.05 were considered significant. Lower socio-economic class is referred as LSEC and higher-middle socio-economic class was referred as HMSEC

	Girls	Boys
LSEC	Pre-Testing EI Total score	Pre-Testing EI Total score
HMSEC	Pre-Testing EI Total score	Pre-Testing EI Total score

- In case of the 2nd hypotheses to examine differences between the scores of the students from lower and higher-middle socio-economic classes on Emotional Intelligence before and after intervention program i.e. pre-testing and post-testing scores of both the schools, Analysis of Variance (ANOVA) was carried out. And *P*-values of < 0.05 were considered significant.

	Pre-testing	Post-testing

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	LSEC	EI Total score	EI Total score
	HMSEC	EI Total score	EI Total score

- To evaluate third and fourth hypothesis, students were divided in four groups i.e. girls and boys and experimental and control based on their scores of Emotional Intelligence and General Intelligence.

- Matching of the obtained scores on both the variables was done. And two separate experimental groups of girls and boys and two separate control groups of girls and boys were formed in both the schools. Therefore there were eight groups in total for the analysis.

	LSEC School		HMSEC School	
	Experimental Group	Control Group	Experimental Group	Control Group
Pre-testing	EI Total score	EI Total score	EI Total score	EI Total score
Post-testing	EI Total score	EI Total score	EI Total score	EI Total score

- A mixed-design analysis of variance model (Mixed design ANOVA) was used to test for differences between the scores of Emotional Intelligence of the students from lower and higher-middle socio-economic classes from control and experimental groups before and after intervention program (pre & post

testing). Interaction factor- time (pre-post) versus treatment group, and time (pre-post) versus socio-economic class was tested. *P*-values of < 0.05 were considered significant

- In fourth hypothesis, a mixed-design analysis of variance model (Mixed design ANOVA) was used to test the differences between the scores of Emotional Intelligence of Girls and Boys from lower and higher-middle socio-economic classes. Interaction factor- time (pre-post) versus gender was also calculated. *P*-values of < 0.05 were considered significant

| | LSEC School | | HMSEC School | |
	Girls	Boys	Girls	Boys
Pre-testing	EI Total score	EI Total score	EI Total score	EI Total score
Post-testing	EI Total score	EI Total score	EI Total score	EI Total score

- While testing the entire hypothesis, if the p-values were less than 0.05, the null hypotheses were rejected in favor of the alternate.

3.4 Population and sample selection–

3.4.1 Population – Population of the study was all the students studying in 5th to 7th standards who are from Lower and Higher-middle Socio-Economic family backgrounds from Pune city. For the purpose, researcher had approached to 6 to 7 schools in Pune city. The schools which willingly gave permission to conduct research in their school were selected for the study. Convenience sampling method was used for the selection of the schools. Because it was not practically possible to do testing of many school students to know their Socio-Economic Class. Hence researcher discussed regarding the socio-economic class of the students with the principals of the schools before selecting the schools. And then it was confirmed after the testing. Study required Girls' and Boys' samples to make experimental and control groups from two Socio-economic Classes. Two schools were found to be enough considering their number of students for this study. Because they were large enough to provide required number of Girls and Boys for the study.

School having students from lower SES was under the Secondary School Certificate (SSC) board whereas school which had students from higher-middle socio-economic class was having Central Board of Secondary Education (CBSE). SSC schools come under the state government of Maharashtra and CBSE schools come under the government of India.

3.4.2 Sample Size (n)–

A pilot study was conducted to check the feasibility of the intervention program on a small sample of 20 students having 10 girls and 10 boys. This pilot study was conducted in a school having children from lower socio-economic status. A list of students who voluntarily wanted to participate in the study was done for both the schools. And then equal numbers of students from each class were selected for pre-testing. More number of students was selected than required considering the chances of drop-outs.

Total 134 students from 5th to 7th standards having 68 boys and 66 girls were selected for pre-testing from the school having students from lower socio-economic class. And 144 students from 5th to 7th standards having 72 girls and 72 boys were selected from the school having students from higher-middle socio-economic class. Therefore sample for pre-testing of this study was 278 students. During the research time four students (2 boys from the experimental group and 2 girls from the control group) from the school having lowered socio-economic class students left the study due to some reasons. Therefore that school had participation of 130 students (65 girls and 65 boys) in this study.

3.4.3 Sampling unit –

Students from 5th to 7th standards from the selected two schools were the sampling unit of this study.

3.4.4 Selection of sample -

Multi-stage sampling method was used to select sample in this study because the sampling required doing multiple steps to reach to study groups. As stated above, researcher approached 6-7 schools in Pune city. Among them after having discussion with the school principals regarding socio-economic class of the students, two schools which were willing to participate in the study were selected. That means convenience sampling method was used in present study for the selection of the schools. Again the convenience sampling was used for the selection of the children. The list of the students was made on the basis of- 1. Who voluntarily wanted to be the part of the study, 2. Who were available for the sessions, 3. Who committed to attend all 34 sessions. Approximately equal numbers of children were selected for pre-testing of the study. Matched random sampling technique was used to assign children for experimental and control groups based on their scores on Emotional and General Intelligence obtained in pre-testing.

Children for pilot study were chosen using the same procedure. The participants of pilot study were not included in the actual study neither in control group, nor in experimental group.

The research was explained to the parents of the children selected in present study before pre-testing. For the purpose separate parents meetings were planned in both the schools. Parents were given the detailed letter of the nature of the study. They were assured the confidentiality of their children. And they

were also guaranteed that the results of the tests will be used only for research purpose and never be used against their children. Their consent for the participation of their child in the research was taken.

Therefore, the names of the respondents were recorded but not retained for ensuring confidentiality. As shown above in figure 3.1, coding was done for each participant and school. In fact, it was only when schools were assured of their confidentiality, they agreed to cooperate. Confidentiality of names of the children as well as school names was also considered desirable from point of getting more reliable answers.

3.5 Pilot study (June 2019)-

As explained in the 3.4.2, Pilot study was conducted on 20 students (10 Girls and 10 Boys). This study was carried out to check the feasibility of the intervention program. Therefore only art sessions and theory sessions designed for first pair of Navarasa (Hasya & Shanta) were conducted in this study. The art sessions were conducted by respective resource persons (who later conducted the art sessions in actual study). Following questions were studied through the pilot study-

i.   Whether the children understand the concepts and activities.

ii.   Whether the language used to explain the theory and while conducting the sessions is ok for this age group or not.

iii.   Whether students enjoy the sessions or not.

iv.   Are these students opening up in the art sessions or not?

v.   The content aimed to cover in these sessions is ok for this age group or not.

After checking the answers of the above questions, researcher started for the actual study. The objective of this study was only to check the practicality of the intervention program and not to check the impact of the same. Therefore no statistical analysis was carried out.

3.6 Data collection method –

As this was an experimental study, researcher used and worked upon primary data in this study. The data was collected from 278 students from 5th to 7th standard from two schools in Pune city at the Time 1 i.e. pre-testing. Four students from the school having lowered socio-economic class dropped from the research due to some reasons. Therefore there were 274 students for Time 2 i.e. post-testing.

Pre-testing as well as post-testing was done in the groups having 30 children in each. Two trained experts i.e. Test Administrator and Supervisor were there for each group. Testing was conducted following test administration norms. Such as- One student was seated on one bench, testing rooms were free from noise, there was ample of light and ventilation, the board named 'Testing in Progress' was hanged on the door and the doors were closed, it was confirmed that all the children were comfortable, Testing was conducted in first half of the day when children were fresh, etc. Pre-testing was done in two settings. Tests measuring Emotional Intelligence and General Intelligence were

administered to the students in one setting and test measuring Socio-Economic Status was administered in another setting.

Tests measuring Socio-economic Status, Emotional Intelligence and General Intelligence were used for the data collection of pre-testing. These tests were given to the 5th to 7th standard children in both the schools. The selection of the children for the study was done based on their scores of socio-economic status. After that the students both girls and boys were divided in experimental and control groups by matching their obtained scores of Emotional Intelligence and General Intelligence. Equal numbers of students were selected for both the groups. Different experimental and control groups were formed for Girls and Boys. Therefore there were four groups in each school i.e. eight groups in the total study.

The qualitative measures of the children from experimental groups were taken during the intervention program. Every child from the experimental group was given a notebook to write about incidences happened to them during the intervention program.
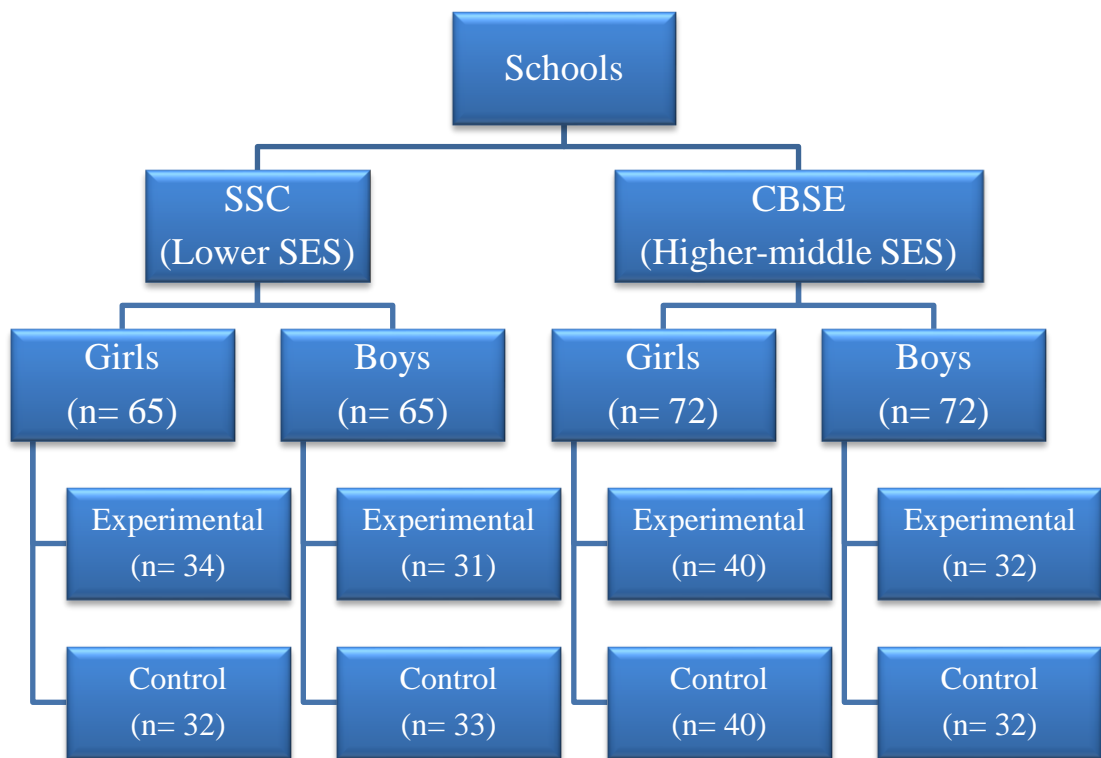
Figure 3.2 Distribution of the sample

3.7 Tools used for Data Collection

Standardized questionnaires were used in this study. Three questionnaires considered in present study are-

- **'JPIP How Do I Feel' by Gadre and Lavlekar (2018)**

This scale is based on the 'Ability Model' of Emotional Intelligence given by John Mayer and Peter Salovey (2000). It is also called 'Four Branch Model'. This test has four sections based on four branches of Ability Model namely-

- Emotional Perception- This is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion.

- Emotional Assimilation- This is the ability to distinguish among the different emotions such as feelings which identify those that are influencing their thought processes. This also includes Emotional problem solving.

- Emotional Understanding- This involves the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions which include the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions grow over time.

- Emotional Management- the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can tie together emotions, even negative ones, and manage them to achieve intended goals.

This test provides composite score of the Emotional Intelligence as well as four scores of four branches distinctly. Each question measures separate ability of Emotional Intelligence. This test has two levels i.e. Level 1 and Level 2. Level 1

is for the children from the age group of 7 to 9 and Level 2 is for the age group of 10 to 12. Considering the age group of the students in present study, Level 2 was used. This has norms for the age group of 9.5 to 12.5.

- **'Socio-Economic Status Scale (SESS-BR)' by Bhardwaj (2006)-**

This scale measures seven areas of Socio-economic Status, these are- Social, Family, Education, Profession, Caste, Total Assets, and Monthly Income. Among these seven areas, five areas measure Social status and two areas measure Economic status. The areas measuring Social status are- Social, Family, Education, Profession, and Caste whereas two areas measuring Economic status are- Total Assets and Monthly Income. Two types of scores are obtained for Social and Economic areas in this test- Ascribed Status and Achieved Status. Based on these two scores, Social Status, Economic Status and Socio-Economic Status are obtained. This scale provides five classes of Socio-economic status, namely- Upper Class, Upper Middle Class, Middle Class, Upper Lower Class and Lower Class.

- **Standard Progressive Matrices (SPM) by Raven (2000)-**

This test is a non-verbal estimate of Fluid Intelligence. It is culture free test. It measures Abstract Reasoning of a person. This test contains five sets (A to E) each having 12 questions. Items in each set become increasingly complex, difficult requires greater cognitive ability to understand (encode) and analyze.

3.8   Data analysis Methodology –

3.8.1   Scheme –

Following broad scheme was set for data analysis –
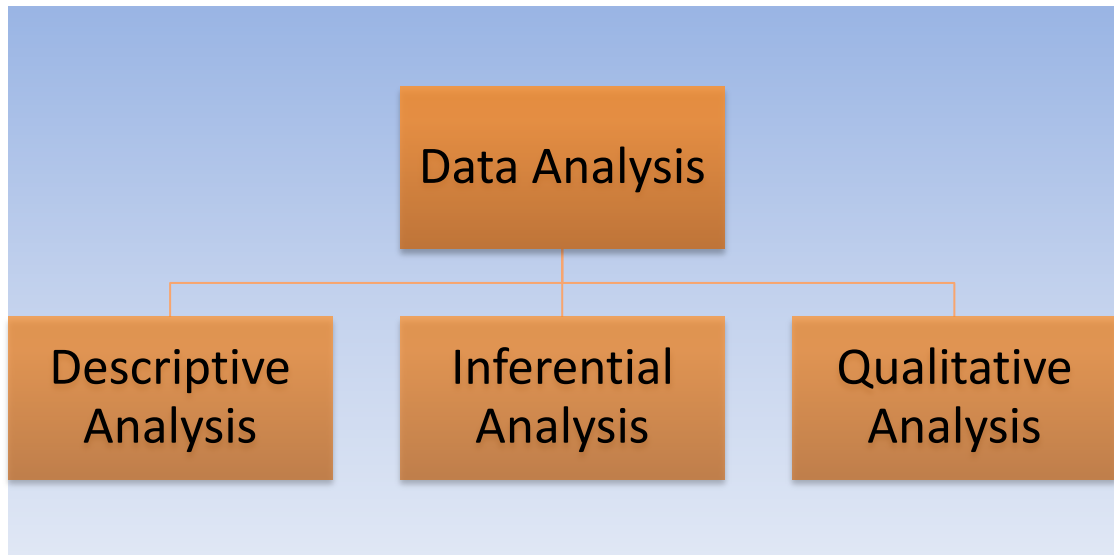
Figure 3.3 Scheme of data analysis

Descriptive analysis was done to provide information about the profile characteristics of the sample like age-wise, class-wise and gender-wise distribution. Inferential analysis was done to test the hypotheses. And qualitative analysis was done on the basis of qualitative measures and observations of the researcher.

3.8.2 Basic Data Processing Sheet

The basic data sheet was designed in MS Excel. This was done so as to facilitate data extraction from the questionnaire and its processing.

Figure 3.4 Proforma of data processing sheet

3.9 Validity & Reliability

3.9.1 Test of validity –

- **JPIP How Do I Feel by Gadre and Lavlekar (2018)-**

This is a standardized test having validity, reliability and the norms. Discriminant validity is found to be calculated of this test with Intelligence and Reading. Both of these tests were standardized.

Table 3.5 Correlations of reading and intelligence with EI test

EI and Intelligence	.342**
EI and Reading	.323**

Both the correlations are significant at .01 level of significance but the obtained correlations are low. This test is based on the Ability model of Emotional Intelligence therefore it is likely to have some correlation with the Intelligence test. The verbal loading in the test is reflected in the correlation of this test with Reading. Still the obtained correlation is low.

- **Socio-Economic Status Scale (SESS-BR) by Bhardwaj (2006)-**

It is mentioned in the test manual that content validity is very high and promising as the areas and items are solely based on research proven items.

- **Standard Progressive Matrices by Raven (SPM) (2000)-**

Content Validity- SPM is a widely used tests as a measure of General Intelligence for decades. In the extensive analysis was carried out of the cognitive processes for distinguishing high and low scorers on SPM and APM (Advance progressive matrices) by Carpenter, Just, and Shell in (1990), it was mentioned that- SPM is a classic test of Analytic Intelligence which involve

the ability to reason and solve problems involving new information without relying on knowledge derived from schooling or previous experience.

Convergent Validity- Convergent validity of the test is checked by having its correlation with the existing standardized tests measuring similar ability or traits. In 1997, convergent validity of SPM was checked with the Wechsler Adult Intelligence Scale III on the sample of 26 adults. It was- with Performance IQ- .79, with Matrix Reasoning- .81, with Full Scale IQ- .64, and with Verbal IQ- .49 (The Psychological Corporation 1997). Another study was carried out on 288 individuals of various age groups to calculate the validity of SPM with Wechsler Adult Intelligence Scale- Revised. The validity estimates were between .74 to .84 (O'Leary, Rusch, and Guastello, 1991).

3.9.2   Test of reliability –

- **JPIP How Do I Feel by Gadre and Lavlekar (2018)-**

Split-half reliability- The split-half reliability of the test was .75. This is a quite high.

Internal Consistency- Internal consistency reliability was calculated.

Table 3.6 Internal consistency reliability of EI test

Branch 1	.75
Branch 2	.38
Branch 3	.63
Branch 4	.78

- **Socio-Economic Status Scale (SESS-BR) by Bhardwaj (2006)-**

Test-retest reliability is calculated for this revised test. Sample contained 200 students. Test was re-administered to the same sample after 21 days. The correlation between obtained two scores was calculated using Spearman-Brown Formula.

Table 3.7 Reliability coefficient correlations of SESS-BR test

Sr. No.	Area	Coefficient of Correlation	
		Original Scale (N = 100)	Revised Scale
1.	Family	.72	.76
2.	Social	.68	.69
3.	Education	.82	.86
4.	Profession	.70	.74
5.	Caste	.92	.94
6.	Total Assets	.67	.69
7.	Monthly Income	.73	.74
	Scale (as a whole)	.76	.76

- **Standard Progressive Matrices by Raven (SPM) (2000)-**

Internal Consistency- The internal consistency method was used to checked the validity of this testing on the sample of 793 individuals. The internal consistency estimate was- .88.

3.10 Intervention Program
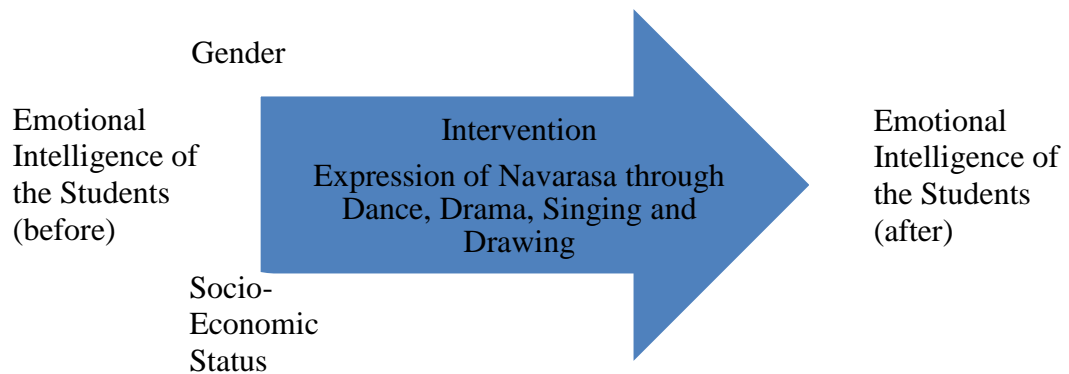
Figure 3.5 Design of the study

The aim of the study was to enhance Emotional Intelligence of the children through expression of Navarasa. Two things were very important here while designing the intervention program- 1. Navarasa, and 2. Its expression. Theory of Navarasa is explained in Chapter 1. Navarasa are the nine emotions stated in Natyashastra by Bharata Muni. For the expression of Navarasas, four types of arts were chosen for present study. These four art forms were- 1. Dance, 2. Drama, 3. Singing, and 4. Drawing. The purpose behind selecting four art forms was- every child in the study should get the chance to express his or her emotions in the art form in which he/she is comfortable. For example- one may not like singing at all but he might enjoy dancing. The nine rasas i.e. emotions include- Sringar, Hasya, Raudra, Karuna, Bibhatsa, Bhayanaka, Veer, Adbhuta, and Shanta. Among these Sringar Rasa (Love) was not pertinent to the selected students considering their age group. Therefore it was not taken in present study. Hence intervention was designed for eight emotions. Theory of Navarasa explains that some of the rasas i.e. emotions are opposite to each other and some go together (Mishra & Vidyavachaspati 2008). This was taken into attention while designing the intervention program. Following rasas i.e. emotions are opposite to each other-

1. Veer (वीर) and Bhayanaka (भयानक)

2. Shant (शांत) and Raudra (रौद्र)

Following rasas i.e. emotions go with each other-

1. Veer (वीर) and Adbhut (अद्भुत)

2. Veer (वीर) and Raudra (रौद्र)

Plan of the Sessions-

As mentioned above, there were eight emotions selected for the present study. Among those two-two rasas were clubbed together for sessions and hence there were four pairs of the rasas i.e. emotions. Those pairs were-

1. Happiness (Hasya, हास्य) and Peaceful (Shant, शांत)

2. Courage (Veer,वीर) and Anger (Raudra, रौद्र)

3. Surprise (Adbhuta, अद्भुत) and Sadness (Karuna, करूण)

4. Fear (Bhayanaka, भयानक) and Disgust (Vibhatsa, विभत्स)

These four pairs of emotions had expression sessions as well as theory sessions. Expression sessions were separate for each selected art form and theory sessions were planned based on the Ability Model of Emotional Intelligence. Ability model consists four branches. Hence four theory sessions containing activities for understanding four branches of Ability Model were designed for all four pairs of emotions. Therefore there were 16 sessions for expression and 16 sessions for understanding Emotional Intelligence. These were in all 32 sessions and researcher conducted one session for rapport establishment and one introductory session. Thus there were 34 sessions in the intervention program.
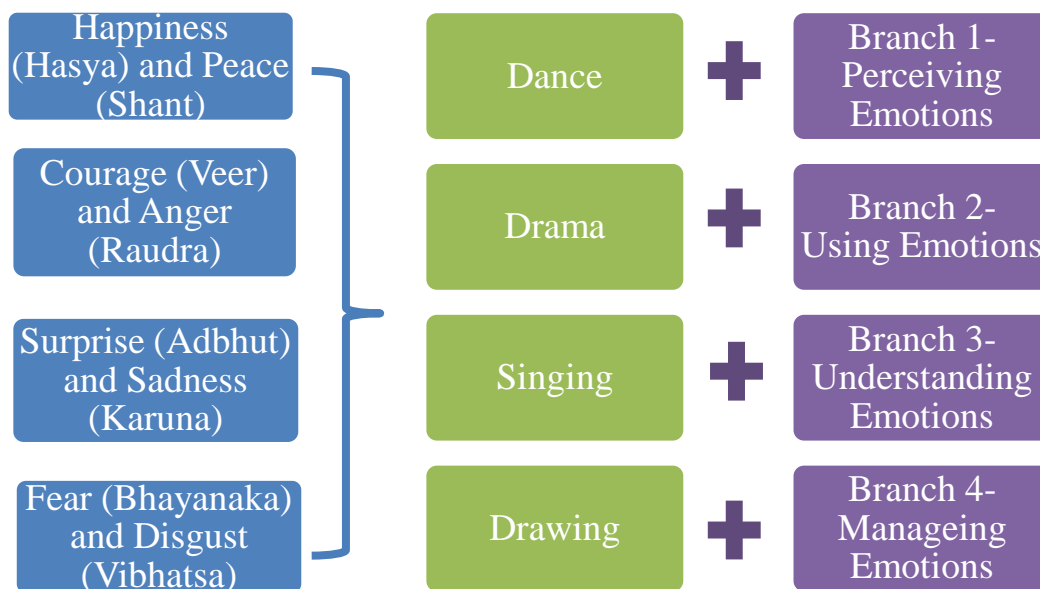
Figure 3.6 Intervention program details

Art sessions were conducted by the resource persons form respective field. Following things were considered while selecting the resource persons for this study-

i. Should have an experience of working with children.

ii. Should have an innovative mindset (which was required to design the sessions considering the requirement of the study)

iii. Should be able to understand the importance and terminologies of the research. E.g. – replication of the sessions for different experimental groups regardless to the response of the children, being un-bias while conducting the sessions, should conduct all the sessions with same energy and zest, etc.

iv. Should be well acquainted with the concept of Navarasa.

v. Should know the concept of Emotional Intelligence at least at some level.

vi. Should be responsible and particular in following the commitment. This was very necessary as this study was going to last for quite a long period of time, again it

wasn't possible to have different resource persons for different experimental groups. And there were four experimental groups in total.

