

**DEVELOPMENT OF SOFT SKILLS THROUGH
COOPERATIVE LEARNING
AMONG SECONDARY STUDENT-TEACHERS**

A Thesis Submitted to
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May 2019

DECLARATION BY THE CANDIDATE

I declare that the thesis entitled “**Development of Soft Skills through Cooperative Learning Among Secondary Student-teachers**”, is my own research study conducted under the guidance of Prof. S. C. Panigrahi at The Maharaja Sayajirao University of Baroda, Vadodara.

I further declare that to the best of my knowledge, the thesis does not contain any part of any work which has been submitted for award of any degree or fellowship either in this university or any other university/ deemed university without proper citation. I am completely responsible for the authenticity and genuineness of this work and that no one is responsible for any error or incorrect information.

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CERTIFICATE

This is to certify that the work contained in this thesis entitled, *“Development of Soft Skills Through Cooperative Learning Among Secondary Student-Teachers”* submitted by **Mr. Kiritbhai Kasambhai Vaniya** to The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, India for the degree of Doctor of Philosophy (Ph.D.) in Education, is a record of bonafide original research work conducted by him under my guidance. The thesis has not been submitted elsewhere for the award of any degree or diploma. It is further stated that the doctoral research work was conducted observing the attendance rules as per O. Ph.D.: 3 (I) of The M. S. University of Baroda, Vadodara, Gujarat, India. I find the thesis fit for submission and evaluation.

May, 2019
Vadodara.

Prof. Sudarshan Panigrahi
Guide

Professor & Former Head, CASE;
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Appendix: 1

Cooperative Learning (CL) Methods: -

Cooperative learning (CL) is a broad phrase for an effective approach to education. It has a number of methods or models, and at the surface structure, they seem to follow the same or common principles, but each of these methods has its specific features, which distinguishes it from others. Such features manifest their designer's views and interpretation of learning, teaching and the world.

Some of the most popular methods of CL are as under:

- | | |
|-----------------------------------------------------------------------------------|--------------------------------------------------------|
| 1) Jigsaw (Basic version) or Jigsaw I | 10) Think-Pair-Share (training wheels) |
| 2) Jigsaw II, | 11) Write-Pair-Switch |
| 3) Reciprocal Teaching of Reading (RTR), | 12) Ask Your Neighbor |
| 4) Cooperative Integrated Reading and Composition (CIRC), | 13) Numbered Heads Together |
| 5) Group Investigation (GI), | 14) Question and Answer Pairs |
| 6) Learning Together (LT), | 15) Paired Writing |
| 7) Constructive Controversy (CC) or Structured Academic Controversy (SAC), | 16) Introduce Yourself (Team building activity) |
| 8) Student Teams-Achievement Divisions (STAD), | 17) Find someone who |
| 9) Teams-Games-Tournaments (TGT) | 18) Two Facts, One Fiction |
| | 19) Classroom Classifieds |
| | 20) Cooperative Games |
| | 21) Circle of Interviewers |
| | 22) Team Mascot |
| | 23) Three step interview |
| | 24) Little known facts about Me |
| | 25) Lifelines |
| | 26) Forward Snowball |

- 27) Reverse Snowball**
- 28) The Same Game**
- 29) Review Pairs**
- 30) Travelling Heads Together**
- 31) Carousel**
- 32) Talking Chips**
- 33) Web of Talk**
- 34) Music As Content Carrier**
- 35) Group Mind Mapping**
- 36) Draw –Pair-switch**
- 37) Multiple Ability Tasks**
- 38) SUMMER**
- 39) Tell/Rephrase**
- 40) Tell/Repeat**
- 41) Tell/Spine Off**
- 42) Physical Education Team building Game**
- 43) Circle of Writers**
- 44) Circle of Speakers**
- 45) Before and After**
- 46) Focused Discussion Pairs**
- 47) Quiz-Quiz**
- 48) Prairie Fire**
- 49) Send-a-problem (Problem solving)**
- 50) Three-stay, one-stray (Problem solving)**

Apart from the above mentioned specific methods of Cooperative learning, there are variations developed under some of CL methods.

There have been a number of teaching strategies built on the notion of CL. Those that have received the most attention in language learning are shown in following table.

Table:-__ Researchers and Cooperative Learning methods (Adapted from Laing, 2001)

Researcher developer	Date	Method
Devries & Edwards	Early 1970s	Team-Games Tournaments (TGT)
Johnson & Johnson	Mid 1970s	Learning Together (LT)
Sharan & Sharan	Mid 1970s	Group Investigation (GI)
Johnson & Johnson	Mid 1970	Constructive Controversy
Slavin & Associates	Late 1970s	Student Teams Achievement Divisions (STAD)
Aronson & Associates	Late 1970s	Jigsaw Procedure*
Cohen	Early 1980s	Complex instruction
Slavin & Associates	Early 1980s	Team Assisted Instruction
Kagan	Mid 1980	Cooperative Learning Structure
Stevens, Slavin, & Associates	Late 1980s	Cooperative Integrated Reading & Composition (CIRC)
Kagan	Early 1990	Three-Step Interview*
Kagan	Late 1980s	Inside-Outside Circle*

Appendix: 2.

List of traits treated as soft skills in Arvind Agrawal (2013) an Unpublished PhD thesis

An exhausted **list of Soft Skills** were described and enlisted *in the form of elements or attributes that represent the soft skills or people skills or social skills* in a doctoral thesis published at online platform by Agrawal, Arvind (2013).

1. Ability to read and follow instructions.
2. Ability to understand business of employer
3. Ability to use business client service / Industry 'glossary'
4. Ability to use IT to own / business's advantage
5. Ability to write a CV/application.
6. Ability to write and report (Case)
7. Adaptability (Work environment)
8. Asking questions / critical thinking.
9. Awareness of how business and market works.
10. Balancing career and personal life
11. Being clear and be specific
12. Be optimistic. Be positive.
13. Being Good worker
14. Being 'tough'
15. Body language
16. Caring about seeing the company succeed.
17. Commitment
18. Common sense.
19. Communication skills
20. Compassion and empathy
21. Concern for others and surrounding / society
22. Connecting with self
23. Contact management
24. Courtesy / Humility
25. Create a process for everything.
26. Create value every day
27. Decision, goal-setting, planning and implementation skills
28. Delegate and outsource.
29. Differentiate and innovate
30. Eagerness to learn.
31. Enhance and use most unique personal quality
32. Resourcefulness, astuteness
33. Extra-mile mentality
34. Fix your S&W, Use O&T
35. Flexibility.
36. Focus. Don't sweat the small stuff.

37. Follow rules / norms
38. Good attitude.
39. Good personal appearance.
40. Have passion
41. Having an open mind
42. Honesty / Integrity
43. Identify and put your assumptions
to test
44. Internet - Blogging, Social media /
Research, etc.
45. Interpersonal skills.
46. Interview facing skills
47. Invest in yourself and those around
you.
48. Job search skills
49. Learn how to 'connect' with others.
50. LinkedIn/visibility on Internet
51. Managing temperament
52. Managing money / resources
53. Motivation level
54. MS Office Skills
55. Patience required for Career
growth
56. Teaming up: Personal
chemistry/getting along/Cooperation
57. Personal energy.
58. Profitability Skills
59. Positive work ethic.
60. Priority, Plans, Goals, Decision,
Resources
61. Professional references /
Memberships
62. Professional Uniqueness
63. Quick in Course correction
64. Reflecting and correcting
65. Reliability. Dependability.
Sincerity / authenticity
66. Seek feedback from customers,
industry, and experts.
67. Self-directed.
68. Self-supervising.
69. Selling and promotion skills (face
to face)
70. Selling and promotion skills
(Internet / social media)
71. Sense of humour / wit
72. Situation Handling
73. Sound leadership skills
74. Stay enthusiastic / joyful / at ease
75. Staying on the job until it is
finished.
76. Stress management
77. Leadership, maturity
78. The ability to say No
79. Time management
80. Tolerance. Respect
81. Understand things/people in
totality
82. Understanding the world in broader
sense
83. Use of English
84. Value for time
85. Wanting to do a good job.
86. Willingness to take responsibility
/accountability.
87. Taking interest, versatility
88. Work experience.
89. Workplace manners and etiquettes

Appendix: 3.

Data analyzed as collected from university's database and profile of participants:

Sr. No.	Full Name [Name-father's/Husband' name- Surname] [Cases under study are in bold font]	Date of Birth [MM/DD/YYYY]	Age at the time of research project 2011	Birth Place	Gender	Religion	Reservation Category & Cast	Mother tongue at home	Medium of instruction at schooling	Subjects opted in B.Ed.
1	Ankita Dubey	Jun 25, 1987	24	Agra; New Delhi	Female	Hindu	Open	Hindi	Hindi	English-Hindi
2	Poonam Aswani	Sep 08, 1988	24	Ahmedabad; Gujarat	Female	Hindu	Open	Sindhi	English	English-Social Science
3	Hetalben Bharadia	Jan 07, 1985	26	Keshod; Junaghadh	Female	Hindu	Open	Gujarati	Gujarati	English-Sanskrit
4	Surbhi Charan	Mar 15, 1991	24	Ajmer; Rajasthan	Female	Hindu	OBC Charan	Hindi	Hindi	Accountancy-English
5	Shobha Cheekeramali	May 08, 1988	23	Andhra Pradesh	Female	Christian	Open	Telugu	English	Maths-English

6	Bhavana Chotara	Nov 06, 1986	29	Anjar; Gujarat	Female	Hindu	Open	Gujarati	Gujarati	English-Sanskrit
7	Yagnesh Dhoriya	Sep 28, 1987	24	Mandavi; Gujarat	Male	Hindu	SC Meghwal	Gujarati	Gujarati	English-Sanskrit
8	Vaishali Ghag	Jul 18, 1973	28	Ratnagiri; Maharashtra	Female	Hindu	Open	Marathi	Marathi	Science-English
9	Rinkukumari Gora	Apr 18, 1989	23	Bhuj; Gujarat	Female	Hindu	Open	Hindi	Hindi	English-Social Science
10	Majubi Hasan	Feb 23, 1989	24	Ranchi; Madhya Pradesh	Female	Hindu	Open	Urdu- Hindi	English	English-Social Science
11	Ishu Singh	Apr 21, 1985	26	Varanasi; Uttar Pradesh	Female	Hindu	Open	Hindi	Hindi	English-Social Science
12	Ku. Mamta Ray	May 25, 1981	30	West Bangal	Female	Hindu	Open	Hindi- Bengali	English	English-Social Science
13	Soumita Kundu	Sep 07, 1976	25	Kolkata; West Bangal	Female	Hindu	Open	Tamil	English	Science-English
14	Andrea Lobo	Nov 30, 1990	24	Gandhidham; Gujarat	Female	Christian	Open	Tamil	English	Accountancy- English
15	Merlinann Mattackal	Dec 25, 1986	25	Kottangal; Kerala	Female	Christian	Open	Malayalam	English	Science-English

16	Rajashree Naik	May 16, 1958	52	Majali	Female	Hindu	Open	Hindi	Hindi	Science-English
17	Neetakumari Chawda	Dec 09, 1969	41	Keonjhar; Orissa	Female	Hindu	Open	Odia	Odia	English-Social Science
18	Laxmi Negi	Sep 21, 1988	23	Bhuj; Kachchh	Female	Hindu	Open	Hindi	Hindi	English-Social Science
19	Dimple Pandya	Aug 18, 1982	30	Kolkata; West Bengal	Female	Hindu	Open	Gujarati	English	English-Social Science
20	Pankaj Pal	Dec 24, 1980	31	Muradabad; Uttar Pradesh	Female	Hindu	Open	Hindi	Hindi	Social Science- English
21	Sukanya Pillai	Aug 07, 1987	28	Ahmedabad; Gujarat	Female	Hindu	Open	Malayalam	English	English- Social Science
22	Pooja Chaturvedi	Jul 16, 1989	22	Latipur	Female	Hindu	Open	Hindi	English	Social Science- English
23	Snehlata Prasad	Jan 19, 1988	24	Kandla; Gujarat	Female	Hindu	Open	Tamil	English	Accountancy- English
24	Dhara Savla	Oct 29, 1987	28	Mandvi; Gujarat	Female	Hindu	Open	Gujarati	Gujarati	English-Sanskrit
25	Seema Nihalani	Mar 04, 1975	36	Gwalior;	Female	Hindu	Open	Sindhi	Sindhi	English –Social Science

26	Shweta Thacker	Jan 07, 1984	27	Gandhidham; Gujarat	Female	Hindu	Open	Gujarati	English	English - Social Science
27	Shwetambari kumari Jha	Sep 09, 1983	29	Motihari; Bihar	Female	Hindu	Open	Maithili	Hindi	English-Hindi
28	Sinu Swain	Feb 11, 1990	21	Mangalajodi; Orrisa	Female	Hindu	Open	Odia	Odia	English-Social science
29	Mrunali Sonagela	Dec 18, 1989	22	Naliya; Gujarat	Female	Hindu	Open	Gujarati	Gujarati	English-Sanskrit
30	Soumya Bhaskaran	Feb 05, 1989	22	Mannamkandom	Female	Hindu	Open	Telugu	English	Science-English
31	Trishna Tank	Nov 29, 1978	32	Katihar; Bihar	Female	Hindu	Open	Gujarati	English	English-social Science
32	Yogita Vishindasani	Apr 26, 1978	33	Adipur; Kutch, Gujarat	Female	Hindu	Open	Sindhi	English	Accountancy- English

Appendix:4.

Components of select Soft skills & Performance assessment criteria

Code no. to Soft skills	Code assigned to the soft skill	Softs skills selected	Codes assigned for each components of the select soft skill	Major Components of the select soft skill	Sub-elements of the major components of the soft skills
SS1	RCS	Reading comprehension skill	RCSC1 RCSC2 RCSC3 RCSC4 RCSC5	<ul style="list-style-type: none"> • Comprehension • Analysis • Interpretation • Relation to text • Understanding genre and Using Reading strategy • Critical Reading. 	<p>1.1. Ability to make literal meaning, explain message or summarize in own words</p> <p>1.2. Ability to break the text and differentiate details</p> <p>1.3. Ability of identify purpose of reading</p> <p>1.4. Ability to make meaning in its context</p>

			RCSC6		<p>1.5.1. Ability to understand form of the text</p> <p>1.5.2. Ability to use reading strategies</p> <p>1.6. Ability to read critically, examine deeply, reinterpret and reconstruct</p>
SS2	CTS	Critical thinking skill	<p>CTSC1</p> <p>CTSC2</p> <p>CTSC3</p> <p>CTSC4</p> <p>CTSC5</p> <p>CTSC6</p>	<ul style="list-style-type: none"> • Interpretation • Explanation • Analysis • Inference • Evaluation • Self-regulation 	<p>2.1.1. Ability to formulate Categories for describing information 2.1.2. Ability to detect and describe the informational content and purposes and intentions or social significance 2.1.3. Ability to make explicit, contextual and conventional meanings of words, ideas, concepts, statements and remove ambiguity</p> <p>2.2.1. Ability to compare and contrast ideas, concepts, statements and identify issues, to define terms and to determine the role variouse expressions play 2.2.2. Ability to determine whether or not the</p>

					<p>set of statements/descriptions express a reason in support of claim 2.2.3. Ability to identify and differentiate the intended main conclusion and reasons intended to support the main conclusion or premises</p> <p>2.3.1. Ability to recognize the factors to assess source of information; to assess the contextual relevance of information; to assess the acceptability of truth 2.3.2. Ability to judge the expressed conclusion of the argument and to determine if an argument relies on false assumptions</p> <p>2.4.1. Ability to recognize premises that require support and to formulate a strategy to seek information as support and to judge relative merit of the alternative 2.4.2. Ability to formulate multiple Alternatives for resolving a problem and to develop a variety of</p>
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					<p>plans to achieve the goal 2.4.3. Ability to apply appropriate modes of inference on what position one should take on given issue</p> <p>2.5.1. Ability to produce accurate statements, descriptions of the results of one’s reasoning activity 2.5.2. Ability to present the evidential considerations that was used in interpretations or inferences 2.5.3 Ability to give reasons for accepting some claim and to meet objections to evidence or judgement</p> <p>2.6.1. Ability to reflect on one’s own reasoning and verify results produced 2.6.2. Ability to design reasonable procedure to remedy or correct errors or deficiencies</p>
SS3	WCS	Writing	WCSC1	<ul style="list-style-type: none"> Structuring 	3.1.1. Ability to have Clarity of Purpose

		communication skill	WCSC2 WCSC3 WCSC4 WCSC5	<ul style="list-style-type: none"> • Content • Style • Grammar • Mechanics 	of writing 3.1.2. Ability to Address reader/audience & Ability to have familiarity with Genre 3.1.3. Ability to Organize text, Ability for Paragraphing and transitions among passages 3.2.1. Ability to make relevant selection of content & sources 3.2.2. Ability to Organize ideas, Ability to bring Coherence and Transition of ideas 3.2.3. Ability to make Use of Vocabulary 3.3.1. Ability to develop a Style of writing 3.3.2. Ability to make Use of Language 3.4.1. Ability to frame grammatically
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					<p>correct sentences(both in terms of isolation or contextual)</p> <p>3.5. Ability to use Mechanics or Technical aspects of writing</p>
SS4	TMS	Time management skill	<p>TMSC1</p> <p>TMSC2</p> <p>TMSC3</p> <p>TMSC4</p> <p>TMSC5</p> <p>TMSC6</p>	<ul style="list-style-type: none"> • Time utilization • Observing Deadlines • Adjustment due to procrastination • Quality of work within time limit • Punctuality • Getting Task organized. 	<p>4.1.Ability to use time in meaningful way</p> <p>4.2.1 Ability to get work done by deadline</p> <p>4.2.2. Ability to Meet Deadlines</p> <p>4.3. Ability to Adjust due to one's own delay or other's procrastination</p> <p>4.4.1 Ability to provide a Quality work in given time limit</p> <p>4.4.2. Ability to create an Impact on quality of work</p> <p>4.5.1. Ability to remain Punctual in each task assigned</p> <p>4.5.2. Ability to do well organized task</p>

SS5	TWS/CS	Teamwork skills/Cooperation skills/ Collaborative skill	TWS1 TWS2 TWS3 TWS4 TWS5 TWS6	<p>1. Attitude towards task and work</p> <p>2. Personal attributes: Listening Others; Working with Others; Adaptability; Level of Commitment; Level of Cooperation; Distribution of workload; Focus on Task; Clarity of Roles, responsibilities and duties; Leadership role;</p> <p>3.Level of Contribution: (a)Participating or Contributing in Learning Task(b)Creating a Positive Learning Environment(c)Contributes or participates in Discussion & Other Attributes: Questioning [Interacting, discussing & posing questions] Persuading [Exchanging, defending &</p>	<p>5.1. Ability to exhibit positive attitude towards task and work of one’s own and others</p> <p>5.2.1. Ability to listen others patiently</p> <p>5.2.2. Ability to work with others</p> <p>5.2.3.Ability to adjust with situations</p> <p>5.2.4. Ability to show commitment and devotion to work</p> <p>5.2.5. Ability to cooperate with others</p> <p>5.2.6. Ability to divide the workload equally</p> <p>5.2.7. Ability to focus on given work</p> <p>5.2.8. Ability to play variety of roles assigned</p> <p>5.2.9.Ability to shoulder out responsibilities and duties assigned</p> <p>5.2.10. Ability to lead task</p> <p>5.3.1. Ability to participate actively in task</p> <p>5.3.2. Ability to contribute in learning</p>
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				<p>rethinking ideas] Respecting others [Encouraging & supporting the ideas of others]</p> <p>(d)Contribution to Task or Group Goals; [offering ideas & reporting their findings to each other]</p> <p>4. Sharing: Team decision making; Team Cohesion; Synergy in Team</p> <p>5.Management of Communication; Conflict and Resources (assessing, accessing, and using team resources to achieve goals)</p> <p>6. Self-Management</p>	<p>environment</p> <p>5.3.3. Ability to participate in discussion</p> <p>5.3.4. Ability to exhibit attribute relevant for group work</p> <p>5.3.5. Ability to contribute group common goals</p> <p>5.4.1. Ability to share with others</p> <p>5.4.1.1. Ability to contribute in group decision making</p> <p>5.4.1.2. Ability to use cohesion in group</p> <p>5.4.1.3. Ability to bring synergy in group</p> <p>5.5.1. Ability to manage communication</p> <p>5.5.2. Ability to manage conflict</p> <p>5.5.3. Ability to manage resources</p> <p>5.6. Ability to manage one's own self</p>
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Appendix: 5

Profile of the institute selected as research site

Dr. H R Gajwani College of Education

Address: DC-3, Adipur, Gandhidham, Gujarat 370205 **Phone:** 02836 260 685



Dr. H. R. Gajwani College of Education is a co-educational college of education which offers two years B.Ed. programme at present. It is now situated at Adipur, earlier at Gandhidham. It has a new building with most facilities. It is a unit of the prestigious. Gajwani College which has been serving with commitment and dedication to the community since 2005. Dr. H. R. Gajwani College of Education was set up in 2005 with the aim of pursuing the quest for expanding the new horizons in the field of teacher education.

The Training programme of Gajwani College enables the prospective teachers to develop knowledge and skills broadening the scope of curriculum by enhancing through innovative practices and all round development at par with the National educational standards. Gajwani College of Education is recognized by the National Council of Teacher Education, (NCTE) Bhopal and is affiliated to the Shyamaji Krishna Verma Kachchh University, Bhuj.

Subjects or method courses offered at Dr. H. R. Gajwani college of Education, Adipur during the academic year 2011-12 when the data were collected for the study.

1. Mathematics
2. Science
3. English
4. Social science
5. Hindi
6. Gujarati
7. Sanskrit
8. Account
9. Commerce
10. Economics

Methods groups offered: (any one from these grouping subjects cannot be opted at the same time.)

Group No.	Subject Groups
1	Accountancy & Science
2	Mathematics & Social Science
3	English & Gujarati
4	Commerce & Sanskrit
5	Economics & Hindi

Practice Teaching at Dr. H.R. Gajwani College of Education, Adipur

During academic year 2011-12, B. Ed programme was a regular Fulltime programme of One year with two semesters.

