

BIBLIOGRAPHY

- Abdelgelil, D. F. A. (2022). The Effect of a Proposed Cooperative Learning Strategy Based Unit on Developing Life Skills for Secondary Stage Students. *Educational Research and Innovation Journal*. 2(6), pp. 1-32.
<https://doi.org/10.21608/erji.2022.244372>
- Abu, R.B. & Flowers, J. (1997). The effects of cooperative learning methods on achievement, retention, and attitudes of home economics students in North Carolina. *Journal of Vocational and Technical Education*. 13(2).
<https://scholar.lib.vt.edu/ejournals/JVTE/v13n2/Abu.html>
- Adeyemi, B. (2008). Effects of cooperative learning and problem-solving strategies on Junior Secondary School Students' Achievement in Social Studies. *Electronic Journal of Research in Educational Psychology*. 16(6). pp. 691-708.
<https://www.academia.edu/77358563>
- Adolescents Education Programme. (n.d). Teachers' workbook for student activity.
<https://www.cbse.gov.in/cbsenew/documents//TEACHERS%20BOOK%201-50.pdf>
- Agarwal, S., Srivastava, R., Jindal, M. & Rastogi, P. (2020). Study of Adolescent Stage and Its Impacts on Adolescents. 7. *European Journal of Molecular & Clinical Medicine*. 7(6). 1369-75.
<https://www.researchgate.net/publication/362646945>
- Ajaja, R. & Mezieobi, S.A. (2018) Effect of Cooperative Learning Strategy on Students Performance in Social Studies. *International Journal of Education and Evaluation*. 4(9).
<https://www.iiardjournals.org/get/IJEE/VOL.%204%20NO.%209%202018/EFFECT%20OF%20COOPERATIVE.pdf>
- Akaraonye, J., Oruwari, J. & Ofoegbu, J. (2015). Ability Level as a Determinant of the Effectiveness of Cooperative Learning on Achievement of Social Studies

- Students. *Social Forum*. 12(8).
<https://www.researchgate.net/publication/335169061>
- Akfirat, O. N., & Kezer, F. (2016). A program implementation for the development of life skills of primary school 4th-grade students. *Journal of Education and Practice*, 7(35), 9-16. <https://files.eric.ed.gov/fulltext/EJ1126519.pdf>
- Akshaya Life Skills. (2012). Impact study on life skills: *A joint initiative of Edumedia and Akshaya Patra*. <https://www.akshayapatra.org/wp-content/uploads/2022/10/study-report-on-akshaya-life-skills-2012.pdf>
- Amandeep (2018). *Study of Life Skills in Relation to school environment among students of secondary schools of Delhi*. [Doctoral Dissertation, Jamia Milia Islamia University] <http://shodhganga.inflibnet.ac.in/handle/10603/198068>
- Anonymous (n.d.). *Example of cooperative learning strategies*. https://knilt.arcc.albany.edu/Examples_of_Cooperative_Learning_Strategies
- Anonymous (n.d.). *The jigsaw classroom*. <https://www.cultofpedagogy.com/wp-content/uploads/2015/04/Jigsaw-Instructions.pdf>
- Anonymous. (2022). *What Is Life Skills Education & Why It Is Important*. <https://graphy.com/blog/life-skills-education-and-its-importance/>
- Anonymous. (n.d.). *Constructivism*. <http://teachinglearningresources.pbworks.com/w/page/19919544/Constructivism>
- Anonymous. (n.d.). *Cooperative learning*. <https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/teaching-resources/pedagogical-strategies-and-techniques/cooperative-learning>
- Anonymous. (n.d.). Unit 1. *Introduction to life skills*. <https://egyankosh.ac.in>
- Anse, L. & Ilham, M. (2018). The Implementation of Cooperative Learning (Numbered Head Together) to Boost Students' Learning Outcome in Social Studies Subject. *IOP Conference Series: Earth and Environmental Science*. 175 012147. <https://doi.org/10.1088/1755-1315/175/1/012147>

- Bancin, A., & Ambarita, B. (2019). Education Model Based on Life Skill (a Meta-Synthesis). *Advances in Social Science, Education and Humanities Research*. 384. <https://doi.org/10.2991/aisteel-19.2019.69>
- Barkley, E. F., Major, C. H., & Cross, K. P. (2014). Overview of Collaborative Learning Techniques: Problem-Solving. https://www.uah.edu/images/collaborative_learning_center/pdf/colts/problemsolving.pdf
- Behrani, P. (2016). Implementation aspects of life skills education program in central board of secondary education schools. *International Education and Research Journal*. 2(3), 68-71. <https://ia902909.us.archive.org/32/items/25PriyankaBefrani/25-priyanka%20befrani.pdf>
- Bharat, S. & Kumar, K. (2008). Health Promotion using Life Skills Education Approach for Adolescents in Schools – Development of a Model. *J. Indian Assoc. Child Adolescents. Ment. Health*. 4(1): 5-11. <https://files.eric.ed.gov/fulltext/EJ918869.pdf>
- Bharath, S. and Kishore, K. K. V. (2010). Empowering adolescents with Life Skills Education in schools – School Mental Health Program: Does it work? *Indian Journal of Psychiatry*. 52 (4), 344–349. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3025161/>
- Bindu, M. P. (2015). *Development of contextual teaching learning package in biology based on the 'REACT' strategy for enhancing life skills among secondary school students of Kerala*. [Doctoral Dissertation, Kannur University]. <http://hdl.handle.net/10603/161360>
- Borah, P., Nurnahar, A. & Kollipara, S. (2021). Assessment of life skills among early adolescents: A descriptive study. *Indian Journal of Psychiatric Nursing*. 17. 2-7. 10.4103/IOPN.IOPN_6_20. https://www.researchgate.net/publication/353379891_Assessment_of_life_skills_among_early_adolescents_a_descriptive_study

- Byju, C. & Anitha, M.P (2019). Relationship between Life Skills and Academic Anxiety of Higher Secondary School Students. *International Journal of Management, Technology and Engineering*. 9(2).
<https://www.ijamtes.org/gallery/185-feb2019.pdf>
- Central Board of School Education (2013). *Teacher's Manual Life Skills VIII*. Delhi.
<https://cbseacademic.nic.in/lifeskills/PDF/Life%20Skills%20Manual%20-%20Class%20VIII.pdf>
- Central Board of School Education (n.d.). *Life Skills Education and CCE Class IX-X*.
https://www.cbse.gov.in/cbsenew/list-of-manuals/life_skills_cce.pdf
- Central Board of School Education. (2010). Teachers' manual on Life Skills Classes IX-X. <https://cbseacademic.nic.in>
- Central Board of School Education. (2013). Teachers' manual on Life Skills Class VII.
<https://cbseacademic.nic.in>
- Central Board of Secondary Education (2013). Teacher's manual on life skills for class VI.
<https://cbseacademic.nic.in/lifeskills/PDF/Life%20Skills%20Class%20VI.pdf>
- Central board of secondary education. (2018). *Capacity building in CBSE*.
<https://cbseacademic.nic.in/tir/>
- Central board of secondary education. (2024). *Life skills, health and wellbeing programs in schools. Manual for teachers*.
https://cbseacademic.nic.in/lifeskills/PDF/Teachers_Manual.pdf
- Central board of secondary education. (n.d.). *Implementation of life skills, Health & wellbeing Programmes in schools Advocacy manual for principals*.
https://cbseacademic.nic.in/lifeskills/PDF/Advocacy_Manual_Principals.pdf
- Chakara, A. (2016). A life skills approach to adolescent development. *International Journal of Home Science*. 2(1). 234-238.
<https://www.homesciencejournal.com/archives/2016/vol2issue1/PartD/2-1-46-353.pdf>
- Cherry, K. (2022). How social learning theory works. *Very well mind*.
<https://www.verywellmind.com/social-learning-theory-2795074>

- Chetri, K. (2020). Life skills education for adolescents: its needs and strategies. *PalArch's Journal of Archology of Egypt/ Egyptology*. 17(7).
- Chopra, J. (2019). *Effect of cooperative learning on critical thinking, social competence and achievement in science of elementary school students*. [Doctoral Dissertation, Amity University, Noida]. <http://hdl.handle.net/10603/321290>
- Cleland, J. A. (2017). The qualitative orientation in medical education research. *Korean Journal of Medical Education*. 29(2). pp. 61-71. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5465434/>
- Clowes, G. (2011). The essential 5: A starting point for Kagan cooperative learning. *Kagan Online Magazine*, Spring. Kagan Publishing. <https://www.kaganonline.com>
- Cohen, E G. (1992). Restructuring the Classroom: Conditions for Productive Small Groups. *Issues in Restructuring Schools*. 2. 4-7. <https://files.eric.ed.gov/fulltext/ED363952.pdf>
- Collins (2024). Skill. In *Collins Dictionary*. <https://www.collinsdictionary.com/dictionary/english/skill>
- Cornell, D. (2024). 28 Cooperative Learning Examples, Skills & Benefits. <https://helpfulprofessor.com/cooperative-learning-examples/>
- Cowlin, T. K. (2017). How to Use the Think-Pair-Share Activity in Your Classroom. Western Governors University. <https://www.wgu.edu/blog/how-think-pair-share-activity-can-improve-your-classroom-discussions1712.html>
- Creswell, J. (2009). *Research design*. Sage Publication India Pvt, Ltd. New Delhi.
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*. 11. <https://doi.org/10.1186/1471-2288-11-100>
- Das, P. (2021). Life Skills Education to address the Challenges during Adolescence. *Journal of Global Humanities and Social Sciences*. 2(1). 55-58. <http://ojs.bonfuturepress.com/index.php/GHSS/article/view/111/76>

- Datanet (2000). *District-level information of Vadodara (Gujarat)*. India stat districts. <https://www.indiastatdistricts.com/gujarat/vadodara-district>
- Davidson, N. (2021) *Pioneering Perspectives in Cooperative Learning*. New York. <https://books.google.co.in/books?hl=en&lr=&id=E8IZEAAAQBAJ&oi=fnd&pg=PT9&dq=pioneering+perspectives+in+cooperative+learning&ots=y3R0FaPzFv&sig=MJnh0JD10aRuPuiyqrqBXKTU5gLA#v=onepage&q=pioneering%20perspectives%20in%20cooperative%20learning&f=false>
- Davis, D. (n.d.). Life Skills: Definition, Examples, & Skills to Build. *The Berkeley Well-Being Institute*. <https://www.berkeleywellbeing.com/life-skills.html>
- De Leon, R. & Bucayu, L. (2021). Exploring Filipino students' attitude toward the use of cooperative learning in social studies. *International Journal of Multidisciplinary Research and Development*. 8(1) pp. 58-63. <https://www.researchgate.net/publication/348678484>
- Devi, P. (2015). *Effectiveness of cooperative learning on students' academic achievement and their self-concept*. [Doctoral Dissertation, Maharshi Dayanand University]. <http://hdl.handle.net/10603/302538>
- Dey, S., Patra, A., Giri, D., Varghese, L. & Idiculla, D. (2022). The Status of Life Skill Education in Secondary Schools -An Evaluative Study. *Online International Interdisciplinary Research Journal*. 12(1). 76-88. <https://www.researchgate.net/publication/358501827>
- Dhingra, R., & Chauhan, K. S. (2017). Assessment of life-skills of adolescents in relation to selected variables. *International journal of scientific and research publications*. 7(8),201-212. <https://www.researchgate.net/publication/324441433>
- Dinesh, R. & Belinda, R. (2014). Importance Of Life Skills Education For Youth. *Indian Journala of Applied Research*. 4(12). 92-94. [https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/special_issues_pdf/December_2014_1418821178__30.pdf](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/special_issues_pdf/December_2014_1418821178__30.pdf)
- Doston J. M. (2001). Cooperative learning can increase student achievement. *Kagan's articles. Research and Rationale*.

http://www.kaganonline.com/free_articles/research_and_rationale/increase_achievement.php

Eisha. (2021). *Developing and implementing life skill-based activities in science and technology subject in CBSE schools of Vadodara city*. [Doctoral Dissertation, The Maharaja Sayajirao University of Baroda].

Elija, D. (2023). Emotional control. *Topdoctors UK*.
<https://www.topdoctors.co.uk/medical-dictionary/emotional-control#>

Erbil, D. & Kocabas, A. (2020). Flipping the 4th-grade social studies course in a cooperative way: Effects on academic achievement and motivation. *Studies in Educational Evaluation*. 66. <https://doi.org/10.1016/j.stueduc.2020.100878>.

Ezra, A. (2018). *A Study of the Life Skills of Higher Secondary Students in Relation to Academic Achievement*. [Doctoral Dissertation, Mother Teresa Women's University]. <http://hdl.handle.net/10603/329384>

Faizah, H. (2018). The Effect of Cooperative Learning Model-Jigsaw Type towards High School Students Achievement on History Subject in Pekanbaru. *Advances in Social Science, Education and Humanities Research*. 174. <https://www.academia.edu/86975803>

Felder, R. M. & Brent, R. (2007). *Cooperative learning*. Active Learning. https://www.researchgate.net/publication/279336523_Cooperative_Learning

Gera, S. (2018). The importance of Life Skills as part of the school curriculum. *BE Education*. <http://bweducation.businessworld.in/article/The-Importance-Of-Life-Skills-As-Part-Of-The-School-Curriculum/13-06-2018-151863/>

Gillies, R. M. (2010). Cooperative learning strategies across the curriculum. *The Education Hub*. <https://theeducationhub.org.nz/cooperative-learning-strategies-across-the-curriculum/#:~:text=>

Gillies, R. M. (2007). *Cooperative Learning: Integrating Theory and Practice*. SAGE Publications.

https://www.google.co.in/books/edition/Cooperative_Learning/Oh8ZYAPUA4k

- Government of Gujarat (2024). *History*. <https://vadodara.nic.in/>
- Government of Gujarat. (2020). *Statistical abstract of Gujarat State*. Directorate of Economics and Statistics. https://gjecostat.gujarat.gov.in/uploads/publicationsecmanagment/STATISTIC ALABSTRACT2020FINALPRESS08102011_12_20_08_52_41.pdf
- Government of Gujarat. (2023). *Gujarat at a glance*. Climate change Department. <https://ccd.gujarat.gov.in/overview.htm>
- Government of Gujarat. (2024). *History of Vadodara*. <https://vadodara.gujarat.gov.in/>
- Grover, J. (2018). Life Skills Education in India: Initiatives and Challenges. *International Inventive Multidisciplinary Journal*, 6(3). <http://www.inventivepublication.com/Documents/20180405190209083.18.%20March-2018.%20Dr.%20Jatinder%20Grover.pdf>
- Guenther, A. R., & Abbott, C. M. (2024). Think-Pair-Share: Promoting Equitable Participation and In-Depth Discussion. *PRiMER (Leawood, Kan.)*, 8, 7. <https://doi.org/10.22454/PRiMER.2024.444143>
- Guha, I., Maliye, C., Gupta, S., & Garg, B. (2021). Life Skills of Adolescent Girls in Relation to Their Self-concept Developed through Kishori Panchayat: An Adolescents for Health Action Model. *International Journal of Advanced Medical and Health Research*, 44(3), 265-270. <https://www.researchgate.net/publication/352845231>
- Gujarat Council of Educational Research and Training. (2007). *Balmela*. <https://gcert.gujarat.gov.in/gcert/information/balmela.htm>
- Gujarat Council of Educational Research and Training. (2010). *Life skills through drama*. Education department, Government of Gujarat. <https://gcert.gujarat.gov.in/gcert/showcase/life-skill-through-drama2.htm>
- Gujarat Council of Educational Research and Training. (2013). *Annual report 2012-2013*. Department of Planning and Management. https://gcert.gujarat.gov.in/gcert/Portal/News/49_1_Annual_Report_2012-13.pdf

- Gujarat Council of Educational Research and Training. (2018). *Annual report 2017-2018*. https://gcert.gujarat.gov.in/gcert/Portal/Document/1_3769_GCERT-Annual-Report-2017-18.pdf
- Gujarat Council of Educational Research and Training. (2020). *Annual report 2019-20*. https://gcert.gujarat.gov.in/gcert/Portal/Document/1_3646_Annual-Work-Plan-Budget-2019-20.pdf
- Gujarat Online Network. (2024). *Art and culture of Gujarat*. Pan India Internet Private Limited. <https://www.gujaratonline.in/about/profile/culture>
- Gulhane, T. F. (2014). Life Skills Development through School Education. *Journal of Sports and Physical Education*. 1(6), 28-29. <https://www.iosrjournals.org/iosr-jspe/papers/vol1-issue6/H0162829.pdf>
- Gupta, P. (2015). Importance and need of life skills education in Indian perspective. *Journal of Emerging Technologies and Innovative Research*. 2(12). <https://www.jetir.org/papers/JETIR1701765.pdf>
- Hajizadehanari, K., Fard, Seyed Massoud Haji Seyed Hossini, Hajizadehanari, H., Yaghoubzadeh, A., Farhadian, A., & Askari, M. (2013). The effectiveness of life skills education with religious approach to safety, mental health and self-esteem in elementary school students. *The European Journal of Social & Behavioural Sciences*. 5(2), pp. 927-936. <https://www.proquest.com/scholarly-journals/effectiveness-life-skills-education-with/docview/1532446316/se-2>
- Handayani, S., Purwaningsih, Y., & Murtini, W. (2017). The Application of STAD Cooperative Learning Using Picture as the Media to Improve Students' Learning Outcomes and Motivation in Learning Social Science. *Advances in Social Science, Education and Humanities Research*. 158. <https://www.academia.edu/67701248>
- Helaiya, S. (2010). *Development and implementation of life skills programme for student teachers*. [Doctoral Dissertation, The Maharaja Sayajirao University of Baroda].