Session content-

The outline of the sessions conducted as well as some part of the content focused in the sessions is shared below. Every session was open for interactions. Students were free to interrupt the trainer any time.

Table 3.8 Details of Rapport Session

Sr. No.	Activity	Minutes
1	Give students a diary and ask to write their names, standard, birth date, division. Then write today's date. And a question- Write about the incidents happened before which is still there in their mind/memory and how did he/she feel about that incident at that time and how he/she is feeling about that incident right now.	10 mi.
2	Ice-breaker game	20 mi.
3	Show a story and discuss emotions evolve in the story	10 mi.
4	Discuss how many emotions do they know	5 mi.
5	Show a film related with different emotions	5 mi.
6	Discuss about the emotions expressed in the film and ask them about their own experiences about the emotions. Give an idea of the next session	10 mi.
	Total Timing-	**60 mi.**

Table 3.9 Details of Introductory Session

Sr. No.	Activity	Minutes
1	Give them a diary and ask to write today's date. And a question- Write about a special incidents happened during the gap and how did he/she feel about that incident.	10 mi.
2	Recap	5 mi.
3	Show a clip regarding what happens if person is unaware of his emotions and how emotions help us in our day to day activities/ For Marathi students- read a story of Ajay.	5 mi.
4	Discuss about the clip/ story. What did they understand?	5 mi.
5	Utilization of emotions- four points.- 1. Flexible planning- Activity- Give a sheet of paper to all children, having spaces and columns to write their ten different future plans. It is compulsory to give 10 plans. Then ask them to give numbers according to their priorities. One number can be given to two or more plans (Tell only if asked). Ask students to share their experience regarding - 1. How was their experience- did you immediately got your future plans or you had to think a lot for that. 2. Why this happens that sometimes we immediately get many options and sometimes hardly one. 3. When do we get many options? Ans.- When we are happy or in a pleasant emotion. (Talk about how good/pleasant emotions help us to generate larger number of future	30 mi.

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plans and thereby be better prepared to take advantage of future opportunities.)

2. Creative Thinking- Activity- Give a sheet of paper on which the question would be asked- What will happen if your school got wheels? Condition- You can give as many responses as you can. Response should not repeat.

Discuss- How many responses you got. How many of them are really unique/ novel? Did you find any difficulty in getting responses? When you are in a positive emotion, you generate more unusual responses/ solutions to the problems.

3. Mood Directed Attention- Here, attention is directed to new problems when powerful emotions occur. Thus, when people attend to their feelings, they might go away from an ongoing problem into a new one of greater immediate importance. Therefore in this situation reprioritizing of problems is necessary.

Explain on board with examples- Such as- There is a person 'A' who has his final exam in next week. He had got very good grades in last exam so if he works little hard, he can achieve a gold medal this year. He is studying hard this time. So here, exam is his main concern i.e. 'B'. Unfortunately he has conflict with his best friend in which his best friend says that you

can never be a good friend with anyone. Which hurts person 'A' and disturbs his mind and he gets SAD. So this is problem 'C'. Now in this situation, person 'A' is directed away because of this Emotion of Sadness and he loses his focus from the studies. Now you tell me, what is more important for this person 'A' in this situation? Study or Someone's ill-logical judgment? Will he be bad friend only because his friend said this to him in anger? Therefore we should be aware that when these types of situations occur in our life, we should not lose our focus. We should think logically.

4. Motivating Emotions- Moods can be used to motivate perseverance at challenging tasks. E.g. - Some individuals can channel their anxiety aroused by evaluative situations (such as tests and impending performances) to motivate them to prepare more deeply and attain more demanding standards. Others may imagine negative outcomes as a method of motivating performance. People may use their good moods to enhance their confidence in their abilities and hence they can face the obstacles.

Use emotions positively- E.g. Anxiety- Prepare a lot. Anger- I will prove myself/ I will change. Positive emotions keep one's motivation intact and also help

	to overcome through hurdles in one's life.		
6	Interaction and Giving information about next session		5 mi.
	Total Timing		**60 mi.**

- Theory sessions conducted for each pair of the Navarasa. One branch of Emotional Intelligence was covered in one session. Therefore there were four theory sessions for each pair of Navarasa for four branches of Ability Model of Emotional Intelligence.

Table 3.10 Details of Theory Sessions

Session	Content	Activity	Timing (Minutes)
Hasya & Shant (Joy- humor, sarcasm, & Peace- calmness, relaxation)			
Day 1	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to identify emotion in one's physical states, feelings, and thoughts	Make two groups and give them one emotion i.e. Shant or Hasya and ask them to do role play in which respective emotion will be expressed. Then have discussion about who was exactly expressing which emotion and how? How the expressions were on his/her face?	25 mi.
	Ability to identify emotions in other people, designs, artwork, etc. through		

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	language, sound, appearance, and behavior	How was his/her sound? Which words did he/she use to express that emotion? What were his/her gestures? How did you identify that emotion? What happens with your body when you express such emotion? Which thoughts come to your mind while expressing such emotion?	
	Ability to express emotions accurately and to express needs related to those feelings.	Firstly ask children- Is it required to express our emotions? If we do not express our feeling then where will it go? Will it leave us or become stronger? Give some situations having two ends i.e. one for expression of accurate emotion and one in which emotion is not expressed accurately (either suppressed or over-expressed). How to identify and express needs related to that emotion E.g. - 1. Seema stood first in her class. She was very happy as she had worked hard to get good marks. But her best friend failed in one subject as	25 mi.
	Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings.		

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		she was very ill at the time of exam. Seema could not control her happiness. She was laughing and dancing everywhere. She was asking obtained marks to all the students and telling them her marks. She also organized party as a celebration of her success. Activity- Show some photos (ppt) and videos for explaining difference. Honest-dishonest- A Frog and crow story video. Accurate- Inaccurate- show ppt containing photos and ask children to identify the correct ones.	
Day 2	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Emotions Prioritize thinking by directing attention to important information. (Ability to think in a manner to	Explain the students about this ability- When we are busy, emotions remind us about the important work which we have forgotten to do. How can this	25 mi.

	maintain positive emotions and repair negative emotions.)	happen? Because our emotions direct our thinking towards the work which should be done with priority. E.g. – While watching the TV, all of a sudden we get afraid with the thought of pending homework. A teacher gets anxious with the thought of a preparation for tomorrow's session and before that anxiety overcomes his/her happiness, s/he immediately finishes his/her work for the session.	
	Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.	Show film- The Choice. Likely if we pre-think about any emotion which can be felt in coming situation, it can be easy for us while actually experiencing that emotion. If that emotion is positive, then we can extend our thoughts to continue that emotion for long time and if that emotion is negative, we can think upon which thoughts will help us to repair that emotion. Activity- Give them a list of	

		situations in which Hasya or Shanta rasa are experienced. And ask students to answer which thoughts will help them to maintain these emotions.	
	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view. Ability to solve a problem by generating appropriate thoughts.	Discussion- Does it happen with you anytime that you are in very good mood and something happens which turns your Good Mood into a Very Bad Mood? What do you do at such times? If this happens, which of our thoughts can solve this problem and keep our Good Mood intact? Have a discussion on the experiences shared by the children and give their thoughts a right direction. Also discuss how positive emotions such as Hasya and Shanta facilitate our reasoning and problem solving abilities. Give examples from their day to day life.	25 mi.
	Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.		
Day 3	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions.	5 + 5 = 10 mi.

		And conduct the recap.	
	Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving, annoyance and anger, etc.	Discuss- Which words did we use to express Hasya and Shant emotions? Which words help us to recognize these two emotions in our day to day life? Write the words told by students on the board and discuss their shades and difference among them. Which incidences elicit these two emotions- Hasya and Shant? Write these situations on the board and discuss that these situations always lead these two emotions.	25 mi.
	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.		
	Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.	Discuss the situations in which one can experience two feelings at the same time. E.g. - Ganesh is going home from school. He is very hungry. His friends have planned to play cricket today. So he also wants to play with them and have fun. When he reaches home, he sees that his mother has prepared his favorite dish for him. He becomes very	25 mi
	Ability to recognize likely transitions among emotions, such as the		

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		transition from anger to satisfaction, or form anger to shame.	happy and feels love towards his mother. But his mother says that- eat this and immediately start your studies as exam is there in few days. He becomes angry with his mother as he wanted to play with his friends. So now in this situation, Ganesh is feeling two emotions i.e. love and anger at the same time towards his mother. Can you share such examples with me? Ask students the situations in which one can feel today's two emotions (Hasya & Shant) with other emotions. Also discuss transitions of emotions. How one emotion evolves from the other? Story- Dinu's Letter	
Day 4		Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
		Ability to stay open to feelings, both those that are pleasant and those	Feelings are not bad. Acceptance is important. Accept that I am angry or sad. It will not show that you are	15 mi.

	that are unpleasant.	weak. You can simply say a person that I am angry with you so leave me alone. I need some time to get out of this otherwise I may hurt you. If we see something which is amazing, it is absolutely to express wonder. Don't think that what others will say. Let them say what they want. In other countries people respect your emotions. Show fear video- in that acceptance of fear saves him from accident.	
	Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.	What will happen if we continue any emotion for long? Get the answers from children. Tell me the situations when certain emotion is not right to show. In this case to hide that emotion, what will you do? How will you extend your positive feelings to take benefit of them? How to get out of negative emotion? Play a game in which one person will be blindfold. S/he will try to catch students. Space to play will be restricted. Whomsoever s/he	35 mi.
	Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are.		

Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.	touches, s/he will utter any emotion. that student will have to tell what will s/he do to extend that emotion if it is a positive one and what will s/he do to detach from that emotion if it is a negative one. Write situations on piece of paper in which positive or negative emotions come. Fold those papers and give them to the kids.	

Session	Content	Activity	Timing (Minutes)
Veer & Raudra (Courage- pride, confidence, & Anger- irritation, stress)			
Day 1	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to identify emotion in one's physical states, feelings, and thoughts.	Feeling flashback game- Show them different expressions (faces, gestures, designs) of emotions on screen and ask them when did he/she experience such emotion? What was the situation? What were the changes in his/her body when	25 mi.
	Ability to identify emotions in other people, designs,		

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	artwork, etc. through language, sound, appearance, and behavior.	he/she experienced such emotion? Which thoughts come to your mind before and after expressing such emotion? Which signs on the faces helped you to identify such emotion? What are the gestures related to such emotion? What are the changes in our voice while expressing such emotion?	
	Ability to express emotions accurately and to express needs related to those feelings.	Show them pictures of different Shades of Anger- 1.Annoyance, 2.Irritation, 3.Frustration, 4.Anger, 5.Rage.	25 mi.
	Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings.	Game- *Mirror of the emotion*- Ask them to tell freely that who gets angry soon and frequently. Then make a half circle and ask that student to stand in front of the circle. And ask him to show different expressions of anger and other students will copy him/her like his/her mirror. Now ask all to sit down and show a film- Watch Your Feelings. Now distribute a paper on which few situations will	

		be given and in front of them 1 to 4 ratings will be given like- 1-little angry, 2. little more angry, 3. More angry, 4. Very angry. and students will have to rate their anger as per the situation and next to it one more column will be given in which students will have to write that how will they express their anger.(sheet name 'My Anger') If students are unable to complete it in a time then they can do it at home. And ask them to bring a sheet in next session.	
Day 2	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Emotions Prioritize thinking by directing attention to important information. Ability to think in a manner to maintain positive emotions and repair	Show the story- A Brave Ant. And discuss that how did that ant maintain her confidence? Which thoughts help her to maintain her confidence? Have you experienced such situation in your life? What did you do at that time? Which	25 mi.

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	negative emotions.	thoughts helped you? Can you tell me the situations where you controlled your anger with certain thoughts?	
	Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.		
	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view. Ability to solve a problem by generating appropriate thoughts.	Show Repairing Anger story. Discuss- because of an Angry King, Pradhan could also be angry with the king's decision. But instead of being angry, he thoughtfully solved the problem. What thoughts will you prefer to control your anger and maintain your confidence? Give a list of situations to the students in which they have to tell	25 mi.
	Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.	their thoughts to repair anger, maintain courage and confidence, and solve problem. Give one example for understanding- Seema is always angry with her young sister as she interferes a lot in Seema's work. But today how the positive thinking help Seema to	

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		overcome her Anger.	
		Show video- A Brave Shailendra.	
Day 3	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving, annoyance and anger, etc.	Show movie- 'Raju story' Discuss- Which words express emotion 'Anger'? Which incidences generate Anger? Which words are used to express courage? Which situations create emotion of 'courage'? Write these on board. And discuss common factors for emotions- anger and courage?	25 mi.
	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.	Anger is frequently viewed as arising from the perception of injustice, sadness arising from loss, fear from threat, and so forth.	
	Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a	Emotions tend to occur in patterned chains. E.g. - anger can intensify to rage and once expressed, transform to satisfaction or to guilt, depending upon the circumstance.	

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	combination of fear and surprise.	transitions- Small disputes among neighbors (near farms) turns into rage and the life threatening fighting starts. We get angry with the injustice at first stage then our thoughts give us the direction and then that anger turns into courageous behavior and we fight against the injustice. Our irritation turns into anger and then anger reaches to rage. And at this stage we don't understand and control our own aggressive behavior. E.g. – Your young brother/sister switches on the TV with a loud volume when you are studying. You get irritated and tell him/her to reduce the volume. S/he doesn't pay attention to what you are saying. You get angry upon him/her and you shout at him/her. But s/he is indulged in watching the TV. You again shout at him/her for 2-3 times and then you get so angry that you start beating him/her. So control your	
	Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or form anger to shame.		

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		anger before it turns into the rage so that we can save us from misfortune. Show video- Kayar Ki Bahaduri- learning- where to show your emotion and where not.	
Day 4	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.	Give a sheet on which some sentences are given and students have to agree or disagree to them by selecting YES or NO. This sheet measures whether the children openly accept their feelings or not.	
	Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are.	We should be able to engage or detach from the emotion as per the situation. E.g. - You had an argument with your parents at home. Then you go to school. Are you going to continue that mindset at school? No. Many times it happens that we carry such emotion	

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		with us and we also have fight with our friends at school. Another Example- You are going for an exam. You meet with an accident on road where you are not at fault. Then you have a big quarrel with that person. You get very angry. Now getting angry in such situation is but obvious. But if you carry that anger with you then you will have a great loss at your exam. Right? So it is very important to get detached from that anger after leaving that accident place. Now ask students some questions based on some situations and students have to answer them. Ask them to raise their hand for giving the answer. Refer doc.	
	Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or	Show video- Anger control, Snake and Anger Discuss about the tricks to control your anger as well as over courage. - When you are angry- 1. Count numbers from 10 to 1, 2. Deep	

	reasonable they are.	breath, 3. Sing your favorite song in
	Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.	a mind, 4. Find some words such as 'control'/ 'cool'. (give example of 'three ediots movie- "All is Well") say these words to yourself many times when you are angry. Ask children if they think of some tricks.

Session	Content	Activity	Timing (Minutes)
Adbhuta & Karuna (Wonder- curiosity, mystery & Sadness- compassion, pity, sympathy)			
Day 1	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to identify emotion in one's physical states, feelings, and thoughts.	Ask students to say one and two numbers one by one. Then tell them that students who said one number will express Adbhut rasa and two	25 mi.
	Ability to identify emotions in other	number students will express karun rasa without uttering a word	

	people, designs, artwork, etc. through language, sound, appearance, and behavior.	(silently). Then ask all to mix together and walk randomly. And at one point say Stop and turn in 180 degrees. And identify emotion expressed by a next person. Make a circle and have discussion- could you identify the emotion? Who had difficulty in identifying the emotion and why? Which thoughts were coming to your mind when you were expressing the emotion? What were your gestures? What happens to your body when you experience these emotions in your life? Which are the situations when do you express these two emotions?	
	Ability to express emotions accurately and to express needs related to those feelings.	Make four groups and give them emotions and ask them to create situations in which that emotion will be expressed. Other students will identify that emotion. Then all will have discussion on- did that student/group enacted perfectly that emotion or you would like to add or change something in it. How can	25 mi.
	Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings.		

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		you identify dishonest emotion? What are other situations where you experience such emotion?	
Day 2	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Emotions Prioritize thinking by directing attention to important information. Ability to think in a manner to maintain positive emotions and repair negative emotions.	Sadness and surprise- which of this emotion is a positive one and which is negative? If sadness is a negative one, then what will happen if we do not experience this emotion? (Ans.- I wouldn't be able to improve my work. I will not understand the importance of my dear ones. I will	25 mi.
	Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.	become terrorist. I will not have compassion towards anyone. I will not hesitate to bother anyone, etc.) And now tell me what will happen if I continue experiencing this emotion for long time? (Ans.- I will not be able to perform any task. It will hamper my performance. It will affect my relationships. And very importantly- IT WILL LEAD	

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		TO DEPRESSION!!) Then how to come out of sadness? Which thoughts will help us to come out of the sadness? E.g.- I am not the only one experiencing such situation. Hey God, Please help me to come out of this situation. Whatever is destined to happen is going to happen, I should accept this and move ahead. etc.	
	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view. Ability to solve a problem by generating appropriate thoughts.	Show a film sadness problem solving. And ask such solution which will help them to come out of sadness if they ever face it again. Give a list of situations and ask how will they solve a problem by generating appropriate thoughts Refer Docs	25 mi.
	Emotional states differentially encourage specific problem approaches such as when happiness		

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	facilitates inductive reasoning and creativity.		
Day 3	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving, annoyance and anger, etc.	What happens when you feel emotion of surprise? What changes you feel in your body, facial expression as well as in your gestures? Which words do you use when you are surprised? How to identify that you are sad? Many times it happens that you cannot identify that you are sad. Your	
	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss	father scolds you in front of your friends. What happens after that? When father goes out, you scold on your younger sibling or on mother. You say that I don't want to eat anything. Don't talk to me. Here are you angry with your father or sad? The answer is SAD. If you were angry, you would have reacted to him immediately.	

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		Because we have seen that anger forces you to do something. Right? Here you are not angry but sad. Many times we are unable to identify our emotion and therefore we don't understand how to tackle with that emotion. If you could understand that you are sad, you can express that emotion and can feel better. You can cry in front of your mother or when you are alone. You can write down your feelings.	
	Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.	Discuss- Which emotions they experienced simultaneously? Transitions of emotions. Which words do they used to express those emotions? Write down on board- simultaneous emotions, transitions of emotion and words and discuss in which incidences they experience such a mixture of emotions.	
	Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or form anger to shame.		

Day 4	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.	You have to act a situation happened in your life. For which you can take help of your friends. But before that you have to decide a situation then you have to tell me how many people you need to act this situation. Situation must be of either Surprise or Sad emotion.	20 mi.
	Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.	Now you tell me the situations where we cannot express surprise or sadness? Now to control these emotions in such situations, what shall we do?	10 mi.
	Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are.	Which things help to reduce sadness?- Thinking about different topics, listening the music, watching TV, talking to friends, talking with mother/father, hugging to mother, Stopping negative self-talk, distract yourself (by game,	20 mi.

Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.	jokes, etc.), by writing, getting enough sleep, forgive others, exercise, etc. refer doc.	