Semester-1 starts from June till November

Semester-2 starts from December till April

Result preparation by university- April to May

Result declaration by university - June or July

Practice teaching phases as per Affiliated University, Education faculty, & NCTE Rules

phase	No. of lessons Semester 1	Semester 2
Micro teaching	04 lessons =2 in both methods subjects	04 lessons -2 in both methods subjects
Bridge lessons	01	01
Stray lessons	5	-
Block teaching	10	5
Internship	-	10
Viva-verse Exam		--
Test lessons-Exam	--	2
	20	20
Total lessons in year	42 lessons	

Total no. of students opted English method course 32 in 2011-12

Practice teaching schedule

In the selected site for the collection of data i.e. Dr. H. R. Gajwani College of education the following practice teaching schedule was in force during the academic year 2011-12

Semester	Phase	No. of lessons to be delivered by the trainee-teacher	No. of days allotted usually
I	Micro Teaching	12 micro +2 macro	A month
	Block Teaching-1	4+4=8	6 to 8
II	Block Teaching-2	4+4=8	6 to 8
	Internship	10	12 days
	Test lessons-Final Practicum Exam	2	A week

Semester-1 Practice teaching Details of Dr. H. R. Gajwani College of Education, Adipur. Academic Year 2011-2012

23-08-2011 to 30-08-2011 Stray Teaching programme

Sr. No.	Name of the Participant	Name of the Practice teaching school	Method subject 1	Method subject 2	CL lesson delivered	Remarks
1	Poonam	P. N. Amersey High School, Eng. Med. Gandhidham	English	Social Science	Yes	
2	Dimple	P. N. Amersey High School, Eng. Med. Gandhidham	English	Social Science	Yes	
3	Trishna	P. N. Amersey High School, Eng. Med. Gandhidham	English	Social Science	Yes	
4	Snehlata	Sadhuvaswani International School, GSEB Eng. Med. Gandhidham	Accountancy	English	Yes	
5	Surbhi	Sadhuvaswani International School, GSEB Eng. Med. Gandhidham	Accountancy	English	Yes	
6	Andrea	Sadhu Vaswani International School, GSEB Eng. Med.	Accountancy	English	Yes	

		Gandhidham				
7	Yogita	Sadhu Vaswani International School, GSEB Eng. Med. Gandhidham	Accountancy	English	Yes	
8	Rinku	C.G.High School, Hindi Medium, Yes Gandhidham	English	Hindi	Yes	
9	Merlinann	Shree Swaminarayan Vidyalay, Gurukul; Eng. Medium. Gandhidham	Science	English	Yes	
10	Swetambari	Shree Swaminarayan Vidyalay, Gurukul; Eng. Medium. Gandhidham	English	Hindi	Yes	
11	Majubi	Shree Swaminarayan Vidyalay, Gurukul; Eng. Medium. Gandhidham	English	Social Science	Yes	
12	Sukanya	Shree Swami Narayan Vidyalaya, Gurukul; Eng. Medium. Gandhidham	English	Social Science	Yes	
13	Bhavana	Saraswati High School, Gujarati	English	Social Science	Yes	

		medium School. Gandhidham				
14	Mrunali	Saraswati High School, Gujarati medium School. Gandhidham	English	Social Science	Yes	
		Cambridge English School, Adipur				
		Kairali School, Eng. Med. Gandhidham				
		M.P.Patel Girls High School. Gujarati medium , Gandhidham				

Semester-2 Practice teaching Details of Dr. H. R. Gajwani College of Education, Adipur. Academic Year 2011-2012

Block teaching programme 16-01-2012 to 24-01-2012

Sr. No.	Name of the Participant	Name of the Practice teaching school	Method subject 1	Method subject 2	CL lesson delivered	Remarks
1	Poonam	Learners Academy, Eng. Med. School Gandhidham	English	Social Science	Yes	
2	Dimple	Guru Nanak School of Excellence	English	Social Science	Yes	
3	Trishna	Sadhu Vaswani International School, GSEB Eng. Med. Gandhidham	English	Social Science		
4	Snehlata	Kairali English School, Gandhidham	Accountancy	English		
5	Surbhi	Excelsior Model School, Adipur	Accountancy	English		
6	Andrea	Excelsior Model School, Adipur	Accountancy	English		
7	Yogita	Sadhu Vaswani International School, GSEB Eng. Med. Gandhidham	Accountancy	English	Yes	

8	Rinku	Dr. C. G. High School, Hindi Medium, Gandhidham	English	Hindi		
9	Merlinann	Sadhu Vaswani International School, GSEB Eng. Med. Gandhidham	Science	English	Yes	
10	Swetambari	Dr. C. G. High School, Hindi Medium, Gandhidham	English	Hindi	Yes	
11	Majubi	Excelsior Model School, Adipur	English	Social Science		
12	Sukanya	Excelsior Model School, Adipur	English	Social Science		
13	Mrunali	M. P. Patel Girls High School. Gujarati medium , Gandhidham	English	Social Science	Yes	
14	Bhavana	M. P. Patel Girls High School. Gujarati medium , Gandhidham	English	Social Science		

Appendix: 6

Practice teaching phases as per Affiliated University, Education faculty, & NCTE Rules

Phase	No. of lessons Semester 1	Semester 2
Micro teaching	04 lessons =2 in both methods subjects	04 lessons -2 in both methods subjects
Bridge lessons	01	01
Stray lessons	5	-
Block teaching	10	5
Internship	-	10
Viva-verse Exam		--
Test lessons-Exam	--	2
	20	20
Total lessons in year	42 lessons	

Total no. of students opted English method course 32 in 2011-12

Practice teaching schedule

In the selected site for the collection of data i.e. Dr. H. R. Gajwani College of education the following practice teaching schedule was in force during the academic year 2011-12

Semester	Phase	No. of lessons to be delivered by the trainee-teacher	No. of days allotted usually
I	Micro Teaching	12 micro +2 macro	A month
	Block Teaching-1	4+4=8	6 to 8
II	Block Teaching-2	4+4=8	6 to 8
	Internship	10	12 days
	Test lessons-Final Practicum Exam	2	A week

Semester-1 Practice teaching Details of Dr. H. R. Gajwani College of Education, Adipur. Academic

Year 2011-2012

23-08-2011 to 30-08-2011 Stray Teaching programme

Sr. No.	Name of the Participant	Name of the Practice teaching school	Method subject 1	Method subject 2	CL lesson delivered	Remarks
1	Poonam	P. N. Amersey High School, Eng. Med. Gandhidham	English	Social Science	Yes	
2	Dimple	P. N. Amersey High School, Eng. Med. Gandhidham	English	Social Science	Yes	
3	Trishna	P. N. Amersey High School, Eng. Med. Gandhidham	English	Social Science	Yes	
4	Snehlata	Sadhuvaswani International School, GSEB Eng. Med. Gandhidham	Accountancy	English	Yes	
5	Surbhi	Sadhuvaswani International School, GSEB Eng. Med. Gandhidham	Accountancy	English	Yes	
6	Andrea	Sadhu Vaswani International School, GSEB Eng. Med. Gandhidham	Accountancy	English	Yes	
7	Yogita	Sadhu Vaswani International	Accountancy	English	Yes	

		School, GSEB Eng. Med. Gandhidham				
8	Rinku	C.G.High School, Hindi Medium, Yes Gandhidham	English	Hindi	Yes	
9	Merlinann	Shree Swaminarayan Vidyalay, Gurukul; Eng. Medium. Gandhidham	Science	English	Yes	
10	Swetambari	Shree Swaminarayan Vidyalay, Gurukul; Eng. Medium. Gandhidham	English	Hindi	Yes	
11	Majubi	Shree Swaminarayan Vidyalay, Gurukul; Eng. Medium. Gandhidham	English	Social Science	Yes	
12	Sukanya	Shree Swami Narayan Vidyalaya, Gurukul; Eng. Medium. Gandhidham	English	Social Science	Yes	
13	Bhavana	Saraswati High School, Gujarati medium School. Gandhidham	English	Social Science	Yes	
14	Mrunali	Saraswati High School, Gujarati	English	Social Science	Yes	

		medium School. Gandhidham				
		Cambridge English School, Adipur				
		Kairali School, Eng. Med. Gandhidham				
		M.P.Patel Girls High School. Gujarati medium , Gandhidham				

Semester-2 Practice teaching Details of Dr. H. R. Gajwani College of Education, Adipur. Academic Year 2011-2012

Block teaching programme 16-01-2012 to 24-01-2012

Sr. No.	Name of the Participant	Name of the Practice teaching school	Method subject 1	Method subject 2	CL lesson delivered	Remarks
1	Poonam	Learners Academy, Eng. Med. School Gandhidham	English	Social Science	Yes	
2	Dimple	Guru Nanak School of Excellence	English	Social Science	Yes	
3	Trishna	Sadhu Vaswani International School, GSEB Eng. Med. Gandhidham	English	Social Science		

4	Snehlata	Kairali English School, Gandhidham	Accountancy	English		
5	Surbhi	Excelsior Model School, Adipur	Accountancy	English		
6	Andrea	Excelsior Model School, Adipur	Accountancy	English		
7	Yogita	Sadhu Vaswani International School, GSEB Eng. Med. Gandhidham	Accountancy	English	Yes	
8	Rinku	Dr. C. G. High School, Hindi Medium, Gandhidham	English	Hindi		
9	Merlinann	Sadhu Vaswani International School, GSEB Eng. Med. Gandhidham	Science	English	Yes	
10	Swetambari	Dr. C. G. High School, Hindi Medium, Gandhidham	English	Hindi	Yes	
11	Majubi	Excelsior Model School, Adipur	English	Social Science		
12	Sukanya	Excelsior Model School,	English	Social Science		

		Adipur				
13	Mrunali	M. P. Patel Girls High School. Gujarati medium , Gandhidham	English	Social Science	Yes	
14	Bhavana	M. P. Patel Girls High School. Gujarati medium , Gandhidham	English	Social Science		

Appendix :7

Cooperative Learning Methods Based Instructional Plan

The following table presents a tentative outline of the CLMIP having flexible and open –ended nature in its design. At any juncture modifications can be made as per requirements in context of time, space, action and need arises.

Session No.	Instructional Objective/s Focused (Expected behavioral outcome)	Cooperative Learning principle focused	Cooperative Learning method/ technique focused	Focus of study on selected Soft skill & Component/s of selected Soft skill emphasized	Selected Subject- matter/ content	Comprehensive & Continuous valuation procedure (materials, tools, techniques of performance evaluation based on task)	Time allotm ent (expec ted total durati on) & Conti ngenc y plans if
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							require e
1. Team Building Activity/Cooperative game	Learner speaks sentences about one's own self. Learner recognizes traits of one's own personality. Learner identifies differences in others. Learner identifies traits of group bondages.	Cooperation as a Value Heterogeneous grouping Team Building	Introducing one's self Knowing one's self	Teamwork skills and Basic Communication skills i.e. aural & oral skills	Nil	Participant's self awareness of entry level of quality of cooperation and aural & oral skills Investigator's Observation	60 minutes
2. Team Building Activities	Learner speaks sentences about one's own self. Learner recognizes traits of one's own personality.	Cooperation as a Value	Find Someone Who	Teamwork skills/Collaborative skills/ Cooperative skill	Nil	Participant's self awareness of entry level of quality of cooperation and	90 minutes

	<p>Learner identifies differences in others.</p> <p>Learner identifies traits of group bondage.</p> <p>Learner writes report.</p>	<p>Heterogeneous grouping</p> <p>Team Building</p>	<p>Circle of-Interviewers</p>	<p>Communication skills- aural & oral skills</p>		<p>aural & oral skills</p> <p>Investigator's Observation</p>	
<p>3.Cooperative Learning method -1</p>	<p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner states what he/she comprehend.</p> <p>Learner participates in silent reading activity.</p>	<p>Positive Interdependence Principle</p>	<p>Jigsaw (Basic version)</p>	<p>Teamwork skills/Collaborative skills/ Cooperative skill</p> <p>Reading comprehension skill</p> <p>-Intensive reading</p>	<p>The Road Not Taken (Poetry)</p>	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	<p>120 minutes</p>

	<p>Learner engages in group work.</p> <p>Learner distributes roles and assign responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>			<p>-Appreciation</p> <p>-Explaining</p> <p>-Inference</p> <p>-Analyzing</p> <p>Time-management skill</p> <p>Written Communication skill</p>			
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Contingency Plan					Essay on Friendship by Francis Bacon		
4. Cooperative Learning method -2	<p>Learner applies collaborative skill.</p> <p>Learner takes equal participation.</p> <p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner states what he/she comprehend.</p> <p>Learner participates in silent</p>	<p>Collaborative skills Principle</p> <p>Equal Participation Principle</p>	<p>CIRC(Cooperative Integrated Reading and Composition)</p>	<p>Teamwork skills/Collaborative skills/ Cooperative skill</p> <p>Reading Comprehension</p> <p>Explanation</p> <p>Interpretation</p> <p>Analysis inference</p> <p>Evaluation</p>	<p>The woman in Gray (Prose)</p>	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Individual Written report</p> <p>-Written report of the group leader</p>	120 minutes

	<p>reading activity.</p> <p>Learner engages in group discussion.</p> <p>Learner distributes roles and assign responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Leaner writes in rubric for self-assessment of the selected soft</p>			<p>Time-management skill</p> <p>Written Communication skill</p>			
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	skill.						
Contingency Plan					Short story by Osar wild Happy Prince		
5. Cooperative method -3	<p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner restates what he/she comprehend .</p> <p>Learner participates in silent reading activity.</p> <p>Learner engages in group</p>	<p>Positive Interdependence Principle</p> <p>Equal Participati on Principle</p>	<p>Write-Pair – Switch[WP S]</p>	<p>Teamwork skills/Collaborative skills/ Cooperative skill</p> <p>Reading comprehension skill</p> <p>-Intensive reading</p> <p>-Appreciation</p>	<p>The Nightingale (Poetry)</p>	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	<p>90 minutes</p>

	<p>discussion.</p> <p>Learner distributes roles and assigned responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>			<p>-Explaining</p> <p>-Inference</p> <p>-Analyzing</p> <p>Time-management skill</p> <p>Written Communication skill</p>			
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Contingency Plan					Ballad by John Keats - "La Belle Dame Sans Merci"		
6. Cooperative method -4	<p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner states what he/she comprehend.</p> <p>Learner participates in silent reading activity.</p>	<p>Positive Interdependence Principle</p>	<p>Think-Pair - Share[TPS]</p>	<p>Critical thinking skill</p> <p>Teamwork skills/Collaborative skills/ Cooperative- skill</p> <p>Time-</p>	<p>Karma (Poetry)</p>	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	<p>120 minutes</p>

	<p>Learner engages in group work.</p> <p>Learner distributes roles and assign responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>			<p>management skill</p> <p>Reading comprehension skill</p> <p>Written Communication skill</p>			
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Contingency Plan					A poetry 'The Road Not Taken' by Robert Frost		
7. Cooperative method -5	<p>Learner applies collaborative skills.</p> <p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner states what he/she comprehend.</p> <p>Learner participates in silent reading activity.</p>	Collaborative skills Principle	RTR(Reciprocal Teaching of Reading)	<p>Teamwork skills/Collaborative skills/ Cooperative -skill</p> <p>Time-management skill</p> <p>Reading comprehension skill</p>	A Secret for Two (Prose)	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	120 minutes

	<p>Learner engages in group discussion.</p> <p>Learner distributes roles and assigned responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>			<p>-Intensive reading</p> <p>-Appreciation</p> <p>-Explaining</p> <p>-Inference</p> <p>-Analyzing</p> <p>Written Communication skill</p>			
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Contingency Plan					A short story- The Gift of Magi by O.Henry		
8. Cooperative method -6	<p>Learner takes responsibility of one's own learning.</p> <p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner restates what he/she comprehend through listing.</p> <p>Learner participates in silent reading activity.</p> <p>Learner engages in group</p>	Individual Accountability Principle	Ask Your Neighbour	<p>Teamwork skills/Collaborative skills/ Cooperative skill</p> <p>Time-management skill</p> <p>Reading comprehension skill</p>	The Shepherd's Treasure (Prose)	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	90 minutes

	<p>discussion.</p> <p>Learner distributes roles and assigned responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>			<p>-Intensive reading</p> <p>-Appreciation</p> <p>-Explaining</p> <p>-Inference</p> <p>-Analyzing</p> <p>Written Communication skill</p>			
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Contingency Plan					“The Tell-tale Heart” by Edgar Allan Poe.		
9. Cooperative method -7	<p>Learner interacts simultaneously among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner states what he/she comprehend .</p> <p>Learner participates in silent reading activity.</p> <p>Learner engages in group discussion.</p> <p>Learner distributes roles and</p>	Simultaneous Interaction Principle	Numbered Heads Together	<p>Teamwork skills/Collaborative skills/ Cooperative skill</p> <p>Time-management skill</p> <p>Reading comprehension skill</p>	The Fat man and the Thin man (Prose)	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	90 minutes

	<p>assign responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>			<p>-Intensive reading</p> <p>-Appreciation</p> <p>-Explaining</p> <p>-Inference</p> <p>-Analyzing</p> <p>Written Communication skill</p>			
Contingency Plan					Reflections on Gandhi –		

					a literary piece by George Orwell		
10. Cooperative method -8	<p>Learner applies Equal Participation Principle</p> <p>Learner applies Simultaneous Interaction Principle</p> <p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner restates what he/she comprehend .</p> <p>Learner participates in silent</p>	<p>Equal Participati on Principle</p> <p>Simultane ous Interaction Principle</p>	<p>Question and Answer Pairs</p>	<p>Teamwork skills/Collaborativ e skills/ Cooperative skill</p> <p>Time-management skill</p> <p>Reading comprehension skill</p> <p>-Intensive reading</p>	<p>The Girl on the Train (Prose)</p>	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	120 minutes

	<p>reading activity.</p> <p>Learner engages in group work.</p> <p>Learner distributes roles and assign responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft</p>			<p>-Appreciation</p> <p>-Explaining</p> <p>-Inference</p> <p>-Analyzing</p> <p>Written Communication skill</p>			
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	skill.						
Contingency Plan					<i>A classic short story "The Three Hermits" by Russian author Leo Tolstoy</i>		
11. Cooperative method -9	Learner applies the principle of Individual Accountability. Learner participates in actively in group/pair task. Learner participates in writing	Individual Accountability Principle	Paired Writing	Written Communication skill Time-	Free Composition on topic of student's choice	-Focused discussion -Presentation of Report by group -Individual Group of	150 minutes

	<p>activity.</p> <p>Learner engages in group discussion to share ideas.</p> <p>Learner distributes roles and assigned responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>			management skill		<p>worksheet</p> <p>-Written report of the group leader</p>	
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Contingency Plan					Any topic of one's choice for free essay writing task		
12. Cooperative method -10	<p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner restates what he/she comprehend through listing.</p> <p>Learner participates in silent reading activity.</p> <p>Learner engages in group discussion.</p>	Positive Interdependence Principle	Jigsaw-II	<p>Teamwork skills/Collaborative skills/ Cooperative skill</p> <p>Time-management skill</p>	<p>(English Grammar)</p> <p>Degrees of Comparison</p>	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	120 minutes

	<p>Learner distributes roles and assign responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>						
Contingency Plan					Active-Passive		

					voices in English		
13. Cooperative method -11	<p>Learner sees positive interdependence among group mates.</p> <p>Learner participates in actively in group task.</p> <p>Learner states what he/she comprehend.</p> <p>Learner participates in silent reading activity.</p> <p>Learner engages in group work.</p> <p>Learner distributes roles and assign responsibility.</p> <p>Learner identifies a leader of the group.</p>	<p>Positive Interdependence Principle</p> <p>Simultaneous Interaction Principle</p> <p>Equal Participation Principle</p>	STAD	<p>Teamwork skills/Collaborative skills/ Cooperative skill</p> <p>Time-management skill</p> <p>Written communication skill</p>	English Grammar-Prepositions	<p>-Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	180 minutes

	<p>Learner explains, infer, and analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>	<p>Group Autonomy Principle</p>					
<p>Contingency Plan</p>					<p>Parts of speech</p>		

<p>14. Cooperative method -12</p>	<p>Learner sees positive interdependence among group mates.</p> <p>Learner participates actively in group task.</p> <p>Learner states what he/she comprehend.</p> <p>Learner participates in silent reading activity.</p> <p>Learner engages in grammar based task.</p> <p>Learner distributes roles and assign responsibility.</p> <p>Learner identifies a leader of the group.</p> <p>Learner explains, infer, and</p>	<p>Group Autonomy</p>	<p>Group Investigation</p>	<p>Teamwork skills/Collaborative skills/ Cooperative skill</p> <p>Time-management skill</p> <p>Written communication skill</p>	<p>(General English Grammar) Reported Speech</p>	<p>Focused Group discussion</p> <p>-Presentation of Report by group</p> <p>-Individual worksheet</p> <p>-Written report of the group leader</p>	<p>120 minutes</p>
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	<p>analyze the text.</p> <p>Learner makes the presentation.</p> <p>Learner writes individually worksheet based on the selected content.</p> <p>Learner writes report.</p> <p>Learner writes in rubric for self-assessment of the selected soft skill.</p>						
Contingency Plan					Transformation exercises based on general topics of English grammar		

Follow up Plan of Action:

- Collection of duly filled in worksheets
- Collecting written rubrics
- Collecting participants responses and feedback
- Informing about the grades they earned on worksheets
- Seeking participants views and suggestions if any

Appendix: 8

Actual plan of [CLMIP] Cooperative learning instructional plan executed:

Sr. No.	Date of recording the session	Session timings	Total duration (in minutes)	CL Method	Subject matter selected and Genre/style of narration	Remarks/contingency plans [focus of study for data collection]
1	06-01-2012	9.00 a.m. – 10.00 a.m.	60	Team building activities	---	Cooperation or Collaborative skills
2	7-01-2012	9.00 a.m. – 10.00 a.m.	60	Team building activities	---	Cooperation or Collaborative skills
3	27-01-2012	9.00 a.m. – 10.00 a.m.	60	Jigsaw Basic	The road not taken (Poem)	RCS
4	28-01-2012	9.00 a.m. – 10.00 a.m.	60	CIRC	The Woman in Gray (Prose)	RCS & WCS
5	30-01-2012	9.00 a.m. – 10.00 a.m.	60	Write-Pair-Switch	The Nightingale (Poetry)	WCS
6	31-01-2012	9.00 a.m. – 10.00 a.m.	60	Think-Pair-Share	Karma (Poetry)	CTS

7	31-01-2012	3.45 p.m.-5.00 p.m.	75	RTR	A Secret for Two (Prose)	RCS
8	1-02-2012	9.00 a.m. – 10.00 a.m.	60	Ask Your Neighbour	The Shepherd’s Treasure (story)	RCS
9	2-02-2012	9.00 a.m. – 10.00 a.m.	60	Numbered Heads Together	The Fat man and the Thin man (story)	CTS
10	3-02-2012	9.15 a.m. – 10.15 a.m.	60	Question And Answer Pairs Part-1	The Girl on the train (story)	RCS/CTS
	3-02-2012	3.30 p.m.-4.30 p.m.	60	Question And Answer Pairs Part-2	Story continues	RCS/CTS
11	7-02-2012	9.15 a.m. – 10.00 a.m.	45	Paired Writing Part-1	Composition/Writing based on topic/theme	WCS
	8-02-2012	9.00 a.m. – 10.00 a.m.	60	Paired Writing: part-2	Composition/Writing based on topic/theme	WCS
12	10-02-2012	1.40 p.m.-3.15 p.m.	60	Jigsaw-II	Degrees of Comparison [English Grammar]	Grammar
13	12-02-2012	9.00 a.m. –	60	STAD	Preposition	Grammar

		10.00 a.m.			[English Grammar]	
14	6-03-2012	9.00 a.m. – 10.00 a.m.	30	Group Investigation part1	Reported speech [English Grammar]	Grammar
15	9-03-2012	9.00 a.m. – 10.00 a.m.	20	Group Investigation part2	Reported speech [English Grammar]	Grammar
16	10-03-2012	9.00 a.m. – 10.00 a.m.	30	Group Investigation part3	Reported speech [English Grammar]	Grammar

Appendix : 9

Cooperative Learning Methods based Tasks

Session-1 Team Building activities- Orientation phase

❖ **Two Facts, One Fiction [Team Building Activity]**

It is a five step activity:

Step – 1 All group members think of two things about themselves that are true (facts) and one that is not (the fiction)

Step – 2 One at a time, each student tells groupmates the three self-descriptive statements without saying which fiction is and which are nonfiction.

Step – 3 Groupmates ask questions to try to figure out which statement is fiction.

Step – 4 Groupmates work together to guess which statement is fictions and give reasons for their guesses.

Step – 5 Groupmates share with the class something interesting they learned about each of their group members.

❖ **Find someone who: [Team Building Activity]**

Step – 1 The facilitator provides or distributes a Find someone who table (a paper sheet with 20 to 30 small boxes having one item on students achievements, likes, dislikes, willingness, relatives, family, personal routine life, favourite food, music, film, actors, sports, habits, etc)

* The class is divided into groups of 4, students begin in pairs. Each person has a table. Students take turns reaching the rules. Number 1 reads the first rule, number 2 repeats or paraphrase it.

Rules – walk up to a classmate and ask a question from the sheets. If the person doesn't answer 'yes' to that question, keep asking questions until they answer 'yes' to a question.

- Have the person sign his/her name in the appropriate box (relating the item to which 'yes' given). Ask the person a follow up question and write the answer in the box.
- After someone says 'yes' to a question, move on to another person. Each classmate should be in only box.

- Try to fill in all the boxes. Some boxes can be left blank, let students write their own questions.

Step – 2 After about 10 minutes, students re-join their partners and check their partner's. Find Someone Who table, to see if it is properly filled in and to offer suggestions about where to find people to fill in the empty boxes.

Step – 3 When a couple of students have completed to table, the partners again check each other's tables.

Step – 4 The teacher goes through the tale, calling on students to have a person for each box. Students use their partner's sheet to respond, including their partner's follow up questions.

❖ **Team Mascots:** (Team Logo and Name) : [**Team Building Activity**]

Step - 1 Each student in a group has a half sheet of paper.

Step - 2 Near the top of the paper, they draw a pair of eyes, being as imaginative as their wish.

Step – 3 Students pass the paper to their left and draw a nose to fit the eyes/any part drawn on the paper they received.

Step – 4 They pass again and draw a mouth to match the eyes and nose, and pass again, and draw ears.

Step – 5 The papers return to the student who started them. They add whatever they wish to the drawings- a body, hair, nose rings.

Step – 6 The group looks at all the drawings and choose ones as their mascot. They have their mascot. The name can relate to their subject of the course.

Session-2 Team building activities

Session-3

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.

- To enable students to develop Time Management Skill.

CL Method: Jigsaw-I

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants for **Jigsaw (Basic Version)**:

Step -1 Student's original groups of four are called "Home Teams". Each home team member receives different information. This is their piece of the jigsaw puzzle or selected text or content.

Step – 2 Students leave their home teams and form expert teams, composed of people from other groups who have the same piece of information/ text or portion of selected text/passages/stanzas. The role of the expert teams is to understand their piece and prepare to teach it to their home team members.

Step – 3 Students return to their home teams and take turns teaching their piece. Groupmates ask questions and discuss.

Step – 4 Students take an individual quiz. (Worksheet containing higher order questions based on entire text) based on information from all four pieces or work together to do a task that requires knowledge taught by all four home team members. Groups receive a non-grade reward based on their members' score on the quiz or the quality of their task performance.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-4**Objectives:**

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: CIRC (Cooperative Integrated Reading and Composition)

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually. The focus in main task is on your pair work and participants have to keep in mind following points to earn scores. Read the given text; Identify key words – meaning; silent reading individually; Reading aloud to partner; Analyse the text; Discuss difficult points; Paraphrase and summarise.

The following step are followed by the participants for CIRC (Cooperative Integrated Reading and Composition)

Step 1 – introducing the lesson

Step 2 – distribution of reading material and roles in pair work.

Step 3 – locate key vocabulary and read silently (individual reading)

- Reading aloud to partner
- Discuss in pair – analyse the text and clarify problematic area of text.

Step 4 – paraphrase and summarize text (writing task)

Step 5 – Group report, individual test (worksheet)

Step 6 – feedback.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-5

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Write – Pair – Switch

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants.

Write – Pair – Switch

Step-1. Each student work s alone to write a response to a question or other prompt.