- Herwiyanti, R.D., Subroto., H.W., & Suprijono, A.G. (2019). Implementation of Cooperative Learning Model in Numbered Heads Together for Improving 4th Grade Students Learning Achievement on Social Science. *Journal of Research & Method in Education*. 9(1), 21-25. <https://www.academia.edu/38272452>
- Indian Local Bodies. (2022). *Gram Panchayat: Dashrath*. <https://localbodydata.com/gram-panchayat-dasharath-167083#:~:text>
- Indian village directory. (2024). *Ranoli*. <https://villageinfo.in/gujarat/vadodara/vadodara/ranoli.html>
- Integrated Government online directory. (2024). *District- Gujarat*. <https://igod.gov.in/sg/GJ/E042/organizations>
- Jacobs, G. M., Wang, A., Li, X., & Xie, Y. (2008). Making thinking audible and visible via cooperative learning. In M. H. Chau & T. Kerry (Eds.), *International perspectives on education*, (pp. 103-117). London: Continuum. <https://files.eric.ed.gov/fulltext/ED573751.pdf>
- Jamali, S., Sabokdast, S., Sharif Nia, H., Goudarzian, A. H., Beik, S., & Allen, K. A. (2016). The Effect of Life Skills Training on Mental Health of Iranian Middle School Students: A Preliminary Study. *Iranian Journal of Psychiatry*. 11(4), 269–272. <https://www.researchgate.net/publication/311368207>
- Jeena, K. G. (2013). *Development Of Life Skills Through Select Pedagogic Strategies Among Higher Secondary School Students*. [Doctoral Dissertation, The Gandhigram Rural Institute] <https://shodhganga.inflibnet.ac.in/handle/10603/218200?mode=simple>
- Johnson, D. W. & Jhonson, R. T. (2018). Cooperative learning: The foundation of active learning. In Brito S. M. (Eds.), *Active Learning - Beyond the Future* <https://www.intechopen.com/chapters/63639>
- Johnson, D. W. & Johnson, R. T. (2009). An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. *Educational Researcher*. 3(5), 365-379. <https://www.jstor.org/stable/20532563>

- Johnson, D. W., Johnson, R. T. & Holubec. E. J. (1994). *The circles of learning. Cooperation in the classroom and school.* USA. ASCD Publication.
https://www.google.co.in/books/edition/The_New_Circles_of_Learning/2MppQgAACAAJ?hl=en&gbpv=1
- Jolliffe, W. (2007). *Cooperative learning in the classroom. Putting it into practice.* New Delhi. Sage publication.
- Kackar, A. & Joshi, H. (2019). Impact of Life Skills among Adolescents: A Review. *International Journal of Research and Analytical Reviews.* 6(2). 592-595.
http://ijrar.com/upload_issue/ijrar_issue_20543579.pdf
- Kagan, S. (1999). Cooperative Learning: Seventeen Pros and Seventeen Cons Plus Ten Tips for Success. *Kagan Online Magazine, Winter 1999.* www.KaganOnline.com
- Kagan, S. (2003). A brief history of Kagan structures. *Kagan online magazine. Spring 2003.*
https://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK20.php
- Kahkonen, A.K. (2011). Conducting a Case Study in Supply Management. *Operations and supply chain management.* Vol. 4, pp. 31-41. ISSN 1979-3561.
https://www.researchgate.net/publication/228840213_Conducting_a_Case_Study_in_Supply_Management
- Kalita, P. (2022). Importance of life skills education in present day. *International Journal of Creative Research Thoughts.* 10(11).
<https://ijcrt.org/papers/IJCRT2211453.pdf>
- Karas, L. B. (n.d.). *Literature Review: Purpose of a Literature Review.*
<https://uscupstate.libguides.com/c.php?g=627058&p=4389968>
- Kaur, N. (2022). *Effect of life skills education programme on academic performance and social competence in relation to spiritual intelligence of adolescents.* [Doctoral Dissertation, Panjab University] <http://hdl.handle.net/10603/492970>
- Kauts, D. S. & Saini, J. (2022). Life Skill Based Education: A Systematic Narrative Review. *MIER Journal of Educational Studies Trends and Practices.* 12(2), 407–422. <https://doi.org/10.52634/mier/2022/v12/i2/2261>

- Kaymak, S., Kassymbek, Z., & Aliyeva, K., & Saydenov, F. (2022). The Effect of Cooperative Learning on Students Academic Achievement. *Journal of Management Studies*, 9, 495-503.
<https://www.researchgate.net/publication/358118226>
- Khera, S., Khosla, S. (2012). A study on core life skills of adolescents in relation to their self-concept developed through YUVA school life skill programme. *International Journal of Social Science & Interdisciplinary Research*, 1(11).
<https://www.academia.edu/24935643/>
- King, R.A., Weisz, J.R., & Schopler, J. (2016). *Introduction to Psychology*. (7th ed.). New Delhi: McGraw Hill Education (India) Private Limited.
- Korkmaz Toklucu, S., & Tay, B. (2016). The effect of cooperative learning method and systematic teaching on students' achievement and retention of knowledge in social studies lesson. *Eurasian Journal of Educational Research*, 66, 315-334.
<http://dx.doi.org/10.14689/ejer.2016.66.18>
- Kushwaha, S. (2019). *A Study of Life Skills Education in CBSE and UP Board Secondary Schools of Varanasi City*. [Doctoral Dissertation, Banaras Hindu University] <http://hdl.handle.net/10603/365581>
- Laleman, J. (2010). *How does life skills modeling through literary connections create a higher level of academic success in English students?* [Doctoral Dissertation, Southwest Minnesota State University] <https://www.proquest.com/dissertations-theses/how-does-life-skills-modeling-through-literary/docview/519150564/se-2>
- LaMorte, W.W. (2022, Nov 03). *The Social Cognitive Theory*. Behavioral change models. Boston University School of Public Health.
<https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/behavioralchangetheories5.html>
- Lancehgs (2023). What life skills are important to teach in school.
<https://lancersarmschools.com/what-life-skills-are-important-to-teach-in-school/#:~:text=Life%20skills%20are%20essential%20for,and%20lead%20more%20productive%20lives.>

- Lawrence, A. (2012). School environment and academic achievement of standard IX students. *Journal of educational and instructional studies in the world*, 2 (3).
<https://files.eric.ed.gov/fulltext/ED542331.pdf>
- Lodrick, D. O. and Pathak, D.N. (2024, April 19). Gujarat. *Encyclopedia Britannica*.
<https://www.britannica.com/place/Gujarat>
- Lombardi, P. (2018). Benefits and drawbacks of cooperative learning. *Instructional Methods Strategies and Technologies to Meet the Needs of All Learners*.
[https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Instructional_Methods_Strategies_and_Technologies_\(Lombardi_2018\)/07%3A_Cooperative_Learning/7.07%3A_Benefits_and_Drawbacks_of_Cooperative_Learning](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Instructional_Methods_Strategies_and_Technologies_(Lombardi_2018)/07%3A_Cooperative_Learning/7.07%3A_Benefits_and_Drawbacks_of_Cooperative_Learning)
- Macpherson, A. (2007). *Cooperative learning group activities for college courses: A guide for instructors*. Kwantlen University College.
<https://uca.edu/core/files/2019/07/Collaborative-guide.pdf>
- Majoka, M., Khan, M. & Shah, S. (2011). Effectiveness of Cooperative Learning for Teaching Social Studies to Students with Different Ability at Elementary Level. *Interdisciplinary Journal of Contemporary Research in Business*. 2. 486-497.
<https://www.researchgate.net/publication/299348247>
- Malhan, A. (2011). *Effect of hybrid instructional model in cooperative learning situation on life skills of secondary students in relation to learning approaches*. [Doctoral Dissertation, Panjab University]. <http://hdl.handle.net/10603/87026>
- Mangal, S.K. (2005). *Advanced Educational Psychology*. New Delhi. Prentice Hall of India Pvt. Ltd.
- Mangal, S.K. (2005). *Educational Psychology*. New Delhi. Prentice Hall of India Pvt. Ltd.
- Maps of India. (2021). *Vadodara location map, Gujarat*.
<https://www.mapsofindia.com/india/where-is-vadodara.html>
- Maps of India. (2024). *Parliamentary Constituencies*.
<https://www.mapsofindia.com/parliamentaryconstituencies/gujarat/>

- Maryam, E., Malek, Davoud., Zahra, G. & Somayeh, B. (2011). Effectiveness of life skills training on increasing self-esteem of high school students. *Procedia - Social and Behavioral Sciences*, 30, 1043-1047. <https://doi.org/10.1016/j.sbspro.2011.10.203>
- Masri, A., Smadi, M., Aqel, A., & Hamed, W. (2016). The Inclusion of Life Skills in English Textbooks in Jordan. *Journal of Education and Practice*, 7(16) <https://files.eric.ed.gov/fulltext/EJ1108662.pdf>
- Mathialahana, V. & Krishnamoorthi, G. (2020). School Environment and Academic Achievement of Secondary School Students. *Think India Journal*, 22(10) https://www.researchgate.net/publication/340022467_School_Environment_And_Academic_Achievement_Of_Secondary_School_Students
- Matthew, J. M., Sari, L. R., Laura, R., Nafisseh, S., Steven, A. S. (2009). Individual interventions. In Kenneth H. Mayer, Hank F. Pizer (Eds.) *HIV Prevention: A Comprehensive Approach*, 203-239. <https://doi.org/10.1016/B978-0-12-374235-3.00008-X>
- McAllum, R. (2014). Reciprocal Teaching: Critical Reflection on Practice. *Kairaranga*, 15(1), 26-35. <https://files.eric.ed.gov/fulltext/EJ1040126.pdf>
- McGoldrick. (2009, Nov 13). Cooperative Learning Techniques. *Pedagogies of Engagement: Resource collection*. <https://serc.carleton.edu/sp/pkal/cooperative/techniques.html>
- Millis, B J. (n.d.). Basic cooperative learning structures. *US Airforce Academy. University of Denver, Colorada*. <https://otl.du.edu/wp-content/uploads/2013/07/Basic-Cooperative-Learning-Structures.pdf>
- Ministry of Finance. (2023). *Economic survey*. Government of India. <https://www.indiabudget.gov.in/economicsurvey/doc/Statistical-Appendix-in-English.pdf>
- Mohamad, M. & Rajuddin, M. (2011). *Relationship between Learning Style and Creative Thinking in Problem Solving Skills among Building Construction*

Students in Vocational School.

<https://www.researchgate.net/publication/236682918>

Mohammadzadeh, M., Awang, H. Ismail, S. & Shahar, H. (2019). Effects of Life Skills Education on Coping Mechanisms of Malaysian Adolescents Living in Orphanages. *Asian Journal of Psychiatry*.
<https://www.researchgate.net/publication/332508787>

Motaei, B. (2014). On the Effect of Cooperative Learning on General English Achievement of Kermanshah Islamic Azad University Students. *Procedia - Social and Behavioral Sciences*, 98, 1249-1254.
<https://www.sciencedirect.com/science/article/pii/S1877042814026317>

Munawaroh. (2015). The Comparative Study Between the Cooperative Learning Model of Numbered Heads Together (NHT) and Student Team Achievement Division (STAD) To The Learning Achievement In Social Subject. *IOSR Journal of Research & Methods in Education*, 5(1), 24-33.
<https://www.academia.edu/11347703>

Nabavi, T. R & Mohammad, B. (2012). *Bandura's Social Learning Theory & Social Cognitive Learning Theory*.
https://www.researchgate.net/publication/267750204_Bandura's_Social_Learning_Theory_Social_Cognitive_Learning_Theory

Naeim, M., Rahimi, H. R., Soltani, F., Farazandeh, F., Nejad, F. M., Sharafi, M. R., & Dizaj, Z. S. T. (2016). The role of life skills and self-efficacy in mental health among male students in High school. *International Journal of Medical Research & Health Sciences*, 5(7S), 118–126. <https://www.ijmrhs.com/medical-research/the-role-of-life-skills-and-selfefficacy-in-mental-health-among-male-students-in-high-school.pdf>

Nagaraju, M.T.V. (2016). Strategies to promote life-skills among adolescents. *European Journal of Education Studies*, 2(3).
https://www.academia.edu/28038795/STRATEGIES_TO_PROMOTE_LIFE_SKILLS_AMONG_ADOLESCENTS

- National Council for Educational Research and Training. (2014). *Package in Social Sciences for professional development of in-service teachers*. Department of education in social science. New Delhi. <https://ncert.nic.in/dess/pdf/ITPD%20Final%20june%2014.pdf>
- National Council of Educational Research and Training. (2005). *National Curriculum Framework*. 50-51. New Delhi: NCERT.
- National Council of Educational Research and Training. (2023). *National Curriculum Framework for School Education (NCF-SE)*. Ministry of Education. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
- Niaraki, F. R., & Rahimi, H. (2013). Effect of Life Skill Training on Self -Esteem of High School Students in Iran. *European Online Journal of Natural and Social Sciences*, 2(2), 150–159. <https://european-science.com/eojnss/article/view/149/pdf>
- Nileena, M.S. (2012, February 16). Life skills training: Infusing confidence in students. *The Hindu*. <http://www.thehindu.com/todays-paper/tpnational/tp-tamilnadu/life-skills-training-infusing-confidence-in-students/article2898496.ece>
- Odja, A H & Mursalin (2019). The effectiveness of implementation cooperative learning model oriented life skills for the 21st century to improve writing science skills in physics concepts. *Journal of Physics: Conference Series*. <https://iopscience.iop.org/article/10.1088/1742-6596/1171/1/012020>
- Olson, M.H., Hergenhahn, B.R. (2013). *An Introduction to Theories of Learning* (9th ed.). PHI Learning Private learning.
- Ottawa Charter for Health Promotion. (1986). *The Ottawa Charter for Health Promotion*. The 1st International Conference on Health Promotion, Ottawa, 1986. Ottawa. <https://www.who.int/teams/health-promotion/enhanced-wellbeing/first-global-conference>

- Owen, L. (2015). Empathy in classroom: Why should I care? *Edutopia*.
https://ggie.berkeley.edu/student-well-being/empathy-for-students/#tab__2
- Pal, S. & Chandra, S. (2019). A Study of Life Skills of pupil – teachers. *International Journal of Science and Research (IJSR)*, Volume 8, 2201-2201.
<https://www.ijsr.net/archive/v8i8/ART2020796.pdf>
- Pan American Health Organization. (2001). *Life Skills Approach to Child and Adolescent Healthy Human Development*.
<http://elcolegiodehidalgo.edu.mx/descargas/sensibilizacion/Life%20Skills%20Approach.pdf>
- Pappas, C. (2023). *John Dewey's Theory: Reforming Education Through Experiential Learning*. *eLearning Industry*. <https://elearningindustry.com/educational-psychologists-elearning-professional-should-know>
- Paria, M. (2020). *Critical evaluation of life skills education at secondary education level in West Bengal*. [Doctoral Dissertation, Jadavpur University]
<http://hdl.handle.net/10603/359583>
- Parmar, D. (2022). Life skills education: importance and strategies. *International Journal of Creative Research Thoughts*. 10(10). 208-212.
<https://ijcrt.org/papers/IJCRTU020037.pdf>
- Parvathy, & Pillai, R. (2015). Impact of Life Skills Education on Adolescents in Rural School. *International Journal of Advance Research*, 3(2), 788-794.
<https://www.researchgate.net/publication/308368929>
- Pathak, C. & Mahure, G. (2022). Cooperative Learning: An Effective Means for Teaching in Classroom. *EduInspire: An International E-Journal*. 9(2). 28-34.
<https://www.researchgate.net/publication/364110381>
- Pathan, N., & Amin, J. N. (2023). Comparative Analysis of Life Skills Education: Global Perspectives and Challenges in India. *The International Journal of Indian Psychology*, 11. <https://ijip.in/wp-content/uploads/2023/09/18.01.370.20231103.pdf>