Session	Content	Activity	Timing (Minutes)
Bhayanaka & Vibhatsa (Fear- anxiety, worry & Disgust- depression, self-pity)			
Day 1	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to identify emotion in one's physical states, feelings, and thoughts.	Discuss what happens to us when we are afraid of something. In which situations do we get afraid? Make a list of physical signs when we experience fear. Discuss what is Vibhatsa (Disgust)? Have you ever experienced such emotion in your life? When? What happen to you	25 mi.
	Ability to identify emotions in other people, designs, artwork, etc. through		

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	language, sound, appearance, and behavior.	when you experienced such emotion? Give a doc to solve. Share experiences.	
	Ability to express emotions accurately and to express needs related to those feelings.	Show facial expressions showing fear and disgust. And match those expressions with the list on board. Now sit in a circle and ask each child to share their real life experience of fear or disgust with all.	25 mi.
	Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feelings.		
Day 2	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Emotions Prioritize thinking by directing attention to important information. Ability to think in a manner to maintain positive emotions and repair negative emotions.	Many times it happens that we experience any situation which makes us feel afraid or disgust and we find it difficult to come out of that emotion. While doing any other activity or while sleeping that emotion peeps into our mind. Has it happen to you ever? Write those situations on board. Discuss about	25 mi.
	Emotions are		

	sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.	it. Then in such cases which thoughts will help us to come out of that emotion? Discuss. Give a list of situations and ask them to write their thoughts	
	Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view. Ability to solve a problem by generating appropriate thoughts.	It happens in our life that some problem arises due to our emotion fear. And problem is not solved unless we minimize our fear. So in such situations which thoughts will help you to reduce the fear and solve the problem? Sit all children in a circle. Put a wooden stick in the middle. Ask children that- I am going to spin this stick. Ones it is stopped, I will give a situation and a child who is pointed by the stick will give me the answer. You have to tell me which of your thoughts will reduce your feeling of fear and/or disgust in that situation. And which thoughts will help you to come out of that emotion.	25 mi.
	Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.		
Day 3	Diary writing and Recap	Give students their diaries to write their emotional experiences	5 + 5 = 10 mi.

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		happened in between the sessions. And conduct the recap.	
	Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving, annoyance and anger, etc.	Make chits of different emotions and shades of emotions. Children will be seated in a circle. Every child will come one by one and pick two chits from the bowl. Then he/she has to tell the situation in which these two emotions can arise. Have discussion with the other children afterwards on the same emotions.	25 mi.
	Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.		
	Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.	Story writing- Children will sit in a circle. Tell them that we are going to make a story today. It will be a new story made by all of you. Now I will start from my left side. First child will start the story. Every one of us is going to add something in it to take it to the end. Last student will end-up the story.	25 mi.
	Ability to recognize likely transitions among		

	emotions, such as the transition from anger to satisfaction, or form anger to shame.	Discuss- How was the experience? Which emotions and transitions of emotions came in our story? Which emotions were there which were experienced by the person in the story simultaneously?	
Day 4	Diary writing and Recap	Give students their diaries to write their emotional experiences happened in between the sessions. And conduct the recap.	5 + 5 = 10 mi.
	Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.	Tell two stories- One of a deadly ghost and other of a vulgar monster. Exaggerate the things from the stories while telling the stories that children should feel those emotions. After finishing each story, have discussion on- Did you feel to shout during the story (for fear)? Why did you control on your expression? Which body changes did you experience while listening the story? How did you control/manage your emotions?	25 mi.
	Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.		

CHAPTER 4

ANALYSIS AND INTERPRETATION

Data analysis would be done in the form of descriptive analysis and inferential analysis. The descriptive analysis would include Mean, Standard deviation and Overall distribution of the scores. The inferential analysis using various statistical methods like ANOVA, Mixed design ANOVA, etc. would lead to testing of the hypotheses and its rejection or non-rejection. In addition, qualitative analysis of the data would also be done to find some special characteristics of data.

4.1 Data analysis and interpretation scheme explained –

The scheme formulated was as under –

Table 4.1 Data analysis and interpretation scheme explained

Sr. No.	Data Analysis	Expected Outcome	Interpretation
1	Descriptive and inferential analysis of Pre-testing data.	To see whether the Emotional Intelligence of the children is affected due to their Socio-economic status.	Null hypothesis (Hypothesis 1) will be rejected if the obtained p-value is lesser than 0.05. And the null hypothesis will be accepted if the obtained p-value is higher than the 0.05.
2	Pre and post testing scores will be compared for both the schools.	Experimental group students should score higher in the post testing showing the effect of received intervention.	Null hypothesis (Hypothesis 2) will be rejected if the obtained p-value is lesser than 0.05. And the null hypothesis will be accepted if the obtained p-value is higher than the 0.05.

3	The scores obtained by control and experimental group students in the post testing will be compared.	Experimental group students should score significantly higher than respective control group after receiving the intervention.	Null hypothesis (Hypothesis 3) will be rejected if the obtained p-value is lesser than 0.05. And the null hypothesis will be accepted if the obtained p-value is higher than the 0.05.
4	Gender analysis on Pre and Post test scores of both the schools.	To see the effect of Gender on Emotional Intelligence of the students as well as Gender wise differences on the impact of the intervention.	Null hypothesis (Hypothesis 4) will be rejected if the obtained p-value is lesser than 0.05. And the null hypothesis will be accepted if the obtained p-value is higher than the 0.05.

4.2 Descriptive analysis of the data

4.2.1 Pre-testing data of both the Schools

Table 4.2 Pre-testing data of Emotional Intelligence (Appendix A) includes the descriptive analysis of pre-testing of all the participants from both the schools. This table shows the n, Mean, and Standard Deviation of the total sample on Emotional Intelligence. It contains data of the girls and boys from experimental and control groups of both the schools. Then the data of total girls and boys in experimental and control groups is also given.

LSEC School

	Sec 1	Sec 2	Sec 3	Sec 4	Total EI
Boys	10.82	7.41	6.80	10.11	35.14
Girls	10.76	9.75	6.54	11.73	38.78
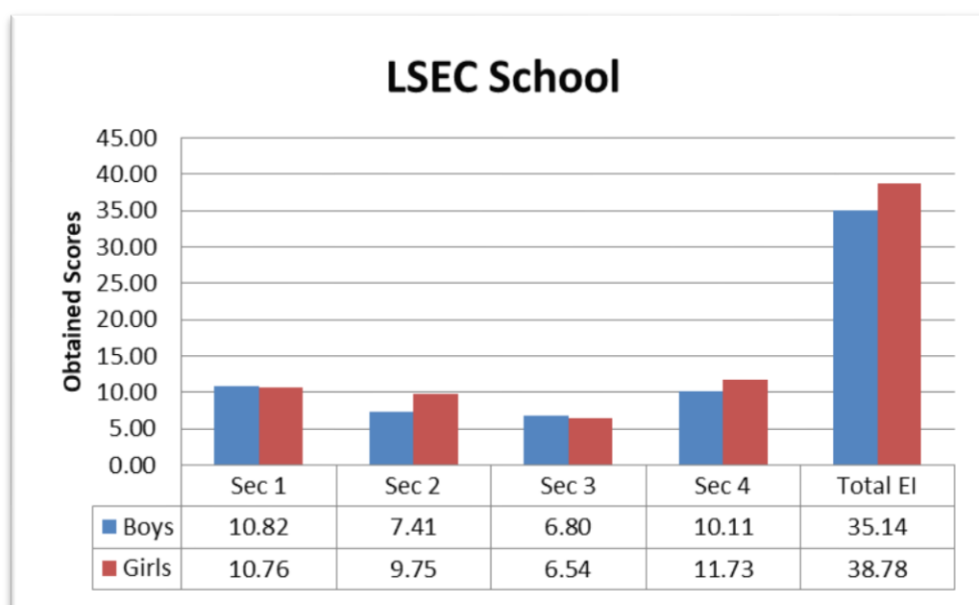
Figure 4.1 LSEC school: Total scores of Girls and Boys on Emotional Intelligence in Pre-testing

Figure 4.1 shows the distribution of scores of Girls and Boys of LSEC School on Emotional Intelligence in Pre-testing. It also shows their distribution of scores on all four branches (sections) of EI. All section scores are out of twenty. Per-twenty scores are considered here to have overall understanding of the distribution. The total score of EI is out of eighty. It is a composite score of Emotional Intelligence drawn from

the scores obtained on four branches. The distribution of scores shows that the Girls have scored higher on the total score of Emotional Intelligence as well as Branch 2 and 4. Girls and Boys both are found to score lower on Branch 3 than the rest of the Branches. Girls and boys have shown almost equal distribution of scores on Branch 1 and 3.

HMSEC School

	Sec 1	Sec 2	Sec 3	Sec 4	Total EI
■ Boys	11.70	9.55	6.94	9.43	37.63
■ Girls	12.09	10.27	7.04	10.95	40.35
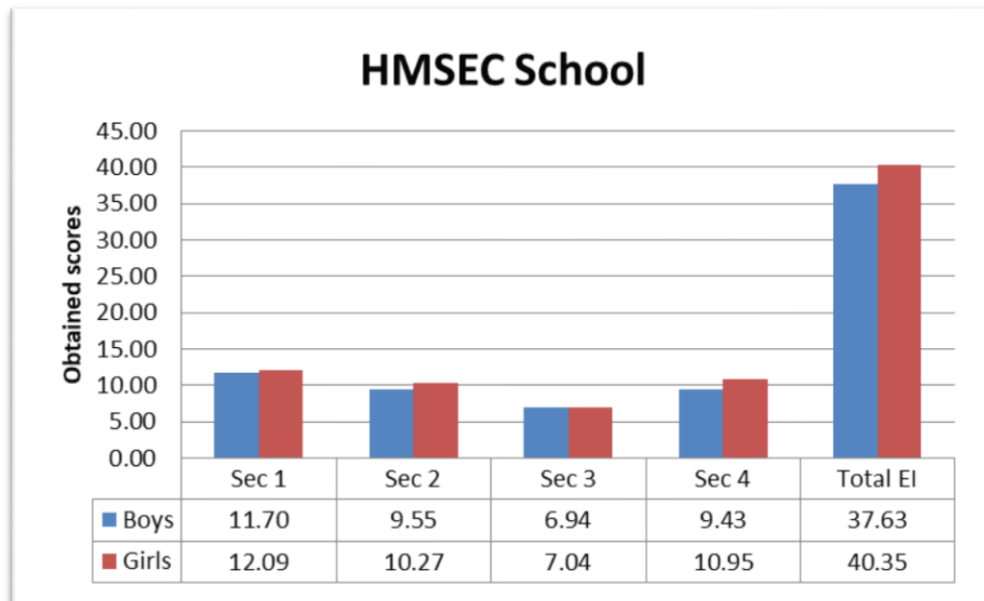
Figure 4.2 HMSEC school: Total scores of Girls and Boys on Emotional

Intelligence in Pre-testing

Figure 4.2 indicates the scores obtained on Emotional Intelligence and its branches (sections) i.e. sections in Pre-testing by Girls and Boys of HMSEC School. The section scores here are all Per-twenty scores whereas the EI score is Per-eighty score. It means that these all means of scores are obtained out of 20 on each branch and the total EI is a composite score obtained by adding the scores of all four branches. Here, Girls are found to score higher than the Boys on Branch 2 and 4 as well as on total score of EI. All the students i.e. Girls and Boys have scored lowered on Branch 3 than

the rest of the Branches. It can be observed through this graph that, the Girls and Boys have scored almost equal on Branch 1 and 3.

LSEC & HMSEC Gender wise data

	Sec 1	Sec 2	Sec 3	Sec 4	Total EI
LSEC School Boys	10.82	7.41	6.80	10.11	35.14
LSEC School Girls	10.76	9.75	6.54	11.73	38.78
HMSEC School Boys	11.70	9.55	6.94	9.43	37.63
HMSEC School Girls	12.09	10.27	7.04	10.95	40.35
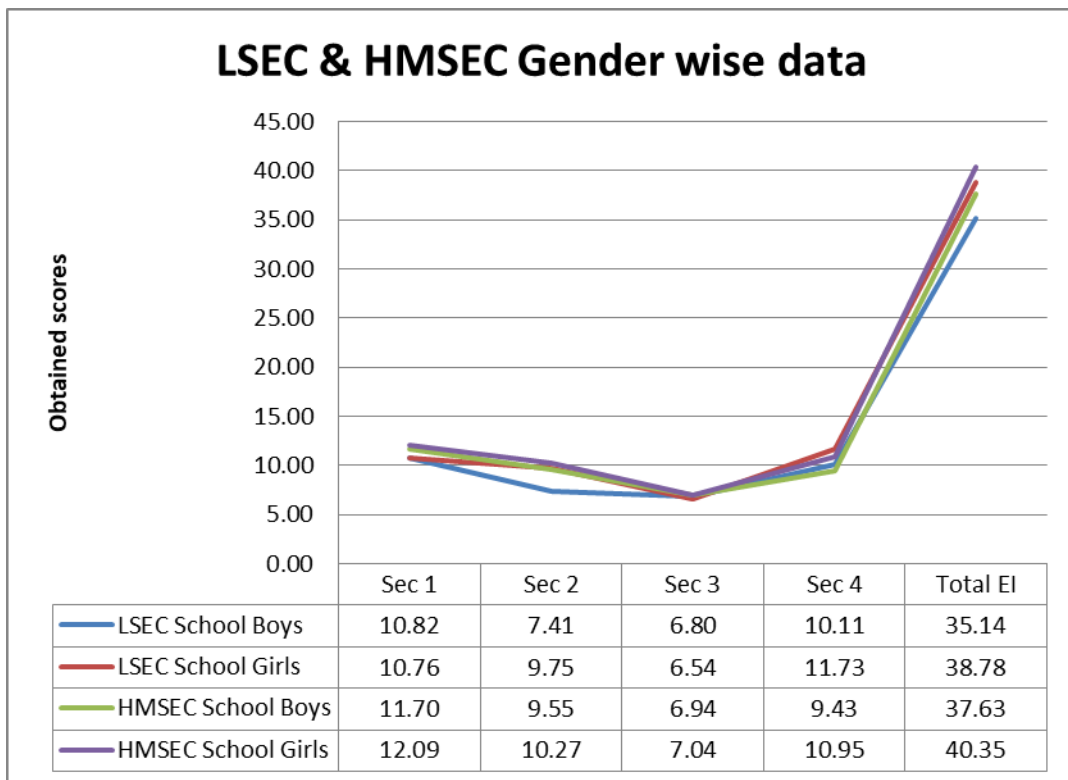
Figure 4.3 LSEC School and HMSEC School: Total scores of Girls and Boys on Emotional Intelligence in Pre-testing

Figure 4.3 shows the distribution of scores of Girls and Boys from both the schools on Emotional Intelligence in Pre-testing. Girls and Boys of HMSEC School are found to score little higher than the Girls and Boys of LSEC on Branch 1 (section 1). Girls from both the schools seem to score higher than the Boys on Branch 4 and on total EI. Girls from HMSEC School have scored higher than all others on all the Branches and on total score of EI except Branch 4. Girls from LSEC are observed to score higher than all others on Branch 4. Boys from LSEC are noticed to score lower than all the other groups on all the Branches and on total score of EI except Branch 4. Boys and Girls from LSEC are seen to score higher on Branch 4 than the Girls and Boys from

HMSEC respectively. All the four groups show similar pattern of the distribution of scores of EI on all the Branches and total score of EI except the boys from LSEC who have scored much lower than the rest of all on Branch 2.

4.2.2 Pre-testing data of General Intelligence

Table 4.3 Pre-testing data of General Intelligence (Appendix A) shows the Means, Standard Deviations and sample size of obtained scores on General Intelligence by Girls and Boys of both the schools.
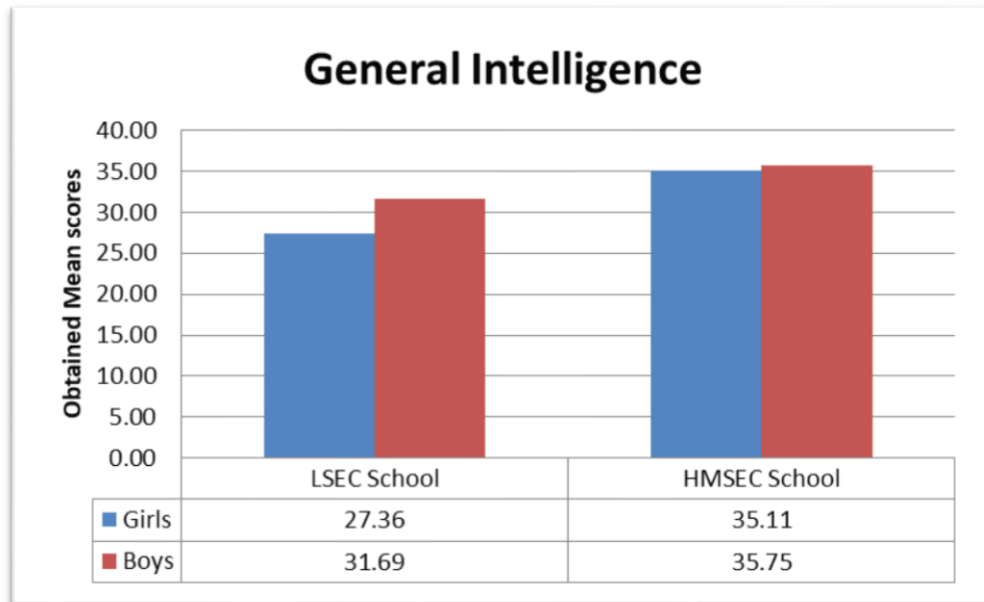
Figure 4.4 Gender wise mean scores of Girls and Boys of LSEC and HMSEC Schools on GI

Figure 4.4 shows the distribution of obtained means of Girls and Boys of both the schools on General Intelligence. Girls and Boys of HMSEC School have scored higher than the Girls and Boys of LSEC School. Girls and Boys of HMSEC School have scored almost equal on the General Intelligence. Boys from LSEC School have found to be scored much higher than the Girls of the same school. The purpose to

assess General Intelligence of the children in present study was to use these scores for matching and assigning children to experimental and control groups. Because as it is seen in the first chapter, understanding, reasoning, Evaluation, etc. or in general terms grasping of an individual depends upon his/her General Intelligence. Hence while assigning children to experimental and control groups, researcher felt it important to match them on their General Intelligence along with their Emotional Intelligence. As the purpose of measuring General Intelligence was only for making experimental and control groups, no further analysis of the scores obtained on General Intelligence is done.

4.2.3 Pre-testing data of Socio-Economic Status

Table 4.4 Pre-testing data of Socio-Economic Status (Appendix A) shows the T-Scores, Means as well as Obtained Social and Economic Status by both the schools. It also gives Means, T-Scores of Socio-Economic Status along with the obtained level of Socio-economic Status by both the schools.

	Social Status	Economic Status	Socio-Economic Status
LSEC	28	45	29
HMSEC	57	60	67

Figure 4.5 School wise mean scores on Socio-Economic Status and its Areas

Figure 4.5 shows the distribution of obtained T-scores based on the means of the samples of children from LSEC School and HMSEC School on SESS. These scores are of the achieved status (as a whole) of our students. Here we can see the difference between the scores of LSEC School and HMSEC School. The scale used to measure socio-economic status provides three statuses- Social, Economic and Socio-economic (SES). The students of LSEC School have obtained Lower Class and students from HMSEC School have achieved 'Middle Class' for Social Status. These classes are given by referring tables from the test manual. These all tables are based on the test norms. HMSEC School students have achieved Higher Middle Class and LSEC School students have achieved Middle Class for Economic Status. But for Socio-Economic Status, LSEC School students have obtained 'Lower Class' and the HMSEC School students have achieved 'Higher Middle Class'.

4.3 Testing of Hypotheses (Inferential Statistics)

Hypothesis 1

Ho – Students from higher middle SES and students from lower SES portray equal distribution of scores on emotional intelligence.

Ha – Obtained scores of emotional intelligence by students from higher middle SES and lower SES portray significant difference.

It is found out from the scores of SES that LSEC School students have achieved Lower Class and the students from HMSEC School have obtained Upper Middle Class (Table 4.4). For testing this hypothesis, scores obtained on Emotional Intelligence of both the schools LSEC and HMSEC obtained on Emotional Intelligence in Pre-testing are compared. This result was found by performing One-Way ANOVA.

Table 4.5 (Appendix A) portrays the obtained Mean, Standard deviation and N of the students from LSEC School i.e. from Lower Socio-Economic Class and students from HMSEC i.e. from Higher-Middle Socio-Economic Class. The Mean, Standard Deviation and N of total sample are also given in this table.
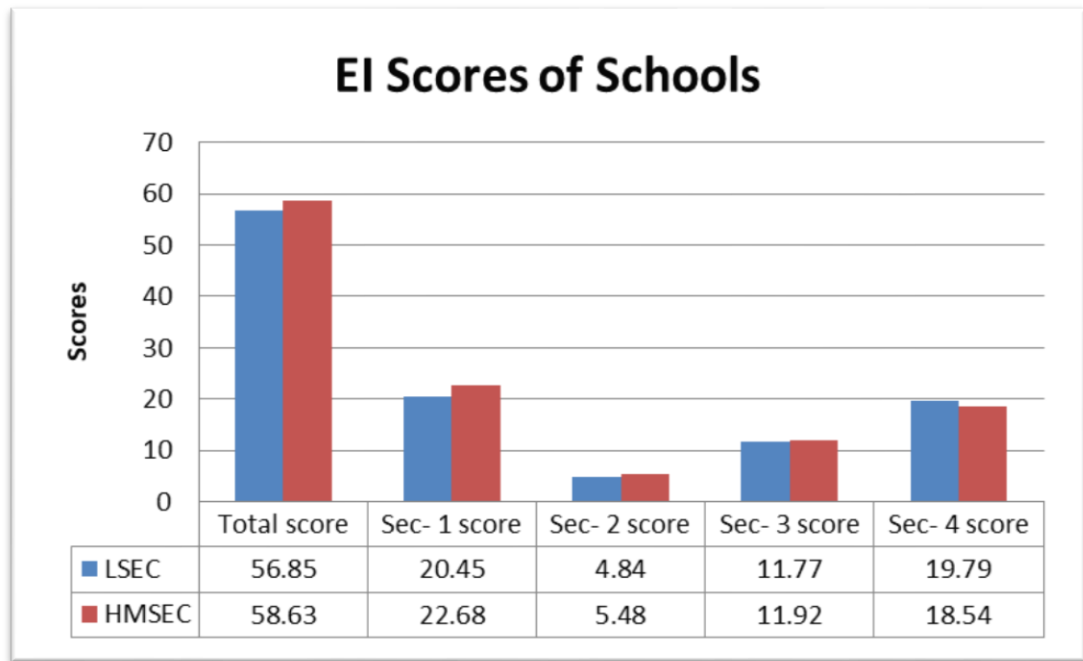
Figure 4.6 Differences between EI of LSEC School and HSEC School

Figure 4.6 shows the graphical presentation of the scores of Emotional Intelligence obtained in Pre-testing by students of LSEC School and students of HMSEC School. Students from HMSEC School are seen to score little higher than the students of LSEC School in Section 1 and Total Score of Emotional Intelligence. Both the schools have found to be scored almost equal in Section 2 and 3. It is observed here that, the students from LSEC School have scored little higher than the students from HMSEC School in Section 4. Let us see that whether these differences are statistically significant or not in further analysis.