Step 2 now students switch their partners from their original pair and form a new pair with a member of the other pair in their group of four.

Step 3 Students tell their new partner about their forms partner’s response or points in paragraph written or completing worksheet.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-6

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Think – pair- Share

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the

objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants for **Think – pair- Share**

Step – 1 The class is divided in group of four. The group has a pair. The teacher either ask or provide worksheet (highest order questions based on text / content). Now each student works have alone and spend some time to think alone on the question asked.

Step – 2 Members of each pair discuss with other what they learned or thought.

Step – 3 The teacher calls students at random. These students share their discussion. (Students may need to recall what their partner said or what resulted through their discussion, rather than focusing their own ideas).

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-7

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: RTR (Reciprocal Teaching of Reading)

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method- RTR (Reciprocal Teaching of Reading).

Step 1 – heterogeneous group formation, set common goal, distribute roles.

Step 2 – Declaration of instructional objectives

Step 3 – Assigning text for main task

Step 4 – Orientation of Reading strategies

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants.

Step 5 – Presentation of a Model by teacher as how to use reading strategies

Step 6 – Main Reading task given to students in group

Main Reading Task: Use the following reading strategies individually and in group work.

- Silent reading
- Aloud reading
- Aloud thinking
- Find out dictionary meaning, contextual meaning of keywords.
- Clarify doubts
- Generate questions
- Explain, interpret, analyse text
- Make predictions about events
- Summarize in your words.

Post -task:

Step 7 – Presentation of group learning report

Step 8 – Individual test (worksheet) & closure.

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-8**Objectives:**

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Ask Your Neighbour

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants for **Ask Your Neighbour:**

Step – 1 The class is formed in groups of four. They are given text to read and discuss.

Now the teacher asks questions to the whole class or all groups. (Rather than listing to students' answers right away) the teacher requests students to “ask your neighbour” before replying.

Step – 2 Students turn to the other member of their pair. Each person is given number either 1 or 2. Number 1 asks the teacher's question to number 2. Number 2 has 1 minute to answer. Then they reverse roles.

Step – 3 The teacher calls on students randomly, asking them to report what their neighbour said.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session -9

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Numbered Heads Together

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants for **Numbered Heads Together:**

Step – 1 Students in foursomes each have a number – 1, 2, 3 or 4.

Step – 2 After reading given text, the teacher asks a question or gives a task / worksheet.

Step – 3 Groups put their heads together to respond to the problem or do the task.

Step – 4 The teacher calls a number, and the student in each group with that number gives and explains their group's response or work.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-10

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Question – and – Answer Pairs

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The

instructor declares the objectives of the session and guide the students to work according to the steps of the CL method. QAP is a technique in which students create their own questions and answers and then compare them in a 2 – step procedure.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants for **Question – and – Answer Pairs:**

Step – 1 The class is divided in groups of four. In each groups, pairs are given reaching material (text) by teacher. Based on the reading by each pair, both members of a pair write questions. (Questions can be of many types including review questions or content based questions.)

Students then write answers to their own questions.

Step – 2 Students exchange questions – but not answers – and answer each other’s questions.

Step – 3 Students compare answers. Part of this comparison involves stating the evidence for their answers.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-11

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Paired Writing:

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants for **Paired Writing:**

Step – 1 Students choose, or are assigned, a writing topic and the format for the example, a report or a narrative (composition essay writing, story etc. Each student in the pair will create their own piece of writing.

Step – 2 Members of the pair take turns telling each other what they plan to write. They contribute to each other's writing by brain – storming, asking questions, and offering suggestions.

Step – 3 Students work alone to do research on their topic. Partners as well as people from other pairs, share if they find information or ideas relevant to someone else's topic.

Step – 4 Students write outline for the text they are preparing to write. Partners provide feedback. Students create a first draft from their outlines.

Step – 5 Partners provide each other with positive and negative feedback on the draft. The focus is on the content of the draft, not on the quality of the writing. Students redraft.

Step – 6 This process of draft – feedback – redraft repeat as many times as necessary.

When the content seems okay, feedback focuses on the quality of the writing, e.g. Grammar, punctuation format etc.

Step – 7 On each student's completed piece of writing, the writer is named as author and the partner as editor.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-12

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Jigsaw II

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method. The main difference between two versions are, in Jigsaw, each expert is the only member of their home team with a particular piece of text whereas in Jigsaw II, everyone has all their pieces of text but becomes an expert on one designated piece only.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides

Guided instructions time to time and may become one of the participants to observe the participant individually.

The following steps are followed by the participants for **Jigsaw II (a version on Jigsaw):**

Step -1 The class is divided into groups or teams of four. Each home team member receives the entire text but each member is designated to master any one piece/passage from entire text.

Step – 2 Students leave their home teams with their entire text and then form small expert/master team for close study of one piece.

Step- 3 Students return and teach/share with their home teams what they learned/discussed/studied closely the given particular piece along with other pieces of text.

Step – 4 Students take individual quiz / worksheet based on entire text. [Here, when each of the expert is reporting, experts can quiz or ask questions to home team members to check their understanding of what was presented. Expert teams can be provided a set of questions to find out answers from designated piece of text] (Each member of group divides roles as facilitator, questions, checker, and recorder.)

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-13

Objectives:

- To enable students to develop Reading Comprehension Skill.
- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Student Teams Achievement Divisions (STAD)

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants.

Student Teams Achievement Divisions (STAD):

Step – 1 The teacher provides the class with instruction on a particular topic.

Step – 2 Students study the topic further in their groups in preparation for a quiz.

Step – 3 Students take the quiz independently of their groupmates.

Step – 4 The teacher scores the quiz or students do, students' scores are compared to their past average.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Session-14

Objectives:

- To enable students to develop Reading Comprehension Skill.

- To enable students to develop Written Communication Skill.
- To enable students to develop Critical Thinking Skill.
- To enable students to develop Time Management Skill.

CL Method: Group Investigation

Media and Materials: Text sheet, Task sheet, Individual and group report sheets

Techniques: Guided Instructions, Illustration, Explanation

Pre-task:

The instructor greets and welcomes the participants in the new session. He helps the students to recall what had been done earlier in the previous sessions. Thereby the instructor introduces the new CL method and content. The instructor declares the objectives of the session and guide the students to work according to the steps of the CL method.

Main-task: The student-teachers are working on the given task. The steps of the activity are written on the chalkboard. The instructor provides Guided instructions time to time and may become one of the participants to observe the participant individually.

The following step are followed by the participants for **Group Investigation:**

Step – 1 The whole class works on one overall theme e.g. a grammar item with each group investigating one aspect of selected topic.

Step – 2 Students can work in teacher – assigned heterogeneous groups, or groups can form based on interest in the same topic.

Step – 3 Each group decides how they will conduct their investigation, assigns tasks to the members, and completes the tasks.

Step – 4 Groups plan and carry out presentations of their findings to the whole class.

Step – 5 Evaluation is done by other groups, groupmates, self – evaluation and teacher/s.

Post -task:

The participants can get their doubts clear and meet the time line in completing the task in time. The participants submit all the written documents, artefacts to the instructor. The instructor sort out the data.

Appendix : 10

Cooperative Learning Lesson Plan Guidance programme

The investigator had tentatively designed and evolved a separate open ended **Guidance Program** for the student-teachers to guide them how to teach using CL approach and how to prepare Lesson Plans in English subject incorporating CL principles and CL methods/techniques.

The participants were given freedom to select the method of cooperative learning from the following list. As per the nature of content, class size, time limitation , capacity ,interest, readiness and requirements; the student-teachers were free to choose any of CL method form the following list and they needed to design their lesson plans accordingly.

- | | |
|------------------------|----------------------------|
| (1) Jigsaw I | (8) Reciprocal Teaching of |
| (2) Jigsaw II | Reading (RTR) |
| (3) Think-Pair-Share | (9) Cooperative Integrated |
| (4) Write-Pair-Switch | Reading and composition |
| (5) Ask Your Neighbour | (CIRC) |
| (6) Numbered Heads | (10) STAD |
| Together | (11) Question-Answer Pairs |
| (7) Paired Writing | (12) Group Investigation |

Instruments development to be used during the practice teaching phase: everyday a student-teacher who comprised as participant of the study was be observed by the investigator when they would teach through CL method in the real practice teaching school classroom. As practically it was rather impossible for the investigator to observe and note down records of each student-teachers during practice teaching phase; the data were collected from secondary sources such as self assessment reports, peer observation sheet report and lesson plan transcript prepared by particular participants.

The following steps/procedures in **CL lesson plan format** were used by the student-teachers while teaching at real class in practice teaching school. (Adapted from Jacobs. at el (2002) p.126-127)

- Warm-up activity/Preparation
- Announcing learning objective/s
- Input and Modeling
- Practice
- Assessment
- Closure

Appendix : 11

Software course materials

Software materials /course contents selected for Cooperative Learning Instructional Plan will be selected based on the review and content analysis of the subject matter of English as core or compulsory subject, cutting across from EFL/ESL textbooks and reference books from class VIII to Class XII and Foundation/Compulsory course on Communication skills.

Table:1: Main software materials or course selected for CL methods

Selected Subject matter	Genre & type/form of content	Level of difficulty	Cooperative learning method suitable for use of content
The Road Not Taken	English literature- Poetry	Advanced level- EFL	Jigsaw (Basic version)
The Woman in Gray	English literature- Prose/short story	Advanced level- EFL	CIRC
Somebody's Mother	English literature- Poetry	Intermediate level- ESL	Think-pair-share
The Nightingale	English literature- Poetry	Intermediate level- ESL	Write-pair-switch
Karma	English literature- Poetry	Intermediate level- ESL	Think-pair-share
A Secret for Two	English literature- Prose/short story	Intermediate level- ESL	RTR
The Shepherd's Treasure	Prose/short story English literature-	Intermediate level	Ask Your Neighbor
The Fat Man and the Thin Man	E Prose/short story English literature-	Advanced level- EFL	Numbered Head Together
The Girl on the train	English literature- Prose/short story	Intermediate level- ESL	Questions and Answer Pairs
Composition	Free composition	Advanced level-	Paired writing

	writing	EFL	
Degrees of Comparison	English Grammar-language functions on comparing persons, objects, places	Advanced level-EFL	Jigsaw-II
Prepositions	English Grammar-language functions -	Advanced level-EFL	STAD
Reported Speech	English Grammar-language functions on ---	Advanced level-EFL	Group Investigation

Appendix: 12

Instructor's Plan of CLM session

Sample of Task: CL method-3 CL method-1 Jigsaw I

The investigator will follow task specific steps incorporating them with reading materials selected.

Pre-task stage: The instructor will follow the following steps:

Warm up and declaration of learning objectives: The instructor will welcome and recall what was done earlier and will declare the topic of the present session. Also declare the objectives of the session.

Introduction of content selected: The instructor will introduce the topic and types or subject matter selected.

Explaining the steps of the CL task: The name and steps of CLM selected will be explained. The steps have been written on chalkboard beforehand the starting of session.

Formation of pairs or groups: The participants will form the group as per either instructor's guidance or on their own.

While task stage: This is the main task of the session. The reading materials will be distributed among participants and assign the task as per steps of CLM selected for the session.

Monitoring and facilitating: The instructor will monitor the participants while engaged in task and help if they ask for it.

Observation of participants: Based on evaluative rubrics of select soft skills, observation of performance of participants will be made on components of the soft skills.

Taking field notes: The instructor will take notes of the procedure of the task followed.

Post task stage: The instructor will start follow up activities that includes the following:

Task completion: The instructor will check whether the task is completed or take note of time of completion the task. Worksheets will be given to participants.

Oral feedback: The volunteer or group leader will share the experiences of undergoing the CLM task and will give feedback on learning through CLM.

Closure: The session will end with concluding remarks and expressing gratitude by the researcher.

Collection of artifacts: The instructor will collect artefacts.

Appendix : 13

VIDEO TRANSCRIPTS OF COOPERATIVE LEARNING METHODS BASED INSTRUCTIONAL PLAN

Session: 1. Date: 6th January, 2012. Friday.

Orientation Phase for Teambuilding

Investigator: Good afternoon to all.

Students: Good afternoon Sir.

Investigator: I welcome you all whole heartedly in this special programme, it is the cooperative programme & in this programme it will be done things in different phases. Cooperative learning requires in the first phase all the eight method class students, although other method students have come here they are also welcome. I would request to all the English method students not only to introduce themselves when we begin with this phase. In this programme, the first phase is of the orientation phase and after the orientation, we will have different types of activities and all these activities are fun activities, learning with fun activity and these are highly structured activities where you will learn many of the things including the collaborative skills, the team work, the cooperation as well that is the main thing which is in fact the need of hour, the need of society as you know that our society is build up on relations, based on communication and based on exchange of emotions, ideas ... so in that the very essence is the cooperation, when you cooperate, when you exchange feelings, thoughts, emotions, when you communicate. There the society is So based on that idea even in learning we can have this kind of cooperation that cooperation can be with one to oneself, with other group mate & the different group mates can have the cooperation, so that is the in fact the heart of the entire programme. You may learn many of the activities & how to do that activities, & in that while you are of different which will be dealt for that purpose you will be given studying information for that, for each and every activity different steps, different materials will be provided to you and the content will be different, the content will be of your level, of your interest, as per your age, physical, psychological, social level as well as that will be from literature part and mostly of different nature, that may be the poem, story, grammar point or composition or any other sort of things will be included in that and may be

from eighth standard to P.G. So variety of different material will be given to you. You will work upon it based on the instruction and based on steps that are ... so every activity is very much different and each activity you will enjoy; that I can assure you and you will learn many of things in that. Feel free, be open and let us have the conducive learning environment over here, that, say don't have any kind of tension, worries or that sort of thing. Let me tell you what this actually. Cooperative learning is in fact the latest invention in the field of education, at the international level many people are working on it and to keep, in continue with that I have thought of starting such programme in that, kind of naturalistic environment in that, we will begin with this. What is Cooperative learning? Cooperative learning as a methodology or strategy in which people learn in small groups or in groups, or in peer, work and there are various elements in that, principles which are followed in learning style. It's a different methodology and in them five main principles are there. Positive interdependence, simultaneous interaction, group processes or inter group autonomy, collaborative skills, cooperation as a value. So positive interdependence, simultaneous interaction, individual accountability, collaborative skills & group autonomy, these are the main five principles in this. And this will be followed as well as observed in our work, in our activities so this is what the cooperative learning is. Its meaning in general, I have not given the so called theoretical definition and everything, all theoretical part is not that much important but, if you understand the just the main basic thing and what are the principles. These principles are very much important to give direction to our work, to all activities and each activity is very much, what you say, you will enjoy, and fun loaded activity. In every activity, there will be fun as well as learning. So to begin with, in the first phase, that is the, in the orientation phase, the main goal is to know about the concept, to know some theories, important aspects, and some important concepts and then to understand, to know and to understand the principles which are there in this course or in this cooperative learning. Now in that we will begin with the first thing, the most formal or as you say informal, whatever it is that is the introduction. So we will begin with this, I don't think I require any kind of introduction of myself. So let us begin with this, what you are required to give as far as your introduction is concerned: introduce yourself. So first tell your name, the language you follow in your family that is your mother tongue, and the language English: how it is treated as far as your studies is concerned, as far as your dealings are concerned. So three things: name, the mother tongue: which mother tongue that

you have or you follow or use, third: what treatment do you give to English, fourth: your qualification, fifth: your hobbies, interest etc. you like to share. So that is the first part. In the second part, I will give you one chit. Now that chit will be considered as your I-card, in that the following procedures, whatever the procedures will be followed, we will begin with that after the first one that is the introducing one self. We will start with this first one: you can come here and introduce yourself: your name, qualification, the place where you belong, you can also tell that the state, mother-tongue, then how you treat English. Whether English is your first language, second language, in studies, whatever it is, and your hobbies and that is sufficient for this purpose. Ok.

Student 1: Good afternoon friends. My name is _____. Basically I am from Bihar and my mother tongue is Maithili. We use to talk in Maithili at home. As far as the English language is concerned, I have completed my up to twelve in Hindi medium. But when I come in graduation then I was familiar with English. But it took place in my studies after graduation that is usually I read books that is for ... thank you.

Investigator: ok, next one.

Student 2: Good afternoon to all. Myself _____. I have been born and brought up in Kolkata. My mother tongue is Gujarati; in home we use to speak in Gujarati. I have studied throughout in English and my area of interest are listening music and watching cricket. Thank you.

Investigator: thank you, next one. English method student.

Student 3: myself _____. My mother tongue is also Gujarati and my schooling is also in Gujarati medium. But I have completed my graduation in English. My areas of interest are music and art.

Investigator: ok, next one.

Student 4: hello friends. My name is _____ my mother tongue is Gujarati and I fulfilled my schooling in Gujarati and my graduation and post-graduation is in English. English is, I think, is today's need and I prefer to English and my hobbies are listening to music, reading books and writing poems. Thank you.

Investigator: next.

Student: 5: myself _____. My mother tongue is Hindi. And basically I from Ahmadabad. And my hobbies are to cook food, eating and my interest is reading, that's why, I know my English is poor, because of it, I joined here.

Investigator: next please. Don't feel hesitation.

Student: 6: Good evening friends. Myself _____ and my mother-tongue is Hindi. Basically from Jharkhand. But my family settled in Madhya Pradesh. As far as English language is concerned, I love English literature that's why I have chosen English as my career and my areas of interest are listening music, singing sometimes and reading literature. _____

Investigator: Next one.

Student 7: Good evening friends. Myself _____. And I did my B.A. in literature with English. Actually I was not interested in English literature but I was just thrown because that I did my diploma in Home science. I was very much interested in studying Home science. But then _____ so I just came in B.Ed. Thank you.

Investigator: next one.

Student 8: Good evening friends, myself ____ I am from Ahmadabad. I completed my graduation from Gujarat University and throughout in English medium, I have studied. English is the main subject of all the students living this new modern life. Thank you.

Student 9: Good afternoon friends. Myself _____ I belong from Bihar. But my schooling from kendriy Vidyalaya ... which situated in Chhattisgarh state and I am graduate from Gurudas University and my mother tongue is Hindi. I can communicate in both languages : Hindi and English and because I am as an English literature student so Francis Bacon is my favorite writer and I am very much glad to communicate with sir and taking training under him. Thank you.

Investigator: next please.

Student 10: Good afternoon friends. Myself _____ I am from Saurashtra. My mother tongue is Gujarati and my hobby is reading and cooking. English is a language I really want to know. Thank you.

Student 11: Good afternoon friends. Myself _____ I'm from Orissa. My mother tongue is Oriya.

Student 12: Good afternoon friends. My name is _____ I belong to Dehradun and I passed B.A. in Tolani Arts & Science College and my favorite novel is

Student 13: Good afternoon friends. Myself _____ I had passed my 12th std. from KVS Bhuj and I had done my B.A. from R.R.Arts College ...

Investigator: Anyone who is left from English method. Many of the students, I think, they left earlier. We have those students in next session. Now I have one activity for you and this activity, in fact, it is the look each other activity: kind of thing. And you know yourself also by this activity. I will be giving you one chit: a piece of paper: small piece of paper, what you required to do is by what name you would like to be called and that nick name which may not be as exactly as your mark sheet, school certificate name...you may have certain imagination, fancies for your own self & you would like to know your particular name, by that particular name you would like to be known or called because as you know that names we do not keep. We don't have that right. Names are kept by our parents and families so that thing is not in our hands so still we have certain fancies and imagination for names also. Sometimes we like our names, sometimes we don't. Now in that situation, we don't get any kind of opportunity. We can be called unlikely to be recognized or called by the others. So this is an opportunity for you. Let your imagination come out. What you think about yourself? And you can give your own name or your nick name or the name which is used in your family like Munna, Munni, Baka, Baki. We have variety of different names in a Gujarati family or in an Indian culture. So that name likes to be recognized by, so that is what is that and you can keep one logo along with that name which you like which can represent your personality. That logo or that design can be in the form of a bird, animal or a flower or anything that you like. So that two things are there in this each of you may get the chit, in that chit you will write the name which you want or the name which you like to be known for and a design or a picture that you capture to represent yourself. So the chits are here.

Student 1: sir we have to write only one name?

Investigator: one name. The name which you like for your own self that name for example: your name is _____. If you write that name _____ or a different nick name which you like.

Student 2: sir which name can we write?

Investigator: anything, anything which you like.

Student 3: if we have to fill up the colours.

Investigator: No, you don't have to fill up the colours. You can use that you can put any design.

Investigator: picture or anything logo or design whatever you like.

Student 3: sir

Investigator: that design can be of bird, animal anything through which you can represent yourself or you find yourself very much attached. Still we have two chits. Anyone from you. Ok let's see. You have two chits for this activity. Ok keep it with you. Have you completed? Name which you like to be recognized or known. Let me tell you at home I'm called Kitu or Kito. The family members and my friends: they call me, recognize me as Kitu. Although my name is kirit and I like that. I like to be known by that name: kitu or kito. And when somebody calls my name, my heart leaps. When I listen to that name. I would represent myself with that name with one animal ... you may like cat, sparrow or any bird, cuckoo or koyal or any of the bird peacock because you must have the reason for that name that why did you select that name. Have you completed? Your name and representative symbol. Which you like to have for yourself. Shall we go? Ok. One by one, you will tell me the name. What you have written and what name you have written, by which name you want to be known by and the symbol. You can give that name also instead of drawing. For example, tiger. Everybody knows tiger. So in that way we can start. You can stand at your own place instead of coming in front of the class. You just face the students by the way this for the first session and that is why, we have this what you say linear fashion of seating arrangement; afterwards we will have the grouping. Face to face, seats will be there, chairs will be there. So crisscross chairs will be placed and you will face your

group mates. So before we do that all these things we will have this kind of things for activities ok.

Student 1: as you all know my name _____. But my mom used to call me _____ and I like that name very much.

Investigator: very good.

Student 1: and I want to represent myself with this logo always smiling.

Investigator: you must have reason also why you like that symbol for yourself. Thank you.

Student 2: I would like to be called myself with the name _____ because when we use to stay at Kolkata there was a Bengali girl who used to call me by this name. And she loves me a lot. Still loves me a lot that's why.

Investigator: any symbol?

Student 2: Dog.

Investigator: this is the thing which is a creative part of personality. Ok next one. No comment. If you want to speak come over here. That is also no compulsion for that.

Student 3 : most of you would knowing that in a traditional Gujarati family, husband and wife call each other means they say that ... so whether here my name _____ something very nice.

Investigator: so happy moments in life. So you want to be called as _____ only. And the symbol?

Student 3: the symbol is S: my surname starts with it and a bird.

Investigator: ok good. Next one.

Student 4: my name is _____ but my father used to call me ...

Investigator: what did you say? Speak loudly, loudly.

Student 4: my name is _____ but my father used to call me _____. And the symbol is a flower.

Investigator: ok. Next one. Two of the students. नजदीक आईये

Student 5 - मुझे घर में ____ बुलाते हैं but बचपन से मुझे smile देना, मेरा hobby है तो मेरा symbol है smile.

Investigator: ok. And you name?

Student 5: ____ (name)

Student 6: my name is ____ और राखी के दिन मेरा जन्म हुआ था तो मेरे दादाने मेरा नाम राखी रखा था, वो नाम मुझे बहुत पसंद है और मेरा symbol है flower जो मुझे बहुत पसंद है

Investigator: which flower?

Student 6: sir, Rose.

Investigator: Rose, even in that you have colours also. Red rose only. Ok good. Next.

Student 7: my name is _____. But my family members used to call me ____ and my grandfather sometimes called me _____like a male but I like that because different different persons tell me with this name. And the symbols are different. While my sister calls me _____, its symbol is different. But my husband calls me as _____ it is also different. And my symbol is Rose. Rose flower because I think that flower which blooms sometime only but it makes others happy and it's also a symbol of love. Thank you.

Student 8: मेरा नाम _____ है, घर पे मुझे सब पुनि बुलाते हैं, मोती पुन बुलाते हैं, और मै पूनम के दिन ही, पुन में ही मेरा जन्म हुआ है, इसलिए मेरे पापाने मेरा नाम _____ रखा! और मुझे चाँद बहुत पसंद है |

Investigator: represents _____. Next one.

Student 9: मेरा नाम _____ है | और मेरी जो ताई है, वो मुझे _____ कहके बुलाती है क्योंकि मेरा मानना है की सूरज जो है, वो सबके जीवन में रौशनी देता है, that's why.

Investigator: और symbol क्या है?

Student 9: सूरज |

Investigator - सूरज | very good.

Student 10: my name is ____ I like sonu nigham so I ... my symbol: temple.

Investigator: temple. Ok. So why did you keep that symbol for yourself?

Student 10: ऐसे ही |

Investigator: Laxmi is the name of Goddess, and it is mostly seen unknowingly, you represent yourself with this. You attach yourself with this.

Student 13: yes, sir. My name is ____ which meaning is feeling that's why I corrected her.

Investigator: you attach yourself more with that. You feel strong for it. Something so that is your symbol. Either this side or that side.

Student 10- myself ____ but I would like to be called by name Devi. As my nick name is Devi. As my parents say that my smile is like Devi. And my symbol is rose. Rose is symbol of love and I believe in love that's why.

Investigator: good. Next.

Student 12: actually my name is _____. But when I get admission and they just changed the name: Trisha. So I was called Trisha. And my daddy used to call me Tinu and my sister also Tinu and Minu like that. And my symbol is tree because trees fighting out obstacles in its way. So this is my representative.