- Peldon, D. & Chalermnirundorn, N. (2018). The Effects of Cooperative Learning Strategies on Sixth Grade Bhutanese Students' Learning Achievement and Satisfaction in Social Studies Class. *St. Theresa Journal of Humanities and Social Sciences*, 4(2). <https://journal.stic.ac.th/index.php/sjhs/article/view/68/35>
- Prajapati, R, Sharma, B. & Sharma, D. (2017). Significance Of Life Skills Education. *Contemporary Issues in Education Research*, 10(1). <https://files.eric.ed.gov/fulltext/EJ1126842.pdf>
- Purwanto, A., Mustaji, Prasetyo, K., Pamungkas, D. E. & Sukarman. (2018). The Effect of Cooperative Learning Model in Social Science Class. *Advances in Social Science, Education and Humanities Research*, 212. <https://www.researchgate.net/publication/329942130>
- Radhi, R. (2002). *A study of vipassana meditation adolescent behaviour pattern*. [Doctoral Dissertation, University of Madras]. <http://hdl.handle.net/10603/78067>
- Rahimaghaee, F. (2012). Effects of life-skills training program on Iranian third-grade middle school students. *I-manager's Journal on Nursing*. 2(2), 23-29. <https://www.researchgate.net/publication/256126367>
- Rahman (2017). The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language “Testing and Assessment” Research: A Literature Review. *Journal of Education and Learning*, 6(1). <https://files.eric.ed.gov/fulltext/EJ1120221.pdf>
- Ramchandani, S.N. (2017). *Enhancement of LSRW in English language through visual literacy among pre service secondary teachers*. [Doctoral Dissertation, The Maharaja Sayajirao University of Baroda] <http://hdl.handle.net/10603/209280>
- Ramkumar, N. (2003). *Acquisition of process skills by IV standard pupils through an instructional programme in environmental studies*. [Doctoral Dissertation, The Maharaja Sayajirao University of Baroda]
- Roodbari, Z., Sahdipoor, E., & Ghale, S. (2013). The Study of the Effect of Life Skill Training on Social Development, Emotional and Social Compatibility Among

- First-Grade Female High School In Neka City. *Indian Journal of Fundamental and Applied Life Sciences*. 3(3), 382-390. [https://www.cibtech.org/J-LIFE-SCIENCES/PUBLICATIONS/2013/Vol_3_No_3/JLS-49-51...Rodbari%20article%20for%20Indian%20Journal\(1\).pdf](https://www.cibtech.org/J-LIFE-SCIENCES/PUBLICATIONS/2013/Vol_3_No_3/JLS-49-51...Rodbari%20article%20for%20Indian%20Journal(1).pdf)
- Sadr-Mohammadi, R., Kalantari, M., & Molavi, H. (2014). Efficacy of life skills training on subjective well-being of students: a report from Rafsanjan, Iran. *Iranian journal of Psychiatry and Behavioral sciences*, 8(2), 63–67. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4105605/>
- Saiedeh, B.S., Karimi, M., Mahmoudi, F., Shaghghi, P., & Seyyedeh S.J.A. (2017). Effect of Training of Life Skills on Social Skills of High School Students with Intellectual Disabilities. *Practice in Clinical Psychology*. 5. 177-186. <https://www.researchgate.net/publication/319455423>
- Saki, O. & Darhour, H. (2023). The Effects of Extracurricular Activities on Developing Students' Life Skills. *International Journal of Language and Literary Studies*, 5(3). 213-227. <https://www.researchgate.net/publication/374634108>
- Salako, E.C., Eze, I. & Adu, O. (2012). Effects of Cooperative Learning on Junior Secondary School Students' Knowledge and Attitudes to Multicultural Education Concepts in Social Studies. *Discovery Science*, 2(4), 3-13. <https://www.academia.edu/71515000>
- Sandhu, R. (2014). A Study of Life Skills of Pupil Teacher. *Indian Journal of Fundamental and Applied Life Sciences*. 4(3) <http://www.cibtech.org/J-LIFE-SCIENCES/PUBLICATIONS/2014/Vol-4-No-3/JLS-055-061-SANDHU-A-TEACHERS.pdf>
- Santhosh, S. (2022, August 21). ‘Why ‘Life skills’ should be an integral part of early learning in school curriculum?’. *The Times of India*. 2022, August. <https://timesofindia.indiatimes.com/blogs/voices/why-life-skills-should-be-an-integral-part-of-early-learning-in-school-curriculum/>
- Sapsuha, S. & Bugis, R. (2013). Think Pair Share Technique to Improve Students' Reading Comprehension. *ICE-Ed conference*. ELT Practices in Asia: Challenges

and Opportunities. https://www.researchgate.net/profile/Riki-Bugis/publication/325203345_

Sarva Shiksha Abhiyan. (2018). *Annual report 2017-2018*. Gandhinagar. Gujarat. .
https://samagrashiksha.ssagujarat.org/Document/1_121_Annual_Report_2017-18_English.pdf

Sharan, S. (1980). Cooperative Learning in Small Groups: Recent Methods and Effects on Achievement, Attitudes, and Ethnic Relations. *Review of Educational Research*, 50(2), 241-271. https://www.jstor.org/stable/1170146?read-now=1&seq=14#page_scan_tab_contents

Sibthorp, J. (2003). Learning transferable skills through adventure education: The role of an authentic process. *Journal of Adventure Education and Outdoor Learning*. 3. 145-157. <https://www.researchgate.net/publication/233264886>

Singh, A. (2020). *Effect of cooperative learning on perceived classroom environment critical thinking skills and learning outcomes in social studies of secondary school students*. [Doctoral Dissertation, Panjab University]. <http://hdl.handle.net/10603/332090>

Singh, B. D., & Menon, R. (2015). *Life Skills in India. An Overview of Evidence and Current Practices in our Education System*. Central square foundation.
<https://medha.org.in/user-content/uploads/2020/10/Life-Skills-in-India-CSF.pdf>

Singh, M. & Lal, H. (2020). A study of effectiveness of life skill Module for secondary school Students. *Journal of Emerging Technologies and Innovative Research*. 7(10). 23-34. <https://www.jetir.org/papers/JETIR2010519.pdf>

Singh, M. (2003). Understanding life skills. *Education for All Global Monitoring Report 2003/4, Gender and Education for All: The Leap to Equality*. <https://unesdoc.unesco.org/ark:/48223/pf0000146963>

Singh, P. (2014). *Effect of cooperative learning on critical thinking social competence and achievement in Social Science of secondary school students*. [Doctoral Dissertation, Panjab University]. <http://hdl.handle.net/10603/80525>

- Slavin, R. (2006). *Cooperative learning Methods*.
https://lms.pdesas.org/content/courses/General_PD/ESLAOL/media/1D_reading_02.pdf
- Slavin, R. E. (1987). Developmental and Motivational Perspectives on Cooperative Learning: A Reconciliation. *Child Development*, 58(5), 1161–1167.
<https://doi.org/10.2307/1130612>
- Slavin, R. E. (2001). *Cooperative Learning: Theory, Research, and Practice*.
https://www.google.co.in/books/edition/Handbook_of_Psychology_Educational_Psych/VIhKqfn7YwQC
- Slavin, R. E. (2011). Instruction based on cooperative learning.
<https://www.researchgate.net/publication/267247317>
- Smitha, A. (2019). Effectiveness of multi-strategy life skills education programme on enhancing tolerance among secondary school students. [Doctoral Dissertation, Central University of Kerala]. <http://hdl.handle.net/10603/304521>
- Sreeja, S.R. (2017). *Development of life skill-oriented learning package in mathematics for enhancing logical-mathematical intelligence of secondary school students*. [Doctoral Dissertation, University of Kerala]. <http://hdl.handle.net/10603/394572>
- Srikala, B. & Kishore, K.K. (2010). Empowering Adolescents with Life Skills Education in Schools - School Mental Health Program: Does it Work? *Indian journal of psychiatry*. 52(4). 344-349.
<https://www.reseaparvrchgate.net/publication/49785786>
- Srivastava, G. (2015). The importance of life skills for adolescents. *White Swan Foundation*. <https://www.whiteswanfoundation.org/life-stages/adolescence/the-importance-of-teaching-your-adolescent-life-skill>
- Stake, R. E. (2013). *Multiple case study analysis*. The Guilford Press. New York. London. Multiple Case Study Analysis - Google Books

- Stake, R.E. (1995). *The Art of Case Study Research*. SAGE Publication. Thousand Oaks, California.
https://www.google.co.in/books/edition/The_Art_of_Case_Study_Research/AgGdBx76b9kC
- Steptoe, A., & Wardle, J. (2017). Life skills, wealth, health, and well-being in later life. *Proceedings of the National Academic of Science USA*, 114(17), 4354-4359.
<https://doi.org/10.1073/pnas.1616011114>.
- Suhendi, H., Wibowo, R. & Kania, N. (2017). Developing Life Skills through Cooperative Learning Models in Aquatic Activities. *2nd International Conference on Sports Science, Health and Physical Education*, 418-422.
<https://www.researchgate.net/publication/327772000>
- Surma, S. (2016). *Life skills counselling for enhancing the personality of high school students*. [Doctoral Dissertation, University of Mysore].
<http://hdl.handle.net/10603/200801>
- Susmitha, B. (2019). Life Skill Education and National Development. *Journal of Emerging Technologies and Innovative Research (JETIR)*. ISSN-2349-5162.
<https://www.jetir.org/papers/JETIR1903085.pdf>
- Tenny, S., Brannan, J.M. & Brannan, G.D. Psychological and Cognitive Sciences.
<https://www.pnas.org/doi/epdf/10.1073/pnas.1616011114>
- The Dakar Framework for Action. (2000). *Education for All: Meeting our Collective Commitments*. World Education Forum, UNESCO. https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/Dakar_Framework_for_Action_2000_en.pdf
- The Maharaja Sayajirao University of Baroda. (2023). *About Vadodara*.
https://msubaroda.ac.in/About_Vadodara
- Thomas, Mary Vineetha, & Kothari, R.G. (2015). A Study on the Effectiveness of a Strategy Based on Cooperative Learning for Science Teaching in Class VII. *MIER Journal of Educational Studies Trends and Practices*, 5(2), 123–136.
<https://doi.org/10.52634/mier/2015/v5/i2/1463>

- Thompson, P. (2017). Cognitive Development: The Theory of Jean Piaget. *Foundations of educational technologies*.
<https://open.library.okstate.edu/foundationsofeducationaltechnology/chapter/2-cognitive-development-the-theory-of-jean-piaget/>
- Tiwari, P., Naik, P. R., Nirgude, A. S., & Datta, A. (2020). Effectiveness of life skills health education program: A quasi-experimental study among school students of South India. *Journal of education and health promotion*, 9, 336.
https://doi.org/10.4103/jehp.jehp_564_20
- Tran, V. D. (2013). Theoretical Perspectives Underlying the Application of Cooperative Learning in Classrooms. *International Journal of Higher Education*, 2(4).
<https://files.eric.ed.gov/fulltext/EJ1067527.pdf>
- UNESCO (1990). *Framework for Action to Meet Basic Learning Needs*.
<https://unesdoc.unesco.org/ark:/48223/pf0000127583/PDF/127583eng.pdf.multi>
- UNICEF (n.d.). *Life Skills for Young Ugandans- Secondary Teachers' Training Manual*. p. 254. <https://www.nzdl.org/cgi-bin/library?e=d-00000-00---off-0cdl--00-0----0-10-0---0---0direct-10---4-----0-11--11-en-50---20-help---00-0-1-00-0--4----0-0-11-10-0utfZz-8-00&cl=CL1.38&d=HASH6b06ba71675fafaed5a91.5.3.4>=1>
- UNICEF. (2019). *Comprehensive Life Skills Framework*.
<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- Union Budget. (2022). Gross enrolment ratio of students from first grade to eighth grade across Gujarat in India in financial year 2022, by gender. *Statista*.
<https://www.statista.com/statistics/939210/india-gross-enrolment-ratio-of-students-from-first-to-eight-grade-in-gujarat-by-gender/>
- United Nations International Children's Emergency Fund, (n.d.). *Comprehensive Life skills framework*. <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- United Nations Office on drug and crime. (n.d.). *Module 7 Life Skills*.
https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf

- United Nations Office on drug and crime. (n.d.). *Module 7 Life Skills*.
https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf
- University Grant Commission. (2023). *Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0*.
https://www.ugc.gov.in/pdfnews/4371304_LifeSKill_JeevanKaushal_2023.pdf
- Usmaedi, Maftuh, B., Hamdan., Nurbayani S.K., & Siswanto, P. (2022). The Use of Cooperative Learning Method Type of Listening Team to Increase Students' Learning Outcomes in Social Studies at 4th Grade of Elementary School. *Journal Education*, 8(4), 1648-1654. <https://www.academia.edu/95013331>
- Wahlang, H.B., Humtsoe, A. & Kapoor K.C. (2022). Assessment of Life skills among the adolescents residing in Child Care Institutions. *International Journal of Humanities Social Science and Management*. 2(2).
https://ijhssm.org/issue_dcp/Assessment%20of%20Life%20skills%20among%20the%20adolescents%20residing%20in%20Child%20Care%20Institutions.pdf
- Wang, T.P. (2009). Applying Slavin's Cooperative Learning Techniques to a College EFL Conversation Class. *The Journal of Human Resource and Adult Learning*, 5(1). <http://www.hraljournal.com/Page/13%20Tzu-Pu%20Wang.pdf>
- WHO (2020). *Life skills education school handbook*.
<https://iris.who.int/bitstream/handle/10665/331948/9789240004849-eng.pdf?sequence=1>
- Woodruff, R.J. & Young, M.E.M. (2016). Exploratory study of essential life skills for adolescent elite athletes in South Africa. *South African Journal for Research in Sport, Physical Education and Recreation*, 41(1), 133-148.
<https://www.ajol.info/index.php/sajrs/article/view/185480>
- World Health Organisation. (1986). *Ottawa Charter for Health Promotion*.
<https://iris.who.int/bitstream/handle/10665/349652/WHO-EURO-1986-4044-4380361677-eng.pdf?sequence=1>

- World Health Organisation. (1996). *Life skills education: Planning for research as an integral part of life skills education development, implementation and maintenance*.
- World Health Organisation. (1997). *Life skills education for children and adolescents in schools. Programme on mental health*. Geneva.
<https://iris.who.int/bitstream/handle/10665/63552/WHO?sequence=1>
- World health organization. (1999). *Partners in Life Skills Education. Conclusions from a United Nations Inter-Agency Meeting*
<https://www.orientamentoirreer.it/sites/default/files/materiali/1999%20OMS%20lifeskills%20edizione%201999.pdf>
- Yang, X. (2023). A Historical Review of Collaborative Learning and Cooperative Learning. *TechTrends*, 67, 718–728. <https://doi.org/10.1007/s11528-022-00823-9>
- Yassin, A., Razak, N. & Maasum, N. (2018). Cooperative Learning: General and Theoretical Background. *Advances in Social Sciences Research Journal*, 5(8), 642-654.
https://www.researchgate.net/publication/331812539_Cooperative_Learning_General_and_Theoretical_Background
- Yin, R.K. (2009). *Case Study Research: Design and Methods*. SAGE Publication, Thousand Oaks, California
- Yusuf, A. (2010). Effect of Cooperative Instructional Strategy on Students Performance in Social Studies. <https://www.academia.edu/92735156>
- Zimmerman, D. (2010). *Project Based Learning for Life Skill Building in 12th Grade Social Studies Classrooms: A Case Study*. [M.Sc. Dissertation, Dominican University of California]. <https://files.eric.ed.gov/fulltext/ED510590.pdf>

Appendix I

Centre of Advanced Study in Education (CASE)
 Faculty of Education and Psychology
 The Maharaja Sayajirao University of Baroda,
 Vadodara-390002

REQUEST LETTER TO PROVIDE LIFE SKILLS ASSESSMENT SCALE

Date:

To,
 Dr. S. Kumaravel
 Assistant Professor
 Dept. of Social Work
 Rajiv Gandhi National Institute of Youth Development
 Sriperumbudur, Tamilnadu

Subject: Request to provide Standardised Life Skills Assessment Scale

Respected Sir,

I am Gargi Mahure, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. I am pursuing my doctoral study under the guidance of Prof. S.C. Panigrahi, Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. The title of my topic is Enhancement of life skills through cooperative learning in social sciences among elementary school students.

For my research purpose I want to check the level of life skills among students. I came across your life skill assessment scale in various research paper and found your standardized tool suitable for my study. I request to kindly provide me the tool. I guarantee that the tool will be utilized for research purpose only.

Yours Sincerely

Gargi Mahure (Research Scholar)

Appendix II

Centre of Advanced Study in Education (CASE)

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara-390002

**REQUEST LETTER TO VALIDATE SITUATIONAL TEST**

Date:

To,

Respected Sir/Madam,

I am Gargi Mahure, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. I am pursuing my doctoral study under the guidance of Prof. S.C. Panigrahi. The title of my topic is Enhancement of life skills through cooperative learning in social sciences among elementary school students. This is my request to you to kindly validate situational test.