Table 4.6 ANOVA: Difference between scores of EI with reference to SES

		Sum of Squares	Degrees of freedom	Mean Square	F value	Significance value
Pre-testing total score* SES	Between Groups Combined	219	1	219	2	**.19**
	Within Groups	34730	276	126		
	Total	34949	277			

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

The obtained significance value is 0.19 (i.e. $p = .19$). This value is greater than 0.05 which is considered as 95% level of confidence. This shows that there is no significant difference between the students from LSEC School and HMSEC School on emotional intelligence in pre-testing.

Hence Null hypothesis is **Accepted**.

Hypothesis 2

Ho – Experimental group students from higher middle SES and experimental group students from lower SES portray equal distribution of scores on emotional intelligence in pre and post testing.

Ha – Experimental group students from higher middle SES and experimental group students from lower SES portray significant difference on emotional intelligence in pre and post testing.

The Pre-testing and Post-testing data of both the schools was analyzed to study this hypothesis. For this purpose 2 X 2 design was used which included two levels of Time i.e. Pre-testing and Post-testing and two Levels of SES i.e. higher middle and lower. The Two-Way ANOVA was calculated to see the results.

Table 4.7 Two-way ANOVA tables to measure effect of intervention

Table 4.7.1 Between-Subjects Factors

		Value Label	**N**
SES	1	LSEC	65
	2	HMSEC	72

This table simply portrays sample of the groups based on Socio-Economic Status i.e. number of students of both the schools having different levels of SES participated in Pre-Post study.

Table 4.7.2 Descriptive Statistics of Pre-testing EI data

SES		Mean	Std. Deviation	N
Pre testing total score	LSEC	57.8000	12.02725	65
	HMSEC	58.9861	10.05188	72
	Total	58.4234	11.00796	137
Post testing total score	LSEC	80.3462	10.73552	65
	HMSEC	93.2431	5.85490	72
	Total	87.1241	10.67291	137

Table 4.7.2 contains Mean, Standard Deviation and n of the groups based on SES in Pre and Post testing.

Table 4.7.3 Test performed to see Between-Subjects effects of SES on EI

	Sum of Squares Type III	Degrees of freedom	Mean Square	F	Significance value
SES	3388	1	3388	21	**.000****
Error	22323	135	165		

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

The effect of Socio-Economic Status on Emotional Intelligence after receiving the treatment i.e. intervention is showed in above table. The results show that the obtained

p value is lesser than .001 i.e. 99% level of confidence (p = .000 i.e. $p < .01$). This indicates that scores of emotional intelligence attained by the students from LSEC School and HMSEC School significantly differ after the intervention program. After observing the obtained Means of LSEC & HMSEC Schools in post-testing (table 4.7.2), it can be interpreted that students from HMSEC School have scored significantly higher on Emotional Intelligence than the students from LSEC School after the intervention program.

Table 4.7.4 Test performed to see within subjects contrasts between Time and SES

		Sum of Squares Type III	Degrees of freedom	Mean Square	F value	Significance value
Time (pre/post)	Linear	55111	1	55111	1898	**.000****
Time (pre-post) * SES	Linear	2342	1	2342	81	**.000****
Error (Time)	Linear	3919	135	29		

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

This table portrays the impact of intervention on Emotional Intelligence of students from experimental groups of LSEC and HMSEC Schools as well as the effect of interaction between Time i.e. Pre-Post and SES on Emotional Intelligence of the

students. This table indicates that the main effect of Time (intervention) is significant at 99% level of confidence (p = .000 i.e. p < .01) and the interaction effect of Time (intervention) and SES is also significant at 99% level of confidence (p = .000 i.e. p < .01).

The significant main effect says that students from experimental groups of both the schools scored significantly different on Emotional Intelligence in pre and post testing. And the linear significant difference indicates that the children from both the schools have scored significantly higher in Time 2 measure (post-testing) than in Time 1 measure (pre-testing). This means the intervention program is found to be significantly effective to enhance Emotional Intelligence of both the Schools i.e. Levels of SES. Hence it can be said that intervention program is found to be effective to enhance emotional intelligence of the students from all the experimental groups irrespective to their SES.

The interaction effect between time i.e. pre-post and SES is also found to be significant. This shows that the effect of the intervention differ significantly for both the schools. As well as increase in the scores of Emotional Intelligence with the Time (i.e. Pre and post testing) depends upon the level of SES. Following graph signifies the effect of interaction very well.
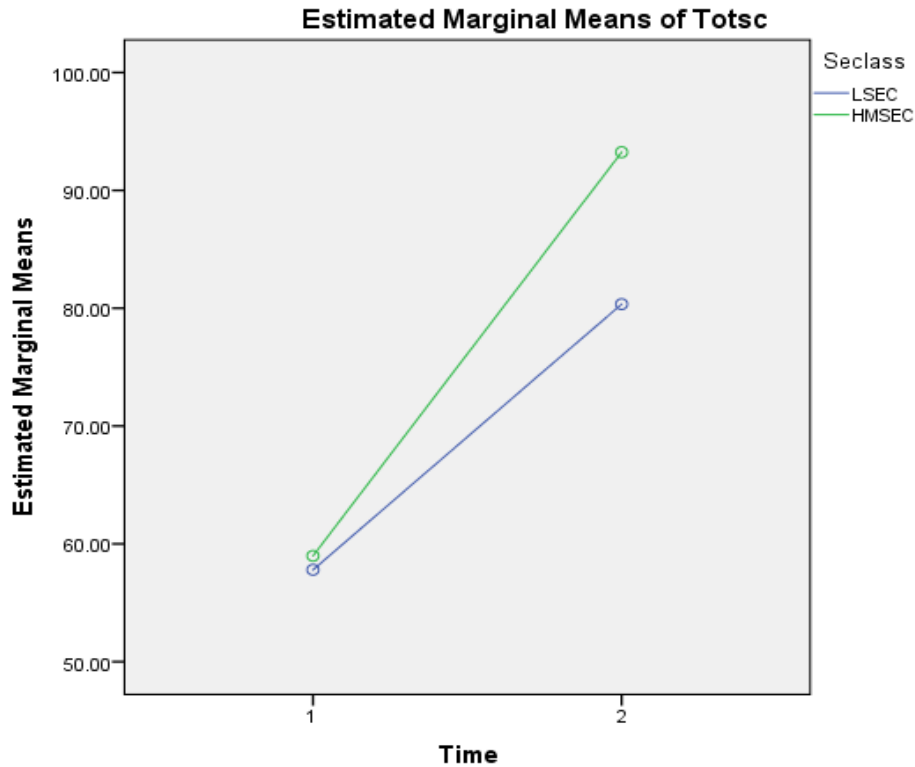
Figure 4.7 Interaction effect between SES and Time (pre-post)

This graph clearly indicates that both the schools i.e. students from different levels (Lower SES and Higher-Middle SES) have scored significantly higher at Time 2 i.e. in Post-testing. But the graph lines are not parallel to each other. This means the increase in the scores of Emotional Intelligence is not equal at Time 2 for schools LSEC and HMSEC. Students from HMSEC School i.e. from Higher-Middle Socio Economic Class have scored considerably higher at Time 2 i.e. in Post-testing than the students from LSEC School i.e. from Lower Socio-Economic Class. The interaction between the growth of the students from HMSEC and from LSEC at Time 1 (Pre-testing) and Time 2 (Post-testing) is found to be significant. The main effects of SES and Time (intervention) on Emotional Intelligence are found to be statistically significant at 99% Level of Confidence. The interpretation is-

1. Students form experimental groups of lower and higher middle Socio-Economic Class, have scored significantly higher on Emotional Intelligence in Post-testing (after the intervention program).

2. The impact of the intervention program on emotional intelligence of the students differs according to their Socio-economic Classes. Students from Higher middle SES performed significantly better than their lower SES counter parts after receiving the intervention program.

Therefore, the Null Hypothesis is **Rejected**.

Hypothesis- 3

Ho- Experimental and control group students show equal distribution of scores on emotional intelligence in the post testing.

H_1- Experimental group students perform significantly better on emotional intelligence than control group students in post testing.

To study the effect of intervention program by comparing scores of Emotional Intelligence of the students from Experimental and Control groups obtained in Post-testing, mixed-design analysis of variance model (Mixed design ANOVA) having 2 X 4 design was carried out. Here in 2 X 4 design, 2 is for two levels of Time i.e. Pre and Post testing scores and 4 is for the four levels of SES- 1. Experimental group from Higher-Middle SES, 2. Control group from Higher-Middle SES, 3. Experimental group from Lower SES, and 4. Control group from Lower SES.

Table 4.8 Difference between control and experimental groups

Table 4.8.1 Between Subject Factors of control and experimental analysis

SES			Value Label	N
LSEC	Group	1	Experimental	65
		2	Control	65
HMSEC	Group	1	Experimental	72
		2	Control	72

This table simply portrays sample of the groups based on Socio-Economic Status i.e. number of students of both the schools from Experimental and Control groups.

Table 4.8.2 Descriptive Statistics of control and experimental groups

Time	Groups	Mean	SD
Lower socio-economic status School			
Pre testing Total score	Experimental (N= 65)	58	12
	Control (N= 65)	56	11
	Total (N= 130)	57	12
Post testing Total score	Experimental (N= 65)	80	11
	Control (N= 65)	51	20
	Total (N= 130)	66	22
Higher middle socio-economic status School			
Pre testing Total score	Experimental (N= 72)	59	10
	Control (N= 72)	58	12
	Total (N= 144)	59	11
Post testing Total score	Experimental (N= 72)	93	6
	Control (N= 72)	57	8
	Total (N= 144)	75	20

Table 4.8.2 represents n, Standard Deviations and Means of all the Experimental and Control groups of both the schools before and after intervention program.

Table 4.8.3 Tests performed to see Between-Subjects Effects between control and experimental groups

Socio-economic status		Sum of Squares Type III	Degrees of freedom	Mean Square	F value	Significance value
Lower SES	Group	15105	1	15105	52	.000**
	Error	37030	128	289		
Higher-middle SES	Group	25219	1	25219	173	.000**
	Error	20670	142	146		

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

The significance values i.e. p values obtained as a difference between the emotional intelligence of the students from control and experimental groups of both the schools after receiving the intervention program i.e. in post testing are specified in above table. The both the p values are found to be statistically significant at 99% level of confidence ($p = .000$ i.e. $p < .01$). After observing the significant values and the Means (table 4.8.2) of the groups it is very clear that the experimental groups have scored significantly better than the control groups irrespective to the Socio-Economic Classes. This means that emotional intelligence is significantly increased after receiving the intervention program in case of students from both Socio-Economic backgrounds i.e. Lower and Higher-Middle Socio-Economic Classes. There is

significant increase in the Mean scores obtained by experimental groups than the Mean scores obtained by respective control groups.

Table 4.8.4 Test performed to see Within-Subjects Contrasts between Time and Groups

		Sum of Squares Type III	Degrees of freedom	Mean Square	F value	Significance value
Lower socio-economic status School						
Time (pre-post)	Linear	4922	1	4922	53	**.000****
Time (pre-post) * Group	Linear	12458	1	12458	134	**.000****
Error (Time)	Linear	11946	128	93		
Higher middle socio-economic status School						
Time (pre-post)	Linear	19619	1	19619	867	**.000****
Time (pre-post) * Group	Linear	22685	1	22685	1003	**.000****
Error (Time)	Linear	3212	142	23		

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

The Main effect of Pre and Post testing i.e. time on Emotional Intelligence of the children as well as Interaction effect between Time and groups is showed in the above table. Here, it is seen in this table that both these effects are significant at 99% level of confidence (p = .000 i.e. p < .01). It is conveyed through the significance of the Main effect of Time on Emotional Intelligence (as seen in table 4.7.3) that both the schools have performed significantly better in Post-testing than Pre-testing.

Significant interaction effect shows that there is interaction between emotional intelligence of control and experimental groups after the intervention. Here, there is increase in the mean scores of one group and little decrease in the mean scores of other group. Referring these results with table 4.7.3 and 4.7.2, it is interpreted that Experimental groups have scored significantly higher than the respective control groups but the performance of the control groups is found to be little poor in Post-testing over Pre-testing. These results can be well understood through the following graphs.
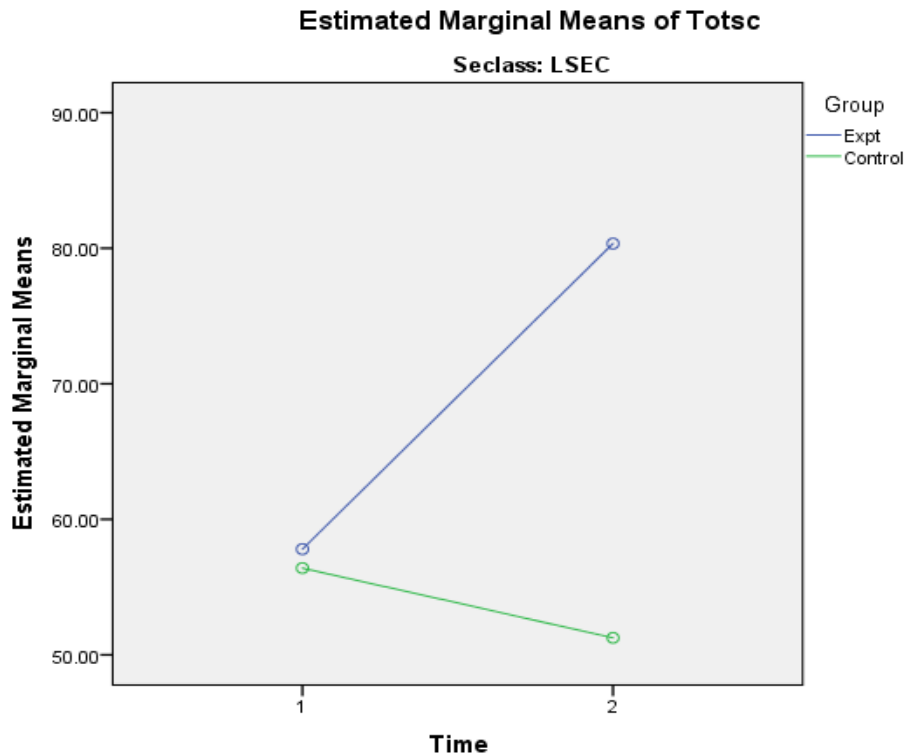
Figure 4.8.1 Interaction Effect between Time and Groups: LSEC School

Here it can be clearly seen through the graph 4.8.1, that the experimental group of LSEC School has performed much better in Time 2 testing i.e. Post-testing but the performance of the control group of the same school has decreased in Time 2 i.e. Post-testing. The interaction effect is found to be statistically significant because the lines showing the performance of the students in Time 1 and 2 for both Experimental and Control groups can intercept with each other if they are extended. Here, the line of the experimental group is positively linear having steeper slop whereas the line of the control group is negatively linear having little slop. The results are discussed in the next chapter.
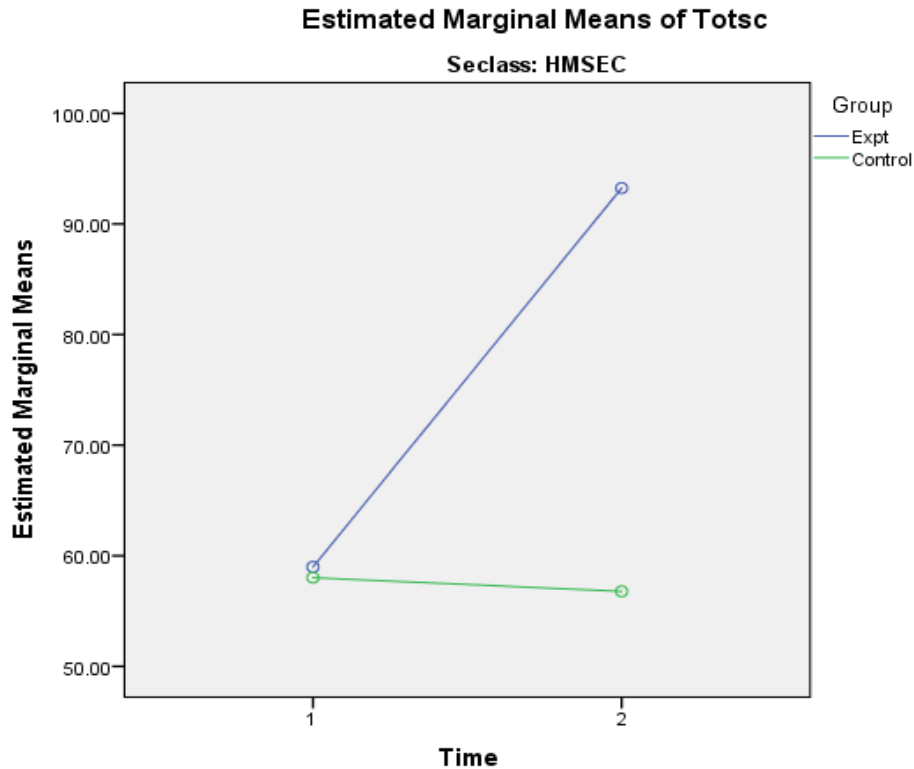
Figure 4.8.2 Interaction Effect between Time and Groups: HMSEC School

The figure 4.8.2 shows similar results as in figure 4.8.1. The performance of the children from HMSEC School on Emotional Intelligence portray almost equal pattern like the children from LSEC School. Here also Experimental group has scored significantly higher in Time 2 testing i.e. Post-testing than the Pre-testing but the performance of the control group has decreased slightly in Time 2 testing than in Time 1. Therefore the interaction effect between them is found to be statistically significant. The significant interaction effect says that the relationship between Time (intervention program) and Emotional Intelligence depends upon the condition- whether the children are from experimental group or from control group. Here, it is observed that, the increase in the scores of Emotional Intelligence after the intervention is only possible when the children are from experimental group.

The results obtained table 4.8.3 clearly indicates that the Experimental groups of both the schools have performed significantly higher than their respective control groups.

Therefore the Null Hypothesis is **Rejected.**

Hypothesis 4

Ho- Girls and boys show equal distribution of scores on emotional intelligence in pre and post testing.

Ha- Girls and boys significantly differ on emotional intelligence in pre and post testing.

To study this hypothesis, Analysis was done in three parts-

1. Effect of Gender on Emotional Intelligence was calculated using the scores of Girls and Boys of both the schools on Emotional Intelligence obtained before the Intervention Program (Pre-testing i.e. Time 1).

2. Effect of Gender on the impact of intervention program in terms of their obtained scores on Emotional Intelligence after receiving the Intervention Program was analyzed. This analysis was done analyzing the data of the children from experimental groups after going through the intervention program.

3. Obtained scores of girls and boys from both control and experimental groups of both the schools were also scrutinized to see the impact of gender in post testing.

Results were found using two-way and mixed-design analysis of variance model (Mixed design ANOVA). For the purpose, groups of Girls and Boys from both the

schools were taken into consideration. Separate analysis was done for all three above mentioned parts.

Part 1

Part 1 measures effect of Gender on Emotional Intelligence was calculated using the scores of Girls and Boys of both the schools on Emotional Intelligence obtained before the Intervention Program (Pre-testing i.e. Time 1).

Table 4.9 Analysis to see the effect of Gender on Emotional Intelligence

Table 4.9.1 Descriptive Statistics of Total Girls and Total Boys at pre-testing

Gender	N	Mean	SD
Boy	130	55.4731	11.24870
Girl	148	59.8193	10.85424
Total	278	57.7869	11.23250

Table 4.9.1 shows mean scores of Emotional Intelligence obtained by all Girls (from both the SES) and all boys (from both the SES). This table also contains their obtained SD and N of the sample.

Table 4.9.2 Between-group (Gender) differences in total sample on EI at Pre-testing (ANOVA)

		Sum of Squares	Degrees of freedom	Mean Square	F value	Significance value
Pre testing Total score * Gender	Between Groups combined	1307	1	1307	11	**.001****
	Within Groups	33642	276	122		
	Total	34949	277			

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

The difference between Emotional Intelligence of Girls and Boys in pre-testing i.e. before the intervention program is found to be statistically significant at the 99% ($p <$ .01) level of confidence. The Girls (table 4.9.1) (M = 59.82) have scored significantly higher than the boys (M = 55.47) before the intervention program.

Table 4.9.3 Descriptive statistics of Girls and Boys from different SES

SES		N	Mean	Std. Deviation
LSEC School	Boy	66	54.6970	12.16817
	Girl	66	59.0114	10.62430
	Total	132	56.8542	11.58288
HMSEC School	Boy	64	56.2734	10.24915
	Girl	82	60.4695	11.05768
	Total	146	58.6301	10.87699

Table 4.9.3 Indicates N of the sample and obtained Means as well as SDs by Girls and

Boys from both the schools before the intervention program i.e. at pre-testing.

Table 4.9.4 Between-group (Gender) differences on EI at Pre-testing with

reference to SES (ANOVA)

		Sum of Squares	Degrees of freedom	Mean Square	F value	Significance value
Lower socio-economic status school						
Pre testing Total score * Gender	Between Groups (Combined)	614	1	614	5	**.032***
	Within Groups	16961	130	131		
	Total	17575	131			
Higher middle socio-economic status school						
Pre testing Total score * Gender	Between Groups (Combined)	633	1	633	6	**.020***
	Within Groups	16522	144	115		
	Total	17155	145			

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

Difference between the scores of girls and boys on emotional intelligence in pre-testing is seen in above table. This difference is found to be significant at 95% level of confidence in case of both the schools. Girls from both the schools i.e. both the levels of SES scored significantly higher in pre testing than the respective groups of Boys (table 4.9.3).

Part 2

Part 2 analyses effect of Gender on the Emotional Intelligence after the Intervention Program. This analysis was done only for the children from experimental groups to see the effect of gender on the impact of Intervention Program. Mixed-design ANOVA is used here to see the difference between girls and boys on emotional intelligence in post testing i.e. after receiving the intervention program.