Student 13- my name is ... my nick name is _____.

Investigator: symbol is? It's good to laugh. Physical and psychological state of mind. Next.

P10 my name is ____ and in my family and in my in-law family all call me chic. Because P10 is big word, all are saying. .. बहुत बड़ा है वो पुराना लगता है |

Investigator: typical name. And ...

Student 14- and I like chocolate. So ...

Investigator: with that you can represent yourself with any kind of symbol.ok

Student 15- my name _____. Because my husband used to call me bamboo. And my all relatives tease me because of this name but I like it. And I represent myself as a tree because as a tree, my personality is, give shadow to all. My servant, my friends, even my son, my daughter, everybody I like to hold all the person on me and I used to give as possible as to them. I hope you all agree with me. Thank you.

Investigator: ok. Very good.

Student 15: my symbol is root: internally very strong. But I never show, I'm very strong.

Investigator: ok. Very good. One more activity can be done. And that can be for 10 to 15 minutes. Ok. Today in the first session, we have done two activities so far. First is introduction of one's own self and second is no one's own self. And let the others know what you like to be known. The third activity is called "Two facts one fiction." This activity's name, each activity has a name, before the activity I will give you the technical name. Two facts: one fiction. Now what is there in this? These are the steps or what we are supposed to do in phase. We make the groups. The groups that you like. Four persons will be there in the group. Let's make group quickly. Whatever you like at that time will be there in the group. And then afterwards we will form groups as per the requirement. Ok. As per the activity, as per the different criteria. But first in the beginning, we will form the group of your own liking. Ok. Let's have a group. Form a group. You can sit facing your partner. You can also turn this chair and face your partner. (Students rearranges their seats / chairs in group of four). Four persons in a group. Only four person in a group. One person is required over here. Swati you can join them. Yes please, you go there. These people are three: four. Face each other. You can be here. So we have one, two, three, four and five groups. Now what you are required to do is ... let's do it. What you are required to do in this activity that is: two facts: one fiction. Ok. Now here each of you in group will think two things, two various things about your own self. Or about your own life. One is a fact and one is a false thing, a wrong make belief things. बनी बनाई बाते | so एक हकीकत सोचना है आपके बारे में, अपने बारे में | what we are required to do is each of you think two things about yourselves and that is one fact and one fiction. Imagine or think about yourself.

Individually imagine or think. Any two things. If you can remember about two things or, you can write about it. If you are unable to remember things. Think it yourself. First is a fact and second is a fiction.

Student: sir, in fiction, the things which we can't do.

Investigator: no, anything which is found through yourself. For example, as you say like movies ... I can cook. But one fiction is that if you not able to cook still I thought that I can good cook or I am a good swimmer but I don't know swimming. But, the swimming is false for me. That is the example.

Student: sir, the present time.

Investigator: yes, in the present time, present life, at this moment whatever you think. First thing should be true to you. For example, you may speak English well. That is a fact and you know it. Second is the fiction of profession for example: - If I do not know how to cook or to prepare tea. Still I thought that I can cook. Ok. Have you got it? Do you follow me? आपको हरेक स्थिति को सोचना है की एक चीज़ हकीकत है आपके अपने बारे में और एक चीज़ है, वो है fiction की जो बनी बनाई चीज़ है, ऐसी दो चीज़ों के बारे में आपको सोचना है | if you have done it then we will move on to the next step.

Investigator: ok. You will have to prepare one question for you. Now what will we do in your group, you will tell three descriptive statements. Then you will not say what fiction is and what fact is. In the first step, you thought of one fiction and one fact. These two statements represent as a third statement. And that statement may be true or may be false. So add one more statement in that along with that two. One fact and one fiction. Ok. First statement is, I can speak English well. Second sentence is I do not know how to prepare tea or I do not like tea that is a fiction although the person is not having that quality. So one fact- one fiction. These two statements are with you. Now you will add one more statement in that which you can tell about yourself that may be true or maybe not. So three. After having three statements, what you will do? One of the person in your group will tell the other all the three statements. Ok. Or one at a time, each of you will tell the others and the others will listen to you.

Investigator: ok. Let's say in this group this is no.1, no.2, this is no.3 and this is no.4. In this group this is no.1, no.2, this is no.3 and this is no.4. In this group this is no.1, no.2, this is no.3 and this is no.4. In this group this is no.1, no.2, this is no.3 and this is no.4.

Now all no.1 will tell their statements, what they wrote to the other group mates. आप अपने ग्रुप में को बताये के आपके अपने बारे में क्या सोचा है ? आपने जो सोचा है, वो बताये और कुछ नहीं |

Ok, now, I think all no.1 must have told their three statements. What the others will do now, the two or three students will ask questions to the person, which statement is fiction. बाकी के जो no.2 या no.3 है, वोही no.1 जिन्होंने तिन स्टेटमेंट बताये है, उनके बारे में पूछेंगे, जिसमें एक या दो fiction है, या दो fact है, और एक fiction है | आप उनको question करेंगे | आपको प्रश्न करना है ताकि आप figure out कर पाए इनमें से कौन सा सही है और कौन सा अपने आप बनाया है | कौन सा गलत बताया है उनसे question पूछिये | आपके अपने group में ही | एक ने बताया है तो बाकी दो ने सुना है, अब बाकी को दो है, वो question पूछेंगे | और figure out करेंगे की उनमें से कौन सा सही है और कौन सा गलत है |

Have you got the idea? One fact: one fiction. अभी आपमें से एकने पूछ लिया | और उसमें से सही क्या है और गलत क्या है वो पूछना है | for example : इनको चाय बनाना नहीं आता है | तो आप उनसे question पूछिये की चाय बनाने में क्या डलता है ? तो हमें सही पकड़ना है और झूठ पकड़ना है | समज गये |

In all the groups, please pay attention. There may be variety of things. Clapping, snapping, and tapping ok. Variety of different things will be used to have your attention. Those who have completed their work will raise their hand. If you have found out your partner's fact and fiction then you will raise your hand. Ok now anyone who has done work, (what you are required to do is) after finding what is fact and what is fiction, the other group members will have some arguments. And some reasons, why you think that how you found that which fact is and which is fiction. And then you will share standing over there what is done in your group. Any of you may present that. If you have done, shall we go? We will. Ok. Let's have one group's presentation.

Group 1: (Participant 7 leader) Student from one of the groups: I can't tolerate liar people and also don't like selfish person in my life. I want to be advocate in my life. And don't like the people those who are not active.

Investigator: ok, so these were the statements which we thought of as fact and fiction. And how did you manage that this is the fact and this is the fiction. Anyone can tell.

(Another Student from same group): Because we know that she is graduate. She does her graduation from English literature so she is not a lawyer. It is a fact and whenever she was sharing among us we find that she never tolerate.

Investigator: so these three interesting things you found out in your partner. So, now let's go for the next group. Ok, we will come here.

(Student from another group) : I love my family very much and I can't stay away from my family for a single day and I think that I'm a good mother but sometimes I feel that I don't devote time to my daughter. Somewhere it is wrong.

Investigator: how did your group find out what is fact and fiction?

Participant: Student from same group: I told her that she is a working woman. So what are the things that you do for your family? So she just told me that, I do all the household work early in the morning. And ...

Investigator: this is how you found out. Good. So you found out one interesting fact about your group: member ok. Any one from this group.

Student: this is how she manages her personal and professional life.

Investigator: Let's have the last presentation ok. And then you can go home.

Student from group: I talked about myself two three things. One is I am a good sweet maker. And second is I want to do good food and third is I'm a good teacher.

Investigator- so how did you find what is fact and what is fiction?

Another student from same group: world food.... sweet maker.

Investigator: so that is all for the first session. I hope you must have enjoyed all these activities. We had first started with the orientation about what cooperative learning is, and what are the different principles, and then we had started with activity one. That is introducing oneself, Activity two that is “knowing oneself” and ‘let others know by name and symbol. And then third activity that is two fact and one fiction. Ok. Thank you all. I think all of you must have enjoyed it. We will meet in the next session. Thank you.

Session: 2. Orientation phase for Teambuilding

Date:

Investigator: Good morning to all and welcome once again in the second session of cooperative learning programme. Earlier we had session : 1 and we had done 3 activities in that first session, as you know some of you are new to this session and the students which we had they were quite no. of 16 to 17 students were there in first session. So let me tell you what cooperative learning is? First thing, cooperative learning is a group work activity where learning is very important and cooperation is very important. Competition is given the secondary place, cooperation is given the first place. It has five principles basis on which it works. Positive interdependence, simultaneous interaction, individual accountability, collaborative skills, group autonomy. These five principles are there based on which entire cooperative learning programme as an activity or as a process it works. So this way the brief introduction to the basic things which you must learn. And in the first session, we had done three activities. Anyone remembers? Yes.

Student 1: introducing name

Investigator : the first one was called introducing oneself, each of the students introduce themselves, with a name and other family background, the language and the state they belong, the mother tongue they follow and English, how they treat English. Is it first language, second language or one of the subjects: as far as schooling is concerned? So this was the main thing that students had given introduction about. Second activity was about?

Student 2- knowing oneself.

Investigator: yes, it was an activity regarding knowing one's own self. If I know myself better than I can work in a better way. So please sit down. It was the activity in which the students gave a name, their own names, the names they are liked to be called or recognized, nick name also. For example, at home or in family circle, I am called kitu or kito. So, the entire name is kirit. But people call me kito or kitu. So people like to be called by that name only. So that was the activity. Another thing was to give symbol to one's own identity that means what we like, by which symbol, we want to represent ourselves. For example, some people like cat, some people like dog, some people like mouse or cheetah, tiger. I like tiger very much. Some people like parrot, dog, pigeon, and some flowers: animals, birds, flowers etc. Things through which we want to represent, attach ourselves. So that is the in fact, second activity. The third activity which we did, it was two facts: one fiction. Now today, we will do three activities. These are all based on team building activities in which the first activity: "find someone who". The name of the activity is Find someone who: how here first we have already divided the class heterogenitically and you are in pair now. You will work in pair. You will be given some piece of papers. In which some boxes are there. Now in each box, one item is there. Since our no. of students were 16, so I kept 16 items in there and some eight items are kept blank. In the first step, what you are required to do is: description of step. So that you must be clear about it. Ok. So you will be given the piece of paper, what you will do you will give no. to pairs. For example, this is no.1, no.2. This is no.1, no.2, no.1, no.2. Ok. Clear. Next the first no. will ask question to second no. and find out which item is related or is related with the second part. If you ask question based on that item and if you get the yes answer, you will write: 'yes' and get the person's sign in that box. Ok. Now after doing that, what you are required to, you first ask all questions to your partner then your partner will ask to you: no.1. And then you go to the other partner and try to fill all the boxes with the sign with the sign or answer what they give this will be the first step. In first step, there are sub-steps. First the numbering, pairing and pairing no. 1 to no.1, then you will go to other pairs, complete it and then you come back. Ok. Again that your partner, in the second step will do. Let's go ahead. Let's proceed and inform you. (Investigator distributes chits) If I tell you beforehand, the excitement will be lost. So I have these chits. 7:42: 8:40 minutes

Investigator: ok, now. You can start your work. First of all no.1 : who is having no.1 table, see there're 4 to 5 different tables and that 2 to 3 are of the same nature. So after doing that, we will exchange it. Ok. Yes, you can start asking the questions to your partners. Face your partner. You ask the questions to your partner and get the answer. When it is yes, just sign it. You have the freedom to fill up all the boxes. No boxes should be left blank. If you keep any box blank. We will have to do it in next step.

Investigator: first of all, you complete the task you just write the answer and get sign it. (Investigator guides the group members)

First of all you complete this. Ask questions: I do not like this ... if she says yes, sign it. You can write yes and sign it. You can read out your piece of paper. Let the partner listen to it. Your partner can paraphrase it in brief what you are asking and your partner will give the answer. (Participants are working with task sheets)

Student 1: like to watch movie?

Student 2: yes.

Student 1: like to watch movie?

Student 2: no

Student 1: like to work in group?

Student 2: yes.

Student 1: do not like to make change in routine?

Student 2: no.

Student 1 to investigator: we have completed the answer.

Investigator: now, the same sheet. The other partner will ask the questions and you will give the answer and sign it.

Investigator: you can discuss with me if the item is not clear to you. After 16:10 minutes, so now the first round, you must have completed your sheets. You can exchange your partners and pairs. You go to other person and try to fill up the table.

Investigator to student 1: you can move. If you don't get the answer from one partner. You can move to the other. Quickly you can change the partner.

Student 1: like to watch football?

Student 2: no.

Student 1: likes to watch movie?

Student 2: no

Investigator: well now, if any of the boxes kept left. Keep blank. You can go to your original partner and discuss with your partner. That is the second step. And you can check each other's sheet, which are the boxes kept blank. And you give suggestion to where to find the answer and to whom to meet. Ok. This is the second step. So, if yours, if any kind of blank, than you can discuss. You can share what kind of answer you get from other. You can see sign under each item what person has written yes answer, name under which answer, you can write response. You can do one thing also. Some of the boxes are blank. In these boxes, you can write your own items. You can write your own question and get it fill in to your partner or other partner. Here you can write your interest, hobbies, likes, dislikes, what you want to be? Or what you want to do something in future? Regarding this course, anything you can put it in. Now the boxes which you kept blank, you go to the original partner, discuss, what is the item that is left blank and you can give the suggestion to where you can get it filled. And if everything is completed, you can share with your partner what kind of answer you get for each of items. You can write new items also. You can write your own write up. Now, if any pair has completed it, you can give it to me.

Student 1 to Investigator: sir what we have written, can we ask it to another partner?

Investigator: yes, you can ask it to another partner. (Participants interacting with one another)

Investigator: now in this table, table no.1 given to pair no. 1 ... three more minutes to complete your work. Then you will again go to the original partners. Be quick. Yes, I think ... let's go to the original partner. Please go to your original partners. Give your sheet to your original partner, exchange it and check it whether it is fully fill up or not. Please go and sit with your original partner. Ok. Now exchange your sheet to

your partner and see whether it is fully fill up or not. You discuss with your partner which are the items filled in Check it again. Because you have earlier checked it. Ok. Now you have checked it. Now let me tell you. Let me go through the responses that we have got. Here first item: is: “he is good at mathematics and the sign is: P11” She got A grade or highest score in exam. It was not with the partner but from the other pair: P7: can play the carom. The partner was not able to response. So P7 gave from another pair likes to read stories. P11 gave yes to it, has got doctor as relative: yes by P7. Then like film actor: ____ gave yes to it. Has habit of talking: P11 gave yes to it. : Like to watch sachin Tendulkar playing cricket whenever there is a cricket match: P7 said yes to it. : Prefers learning alone: P7 said yes. Father is an important person of family. It was given yes by P7: likes to watch cricket matches and P11 gave yes to it. Do not like to make change in routine life. So P11 gave ‘yes’ to it. : Likes to prepare new food items, P7 gave yes to it. : Has participated in co-curricular activities: yes by P7. : Likes to wear saaries : both the partners were not able to give the response. So even none of the person had given the answer. Only one person from the other pair: P9 gave the answer yes to it. : Regularly watches T.V. serial: P7 said yes to it. So there are the responses from pair no.1: In pair no: 2 there are differences. Read a good book recently: yes by P5. : Visited a theatre in last four months: given yes by P1. Dislikes statistics: given yes by P9. : Offers search an internet website: yes given by P9. : Like to walk 14-15 minutes daily and again P9 gave response to it. : Can spell a long difficult word: P1 gave yes to it? : Plays cricket: the pair was not able to give answer to it. Is a vegetarian or not: would like to somebody: give yes to it. : Knows to play a musical instrument: yes given by P9. : likes to watch movie or television serial? : given yes by P5. : Like to work in group: it is given response yes by P1. : Likes to sleep more on Sundays: it was given response ‘yes’ by P1. : Likes to sleep more on Sundays: it was given yes by P7. : Here you can share this: want to eat food items? : Weird combination? : So given positive response by P1. So, this is the first activity.

The second activity: the listening activity skill: find someone who knowing the others. So that you can have a good grouping. So that was the first activity. Second activity is Circle of interview which you will do. Now in that what you are required to do is prepare at least four to five questions which you can ask. For example: as a friend, as a celebrity, or as anybody, or personal, family background or anything you can ask question to the person: to the partner. And the pairs again you will have no.

no.1, no.2, no.1, no.2 in that way. Ok. And then afterwards no.:1 interview no.:2. After that the roles will be reversed. No.2 will interview no.1, P1: Sir ten questions or difficult question. Ok, let's proceed ahead. You can ask different questions. No.2 may have different questions. Because you are interviewing your partner. So, here are the some of the papers, you can write your questions there and answer to that. This activity is called or named as circles of interviews. In this as we have divided the class, no.1 will interview no.2. No.2 afterwards interview no.1. That will be second step. Interview the person. You can ask about the person's likes, dislikes or family background. So that you can know more your partner. So let's give no. no.1, no.2, no.1- ...' no.1 will interview no.2, no.2 will interview no.3 and no.3 will interview no.4. Prepare 5 questions only. And ask the questions to your partner and get the answer. Those who have completed interview they can submit it to me. If you have prepared your 5 to 10 questions, you can proceed for interview part. (Participants interact)

And now no.1 will answer. No.2 will ask question quickly. Ok. If you have completed in the third step and last step, what you are required to do whatever answers you have got from your partner, you will report it to your partner. Report it what you have learnt from your partner in the last or third step, after interview and report to your partner, you tell your partner what you have learnt from your partner. Investigator: Have you completed? Two more groups. One minute. (Participants interaction continues). We have completed the activity. Due to the lack of time, as we are running short of time, we will not be able to do the activity. And with this, we have done two activities. First one who find some who --- second: circle of interview. So give your feedback. What do you think? Did you like activity? Did you enjoy it? You can speak in any language but try to speak in English.

Student: Earlier in the morning, when I was came here. I was willing to quit, now I can say that I can learn remaining refresh. और इस activities से हम जान सकते है के हमारा partner के बारे में | एक question था | do you give importance to your father and mother ? और मुजको पहले पता नही था की इनके father नही है | पर अब पता है | अब पता चला |

Investigator: you can know about a person's personal likes. Any other person, who like to response.

Student 2: I really felt good when I specially interacted with someone to whom I was not very close to and always they do interact with our friends. But through this activity, I could know how P5 is, by nature, what are likes and dislikes. I felt like answering more and more questions. So, it was a wonderful experience taking part in this activity.

Student 3 - By taking part in this activity what I feel is, I came to know different the behavior, how one gets angry, one cries. So it is kind of knowing people more and more very good.

Student 4: from both the activities, we came to know something different, something new which we did not know. And when I came to know P1 likes to watch cricket generally girls don't like cricket. It was interesting.

Investigator: ok. Thank you very much. We will meet in next session with different new activity. Thank you very much.

Session: 3. JIGSAW (BASIC VERSION) (HM 50.5 Duration)

Total time: 50:05 minutes.

MAIN ACTIVITY: focus your discussion on

- Read the text
- Understand to explain
- Analyze
- Interpret
- Draw inferences
- Evaluate and self : regulate

Step -1 home team receives different pieces of text

Step: 2 form expert team to understand

Step -3 return to home team, teach and discuss text

Step: 4 group report presentation and individual quiz/ test.

Investigator: Good after noon to all.

Students: Good after noon sir.

Investigator: once again I welcome in the cooperative learning programme, a special program, and I hope that most of you will remain present in the most of the activity classes and I assure you that you will get something, some kind of learning and you will develop some kind of skills and traits and definitely there will be some benefit to you, you will enjoy some activities so once again I welcome you all. Today, we had taken already two sessions: session 1 and session 2 in which a few of the classroom activities in which some of you were there and some of you were not. So let me just give you a quick review of what we are doing in this programme. It is cooperative (learning) programme. It is not individual learning, not through competition through which we learn but its main focus is on cooperation. How you help others and how you learn with help of others and on your own. It's not always through competition that we learn, we compete with ourselves. Cooperative learning is a group learning in which students have their own goal. And they maximize their learning. There are five principles which are very important to understand. In each and every activity, these five principles will be included one or the other way and it will be executed in your activities. That's positive interdependence, in that you are not working all alone, you are sharing with others. So positive interdependence, then simultaneous interaction. You are interacting with your partner again and again so simultaneous interaction is there. Then the other principles which are there : the positive interdependence, simultaneous interaction, collaborative skills, there are certain skills that we could develop team work, respecting others, or listening, speaking, reading, writing. Varieties of different collaborative skills are there. And apart from that, certain other thinking skills, which, some of the part are written on the board. Apart from that the individual accountability, you are accountable for your own work, own learning and you are also accountable for your partner's, team members' learning so that is individual accountability. When you learn, it is your duty to explain and make the others understand and make or help the others learn. So positive interdependence, simultaneous interaction, individual accountability, collaborative skills and fifth one is group autonomy. You will be autonomous learners. So these are the five principles on which we will do activities.

Today's activity is JIGSAW: (basic version): And the steps are written here for your understanding, so that smooth procedure would go. The first part of the activity is to prepare you for this is the activity, in cooperative learning is fun-loaded activity, enjoy activities and a varieties of different personality traits will be developed in you

through these activities. I will give you this signal (snapping and clapping by investigator) so that you have to pay attention. Stop talking, pay attention, raise hand; so this signals will be routine in our activities. As there are certain routines, you will first consult your partner and then the teacher. Whenever you find any problem or difficulty, whenever material is given to you to fill up, or to read, you will give it back, you will submit to me. Third is the pairing of material before you leave the class. Please make it clear, all things and procedure. These are the steps which are in the Jigsaw. Your team, based on information I have, your name, study, your family background, and your mother tongue and the rest of other things based on this we have grouped all of you: the entire class. And it is the heterogeneous group. So it may change after every 3 to 4 activities. But for some period of time, these groups will remain same. Those who are not able to present today and those who will join us later on for next activities they will be appropriately placed in the group. So, we will begin with this ___ this is your home team. After wards you will be given some material: there'll be a poem. And a poem has four stanzas. So you divide amongst yourselves the part that you will learn it. What you are required to do is Read the stanzas, find out the key words in that, find out the meaning to it and try to understand on your own. Then in the second step, you will form an expert group after reading it. The portion which you have the other part, for example, if other group stanza,-1, 2, 3 in poem. Now the stanza 1 will form the group with the stanza 1 of the other group. And then what you understand, you will discuss, and you will try to understand it completely at that time in your expert group. And then after discussing, you get it clear with this point. : read the text, find out the key words, get the meaning and understand. So that you can explain it to others. When you teach, you learn twice. Then try to interpret the text given to you on your own and discuss with others what you have interpreted with your expert team partner. Then afterwards, draw inferences, draw conclusions, generalize it, what it means judge it, self: control: control your thoughts, you organize, evaluate and make the judgment. So all these things are given to you find out the key words and you can also remember our lessons: characters, so are these things clear? Here we go with these material distributed to you. (Distributing materials to participants) Now what you are required to do is distribute material and assign the roles to your team: members. Assign certain roles. Each and every one can be leaders but still you need to decide roles, roles of facilitator, encourager, time-keeper, motivator, recorder, sound handers, so all these things are there. For each step

of activity, you have 10 to 15 minutes. In the first step, first five minutes are given to you for your own reading. (Participants are reading materials)

These pages are also given to you: Blank pages so that you can, whenever a blank page is given to you, to write your name, name of activity and date. So this will be your group work. You may use these pages. And one person will prepare group report. : You divide the work. : ... So keep these things in mind steps and time. Five minutes are given to you first to read, first understand it yourself, and divide the work. (Participants are working on text in groups: Home group)

13:10: 15:21 ... Have you all divided the work? First of all read the text on your own. The portion that is given to you. Now you can read and understand it first. No discussion with your partner. For discussion, you will form an expert group. Read it. Understand it. Have you completed? If you have completed your reading in first step, now you can form an expert team. Stanza 1 will form the expert team. Stanza 2 will form the expert team, stanza 3 and stanza no. 4. Yes quickly. Go ahead. Yes, stanza 3 will be there. Stanza 1, stanza 2 and stanza 3 from that poem and stanza 4. Now, you will discuss your part, your stanza. For this step, you have 5 to 10 minutes.

(Participants working with expert group, leaving their team)

17:00 to 25:41 minutes. ... P5: Sir, we have to write the report. Investigator: you can write this page for your individual work report. So whatever you discuss, write it in your page. Whenever the discussion is over. Write the group work. You decide the leader from your group. Investigator: who will write the report? As the expert team has completed the discussion or report on another page, you will require some more minutes. 27:40 minutes.

I hope you have completed your work. Have you finished?

From 27:42 to 29:30 minutes you have to concentrate upon your stanza only. Your expert team will concentrate on your stanzas only. I hope all three groups have completed their work. Has the last group completed? So let's go to next step. Once again go to your home team. (30:20) Now, what you are required to do in your home team. Whatever you have understand, the portion you have discussed with expert team: you will explain it to your home team in their expert team. So, the first stanza will explain and teach to their partners. Second stanza will teach and explain you can pose the question, you can ask question clarification. Go ahead. No.1 stanza will teach and explain to discuss with your partner. As soon as stanza 1 will complete, stanza 2 will teach the team. (Participants working on text in group) (At 34:54) Try to speak

English only because it is English. You can first speak English as it is English class. Those who have finished it all raise your hand. If you have completed your discussion on four stanzas raise your hands. Second group has. Third group has completed. All of you have completed the step no.3. (At 36:51 minutes) now we will go for step 4. We will have first, anyone one from your group that you have decided as your leader, report presentation. And then afterwards, I have some worksheets, which you are required to fill up. It will take 10 to 15 minutes. You have to write the answers based on your understanding. So first we will have presentation. Group 1 quickly. Because now you are expert in all stanzas, all the stanzas must be clear to you. So what you have understand and discuss. : Yes quickly, whatever you have understand. In each and every activity everyone get turn one by one. You can stand and face them. Listen to her, the report of group 1.