The objectives of my study are:

1. To study the current level of life skills among elementary school students.
2. To design lesson plan using cooperative learning techniques.
3. To study the process of enhancement of life skills through cooperative learning among elementary school students.
4. To study the reaction of students on cooperative learning techniques.

Yours Sincerely,

Gargi Mahure (Research Scholar)

Appendix III

Centre of Advanced Study in Education (CASE)

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara-390002

**REQUEST LETTER TO VALIDATE RUBRIC ON LIFE SKILLS**

Date:

To,

Respected Sir/Madam,

I am Gargi Mahure, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. I am pursuing my doctoral study under the guidance of Prof. S.C. Panigrahi. The title of my topic is Enhancement of life skills through cooperative learning in social sciences among elementary school students. As I have to observe the progress of students in their life skills I have made rubric on then life skills. This is my request to you to kindly validate rubric on life skills.

The objectives of my study are:

1. To study the current level of life skills among elementary school students.
2. To design lesson plan using cooperative learning techniques.
3. To study the process of enhancement of life skills through cooperative learning among elementary school students.
4. To study the reaction of students on cooperative learning techniques.

Yours Sincerely,

Gargi Mahure (Research Scholar)

Appendix IV

Centre of Advanced Study in Education (CASE)

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara-390002

**REQUEST LETTER TO VALIDATE REACTION SCALE ON COOPERATIVE LEARNING**

Date:

To,

Respected Sir/Madam,

I am Gargi Mahure, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. I am pursuing my doctoral study under the guidance of Prof. S.C. Panigrahi. The title of my topic is Enhancement of life skills through cooperative learning in social sciences among elementary school students. I have a reaction scale that will assess the students reaction towards cooperative learning. This is my request to you to kindly validate reaction scale on cooperative learning.

The objectives of my study are:

1. To study the current level of life skills among elementary school students.
2. To design lesson plan using cooperative learning techniques.
3. To study the process of enhancement of life skills through cooperative learning among elementary school students.
4. To study the reaction of students on cooperative learning techniques.

Yours Sincerely,

Gargi Mahure (Research Scholar)

*Appendix V***LIST OF EXPERTS FOR VALIDATION OF TOOL**

Sr. No.	Name of Expert	Designation & Official Address
1	Dr. Bhasker Soni	Temporary Assistant Professor, Department of Physics, Faculty of Science, The Maharaja Sayajirao University of Baroda, Vadodara
2	Ms. Bhumika Varma	Principal, Gujarat Public School, Chhani, Vadodara CBSE Resource Person, COE Ajmer
3	Dr. Ruchi D	Assistant lecturer, Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat
4	Dr. Preeti Saxena	Assistant lecturer, Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat

Appendix VI

Centre of Advanced Study in Education (CASE)

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara-390002

**REQUEST LETTER TO CONDUCT RESEARCH IN SCHOOL**

Date:

To,
 The Principal,
 Gujarat Public School, Chhani,
 SBG Campus, Nr. GSFC flyover, Baroda

Respected Sir/Madam,

I am Gargi Mahure, Ph.D. student from the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat. I am pursuing my doctoral study under the guidance of Prof. S.C. Panigrahi. The title of my topic is Enhancement of life skills through cooperative learning in social sciences among elementary school students. For the purpose of my research, I have to teach the students through the content of social sciences and observe them on daily basis. Therefore, I request you to kindly grant me permission to conduct my research in your school. I assure you that all the collected data will be used for research purpose only.

The objectives of my study are:

1. To study the current level of life skills among elementary school students.
2. To design lesson plan using cooperative learning techniques.
3. To study the process of enhancement of life skills through cooperative learning among elementary school students.
4. To study the reaction of students on cooperative learning techniques.

Yours Sincerely,

Gargi Mahure (Research Scholar)

Appendix VII

Centre of Advanced Study in Education (CASE)

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda,

Vadodara-390002



**REQUEST LETTER TO PROVIDE DETAILS ON NUMBER OF SCHOOLS
IN VADODARA CITY**

Date:

To,

The District Primary Education Officer,
Sardar Vallabhai Patel Bhavan,
Rajmahal Road
Vadodara 390001

Sub: Required data on primary schools of Vadodara

Sir, I Gargi Mahure, am a research scholar pursuing Ph.D. in the Department of Education (CASE), Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara under the guidance of Prof. S.C. Panigrahi (Retd.). The title of my study is “ENHANCEMENT OF LIFE SKILLS THROUGH COOPERATIVE LEARNING IN SOCIAL SCIENCES AMONG ELEMENTARY SCHOOL STUDENTS”. For my research purpose I have to make a chapter on settings, which consist a detailed profile of schools in Vadodara district. I will be needing data on number of schools in Vadodara District, number of CBSE, GSEB, IB, ICSE board schools in Vadodara District, number of primary schools in Vadodara District, Enrolment ratio in primary school. I assure that this data will be utilized only for research purpose. Therefore, it's my sincere request to kindly provide me the details required.

Yours Sincerely,

Gargi Mahure (Research Scholar)

*Appendix VIII***SITUATIONAL TEST ADMINISTERED AT THE INITIAL STAGE**

NAME: _____

ROLL. NO. _____

Dear Students,

Few situations are given below. Questions related to the situation have been asked, you are supposed to put a tick mark on the most appropriate response you feel you will do in this particular situation.

Situation 1 (Self-awareness)

It's your friend's birthday and you are very excited, your friend has asked you to come along with him/her to principal to give chocolates, you went to your class teacher to take her permission to go along with your friend but your class teacher did not agree with you and sends another student instead of you because she wants you to finish your work as your class work was pending since long.

How will you feel when your class teacher didn't allow you to go with your friend on their birthday?

- a. I understand why my teacher made this decision, and I'm happy that my friend still has someone to go with them.
- b. I will feel bit disappointed but I understand why my teacher said no even though I really wanted to go with my friend.
- c. I don't care much about not going with my friend. I don't feel sad about it.
- d. I will feel little sad because I really wanted to go with my friend as I wished I could go with my friend.
- e. I will feel very sad that I couldn't go with my friend and I will be angry with my teacher.

Situation 2 (Empathy)

During lunch break at school, you and your friend went to the canteen to eat. Your friend was excited because he/she had brought a burger for lunch. After searching for a place to sit you finally found finally found a place to sit. While you were eating some students were playing nearby and accidentally hit your friend causing his/her entire lunch to fall down. You felt really sorry for your friend because now he/she didn't have any food left to eat.

What will you do in this situation?

- a. I will share my lunch immediately.
- b. I will offer him/her food to cheer them.
- c. I will suggest my friend to go to canteen to buy something.
- d. I would probably just observe and feel bad for my friend as I don't know what to do.
- e. If my friend's lunch is spoiled, I might not care much about it.

Situation 3 (Problem solving)

You have received less marks in your half yearly examination. Your teacher has told you to get signature of your parent in your diary beside the marks. You got scared to show the marks to your parents as your parents may scold you and if you don't get signature of your parents then your teacher will scold you. In this situation

How will you handle this situation?

- a. I will talk to my teacher honestly about my worries and ask for help on how to talk to my parents.
- b. I will try my best to tell my parents about my marks and explain that I will work hard for next exam.
- c. I will wait for a good time to show my parents my marks and explain calmly why they're low.
- d. I will fake my parent's signature because I'm scared of how they will react.
- e. I might choose not to show my parents my marks and hope my teacher doesn't find out.

Situation 4 (Critical Thinking)

Few items have been placed below; you have to choose any three items to be placed in time capsule that will be opened in the year 2050. Explain the importance of each item why you had chosen them.

Mobile phone	computer	refrigerator	medical box
Bread	pen	car	bed
Microwave	water		

- a. I will choose mobile phone, computer and medical box. Mobile phone and computer carry lots of information which can be used any time. Medical box is used to heal any injuries or illness.
- b. I will choose refrigerator, medical box and water. Refrigerator is used to preserve food, medical box is used to heal any injuries or illness, water is essential to satisfy our thirst.
- c. I will choose computer, pen and bed. Computer stores lots of information which can be used any time. Pen is used to write important ideas and bed is essential for rest and sleep.
- d. I will choose microwave, bread and car. The microwave helps us to heat the food quickly so that time is saved. Bread is useful to satisfy our hunger. Car is used to travel from one place to another place with comfortability.
- e. I will choose car, microwave and water. Car is used to travel from one place to another place with comfortability, microwave helps us to heat the food quickly so that time is saved. Water is essential to satisfy our thirst.

Situation 5 (Decision making)

Your unit test is going on and tomorrow is your math test. Your teacher is taking revision in your math class and she needs more time for revision. Immediately after math class it's your group games period. Your teacher wants to do revision in your group games period so she could give extra practice. You are little weak in your math subject and you need more time for practice, if you don't practice you may not be able to attend math exam properly and you may receive less marks but at the same time you

also don't want to miss your group games period as it comes once in a week and you eagerly wait for this period to come.

What will you decide to do?

- a. I will decide to do my math revision as it is important for my grades.
- b. I will do my math revision and will find another way to enjoy group games later.
- c. I will do math revision and I will go late for my group games.
- d. I will go for group games as I don't want to miss it out. I will study for math test at my own.
- e. I will skip math revision and will go to play sports in group games. I will study for math test later.

Situation 6 (Communication skill)

It's summertime and you've been drinking water from your bottle all day. When you went to refill it at the school tap, you found that no water was coming out. There's no other place nearby to get water and you're feeling really thirsty and frustrated. Your throat feels dry and you're upset because you urgently need water. You decide to go to your class teacher for help.

How will you communicate your feelings to your class teacher?

- a. I will politely tell my teacher that I am really thirsty and angry that the water tap isn't working.
- b. I will kindly let my teacher know that I am extremely thirsty and angry as the water tap isn't working.
- c. I will tell my teacher that I am very angry and frustrated because the water tap isn't working and I am very thirsty.
- d. I will ask my teacher about another water sources and explain that the water tap isn't working without expressing my frustration.
- e. Instead of talking to my teacher about how I am feeling, I will try to figure out a solution on my own.

Situation 7 (Interpersonal skill)

One day in science class the teacher announced that the school is organizing a science exhibition next month. She asked all the students to team up in pairs and work on a

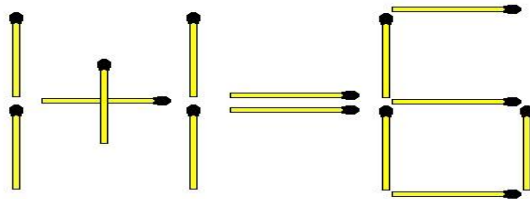
project to present at the exhibition. You were really excited and happy because you wanted to work with your friend to strengthen our friendship. Unfortunately, your friend chose to partner with his/her own best friend instead. You felt very sad and hurt by your friend's decision.

How will you share your feelings with your friend?

- a. I will tell my friend that I felt very bad about his/her decision.
- b. I will tell my friend that I felt little disappointed by his/her decision.
- c. I will try to understand why my friend made that choice to do project with someone else.
- d. I will not show my disappointment to my friend and will find someone else to work on the project.
- e. I will keep my feelings to myself and find someone else to work on the project.

Situation 8 (Creative thinking)

Move 1 and Remove 1 matchstick to fix the equation



1. $1 + 1 = 2$

2. $1 - 1 = 0$

3. $1 + 1 = 5$

4. $4 - 1 = 5$

5. $1 + 1 = 11$

Situation 9 (Coping with stress)

You have a good friendship with your classmates, always helping each other out. One day, you noticed that one of your friends stopped talking to you and told others not to talk to you either. Now, none of your classmates are speaking to you or helping you. No one wants to sit beside you either. This has been going on for a week and you feel really sad because nobody is talking to you. Despite trying several times to talk to everyone, you haven't succeeded.

How would you deal with this stressful situation?

- a. I will talk to my teacher and try to find a solution.
- b. I will keep trying to talk to my classmates and will try to clear any misunderstanding.
- c. I will do things on my own such as reading, drawing so that I can feel better.
- d. I will make new friends outside my classroom.
- e. I will stop convincing my classmates.

Situation 10 (Coping with emotions)

On your 12th birthday your parents gave you a new bicycle that you really loved. One day while riding it your friend saw you and asked if he/she could borrow it. Since he/she is your best friend you let them ride it. Unfortunately, while riding your friend lost control and fell along with bicycle. When you saw your new bicycle damaged you felt really sad because you haven't used it much yet.

How would you handle your feelings of sadness and disappointment after seeing your new bicycle get damaged?

- a. I will try to stay calm. I will talk to my friend about what happened.
- b. I will let my friend know that I am upset about my damaged bicycle.
- c. I will stay alone for some time to control my emotions.
- d. I will do something else to stay happy such as playing game or spending time with other friends.
- e. I will shout at my friend and blame him/her for damaging my bicycle.

*Appendix IX***SITUATIONAL TEST ADMINISTERED AFTER THE IMPLEMENTATION OF THE CLT**

NAME: _____

ROLL. NO. _____

Dear Students,

Few situations are given below. Questions related to the situation have been asked, you are supposed to put a tick mark on the most appropriate response you feel you will do in this particular situation.

Situation 1 (Problem Solving)

One day you and your sibling after finishing the home work wanted to watch television. But both of you wanted to watch different serials. Both of you starting fighting over television.

Think of the possible solution to come out of this situation.

- a. I suggested we take turns watching our favourite shows so we both get to watch what we want.
- b. I offered to watch my sibling's show first and then watch mine afterwards.
- c. I proposed flipping a coin to decide which show to watch first.
- d. I will keep arguing with my sibling hoping he/she give in and let me watch my show.
- e. I refused to compromise and will grab the remote to watch my show.

Situation 2 (Communication)

Your new academic year had started and your teacher wants to select class monitor of the class. You are confident that you will be choose as the monitor as you have always topped in the class. But your teacher has chosen another student as he/she has been doing well in academics, sports and other activities. You went to your friend to share your feelings.

What feelings would you communicate to your friend?

- a. I will tell my friend that I am I feeling disappointed because I thought I would be chosen as the class monitor since I've been doing well academically.

- b. I will tell my friend that I'm a bit surprised and sad because I believed my academic achievements would make me a strong candidate for class monitor.
- c. I will tell my friend that I'm okay with it but I wish my teacher had considered my academic performance.
- d. I will tell my friend that I'm not really bothered; being the class monitor wasn't that important to me anyway.
- e. I will my friend that I don't care at all; it doesn't matter who the monitor is.

Situation 3 (Decision making)

Neena went for vacation with her family members. She took lots of pictures at her trip. All the pictures look beautiful. Neena thought of posting the pictures on her social media account. But she is not sure whether it's a good idea or not.

What should she do?

- a. Neena should stop posting the pictures as she is not sure to post.
- b. Neena should keep the pictures to herself as she is not sure to post.
- c. Neena could ask her family and friends for their opinion on whether she should post the pictures or not.
- d. Neena can consider posting a few of her favourite pictures from the trip
- e. Neena should post the pictures on her social media account because they are beautiful memories she wants to share with her friends and family.

Situation 4 (Empathy Skill)

Its evening time you are playing with your friends in your society's garden. A boy name Harry wanted to play with you all. But your friends refused him to play, as he is from different country and you all can't understand his language. He feels very sad as all the children neglects him.

What actions can you take to improve Harry's situation?

- a. Invite Harry to join the game and try to communicate with him using gestures or simple English words.
- b. Ask Harry if he wants to play a game that doesn't require much language communication.

- c. Talk to my friends about including Harry and encourage them to welcome him, even if they can't understand his language.
- d. Giving Harry a smile and wave to him to show that I am friendly even if I can't play together at the moment.
- e. I will ignore Harry and continue to play with my friends leaving him feeling left out and sad.

Situation 5 (Coping with stress)

Sanjay is a twelve old student studying in class VI. Through the year Sanjay hasn't paid attention on his studies. He has spent whole year playing video games and with friends. He had never listened to his teacher neither to his parents. Now his annual examination is near, he is under lot of stress, as his work is incomplete to study.

What should Sanjay do to overcome from this stress?

- a. Sanjay should make a study schedule and break down subjects into manageable parts to tackle each day.
- b. Sanjay can seek help from his teacher or parents to understand the important topics to study effectively.
- c. Sanjay might find it helpful to take short breaks during study sessions to relax his mind and stay focused.
- d. Sanjay can use educational videos to make learning less stressful.
- e. Sanjay should stay calm and perform with dedicated effort.

Situation 6 (Coping with emotions)

Your parents have gifted you your favourite book on your birthday. You have showed the book to your best friend. He/she asked you to lend your book and promised to return on next day. Next day when you asked to return the book; he/she said that he/she has lost it. Hearing this you became emotional sad.