Table 4.9.5 SES wise descriptive Statistics of EI of Girls and Boys at post-testing

(only Experimental Groups)

Groups	Boys (B)/ Girls (G)/ Total (T)	Mean	Std. Deviation
Lower socio-economic status School			
Pre testing Total score	B (N= 31)	57	14
	G (N= 34)	58	10
	T (N= 65)	58	12
Post testing Total score	B (N= 31)	76	12
	G (N= 34)	84	8
	T (N= 65)	80	11

Higher middle socio-economic status School			
Pre testing Total score	B (N= 32)	57	10
	G (N= 40)	61	10
	T (N= 72)	59	10
Post testing Total score	B (N= 32)	95	5
	G (N= 40)	92	6
	T (N= 72)	93	6

Above table indicates the obtained Means, Standard Deviations, and Ns of the groups of Girls and Boys of both the schools before and after intervention program. Here, one thing can be noticed that, the standard deviations of obtained scored of children from HMSEC School in Post testing are low than the others. It means that these students have scored almost homogeneously after receiving the intervention program i.e. in the post-testing.

Table 4.9.6 Test performed to see Between-Subjects Effects of Gender on EI

SES		Sum of Squares Type III	Degrees of freedom	Mean Square	F value	Significance value
Lower	Gender	642	1	642	3	**.093**
	Error	13943	63	221		
Higher middle	Gender	18	1	18	.167	**.684**
	Error	7720	70	110		

* Shows significance at 95% level of confidence

The results of ANOVA calculated to see the differences between the Girl and Boys of both the schools in Post-testing are shown in above table. It is seen here that the emotional intelligence of girls and boys do not differ significantly after going through the intervention program. The Girls (refer table 4.9.5) have scored higher than the Boys in pre-testing of both the schools and post-testing of LSEC school but the difference is not found to be significant. Therefore gender has no significant impact on the scores of Emotional Intelligence after the Intervention Program. This is the case with the students from both the levels of Socio-Economic Status i.e. lower and higher middle.

Table 4.9.7 Test performed to see Within-Subjects Contrasts of Time and Gender

SES			Sum of Squares Type III	Degrees of freedom	Mean Square	F value	Significance value
Lower	**Time (pre-post)**	Linear	16273	1	16273	595	**.000****
	Time (pre-post) * Gender	Linear	325	1	325	12	**.001****
	Error (Time)	Linear	1725	63	27		

Higher middle	Time (pre-post)	Linear	42556	1	42556	1937	.000**
	Time (pre-post) * Gender	Linear	331	1	331	15	.000**
	Error (Time)	Linear	1538	70	22		

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

It is seen through above table that the impact of Time i.e. pre and post testing is found to be significant at 99% level of confidence in case of girls and boys from experimental groups of both the schools (p = .000 i.e. p < .01). The interpretation of this is- all the experimental groups of both the schools have performed significantly better in post-testing i.e. after the Intervention Program than the pre-testing i.e. before the Intervention Program.

Interaction effect between Time and Linear Gender is found to be statistically significant (p = .001 for LSEC & p = .000 for HMSEC; p < .01 for both the schools). Significant main effect between Gender and Time Linear indicates that there is linear increase or enhancement in Emotional Intelligence of Girls and Boys after receiving the Intervention Program but significant interaction effect shows that this increase is not equal for Girls and Boys. This can be understood better after seeing the following graphs for both the schools.
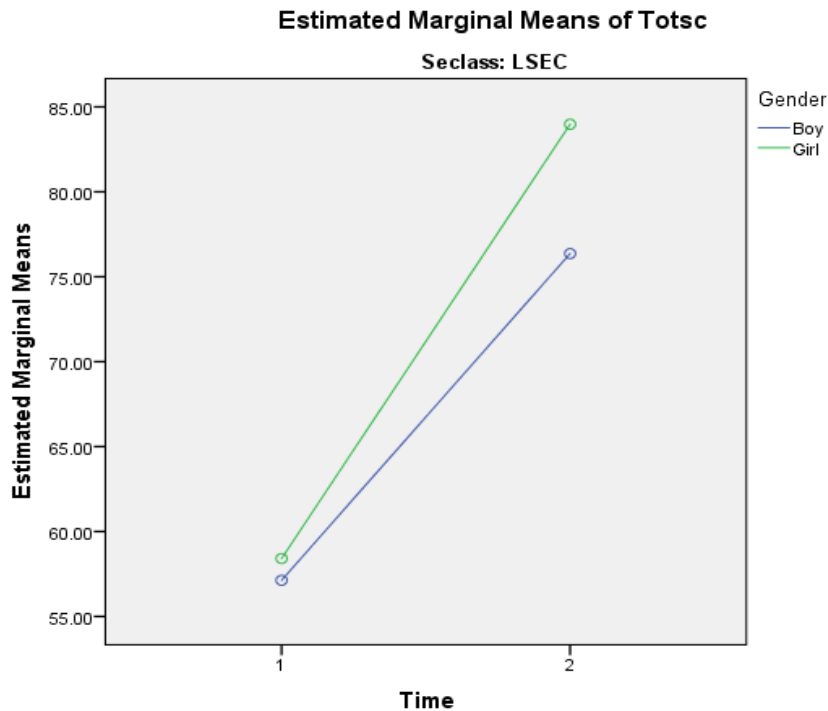
Figure 4.9.1 Interaction Effect between Time Linear and Gender: LSEC School

The figure 4.9.1 shows that there is linear increase in the Emotional Intelligence of both the groups i.e. Girls and Boys from LSEC School in Time 2 i.e. post-testing than Time 1 i.e. pre-testing. But this increase is not equal for Girls and Boys (lines are not parallel). Here, Girls have scored higher than the boys in both Time 1 and Time 2 testing, but they have scored much higher than the boys in Time 2. The lines indicating the scores of Girls and Boys can cross each other if they are extended down therefore the interaction effect is found to be significant here. Here the degree of increase in the scores of Emotional Intelligence after the intervention program depends upon the Gender. Following observations are obtained through the significant interaction effect between Time and Gender-

1. The difference between the scores of Emotional Intelligence measured at Time 1 (pre-testing) and Time 2 (post-testing) was greater for Girls than the Boys.

2. The Emotional Intelligence of Girls and Boys differ greatly at Time 2 measure than the Time 1.

3. Girls and Boys performed almost equal on Emotional Intelligence at Time 1 measure i.e. in pre-testing but Girls performed considerably better than Boys at Time 2 measure i.e. post-testing.
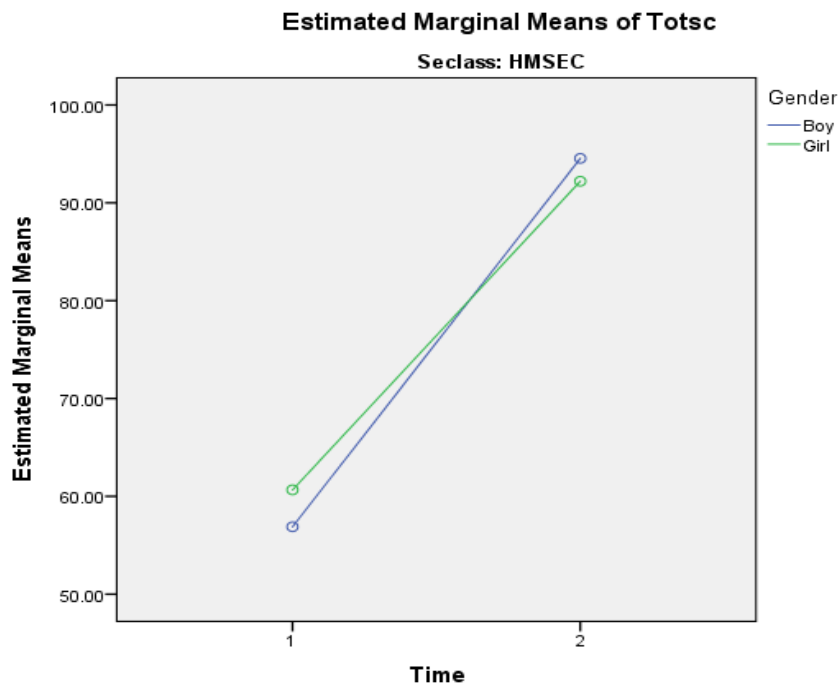

Figure 4.9.2 Interaction Effect between Time Linear and Gender: HMSEC School

This graph (4.9.2) indicates the scores of Girls and Boys from HMSEC on Emotional Intelligence in Time 1 (pre-testing) and Time 2 (post-testing) measures. Both the lines in the graphs have increased linearly in Time 2 measure. Girls have scored little higher in the Time 1 (pre-testing) measure than boys but boys have scored little higher than the girls in Time 2 (post-testing) measure. Therefore the graph lines of Boys and Girls have crossed in this graph. Hence the interaction effect is found to be significant

here. Though there is positive linear increase in the Girls' and Boys' Emotional Intelligence from this school, Boys have performed well than the Girls after the Intervention Program. Following observations are made based on the significant interaction effect between Time and Gender-

1. Difference between the scores of Emotional Intelligence at Time 1 (pre-testing) and Time 2 (post-testing) measures was greater for Boys than the Girls.

2. The Boys in the experimental group had performed lower than the Girls at Time 1 measure (pre-testing) but they improved their performance at Time 2 measure (post-testing) than the Girls on Emotional Intelligence.

Part 3

Part 3 measures the gender wise difference between the Emotional Intelligence in pre (Time 1) and post (Time 2) testing i.e. before and after the intervention program. Here the difference between Emotional Intelligence between all girls and all boys from LSEC School irrespective to their control or experimental groups as well as all girls and all boys from HMSEC School irrespective to the control and experimental groups is analyzed using Mixed-design ANOVA.

Table 4.9.8 Descriptive statistics of all Girls and Boys from both SES at Post-testing

SES			Mean	Std. Deviation	N
LSEC	PreTotsc	Boy	55.1289	12.07294	64
		Girl	59.0114	10.62430	66
		Total	57.1000	11.48282	130
	PostTotsc	Boy	60.6094	24.71616	64
		Girl	70.8371	16.47571	66
		Total	65.8019	21.48175	130
HMSEC	PreTotsc	Boy	56.2734	10.24915	64
		Girl	60.2875	10.95612	80
		Total	58.5035	10.79809	144
	PostTotsc	Boy	74.1055	21.52946	64
		Girl	75.7344	18.07694	80
		Total	75.0104	19.63144	144

The Means, SDs, and n obtained by the Girls and Boys from HMSEC School and LSEC School before and after the Intervention Program are stated in the above table. Here, the data shows the combined scores of Girls and Boys from both control and experimental study groups.

Table 4.9.9 Test performed to see Between-Subjects Effects of Gender on EI

SES		Sum of Squares Type III	Degrees of freedom	Mean Square	F value	Significance value
Lower	Gender	3235	1	3235	9	.004**
	Error	48900	128	382		

Higher	Gender	566	1	566	2	**.185**
middle	Error	45322	142	319		

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

Table no. 4.9.9 states that significant difference is obtained at 99% level of confidence ($p < .01$) between the emotional intelligence of all girls and all boys from LSEC School after the intervention program. But the Boys and Girls from HMSEC School do not differ significantly on emotional intelligence after receiving the intervention program ($p > .05$).

Table 4.9.10 Test performed to see Within-Subjects Contrast Time and Gender

SES			Sum of Squares Type III	Degrees of freedom	Mean Square	F value	Significance value
Lower	Time (pre-post)	Linear	4866	1	4866	26	**.000****
	Time (pre-post)* Gender	Linear	654	1	654	4	.063
	Error (Time)	Linear	23750	128	186		

Higher middle	Time (pre-post)	Linear	19689	1	19689	108	**.000****
	Time (pre-post)* Gender	Linear	101	1	101	.557	.457
	Error (Time)	Linear	25795	142	182		

* Shows significance at 95% level of confidence

** Shows significance at 99% level of confidence

Table 4.9.10 indicates that the difference between pre-post scores of both Girls and Boys from both the schools is significant at 99% level of confidence ($p < .01$). Here, because of the performance of the experimental groups of Girls and Boys of both the schools the Mean of their total group is pulled towards high. And hence the difference between the pre and post test scores of all Girls and all Boys from both the schools is found to be significant here. Interaction effect is not found to be significant for both the schools. Let's see the graphical representation of this result-
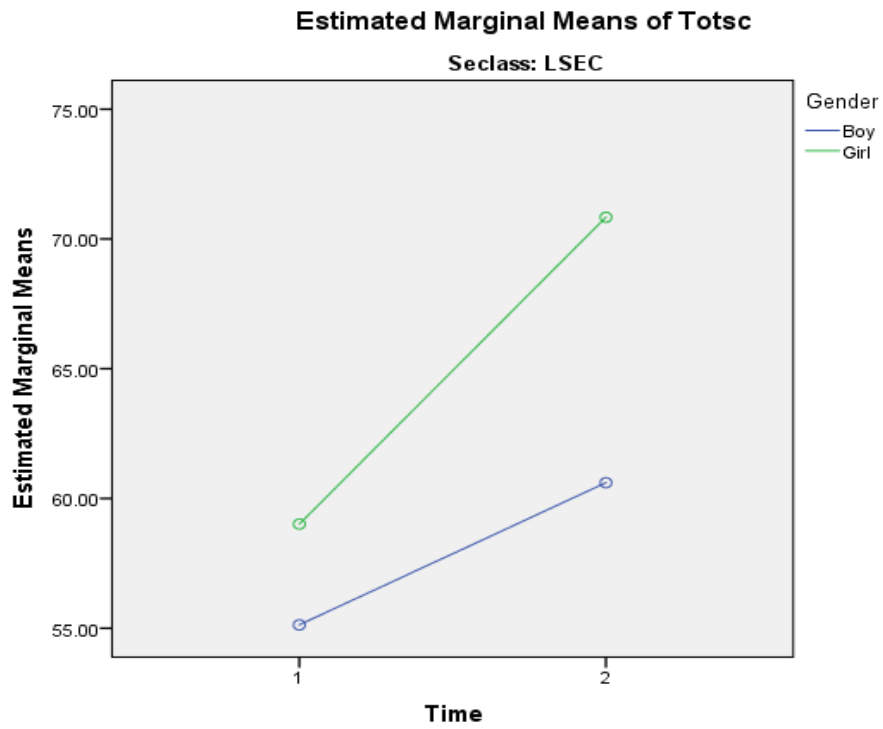
Figure 4.9.3 Performance of all Girls and all Boys from LSEC School
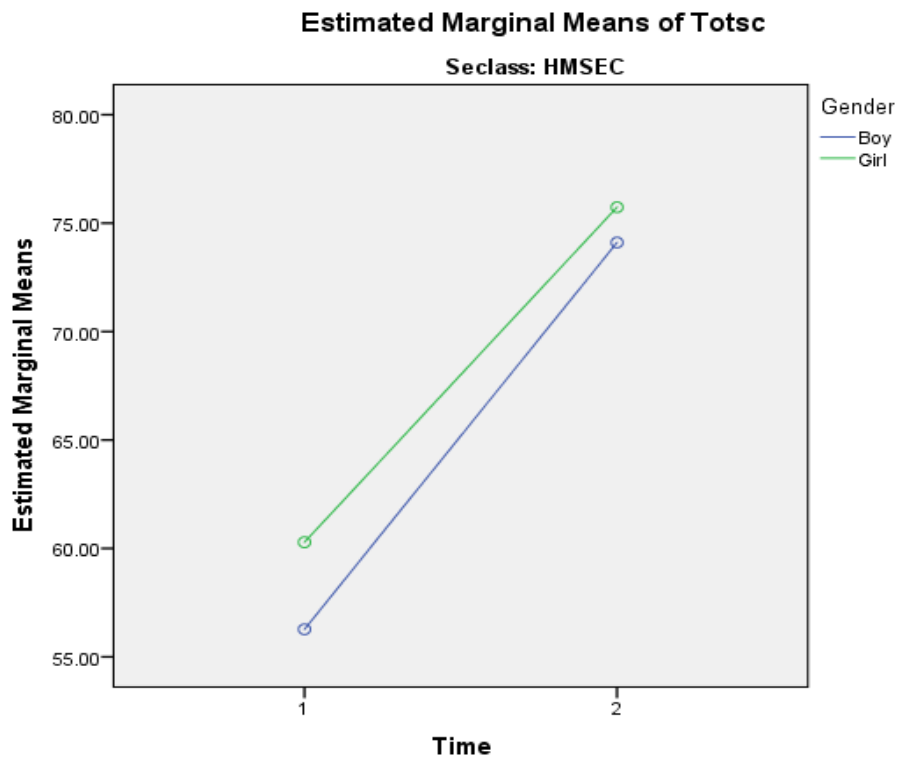
Figure 4.9.4 Performance of all Girls and all Boys from HMSEC School

It is clearly seen in the figure 4.9.3 that Girls have scored much higher than the boys at both Pre and Post testing. The performance of Girls at post testing is very high than the Boys from the same school. This effect is because of the performance of the Girls from experimental group (Figure 4.9.1). Figure 4.9.4 indicates that Girls from HMSEC School have scored higher than the Boys at both Pre and Post testing but the difference is found to be significant only at pre-testing and not at post-testing. Both the figures show significant increase in the post-testing scores of Girls and Boys from both the schools than pre-testing.

Total Findings of all three parts-

Part 1- The difference between Girls and Boys from both the schools i.e. levels of SES is found to be statistically significant at Pre-testing. Girls have scored significantly high than the boys in both the schools.

Part 2- Emotional intelligence of Girls and Boys from experimental groups of both the schools do not differ significantly before and after the intervention program.

Part 3- Difference between the scores of Girls and Boys from LSEC School i.e. from Lower SES on Emotional Intelligence is found to be significant at post-testing. Here, Girls have scored significantly higher on emotional intelligence at post testing than the boys. But emotional intelligence of Girls and Boys from HMSEC School i.e. from Higher-Middle SES do not differ significantly at post-testing.

Above results of Part 1, 2 and 3 indicate that the emotional intelligence of Girls and Boys from Lower SES significantly differ before and after the intervention program.

But the difference between the scores of Girls and Boys from Higher-middle SES is found to be significant before the intervention program but not significant after the intervention program.

Hence-

Null hypothesis is **Rejected** for the children from Lower SES, and

Null hypothesis is **Partially Accepted** for the children from Higher-middle SES.

4.4   Summary of data analyses of responses &overall interpretation

The following table summarizes key parameters and the overall interpretation –

Table 4.10 Summary of data analyses of responses & overall interpretation

Sr. No.	Parameter	Parameters measured	Interpretation
1	Effect of Socio-Economic Class on Emotional Intelligence	Analysis of Variance	The students from Lower and Higher-middle SES do not differ significantly on emotional intelligence ($p > .05$) pre-testing i.e. before the intervention program. Hence the null hypothesis is accepted.
2	Effect of Intervention on experimental group	Two-way Analysis of Variance	Experimental groups of both the schools have scored significantly ($p < .01$) higher at post-testing than the pre-testing. Therefore the null hypothesis is rejected. Here the interaction effect between Time and SES is found to be significant. This indicates that HMSEC students scored substantially higher than LSEC students at post-testing.
3	Measuring effect of intervention on	Mixed-design Analysis of	Experimental groups of both the schools have scored significantly

	experimental groups by comparing them with the control group students.	Variance	higher (p < .01) after the intervention program than their respective control groups. So the null hypothesis is rejected.
4	Effect of gender on emotional intelligence before and after the intervention program.	Analysis of Variance and Mixed-design analysis of variance	The difference between all Girls and all Boys from both the schools i.e. levels of SES is found to be statistically significant at Pre-testing. Girls have scored significantly high than the boys in both the schools. The emotional intelligence of all girls and all boys from lower SES significantly differ after the intervention program. And the emotional intelligence of all girls and all boys from higher-middle SES does not significantly after the intervention program. Hence null hypothesis is rejected for the children from lower SES and the null hypothesis is partially accepted for the children from higher-middle SES. Emotional intelligence of Girls and Boys from

			experimental groups of both the schools do not differ significantly before and after the intervention program.

4.5   Qualitative Analysis

Qualitative analysis includes the presentation of data as well as observations obtained by the researcher during the Intervention Program, Feedback forms filled by the, children from experimental groups, and every day note books (diary) of the children.

4.5.1   Analysis of Feedback Forms

There were questions in the everyday feedback form to know the understanding and involvement of the children in the program. It also helped children to be attentive in the sessions as it is asked in the feedback forms that- What did you learn in today's session?, Did you feel the emotions told in today's session?, What did you like most in today's session?, Do you think that things told in today's session will help you in your day to day life, How?, etc.

There was one question in the feedback form having Likert scale answer type. The answers to this question show the liking of that session.

Table 4.11 Feedback form data

Table 4.11.1 Percentage of Received Feedback Forms

School	Gender	N	No. of	Feedback	Percentage of

			Sessions	Forms Received	Received Feedback Forms
LSEC	Boys	31	34	864	82%
	Girls	34	34	1006	87%
HMSEC	Boys	32	34	936	86%
	Girls	40	34	1224	90%
Total		137	136	4030	86.5%

This table shows the total number of feedback forms received from Girls and Boys of both the schools in all sessions. The obtained percentage of received forms indicates that the more than 80% Girls and Boys of both the schools were present for all the sessions. The total presence of Girls and Boys of both the schools was 86.5%.