Student 1: the poem “the road not taken”, what we understand from the poem is that each human-being has to decide, one road is less travelled, and another road is an easy one and that’s why people choose it. And Robert frost chose the road less travelled. And it had a different meaning in his life. But we were not able to make out whether it was good difference or bad difference

Investigator: ok. Group no. 2.quickly please, 2 to 3 minutes.

Student: the road not taken by Robert frost: we can present: it may not be imagination but it was real story, because Robert frost did not give its conclusion. It ends with signs. And said that it made difference to his life, this difference is good or bad. We don’t know. It may be good or bad. We can compare this with our life also. Because in everyone’s life, a person come to across with two ways: when they go to home or in their life. When they want to degree, they don’t do degree course anything. They come across two ways. Or I want to give one example Sir. We are all girls so if our parents give us two proposals of two boys. We have to choose from two boys. If we choose one boy after we know. We are happy or sad, I don’t want to say we are happy or sad. But we onetime think. If I choose that one then my life one will be other one different one, from today.

Investigator: ok. With the different interpretation. Very good. Group no.3 quickly. Then you have worksheets to complete. Quickly **चलिए**

Student 3: sir, according to me the poet Robert frost was in dilemma, one road was full of life, or in other words we can say that easier to travel. The other one was not

so travelled. So the traveler took the easy travelled and think up to the travelled difficult one. It also symbolizes human tendency to choose the easier road. And after carefully looking at both the roads, we choose the easier path. And last, and at last, we regret about choosing the easier path. He regrets that whether he chooses the difficult path in his life than would have made different path.

Investigator: ok. This is the beauty of the poem, literary part where you have different interpretation.

Student 4: in this short poem by Robert frost, “the road not taken”, frost has shown there are two paths: one is positive, and second is negative. Hardly can we say that life has two phases. For example, Robert frost had chosen hardest paths. If anyone chooses the easier path, maybe he can learn from easiest way to hardest way. But he has chosen the hardest part of life so ...

Investigator: you are not able to express things. So how you will fill up worksheets without discussion or help from others. You have 15 minutes to fill up. After you have completed, you have to submit it to me and all the materials given to you. You are given 2 to 3 minutes. First, so before you complete let’s face last part. Let me have your opinion. Let me you’re your feedback on jigsaw. Did you like it? Did you enjoy it? Volunteer and give your feedback. And this is the last step of our lesson. You can listen as well as express and write.

Student 1: we learnt to express our views about the poem or the stanza and whatever the content you have taken. And we can also see the expressions and views of other that have taken in this study with that we can analyses that how imagination power is beautiful and has variety of meanings.

Investigator: next here in this group.

Student 2: I never like poetry.

Investigator: yes, that’s why I chose it.

Student 2: being a literature student, but I never liked poetry.

Investigator: people find poems difficult or some kind of dislike is there. Ok. From other group.

Student 2: yes but today I enjoyed it.

Student 3: got different ideas from others and we can express our own ideas about poems, literature. Also there are different ideas from others.

Student 4: I found two different types of interpretation of the meaning.

Investigator: so we are ending there thing, today's activity Jigsaw and hope you must have enjoyed it. In the next session, you will get different activities, with different materials, the materials will be carefully selected from literature, poem, very good stories, love stories, horror stories. Then we will have grammar also and composition also. So all varieties of different styles of, or types of writing will be there so far as study is concerned. Thank you all. (Participants are engaged in filling out worksheets)

Session: 4. Date -28th January, 2012. Total time: 51:04 minutes.

CIRC

MAIN TASK: focus in your pair work

The following points to earn scores.

- Read the given text
- Identify key words : meaning
- Silent reading individually
- Reading aloud to partner
- Analyze the text
- Discuss on difficult points
- Paraphrase and summaries.

Step 1: introducing the lesson

Step 2: distribution of reading material and roles in pair work.

Step 3: locate key vocabulary and read silently (individual reading)

- Reading aloud to partner
- Discuss in pair: analyze the text and clarify problematic area of text.

Step 4: paraphrase a summarize text (writing task)

Step 5: Group report, individual test (worksheet)

Step 6: feedback.

Investigator: welcome to all once again in Cooperative learning programme and today we will have a new Cooperative learning activity and the name of the activity is : C.I.R.C. : the short form, the full form : Cooperative Integrated Reading and

Composition. It is an activity which includes both the reading and writing skills and through this activity let me tell you what objectives we will try to achieve. It's that you aspiring teacher will develop reading skills, thinking skills, communicative skills and will also develop writing skills. So here we go as in our session JIGSAW, we have already grouped the entire class based on the heterogeneity and these heterogeneous group will remain same for at least 4 to 5 activities the same way. Some of the students were not present on that day or today. Those who are present must be in group so keep in mind this. Let's go ahead with this. Let me just introduce what this lesson is going to be, It is a prose lesson and for this let's just try to recollect experience we have. Do you have any kind of experience that has surprised you or that has made you fearful? Or have you got any kind of experience where you were fearful. For example, when I was all alone in the room at home, I got frightened with the idea of ghost. So it was fearful moment in my life in that day. So do you have an experience of such kind in your life?

Student 1: earthquake.

Investigator: so, that also in a way, its fearful moment in life. Any other thing?

Student 2: few months ago, I had gone out on a vacation and we had to sit and go through a cable cart on six thousand (6000) height. It was my first experience and for 10 minutes I was sitting in cable cart, but I was just praying, I did not open my eyes and I wanted to just come out of that cable cart. So I was really frightened.

Investigator: ok. There are people who believe in God and there are people who believe in supernatural elements like Ghost. So here we have a story which is very interesting and in this step what we are going to do is, first of all in your group you will assign the work to each of you and it is group as well as pair work. So a group is there of four students, now you will work as pairs only. Ok. And for this activity. I will give you the reading material. You will get the time for 10 to 15 minutes, read it thoroughly and you will divide the roles in your pair. Role of asking questions: questionnaire, encourager, motivator, recorder, reporter. So all the different roles: facilitator, all kinds of roles that you will play or you will divide among yours: with your partner. You will read the material which is given to you. The text which is given to you read it first. Read it silently and you will be given one piece of paper on which you write your work. Find out the key words. Find out the meanings. and then

afterwards, you can at once present reading aloud to your partner, a some portion, not the entire portion because it is a lengthy two pages, two and half page story is there. So, it may not be possible to read aloud the entire text to partner. Some portion of the text which you liked, you can read it aloud to students so that will help you to listen to the sounds which are creating effects and your speaking as well as listening skills will be developed.

In the next step, what we are required to do is, after silent reading what we will do, you will work with your partner in the pair and you will analyze the text. Now how will you analyze the text? You will find out the facts which are there. The important features : the dialogue of lesson, and the what he said in the first paragraph, second paragraph, third paragraph, how he evaluate the entire event through characters, meaning of the title and who are the main characters and what is the main idea/ central idea in the lesson, what is general idea, theme in the lesson. So all these things you will discuss with your partner. Discuss whatever the problematic area which is there in the text with your pair and then afterwards what you will do in your piece of paper, you will paraphrase and summarize and as a pair- group, you will report what you discussed. Ok. And afterwards, at last step, you will be given a worksheet to fill up individually. Ok. And at the last final one, we will close the lesson with your feedback. So, this will be the procedure. Is it all clear? Have you understood the objectives of the lesson? Ok. So let's go ahead with this.

(Investigator distributes the materials of study) participants are busy in reading text.

- Pass it on. : So one pair will have one copy. First of all, in the beginning: Investigator is co-participant. When you are reading silently, identify the key words, locate the key words and then find out the meanings to them. After that to further make the things clear, if you complete your silent reading and key words etc. Then start discussion with your partner for the expertise of it. Because on the piece of paper you write. Summarize the title, the content, the theme of the lesson will be there.

- As you have completed your text reading and words, vocabulary, if it is new or it is very important: key word and then if you have understood or if you have any kind of problematic area, now you go for the discussion. Discuss with the pair. What you understood or what kind of clarification or explanation is required. Discuss with your partner. So, in the first group, let there be pair ... The pair will face each other. Ok.

(Pair work among participants is going on)

- We will move to third step after your silent reading, key words, vocabulary and reading aloud to your partner and discussion with your pair all the problematic area that are there in the text. Now you can write after that reading and discussion. You can write now what you understood from the text, you paraphrase it. And you can write the summary in your own words that is your writing task. So your writing task is writing summary what you understand you can write about the title: suitable or not (Investigator guiding pupils) characters, main characters and especially what is the central idea, the message that you got. So the main important thing is the central idea and then summarize in your own words what these texts means. At 27:56 minutes. In pairs, when you're discussing, asking questions and get the clarification from your partner or you can ask questions and that text must be clear to you. Try to comprehend in a proper way and then you can write the summery. 29:40 minutes. Please write in your individual reports: your name, name of the activity, your summarizing in your text in your words. So write the summery, paraphrase: what you discussed with your partner. Paraphrase means reshaping something which you found in your text and write the summery. So that's what paraphrasing and summarizing. You can check it. Some interesting sentences are there. You can paraphrase it: you can also comment on dialogues. The language used, the form of the story. Somebody may say it's a mother's story. It's up to you. So as soon as, you finish your writing task, we will have another work that is to fill up the worksheets. (35:00) the pair: which completed the writing task, writing of summery will raise the hand. You may go ahead with the worksheets. Those who have completed summery can go for worksheets and submit your individual report. Based on your pair work, you can get further clarification about writing but do not take any kind of help in filling up the worksheets. Whereas worksheets are given, you have to work on your own, based on your own understanding and on your pair work, group work discussion. For worksheets, you will require separate pages you can ask for or use the blank page for writing the answer. Keep all the materials with you right now. Take these worksheets only, and start filling up you don't need to stand just raise your hand. If you have finished your writing task for summery, you can start your worksheet. Have you all got individual worksheets? Ok. Go ahead with your work. (Participants are engaged in writing worksheets and individual reports.)

- 45:35 Well, I think writing of the worksheets will take more than 15 to 30 minutes. We have completed the last step of lesson. Let's close the lesson with your feedback, your response. Describe what you have learnt from this activity cooperate? Let's have some of the students' response. Ok. And then you can complete your worksheets. Any volunteers from this group, from the first group. Those who responded earlier will not respond. Yes . . .

Student 1: we read the text silently individually and then we discussed the main points, so this made us to understand or develop thinking skill of other pairs that have different points and views.

Investigator: ok, from the next group. Anyone who has not responded earlier what kind of learning that you got. Quickly please.

Student 2: this activity tells us about the mother who loves the child.

Investigator: let's not discuss about content. It's content. You are talking of the content. Give response to the activity: cooperative learning, C.I.R.W. activity.

Student 3: our group, we got, different ideas, we get. And all of have them one like love of a child for the mother.

Investigator: ok, now, from this fourth group. Group no.2 and any one from pair. Earlier who have not responded?

Student 4: through this activity, we can share our opinions or any problem. We are facing. We can easily share with our friends. If any text is not clear than our friends can explain us.

Investigator - ok, so from this side.

Student 5: pair work helps us in understanding the text better way and through this we can develop our own understanding, and the chapter tells us that love has no sounds.

Investigator: anyone who have not responded earlier. Yes. You can go ahead with your worksheets, filling up of the worksheets.

Ok. So that's all for today. Thanks for the cooperation. We will meet in the next session with new activity, new type of content and I am sure you have enjoyed this activity. Have enjoyed this activity? You can take your own time 15 to 30 minutes to fill up your worksheets. Ok. Thank you.

Session: 5. WRITE: PAIR: SWITCH

Part 1. Video of 17:00 minutes.

Step 1: statement of objective of lesson

- Heterogeneous grouping / pairing
- Distribution of reading material and roles
- Content based discussion by teacher
- Higher order questions for pair work
- Student work alone to write responses

Step 2: student pair and discuss their answer.

Step 3: students switch their partner to form new pairs

- Share response / discussion with new partner.

Investigator: good morning to all. Once again I welcome you in Cooperative learning Programme. Today we have new activity so we begin with this new activity. Let me inform you all about objective of this particular task, lesson. : This activity is called: write: pair: switch. It's basically writing and reading. Here two things will be done simultaneously. You will be given material, piece of literary art and what you will do, you will do the things: as the steps are written over here. 3 steps there will be and it takes round about 45 minutes to 1 hour. So, 15 to 30 minutes - writing the worksheets will also be included in that. We will take one and half hour for this activity. So for this purpose, the objective of the lesson is: to enable the pupil-teachers to develop the writing skills. : To enable the pupil-teachers to develop all four basic language skills: L.S.R.W.: to enable the pupil-teachers to share their ideas with the others and form or create new thinking, new understanding. Apart from that, to enable pupil-teachers to develop certain thinking skills - higher order thinking skills. So these are the objectives. Are the objectives clear? So, having understand all these objectives, let's go ahead with this. Let me inform you about the introductory part of this. Because for this work, in fact, some of the teaching work must have been done then after this, activities should be given to students. So, keeping in mind that let me tell you that there are things in our life, which are very important in our life which and helps us to live, we all have some kind of hobby, interest or some kind of thing which makes our live meaningful and interesting. For example, arts. All arts are such things. For example: dancing, music, painting, sculpture, or any that sort of, any kind of art, help us to live life interesting, meaningfully and in significantly. So, from that perspective, we have here a poem: "The nightingale" by Shelley. And with it you have a beautiful story. It is a magical story which is in form of poetry. It's an

interesting poem and what you will look into here first of all, as our previous activities, we will not change the grouping that we have. So, in one group, we will have one first language learner, and the rest other second language learners, two, three second language learners and this way we form the groups. Almost 6 students from the 16 are absent today. We will begin this activity, they will join us later on as they come. You will be given this material and I just read it aloud. And whatever points you think needed to clarify, you can ask I and afterwards you will read it silently and you will be given certain higher order questions. First of all, what you do with the first step, you will work alone, and you will write the responses to those questions five questions. It may take around 10 minutes. So think of points, write your answers on a sheet of paper and then afterwards what you will do in the second step, you will switch the partner with your pair. Before that, you discuss with your pair. Read the material silently. You will write the answer to the higher order questions which are given to you individually on a piece of paper. Second step: discuss with your partner: what you understood, thought, learned from that material. Your answers, responses which you wrote may be different from whatever you discuss. After the discussion, write things what you are discussing, what changes that are, that came after the discussion. Then afterwards, you will switch the partner again. When you switch the partner, you will find almost a different meaning, more clarity in the content. And then afterwards you will be given individual worksheets to fill up. So, these are the steps. Are all steps clear? Let's go ahead with the steps. First of all, I will make the presentation with the aloud recitation and key words. The Nightingale: 7:11-10:00 Investigator recited poem. So this is the poem. Now, look into the poem. I will give you reading material for this literary piece, piece of literature and find out the words which you find are difficult to understand. And you can ask me the meaning of words and then I will give you to fill up the sheet of paper which you are required to work. Yes, read it silently and find out words. (Participants are reading texts) Is there any word, which you find difficult or want clarification?

Student: sign.

Investigator: deep, some kind of deep sob.

Investigator: ok, now let's begin with the activity steps of write Pair's win. What you are required to do now, read it silently and find out individually you will be given piece of paper, write down your name, activities, date, and write an individual report. So, these five questions are there in your main task. Because three things will be

there: you're individual work then, your pair discussion and then pair discussion with new pair by switch. (Investigator distributes new pages) If you required any page you can ask me for that. Now go for the first part, you will ask question to summarize the story in all words.

Video 2 34:12 minutes duration

It may take some more time. So first four questions will be focused. : Yes, answer these questions. Because write now you are working individually. Read it, try to understand words, because model recitation is made, words are made clear to you. You try to understand based on your reading. Answer five- four questions, first. Then after group report, you can write summery in your words because it will take some more time. First question: name of poetry, who are name of characters, justify the title of poem, is the title of poem: suitable, as far as story is concerned. Give new title to this. And that explains the main ideas: central theme. If you have finished, those who finished, they will start their work. Now in the second piece of paper, you discuss and compare how and what you thought earlier working alone, so that page is in discussion. So that will help you to have more understanding of the content after discussion. So write on that paper. Pair work. And the third step will be new pair work: new pair discussion. Yes, have you completed? Start new work. If you are not able to answer the question keep it blank so that after discussion you can write it.

You need not write paragraph. : Just points as you are now working in pair, your thinking will change. Yes, if you have completed your individual work, you can discuss with partner. And after 10 minutes, you will switch your partner and form a new pair. It will take around 5 to 10 minutes. After discussion, if there is any change in your interpretation. So whatever things you have written, you discuss with your partner.

Video: 3.

Investigator: anyone who has completed discussion can now switch the partner. If you have completed sharing responses with your partner, getting clarification, now form new pair and discuss and share with your new partner. We will now form new pair formation also. If you have discussed, clarified things, got more clarity, now those who have completed third step also forming pair, discussion and share ideas also. Write answer to the fifth question based on your individual, pair work, new pair work. Have you all got individual worksheet? Ok. Take your time. You have 30: 40 minutes to complete worksheet. So, give me back the material before you leave the

class. So in the last step of our lesson, let's have quickly the responses, as far as content is concerned, selection of content, as far as enjoyment that you got from this activity and how the activity is, what do you think, what do you feel? Then you can complete your worksheet. You have 30 to 40 minutes for that. Let's have voluntarily responses.

Student 1: being part of this activity, it enhanced the writing skill by discussing with the different partners, I could enhance my writing skills and thinking skills. Like I could express myself more clearly and the content was very interesting. Because there were various moods of happiness, sadness in the story.

Investigator: poem with story. Anyone from this side, this pair?

Student 2: as far as the content is concerned, it was quite interesting and new to us. The group discussion also brought out the new ideas from people. Especially, we had not similar thinking.

Investigator: that was the most interesting part of activity. Switching pair. Anyone from this side.

Student 3: from this activity, we developed thinking that we can think different way than the others. And through pair work, we have discussed our partner. But after switching another pair, we saw different thinking of different people.

Investigator: you can see things from different perspectives, point of views.

Student 3: different angles.

Investigator: so that develop also your language skills. Anyone other from this side. Last one.

Student 4: through this activity, we came to know, we have partners who are thinking alike. All the answers were correct. But when we switched, we came to know different writers, or poets, what my next partner was thinking about title of the poem and answers were also different. I and my partner think in same way, but the new partner mentioned different.

Investigator: even we had same experience. Because we had not discuss with our partner individually.

Student 4: the title was again ... so these are the main characters.

Investigator: so did you enjoy the activity? And learnt new things.

Students: yes sir.

Investigator: so that's all for today. Thank you for your cooperation in the activities. We will meet with new activity, with new kind of work, piece of literature or grammar. Thank you very much.

Session: 6. THINK: PAIR: SHARE

Date: 31st January, 2012.

Step 1: introducing text by teacher.

- Pairing and distribution of reading materials.
- Students think alone on higher order questions. (Record your thinking on paper)

Step 2: Pair discussion.

Step 3: Presentation of pair work discussion report.

- Think upon following questions :
 - Explain and interpret the words: “not ... unjust”, “nor ... unkind”.
 - Who decides man's destiny according to poet? How?
 - What advice does the poet give at the end? Why?
 - Explain theme.

Investigator: good morning to all. Once again welcome in the cooperative learning programme. As you all know, that in this programme we will concentrate upon five principles: focus on five principles of cooperative learning that teachers explained: positive interdependence: that you don't work alone but you take into consideration of others' view, that's the idea, you respect the others. Second: individual accountability: you are responsible for your own learning as well as your partner's learning. So once you understand it is your duty to make others understand the content. Then simultaneous interaction : whatever activities given to you in this step, you go on interacting with yourself, with the partner and with the other group mates so you will develop the listening- speaking skills and the fourth is collaborative skills, varieties of collaborative skills you develop through this activities. And the last one is group autonomy. You become autonomous learner at the end of different activities in this programme. So, these are the principles to keep in mind. There are certain things which are to be done and you need to keep in mind that which are called to you and informed to you to others. Whenever I get the chance to speak, I respect the ideas of others and it is a team work, not competition with the other people but competition with our past performance and not with the other members. So, these are the certain things which are to be kept in mind. In this session, we have an activity called: Think:

Pair: Share. It is a pair work activity and here once again the main task activity is written there what you are required to do is, let me just introduce the things for it. Before that the objectives that need to be understood through this activity. : through this activity, you will be able to develop certain higher order thinking skills like explanation, inference, drawing inference, and synthesizing and self-regulation, observing, analyzing, predicting, comparing, translating, variety of different skills are there in a way which reflect in all main activity. You will develop the basic skills also. And along with that variety of other different personality traits are developed through this activity. So, here we go. What is there today in this think: pair- share activity. We have a poem by Rabindranath Tagore. And it is from Gitanjali. In fact, it is a philosophical poem. We need to think upon it and that is why this poem is selected. This content is selected as thinking activity. So what you are required to do is: this is the theory which we are aware of, like that is in Bhagvad Gita: the theory of karma. So we what we do, shall we reap. Whatever we give, we receive. So for our own sake, our own destiny, our own deeds are responsible and no other things. So this will be the important thing which are known from Bhagvad Gita. Now if you look at the poem from some kind of different perspective, different interpretation also. Let me go ahead with this. I just read out the poem for you. : Karma.

So this the poem. If you find any kind of difficulty, any word that needs to be clarified, you can ask me. So here we go with this activity: step 1. What you are required to do is Reading silently first. And here the main task activity, questions are given. What you are required to do is think upon it first of all alone, and whatever you think write it on a piece of paper in the first step. And what you will be doing: there are four questions: higher order questions: think upon it, write your response what you understand, what you learnt and then you with your pair discuss, so what you thought of: the four questions which are given to you. First person will tell his/her response and then second one will share response. And then anyone from your pair will make the presentation. Whatever you discussed in pair. Not all alone. Not as an individual, or what you thought. Focus on your discussion and not your own ideas. What comes act from pair: discussion that is very important? Is it clear? All the objectives, instructions as well as the steps of the activity. So let's go with the activity ... pass it on. After this pair discussion and its presentation, you will be given a worksheet to fill in. And then your class response. Ok. Now read it silently. Find out words which you find difficult, puzzling or unclear. The poem is simple but it's philosophical. : six to

eight students are absent today also. Now if you have read it, first of all on one piece of paper write your response. And then individual and one pair work report. Ok now if you have read it silently, try to understand it. Now you think upon this questions. This is the main task for your work. Explain and interpret the words which are given in the poem: what does it mean, think it upon. Second question: who decides man's destiny according to poem? What advice does poet give at the end? Why? Explain that. First of all read the poem. Try to understand it. Than think upon the questions and write your answers on piece of paper. Record your thinking. And then start discussion with your pair and then pair work report.

If you individually cooperate your thinking all alone and working on the main task questions, you can start your pair work discussion.

After thinking alone on higher questions, start discussion in pair wok. Take turn. What you thought upon on these questions. Express your thinking to your partner and your partner speak about her thinking based on questions and then you discuss what common points from discussion are. Now if you have completed step 1, it is time for step 2. Start your pair discussion and write your pair report so that we can move on to step 3. Presentation of pair. Decide the notes, distribute the notes, who will be the presenter from you pair. You have completed pair work. Ok. Start with the pair work discussion and write pair work report.

If you find out any problem, take help of your pair, other group members, or members from other groups. I think all the pairs have completed their pair work discussion also. So, we move on to the next step. As you know that all these activities are highly structured and time bound approximately one hour or more than one hour activities that we are doing. Some activities are two hours also. Earlier we did one hour and one and half hour activities. These are small activities so 45 minutes to 1 hour it takes. Prepare your pair work report so what come out of your pair work discussion is important. It will combine your understanding and explanation, individual point of view, your partners' point of view and her thinking. Ok. Now all the pairs have completed discussion. We will have pair work presentation. Pair no.1 decide the report presenter. Now listen to her.

Student 1: very good morning to all. I and P4 both have discussed the poem karma that is by Rabindranath Tagore and it has been taken from collection of poems: Gitanjali. While we discussed, we found many of our thoughts were very same. Whatever we think, the poet conveyed the idea same and the central idea that was

conveyed in the poem was whatever we do, the deed we do, we give to others, returns to us. Back. So we should not blame god for it is unkind to us. God is never unfair or unkind but whatever we do, it's good or bad responsible for our destiny. And through this think: pair: share activity, we found that our writing, speaking skills increased.

Investigator: you concentrate upon the question which you discussed as pair. You will be given chance to express your views on activities in the last step.

Student 1: in the first question that explain an interpret the words, “not unjust ... nor unkind” we were discussed this question and we found that to a very good extent we found our ideas to be same and ...

Investigator: what does it mean? These two words?

Student 1: the two words “not unjust ... nor unkind” are the two words which signify the god and it says that god is not unjust or unkind.

Investigator: ok. But meaning ... “not unjust”. Two negatives are there.

Student 1: he never does injustice to us. He is never unkind.