How will you handle your emotions?

- a. I will simply tell my friend that it's okay and hope that he/she will take better care of my belongings in the future.

- b. I will calmly ask my friend if there's anything he/she can do to make up for losing the book.
- c. I will feel upset but try to stay calm. I will tell my friend that I am disappointed and ask him/her to help me look for the book.
- d. I will feel very sad and disappointed. I will express my feelings to my friend and ask him/her to try harder to find the book.
- e. I will feel extremely upset and angry. I will start crying and shout at my friend for being careless.

Situation 7 (Interpersonal skill)

Your favourite sport is badminton and you wish to become a badminton player. But your parents want you to become a doctor. Your parents feel that you won't be successful in life if you become a badminton player. You feel pressurized by your parents to become a doctor. Every day you had fight with your parents. Your relationship with your parents got worse.

How would you handle this situation and improve your relationship with your parents.

- a. I will have a calm conversation with my parents. I will listen to their concerns about my future and try to find a solution.
- b. I will ask my parents to support me and I will assure them to work hard to achieve success in both badminton and academics.
- c. I will invite them to watch a tournament with me and show them that how passionate I am towards badminton.
- d. I will compromise by dedicating specific time for both studying and practicing badminton.
- e. I will accept my parents' wishes and focus on becoming a doctor.

Situation 8 (Self-awareness)

You promised your friend that you will complete the assignment with him/her which was due for submission. Then, some of your friends invited you to watch cricket tournament on a big screen at one of your friend's houses. You wish to watch cricket tournament. But you can't do both the things.

What would you do?

- a. I will politely decline the invitation and give priority to my assignment.
- b. I will keep my promise to complete the assignment together with my friend but will not decline the invitation.
- c. I will work on the assignment together for a while then take a break to watch part of the cricket tournament before returning to finish the assignment.
- d. I will attend the cricket tournament and enjoy the time with my friends and will apologize my friend for not able to complete the assignment.
- e. I will ignore the promise given to my friend and will go to attend the cricket tournament.

Situation 9 (Critical thinking)

An anagram is a word that is made by rearranging the letters of another word. Form at least two anagrams from each of these words

1. dare	2. Teas	3. Meat
a. Dear	East	Team
Read	Seat	Tame
b. Dear/Read	East/Seat	Team/Tame
Are	Eats	Mate
c. Are	Tea	Ate
Rade	Sate	Meta
d. Reda	Seta	ate
Ared	Ate	Atm
e. Ear	Sea	Eat
Are	Ate	Ate

Situation 10 (Creative thinking)

Your school is organizing a cultural fair to celebrate different Indian festivals. Each class is assigned a festival to present and your class has been given Diwali. You and your classmates need to come up with creative ideas to decorate your booth, prepare a

performance and make it informative and fun for everyone. The fair is in one week and you have limited resources available in with you.

How can you creatively decorate your Diwali booth and prepare a performance?

- a. I suggested using natural materials like leaves, flowers and clay to create beautiful Diwali decorations and made a traditional Rangoli design with coloured powders and flower petals.
- b. I proposed organizing a small skit about the story of Diwali and making simple costumes from old clothes and paper to bring the characters to life."
- c. I suggest to use coloured paper and drawings to create posters explaining the significance of Diwali and make some simple paper lanterns.
- d. I suggested to use whatever decorations we have at home and not worry too much about creating new things or performances.
- e. I didn't contribute any ideas and decided to just go along with whatever my classmates planned, without adding any creative input.

*Appendix X***REACTION SCALE TOWARDS COOPERATIVE LEARNING**

Dear Students

Below are the statements of your perception towards cooperative learning. Put ✓ mark on the most suitable place. Feel free to give your correct responses, it will be kept confidential and will be used for research purpose only.

Abbreviation used: **CL**- Cooperative learning, **SA**-strongly Agree, **A**-Agree, **UD**-Undecided, **DA**-disagree and **SDA**-strongly Disagree.

Sr. No.	Statement	SA	A	UD	D	SDA
1.	I liked all the activities conducted during the class.					
2.	Participating in activities had made the learning of S.S. easier.					
3.	Participating in activities had made the learning of S.S. easier.					
4.	Through activities I was able to share my thoughts.					
5.	Studying through activities was interesting rather than regular teaching.					
6.	I did not understand the activities; therefore, I was not able to work in group.					
7.	While participating in activities my peers have helped me to complete my task.					
8.	I was always excited to participate in activities					
9.	Few of the activities I didn't find interesting.					

10.	While participating in activities I felt my peers gave importance to my viewpoints.					
11	I felt that while participating in activities I have developed interpersonal relations with my peers.					
12	I felt participating in activities was a waste of time.					
13	I felt participating in activities has helped me to improve my communication skill					
14	I felt participating in activities has made me independent to work on my own.					
15	I felt that working with peers has helped me to understand the content of S.S.					
16	I have never understood the content of S.S. learned through activities.					
17	I like to work alone rather than working in a group.					
18	My viewpoint on looking at others has changed.					
19	I felt that participating in activities has helped me to think innovatively					
20	Participating in activities has helped me to understand my likes and dislikes.					
21	I always felt pressured to work in activities					
22	I feel there was too much responsibility while participating in activities					

23.	I liked to discuss with my peers during group work.					
24.	After participating in activities, now I am able to make a good decision.					
25.	I felt while participating in activities the class was too noisy.					
26	Now I want to learn all the subjects through activities.					
27	I enjoyed participating with my peers in activities.					
28	I felt that engaging in activities for a long duration was very difficult for me					
29	I felt dominated by my group members while participating in activities.					
30	Working in groups has helped me build friendship with my peers.					

COOPERATIVE LEARNING TECHNIQUE BASED LESSON PLAN**HISTORY****Chapter: In the earliest cities****Topic: In search of raw materials****Objective:**

- Students will be to list down various raw materials used by Harappan.

Cooperative learning technique: Round table

Tr.	Good morning students
St's	Good morning madam
Tr.	What is meant by raw food?
St's	Not cooked
Tr.	What is meant by raw material?
St's	No response
Tr.	Raw materials are in their natural state, which are either found naturally (such as ores of metals or wood) or produced by farmers such as cotton.
Tr.	What happen to raw material such as cotton?
St's	Cloth is made.
Tr.	Yes
Tr.	Raw materials are processed to produce finished goods.
Tr.	Harappan people also used raw materials which were available locally. Many items such as copper, tin, gold, silver and precious stones were brought from distant places.

	<p>Harappans got copper from present day Rajasthan and from Oman from west Asia.</p> <p>Tin which was mixed with copper to produce bronze may have been brought from present day Afghanistan and Iran.</p> <p>Gold Could have come from present day Karnataka.</p> <p>Precious stones have come from present day Gujarat, Iran and Afghanistan.</p>
	<p>(Now teacher will make group of five students, she will raise one question that carries numerous responses. In the group the first student will write one answer on a paper and will pass the paper counter clock wise to the next student. The student will write the answer until the group run out of the responses.)</p>
Tr.	<p>(i) list down the raw materials that were brought by the Harappan people (ii) If you are given the chance what will you make something new out of these raw materials.</p>

Evaluation: Every student will write his/her name along with answer. The student will be given score range from 1 for right answer and 0 for wrong answer.

CIVICS

CHAPTER: Understanding diversity

- Topic:**
- i) What does diversity add to our lives?
 - ii) Diversity in India
 - iii) How do we explain diversity

Specific objectives:

- Students will be able to define diversity.
- Students will be able to give examples on diversity.
- Students will be able to describe unity in diversity during British rule.
- Students will be able to differentiate the ways in which two people differ.

- Students will be able to interpret the reason for inequality.

Cooperative learning technique use: Write around

Resource required: Textbook

Tr.	Good morning students
St's	Good morning, madam
Tr.	Do you have friends who are different from you?
St's	Yes
Tr.	Have you eaten different kinds of food in their homes, have you celebrated different festivals with them?
St's	Yes
Tr.	Have you read and heard stories and adventures about different animals, people and even ghosts?
St's	Yes
Tr.	Those who write stories from where do they get idea for their stories?
St's	They imagine and write.
Tr.	Yes, even they get idea from all sorts of different places from books and from real life. Some story writer may have lived in forests close to animals and chose to write of their fights and friendships. Others read real accounts of kings and queens and wrote stories about love and honor. Some dipped into their own childhood memories of school and friends and wrote stories of adventure. These all add to our diversity.
Tr.	By now you know what is meant by diversity. So, tell me how India is a country of diversity?

St's	We speak different language, eat different kinds of food, celebrated different festivals.
Tr.	You all might be aware that India was ruled by Britishers. So can you tell few points how did we get freedom?
	Depending upon student's response teacher will explain further.
Tr.	When Britishers ruled India, women and men from different cultural, religious and regional backgrounds came together to oppose them. Thousands of people from different backgrounds worked together to decide joint actions, they went to jail together, and they found different ways to oppose the British.
	(Teacher will read a song from the textbook)
Tr.	This song was composed and sung to honour the memory of those brave people who were massacre in Jallianwala Bagh, Amritsar where a British general opened fire on a large group of unarmed, peaceful people killing many and wounding even more.
Tr.	Do you know the story of the Indian flag?
St's	No
Tr.	It was used as a symbol of protest against the British by people everywhere.
Tr.	Jawaharlal Nehru was the one who coined the phrase, "unity in diversity" to describe the country.
	(Now teacher will form group of 5 students with 6 students in each group. Teacher will give each group different topic. The topic will have multiple answers. Every one member of the group will write the responses given by the members on a piece of a paper. After certain amount of time, the teacher will tell the groups to pass the paper to the next group, who then takes the time to read over what the other group member wrote and add to it, explain it further, or clarify what was written. The process repeats throughout the group)
Tr.	Group 1: Name three ways in which Samir Ek and Samir Do were different?

	Group 2: India is a country of many diversities. Explain giving examples.
	Group 3: How was unity in diversity seen during the British rule in India?
	Group 4: How does inequality come?
	Group 5: Why do you think Samir Do did not attend school?

Evaluation: Every student's response will be written down along with their names. Teacher will put a tick mark on her personal record for those who have responded and put cross for those who did not respond.

Civics

CHAPTER: Diversity and discrimination

Topic: Striving for Equality

Specific objective:

- Students will be able to understand that the Constitution compels us to respect diversity.
- Students will be to solve the problems related to prejudice.

Cooperative learning technique use: Structured problem solving

Tr.	Good morning students
St's	Good morning, madam
Tr.	Have you seen some groups of people who are not allowed to enter in the Temple?
St's	Yes.
Tr.	This is the form of inequality. Dalits, women, tribals and peasants fought against the inequalities they experienced in their lives. When India became

	<p>independent in 1947 our leaders too were concerned about the different kinds of inequalities that existed. Those who wrote the constitution of India ensure that all the people of India were considered equal. Untouchability is seen as crime and has been legally abolished by law. The writers of the constitution said that the government must treat all religions equally. Therefore, India became a secular country where people of different religions and faiths have the freedom to practise and follow their religion without any fear of discrimination.</p>
	<p>(Now the teacher will form group of five students, each group will get a problem which they have to solve. The group has to follow a structured format to solve the problems. The group must agree to a solution and be able to explain the solution and the strategy used to solve the problem.)</p>
Tr.	<p>Sometimes people make prejudiced comments in our presence. We are often not in a position to do anything about this because it is difficult to say something right then and there. Give your suggestions for the situation.</p> <p>Group 1- A friend begins to tease a classmate because he is poor.</p> <p>Group 2- You are watching TV with your family and one of them makes a prejudicial comment about a particular religious community.</p> <p>Group 3- Children in your class refuse to share their food with a particular person because they think she is dirty.</p> <p>Group 4- Someone tells you a joke that makes fun of a community because of their accent.</p> <p>Group 5- Some boys make remarks about girls not being able to play games as well as them.</p>

History

CHAPTER: What books and burials tell us

Topic: Cattle, horses and chariots

Objectives:

- Students will be able to create an association of culture that is present today with that being present in Rigveda.
- Students will be able to respond on the question related to the particulars of war.

Cooperative learning technique use: Note taking pairs

Tr.	Good morning students
St's	Good morning madam
Tr.	Does your mother keep fast for you?
St's	Yes/ No
Tr.	Why do they Keep fast?
St's.	For our good health.
Tr.	Have you ever seen picture of chariot in television?
St's	Yes
Tr.	What was the purpose of using chariot?
St's	To travel from one place to another, to fight with enemies.
Tr.	Yes
Tr.	Were the horses and chariot worshiped before going to war?
	No response
Tr.	Horses and chariots were worshiped.
Tr.	From all these we can say that this culture is not new, it has come from our Vedas. There were prayers in Rigveda for cattle, children (especially sons)

	<p>and horses. Horses were yoked to chariots that were used in battles. Battles were fought to capture cattle, for land, for water and to capture people.</p> <p>In the war the leader who wins use to keep the wealth, some wealth was given to priests and the rest was distributed amongst the people. Some wealth was used for the performance of yajnas or sacrifices in which offerings were made into the fire. Offerings also include ghee grain and in some cases animals. These were meant for gods and goddesses.</p>
Tr.	Have you ever seen any men to be a leader of group in television?
St's	Yes
Tr.	Why were they chosen as leader?
St's	They are strong, they have knowledge of war, and they fight well.
Tr.	Who took part in the war? Men or women??
St's	Men
Tr.	Yes, most men took part in the wars. There was regular army, but there were assemblies where people met and discussed matters of wars and peace. They also chose leaders, who were often brave and skilful warriors.
	<p>(While the teacher will deliver the content individual student will take notes of the major points from the content. After taking the notes students will form pairs.</p> <p>Partner A will summarize the main points from the section of the content to partner B, who will offer corrections and additional information.</p> <p>Partner B will summarize the next section and partner a will offer correction and additional information.)</p>

History

CHAPTER: WHAT BOOKS AND BURIALS TELL US

Topic: One of the oldest books in the world, how historians study the Rigveda

Objectives:

- Students will be able to appreciate the contribution of Vedas in human history.
- Students will be able to appreciate the contribution made by historians in studying Vedas.

Resources require: Textbook

Cooperative learning technique use: Think pair share

Tr.	Good morning students
St's	Good morning, madam
Tr.	We can never think of a library and a burial place together, right? They are very different places used for different purposes. One is where we go to learn and the other is where we go to bid goodbye to our loved ones. One place makes us happy and the other makes us sad. But they have one thing in common. Both of them teach us many things about our country, culture and our ancestors. Let's find out what we can learn from books and burial places.
Tr.	Do you know what Vedas are?
	(After knowing students response teacher will explain what Vedas are.)
Tr.	The Vedas are a collection of teachings, hymns, rituals and poems.
Tr.	Do you know how many Vedas are there?
St's	No response
Tr.	There are four Vedas. The Rigveda, samaveda, Yajurveda and Atharvaveda. Among these Rigveda is the oldest one; it was composed about 3500 years ago. The Rigveda includes more than thousand hymns, called sukta or well said. These hymns are in praise of various gods and goddesses.

	<p>Three gods are especially important- Agni- the god of fire, Indra- a warrior god, soma- a plant from which a special drink was prepared.</p> <p>These hymns were composed by sages (rishis). Priests taught students to recite and memorise each syllable, word and sentence, bit by bit. Most of the hymns were composed, taught and learnt by men. A few were composed by women. The Rigveda is in old or Vedic Sanskrit, which is different from the Sanskrit that is taught in school these days.</p>
Tr.	When the Rigveda was written in old Vedic Sanskrit then who would have studied it in present day?
	No response
Tr.	Historians studied the Rigveda. Some of the hymns in the Rigveda are in the form of dialogues. (The teacher will read the part of dialogue from the textbook.)
	(Now Teacher will make a group of 5 students. All the students will listen to the question raised by the teacher. Individual students will think and write their response. Students read and discuss their responses with their partner. Finally, few students will be called by the teacher to share their thoughts and ideas with the whole class.)
Tr.	Imagine you found a magical library where books from different times and places are kept. You discover a book written today and another one called the Rigveda, written thousands of years ago. How do you think the stories, language and purposes of these two books might be different?

Geography

CHAPTER: Latitude and Longitudes

Topic: Longitude and time, why do we have standard time?

Specific objectives:

- Students will be able to calculate time by the movement of the earth.
- Students will be able to adopt local time as the standard time for the country.

Cooperative learning technique use: Turn to your neighbour

Tr.	Good morning students
St's	Good morning, madam
Tr.	Does the time is same in every country?
St's	No.
Tr.	Which is the best time keeper throughout the world?
St's	No response.
Tr.	Sun. It rises and sets regularly.
Tr.	How is time calculated in different areas?
St's	No response.
Tr.	When the Prime Meridian of Greenwich has the sun at the highest point in the sky, all the places along this meridian will have mid-day or noon. As the earth rotates from west to east, those places east of Greenwich will be ahead of Greenwich time and those to the west will be behind it.
Tr.	What do you understand by local time?
St's	No response.