Table 4.11.2 Obtained Scores and Percentage on Likert Scale

School	Gender	Very Much	Very	Little	Very Little
LSEC	Boys	562	300	02	00
		65%	34.77%	0.23%	0%
	Girls	714	291	1	00
		71%	28.90%	0.10%	0%
HMSEC	Boys	580	353	3	00
		62%	37.68%	0.32%	0%
	Girls	832	390	2	00
		68%	31.84%	0.16%	0%

Table 4.11.2 portrays that most of the (more than 60%) Girls and Boys have marked on Very Much option for this question. Not a single Boy or a Girl from both the schools has marked on 'Very Little' for any session. Very few children have marked on 'Little' in their feedback form in the sessions. But this percentage is not even 0.5%. It is very negligible. This shows that all children liked the sessions and they enjoyed the sessions.
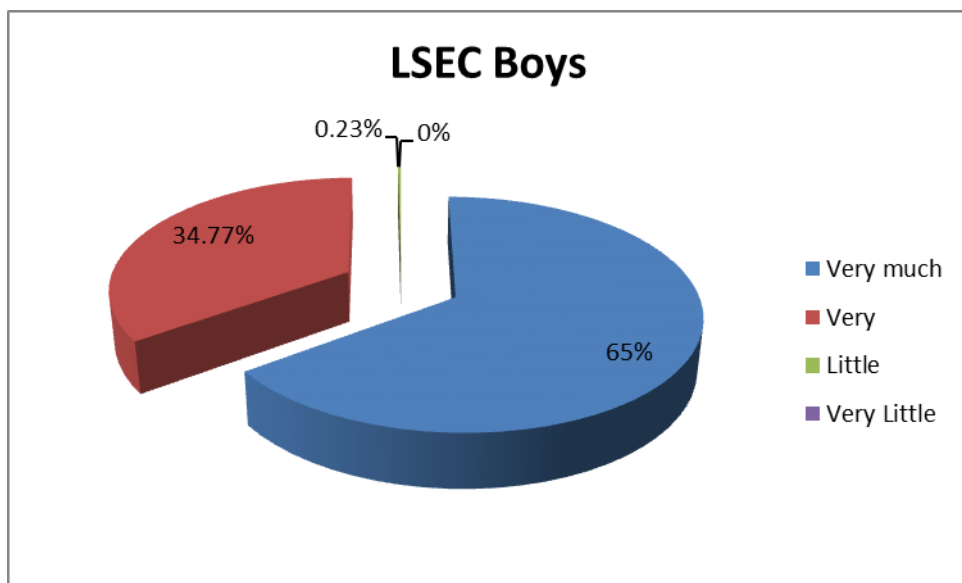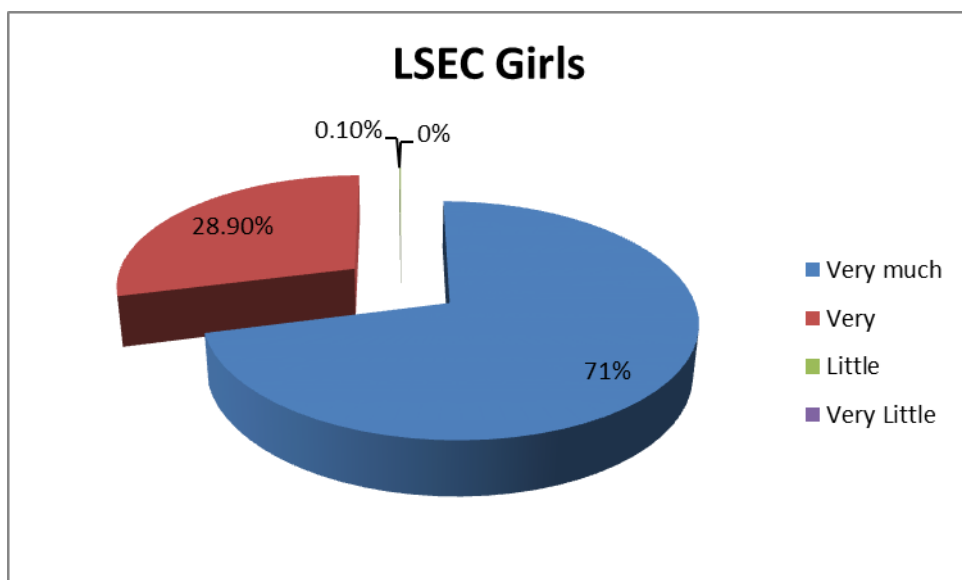

Figure 4.10.1 Feedback form answer percentage: LSEC Boys

Figure 4.10.2 Feedback form answer percentage: LSEC Girls

Figure 4.10.1 and 4.10.2 shows that in the total sessions, the percentage of children who liked the session is high.
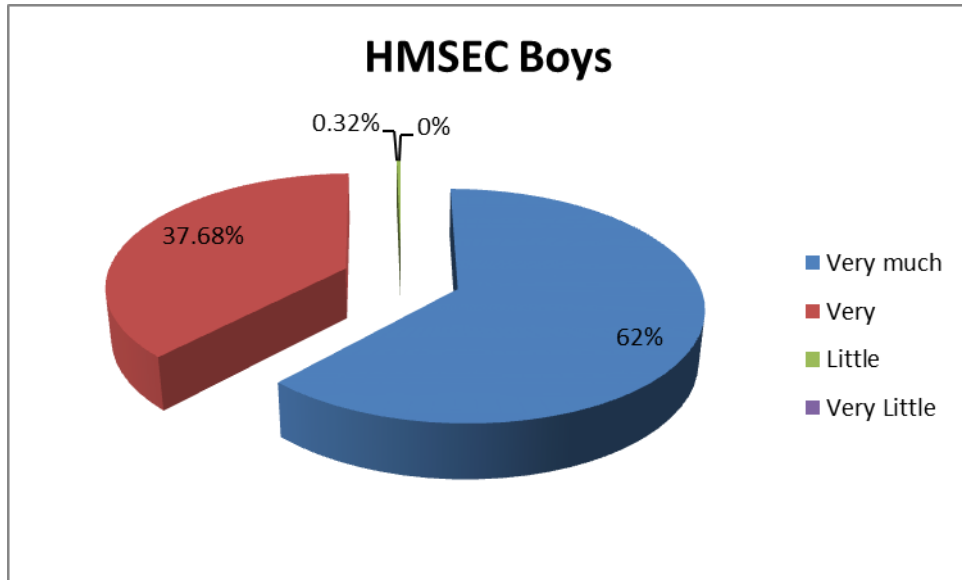
Figure 4.10.3 Feedback form answer percentage: HMSEC Boys
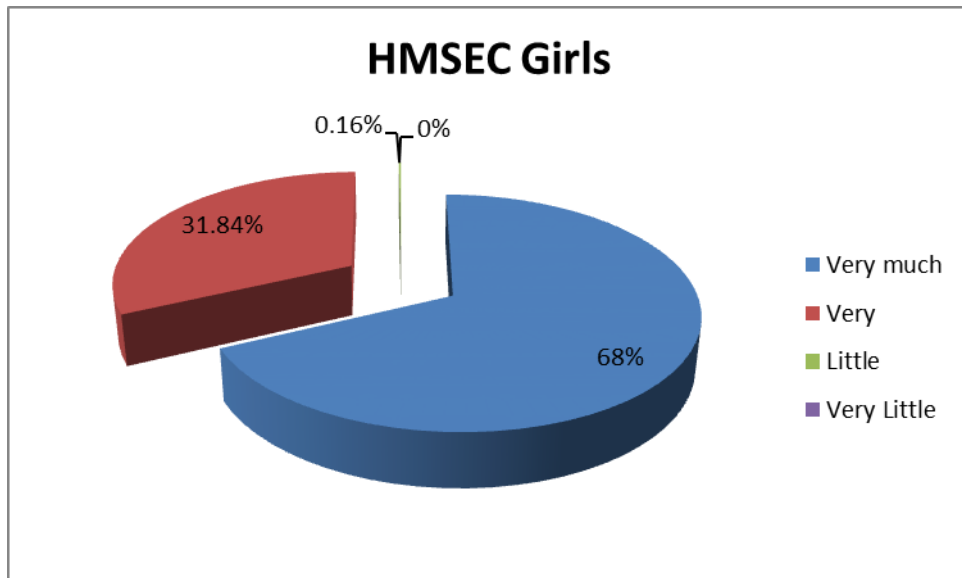
Figure 4.10.4 Feedback form answer percentage: HMSEC Girls

Figure 4.10.3 and 4.10.4 shows that both Girls and Boys of the HMSEC School have liked all the session conducted under intervention program.

4.5.2 Analysis of Diaries

This analysis included Girls and Boys only from LSEC School. The children from HMSEC School were not given diaries as their parents did not give the permission for the same.

Children from experimental group were given a diaries (note books) in which they were told to write the happenings/events occurred in their life in-between the sessions. First 10 minutes of every session were allocated for writing of diaries. These diaries were then again kept with the researcher every day. Analysis of these diaries was done using 'Thematic Analysis (TA) Method' given by Braun V. and Clarke V. (2019). This method is also called as 'Reflexive Thematic Analysis'. As the training program was based on Ability Model of Intelligence (structured program), Deductive Approach was used to identify the themes. And 'Semantic Approach' was used to identify the codes in the data. This approach analyzes the explicit content of the data.

Procedure-

The analysis of the data was done as per the steps given by Braun and Clarke (Braun V. and Clarke V. 2006). As the deductive approach was used to identify the codes in the data, a list of codes was done based on the Ability Model of Emotional Intelligence.

Table 4.12 Thematic Analysis (TA)

Table 4.12.1 List of Codes used for TA

Code No.	Codes
B1.1	Identifying emotion/ Self-awareness of emotions
B1.2	Identifying bodily changes due to emotions

B1.3	Discriminating accurate and inaccurate expressions
B1.4	Expressing emotions
B2.1	Solving problem by generating appropriate thoughts
B2.2	Generating thoughts to maintain positive and repair negative emotions
B2.3	Using thinking to take decisions in Problems involving emotions
B3.1	Identify blends of emotions
B3.2	Identifying different emotions expressed by different people in a same situation
B3.3	Recognizing transitions in emotions
B4.1	Staying open to feelings
B4.2	Managing emotions in oneself and others
B4.3	Can be engaged or detached from an emotion
B4.4	Maintaining positive and repairing negative emotions

Above mentioned codes were identified through the data. The sentences/ paragraphs/ words/ phrases portraying above mentioned code/codes were marked and a respective code number was put there. After that these all codes were counted under respective branch of the Ability Model that is called a theme. A list of the obtained codes under each theme was prepared and the pattern was marked.

Table 4.12.2 Putting codes under Themes

Codes	Themes
Identifying emotion/ Self-awareness of emotions	Emotional Perception

Identifying bodily changes due to emotions	
Discriminating accurate and inaccurate expressions	
Expressing emotions	
Solving problem by generating appropriate thoughts	Emotional Assimilation
Generating thoughts to maintain positive and repair negative emotions	
Using thinking to take decisions in Problems involving emotions	
Identify blends of emotions	Emotional Understanding
Identifying different emotions expressed by different people in a same situation	
Recognizing transitions in emotions	
Staying open to feelings	Emotional Management
Managing emotions in oneself and others	
Can be engaged or detached from an emotion	
Maintaining positive and repairing negative emotions	

Interpretation-

General Understanding of the data-

- Children's narrations reflected the approach and language of emotions taught to them in the training sessions.

- Children have sincerely written the happenings of their life occurred in-between the sessions.

- They found to be trying to implement things taught in the sessions in their day to day life experiences.

- Girls' writing was quite elaborative whereas boys' writing was comparatively precise.

- Many children also mentioned in their writings that how their approach changed after attending the sessions.

- Children were found to use techniques taught in the sessions to control negative feelings E.g. Counting backward to control anger, engaging mind in more pleasant things to control sorrow, using method of self-talk to overcome fear, etc.

Deeper understanding of the data-

- Children's narrations were found to get open and deeper session by session.

- Children also mentioned about aggressive moments experienced by them at their home or in the society they are living in.

- Girls' narrations were found to be more subtle in comparison with the boys. Many boys admitted their violent behavior through their narrations. They also mentioned where they were successful in controlling their anger and/or sorting out the matters and where they could not.

- On the contrary there were few boys who were so afraid of the behavior of their aggressive peers expressed their emotions through narrations. They also mentioned that they could not express their emotions anywhere as others might teas them for being coward.

- It was also observed through the narrations of Girls that they have deep impact of the arguments they witness around them on their minds.

- There were mentions of the suppression of the emotions of Girls especially from lower socio-economic class because of social barrios as well as indirect restrictions put on them by their family members because they were girls.

- Some family incidences written by the children were also indicators of how they were punished or scold by their parents for expressing negative emotions publically or loudly.

- More numbers of codes were obtained by both Girls and Boys for the theme- 'Emotional Perception'. After that the received codes for both Girls and Boys were for the themes- 'Emotional Understanding' and 'Emotional Management'.

- Least numbers of codes were obtained for the theme- 'Emotional Assimilation'. This theme contained the codes- Solving problem by generating appropriate thoughts, Generating thoughts to maintain positive and repair negative emotions, and Using thinking to take decisions in Problems involving emotions

- More numbers of codes were obtained by the Girls than Boys for the theme- 'Emotional Understanding'. These codes were- Identifying blends of emotions, Identifying different emotions expressed by different people in a same situation, and Recognizing transitions among emotions. This finding is supported by a study which was carried out to study gender differences among adolescents of Chandigarh. (Katyal, S. and Awasthi, E. 2005)

4.5.3   Observations of the researcher during the Intervention Program

LSEC School-

Observations of Girls-

- Thinking of the emotions and expressing them through different art forms was a very new perspective for them.

- Initially Girls were hesitating little to express emotions explicitly through performing arts like Dance, Drama and Singing. Later after establishment of good rapport with the respective resource persons they started participating freely.

- Few girls showed very rigid behavior at the beginning. These Girls were just the silent listeners. Their behavior was indifferent during the activities as well as in art sessions. Later after few sessions there was tremendous change in their behavior. These girls not only participated in the session but also voluntarily helped researcher in some work like distribution of activity sheets, notebooks, collection of drawing sheets, etc.

- All the girls truly expressed their emotions through art sessions. One example-that was a dance session for Karuna (Sadness) and Adbhuta (Surprise). A resource person was conducting a dance on the song 'Meri Maa' from 'Tare Jameen Par' movie for the expression of Karuna rasa. After some time one Girl started crying a lot. When she was calm down and asked the reason, she disclosed that her mother has gone to the village for 1 month and she is missing her mother a lot. But she cannot express her sadness as she is the eldest in her home and she has to take care of her young siblings.

- All girls did not want the sessions to end-up.

Observations of Boys-

- Boys did not take these sessions seriously at the beginning. They used to make fun out of it. It took hard for the researcher to take command on the sessions.

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But later all boys began to realize the sincere efforts behind these sessions and they began to understand the importance of these sessions.

- Though the boys not seemed to be sincere by their behavior, they used to give answers to the questions asked and the discussion time used to prolong in their sessions.

- Lot of aggressive and violent behavior was observed among the boys during the sessions. Because of the continuous efforts at last they realized that so much Anger is not good for them and it might create sever problems in future. They also started using techniques taught in the sessions to control their anger.

- Many boys voluntarily expressed their impressions through letters at the end of the sessions. This was a sign of change perceived by them because of the sessions.

- The big change observed in them was they started accepting their emotions.

- Boys used to have rivalry in doing work for the researcher. This work involved things like- distribution of sheets/note books, distributing and collecting the feedback forms, keeping material at the place, etc.

- Boys found to be very emotional than girls at the end of the sessions. They persistently requested to take session again in next academic year.

HMSEC School

Observations of Girls-

- Girls started enjoying and actively participating in the sessions from the beginning.

- They used to immediately correlate things discussed or taught in the sessions with their personal life experiences.

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- Girls used to have lot of questions in their mind during the sessions.

- They used to get totally indulged in the sessions. These girls grasped art sessions and the related activities at a greater pace.

- Girls started implementing knowledge shared through the sessions in their day to day life very soon.

- Girls showed sincere participation in the theory sessions and were also found to have studious approach in the expression sessions.

- Some girls admitted that they used to get very irritated because of the behavior of their young siblings. But after these sessions they have started using the techniques and approaches to deal such emotional problems.

- Girls used to also share the change they observed in themselves and also in their family members after using the methods and techniques taught in the session to handle emotions.

Observations of Boys

- Boys took little time to understand the approach of the sessions. Later they were involved.

- Some of the boys used to talk during the sessions a lot and also used to ask so many questions.

- Boys expressed all emotions freely through the art sessions. Initially they were not that much open to express the emotions but later they showed active participation and sincere approach for the art sessions.

- They got surprised a lot by knowing the importance of negative emotions in one's life. They also learned to accept their negative emotions.

- Expression sessions helped them to know their suppressed emotions. For example- one boy was very shy and used to hesitate to participate and to even talk in front of all. After the expression and knowledge of Bhayanaka (Fear) rasa, his fear of being teased which was related to his childhood experience was known, accepted and expressed by him.

- Boys established good rapport with the resource persons than girls.

CHAPTER 5

CONCLUSION, FINDINGS AND

RECOMMENDATIONS

This chapter will state the summary of the entire study first as well as the snapshot view. This will be followed by the findings of the study along with the detailed discussion on the same. Chapter will be ended with the conclusion, limitations of the study and further recommendations under the heading 'suggestions for further research'.

5.1 Research Summary

Following table contains the objectives of the study, rationale for selecting the objectives and the plan to achieve those objectives.

Table 5.1 Review of set research objectives and their achievement

Sr. No.	Objective	Rationale for selection	Plan for achievement
1	To explore Emotional Intelligence of primary students selected for present study from higher-middle and lower socio-economic classes.	This gave the cognizance of the emotional intelligence of the children from different SES backgrounds. And it helped to design the Intervention Program for these children.	Emotional Intelligence was measured through standardized test. Analysis of Variance was calculated to see the differences between the scores of EI of children from lower and Higher-middle SES.
2	To design intervention program based on	Designing structure of the intervention program which included all the	Intervention program activities were based on the 'Ability Model' of

	the expression of Navarasas.	proposed elements was essential at first stage. This program was going to be replicated for all the experimental groups; therefore the documentation part of the program was very much needed.	Emotional Intelligence. Review of the existing EI programs was done and then the content was prepared. It was then checked by the experts in the field.
3	To measure the effect of intervention on the emotional intelligence of children.	This was the main hypothesis of this study. The purpose of the study was to measure the effectiveness of intervention program based on Navarasa on the Emotional Intelligence of the children.	Effect of intervention was checked through two methods. First- difference between pre and post testing scores of the experimental groups was calculated. Second- difference between the scores of control group and experimental group was calculated.
4	To find out gender differences on emotional intelligence of the students selected from higher-	Gender differences on emotional intelligence were studied here for two reasons- 1. To know whether there is any difference between	Effect of gender on EI was calculated in three parts. First- Effect of gender (girls/boys) on emotional intelligence was seen with reference to two studied

	middle and lower socio-economic classes.	emotional intelligence of Girls and Boys. And 2. To study the usefulness of the designed training program for girls and boys.	socio-economic classes before the intervention program. Second- gender effect on emotional intelligence was analyzed on all the experimental groups using their pre and post testing scores. Third- effect of gender on emotional intelligence was seen on all the experimental groups after the intervention for both the schools separately.
5	To find out effect of Socio-Economic Status on Emotional Intelligence of the students.	Existing literature on effect of SES on EI portrayed mixed picture. Again the impact of intervention based on Navarasa across the levels of SES was required to see for further implementation of the training program that is to know the usefulness of the training program for	Effect of SES on EI before the intervention program was calculated separately using Analysis of Variance. And the impact of SES on EI after the intervention program was calculated using Mixed-design Analysis of Variance.

| | | students from different strata of the society. | |

5.2 Snapshot view of the research-

Table 5.2 Summary view of the research

Sr. No.	Element	Parameters applied
1	Research type	Experimental Study.
2	Research approach	Empirical study. Mainly primary data is used. Some qualitative measures are also taken.
3	Main Hypotheses	Intervention program based on Navarasa has significant positive impact on the students' Emotional Intelligence.
4	Other hypotheses	Ho1 – There is no significant difference between the scores of emotional intelligence of selected children from lower and higher middle socio-economic class. Ha1 – There is a significant difference between the scores of emotional intelligence of selected children from lower and higher middle socio-economic class. Ho2 – There is no significant difference between the scores of emotional intelligence of the experimental group children from lower and higher middle socio-economic class before and after intervention program.

		Ha2 – There is a significant difference between the scores of emotional intelligence of the experimental group children from lower and higher middle socio-economic class before and after intervention program.
		Ho3 – There is no significant difference between the scores of Emotional Intelligence of students from control and experimental groups after the intervention program.
		Ha3 – The students of experimental group scored significantly higher than the students of control group on Emotional Intelligence after the intervention program.
		Ho4 – There is no significant difference between the scores of emotional intelligence of girls and boys before and after intervention program.
		Ho4 – There is a significant difference between the scores of emotional intelligence of girls and boys before and after intervention program.
5	Data collection	Primary data. Pilot study was conducted on a small sample of 20 students to check the feasibility of the proposed study. The sample for the main study contained 134 students from the school having lower SES students and 144 students from the school having

		higher-middle SES students. So the total sample comprised of 278 students.
6	Population and sample	Population – Population of the study was all the students studying in 5th to 7th standards who are from Lower and Higher-middle Socio-Economic family backgrounds from Pune city. Sample included two schools (one having children from lower SES and another having students from higher-middle SES). The sample for the main study contained 134 students from the school having lower SES students and 144 students from the school having higher-middle SES students. So the total sample comprised of 278 students.
7	Tool used for data collection	1. JPIP How Do I Feel by Gadre and Lavlekar 2. Socio-Economic Status Scale (SESS-BR) by Bhardwaj 3. Standard Progressive Matrices by Raven
8	Statistical tools used for data analysis	ANOVA, Two-way ANOVA, Mixed-design ANOVA, Thematic Analysis
9	Validation and reliability testing	All the tests are standardized having reliability, validity and norms.

5.3 Research Findings

a. **Findings related to descriptive statistics –**

- The distribution of scores of Emotional Intelligence of the children from LSEC School at pre-testing showed that the Girls performed better on the overall Emotional Intelligence; specifically Branch 2 and 4. All the students including girls and boys scored poorer on Branch 3 than the other remaining 3 Branches. All the students are found to perform almost equal on the Branch 1 and 3 of emotional intelligence.

- The descriptive statistics of the pre-testing scores on Emotional Intelligence of the children from HMSEC School indicate that Girls performed higher than the respective Boys specifically on Branches 2, 4 and on overall Emotional Intelligence. It is found out that all the students including Girls and Boys showed comparatively poor performance on Branch 3 than the other Branches of EI. All the students performed almost similarly on Branch 1 and 3 of EI.

- It is seen that in pre-testing i.e. before the intervention, all the students (girls and boys) from HMSEC School scored little better than the students of LSEC School on branch 1 i.e. section 1 of EI. All the girls from both the schools are found to perform higher on branch 4 as well as on total EI than the respective boys.

- The Girls specifically from higher-middle SES i.e. from HMSEC School showed better performance than all others on total EI as well as on branches 1, 2, and 3. Whereas girls from lower SES i.e. from LSEC School scored comparatively higher than others on branch 4 of EI.

- Boys specifically from lower SES i.e. from LSEC School are found to perform poorer on total EI as well as all the branches of EI except branch 4. However all the students from LSEC School scored relatively higher than all the students of HMSEC School on branch 4 of EI.

- All the students irrespective to their SES showed equal pattern of performance on EI and its branches. Only the boys from lower SES scored considerably lower on branch 2 of EI than the others.