Investigator: ok. The second question: what came out of your discussion?

Student 1: karma. The poet, he advised that to do good things, to do well, to say good things, this is the poet says at the end. And it symbolize the destiny is good.

Investigator: next one. Anyone voluntarily.

Student 2: as we discussed in our pair work about “karma”, by Tagore, we came to know about karma: which means past deeds. In our pair work, we have discussed few questions. First was that two explain or interpret the word “not unjust”, and “not unkind”. As per our pair work, we discussed that here the words discussed in here that was, god was not unfair, doing injustice to anyone. He is very kind to everyone. From our discussion, we came to know that it's our deed that makes our life do well. God is not unkind to anyone and not unfair to anyone. It's a person's daily activity which he does that is what he does, what he says, what his behavior towards others, it's our reflection to that god gives from our past.

Student 3: after our pair work discussion, we can conclude that God's love is unconditional. It's our past deeds that shape our destiny. We should be loving and kind, say and do all goods, for working for our destiny. The poet says that keep doing your karma without any expectation. One day, you will surely be rewarded soon. Everyday life bounces back to us, so do good deeds and it is believed that after many birth, the person gets the birth of human-being and that is possible, if we have done good deeds.

Student 3: thank you.

Investigator: ok. Next pair.

Student 4: the poet Tagore won the noble prize for this work “Gitanjali”.

This is a short poem: karma. Through our pair discussion, we came across several things. God is not practical. In his eyes all are equal. Our deed will follow us. Perform good deeds. If we do bad things, we have to suffer for it. No prayers could save us from those consequences. Our duty to path of truth is have kindness to others. One thing I would like to add in this: karma किये जा, फलकी इच्छा मत रख |

Investigator: very good. Next pair. What your pair discussed?

Student 5: we came to conclusion that god does justice to everyone, and he is not unkind. God is not responsible for our present situation and our destiny, so he is not unkind and injustice. We say god is unkind, unjust ice based on our destiny. It is for us to decide what we do with our karma. Our future or destiny depends upon our present deed. And poet also will be good. And our destiny will also be frank to us. If we do bad karma, then our destiny will also be unfair to us. So the theory of karma here comes into existence in the Gita. And the theme of poem reflects the same thing.

Investigator: the next pair. The last pair.

Student 6: here we have discussed about karma by R. Tagore. It is in a one piece of Bhagvad Gita. Tagore says that it is all our karma, not because of others, so he has come to the conclusion that it is because of person, or his/her deeds which he comes, not because of god. If we became happy, and if we are in difficulty then it is because of bad things. So it is human mind, which makes the present situation good or bad. Here two words, “not unjust”, there are two negative words which makes the positive word it is related to god.

Video 4.

Student 6: god is not unjust. He is kind to everyone. He is just to everyone. And in the second question: who decides the destiny? According to poet, the man, person himself or herself decides his/her destiny. If he does good work, then his future will be good. If he does bad thing in present situation, his future automatically will be bad. And the last, third, what is the advice of poet? The advice of the poet: do your work good and say kind words to everyone. And your future will be good. And the poet says in the present line, “look our deeds, we one piece of broken mirror”. Thank you.

Investigator: so all the pairs have made the presentation. We move on to the last step of the today's session. That is worksheet to fill in the individually that is given to you. And while in that last, we conclude with your feedback and response. You can respond on the selection of content, activities: how it is done, and kind of learning and enjoyment you got. So pass it on these worksheet. Write your answers to the questions which are given there. What you understood, what you discussed, it's based on material that is given to you. The individual report, the pair work report with name, date and activity. Submit it. So let's have feedback from your side. Later on you will be given time to fill up worksheet 30 to 40 minutes or whatever time is required. But you complete the worksheet today and submit it me. Let's have feedback. For selection of content, activity and what kind of learning and enjoyment you got?

Student 1: the poem is very beautiful one. Though it looks very simple. It needs lot of thinking when we read a poem. And then about the pair activity, again it was individual thinking and pair work, through some of the points there were similarities, there were some differences also. Group leaders presented, we could get differences of everybody. So, it was a good experience. Thank you.

Investigator: any other from this side.

Student 2: good morning everyone. As far as the content is related, it has a very huge theme, behind the message in the poem. And when we started discussion about the poem, we could know the other person's views and ideas. His/her approach to life. And it was inside us and when we heard the leader, the other people's ideas, we really enjoyed and got the chance to listen to ideas of others. Thanks.

Investigator: ok. From this side.

Student 5: good morning everyone. As far as this activity is concerned, we truly enjoyed this activity. And we came to know about the others' point of view of poem. And we have certain similarities and certain differences, though in this activity, we know about others' point of view and others' thinking what they think about life, what they thought about karma. That's all.

Investigator: next. Anyone would like to reflect.

Student 6: through this poem, by Tagore "karma", we can learn more things through pair discussion and we can share our ideas from the poem. Thank you.

Investigator: so, it is time for your individual worksheet to fill up. Complete your work and submit it to me. Now, complete your individual work and that's all for

today's activity. We will meet again with different activity in the next session. Thank you very much. Thanks for your presence and cooperation.

Session: 7. RECIPROCAL TEACHING OF READING

Step 1: heterogeneous group formation, set common goal, distribute roles.

Step 2: Declaration of instructional objectives

Step 3: Assigning text for main task

Step 4: Orientation of Reading strategies

Step 5: Presentation of a Model by teacher as how to use reading strategies

Step 6: Main task given to students in group

Step 7: Presentation of group learning report

Step 8: Individual test (worksheet) & closure.

Main Task

- Use the following reading strategies individually and in group work.
 - Silent reading
 - Aloud reading
 - Aloud thinking
 - Find out dictionary meaning, contextual meaning of keywords.
 - Clarify doubts
 - Generate questions
 - Explain, interpret, analyze text
 - Make predictions about events
 - Summarize in your words.

Investigator: Good evening to all. I once again welcome you in this new session, new activity with new content and today we have new activity: RTR that is short form of Reciprocal teaching and reading. First of all, make it clear that earlier activities, we had the group and now we have different pairing and it is based on infect the performance that you gave in your earlier four activities. And the way, you got the scores, and keeping in mind another factors, we have now new heterogeneous group. The earlier group which was there and now we have this group, so this will be group 1, group 2 and group 3 and pair 4. So this will be the group and you will work in group and I will join the pair. And that will form the group of three persons. Now to what we are required to do is, we set the common goals and before that we set

common goal and what you are required to do in this activity. Let me tell you about this activity: it is Reciprocal teaching reading activity. And it is in short form: RTR. It focuses on making the reading strategies and why there are variant reading skills, first of all is Reading aloud : development of correct pronunciation, second is Reading silently, - reading with speed or speed reading, Reading comprehension means Reading with understanding with expected or maximum speed that is also included in it. Various other things are included as you are able to explain things and you are able to understand and explain to others. What you understood in your own words. You interpret things, you draw inference or conclude things, and you can predict. You are reading some kind of prose and narrative poem, for example, after two or three paragraphs, you can predict what will happen now or what is going to happen so that prediction will also develop and you analyses the text, you are able to analyze the text, which are the keywords, which are the contextual meaning: contextual meaning means what are the meaning given in the context of text. Apart from that you can generate different questions, variety of different questions, are there, in that we have factual information or information based question, text or content based questions, we have comprehensive questions, appreciation questions, technical questions like figures of speech, writing words, then the other questions of higher order that is questions related with the tone, mood used, with the figures of speech used or various styles of writing, whether its descriptive, narrative or expository and what kind of form that is piece of literary work written in, story, essay, drama, one-act play, so from the form you can predict the feature or styles of writing, you can analyze the text, synthesize the idea, you can organize and reorganize the ideas. Apart from that you can summarize the text in your own words, and the last one: evaluation and judgment. You judge, understand the values in that and try to imbibe or inculcate those values. So, here we are going to use this strategy that is teaching of reading that through this activity let's understand what instructional objectives, you can give. And in order to understand this, cooperate with partner, or as a member of group, and you will be able to develop certain communicative skills, thinking skills. So these are the instructional objectives of this activity. In this activity, let me tell you what is required in the main task. The reading material and what you required to do is after distributing this reading material, you will set a common goal. And that goal may be: for example: what are the different questions that require to answer based facts, on the information available, which is the technical data: that are needed to be answer. Some of the

things that required clarification. Reading paragraph, a complex paragraph, something which is difficult, an area you try to understand, and you get the help of your partner. So this is the thing, you can present your partner, your reading aloud, they will give you the feedback. How the words should be pronounced? Or like what speed or in a way, where to put stress, or where to pause, the stress, tone, pauses, correctness of pronunciation : all these things can be given in the form of feedback by partner in pair or in group. So, all these things included in that steps you can follow one by one and you can generate questions also and try to summarize what you have read. So, what you are required to do is set the common goals for that, read the material: first silently, then whatever is written in your main task. Items can be taken. Time will be allowed to you. So, for this, I will give you first a little portion from text, how you are required to do that. For the sake of understanding, the small portion: I will be consider this as model task 1, we have a story: A cigarette for two. When I am reading the text, first of all, I read it silently. Now, when I deal with the partner in group, the first paragraph, I will read and the person read it aloud to partner. Now, there is reading aloud that I present to partner, now my partner will give me feedback, what corrections are required here. As far as the stress, tone, punctuation, pauses concern: so the partner will give me feedback or after. What are the dictionary meaning and what are the meaning in the text? And then afterwards, if there is any kind of doubt in any questions: who are the main characters? What is the central theme? What does it mean? Some general questions, some of the content based questions, I will generate questions and I will answer to myself or working in the pair or group. So, commonly, you can have certain questions and you can discuss among yourselves and find out answers in the group work. So, in that your content will be clear through pair work. Next is, you must be in a position to analyze the text. I analyze the text: Montreal is a large city located in Canada that location or place in the story is in Canada. And in Canada, a small town, - a very large city that is Montrell: this is the place of story given, I analyze the text and I come to know this that in the first paragraph the main character is introduced. The name of the character is Peers up. And nothing more information is given in the first paragraph. So once again, it gives more information about city. So by analyzing the text, I came to know about it. So, in this way, you can analyze text and make predictions, if at all you can guess things intellectually. And then will some kind of episode that happen, occurs. Then afterwards you can predict that. Then you can analyze it also that when I was reading that I read the half part, I

predicted this but the end was different. And you will be surprised with your own predictions. And that will give me thrill in reading. And then you must be in position to analyze things. So, this is the main task which you are required to do. I have made a small presentation. So that you can understand. So, now what we are going to do now, pass it on this reading material and start reading first individually silently, and then in the main task, read in pair or in group. Group 1, group 2, group 3, and group 4. You will be given a piece of paper for your individual work as well as your group work. Write what you are doing individually, write what you are doing or discuss or as pair or group work. And how you got the things clear. So this is the thing. Then afterwards, you will have main task. And for this main task, you will have sufficient time around about 30 minutes. You have. This is the main task, so 30 minutes for this work. Read it and then discuss it. And then you will have the group work presentation. Any one from, after distributing the roles, you can distribute the roles also, as setting the common goal, we want, we would like to, or we will be able to understand the text thoroughly, analyze the text, can summarize on our own in our own words, it is the common goal by which is that by a group will work and divide the roles among the members. And when you present the group report, the leader: you will decide who present, people who have already presented in earlier activities will not present it. Let others have chance and they will present group report: how each and every one contributed in the group work in discussion, what idea given by who or which person so that you will mention. And then we will have the closer part where you will give feedback for selection of content, activity and procedure and what kind of learning have you got. Ok. So is the procedure clear to you? Are all the steps clear to you? So shall we begin with this? ok. page no. 11, 12, 13: two- two pages are there. Today two to three students who are regular, are absent. So it is for your individual and group report. One for the group. If you require more you can ask. Turn around your chairs so that you can face your partners. For in your group report, first when you are working individually, you can write individual points which you thought and then in your group report. First of all write the goal that you are setting. And then common goal. Then afterwards all the reading strategies will be instructed to you one by one. And how you are contributing in group and how members are working in group that you mention in your group report. Ok.

When I was just part of the group, I reminded things, when you read text silently, only your eyes should move and do not move your fingers line by line, no vocalization, do

not speak it out, no audible voice created when reading, that is always to be kept in mind. And use your eye-span, try to read maximum words in an eye span. So no vocalization or sub-vocalization, many people have habit of speaking to their own self, and they are listening it. So speaking as if they are telling something and one can listen to that. Sub-vocalization that is speaking at conscious level, that is when you are reading a text, do not use the fingers, and use the eyes, so all these are kept in mind when you are reading the text.

Reading aloud a portion is ok. Need to go for a whole text. You are reading aloud to half of portion, need to go for whole text. If you do not have English dictionary, you can use your mobile phone's dictionary. So, let's find out the key words.

If you have completed your silent reading, allow reading half of portion from your partner, you can say whatever you analyze from text, and then find out the words which requires clarification, then clarify the doubts with your partner, your team members and generate question, factual questions, informative question, appreciation level questions, variety of different questions and write to answer to that. Any prediction and then summarize in your own words. Based on the group work, prepare a report. Well, our group has completed the discussion. Those who have completed the group work, than we can have presentation from group leaders. Summary of text will be different and rest of other things will be based on your group work. So, is there anyone who has completed the group work discussion? If you have completed your group work of main task. Let us have presentation of your group work. 30 minutes are over for group work. Now the presentation and then we will have worksheet for individual test. 2 more minutes for your group work then we will have your presentation.

Ok. Now, 2 groups have completed their work and 3rd group will also complete their group work. We will have the presentation now. Ok. Have you completed your group work? We will have presentation from this group.

Student 1: good afternoon to everyone. And we have very interesting story and it shows relationship between human-being and animals and after reading the story and discussing it in our group, we have find out the meaning of words and another possible two or three titles.

Investigator: so what kind of questions that you have found out?

Student 1: we have generated more questions. Which characters are mentioned in the story? What are the characteristics of horse? Names, place that come in the story?

And after whom the work given to animals? And the title, “The relationship of animals with human”.

Investigator: ok. Another thing. The theme of the story.

Student 1: the theme of the story, we can say that animal can love, and we can make world better for human-beings.

Investigator: ok. Anything else? As far as reading comprehension?

Student 1: Reading skill developed.

Investigator: ok, next group. Let’s go with the third group.

Student 2: as we have very interesting story. “The person and the animals”, its love between two person, not between two persons, but between animals and humans and we have adopted the goals.

Investigator: you had the common goal and then you had the roles also.

Student 2: P4 has written the keywords, _____ general questions, and myself had given the clarification and _____ standard questions. This is a very heart touching story of man and animal. Animals are always to man to their master. But in the story, we came to know that when a horse was dead, he met with an accident and was dead. Another title for the prose, “Intimate love”.

Investigator: ok. Very good. Any other thing to be added in that about the reading strategy that you used? The speed reading, the improvement that you got from the feedback from the group members?

Student 2: we found all very well in reading.

Investigator: some pronunciation and stress errors. Were improved, responded like. Ok. Very good. The next group. Let’s go to the group leader of another group.

Student 3: we had common goal as every member should be able to understand and interpret the reading, silent reading, aloud reading, we found out the meaning. And then ...

Investigator: you said about common goal and distribution of roles?

Student 3: common goal: we divide in general. We discussed on central theme of the text. : Almost similar like love and affection: between humans and animals. : Togetherness and closeness and the bond with nature. And we discussed title also. So, all of us agreed to the title, still we have given new title. And doubts were clarified and questions were discussed and the answers were generated.

Investigator: ok. Very good. We will have presentation from our group.

Student 4 : the common goals were to understand the text properly, to read the text properly, reading aloud was done with different members, and based on observation proper feedback for every member was given. While giving feedback, we could improve our reading skills. We had discussed meanings of different words namely moderation. Two titles were given: Made for each other. The horse is personified and taken as human-being as main character of story.

Student 4: and the questions put up were: what is the title of the chapter? Name the main characters in the story? What's the theme/ central idea of the story? Give another title of the story? Do you like the end of story and why? What is the form of text? Thank you.

Investigator: ok. So, this were the things done in group work. Now, you have the individual worksheet. What you are required to do and the test. We have the closure of today's activity. Give your feedback for the selection of the content, for the activity, and now and what kind of learning have you got? What enjoyment you got? Yes, feedback from this group. After feedback, you can complete your worksheet.

Anyone who has not given any feedback in any activity will give the feedback. The activity we had, what you learnt, how you feel, the procedure, the management of the entire activity by me, the selection of the content, and whether you enjoyed things or not, working in groups, what you learnt ?

Student 1: the selection of the story was very very good and heart touching. Because in the story, there is a very touching story about animals and human-beings. And by this activity, we did come across reading aloud and reading silently. So our skills of reading have been developed a lot and without fear, we discussed about these points about reading: words- meanings, key words, setting common goal, distributing the goals, and every member contributed and most importantly, when we got any difficulty or when others had given the feedback, we know that we were taking it positively. We know that we had to improve it in such area. And this activity was very very good. Thank you.

Investigator: ok. Here from this group.

Student 2: we had done activity that is Reciprocal Teaching Reading. We have developed a very good reading skill and each of us had read the text and through this next partner or group member who is listening, tell us what the areas we did wrong, pronunciation were or how we did read it. And the central theme of the activity was

discussed and doubts were clarified and we discussed different questions among ourselves and keywords were also discussed.

Investigator: so each and every member contributed in the activity.

Investigator: ok. From this group.

Student 3: good afternoon everyone. The activity was Reciprocal teaching reading. The activity was done by reading aloud with pronunciation, pauses and stress was given while reading. And each and every one done the work individually and our goal was what is the meaning center. So it was good.

Investigator: ok. From this?

Student 4: good afternoon. Most of the things, I think have covered up. And I don't want to add it. By this kind of activity, we done how to construct or deconstruct a text.

Investigator: ok. So you learnt how to analyze the text on your own. You become autonomous learner also, you become good reader also using this reading strategy or it includes reading skills or reading comprehension or speed reading skill, you prefer reading strategy are there, which you follow then we can read any of the text, whether it is prose, poem or essay or novel or drama, anything. Ok. So, that's all for today's session, we will meet for the next session. Thank you all for your presence and cooperation. Thanks.

Session: 8. ASK YOUR NEIGHBOUR.

Date: 1st February, 2012.

Step 1: Group/ pair formation and numbering

- Understanding instructional objectives
- Introducing lesson by teacher
- Distribution of text and Reading : discussing by team-member
- Comprehension and higher order question asked by teacher.

Step 2: Pair members ask questions to the neighbor before replying answer.

Step 3: Member 1 in pair asks no.2

Step 4: No.2 has one minute to answer and reverse roles

Step 5: Student report what their neighbor partner said.

- Individual test (worksheet)

Investigator: Good morning to all of you. Once again welcome in this new session of cooperative learning programme. Today, we have a new activity comparatively a small activity than rest of the others. The name of the activity that we are going to do is: ask your neighbor. Let's first try to understand: what the objectives are there for this activity? You may be able to develop aural-oral skills that is listening and speaking skills. Another objective of this activity is: students will be individually accountable. You will be accountable, responsible for your own learning. And you will be able to work in pair or group. So these are the instructional objectives of this activity. Have you understood the objectives? So, we go ahead with this: in this activity, 5 steps are there. So, you have to just sit down the same pairing which we had earlier in our previous activities. Now, what you are required to do is, you can give your group a name, and you can have the logo, you can give a name to your group with the conscientious. That's the first thing. Second thing is in your pair beside the no. which each pair will have no.1 & no.2. So, distribute the roles and goals in your pair, in your group. So, this will be group no.1, this will be group no.2, & I will be joining there as pair member, so that will be 3rd group. So pair no.1, 2, 3, 4 & 5. Now, in that pair decide the no., distribute the no., 1&2, 1&2, 1&2. Now, afterwards, what is required is, this reading material will be given to you. A passage is there in fact very interesting story is there. And the name of the story is - The shepherd's treasure. It is in a way, a tell from Iran. And you will get enjoyment of reading through this text. What we are required to do is first of all, when the material is given to you, it is read individual and then afterwards when I will ask question one by one, then you will answer, before you answer, you will ask the neighbor what is the Teacher? And the question will be repeated. Answer will be given by the person who is asking question. So the other will listen the answer, and the third in the last step, I will ask to you people what your neighbor said? So, in between, there will be reverse of role one after the other question. So, is it all clear? The steps, procedure of the activity? Ok, we will go ahead with this. You know that many qualities are there in our life which make us happy and make our life successful, meaningful, so this quality which we choose and we have that in our life, may lead us, if we have good values, good qualities, good virtues, will lead us to success and make meaningful life, happy life, joyous life but if we have the bad things in our characters, in our personality then it may lead to dissatisfaction, it may lead to failure in our life, in our activities. So, that is the in fact main idea in the story. So, distribute these, pass

it on this piece of papers. Take two pages from these papers. Each and every activity is time bond and this activity comparatively is 45 minutes to one hour compared to other activities which are one-hour to one and forty-five minutes activity. So comparatively, this is a small activity. Now, you are given time to read this. Just go through this story. You have got the papers. Go ahead. : First of all read it silently, try to understand what is given in that. And then you will work in pair. You have 10 minutes to read simple story. If you find any word which is important and require some attention then I will be there. Before you ask me, you can ask your partner (neighbor) the definition. Discuss with your partner.

Each pair has been given piece of papers. One is for individual work and for pair work discussion.

So, have you finished it? Are you ready? Ok, now any kind of word which is difficult to you ... you can ask your neighbor and then you can ask me. First of all, your group members or your partner is there and then you can ask to me. Which word is there? ... That is an animal.

Ok, have you got the clarity of text? So, shall we begin our actually steps of the activity? Ok. I will start with this. Are you ready? Have you got the understanding? Ok, go ahead. So, I will be asking one by one question as said, in this procedure. I will raise the question and the question will be comprehensive or higher order question. You deal with technical and analytical question. So, I have some 10-12 questions to ask. So, one by one, I will ask the questions. When I ask the questions, what you are required to do, each of the member no.1 will ask no.2 that same question and no.2 will have, as I have said, one minute to answer. That's it. And answer is given by the no.2 no.1 will be responsible to listen it properly. And I will be asking that no.3 to report what your neighbor said. So, for each and every question, we will begin with this.

Student: can we write the question?

Investigator: you can write the question and the person. No.2 will have to answer and then reverse of role: no.2 will ask no.1. And no.1 will answer and reporting will be done by no.2. So, this will be, questions will be different. So, those are prepared, this pair is prepared. We will go with pair no.1. : Who is the no.1? You ok. Listen to the question first. All no.1 will ask the question to their partner no.2. Ok. The moment I ask the question, all no.1 will ask the question and no.2 will have one minute to answer. Ok.

Name the place mentioned in the story. Ask your neighbor ...

Ok. Is it done? So, shall I ask, get the answer now. P4: what your partner/ neighbor said?

Student: ...

Investigator: ok. Next question. What did the shepherd possess? Ask your neighbor. Ask your partner. And your partner will be responsible for answer. Listen carefully. I will give. In procedure, I will be asking questions. Ok. Have you finished all? Have your partner got the answer? Yes. Now. No.1 will give the answer. P9.

Student: the shepherd possessed wonderful nature understanding others. Now, all no.1 and no.2 their roles are over. Now, no.1 will listen the question, ask your neighbor no.2 and no.2 will give answer and listen to the answer and repeat it when I will ask for that.

What kind of hospitality did Czar received at Shepherd's cave? Have your partner given the answer? Who asked the question from your pair? Ok. From this pair. Report whatever your neighbor said.

Student: shepherd rose to welcome Czar. He offered him a place in cave and also gave him water to drink.

Investigator: very good. We go for the next question now, listen it carefully. What does the title of story mean? Have your partner given the response? Ok. Now from this pair. Ok from our pair. ... Will respond what her partner said.

Student: the inner qualities that the shepherd have are honesty, kindness and sympathy.

Investigator: so the treasure signifies some qualities.

Investigator: let's go to the next question. Which are the characters are there in the story. Name them.

Student: sir main characters?

Investigator: all characters. Ok. Now, have you got the answer or response? Now the question, the person who was asking from this pair will respond. What their partner said? What their neighbor said?

Student: the question was which are the characters in the story? And the characters of the story are the shepherd, the czar and the courtiers.

Investigator: ok. The next question is: why did czar disguise in shepherd's clothes? Now, the person who asked the question will report. Yes, from this pair. What did your neighbor or partner said?

Student: the czar disguised as shepherd to see the really the shepherd possessed quality of knowing and understanding man or not.

Investigator: ok. Now, we have final questions: now, there was the turn of no.1. No.1 will ask questions to no.2 ok. Now.no.2 will write the question. Write all the questions which I will be speaking. And one by one, you will divide the questions and ask randomly. And report what your neighbor said. Ok. So, I will be saying or ask the questions. So, write down these questions, instead of asking questions, write it.

1. How did the shepherd judge the traveler as not being the ordinary man?

Don't ask tight now, just write down questions and then divide the questions and according to the no. and ask your neighbor.

1. How did the shepherd judge the traveler as not being the ordinary man?
2. Why did the shepherd judge the traveler as not being an ordinary man?
3. Why other governors of various provinces did poisoned ears of czar?
4. What is the theme of the story?
5. Justify the title ... and name another title if you like.

Ok. Let's proceed with the asking of questions and getting the answer and responding to the teacher's call?

Investigator: have you completed these all questions? Now report the first pair: what your partner said? Who asked the question? And who responded?