Tr.	At any place a watch can, be adjusted to read 12 ° clock when the sun is at the highest point in the sky. The time shown by such a watch will give the local time for that place.
Tr.	In India does the local time remain same or is it different?
St's	Some may say same some may say different. If students say that the time remains same then teacher will give further explanation.
Tr.	The local time of places which are on different meridians are bound to differ. For example, there will be a difference of about 1 hour and 45 minutes in the local times of Dwarka in Gujarat and Dibrugarh in Assam. In India, the longitude of 82°E is treated as the standard meridian. The local time at this meridian is taken as the standard time for the whole country. It is known as the Indian Standard Time (IST).
	How does time vary with longitudes around the earth?

Geography

CHAPTER: MOTIONS OF THE EARTH

Topic: Rotation and Revolution

General objectives: After This lesson:

- Students will be able to describe the difference between rotation and revolution.
- Students will be able to identify concepts like orbit, axis and hemisphere
- Students will be able to interpret the causes of day and night
- Students will be able to infer the changes in seasons
- Students will be able to illustrate various position of the earth and sun

Specific objectives:

- Students will be able to define rotation and revolution

Resources required: Globe, Torch

Cooperative learning technique use: STAD

Tr.	Which planet do we live in?
St.	Earth
Tr.	What is the shape of the earth?
St.	Round
Tr.	Does earth stay at one place or does it move?
St.	It moves
Tr.	How does it move?
St.	It moves round
Tr.	Yes, Earth moves on its own axis.
Tr.	Can you give me examples of things that moves on its own axis?
St.	Fan, Spinner
Tr.	What is the shape of the earth?
St.	Spherical
Tr.	Due to the spherical shape of the earth, only half of the earth gets light from the sun at a time. The portion facing the sun experiences day while the other half away from the sun experiences night.
Tr.	Now instructing students to look into their textbook at page no. 18, fig. 3.2. The circle that divides the day from night on the globe is called the circle of illumination.
Tr.	Do you know how much time is required by earth to complete one full rotation?
St.	No response
Tr.	The earth takes about 24 hours to complete one rotation around its axis. The period of rotation is known as the earth day.

Tr.	What would happen if the earth did not rotate?
St.	No response
Tr.	The portion of the earth facing the sun would always experience day, thus bringing continuous warmth to the region. The other half would remain in darkness and be freezing cold all the time. Life would not have been possible in such extreme conditions
Tr.	I guess all of you go to play garba?
St.	Yes
Tr.	When you are playing garba you complete whole ground while stage stays in middle. When you are completing the whole circle and stage remains in middle, this is known as revolution.
Tr.	The earth revolves the sun and this rotation is known as revolution. It takes 365¼ days (one year) to revolve around the sun.
Tr.	How many seasons are there in a year?
St	Four
Tr.	Do you know how seasons are changed?
St.	No response
Tr.	Seasons change due to the change in the position of the earth around the sun. (Teacher will explain further from figure given in textbook.)
Tr.	(Now teacher will make a group of five with six students each. Group will discuss the topic and make sure that everyone has mastered the topic. Then finally individual students will take quiz on the topic, at which they may not help each other.)

Questions for Quiz

This paper consists of 10 questions with four multiple answers. Tick the appropriate one

1. Motion of the earth on its axis in about 24 hours is called
 - a) Revolution
 - b) Rotation
 - c) Both (a) and (b)
 - d) (d) none of these

2. Motion of the earth around the sun is known as
 - a) Revolution
 - b) Rotation
 - c) Both (a) and (b)
 - d) None of these

3. Which one of the following is the source of light on the earth?
 - a) The moon
 - b) The sun
 - c) The satellite
 - d) The space

4. The circle that divides the globe into day and night is called
 - a) Circle of darkness
 - b) Circle of day and night
 - c) Circle of illumination
 - d) None of these

5. The period of one rotation of the earth is known as
 - a) The sun day
 - b) The moon day
 - c) The earth day
 - d) None of these

6. What would have happened if the earth did not rotate?

- a) Cold conditions on earth's half portion
- b) Warm conditions on earth's another half portion
- c) No life possible in such extreme conditions
- d) All of these

7. Changes of seasons occurs on earth due to

- a) Rotation
- b) Revolution
- c) both (a) and (b)
- d) None of these

8. Days and nights occur on earth due to

- a) Rotation
- b) Revolution
- c) Both (a) and (b)
- d) None of these

9. Why do seasons change on the earth?

- a) Due to change in the position of the earth around the sun
- b) Due to no change in the earth's position
- c) Both (a) and (b)
- d) None of the above

10. A year with 366 days is called

- 1. Leap year
- 2. Normal year
- 3. Both (a) and (b)
- 4. None of these

History

CHAPTER: IN THE EARLIEST CITIES

Topic: The story of Harappa, what was special about these cities?

Objectives:

- Students will be able to summarize the importance of preserving old buildings.
- Students will be able to differentiate the parts of the cities.
- Students will be able to describe which brick is durable.
- Students will be able to associate the connection between Great Bath and swimming pool.

Resources require: Textbook

Cooperative learning technique use: Numbered head together

Tr.	Good morning students
St's	Good morning madam
Tr.	Have you ever heard about Harappa civilization?
St's	Yes/No
Tr.	Around 150 years ago scientist went at the site of Harappa in present day it is known as Pakistan. They saw readymade, high quality bricks which were placed on walls of the buildings. Scientist carried off thousands of bricks from the wall of the old buildings of the city and brought them to Punjab, where the first rail route was laid down. Then about 80 years ago, archaeologists found the site and realised that this was one of the oldest cities in the subcontinent. Archaeologists found similar buildings and other things in other sites and they describe these sites as Harappa. These sites were developed about 4700 years ago.
Tr.	Many of these cities were divided into two or more parts. The part to the west was smaller but higher. Archaeologists describe this as the citadel. Part to the east was larger but lower. This is called the lower town. The walls were built by baked bricks and these baked bricks were so well baked that

	they have lasted thousands of years. The bricks were laid in an interlocking pattern and that made the walls strong.
Tr.	What do you think which type of brick is more durable baked one or non baked one?
St's.	Baked one.
Tr.	In some cities special buildings were constructed on the citadel. For example, in Mohenjodaro, a very special tank was built in this area; archaeologists called it the Great Bath. The tank was made of bricks which were lined up and coated with plaster, they made water-tight with a layer of natural tar. There were steps that lead down from two sides, while there were rooms on all sides. Water was probably brought in from a well, and drained out after use. Important people took a dip in this tank on special occasions.
Tr.	Do you think that the Great Bath is similar to what we have today as swimming pool?
St's	Yes/No
	(If students say no then teacher will discuss the similarity between Great Bath and Swimming pool by showing the picture from the textbook.)
Tr.	Other cities such as Kalibanga and Lothal had fire altars, where sacrifices may have been performed. And some cities like Mohenjodaro, Harappa, and Lothal had elaborate store houses
	(Now teacher will make group of five students. Teacher will assign different number to each member. Teacher will ask a board question. Students will put their heads together to arrive at an answer and make sure that everyone knows the answer. The teacher will then call out a number and students from each group with that specific number will share their answer with the entire class.

Tr.	Describe three important buildings in your city or village. Are they located in a special part of the settlement (e.g. the centre)? What are the activities that take place in these buildings?
-----	---

History

CHAPTER: In the earliest cities

Topic: Houses, drains and streets

Objective:

- Students will be to differentiate between the houses in stone age and Harappan cities

Cooperative learning technique use: Think-Write-Pair-Compare

Tr.	Good morning students
St's.	Good morning, madam
Tr.	How many storeys does your house have in which you live today?
St's	One, two, three
Tr.	Do you think that the Harappan people have one or two storey houses?
St's	Yes/No
Tr.	In Harappa the houses were either one or two storeys high, with rooms built around a courtyard.
Tr.	Do you think they have bathing area inside the house?
St's	Yes/No
Tr.	They have separate bathing area and some houses had well to supply water.
Tr.	Have you ever seen any drainage pipe?
St's	Yes/No

Tr.	Can you tell me how this drainage system works?
	(Depending upon student's response teacher will explain further.)
Tr.	Many of the cities had covered drains; each drain had a gentle slope so that water could flow through it. Very often drains in houses were connected to those on the streets and smaller drains led into bigger ones. As the drains were covered, inspection holes were provided at intervals to clean them. Houses, drains, and streets were probably planned and built at the same time.
	Now the teacher will give a broad question to the whole class on which students are directed to think of a response and write it down within a specified amount of time. Within teams, students form pairs and discuss their responses. Pairs within teams then compare their responses.
Tr.	List at least two differences between the houses described here and those that you studied about in chapter 3.

Evaluation: Each student will be score from the range 1-5 according to their responses which they have written down in their book.

History

CHAPTER: KINGDOMS, KINGS AND AN EARLY REPUBLIC

Topic: Janapadas, Mahajanapadas

Objectives:

- Students will be able to analyze the factor that made the ruler as raja of janapadas.
- Students will be able to describe various settlements in janapadas.
- Students will be able to describe how raja became mahajanapadas from janapadas.
- Students will be able to discuss the reasons behind making of forts.

Resources require: Textbook

Cooperative learning technique use: Reciprocal teaching

Tr.	Good morning students
St's	Good morning madam
	Teacher will tell the students that they will discuss the new topic through the technique reciprocal teaching for which teacher will form group of four students, each student will be assigned a unique role. One student will become predictor, second student will become questioner, third student will become clarifier and fourth student will become summarizer. Teacher will explain each student about their role.
	(The role of predictor is to read the title, see the pictures or illustration to help figure out what the group will learn and/or what will happen next in the text. The role of questioner is to think of the question and ask question which will help the group to understand what has been read. The role of clarifier is to clarify when the group gets confused, when the group doesn't know the meaning of the word, when a sentence doesn't make sense. The role of summarizer is to tell the group in his/her own words what was read, prompt the group to point out main ideas from the text.)
	Teacher will provide a worksheet to be filled by the students, when they will be working in the group.

Name:	
Chapter title:	
Prediction: Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s).	
Prediction:	
Main Ideas: As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section. Main Idea I: Main Idea II:	Questions: Question I: Question II:
Summarize: Write a brief summary of what you read.	
Clarify: Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding	
Word or Phrase:	Clarify:

CHAPTER: Latitudes and longitudes**Topic:** Heat zones of the earth, what are longitudes**Specific objective:**

- Students will be able to identify heat zones.
- Students will be able to locate point on the globe with the help of latitude and longitude.

Resources requires: Atlas, textbook**Cooperative learning technique use:** Quiz Quiz trade

Tr.	Good morning students
St's	Good morning, madam
Tr.	When do you feel maximum heat?
St's	At noon.
Tr.	<p>Right when sun is exactly overhead. As the mid- day sun is exactly overhead at least once a year on all latitudes the area between the Tropic of Cancer and the Tropic of Capricorn receive maximum heat from the Sun and this region is called the Torrid Zone.</p> <p>The area between the Arctic Circle and the Tropic of Cancer in the Northern Hemisphere, and that between the Antarctic Circle and the Tropic of Capricorn in the Southern, have moderate temperatures. These regions are the Temperate Zones.</p> <p>The area north to the Arctic Circle and that south to the Antarctic Circle is close to the Poles and receive the sunlight of very low intensity. So, it is very cold here. These regions are called the Frigid Zones.</p>
Tr.	(Teacher will instruct the students to look in atlas on page 103) Look for Mauritius and New Caledonia. Both are situated at 20°S. But we need to find out which island is to the east and which is to the west. There are lines of

	<p>reference running from the North pole to the South pole. These lines of references are called the meridians of longitude.</p> <p>All meridians are of equal length. Thus, it was difficult to number the meridians. Hence, all countries decided that the count should begin from the meridian which passed through Greenwich, where the British Royal Observatory is located. This meridian is called the Prime Meridian.</p>
Tr.	You can locate any point on the globe very easily if you know its latitude and longitude. (Teacher will instruct students to look into atlas on page 29.) Look for Dhubri in Assam. What is its latitude and longitude?
St's	26°N latitude and 90°E.
	(If students will not be able to answer than teacher will tell them.)
	<p>Now teacher will form group of 5 with six students in each group. Each student will receive flashcard. Question will be written on front of the flashcard and answers will be written on back side of the flashcard.</p> <ul style="list-style-type: none"> • Students will then stand up and find a partner to whom they will ask the question. • If the partner is able to answer the question, they will praise their partner. • If the partner is not able to answer the question, student will coach them first and provide the answer to them at the end. • After both of them are finished asking and answering the questions, they will switch cards and find a new partner. • They will ask the new partner the question from their previous partner. Students are encouraged to remember the answer from the previous round. <p>The activity continues until every child has come across all the questions.</p>

Evaluation:

Along with flashcard every student will be given a blank sheet wherein they will write the name of the partner they have questioned and also to put a tick mark on criterion.

When the partner has given correct answer, the student will put tick mark on YES and if the partners was not able to answer then the student will put tick on NO.

Students Name	Question answered	
	YES	NO
1)		
2)		

FLASHCARD

<p>FRONT</p> <p>Where does North Temperate Zone lie?</p>	<p>BACK</p> <p>Between $23\frac{1}{2}^{\circ}\text{N}$ - $66\frac{1}{2}^{\circ}\text{N}$.</p>
--	---

<p>FRONT</p> <p>Where does Torrid Zone lie?</p>	<p>BACK</p> <p>Between $23\frac{1}{2}^{\circ}\text{N}$ and $23\frac{1}{2}^{\circ}\text{S}$.</p>
---	---

<p>FRONT</p> <p>Between which parallels of latitudes is the Torrid Zone situated?</p>	<p>BACK</p> <p>Tropic of Cancer and Tropic of Capricorn</p>
---	---

<p>FRONT</p> <p>What divides the earth into the eastern and the western hemispheres?</p>	<p>BACK</p> <p>Prime Meridian</p>
--	-----------------------------------

FRONT	BACK
What time does earth take, rotating from one degree longitude to next longitude?	4 minutes

Which of the following zone is situated between 66°30' S and poles?	Frigid Zone
---	-------------

Civics

CHAPTER: Diversity and discrimination

Topic: i) Difference and Prejudice ii) Creating Stereotypes

Specific objective:

- Students will be able to examine that how far caste discrimination in India affected social structure.
- Students will be able to evaluate how stereotype effect the society.

Resources require: Textbook

Cooperative learning technique use: Group problem solving

Tr.	Good morning students
St's	Good morning, madam
Tr.	Have you ever seen or experienced someone teasing or laughing on you or on someone who is different from others?
St's	Yes/No
	(For those who say yes, teacher will further ask a question.)
Tr.	At that time do you felt hurt, angry, helpless or sad?

St's	Yes
Tr.	Have you wondered why this happened?
	(Depending upon students answer teacher will explain further)
Tr.	In this chapter we will try and explore how such experiences are related to the society we live in.
Tr.	Looking at which aspect you can say people are different from each other?
St's	People are different by their looks, language, clothing.
Tr.	When people are different from each other they form certain attitudes and opinions about others who are not like them. For example, if you see a person who is different from you in looks, language and clothing you may have a different opinion and attitude towards that person.
	(Teacher will tell the students to put tick mark those statements which they agree with about rural and urban areas in their textbook. After this teacher will cross check with the students on every statement what they agree upon.)
Tr.	Some of the statements see villagers as dirty, ignorant and superstitious and see city people as money minded, lazy and cunning. When our opinions about certain people are always negative- seeing them as lazy, cunning then these become prejudices that we carry about them.
Tr.	What is meant by prejudice?
St's	No response
Tr.	Prejudice means to judge other people negatively or see them as inferior. For example, if we think English is the best language and other language is not important than we judging these other languages negatively. We might not respect people who speak languages other than English.
	(Now teacher will instruct the students to do an activity in their textbook. After this teacher will cross check the statement with the students.)

Tr.	One of the statements that they don't cry is put under boys. Why? Because from childhood their parents and other family members often console them by saying "Boys are brave, boys don't cry". So even if boys sometimes feel to cry especially when they are in pain, they stop themselves from crying.
Tr.	There is another statement "They are naughty". Which is put under boys. What if girls are naughty. Society believes that girls to tend to be shy and polite. We fit all boys and girls into an image that society creates around us. When we fix people into one image, we create a stereotype. Stereotype is an expectation that people might have about every person of a particular group. It may be with respect to one's religion, place of origin or residence, sex, race, background, etc.
	(Now teacher will form group of 5. Teacher will present a problem to students. Teacher will provide structure and guidance toward solving the problem. Students will discuss on the problem and will reach out at the final solution. Students will write their solution on the paper and will submit it to the teacher. Teacher will read out all the 5 groups solution in the class.)
Tr.	How can the stereotype that girls are a burden on their parents affects the life of a daughter? Imagine this situation and list at least five different effects that this stereotype can have on the way daughters get treated in the house.