- Students from higher middle SES i.e. from HMSEC School performed better than the students from lower SES i.e. from LSEC School on General Intelligence.

- Girls of the LSEC School scored poor than the respective Boys on General Intelligence whereas Boys and Girls from HMSEC School showed similar distribution of scores on General Intelligence.

- The distribution of obtained T-scores based on the means of the samples of children from LSEC School and HMSEC School on SES based on the Socio-economic Status Scale (SESS) interpreted that students from

HMSEC School obtained Middle Class and students from LSEC School achieved Lower Class for Social Status. While assessing Economic Status of the study samples, it was seen that LSEC School students showed Middle Class whereas HMSEC School students gained Upper Middle Class. However while measuring Socio-economic Status (SES), HMSEC School students attained Upper Middle Class (Higher-middle Class) whereas LSEC School students achieved Lower Class.

b. Inferential analysis

- No significant difference was obtained between the Emotional Intelligence of the students from LSEC School i.e. lower SES and HMSEC School i.e. higher-middle SES at the pre-testing. The obtained p value was greater ($p = .189$) than the .05 level of significance. This means that children from lower SES and children from higher-middle SES had equal distribution of scores on Emotional Intelligence before the intervention program.

- Significant difference was obtained between the pre and post test scores of all experimental groups. Children from lower SES and children from higher-middle SES scored significantly greater after the intervention program i.e. at post testing than before the intervention program i.e. pre-testing ($p < .01$). This specifies that the designed intervention program in present study became successful in improving

Emotional Intelligence of all the participants including girls and boys who had exposure to the intervention in case of both the schools.

- Significant interaction between Time (i.e. pre-post testing) and SES indicated that though the children from both the levels of SES i.e. Lower and Higher-middle scored significantly higher at post testing than pre-testing however their growth is not alike. This shows that the levels of SES are impacting on the level of increase in Emotional Intelligence of the participants. Here, present results indicate that, students having lower SES backgrounds have performed lower than the students from Higher-middle SES backgrounds.

- Children from experimental groups of both the schools scored significantly higher ($p < .01$) than the children from respective control groups after the intervention program. That means all the students who have gone through the intervention program irrespective to their SES showed great level of enhancement in their Emotional Intelligence. Hence the intervention program is effective in improving emotional intelligence of the primary students.

- The analysis of Groups i.e. experimental and control across the levels of Time i.e. pre-post testing indicated significant interaction. Deeper understanding of the same reveals that experimental groups showed significant increase in their Emotional Intelligence at post testing but

control groups indicated slight decrease in their Emotional Intelligence at post testing.

- Gender analysis of Emotional Intelligence before the intervention program revealed significant difference ($p < .01$). Results of analysis separately done for both the schools to know the effect of gender on Emotional Intelligence of children also states the same. Girls and Boys from both the schools showed significant difference in their Emotional Intelligence at pre-testing ($p < .05$). In case of both the schools, Girls performed better than the Boys on Emotional Intelligence.

- Experimental groups of Girls and Boys from both the schools showed no significant difference on Emotional Intelligence across the levels of Time i.e. pre or post testing ($p > .05$). Though there was significant difference in them before the intervention program, it might be because of the collective impact as well as in post testing the picture is not the same.

- Analysis of experimental groups states that- though no significant main effect is found between the Gender and the levels of Time (pre-post), their interaction is found to be significant. The finer analysis of this reveals that Boys from higher-middle SES scored little higher than the Girls at post testing whereas in case of lower SES, girls performed much better than the boys at post testing.

- The analysis of gender and its effect on emotional intelligence across the levels of Time i.e. pre and post was done using total data of Girls and Boys from Lower and Higher-middle SES backgrounds separately irrespective to their groups. The results showed that significant difference was obtained between all the girls and boys from LSEC School at both the levels of Time i.e. pre and post testing. Here Girls have showed significantly higher emotional intelligence than boys ($p < .01$). Girls and Boys from HMSEC School showed no significant difference in their Emotional Intelligence at pre or post testing ($p > .05$).

c. Qualitative analysis

i) At the end of every session, students were given a feedback form. The percentage of received feedback forms from all the participants from experimental groups of both the schools is 86.5%. This means that there was a good level of attendance for all the sessions of intervention program.

ii) More than 60% of Girls and Boys from both the schools marked that they liked the sessions 'Very Much'. No one has given a single answer as 'Very Little' for any of the session. The percentage of students who preferred 'Little' is below 0.5% which is very negligible. Almost all the children have marked on 'Very' and 'Very Much' options for showing their liking for the sessions. Hence it can be concluded that

students participated in the intervention program liked and enjoyed all the sessions.

iii) Thematic analysis of diaries revealed that children were trying to implement the knowledge and techniques imparted through the sessions.

iv) The Girls and Boys from both the schools have received maximum codes for 'Emotional Perception' theme. Below this theme the obtained codes were for the themes 'Emotional Management' and 'Emotional Understanding'.

v) The theme 'Emotional Assimilation' has received least number of codes.

vi) Girls have showed more codes than the Boys for 'Emotional Understanding' theme. This means that the Girls were better in understanding blends and transitions of emotions i.e. complex emotions than Boys.

Summary of Quantitative and Qualitative Findings

Sr. No.	Parameter	Quantitative Analysis Interpretation	Qualitative Analysis Interpretation
1	Effect of Socio-Economic Class on	No statistical difference is obtained between Emotional	All the students showed similar patterns in

		Emotional Intelligence	Intelligence of students from different SECs before receiving training program. HMSEC students scored substantially higher than LSEC students at post-testing.	dimensions of Emotional Intelligence irrespective to their SEC.
2		Effect of intervention on Emotional Intelligence of experimental groups	Experimental groups of both the schools have scored significantly higher ($p < .01$) after the intervention program than their respective control groups.	Thematic analysis of diaries revealed that children were trying to implement the knowledge and techniques imparted through the sessions.
3		Effect of gender on emotional intelligence before and after the intervention program.	Girls have scored significantly high than the boys before training program in both the schools. Emotional intelligence of Girls and Boys from experimental groups of both the schools do not differ significantly before and after the intervention program. All girls from LSEC scored	The Girls and Boys from both the schools have received maximum codes for 'Emotional Perception' theme. Girls found to be better in understanding blends and transitions of emotions i.e. complex emotions than Boys.

		significantly higher at post testing than respective boys. No difference is obtained between all girls and all boys from HMSEC school after training program.	

5.4   Discussion on the findings

Socio-Economic Status and Emotional Intelligence-

Two levels of Socio-economic Status of the children were considered in this study- Lower SES and Higher-middle SES. The effect of Socio-economic status on Emotional Intelligence is exclusively seen in analyzing two hypotheses. In the first hypothesis, the emotional intelligence of the students from lower SES backgrounds is compared with the emotional intelligence of the students from higher middle SES backgrounds to see the effect of SES on emotional intelligence of the children. And in second hypothesis, the effect of SES on the impact of intervention is seen.

Analysis which was carried out to measure the difference in the Emotional Intelligence of the children from different SES backgrounds (Lower and Higher-middle) portrays no significant difference according to SES of the children. However children from higher-middle SES were found to score slightly high than the children from lower SES backgrounds on the overall Emotional Intelligence and also on the first branch (section 1) of the EI. On the contrary, children from lower SES were found to score slightly high than the children from higher-middle SES on branch 4 (section 4) of EI. This indicates that children from higher-middle SES are little good

in identifying and expressing emotions than the children from lower SES and children from lower SES are little good in managing emotions than the children from higher-middle SES. But these differences are so minor to generalize anything out of them. This finding is similar to the findings of the two studies referred in the review of the literature (Trivedi 2014; Neanam, 2018).

No significant difference between the Emotional Intelligence of Lower and Higher-middle SES indicates that all children pursue equal levels of Emotional Intelligence irrespective to their social, economic and family backgrounds (EQ= 90 to 96; 90 and below EQ suggest 'Need for Improvement' and 91 to 100 EQ is 'Satisfactory'). This signifies the picture of our society. It can be understood that the parents from lower socio-economic class are not aware of the emotional intelligence of their children as they are less educated and away from upcoming concepts and practices in the society. But it is seen in this study that the parents who pretend to be over concerned about the development of their child are also less attentive for the development of Emotional Intelligence of their child. Same is the case with the schools. Neither the government schools (which provide free education for the children) nor the private schools (who take high amount of fees and claim to give best education for all-round development of their students) put efforts for the Emotional Development of their students.

Interestingly, statistically significant difference (@ 99% level of confidence) was obtained among the Emotional Intelligence of the students from higher-middle and lower SES after the intervention program. Though all the students from experimental groups irrespective to their SES classes performed significantly well on their Emotional Intelligence after going through the intervention program; students from HMSEC School recorded significantly high growth of Emotional Intelligence

than the students from LSEC School. This indicates that even though the intervention was effective in enhancing emotional intelligence of all the students, it was more effective for the HMSEC School students. This might be because the resource persons who conducted the sessions were all from the middle and higher-middle socio-economic backgrounds and as explained by Pierre Bourdieu in his concept of Habitus, this might have reflected through the language they used or the examples they had given during the activities. This may have helped the children from higher-middle SES to understand the taught content very well than the children from lower socio-economic backgrounds. This difference is also reflected statistically in having significant interaction between Time and SES. Because in pre-testing, the students from both the SES backgrounds showed equal level of Emotional Intelligence having no significant difference. But after receiving the in the intervention program, students from HMSEC School i.e. higher-middle SES showed significantly high performance on Emotional Intelligence than the LSEC School students. This means intervention program designed and executed in present study is found to be highly successful in enhancing EI of all the participants, it was super effective for the children from higher-middle SES.

These results suggest that intervention program is effective in enhancing Emotional Intelligence of all the children irrespective to their socio-economic backgrounds. But for making it super effective for all the children, one experiment could be done in which resource persons delivering the content of the program will be from the same socio-economic backgrounds like their participants as it is stated in the introduction part of this thesis that there are different perceptions about the emotions or emotional incidents across social backgrounds. Here, children from lower SES scored little higher on the branch four (Managing emotions) of the emotional

intelligence suggests that these children might be experiencing varied situations in their lives and/or getting more freedom to find their own ways to manage their emotions than the children from higher SES. This needs to be studied in detail as this difference was not statistically significant.

Intervention Program and its effect on EI

Effect of the training i.e. intervention program conducted in present study on the Emotional Intelligence of the participants was analyzed in two ways. Firstly, the difference between pre and post scores of Emotional Intelligence of all the experimental groups was calculated and secondly, comparison of the perceived scores of Emotional Intelligence in post-testing by experimental groups was done with the respective control groups.

The comparison of the pre and post scores of Emotional Intelligence obtained by the children from experimental groups was calculated in the light of SES of the children and also in the light of Gender of the children. All the children irrespective to their SES as well as Gender have significantly scored higher on Emotional Intelligence after receiving the intervention program. This signifies the usefulness of this intervention program to enhance Emotional Intelligence of all the children from 5th to 7th standards. Expression of Navarasa through different art forms has helped children to improve their Emotional Intelligence. Off course it should be provided to the children along with the theoretical knowledge and awareness of one's emotions, their use, expression, and management.

Significant difference is obtained between the scores of experimental groups and their respective control groups after the intervention program. All the experimental groups have performed significantly high on the Emotional Intelligence

than their respective control groups after the intervention program. Whereas performance of the control group children is found to be decreased slightly at post-testing measure. Performance of experimental groups over the control groups again states the effectiveness of the intervention program to improve Emotional Intelligence of the children. But the decreased performance of the control group emphasizes the need of the education for Emotional development of the children.

Such a great impact of intervention program on Emotional Intelligence of the children is undoubtedly because of the expression sessions. Though variety of the activities including games, video clips, short stories and films were conducted in theory sessions to impart the content, children used to wait eagerly for the expression sessions. Only theory sessions would have been boring for the children without expression sessions. And expression sessions also helped them to understand identification of emotions, understanding of complex emotions or transitions of emotions as well as control and management of emotions easily. This combination of theory and expression sessions worked excellently to enhance Emotional Intelligence in this study. These findings corroborate argument done by the researcher in the introduction part of this study that children's emotional intelligence can be enhanced if they get a proper channel and platform to express their emotions.

These findings support the theory of power proposed by Michele Foucault (1982). He said that the power is based on the knowledge one has and it uses knowledge for various purposes. Here in this study when children received knowledge about their emotions as well as how to perceive, express, understand, manage emotions, it reflected in enhancing their emotional intelligence and made them powerful in having control on their emotions. This will help these children to have power of emotional intelligence to deal effectively in all spheres of their life. As

stated in the chapter 1 of present thesis while explaining Ability Model of emotional intelligence which was considered as a base for this study, enhancement of Emotional Intelligence will also help children to have understanding of as well as to direct the social environment (Mayer & Salovey, 1997; Salovey & Grewal, 2005).

Theory of Navarasa is also found to be effective contributor to enhance emotional intelligence of the children in present study. Basically as stated in the introduction part of this thesis while explaining the reasons behind choosing theory of Navarasa for this study that, Bharata Muni has elaborated theory of Navarasa in the connection of performing arts; specifically Drama. Hence it mainly focuses the expression part of the emotions. And the aim of present study was to give platform of different art forms for the children to express their emotions. Thus researcher found this theory suitable for present study. Enhancement of emotional intelligence of the students after getting exposure to the intervention program signifies that the selection of Navarasa theory was apt for present study.

Gender and its impact on Emotional Intelligence-

Impact of Gender on EI was studied in three ways. Firstly, Gender wise differences were calculated for both the SES levels on the scores obtained in pre-testing i.e. before the intervention program. Secondly, Gender wise effect on the impact of the intervention program was seen in experimental groups after the intervention program. And thirdly, impact of Gender on Emotional Intelligence on the scores obtained at post-testing by the total sample i.e. irrespective to the control and experimental groups was analyzed.

Interestingly, significant difference was obtained between the Emotional Intelligence of the Boys as well as Girls from lower and higher middle SES at pre-

testing. Girls from both the levels of SES (lower and higher-middle) were found to score significantly high on Emotional Intelligence than the respective Boys. This finding is supported by the studies referred in the review of the literature (Papini et al., 1990; Shanwal et al., 2006; Naghavi & Redzuan, 2011; Davis, 2012; Khan-Woehle et al., 2015; Saeki et al., 2015). Girls from Lower SES as well as from Higher-middle SES scored higher than the respective Boys on branch 2 and 4 (section 2 and 4) of Emotional Intelligence. This means that these girls are good in Emotional Assimilation i.e. using emotions to facilitate thought and Emotional Management. Here, girls from both the levels of SES show equal pattern of EI. This means that this is innate potential of girls and not learned through the exposure they receive. As functionalists talk about gender roles in their theory structural functionalism; girls are expected to be emotional or sensitive than boys since their childhood. Hence, girls learn to use their emotions effectively while performing cognitive tasks. They also have to learn to manage their emotions appropriately as their inappropriate expression of their emotions is not accepted in our society. As a result of this, girls are found to score higher than boys here. All girls and boys have performed comparatively poor on branch 1 and 3. Branch 1 measures perceiving emotions and branch 3 measures ability to understand complex emotions. This result is a mere reflection of the age group of the sample. They have scored less on understanding complex emotions because they are very young to have this ability. Girls from HMSEC scored higher on the branches 1, 2 and 3 and girls from LSEC scored higher than all others on branch 4. Girls from well to do family backgrounds get more exposure than the girls from lower socio-economic class. They are more confident to express their emotions freely. They also react openly to the emotional expression of people around them. This is reflected here in this result that the girls from HMSEC are found to score higher on branches 1

(perceiving emotions), 2 (using emotions to facilitate thought) and 3 (understanding complex emotions). On the other hand, girls from poor socio-economic background have to follow many societal restrictions. They are not expected to express their emotions freely. Hence these girls learn to manage their emotions.

Boys from LSEC performed poorer on overall EI except branch 4. All the students from LSEC performed relatively better on branch 4 than the students from HMSEC. Branch 4 measures ability to manage emotions. Students from LSEC experience variety of situations than the students from HMSEC. They live in an environment where they easily come across verbal or physical violence, behavior aroused due to substance use, poverty, suppression of day to day needs of life, etc. Hence these children learn to manage their emotions effectively at very early age.

Surprisingly Girls and Boys from experimental groups of both the schools showed no significant difference after the intervention program. When the difference between Girls and Boys was calculated on the scores received after the intervention program, it was seen that both Girls and Boys have scored significantly higher at post-testing but the impact of the intervention varied as per their Gender. Girls from lower socio-economic class were seen to score considerably greater after getting intervention than their counter part Boys. And the Boys from the HMSEC School were found to be benefitted much by the intervention than the Girls of the same group. A survey study done on the youths of India (n = 44,769) to explain gender wise pattern of socialization and also it was seen in this study that how these patterns are correlated with their mental health states that, the Girls from lower socio-economic class were having so many restrictions to their independence than the boys of the same society which controlled Girls from being sociable and unfortunately it resulted into mental health problems of Girls. (Ram et al., 2014). The intervention

program designed in present study has been proven to be effective in providing platform for the Girls from lower SES to express their feelings and this also resulted in enhancement of their Emotional Intelligence. The qualitative observation of this study also depicts that the girls from LSEC were initially hesitating to take part in the activities as well as in art forms but later the picture was drastically changed. These girls enjoyed all the art forms and the activities. This can be considered as a success of this study.

The statistically significant difference is obtained between all Girls and all Boys from Lower SES. Here, girls scored significantly higher at both pre and post testing than the Boys. However the Girls from higher-middle SES scored significantly higher than the Boys only at pre-testing but no significant difference is showed by the Boys and Girls of HMSEC School after getting the intervention. All the Girls and Boys irrespective to their SES scored significantly higher after the intervention program. But this effect is only because of the performance of the experimental groups in both the schools.

Summary of qualitative analysis

Overall observation of all the four experimental groups show that for both boys and girls, thinking about their own feelings, recognizing them as well as expressing them properly was all very new. The researcher realized that the children got a unique way of thinking about their own feelings in all the sessions. Children were never taught or facilitated before to think about their emotions in this way. It was a first time for all the children participated in training program of this study to think about their emotions, recognize their emotions, think regarding the consequences of wrong expression of emotions, think of different techniques for

controlling and managing their emotions and find proper channels to express their emotions. This observation justifies the argument of the researcher that emotional development of the children is neglected by the school stakeholders. As well as children do not get spaces for the expression of their genuine emotions in the current schooling system which restricts the development and enhancement of their Emotional Intelligence. Negligence, immature and irrespective behavior of the boys in the initial sessions exhausted researcher a lot. This behavior of the boys is a mere reflection of the statement of the second generation thinker of Frankfurt school, Jurgen Hebermas. He said that educational systems do not promote democratic, communicative and responsible learning and inhibit students from achieving levels of maturity (Ref. Introduction). The above observations of the researcher are also indicators of the opinions regarding current education system stated by the educationalist of this century, Noam Chomsky. He stated that the goal of the education should be to shape individuals having values. He argued that the aim of education should be to put focus on the students' critical thinking skills as well as acquiring applicable and useful knowledge but unfortunately today's model of education is a factory model in which students are pushed to use memorization techniques for learning the facts instead of using critical thinking (Ref. introduction).

It was seen through the diary writings of the children that they were found to be very argumentative and demanding to their parents. Some of the incidences mentioned by the children from higher middle socio-economic class indicated that they are not getting enough spaces as well as time of their parents to express their emotions. Researcher had meeting with the parents of the children selected for this study to explain them the purpose of present study, to give them understanding of the nature of present study and also to take their consent. In this meeting parents openly

shared the need of such study for their children as it becomes difficult for them to tackle and handle negative emotions of their kids. It was also found that, both the parents of most of the children from both the socio-economical classes were seen to be working. Hence they don't get much time to understand and work upon emotional development of their children. Most of the children were from nuclear families thus there was no one else for the children to open up in the family.

5.5   Conclusion –

- All children pursued equal but low levels of Emotional Intelligence irrespective to their social, economic and family backgrounds.

- Parents from lower as well as higher-middle socio-economic backgrounds as well as school stakeholders put negligible focus on the emotional development of the children.

- Training program designed in present study was found to be highly effective in enhancing Emotional Intelligence of the children from both lower and higher-middle socio-economic backgrounds.

- Though children from both socio-economic backgrounds showed increase in their Emotional Intelligence after going through the training program; children from higher-middle SEC benefitted more over the children from lower SEC.

- Girls from higher-middle SEC were seen to be little good in emotional perception, emotional expression, using emotions for facilitating thought, and understanding complex emotions than others.

- Children from lower SEC were found to be slightly better in emotional management than the children from higher-middle SEC.

- Expression of Navarasa through different art forms helped children to improve their Emotional Intelligence.

- Children who received training program (experimental groups) showed increase in Emotional Intelligence than the children who did not receive the training program (control groups).

- There was little decrease in the Emotional Intelligence of the children who did not receive the training program over the period of time.

- Girls from both socio-economic backgrounds were found to have statistically high Emotional Intelligence than respective boys before receiving the training program.

- But boys improved on their Emotional Intelligence and both girls and boys showed equal levels of Emotional Intelligence after getting the training program.

- Boys and girls from both the schools were never told to think about their emotions before. It was first time in their life when they were thinking about their emotions, wrong expression of the emotions and its impact on life, importance of emotional control and management.

- It was found that many of the parents of children from both the levels of SEC were working and hence these children were not getting enough space as well as time of their parents for expressing their emotions.

- Most of the children were from nuclear families thus there was no one else for the children to open up in the family.

- Dance, drama, singing and drawing, these four art forms found to be useful for children to express their emotions freely. These art forms made it easy as well as interesting for children to recognize emotions, understand emotions, using emotions in problem solving and decision making, understand transitions of emotions and learn emotional control and management.

- It was proved statistically in this study that children's Emotional Intelligence enhances if they get proper knowledge as well as appropriate channels and platforms to express their emotions.

- Theory of Navarasa found to be effective contributor in enhancing emotional intelligence of the children in present study.