Student: partner was saying: the shepherd came to know through appearance of guest.

Investigator: who will give the response? Ok. From our group pair: I asked the question and no.1 will give answer. So, I will be answering what my partner said. The shepherd was loved and honored by the people as governor because he personally go to people, listen their complain and solve all the problems. That's how he was loved because of his qualities, he was loved and honored. So that's what my partner reported to me. Ok. Next question. Ok. Now, have your partners give the answer. From this pair, what your partner or neighbor said? Report it to the all class.

Student: the question was why did other governors of various provinces poisoned ears of czar? My partner replied that the other governor were jealous of shepherd. So that they poisoned ears of czar.

Investigator: ok. Good. Next. From there. What your partner said? Report. The person who gave the answer will not say anything. The person who asked the question will report what your partner said in your pair.

Student: I asked my partner, what is theme of story? and she replied that the theme of the story, the actual treasure of a person is not like in gold, or silver or some special elements, it is just his honesty and sharing to others' sorrow, pain etc. this is the main theme of the story.

Investigator: ok. Last question. Have your partner reported to your question? Replied to your question. Now in this pair report what your partner said?

Student: the question was: justify the title and give another title of you like to. The title as it talks about qualities the shepherd possess and another title will be the wise shepherd.

Investigator: ok. Now. Here we have completed all the activities as group, as pair. Let's have your feedback and then the individual worksheet will be your test. So, respond to this report you learn in you will write the pair work report. This activity. In what way, you are positively, interdependent, in what way, you are responsible for your own learning as well as your partner's learning. And you gave the chance, you listened to others, you regretted others ideas, so there was simultaneous interaction also. Variety of team spirit and other skills were developed. And at some extent, you become autonomous learner, so based on these points, you can write the report. Then afterwards fill in the worksheet. Pass it on. Prepared your pair work report and write the worksheet. So, in this way, we have completed the last step of our activity.

As yesterday, some technical problems with the video recording we found we continue with the session with your feedback and filling up of worksheets. So, let's have the feedback from your side. Your group report and feedback of activity. So from this side, yes, as per your pair, you give your report. "Ask your neighbor": and give your group report.

Student 1: yesterday, we had activity "Ask your neighbor", we had to ask questions to our pair, group members. From the pair, we came, we can ask questions of different type from general objectives to specific objectives. From text given to us. And the text was very very nice.

Investigator: what did you do in your pair work?

Student 1: in our pair work, first we have written the question that was given to us. And we asked the other group members, my pair was no.1 and I was no.2. So, first she had asked question and I had to answer and she looked in the book. Afterwards, I had to arrive to more questions that was given to us. Simultaneously we were given questions and answers. Thank you.

Investigator: from this pair.

Student 2: so far as the content was concerned, it was very interesting and great. It teaches us that we should be kind, humble and should possess quality of being honest. This activity developed our listening skill and our pair respected each other's ideas. We could develop individual ability and understanding of the content. We both were interdependent on each other. Because when I ask question, at the same time she used to note down answer and vice-versa.

Investigator: a few words about your pair work. What you got?

Student 2: when I asked questions, she had to listen it properly. And she had to note down my responses. The second stage vice-versa.

Investigator: good. From this side. Feedback. Yes.

Student 3: I have read that story earlier, it was in 11th or 12th Standard English. So, I was thinking that we had learnt that lesson with this kind of activity than it would have been better for us. And may be, we can learn more through this type of activity. So, I was thinking that this kind of activity would have helped us earlier. And activity is concerned, pair work is concerned, we had to memorize questions and answer on the spot. And that is very good thing for students because they mug up answers especially English. So, it would be better if we conduct this kind of activity.

Investigator: ok. From this side.

Student 4: as far as the content is concerned, it was very interesting and when we start interacting with pair, group or partner, it gives us more confidence so we try to listen to our partner. So, it enhances our listening skills and not only the listening skills but also the speaking skills. We were able to quickly remember the points.

Whatever our partner said and we were sharing it with other members of the activity. So, it was a wonderful activity.

Investigator: ok. Yes. Come. Now, give us feedback about yesterday's activity "Ask your neighbor". What you learnt?

Student 5: the activity was very good and we enjoyed it very well. The activity was all about the sharing our views, our understanding about the text, which was given to us. It was a great experience.

Investigator: ok. Now, it's time for your individual test: worksheet. Concentrate upon it and fill it up. You have forty minutes to fill it up. Now, take your time to fill up individual worksheet. I hope you must have enjoyed the work. Ok. We will meet the next time. Thanks a lot for today's session. Thank you all.

Session: 9. NUMBERED HEADS TOGATHER.

Step 1: Orientation to cooperative learning method.

- Understanding instructional objective of lesson.
- Introducing topic of learning and discussion
- Distribution of reading materials to groups
- Numbering to group mates.

Step 2: comprehension and higher order questions to groups.

Step 3: groups put their heads together to find out answers or solve the given problems.

Step 4: teacher calls any number (1, 2, 3, or 4) from any group and that no. explains their groups' discussion.

- Group report presentation
- Individual test (worksheet)
- Feedback on activity and learning.

Investigator: good morning to all and welcome once again in cooperative learning programme. Today we have new activity: name of the activity is Numbered Heads Together. Let me first tell you about this activity: what this activity is. It is a group activity and a group of 4 students as we have earlier formed, will remain same. Now if you like, you can give name to your group and the name can be based on flowers, birds, animals or scientists, plants etc. as you like. But the name should emerge as consconscious of your group so you can give that name. What you are required to do

is as it is written here steps. First instruction objectives for this lesson. Numbered Heads Together: this activity focuses on simultaneous interaction that means you are interacting with your pair, your group mates and you listen as well as speak, so you give chance others, you speak. So that is very important in this activity. Through this activity, the pupil teacher will be able to develop listening skill, speaking skill. You will be able to work in pair and in group and you will be able to develop cooperative skills, collaborative skills through this activity. You will be able to develop the skill of interaction, communication: that is simultaneous interaction, so these are the instructional objectives behind this activity. I hope you must have understood these objectives. Have you understand? Ok. We move on to the next one: that is today's activity: Numbered Heads Together. For this activity, the content which is selected that is almost all the content selected from standard 11 to P.G. level and variety of different literary pieces and grammar portion, essays, poems that we have in our syllabus, variety of courses at different levels from that based on levels interest, attitude, aptitude of this target group : selection content is main. Now we have today: The fat man and the thin man: a realistic story written by Anton Chekov.

As you know, a Russian playwright and a wonderful story teller : a realistic picture : how two friends behave when they meet after 20 years and after 20 years, when there is some kind of change in their economic status, how their behavior gets changed? Its peculiar human nature and human psychology, social psychology that is given here. So, shall we go on with this: let's have portion: content with you: pass it on. And then afterwards, what you are required to do is: in your group, first of all, decide the roles and decide the no. this is group no.1, group no.2, and this is the pair, I will be joining there and whoever student will come join there. So, decide the no. : no.1, no.2. For example. : no.1, no.2, no.3. so all the choral in your group of four decide the no. and now what you are required to do to understand it, if there is any kind of word which puzzles you, which is difficult to understand, you can discuss with your group mates and you can ask the others also and then we will begin with the questions that are given to you with this sheet of paper that is some of the comprehension and higher order questions you are required to do in your main task. Discuss that question in your group with group mates. And then I will be asking any of the no. from the different groups and that no. will give the response what you discuss in your group. As far as that question is concerned, so for each of the questions somewhere 5 to 10 questions are there. We will take higher order questions. Ok. Go ahead with the silent reading,

clarification of the content and then start your main task that is group discussion. This activity is of around 45 to 1 and half hours including filling up of worksheets. Ok. Have you finished reading and getting clarity of the text? If you have completed your reading and clarification of key words and meaning, you can start your discussion with your group mates. The questions that are given as your main task higher order questions that accommodate questions. Start discussing and then filling up your individual worksheet. And write a report of group discussion. Write answer to all those questions: with group in group discussion then any one of you be called for: no. 1,2,3,4 randomly to answer all the questions.

I hope you must have completed your main task discussion on higher order questions, and got the answers. What is the name of your group?

Student: smile.

Investigator: ok. Smile. What is the name of your group?

Student 2: lotus.

Investigator: ok. So, these are the name of flowers, you can also give name of flowers. So, you have these groups' names: lotus, Rose and sunflower. So, now I hope sunflower group must have completed discussion, all questions. Lotus: still working on? Rose group has completed their discussion. Have you all decided the no.? no.1, here, 2, 3. : have your no. also. Write who is given no.1 and who is given no.2.

Now we will discuss questions. I hope you have completed. Sunflower group has completed their discussion. What's your progress: lotus? What's your progress: Rose? So, two groups have completed main task discussion on higher order questions.

Investigator: ok, I hope all the groups have completed their group discussion. Shall we begin with our next step? Are you ready? Now, question no.1 is there. Which are the main characters in the story? From this group no.4 will respond to the question. Listen to her please. Pay attention. What is the thin man's name?

Student 1: Paulo Freire.

Investigator: what is fat man's name?

Student: Louisa.

Investigator: and son's name?

Student: Nathaniel.

Investigator: correct answer. Good. The second question is what made the thin man change his behavior, when he came to know about high status of his friends?

Explain the reason. From this group. No.1.

Student 2: the thin man believed that he had achieved everything in life and has a great success in life than the fat man but infect his friend has achieved more than him than the thin man change his behavior.

Investigator: ok. Correct. Third question is why do you think the fat man bade early farewell to his friend? What were the reasons? What do you think? In your opinion. From this group no.2 will respond to the question.

Student 3: when fat man wanted to object, when he first expected sweetness and respectfulness on his face, he started feeling very uncomfortable. He completed formality and bid farewell to his friend.

Investigator: ok. Very good. Next respond to the question from this group: sunflower.

Student 4: the evident of story's irony is presented with the story.

Investigator: Ok. Good correct. Lotus the last question. Explain the central idea and no.3 will tell or respond to this question.

Student 5: the central idea of the story is about human jealousy. In the story, the two men were presented in childhood, but when the first one is fat man and second one is thin man. The thin man meets his childhood friend, he was very ... happy with ...

Investigator: he was not able to accept he has high status. He was jealous of his success.

Student 5: and all of a sudden changed his behavior.

Investigator: correct. Good. So, here we have completed this activity. So, let's go to the next step. Your group report. Decide the leader. Respond to what you discuss in you group and then afterwards you will be given worksheet to fill up. The group report: what you discussed, how you discussed, each of the member's activity. Yes. Ready. From this group, let's have group report.

Student 1: ok. Our group's name is sunflower. P5: was no.1 Manalo was no.2. I was no.3. And P6 was no.4. We worked in our group by asking word meaning each other. P5 helped with that. And P5 was writing the group report and we all took activity participated in framing the answers to the questions.

Investigator: ok. Good. From this group. Group report. Who is your no.? Who conduct report?

Student 2: good morning to all. Our group's name is lotus and P4 is given no.1, P7 is given no.2, and P8 no.3, and I myself given no.4. In our group, we contributed, first

we read silently and then we discussed on the theme, and central idea etc. and one person write the report. Others helped them. In short, we enjoyed this activity.

Investigator: from this group - report.

Student 3: very good morning to all of you. Our group name is Rose. First of all, we gave numbering to each of the members. I was: 1 ... - 2, P10: 3 and sir was no.4. First of all, we read the content. After reading the content, we clarified our doubts with discussion with members respected each other's ideas. This activity developed listening as well as speaking skill.

Investigator: ok. We discussed questions and answers one by one. Now, here the activity worksheets are there. Pass it on. Complete it. You have 30 to 40 minutes. Now, before you fill up your worksheets. Let's have quickly the feedback. Responses from you as far as selection of content and what kind of learning and enjoyment that you got from this activity? And how this activity managed? Quick feedback from this group.

Student 1: in this group work was more important than pair work. So, all of us have contributed well. Everybody had different roles - ... tried to find out meaning of words. Then all of us together discussed questions which were a bit tough for us. But we cleared and found the answers. And we completed the activity successfully.

Investigator: ok. From this group. Feedback for activity and selection of content and how managed?

Student 2: through this content, the activity no. had together. We were given no. so that, after that sir would ask any question on no. and that has to be ready and curious and conscious and was also afraid to answer. : has to have answer everyone. It was the responsibility of each member, person of the group to have the clarity. Through this, we discussed various questions and that made ability in us more active. And there were various skills, reading silently, and probing questions and knowledge with fun. Thank you.

Investigator: from this group.

Student 3: if we talk about the content, then the content was very very interactive. And if I tell my experience, whenever I started reading the poetry or prose, I found very difficult, I would leave it, because it was difficult then I switch to guide, and came to know about the story. But here whenever I was difficulty, a thing or name, characters were confusing, so we discussed among each other's. So, what happens, I was getting feedback very very quickly. So, I was finding it interesting to read the

story further. It was very helpful to me in developing my listening and speaking skills were developed through this activity.

Investigator: ok. Very good. So, go on with your filling up of the worksheets. Fill up the individual worksheets. Take your own time. Submission will be, 20 to 30 minutes for this filling up of individual worksheets. That's all for today, we will meet in the next session. Thank you all for your presence and cooperation. Thank you very much.

Session: 10. QUESTION AND ANSWER PAIRS.

Date: 3rd February, 2012. Friday.

Pre task: Orientation to Cooperative Learning method

- Understanding instructional objectives
- Pairing / grouping and Distribution of reading material
- Introduction of lesson by teacher.

Main task: Silent reading by pair members.

Step 1: Members in pair generate variety of questions.

Step 2: Pair-members exchanged questions but not answer.

And answer each other's questions.

- Students compare answers.

Follow up: Pair discussion report

- Presentation
- Individual test
- Pupil-teacher's feedback.

Investigator: good morning to all of you. Once again welcome in cooperative learning programme. So many students are absent today. So let's begin our work. Let me introduce to you today's session: activity. Today, we have Question and answer pairs: a cooperative learning activity and the main focus in this activity are the instructional objectives. Pupil teachers will be able to read text and generate questions. Pupil teachers will be able to find out the answers to the variety of questions, they generate based on their understanding of reading and understanding of text and pupil teachers will be able to develop the basic language skills and thinking skills. So, these are the instructional objectives. Are the objectives clear? Understood? So, shall we begin our work? Ok. The content which is selected is wonderful and very

very interesting. It's a prose- a story, basically wonderful story. And the title of the story is : The girl who under train and as you know that the selection of content is made from 11th standard up to P.G. level first language and second language English textbooks : which ever content is there in the syllabus, in past as well as in present courses of various universities. So, keeping in mind that: interest, age and students' attitude and aptitude of the content selection is made. This is an interesting story and the rest other things, you would read, what you are required to do is, read it silently first, try to find out which are the words that are difficult to understand or concepts or paragraphs that require some kind of understanding then you can ask me or you can ask your first pair. So, it is a pair work. In this process of learning, you will read it, you will be given piece of papers for that and you will generate questions based on that. Somewhere four to six questions, you will generate and you will try to find out answers to that first individually and in the second step, what you will do, you will exchange the questions but not answers. And you will answer the questions generated by the other pair. Now, you will answer that questions and on the last page, you will compare the answers. Ok. How you got the answers to that question and how your pair members wrote the answer. So, each of you may have different questions and you will compare that answers, then what you will do, you can discuss with the pair also, what the ideas that you can write in that, so this is how you will the pair discussion and in that way, we will have afterwards, as per our procedure, the pair discussion and individual test through the worksheets and then your feedback. Are all the steps and procedure of the activity of this session clear? Shall we begin? Ok. The two pages, I'm passing on of content. Now, those who have finished their reading, will start generating questions on their piece of paper, which is given to them. These questions can be variety of type: factual or text-based questions with: 'wh': who, when, where, how. Then comprehension questions and then you can have appreciation questions, technical questions, the same questions will be answered by you first. Questions that you consider are most important to answer, which makes the understanding of the text. Now, those who have finished their reading are generating the questions and questions will be how variety of types as you know.

All kind of factual questions with structure - who, what, when, why. Then comprehension questions. Then technical questions and appreciative questions. First of all, you will write questions and then you will write the answers to your questions

first. Write four to five questions first and answer all the questions on your own, what you understood from the text. Go ahead, the same thing, if you write answers or if you require pages. If you have generated the question, and written the answer to question. Now, exchange your questions in pairs. And answer the questions written by your partner. Answer to the other questions, you can do orally or you can do in writing. I think, it would be better to write. So, that you can present in report also. It would be helpful to you. So, if you have completed your questions and answer all questions first write questions on that piece of paper and not answer. I hope you have written all the questions and answers, first individually, have you completed that process that step, now exchange your questions only and not answers. Keep answers with you. If you have written on the backside of the questions, then try not to look into answers, which are given, write answer to new questions on new pages. Write all the information on that piece of paper : your name, today's date, activity, and first your questions and answers and then partner's question and answer or answer to the partner's question that you can complete on separate piece of paper. It will be helpful. Ok. If you have finished of the first step: of answering, exchange your questions and answers, either orally discuss or write answers to the questions which are generated by your partner in your pair. In only first step, if you have not exchange answers to questions then keep the pair due to the technical problems, as some of these students were late. Exchange your questions and not the answer. And try to answer, to your partner's question on separate piece of paper.

Have you exchange your questions and written answers to questions? Now, have you done that part? Now, answer your partner's questions. Ok. With this pair today we will continue this procedure as we get the time in the next session. Ok. Here we discontinue right now. With this step: that is answering to the partner's question and the last step which is there, last part of second step that is comparing the students: other partner's answers and stating the answers about that answer. What they thought. And then report on pair work discussion and individual report. We will do it in next session. Ok. Thank you.

Investigator: Good evening to all. We are here for session that we took in morning to continue with that we have the same pairing although there is some change in that one or two students are absent. So, with the as we were in step no.2 of our activity that was the exchange of questions and not the answers. Have you done it? Now, we move

on to writing the answers the questions that your partner generated. Have you done it? Ok. Now, what we are required to do is next phase of the activity: it is the: you decide from your group or pair who will present first the comparison. What you are required to do is right now you are given 10 to 15 minutes, compare your answers and the answers given by partner. And when you make presentation at that time, you will have to say the evidence as for that change in answer why there is some kind of change in the answer. Ok. Because it is first step, you read the content. And after reading the story, you generate the questions and then you answer your own questions then you exchange the questions and not the answers. So, you wrote the answers of your partner's question. The questions which were written by your partner you wrote answer. Now, you have answer of both. Yours as well as your partner. Now, what you are required to do is individually first you have the question of your own but your answers and your partner's answers, how you compare the answers of you and your partner. Go ahead. Is it understood, the procedure? Ok. First of all, read your answer, your questions first, and then your answer first, and the answer that is written by your partner. First of all, first task is compare. Compare and analyze the answer given by you and your partner. And you can discuss with your partner.

So, have you finished your step no.2? Last phase that is comparison of answers. Now, you prepare the pair work report and present it, you will respond to how you got different answers or same answers and state the evidence for that so what you are required to do here is, that you stating the evidence how you got the answers which you compare, what you understood and what was understood by your partner. And then that is to be pretend as pair work report. Is the procedure clear to you? Have you compared the answers? Your answers as well as your partner's answer to your questions? Now, discuss with your pair or partner. : What you got from the analysis of the comparison of the answer.

Investigator: ok. Now, if you have completed your comparison of the answers and discussion with the pair. Now, let's have the presentation of the pair work report from pair no.1. What you got from comparison and state the evidence for answers which you got from your partner. What you are required to do is, state the evidence, analysis and similarity and difference in the answer, interpretation of question and answer.

Student 1: the answer to the questions were almost similar except the question that “Do you want to change the ending of story and why?” In this question, there was dissimilarity, as her answer was yes, because she wanted the girl who know that both were blind. But according to me, I don’t want to change the end, because we human-beings are here satisfied with what we are. We always feel discomfort with physical deformation in us. And I do believe that we have to except what we are. So, in this question, there was give dissimilarity. Then there was question by P4 that give another title to story. Her answer was “The untold truth” means the boy does not want to tell the truth that he was blind. People should accept what they are according to her. But according to me, I gave title “The unrevealed truth”, because the boy did not wish to tell the truth but the girl’s truth was known to boy. So, the boy should remain unrevealed.

Investigator: yes, what in your pair, you found, when you were comparing the answers.

Student 2: what I found was that most of the questions were similar. In two questions only our ideas were different. In those questions only we compared with each other. As I was not same in that.

Investigator: ok. The next pair. Yes, from pair no.4.

Student 4: comparison of answers of partners. First is question asked by me, there were 7 questions asked by me and all questions were same but in the first question, when, sorry in the third question, how did the conversation between them started? She wrote ... that the conversation started with the man. And I wrote that the description. And rest of answers were same. In the first question, where was the narrator? Who was with him? He was in the train and he was with the girl. But she wrote that he was with Rohan. And she could not recognize that it is a play and it is not a name. And in the first question what was the thing that surprised the girl? She wrote that question wrong. She wrote that what did surprise the girl? So, she wrote answer totally wrong. But I wrote the answer understanding the question. Like she was not surprised what is outside there? She was not surprised with that because she knew he was kind.

Investigator: your response when you were comparing the answer. What you found?

Student 4: sir, this activity, I learnt. Little bit confusion was there. Story was not understood. I was confused totally. She expressed the name, the name of pair.

Investigator : but when you were comparing answers, the questions that you got and answers you got, and the answers she wrote, while that comparison of answers what do you find ? Similarity was there or correction.

Student 4: she made me correct answer. I totally written the wrong answer.

Investigator: ok. From this pair. You say what you found in comparison of your answer.

Student 5: the questions which there from prose, and the answers which I wrote and my partner were almost the same. But there were some grammatical mistake. It was found there. It was almost same. About my partner, she was not present here. She wrote the questions but she had to write the answers then so, we can't compare the answers. So, it was undone actually.

Investigator: ok. But you have your answer and her answers. Have your pair said about that? Answers were similar.

Student: I haven't found any dissimilarity in answer.

Investigator: good. Next one.

Student 6: in our pair, it was found that 2-3 qualities were dissimilar and most of the questions were knowledge based. The answers written were also similar. And one of the questions was dissimilar, was given the title. Title given by Px: is this. According to her, it was coincident that blind people met. And both the blind people kept the secret. And the title given by me was "unrevealed secret". Because for the girl, the secret remained secret. But the boy, his secret remained secret.

Investigator: yes, another pair member in that pair. When you were comparing answer, what did you find and show evidence for that analysis of answer. For either similarity or dissimilarity. And your understanding of text and partner's understanding of text based on which partner had given answer.

Student 7: when we had given answer, we were getting similar answer, but when we see dissimilarity on that basis we can say that end number of interpretation can be made. And we got that, we understood that by doing this kind of activity.

Investigator: ok. Next pair.

Student 8: as far as our pair is concerned most of questions were similar except I have given one question “describe the girl”. And I wrote answer: the girl’s body was good, interesting face. Whereas my partner wrote, she was blind, her voice was very good. Another question which I had been asked was, whether she liked the end of story. Whether end of story was interesting or not. Here also we both agreed. The end of story was interesting. Because all the time, narrator was thinking that he was successful in hiding secret from girl that he was blind but when she had gone, he came to know from another companion that she was also blind. She was very interesting knowing that she was very surprised about that. So most of the things were similar.

Investigator: the rest pair say analysis of comparison of answers which you wrote and your partner wrote. State the evidence forever or respond to that.

Student 9: it’s a beautiful story and the boy was infatuated by girl’s voice to him. Infact, he was not blind and could see beauty of nature. Being a blind, at last he discovered the same girl blind. We have exchanged our questions. I have found my question and my partner’s questions from story similar than we compared the answer, which she gave to my questions. So, her answers were quite similar. And two of the answers, we found some dissimilarity. The first question was that how narrator described the story. My answer was that the narrator described the The girl with beautiful white flower, the sun appeared delicious. And clock was very beautiful at night. But my partner wrote the hills were covered with beautiful white flowers. The sun appeared little brandy. The next question which had dissimilarity in answer was- give any other title to the story. My partner gave another title that was “unconditional love”. And I gave “travelers”.

Investigator: ok. Another pair member.

Student 10: as my partner said, we found very few dissimilarity and which we found doubt that in my opinion this story should have something else in end because the boy

goes know about blindness of girl. So, its suspense till the end for both of them. The end could have been another.

Investigator: ok. So, here we are at the end of this activity. With your feedback and then individual worksheets. So, let me have quickly your feedback for selection of content, activity, and the way it is managed. Give your feedback what kind of learning experience you got from this activity.

Student 1: according to me, I was not able to understand the story while answering the questions, with the help of my partner, I was able to understand story easily and clear my doubts also.

Investigator: ok. Next one.

Student 2: so far the content is concerned, I think it was very interesting one. And so far activity is concerned, first of all, we learnt to frame questions and then we gave answers and then vice-versa. And we can answer our partner's questions also. So, it was a good experience.

Investigator: ok. From this side.

Student 3: through this activity, not only questions and answers were exchanged but views of our partner were also exchanged.

Student 4: as far as the content is concerned, then I was leading the story, I was really curious to reach the end what was the suspense all about. It was very interesting reading each and every line. And as far as activity is concerned, there is no doubt, all our doubts get clear. And you get to learn more and more from each activity.

Student 5: as far as content is concerned, the end was totally unpredictable and I really enjoyed. And about the activity, it was when we discussed we realized that three questions of different types, it was knowledge based. Then we realized we could have done higher order questions.