Civics

CHAPTER: What is Government?

Topic: levels of Government

Specific objectives:

- Students will be able to define government.
- Students will be able to gain sense of why government is important.
- Students will be able to list the roles of government.
- Students will be able to differentiate between levels of government.

Cooperative learning technique use: Rally coach

Resources require: Newspaper cutting, textbook

Tr.	Good morning students
St's	Good morning madam
Tr.	(Giving 5-6 newspaper cutting to the group of students) Look at the headlines in the newspaper cutting and tell who is doing all these activities?
St's	Government
Tr.	What do you think government is?
	(After knowing students response teacher will explain further)
Tr.	Who decide about building of roads and schools, or to reduce the increase price of onions, to increase the supply of electricity?
St's	Government.
Tr.	Yes, every country needs a government to make decisions and get things done. Can you list few activities done by government?
St's	Deciding the petrol price, defending the country, helping poor people.
Tr.	Yes, the government also takes action on many social issues. It runs postal and railway services, maintaining peaceful relationship with other countries, to ensure that all its citizens have enough to eat and have good health facilities, during natural disasters government organises aid and assistance for the affected people, maintaining law in the country.
Tr.	Can you think of how it manages to do all these?
St's	No response
Tr.	The government works at different levels: national, state and local level.

	<p>National Level: It relates to the entire country. It refers to the area of the government which is concerned with national issues such as taxation, defence, international relations and trade.</p> <p>State Level: Means entire state like Harayana, Gujarat, Assam. Each of the State Governments has its own police force, education system and road laws.</p> <p>Local Level: The local governments are known as Panchayats in rural areas and Municipal Corporations, Municipalities and Nagar Panchayats in urban areas.</p>
	<p>(Now the teacher will form groups. Each group will consist of two students. Each pair of students will get sets of questions. Partner one answer the question while partner two watches, listens, checks, coaches and praises. Then the two switch roles, and partner one becomes the coach wile partner two answer the question. Partners repeat this process until the assignment is completed.</p>

RALLY COACH QUESTION

PARTNER A	PARTNER B
Q) Give some examples of the institutions of the Government.	Q) What do governments do for their people?
A)	A)
Q) At which level does government take decision to construct a big children park in Patna?	Q) Why are some rules made?
	A)

EVALUATION:

Students will be given 1 mark for every correct answer.

Civics

CHAPTER: What is Government?

Topic: i) Laws and the government

ii) Types of government

iii) Democratic government

Specific objectives:

- Students will be able to describe example of law made for the people.
- Students will be able to recognize type of government.
- Students will be able to discuss about voting rights.
- Students will be able to analyse the importance of people in decision making.
- Students will be able to classify features of democratic government.

Cooperative learning technique use: Three stay one stray

Tr.	Good morning students
St's	Good morning madam
Tr.	What do you get when you pass driving test?
St's	Driving licence
Tr.	Why it is needed?
St's	No response
Tr.	It is law which says that all person driving a motor vehicle must have licence. What will happen if a person is caught driving without licence?
St's	He has to pay fine.
Tr.	Yes. The government makes laws and everyone has to follow these. If there is no law government cannot function.
Tr.	Can you give any another example of law, which people have to follow?
Tr.	There is various law which government has made and if people feel that a particular law is not being followed, they can take certain steps.

Tr.	Who gives the government this power to make decisions and enforce laws?
St's	People
Tr.	Yes.
Tr.	And how do people do this?
St's	By voting them.
Tr.	Yes. Once the representative gets elected, they form government.
Tr.	What type of country is India?
St's	Democratic.
Tr.	Yes. There is another form of government, which is called monarchy. The monarch (king or queen) has the power to make decisions and run the government. They don't have to explain their actions or defend the decisions they take.
Tr.	<p>The basic idea of democracy is that people rule themselves by taking part in the law-making. Nowadays, democratic governments are better known as representative democracies. People do not participate directly. They choose their representatives during elections and these representatives come together for the decision-making process. All adults in the country are eligible to vote according to the universal adult franchise.</p> <p>There was time when governments did not allow women, the poor people and the uneducated to vote. But when India got independence, the universal adult franchise was enforced.</p>
	<p>Now the teacher will form of a group of five students with six students each. Students will work in group to discuss a certain topic.</p> <p>After getting the discussion result, one of group members will be selected to be the guest. Another five members will be the host of their group.</p>

	<p>The guest will give information about his group discussion result to another group.</p> <p>The hosts stay in their group and receive the discussion result from another group guest that is visiting them.</p> <p>After giving information to one group, the guest moves to another groups and does the same activity.</p> <p>After visiting all of the groups, the guest returns to his own groups.</p> <p>Each of the hosts has duty to tell the information they have gotten to their friend who has been the guest.</p> <p>Teacher will then summarize the conclusion from all of the group discussion results</p>
	<p>Questions:</p> <ol style="list-style-type: none">1) Why is a person driving without licence jailed or fined large amount of money?2) Do you think it is important for people to be involved in decisions that affect them? Give two reasons for your answer.3) Which type of government would you prefer to have in the place you live in? Why?4) According to you who should get voting rights?5) What are the three main features of a democracy?

Civics

CHAPTER: Panchayati Raj

Topic: Gram Sabha, the gram panchayat, three levels of panchayats

Specific objectives:

- Students will be able to define Gram Sabha.
- Students will be able to analyse the function of Gram Sabha.

Cooperative learning technique use: Jigsaw

Tr.	Good morning students
St's	Good morning, madam
Tr.	What happens after the representatives get elected?
St's	(Depending upon students understanding teacher will proceed further.)
Tr.	The Indian government is divided into two parts the local government and the central government. Panchayat is the part of the local government. Panchayati Raj is the government at the village level that takes care of all needs of the villagers.
Tr.	Have you ever heard of Gram Sabha?
St's	No response.
Tr.	All the people in a village who are of 18 years old or more are registered as voters form the concept of a group for the welfare of the village which is known as Gram Sabha. So, a meeting of all the adults who live in an area covered by a panchayat is called a Gram Sabha. This could be only one village or few villages
Tr.	Now let us look what does gram panchayat comprise of?
Tr.	Each village is divided into smaller units called Wards . Each ward selects or elects a representative who is known as the Ward Member or Panch . All the members of the Gram Sabah also elect a Sarpanch who is the president of the

	<p>Panchayat. The ward panchs and the Sarpanch form the Gram Panchayat. The gram panchayat is elected for five years.</p>
	<p>The Ward Panchs and the Sarpanch together form the Gram Panchayat.</p> <p>The term of Gram Panchayat is five years.</p> <p>The Gram Panchayat and the Gram Sabha have one common secretary. The secretary is appointed by the government.</p> <p>It is the secretary who calls the meeting of the Gram Sabha and Gram Panchayat.</p> <p>One of the main functions of the Gram Sabha is to prevent the Gram Panchayat from doing wrong things.</p>
Tr.	Can you tell who solve the problem regrading construction of roads, school buildings, drainage and other common property resources?
St's	May say Gram Sabha or may say Gram Panchayat
Tr.	Gram Panchayat looks after all these matters, moreover it also collects taxes, execute government schemes related to generating employment in the village.
Tr.	What are the sources of funds for Panchayat?
St's	No response
Tr.	It collects taxes on houses, market places etc. Govt. scheme funds received through various departments of the govt.- through the Janpad and zila panchayats. Donations for community works etc.
Tr.	<p>The Panchayati Raj system is the first tier or level of democratic government. The Panchs and the gram panchayat are answerable to the Gram Sabha because it is the members of the Gram Sabha who elected them.</p> <p>One of the block levels, which is called the Janpad Panchayat or the Panchayat Samiti. The Panchayats Samiti has many Gram Panchayats under it. Above</p>

	the Panchayat Samiti is the District Panchayat or the Zila Parishad. The Zila Parishad actually makes developmental plans at the district level.
	<p>(Now teacher will make group of five with six students each. The teacher will direct the individual student of group to work on the individual five questions. Students with similar question will meet together and will discuss among themselves and will master the answer of the question.)</p> <p>Question for the first, second, third, fourth, fifth and sixth students are:</p> <ol style="list-style-type: none"> 1- Describe Gram Sabha 2- Describe the composition of Gram Panchayat 3- How is Gram Sabha a key factor in making the Gram Panchayat play its role and be responsible? 4- Who forms Gram Panchayat? For what term they are elected? 5- Describe the three level of Gram Panchayat 6- In some states Gram Sabha for committees. Why?

History

Chapter: New question and ideas

Topic: Upanishads

Objective:

- Students will be able to identify various famous thinkers.

Cooperative learning technique used: 3 Step interview

Tr.	Good morning students
St's	Good morning, ma'am
Tr.	What are the various reasons of people's death?
St's	Illness, accidents.

Tr.	So, what happen to the body when people die?
St's	They are buried, they are crimated
Tr.	So does anything of human being last after death?
St's	No.
Tr.	But many thinkers felt that there is something permanent in the universe that would last even after death. They described this as the atman or the universal soul. Many of their ideas were recorded in the Upanishads.
Tr.	Have you ever heard about Upanishads?
St's	No.
Tr.	Upanishads means approaching and sitting near and the texts contain conversations between teachers and students. Often ideas were presented through simple dialogues.
Tr.	The thinkers who used to write Upanishads were men or women?
St's	Men
Tr.	Both men and women were Upanishad thinkers, but occasionally there is mention of women thinkers.
Tr.	Do you think poor people were involved in this discussion?
St's	No response
Tr.	Poor people were not involved in this discussion. But there was one famous exception. He was son of a slave; he had the deep desire to learn about reality and was accepted as a student by a brahmin teacher named Gautam. He was Satyakama and he became one of the best-known thinkers of the time.
	(Now teacher will make pairs of the students. Three questions will be given to partner A and three questions will be given to partner B. Partner

	A will interview Partner B, once partner A finishes his interview, Partner B will interview partner A.
	<p>Question for Partner B</p> <ol style="list-style-type: none"> 1) According to you what happens after the death of a person? 2) According to you what is the true meaning of life? 3) Do you think the teachings of great thinkers should be recorded? Why? <p>Question for Partner A</p> <ol style="list-style-type: none"> 1) Do you think the ideas of great thinkers should be taught in school? Why? 2) What could be the reason that now a days people steal things, fights and kill someone? 3) What would have happened to women in today's date if women were not given any rights, freedom, knowledge in past?

Geography

CHAPTER: MAPS

Topic: Physical maps, political maps, thematic maps

General Objectives: After this chapter

- Students will be able to Understand the need of maps and their importance
- Students will be able to differentiate between political and physical map
- Students will be able to familiarize with various symbols
- Students will be able to develop clear understanding of directions of map

Specific Objectives:

Students will be to exhibit understanding of various types of maps.

Resources require: Pictures of various types of maps of India from google

Cooperative learning technique use: Write pair share

Tr.	Good morning students
St's	Good morning, ma'am
Tr.	(Will draw her imaginary house and school on blackboard. Now teacher will ask.) I have drawn my house and school to show you where my house is located from school. We can see more such places on one place, so can anyone tell me what is that thing called where all the places can be seen, such as cities, mountains, plains, rivers?
St's	Map
Tr.	Correct
Tr.	(Will show three different types of maps of India on smart board) Showing Physical map of India. Can you tell which area you can see on the physical map of India?
St's	Western ghats, deccan plateaus, Thar desert, Indo Gangetic plain.
Tr.	Correct. Physical map shows natural features such as mountains, plateaus, plains, rivers, oceans, etc.
Tr.	(Will now show political map of India). Which States can you identify.
ST's	Gujarat, Maharashtra, Rajasthan, Uttar Pradesh, Delhi
Tr.	Along with these states there are capitals of these states. Maps showing cities, towns and villages and different countries and states of the world with their boundaries are called political maps.
Tr.	(Will show thematic road map of India and thematic rainfall map of India). Can you see the road routes of India? Some maps focus on specific information; such as road maps, rainfall maps, maps showing distribution of forests are known as thematic maps.
	(Now teacher will make pairs of two students. Teacher will pose one question, to which all the students have to think and put forward creative

answer. Students have to discuss their response with their pairs and then they have to discuss with their group members.)

Imagine you are creating a map for a new amusement park. Draw the map and include at least one unique attractions or areas beside amusement park. Describe the attraction or area and explain how it adds to the overall fun and excitement of the park.

*Appendix XII***EVALUATIVE RUBRIC ON PROGRESSION ASSESSMENT IN SELF-AWARENESS**

CRITERION	NOVICE	APPROACHING	EMERGING	DEVELOP	MASTERY
Communication	Fails to communicate with others in a diverse environment	Faces difficulties expressing ideas clearly and may need assistance.	Communicates adequately but may need clarification at times.	Communicates ideas clearly, using appropriate language and expression.	Communicate effectively with others in diverse environment using both verbal and nonverbal communication
Open minded	Shows little interest in understanding viewpoints different from their own.	Struggle to maintain attention or show genuine interest in understanding different viewpoints.	Demonstrating interest and respect for diverse viewpoints, but may occasionally interrupt or lose focus.	Demonstrating active interest and respect for diverse viewpoints, and effectively avoids interrupting.	Demonstrating deep interest and respect for diverse viewpoints, and effectively avoids interrupting.
Committed	Never stays focused on the task, always gets distracted.	Stays focused on the task for shorter period, gets distracted.	Stays focused on the task for shorter period of time without distraction.	Demonstrates the ability to prioritize tasks effectively.	Demonstrated the ability to prioritize the task for a longer period of time.
Reflective thinker	Shows little or no awareness of own thoughts and feelings	Begins to show some awareness of own thoughts and feelings	Shows a basic awareness of own thoughts and feelings	Demonstrates clear awareness of own thoughts and feelings	Demonstrates a high level of self-awareness; consistently reflects on own learning experiences independently and insightfully

EVALUATIVE RUBRIC ON PROGRESSION ASSESSMENT ON EMPATHY

CRITERION	NOVICE	APPROACHING	EMERGING	DEVELOPING	MASTERY
Active listener	Doesn't show active interest in what other students are saying	Demonstrates some engagement in conversations	Actively listens to others	Exhibits excellent active listening skills	Demonstrates exceptional active listening skills
Reflective thinking	Rarely reflects on own thoughts and behaviours	Occasionally reflects on own thoughts and behaviours.	Reflects on own thoughts and behaviours with some depth.	Regularly engages in self-reflection, recognizing patterns and growth areas.	Deeply engages in self-reflection, demonstrating significant personal growth and insight.
Responsible	Ignores others wants/needs	Demonstrate to consider others wants/needs occasionally	Begin to consider others wants/needs	Consistently considers others wants/needs	Shows excellent consideration of others wants/needs
Understanding	Display limited understanding of others viewpoints	Display a moderated understanding of viewpoints of others	Demonstrate strong understanding of viewpoints of others	Demonstrates advanced understanding of viewpoints of others	Demonstrated exemplary ability to understand others viewpoint

*Appendix XIV***EVALUATIVE RUBRIC FOR PROGRESSION ASSESSMENT IN EFFECTIVE COMMUNICATION**

CRITERION	NOVICE	APPROACHING	EMERGING	DEVELOPING	MASTERY
Active Listener	Demonstrates poor listening skills. Often gets distracted or distract others	Makes some effort to listen but frequently gets distracted	Shows signs of attentive listening, but occasional lapses in attention may occur	Consistently demonstrates active listening skills, maintaining focus.	Exhibits exemplary active listening skills, consistently demonstrating full engagement and providing appropriate feedback.
Information Seeking	Shows little interest in seeking out additional information; relies solely on provided materials.	Occasionally seeks additional information but may not do so effectively.	Demonstrates curiosity in seeking out information, though may require guidance	Actively seeks out information from various sources	Exhibits advanced information-seeking skills, consistently employing effective search strategies
Empathetic	Shows little awareness of others' feelings or experiences	Beginning to show some understanding of others' feelings but may struggle to express empathy appropriately.	Showing awareness of others' emotions and making efforts to understand their perspectives	Consistently shows awareness and understanding of others' feelings and perspectives.	Exhibits exemplary empathy, consistently showing sensitivity to others' emotions, and offering meaningful support in interactions.
Concise	Explanation of the process is vague that wants to be conveyed	Makes some effort to be concise but may still struggle to express thoughts or ideas clearly	Demonstrates improving ability to convey ideas concisely, though may occasionally include irrelevant information	Communicates clearly and effectively, expressing thoughts and ideas concisely while providing relevant details to support understanding	Exhibits exemplary conciseness in communication, conveying complex ideas clearly

*Appendix XV***EVALUATIVE RUBRIC FOR PROGRESSION ASSESSMENT IN INTERPERSONAL SKILL**

Criterion	Novice	Approaching	Emerging	Developing	Mastery
Active Listener	Doesn't show active interest in what other students are saying	Demonstrates some engagement in conversations	Actively listens to others	Exhibits excellent active listening skills	Demonstrates exceptional active listening skills
Communication	Faces significant challenges in expressing ideas and understanding others	Faces difficulties expressing ideas clearly and may need assistance	Communicates adequately but may need clarification at times	Communicates ideas clearly using appropriate language and expression	Communicates ideas clearly using appropriate verbal and non-verbal cues
Encourages Participation	Never asked from any other group members input	Sometimes asked from group members input	Attempts to ask inputs from others	Consistently ask inputs from others	Carefully made sure that all group members contributed to decisions about major points
Checks for Understanding	Never made sure to be understood by the rest of the group or to understand the points of others	Sometimes made sure to be understood by the rest of the group or to understand the points of others	Often made sure to be understood by the rest of the group or to understand the points of others.	Consistently made sure to be understood by the rest of the group or to understand the points of others	Always made sure to be understood by the rest of the group or to understand the points of others

EVALUATIVE RUBRIC FOR PROGRESSION ASSESSMENT IN CRITICAL THINKING SKILL

Criterion	Novice	Approaching	Emerging	Developing	Mastery
Understanding	Demonstrates little to no understanding of the concepts.	Shows limited understanding of the concept, with error	Understands basic concepts but lacks depth in explanation.	Demonstrates a good understanding with minor errors or gaps	Shows thorough understanding and can explain concepts clearly and accurately.
Open minded	Shows little interest in understanding viewpoints different from their own.	Struggle to maintain attention or show genuine interest in understanding different viewpoints.	Demonstrating interest and respect for diverse viewpoints, but may occasionally interrupt or lose focus.	Demonstrating deep interest and respect for diverse viewpoints, and effectively avoids interrupting.	Demonstrating deep interest and respect for diverse viewpoints, and effectively avoids interrupting.
Creativity	Rarely comes up with new ideas.	Occasionally has creative thoughts but struggles to do effectively	Sometimes thinks of new ideas but not consistently.	Often comes up with fresh and unique ideas.	Always has original ideas and thinks creatively to solve problems.
Divergent thinking	Tends to think in a linear or convergent manner	Shows some ability to think divergently	Demonstrates basic ability to think divergently.	Consistently demonstrates divergent thinking abilities.	Exhibits exceptional divergent thinking abilities.