5.6   Implications and Suggestions –

i.   As the expression of Navarasa through different art forms is found to be effective in enhancing Emotional Intelligence of the children in this study, parents should be motivated to give exposure of at least one art form to their children where children can express their emotions freely. This will also help to channelize and vent out their emotional energy on a socially accepted platform.

ii.   Children should be made aware of their emotions, perception and understanding emotions of self and others, using emotions and emotional energy for success, controlling and managing emotions, etc. from very young age.

iii.   Considering the importance of the Emotional Intelligence in one's life, it is not enough to try to enhance Emotional Intelligence of the children on a personal level but the knowledge and activities regarding the aspects, dimensions of Emotional Intelligence should be incorporated in formal education of the children.

iv.   This program can be used for children's Emotional development in summer camps, workshops, vacation activities, etc. and also its effectiveness can be studied on various groups of children from different backgrounds.

v. Small-small activity and content books having simple language should be prepared for ready reference for the teachers and parents to work upon Emotional Intelligence of their students or children.

vi. Short stories can be prepared in audio and/or video forms (this has been proven as effective to enhance Emotional Intelligence of the children in this study) which will help to foster emotional development of the children.

vii. Workshops for teachers as well as parents should be arranged to create awareness regarding the importance of Emotional Intelligence in life.

viii. Experts from art fields who conduct classes exclusively for imparting the skill and knowledge of their art form to the children should be given a training of Emotional Intelligence which they can teach and implement for their students along with their art form.

ix. Social awareness should be created regarding the acceptance of one's own emotions and others' emotions. Short films, stories, advertisements, etc. can be prepared which will deliver the message that- 'it is OK to get afraid', 'sometimes crying is important to vent out the sorrow', 'it is OK to get angry sometimes, only thing is we should be able to express our anger in right manner!', etc.

5.7 Limitations

- **Impact of Covid19 Pandemic** - Whole world got affected with Covid19 virus in the years 2020 and 2021. Because of the pandemic, lockdown was declared in many countries. India declared total lockdown in the month of March 2020. The lockdown was partially removed in India later but all the schools remained closed for long period of time. Post testing of the present research study also got affected because of the same as this research was totally based on primary school children. Post testing was almost completed in one school i.e. SSE school. Researcher had finalized the dates for post testing in CBSE School but it could not be conducted due to sudden lockdown in India. All the schools were struggling to continue educating the children using online methods. But it took lot of time for schools as well as students to adjust to the new style of teaching and learning. Hence researcher had to wait for six months to get the data. After doing lot of requests to the school authority, researcher managed to conduct data online. As the tests used in present study were all standardized tests, it was not possible for the researcher to share the tests with the parents and get the data. Hence researcher had to take testing of the students one at a time online and she herself noted the answers given by the students. This all procedure required lot of time as well as efforts. After getting the entire data researcher started working on post analysis part of the study.

- The study was done on the selected children from Pune city. Hence results might vary for the children from other regions.

- The sample selected consisted children from 5th to 7th standards. Thus the response of the children who are below or above this age group should be studied separately.

- Convenience sampling method was used for the selection of schools as well as children. Hence the sample is not true representative of the population.

- This sample included schools from SSC and CBSE boards. Other board schools were not considered in this study due to feasibility factor.

- Children from only two socio-economic classes were taken in this study. Representatives from other socio-economic categories were not taken because of practicability reason.

5.8 Suggestions for further research -

a) Similar study can be carried out in other parts of the country.

b) Also comparative studies can be done using different Models of Emotions all over the world.

c) This study can be replicated on the students from different strata of the society and from different Socio-economic classes.

d) Different mediums for the expression of the emotions should be studied and their use for enhancing Emotional Intelligence should be checked.

e) Instead of using four art forms for Emotional Expression to the study group, a study can be carried out by doing small groups having one art form (based on their choice) for their Emotional Expression.

f) This concept of expressing emotions through art forms to develop Emotional Intelligence can also be tested on people from different age groups.

g) Effect of different parameters of socio-economic classes on emotional intelligence of the children can also be studied.

h) Longitudinal study can be done on the students went through this intervention program to check the long-lasting effect as well as predictive validity of such programs.

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Annexure

Appendix A

Tables

Table 4.2 Pre-testing data of Emotional Intelligence

Boys (B)/ Girls (G)/ Total (T)	Mean/ SD	Total score	Section 1	Section 2	Section 3	Section 4
Lower Socio-economic class School						
Experimental group						
B	M	57	21	4	13	19
(N= 31)	SD	14	4	2	5	8
G	M	58	21	5	12	21
(N= 34)	SD	10	4	2	4	7
T	M	58	21	5	12	20
(N= 65)	SD	12	4	2	5	7
Control group						
B	M	53	20	5	10	19
(N= 33)	SD	10	4	2	4	5
G	M	60	20	6	13	22
(N= 32)	SD	11	4	2	5	6
T	M	56	20	5	12	20
(N= 65)	SD	11	4	2	5	6
Total students						
B	M	55	21	4	12	19
(N= 64)	SD	12	4	2	5	7

G	M	59	21	5	12	21
(N= 66)	SD	11	4	2	4	7
T	M	57	21	5	12	20
(N= 130)	SD	12	4	2	5	7
Higher- middle socio- economic class School						
Experimental group						
B	M	57	23	5	12	17
(N= 32)	SD	10	5	2	3	6
G	M	61	23	6	12	19
(N= 40)	SD	10	4	2	4	5
T	M	59	23	6	12	18
(N= 72)	SD	10	4	2	4	6
Control group						
B	M	56	22	5	12	17
(N= 32)	SD	11	5	2	4	7
G	M	60	23	6	12	20
(N= 40)	SD	12	4	2	3	6
T	M	58	22	6	12	19
(N= 72)	SD	12	5	2	3	7
Total students						
B	M	56	22	5	12	17
(N= 64)	SD	10	5	2	3	6
G	M	60	23	6	12	20
(N= 80)	SD	11	4	2	4	6

T	M	59	23	6	12	19
(N= 144)	SD	11	4	2	4	6
Both the Schools						
Experimental groups						
B	M	57	22	5	13	18
(N= 63)	SD	12	4	2	4	7
G	M	60	22	5	12	20
(N= 74)	SD	10	4	2	4	6
T	M	58	22	5	12	19
(N= 137)	SD	11	4	2	4	7
Control groups						
B	M	54	21	5	11	18
(N= 65)	SD	10	5	2	4	6
G	M	60	21	6	12	21
(N= 72)	SD	12	5	2	4	6
T	M	57	21	5	12	19
(N= 137)	SD	11	5	2	4	6
Total students						
B	M	56	21	5	12	18
(N= 128)	SD	11	5	2	4	6
G	M	60	22	6	12	20
(N= 146)	SD	11	4	2	4	6
T	M	58	22	5	12	19

(N= 274)	SD	11	4	2	4	6

Table 4.3 Pre-testing data of General Intelligence

School	Gender	N	GI Mean	SD
LSEC	Girls	68	27.36	9.58
	Boys	66	31.69	11.38
HMSEC	Girls	80	35.11	10.76
	Boys	64	35.75	8.89

Table 4.4 Pre-testing data of Socio-Economic Status

School		LSEC	HMSEC
Social Status	Mean Score	178	735
	Mean T-Score	28	57
	Obtained Class	Lower	Middle
Economic Status	Mean Score	103	491
	Mean T-Score	44	61
	Obtained Class	Middle	Higher Middle
Socio-Economic Status	Mean Score	281	1226
	Mean T-Score	28	68
	Obtained Class	**Lower**	**Higher Middle**

Table 4.5 Distribution of scores of Emotional Intelligence across schools

Mean (M)/ SD	Total score	Section- 1	Section- 2	Section- 3	Section- 4
Lower Socio-economic School (N= 132)					

M	57	21	5	12	20
SD	12	4	2	5	7
Higher middle Socio-economic status School (N= 146)					
M	59	23	6	12	19
SD	11	4	2	4	6
Total sample from both the Schools (N= 278)					
M	58	22	5	12	19
SD	11	4	2	4	6

Appendix B

Questionnaire

As the questionnaires used in this study are standardized questionnaires, their sample questions are given here.

1. **'JPIP How Do I Feel?'**

Sample Question

Question:

Every question given in the next few pages has a picture. Observe the pictures carefully. One person's face is left blank. Four faces are given underneath the picture. Choose a face which suits the blank face and write its number in the answer sheet.

Sample Question

1.   2.   3.   4.

Observe the persons in the picture carefully. Now observe the faces given below. Choose a face which fits the blank face and write its number in the answer sheet.

In the same way solve A, B, C, D, E questions.

2. 'Socio-Economic Status Scale (SESS-BR)'

Consumable Booklet of

SESS-BR

(Hindi Version)

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Dr. Rajeev Lochan Bharadwaj *(Aligarh)*

कृपया निम्न सूचनाएँ भरिये—   दिनांक

नाम

आयु   लिंग : पुरुष ☐   स्त्री ☐

शिक्षा

धर्म

घर का पता

निर्देश

1. आपके तथा आपके पितरों के विषय में तथ्य चाहिए। अनेक उत्तरों में से केवल अनुकूल उत्तरों को चुनिए। चुने उत्तरों के उचित स्थानों पर सही का चिह्न ☑ लगाना है।

2. आपके सही उत्तर शोध में काम आने हैं। उत्तर गुप्त रहेंगे।

3. पितरों में से किसी एक या दोनों के जीवित न होने पर उनके चुने हुए उत्तर उनके जीवित होने के समय से सम्बन्धित होने चाहिए।

4. उत्तर देने से पूर्व आगे दिए निर्देशों को ध्यान से पढ़िए और उनका अनुपालन कीजिए।

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UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

निर्देश–

प्रत्येक विषय से सम्बन्धित पाँच सम्भावनाएँ हैं। उत्तर अपने तथा माता, पिता के बारे में अलग-अलग देना है। तीनों के उत्तर अलग-अलग हो सकते हैं।

'बहुत अधिक' उत्तर के लिए '1' पर ☑ का चिह्न लगाइए।
'अधिक' उत्तर के लिए '2' पर ☑ का चिह्न लगाइए।
'साधारण' उत्तर के लिए '3' पर ☑ का चिह्न लगाइए।
'कम' उत्तर के लिए '4' पर ☑ का चिह्न लगाइए।
'बहुत कम' उत्तर के लिए '5' पर ☑ का चिह्न लगाइए।

क्र.	परिप्रेक्ष्य		पिता	माता	आप
1.	सामाजिक परिप्रेक्ष्य–				
	(क) समाज-सेवी के रूप में समाज में आपको कितना स्थान प्राप्त है ?	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
	(ख) व्यक्ति में समाज-सेवा की सामर्थ्य उसकी शिक्षा-दीक्षा, शारीरिक स्वास्थ्य, आर्थिक शक्ति एवं सेवा में आस्था पर आधारित है। आप अपने परिवार की समाज-सेवा सामर्थ्य को कितना महत्वपूर्ण मानते हैं ?	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
		☐		☐	☐
2.	पारिवारिक परिप्रेक्ष्य–				
	(क) समाज-सेवा में उपयोगी के रूप में पड़ौसी आपके परिवार को कैसा मानते हैं ?	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
	(ख) समाज-सेवा में सक्षम के रूप में पड़ौसी आपके परिवार को कैसा मानते हैं ?	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐

क्र.		परिप्रेक्ष्य	पिता	माता	आप
	(ग)	अब तक की गयी सेवा के आधार पर पड़ोसी आपके परिवार को कैसा सम्मान प्रदान करते हैं ?	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
	(घ)	समाज-सेवा की व्यापकता इस बात से तय होती है कि व्यक्ति कितनी समाजसेवी संस्थाओं का सक्रिय सदस्य है। आप इस तथ्य को आगे रखकर अपने परिवार की सेवा व्यापकता आँकिए।	1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐
			☐	☐	☐

3. | शिक्षा परिप्रेक्ष्य—

			पिता	माता	आप
(क)		D.Litt/D.Sc./LL.D./Ph.D./M.D./M.S./M.E.	☐	☐	☐
(ख)		M.A. / M.Com. / M.Sc. / M. Sc. (Ag.) / M.Ed./ M.B.A. / M.C.A.	☐	☐	☐
(ग)		M. B., B. S. / B. E. / LL. B.	☐	☐	☐
(घ)		B. A. / B. Sc. / B. Com. / B.Sc. (Ag.)	☐	☐	☐
(ड.)		Intermediate / Higher Secondary	☐	☐	☐
(च)		High School तक	☐	☐	☐
(छ)		अनपढ़	☐	☐	☐
			☐	☐	☐

4. | व्यवसाय परिप्रेक्ष्य—

(क) यदि आप चिकित्सक हैं :

	पिता	माता	आप
मैडीकल कॉलेज के प्रोफेसर	☐	☐	☐
M. B., B. S. प्राप्त व्यक्तिगत / सरकारी सेवा में	☐	☐	☐
मनोचिकित्सक / होम्योपैथ / डिप्लोमा वाले	☐	☐	☐
यूनानी / झाड़फूँक करने वाले	☐	☐	☐

(ख) यदि प्रधानाचार्य हैं :

	पिता	माता	आप
पोस्ट-ग्रेजुएट/ग्रेजुएट/इन्जीनियरिंग/मैडीकल	☐	☐	☐
कॉलेज इण्टरमीडिएट/हाई स्कूल या समकक्ष जूनियर/	☐	☐	☐
प्राइमरी स्कूल	☐	☐	☐

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क्र.	परिप्रेक्ष्य			
(ग)	यदि सरकारी अफसर हैं :	☐	☐	☐
	कमिश्नर / डिस्ट्रिक्ट मजिस्ट्रेट	☐	☐	☐
	सिविल जज / प्रशासक	☐	☐	☐
	आई. ए. एस. / पी. सी. एस. प्राप्त अन्य पदों पर	☐	☐	☐
(घ)	यदि भारतीय सेना में हैं :			
	वायु सेना — कमीशण्ड	☐	☐	☐
	वायु सेना — नॉन-कमीशण्ड	☐	☐	☐
	थल सेना — कमीशण्ड	☐	☐	☐
	थल सेना — नॉन-कमीशण्ड	☐	☐	☐
	जल सेना — कमीशण्ड	☐	☐	☐
	जल सेना — नॉन-कमीशण्ड	☐	☐	☐
	सी. आर. पी. / बी. एस. एफ. / पुलिस अधिकारी	☐	☐	☐
	कर्मचारी	☐	☐	☐
(च)	यदि अधिकारी हैं :			
	इन्कम टैक्स / रेलवे / शिक्षा / वन / उद्योग आदि	☐	☐	☐
(छ)	यदि वकील हैं	☐	☐	☐
(ज)	यदि शिक्षक हैं :			
	कॉलेज प्रोफेसर	☐	☐	☐
	इण्टरमीडिएट/हाईस्कूल	☐	☐	☐
	स्कूल–जूनियर व प्राइमरी	☐	☐	☐
(झ)	यदि लेखक हैं :			
	साहित्यकार	☐	☐	☐
	पाठ्य-पुस्तक	☐	☐	☐
	नोट्स/गाइड्स आदि	☐	☐	☐
(ट)	यदि व्यापारी हैं :			
	बड़े कारख़ाने के मालिक	☐	☐	☐
	लघु कारख़ानों के मालिक	☐	☐	☐
	कैमिस्ट / कपड़ा व्यापारी	☐	☐	☐
	होटल / रेस्टोरेण्ट / जनरल मर्चेण्ट / पुस्तक विक्रेता/			
	स्वर्णकार / खाद्य सामग्री	☐	☐	☐
	गलीचा उद्योग / बर्तन व्यापारी / जूता उद्योग	☐	☐	☐

क्र.	परिप्रेक्ष्य	पिता	माता	आप
(ठ)	यदि कलाकार हैं :			
	संगीतकार	☐	☐	☐
	नृत्यकार / चित्रकार / नाटककार	☐	☐	☐
	मूर्तिकार	☐	☐	☐
(ड)	यदि इन्जीनियर हैं :			
	सिविल / इलैक्ट्रीकल / मैकेनिकल	☐	☐	☐
	आर्किटेक्ट	☐	☐	☐
(ढ)	यदि नेता हैं :			
	मिनिस्टर / एम. पी.	☐	☐	☐
	जननेता / एम.एल.ए. / एम.एल.सी. / यूनियन / पेशेवर	☐	☐	☐
	विद्यार्थी / आकस्मिक	☐	☐	☐
(ण)	यदि मैनेजर हैं:			
	उद्योग / बैंक	☐	☐	☐
	फार्म / डेरी / सिनेमा	☐	☐	☐
(त)	यदि कृषक हैं :			
	फार्म मालिक	☐	☐	☐
	कम भूमि वाले	☐	☐	☐
	मजदूरी वाले	☐	☐	☐
(थ)	क्या आप या आपके माता-पिता निम्न में से कुछ हैं ?			
	ठेकेदार / क्रय-विक्रय अधिकारी	☐	☐	☐
	बीमा निगम / बैंक कर्मचारी / एकाउण्टेण्ट	☐	☐	☐
	क्राफ्ट्समैन / चपरासी	☐	☐	☐
	मजदूर	☐	☐	☐
		☐	☐	☐

5. सम्पत्ति परिप्रेक्ष्य—

आप अपने परिवार की चल एवं अचल सम्पत्ति का मूल्यांकन करके बताइए कि वह अनुमानतः कितनी होगी। अपने द्वारा संजोयी गयी सम्पत्ति का भी विवरण दें।

	पिता	माता	आप
50 लाख से ऊपर	☐	☐	☐
35 लाख से 49 लाख तक	☐	☐	☐
15 लाख से 34 लाख तक	☐	☐	☐
5 लाख से 14 लाख तक	☐	☐	☐
26 हजार से 4 लाख तक	☐	☐	☐
25 हजार से नीचे	☐	☐	☐
	☐	☐	☐

6. **मासिक आय परिप्रेक्ष्य—**

परिवार की मासिक आय बताइए। पिता या माता के जीवित न होने पर निर्भर स्रोत की मासिक आय पिता के खाने में लिखकर उक्त स्रोत को लिख दीजिए :

	पिता	माता	आप
46 हजार से ऊपर	☐	☐	☐
21 हजार से 45 हजार तक	☐	☐	☐
11 हजार से 30 हजार तक	☐	☐	☐
3,100 से 10 हजार तक	☐	☐	☐
1000 हजार से 3000 हजार तक	☐	☐	☐
1000 से नीचे	☐	☐	☐
	☐	☐	☐

7. **जाति परिप्रेक्ष्य—**

	पिता	माता
उच्च जाति	☐	☐
पिछड़ी जाति	☐	☐
अनुसूचित जाति	☐	☐
	☐	☐

TABLE 1

Put area-wise total of weighted scores from the test for Father, Mother and Self

AREAS	Father	Mother	Self
Social			
Family			
Education			
Profession			
Caste			
Total Assets			
Monthly Income			

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3. 'Standard Progressive Matrices (SPM)'
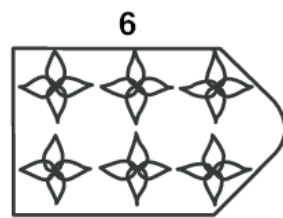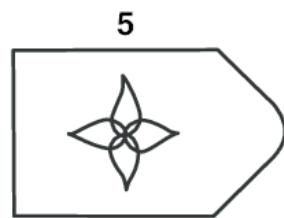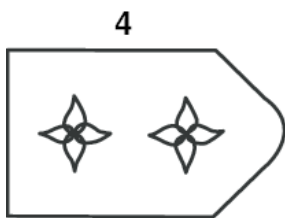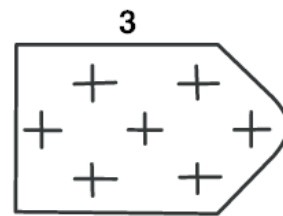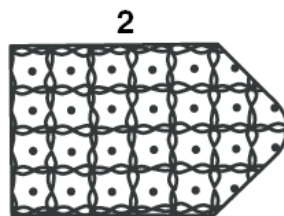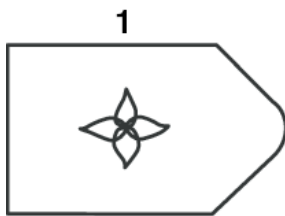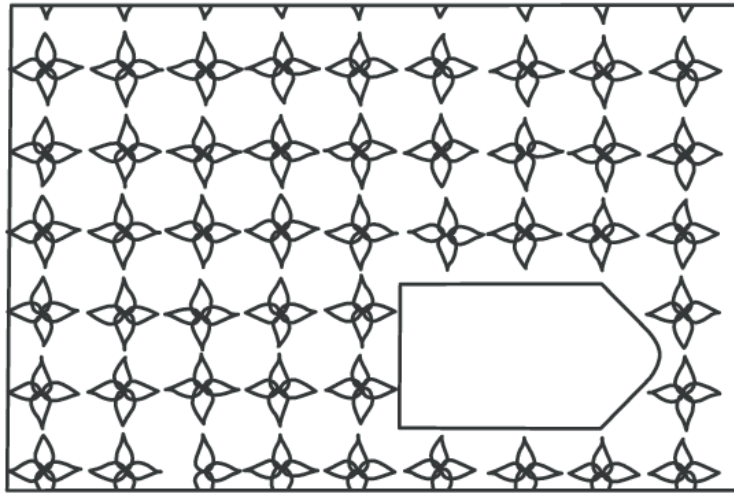
4. Feedback form

Feedback (अभिप्राय)

Session No-
सत्र क्र.-

Session- Activity/ Singing/ Dance/ Drama/ Drawing
सत्र- खेळ/ गाणे/ नृत्य/ नाटक/ चित्रकला

Today's Date-
आजचा दिनांक-

Name-
नाव-

Did you like today's session?
आजचे सत्र तुम्हाला आवडले का?

Very much	Very	Little	Very little
खूप जास्त	खूप	कमी	खूप कमी

Which emotions were taken in today's session?
आजच्या सत्रात कोणत्या भावना घेतल्या होत्या?

_____

Did you feel emotions told in today's session? How?
आजच्या सत्रात सांगितलेल्या भावना तुम्ही अनुभवल्यात का? कशा?

_____
_____

How did you feel now after expressing emotions told in today's session?
आजच्या सत्रात भावना व्यक्त केल्यानंतर आत्ता तुम्हाला कसे वाटते आहे?

_____
_____

What did you learn in today's session?
आजच्या सत्रात तुम्ही काय शिकलात?

_____
_____

What did you like most in today's session?
आजच्या सत्रात सगळ्यात जास्त तुम्हाला काय आवडले?

_____
_____

Do you think that things told in today's session will help you in your day to day life? How?
आजच्या सत्रात सांगितलेल्या गोष्टी तुम्हाला तुमच्या रोजच्या जीवनात उपयोगी पडतील असे वाटते का? कशाप्रकारे?

_____
_____

Would you like to participate in more such sessions?
अशाच अजून सत्रांमध्ये सहभागी व्हायला तुम्हाला आवडेल का?

_____

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Appendix C

Some of the glimpses of training program-

(This contains some pictures of sessions conducted in LSEC School. HMSEC School did not give permission to take the pictures of their kids.)