*Appendix XVII***EVALUATIVE RUBRIC FOR PROGRESSION ASSESSMENT IN CREATIVE THINKING SKILL**

Criterion	Novice	Approaching	Emerging	Developing	Mastery
Imaginative	Rarely generating creative ideas	Occasionally demonstrates imagination, but may struggle to generate truly original or inventive ideas.	Showing some ability to generate creative ideas	Consistently generate creative ideas and envisioning new possibilities	Independently generating highly creative ideas
Open minded	Shows little interest in understanding viewpoints different from their own.	Struggle to maintain attention or show genuine interest in understanding different viewpoints.	Demonstrating interest and respect for diverse viewpoints, but may occasionally interrupt or lose focus.	Demonstrating deep interest and respect for diverse viewpoints, and effectively avoids interrupting.	Demonstrating deep interest and respect for diverse viewpoints, and effectively avoids interrupting.
Innovative Thinking	Shows little ability to implement creative ideas often sticking to familiar or conventional approaches.	Occasionally demonstrates innovation but may struggle to implement creative ideas	Begins to demonstrate innovation showing some ability to implement creative ideas	Consistently demonstrates innovation implementing creative ideas effectively	Consistently demonstrates high levels of innovation independently implementing highly creative ideas
Divergent thinking	Tends to think in a linear or convergent manner	Shows some ability to think divergently	Demonstrates basic ability to think divergently.	Consistently demonstrates divergent thinking abilities.	Exhibits exceptional divergent thinking abilities.

*Appendix XVIII***EVALUATIVE RUBRIC FOR PROGRESSION ASSESSMENT IN PROBLEM SOLVING SKILL**

Criteria	Novice	Approaching	Emerging	Developing	Mastery
Pragmatic	Limited understanding of how to apply knowledge in practical situations	Shows some awareness of how to apply knowledge in practical situations, but inconsistently.	Demonstrates basic ability to apply knowledge in practical situations, with occasional guidance.	Consistently applies knowledge effectively in practical situations with minimal guidance.	Independently applies knowledge effectively in various practical situations, demonstrating adaptability and resourcefulness.
Creative	Rarely demonstrates originality or innovation in problem-solving tasks.	Occasionally demonstrates originality or innovation in problem-solving tasks.	Shows some originality and innovation in problem-solving tasks with guidance.	Demonstrates consistent originality and innovation in problem-solving tasks with minimal guidance.	Consistently demonstrates high levels of originality and innovation in problem-solving tasks, independently generating creative solutions.
Active listener	Rarely listens to others' inputs and often interrupts	Sometimes listens but often distract or interrupts	Generally, listens but may occasionally interrupt	Consistently listens attentively without interrupting	Always listens attentively and respectfully, without interrupting
Collaboration	Works independently and avoids engaging with others in problem-solving tasks	Occasionally shares ideas but may be hesitant to actively engage with team members	Makes efforts to engage with team members and share ideas	Actively engages with team members and contributes ideas to problem-solving discussions	Proactively interacts with team members, encouraging open discussion and exchange of ideas

*Appendix XIX***EVALUATIVE RUBRIC FOR PROGRESSION ASSESSMENT IN DECISION MAKING SKILL**

CRITERION	NOVICE	APPROACHING	EMERGING	DEVELOPING	MASTERY
Think out of Box	Rarely generates unique or novel ideas.	Occasionally generates somewhat unique ideas.	Generates moderately unique ideas.	Generates highly unique ideas.	Consistently generates exceptionally unique and innovative ideas.
Logical Analysis	Struggles to apply logical reasoning consistently often making decisions based on emotions or personal biases.	Demonstrates some ability to apply logical reasoning but fail to consider all available evidence.	Generally, applies logical reasoning but occasionally jumps to conclusions prematurely	Applies logical reasoning effectively considering evidence and evaluating options systematically.	Demonstrates exceptional ability in applying logical analysis, consistently making well-reasoned decisions
Risk Taker	Doesn't consider advantage and disadvantage of different approaches to decision making	Occasionally take risk by considering advantage and disadvantage of different approaches to decision making	Demonstrate willingness in taking risk by considering advantage and disadvantage of different approaches to decision making	Shows confidence in taking risk by considering advantage and disadvantage of different approaches to decision making	Fearlessly embraces risk-taking, by considering advantage and disadvantage of different approaches to decision making
Communication	Communication is unclear, disorganized.	Communication is generally clear but lack depth	Communicates ideas with clarity but occasionally lacks coherence	Communicates ideas effectively, demonstrating clarity	Communicates ideas with exceptional clarity

*Appendix XX***EVALUATIVE RUBRIC FOR PROGRESSION ASSESSMENT IN COPING WITH EMOTIONS SKILL**

CRITERION	NOVICE	APPROACHING	EMERGING	DEVELOP	MASTERY
Self-controlled	Doesn't express feelings and thoughts by talking with someone they trust	Beginning to express feelings and thoughts with someone they trust	Demonstrates willingness to express feelings and thoughts with someone they trust	Expresses feelings and thoughts openly and willingly with someone they trust	Demonstrates a strong inclination to express feelings and thoughts to someone they trust
Expression	Expresses difficult emotions inappropriately or aggressively often without understanding their impact	Attempts to express difficult emotions but struggles to do so constructively or articulately	Expresses difficult emotions with some effort to communicate them constructively	Expresses difficult emotions in a more constructive and articulate manner	Expresses difficult emotions articulately and constructively, considering their impact on self and others
Self-Reflection	Demonstrates limited awareness of thoughts, feelings and actions	Occasionally recognizes thoughts, feelings and actions but inconsistently	Beginning to develop awareness of thoughts, feelings and actions	Shows awareness of thoughts, feelings and actions with increasing consistency	Consistently recognizes and acknowledges thoughts, feelings and actions
Empathy	Shows little empathy towards others' emotions or struggles	Attempts to understand others' emotions but often falls short in providing support	Demonstrates empathy towards others' emotions, offering support when needed	Consistently shows empathy towards others' emotions, offering support and understanding	Shows exceptional empathy towards others' emotions, creating a supportive environment for all group members

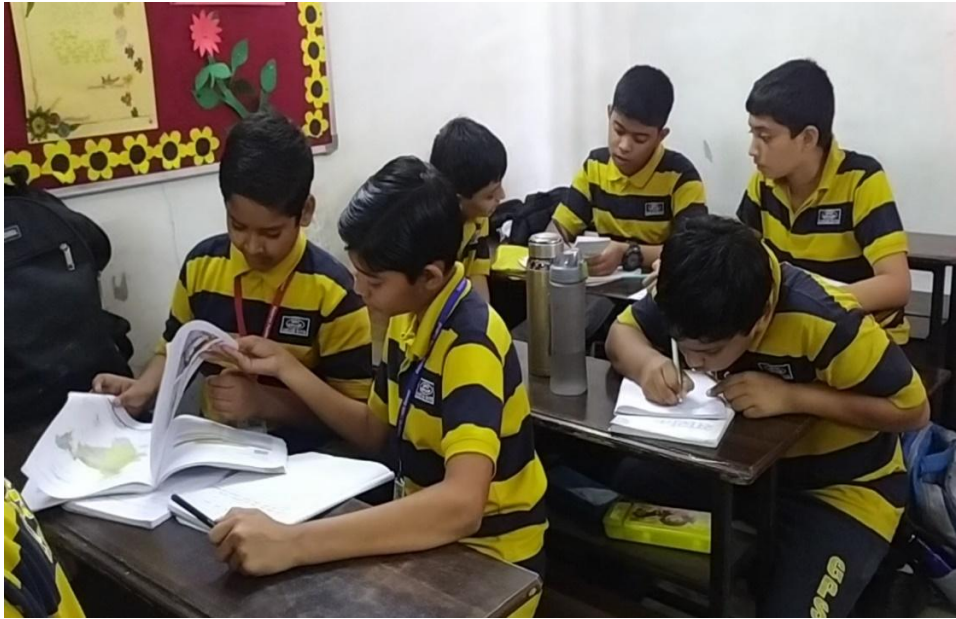
*Appendix XXI***EVALUATIVE RUBRIC FOR PROGRESSION ASSESSMENT IN COPING WITH STRESS SKILL**

Criterion	Novice	Approaching	Emerging	Develop	Mastery
Awareness	Struggles to identify specific sources of stress	Occasionally recognizes some sources of stress, but inconsistently	Beginning to identify and acknowledge some sources of stress	Shows consistent ability to recognize and acknowledge sources of stress	Proactively identifies and accurately recognizes sources of stress with precision
Stress management	Struggles to manage stress, often visibly affected during group work	Shows signs of stress, which occasionally impacts performance	Generally, manages stress well but may show some signs of tension.	Effectively manages stress in most situations and stays relatively calm under pressure	Demonstrates effective stress management skill, stays calm under pressure
Support system	Unable to Recognize the advantage of talking to somebody to reduce stress	Beginning to understand the potential benefit of talking to somebody to reduce stress.	Trying to Recognize the advantage of talking to somebody to reduce stress	Recognizes the clear advantage of talking to somebody to reduce stress	Recognized the advantage of talking to somebody to reduce stress
Resourcefulness	Relies heavily on others to manage stress; lacks resourcefulness.	Occasionally seeks out resources or support when dealing with stress.	Utilizes available resources and support networks effectively.	Proactively seeks out and utilizes resources and support networks to manage stress.	Demonstrates exceptional resourcefulness in managing stress, creatively using available resources.

Photographs of Students participating in CLT







Sample Observation

10	Page No. Date 26 / 8 / 23
	<p>Ch:- 3 In the earliest cities</p> <p>Topic: The story of Harappa</p> <p>CL: Number head</p> <p>St's observed: aliya (AG) Shanvee (S) Dhyey (D) Faiz (F) Parthiv (P) Tahir (T) Nistha Rathore (NR) khyati (KK) Lakshita (LM) Minha (MP) Himanshu (H) Haresh (HR) Aayan (AP) Aditya (A) Mihan (M) Vishnu (VN) Aayan (AM)</p>
	<p>R had thought the topic & asked 1 Q on which all the students have to decide on 1 answer only. R had divided st's into 5 group of 6. R has assigned all the st's with specific no's from 1-5. R will then called out any no. & all the st's with that no will come forward & will tell their responses.</p>
	<p>Group - 1: AG, S, D, F, P</p>
	<p>AG & S were simply sitting & giggling. D, F, P were busy in discussing. P asked R "Mo am can be consider Inorbit mall as a building", R said yes. R then went to AG & S and told them to think of any building they have visited & what is special in that. Both of them started thinking, after some time S told about Inorbit mall, but she told it has difⁿ shops. AG was not able to tell name of any building. D told came up building i.e was Lakshita villa palace & told that still today also the king of palace.</p>

live along with his family. Parthiv told about Baroda heart hospital, the many doctors who treat heart patients. Faiz ~~at~~ told about inorbit mall, he said "waha babul kari shop hai, game zone hai food court bhi hai". P, D & F were deciding whether to write about inorbit mall, then suddenly F told to write about GPS school. To this P&D also agreed. AG & Shanvee did not show any sign of agreement, both of them were simply looking at P, D & F. D wrote about lakshmi villa palace GPS school & Baroda heart hospital.

Group - 2 :- T, AM, KK, NR, LM, MP

NR was discussing ~~at~~ with T, AM & MP. KK was not doing anything she was simply sitting, LM was listening to NR. R went to KK & asked her

R: Hv you ever went to any building

KK: Yes

R: Which building?

KK: Charmy hospital

R: Why did you visited?

KK: I was having cold, so I went there

R: Is the hospital located at correct place?

KK: Yes

R had to probe her, R raised many q's then, only Khyati was able to answer.

→ write about Hospital, GPS school, GSFC Univ.

DOMS	Page No.
Date	/ /

R then asked to ALM

R Have you ever been to any building?

L Yes

R Where?

L GSFC ~~institute~~ university

R What is happening in GSFC ~~Inst~~ univ.?

L "alag alag courses chalte hai".

R Is it located at correct place?

L Yes

Researcher (R) noticed A, MP, NR, T were discussing
All the four gave answers to the question
A wrote down all the responses & all the
6 members decided answer given by A, MP, NR

Group - 3

H, HR, VM, AP, A, M, NR

AP was eagerly telling abt Nazir building

A → Ma'am nazir building haunted building hai,
Waha par eise 4 ghaz may log rahte hai.

R Ok, but don't take such kind of building
for discussion.

AP told group members to add Hill memorial
school, Sofiya school as both the schools are
very old.

V told group members to add
Veda, kiara. HR was writing all the
names of building - H was not contributing
anything.

When AP told abt Nazir bldg, H
told that there is one garden which is also
haunted. R told to consider some good bldg.

not any haunted one. All of them started
discussing. AP constantly forcing other group
members to take nazir bldg & sofia school.

Which no one considered.

DOMS	Page No.
Date	/ /

R then went to A and asked
 R Have you ever visited any buildings?
 A Yes
 R which
 A Rainbow hospital
 R Why did you go?
 A I had fever, so I went there
 R What is special about Rainbow Hosp.?
 A It has machine to treat people
 (Researcher then went to Mihan)
 R Yes, Mihan tell me which building you visited?

M Inox
 R What is special about it?
 M It has many shops & game zone
 the members decided upon the answer given by A, HR

Group 4
 M
 st's observed = Archita^(AS), Krishna^(KP), Nishtha Patel^(NP),
 Tahir^(TR), Vedanta^(VB)

All of them started thinking. AS said Lakshmi villa place, NP said GPS, KP said Inorbit mall, TP said Baroda Heart hospital, VB also said Baroda Heart Hospital. AS was writing all the responses. When it was time to decide any 3 answer everyone said to take their response. AS started explaining Lakshmi villa palace is big and located differently, GPS school is near by our house, Baroda Heart

is also located at good place. Inox mall is also located at good place but "bahut traffic ho jata hai"

All then decided to take Lakshmi Villa palace, Baroda heart & GPs.

After 45 minutes R told that st's No. 4 have to come forward for discussion. Lakshika, Pratyusha, Faiz & Himanshu forward.

Himanshu told abt Nazir building, Sofia school & Inox mall

Faiz told abt ~~Lakshmi~~^{Laxmi} Villa palace, Baroda Heart, hospital & GPs school.

Pratyusha told abt ~~Lakshmi~~ Laxmi villa palace, only. She forgot to mention abt 2 buildings.

Lakshika told abt Chhani Bkg Hospital, GSFC Univ., GPs school.

After the presentation R asked Pratyush why she did not told abt 2 bldgs. She was quiet, R asked were you nervous? She said yes & ~~no~~