Investigator: ok. So.

Session: 11. PAIRED WRITING.

Date: 7th February, 2012.

Step 1: Orientation to Cooperative Learning method.

- Understanding objectives of the lesson.
- Pairing and planning form of writing.

Step 2: Pair-members share ideas on topic they choose to write composition.

Step 3: Each pair-members do research and partners share ideas.

Step 4: Write outline for their selected topic, write first draft.

Step 5: Pair-members provide feedback and suggestion and focus on content and not style of writing students redraft.

Step 6: Repetition of process of draft: feedback and redraft continues till content seems all right.

- Feedback on quality of writing given.
- Writer named author and partner as editor.
- Pair-report and feedback by students.

Investigator: good morning to all. Welcome once again to cooperative learning program. Let me first tell you, today's cooperative learning activity is paired-writing and it is based on principle of group processing or group autonomy. The main focus here is the individual and independent autonomous thinking and writing work. So, the instructional objectives of this activity: let's try to understand first. : the pupil teacher will be able to decide and think on one's own the topic, the selected topic, write a piece of writing based on their own critical thinking and creative thinking. You will also be developing the listening, speaking and other basic language skills. So, after understanding this, have you understand it? There are 6-7 steps which are written there and you can see that on board. The steps are written now. As keeping in mind, the various activities, have heterogeneous grouping or heterogeneous pairing. In this particular activity, we have the pair for cooperative learning for every regular interval after 3-4 activities or 4 or 5 sessions in one week, we must change the pairs. Now, keeping in mind that requirement, we changed the pairs. What we are required to do is: first of all, let's try to understand all the steps. And after understanding steps, what you are required to do is: you select, decide, and think upon any of the topic, you are going to write. First of all, decide the topic for which you are willing to write or planning to write. Now, in writing of these, it is basically composition and it is the time bound activity, there is some time limit in this and a continues activity, what we are required to do here is that first of all decide the topic and that topic or that piece of

writing that you are willing to write, can be in the form of composition, or poetry or essay writing. In that report writing for example, we had celebrated 26th January recently. So, you can write report that for the purpose of publication in newspaper or anything and you can decide that topic or any other event or function that is celebration in our institution for that you can choose any topic. You can share your own experience like or experiences which you like or which you had, that were the most interesting. That would be in third person narrative. Whenever writing your own experience will be in first person narrative. Beginning with me, my and other words, which are dominant in there technically, what you are required to do is you can write the essays also and that essay can be the expository also. You just exposed things, reveal things. It can be argumentative essays. For example, take some social issue and discuss it from your point of view. For example, child marriage or widow remarriage or the girl child or: fetus killing and the rest others or terrorism or assurgency. So, you can take any of the social issue, globalization, effects of privatization or any of the topics that you decide that you think that you are able to write or get the ideas. After deciding, for this purpose, the topic, you decide what style of writing - whether it is first person, second person or third person narrative. You can write one poem also. Poem in the form of, for example: a lyric which you put in that or certain themes in mind. So, keep in mind, the central idea and then you can prepare a poem, a story. In story, the characters, the characters created can be of your own choice, can be called itself, so you can write story also. You can also write essay, you can write report, so even you can write for example: you are writing a letter to your friend. So that can also be written. But it should be basically, composition of more than 250 words. Ok. So that will take process of the first draft, second draft, feedback and then fourth draft and finally after editing, when you do the, when you are satisfied with the content, then go for the variety of writing. So as you know, the steps which are here. First of all, select the topic for composition and then outline of it, find out keywords and main points which are required in order to develop that writing. In order to develop that writing. In order to organize that writing and then after that put that in logical order one by one. And think of any creative expression of the starting something creative at the end. So, how you end it whether you give it any kind of twist or turn or not, or kind of thrill or any kind of suspect to it or not, based on the type of composition that you writing and pair member provide solution, positive or negative feedback. They can share the information which they have. In that way, they can ask questions, they

can offer suggestions to you. And give positive or negative feedback. And based on that first of all, focus on the content, focus on the main points which are relevant to that topic. Things which are not relevant, omit them. Then afterwards, you redraft it. Then you do process of redrafting, feedback and redraft and then finally reach to a particular level where you find the content is okay. Now, give the get feedback or give your partner feedback and get her feedback for your writing on the quality of writing, how the style is there, grammar, punctuation and rest of the technical steps of writing. So, based on the topic, and based on style of writing, you will be creating a piece of writing and then afterwards, we will have pair-report presentation and your feedback for this particular activity to close the session. Are all the steps clear? Let's go ahead with these. First of all, I provide the material for this, sheets; think upon it, these are some of the rough pages, one side you can use. Yes.

Student: sir, what can be topic?

Investigator: it can be a friendly letter or it can be an informal letter for which, for example: you have visited something, tour or picnic or exhibition or anything and then you got the experience and then that experience you want to share with your friends or with your parents or any other. So, in that way, you can write. Ok. Pass it on. These are the rough pages, get ideas and content and then use it for drafting, redrafting. You can use these pages. If you require more pages, then I will provide you. Ok. Then go ahead with this. First of all, in the first step, decide the form of writing and the topic for which you are writing. The form of writing, it can be story, poem, essay writing, it can be writing of letter, it can be report-writing, any of these sort which you decide. It can be autobiography, narration, you will be writing your own personal experience, your own personal feeling so that you can share in your writing. Ok. First of all decide. Then after deciding, take turns and share your piece of writing what you are required to do.

Alright now, if you have finished first step no.1, let's have quickly the acquaintance of each one of you are writing so that the rest others can help you. Or if you have any idea regarding that topic you can help them. Ok. We will have from the first pair. You will say: what your goals are? What you are going to write: the topic? Let's listen to her: pair-member 1. From first pair.

Student 1: I am going to write composition essay on illiteracy: a burden in development.

Investigator: ok. Have you all heard? Her goal is writing composition and the topic for that is illiteracy, it is the social issue for which she is willing to write a composition. So, those who have some ideas can help her.

Investigator: next is, the second person in pair. Listen to her.

Student 2 - I am going to write composition. Save environment. And my main objective is to protect environment because now a days we are seeing many pollution disturbs the environment.

Investigator: so, her topic for composition is save the environment. Once again it is social and global kind of issue for which she is willing to write. If you have ideas regarding this, you can contribute in her writing. Of course, the pair member will help the other pair.

Investigator: yes, the person from next pair.

Student 3: good morning everyone. I will be writing a story, my personal experience and the topic is “luck by chance”.

Investigator: next one.

Student 4: I am going to write a poem about a girl fighter. It was an untold story.

Investigator: she is willing to write a poem and it will be basically a narrative poem: a story may be there and the form of poem may be a kind of ballad or a song. Yes. The third pair.

Student 5: I am going to write a story about girls who are twins and who are basically joined.

Investigator: so, she has decided to write a composition: a story, a creative writing in which or for which she will follow a first person narrative. Again, you can help her in technical aspects only but if you try to help her, it will be basically based on the conscience. Yes, the next one.

Student 6: I am going to write an autobiography and I would like to write in first person narrative.

Investigator: ok. This: the person in this pair would also like to write an autonomous narrative, part of her life, she wants to share, her personal experiences through her writing. You can help her in her technical aspect of writing. Yes, the next pair.

Student 7: I am going to write an essay which is based on human trafficking.

Investigator: so, this is the most burning problem today that is found in society as well as global level in which you can help her contribute your ideas and seek her help from the pair and from members of other group or pair. Next one.

Student 8: I am proud to be an Indian. I love my country. I always wish that if I am given a chance to be prime minister of country, what will I do? So, I will be writing a composition: “If I will be prime minister of my country...”

Investigator: ok. If I were a prime minister that is the imaginative narrative writing that she is going to do. Yes. The next one.

Student 9: I am writing a fiction on “If I am a principal of a school”.

Investigator: yes, very good topic that she has selected for composition: if I were a principal of a particular school, so she is going to write an imaginative sort of writing. Next one.

Student 10: I am going to be a teacher. And I want to write an autobiography of a teacher. The life of a teacher after she retires from her job.

Investigator: ok. She is willing to write or plans to write on a composition of an autobiography of a teacher. You can help her in her content part as well as technical part also. We have new pair also. What you are required to do is, you select a topic of your own choice.

Investigator: set your own goals and then afterwards share it with other groups. Ok. After having announced the topic and other group members, you can discuss with your pair. First of all, you must have something in your mind. And then share ideas, the pair will discuss with you and give feedback, give ideas, you can go in the other pairs or other groups also to get the ideas from them. And after getting sufficient

ideas, then you will prepare the outline. You need not to remain sitting only, you can go to another pair also. So, let there be constructive sound, instead of more of silence. So has the last pair decide? Let's get quickly acquainted with form of writing and topic, last pair has decide. You can also contribute or help them in their writing.

Student 11: good afternoon. I am going to write on smile: poem.

Investigator: she is going to write a poem: a form of writing. And that poem will be creative piece of writing. She is willing to write. So, anyone can give her ideas. Ok. Next person in pair.

Student 12: I am going to write ... on noise pollution.

Investigator: so, noise pollution is the topic that she is going to write a composition, go ahead with that.

Investigator: it will be distributed as far as your writing is concerned. If you require pages, have rough pages.

Investigator: how many of you have prepared your outline? Now, those who have prepared their outline, will start writing first draft based on outline. Write first draft, rough draft, which you can afterwards. How many of you have prepared outline and first draft out of process of writing first draft? : Here, yes, two persons. Now, start writing first draft and then go to your original pair-members first for the feedback and suggestion. If you complete the first draft, after completing outline, you will go with your original pair-members only. And start discussing the writing, mainly focus on the content and concentrate on feedback and suggestions for that. So, those who completed fourth step, writing outline and first draft, will move on to fifth step: go to your original pair-members for the feedback and suggestion, go for the redraft.

Session: 11. Part: 2.

Investigator: once again welcome to cooperative learning programme. Last session, that we discontinued, let's continue with same lesson: paired-activity. We have so far done fourth step so will go ahead with fifth step that is: now if you have prepared your outline of first draft and have written the first draft or redraft: and for that purpose, what we will do, you will go to your original pair, you will discuss with the pair, turn by turn, you will exchange the ideas. You get the positive or negative feedback and based on that feedback, questions and suggestions, you edit your rough draft and then prepare your second draft. Is it clear? Ok. Go ahead. You can exchange your piece of paper then you can get the suggestion from your partner, positive or negative feedback and suggestion and then afterwards edit it. Your main focus should

be on the content only and not the style of writing. Let there be an audible voice. Now, if you have discussed with your original partners in the pair, focusing the content of each other. Once again we can repeat: first four steps for the process of draft, feedback and redrafting, so you can have ideas from pair as well as partners, other pairs or other groups. You can go to other partners, share ideas, and get the feedback on what you have written.

Investigator: now, feedback and redrafting has been done and if you think, the content is sufficient now, you can consult your partner or the original group member, pair-member, you can focus on your feedback now with the original partner on quality of writing, form of writing, the use of creative expressions, use of grammar aspects, punctuation and rest other things which are technical. So, now prepare your second, third, fourth whatever the draft that you have reached after the conscientious and constructive freedom, edit your piece of writing and finalize with the good quality of writing.

Investigator: give the title: final draft to your last attempt which you finalize. Based on the feedback on content and quality of writing. As writer of this piece of writing put your name and sign as author and your partner's name as editor of that piece of writing. On a separate piece of paper, you can write your final draft and at the end of that writing, or at the beginning of that writing, you can give your name as author and your partner or pair, of the pair as editor. If you consider your second draft or third draft as your final draft, you consider as ok, content as well quality, put your name and your pair name. Now, those who have finished up, will raise the hand so that I will come to know and we will have the last step: step no.8. Pair report and feedback from your side to close this activity.

Investigator: ok. Five more minutes for finalizing final draft. Then we move on to last part of activity: your pair work report and feedback to end the activity. As from the very beginning instructed, write your name, today's date, name of activity on every piece of paper. Go back to your original pairs and let's have the pair work report.

Student 1: the activity: paired writing helped us to understand each other's view by giving our opinions, creativity and the pair came to limelight, enhancing our writing skill along with brainstorming helped us a lot.

Investigator: ok. Focus on your pair work and how pair member and other pair member have contributed in your writing?

Student: I feel that ideas about my writing were, I could get that from others to. They helped me a lot which helped with enhancing my writing in bringing out the best so that people can understand what my writing belongs to.

Investigator: ok. From the pair which has completed writing, can respond to pair work. Yes.

Student 2: in this activity: pair writing, as there were different topics. We had selected, so first of all, we came to know about various, as we went to different partners, and talking to people, we not only discussed about our own topic but we discussed with other topic also. So, we came to know about lot many things apart from what we were writing. And it was sure that we were working in a group, different ideas were given to others and we could enhance our writing more nicely with more ideas and more topics.

Investigator: ok. Good. Anyone else those have completed writing work. Final drafting. Share your views, your experiences, working with pairs, other pairs also. And then we will have feedback for entire activity.

Student 3: in this activity paired writing : pair members helped me, everyone gave their ideas with interest and no one said that please I am working, they even shared their views and ideas and all my partners, present here, shared their ideas, views and gave me feedback on how to start and end the story which I am writing. And P9, all of you gave me some of the ideas which I can include in my writing.

Investigator: so, your content was enhanced as well as the style of writing that was also, constructive feedback given by your pair member and other partner. Ok. Good. Now let's have the feedback for the entire activity. So, we close to this activity with your feedback. Feedback on the activity, yes anyone from this side.

Student 1: through this activity, first of all, we were given the task of selection the topic. And we came to know different views and exchange to which people think so we got good topics on social issues, as well as those who are writing poems, we came to know about that. Poem-writing skills and our topic also we were going to different pair members, so we got new ideas even on our topics and we could give our suggestions to others also. So, it was very cooperative, interactive as well as very useful session.

Investigator: ok. Anyone from this side. Voluntarily to respond to activity.

Student 2: so far as the activity is concerned, it enhances our writing skills, we came across different ideas and opinions and our content was enhanced and enriched. It also motivated us to work in groups.

Investigator: ok. Anyone else. The main work was setting one's own goal, working on one's work as well as getting help from partners. So that help into working individually as well as working with partner or in pair or in group. You, anyone else would like to respond to activity.

Student 3: as far as this activity, pair writing is concerned, we came across different creative ideas but one thing is that we came to know about various technical skills that we are not aware of.

Investigator: yes, writing of different things, writing of piece of writing, then organizing, reorganizing.

Student 3: that technical things we learnt about from this activity.

Investigator: yes, anyone else.

Student 4: from the pair writing, for my view, this I can understand how to start my topic, was about if I was a principal. So all of us, from this pair, I was given a point to write or they shared me that how to start point and how to end and what are things you should add. So, this was good.

Investigator: from this side.

Student 5: today, we have done activity pair writing, in this activity, I wrote essay on noise pollution and my partner write the poem: smile. It is the best activity, we could, and we could share our ideas to others, to get others' views, so through this activity, and we could enhanced our writing skill. Thank you.

Investigator: ok. Good. Now, with the final wording, thank you all for the cooperation and participation and presence as some of the students left early and are absent in this session. We will meet in the next session with new the activity, once again thank you all. Thanks.

Session: 12. JIGSAW: II. (A Variation of Jigsaw Basic Version)

Preparation: Orientation to Cooperative Learning method and

- Understanding objectives of lesson
- General instructions of class procedure.

Step 1: Group formation and distribution of reading material and distribution of roles in team or group.

- Home teams receives entire text but each member is designated to master one piece.

Step 2: formation of master team for close study

Step 3: students return to their home team and discuss their piece of text along with other

Step 4: Expert member's report

- **Presentation and quiz.** Home team members to check their understanding of what was presented.
- Students take individual quiz (worksheet) on entire text.

Closure: students' feedback activity.

Investigator: Good afternoon to all. Once again welcome in cooperative learning programme. As you also know that we have so far done so many activities and I hope you must have enjoyed all the activities. Today, we have a new activity. Earlier you had done Jigsaw (basic version) activity. Today we have a variation on that: Jigsaw basic version: a variety: Jigsaw II and in this activity, let's try to understand the objectives of the activity: through this activity: pupil-teachers will be able to cooperate with the team members in pair work, group work etc. - will develop the cooperative skills, collaborative skills, - you will be able to develop basic language skills, and thinking skills. : You will be able to develop the principle of positive interdependence and the main focus on here is positive interdependence. : You are not working alone. Here you are working in team, pair. Keeping in mind this today, we have this activity : Jigsaw and for this activity particularly the language material selected for this is grammar and as we know that most of us find it difficult to deal with grammar. Today, you will learn grammar on your own through pair work and group work. And the selection of the grammar that is made that is degrees of comparison, comparison of adjectives, what you are required to do is, as you can see it written here, the steps which are to be followed for this activity as you all know that all these activities are highly structured. Step by step activities, and all activities are time bound activity. This activity has more than one thirty or two hour's activity, including filling up of worksheets. The worksheets which will be given to you based on the quiz or kind of question and each of you will get different worksheet and will

fill it here sitting here. What you will be doing in this step-1. First of all, as we have made regularly changing partners, pairs, groups, so for this activity we have formed new group after eight activities. Now in this activity, the groups are made, what you are required to do is, to distribute the roles among your partners, among your members. Different kinds of roles are there to play here. As recall questionnaire, and reviewer, facilitator all these kinds of different roles which are there you will divide yourself your side. Second thing is when you will be given the reading material, this reading material will be read thoroughly first. What we are required to do is, the difference between Jigsaw basic version and Jigsaw II is, in Jigsaw, you are having a particular piece of paper only with particular piece of information: content or text. Here you will have the entire text with you and what you are required to do is, you will decide, which portion will be done for master by one person or who will master what kind of aspect or content.

Investigator: for example: this is the degree of comparison so for that one will look into positive degree, another into comparative, third one into superlative degree, fourth one in general the correct uses and now the wrong uses are made and which are the rules and regulations for different things and which are the words and how these words are used, so you can decide on your own. In this text, you will find three to four portions .the first portion will be designated to the first person, the second portion will be designated to the second person, third portion of the text will be designated to third person and fourth member will take last portion of text. Is it clear? so, divide the role, divide the reading material which are you going to do or which you will first read it, try to understand it, clarify it, and then what you are required to do is, in the second step, after designating one piece of text by one member, what you will do, you will form the expert teams, as we did in Jigsaw, in the same way, you will form an expert team, for example, part 1 is with you one, part 2 is with her, part 3 is with her, part 4 is with her. All part 1 will get together, will sit and discuss in detail, you will have entire text with you. In that process, your part 1, doing that what you will do that you will master that particular part as well as the other parts also. Ok. First of all, as your designated portion is given to you, you will master that first and then afterwards what you will do, that you will return to your home team and in your home team you will teach other students, your other group members, whatever the designated text that you have, what you learn, in your expert team, you will discuss one after other. First part will be done in the home team. Once again you will teach to others, you will explain

everything. This will be the teaching session where each of the member report with the designated text will teach the other group members. Based on this, each and every one of you will work in group, in pairs and keeping in mind the positive interdependence, you are not working all alone, you are working in groups, in pairs and it is your responsibility that the others would also learn from your teaching. So explain in such a way and discuss in such a way that you master that portion of text, explain in such a way, and teach in such a way that the portion you are designated , you explain it thoroughly and other rest members are clear with the other parts because each of you will have only one part. But at the end of the entire activity, what is required is you must be in a position individually as clear with the entire text. Entire content should be clear to you. And it is your responsibility that your partner, your pair member, your group-member should also have the knowledge of all the parts of the text. Is it clear? At the end of the activity, the fourth step, what we do now, the expert members of part 1, 2, 3, & 4 will make the presentation on part 1. So from part 1, we have now three groups. So from these three groups, part 1 whoever is there will be done, the presentation and in that presentation, what will be done, you will ask the question and when the presentation is made, the partner, the person who is making the presentation, expert: who is making the presentation, can ask the others to check the understanding of one's own group. So in this way, you can check the other's understanding, whether they have understand or not, you can ask question, you can verify that and afterwards you will have the individual test. A worksheet will be given to you. An exercise will be given to you. You will do it in a blank page. And it will be provided to you. You will write the answers to that: some small writings are there based on this programme. Then afterwards, we will have the feedback on the activity. Is it clear, all the steps? Are all the steps clear? Have you followed me? Go ahead with the activity. Set your goal, decide the objectives, distribute the material, in equal parts of four, designated one piece of text and the member who will be responsible for that, expert, expertizing or mastering that text, do that, divide the role, distribute the role and then go ahead with the steps.

Now, if you see in the reading text, comparison of adjectives, the first part is: 74, then 75-78 second portion, third part: 79 to 80 and fourth part: 87. Look at the content in your own page or you can divide the content in your own way. Beside the group, you can divide the parts and then make the members designate the part. So, these are the guidelines, I have given. So, that you can once again with the content. Now divide the

roles, divide the parts to each member. So, it is up to you. As per your interest, you can divide the content among you from your partners. Right now, you are working in your home team. Ok. In this, you have the reading material now. Each of you have the entire text but decide the member who will designate that portion of text only. So, if you are doing that, if you have decide that, then go to the next step that is Part 1, part 2, part 3, part 4, they will form a master team or expert team. And for that first purpose, read your portion. The designated portion given to you, read it first clearly. The portion that you designated, and once you finish it, raise your hand so that you can go for forming of master team, expert team.

Now, if you have divided the portion of the text, to all of the four members of the group in which you are in home team right now. Read it first individually, understand it, you can have a piece of paper with you for the summery of that, understand it and then, let's see how many of you have divide the portion of the text and designated one member from the group. One portion, one part, all of you. Ok. Have you read it?

Students: yes sit.

Investigator: ok. Go ahead with it. Read it silently. You can get use of paper. So that you can discuss it in expert team or the master team. No discussion with your pair or group when you are reading your designated reading text. First of all read it on your own, try to understand it what is given in that? Read it on your own, try to understand it. And then in the second step, you will form the expert or master team for the close study of the designated portion of the text.

Have you finished your designated work? On the designated piece? All of you? Ok. Now, let's see, how have you divided the work? Part 1, who is part 1? Designated to part. Now, you form the expert team. You can sit the other place. Part 1 designated person or expert will form the expert team now.

If you have finished your first pair. Now, the second portion. Get together and form your expert team. Part 3 and all part 4 will sit together. What is your task? In your member, in your master team or expert team, you make a close study of that designated portion that is there with you. Try to understand, discuss with your partner and get the clarification of everything. Clarify your all doubts. Each of the master team members should be clear with the designated portion of the text. Now, from the designated text, that is given to you, part 1, part 1 experts have completed as all the doubts have been cleared. They are ready to go their home team now. Part no.2 has also done their work. There is no hurry, do it on your own pace. But have the clarity

of the text that you have. If you find any difficulty, I am here to facilitate you. I will be facilitating. Each in you groups you can decide facilitator. One who facilitating things. Ok. The third and fourth group, have you got clarity of the part or portion of text that was designated to you?

Ok. Now, this part is clear now. You have read it and has completed it, all the ----- clarity of the point. Have you all finished up? 1, 2, 3, & 4th also have completed their work now. Let's move on the fourth step. Go back to your home team now. Once again return to your home team. Now after the close study or discussion in master or expert team, you are return to your home team. What you are required to do now, the portion 1, part 1 will explain everything to other group members in home team now. Take an initiative, the first part, the first person will discuss things in, she discussed in master team. So, explain everything to other group members about the part which you were designated. Each of you have the content of part 1 and clarify it every point. Now, you are reporting as an expert to that particular portion to your home team members. Take turns. One after the other. Have you completed part 1? Ok. Now, go to part 2. The person who are designated as expert in part 2 will explain each and everything to every person. Now, if you have completed your second part, go to third part then fourth part. Take turn. One after the other and discuss with your home team. How many of you have completed part 3?

Investigator: ok. Complete your fourth part. The last part of text.

Session: 13. STAD.

Pre task: Orientation of cooperative learning method and understanding of objectives.

Pre-test by ensuring entry level in selected grammar topic.

Step 1: Teacher's presentation/ instruction on topic.

Main Task: Step 2: Group formation and role assignment.

Distribution of reading materials to groups.

Students study the topic in depth in group.

Step 3: Individual quiz worksheet.

Step 4: Scoring of Quiz and (Follow up) comparison of scores with past average and rewarding.

Closure: Students' feedback.

Investigator: Good morning and welcome once again in Cooperative learning Programme. Today we have a new activity: STAD: acronym: the full form of this activity is Students' Team Achievement Division. And it is infect more than one and half and two hour's activity. And in that the steps which are written over here, read it and get the idea how to do it. So, what we are going to do in this activity, let me tell you, first the objectives for this. This activity focuses on the four main principles, first: positive interdependence, simultaneous interaction, individual accountability, and collaborative skills. So, keeping in mind all this, the four principles: as main focus of the activity, let's try to understand the objectives: which are they for this activity. : Pupil teachers will be able to develop communication skills and thinking skills, pupil teacher will be able to develop cooperative learning and collaborative skills through this. Apart from that, as you know that for this STAD, we have a grammar point as its written here, and the topic that we have selected for this is a parts of speech and from that a known topic and yet people find it difficult to deal with the grammar as you know : prepositions. Prepositions are selected for this what we are going to do for this as it is given: you will be given a test for that and a paper will be given to you. And what you are required to do: you will be given the time fill up the answers in that where you will be given a piece of paper as well as a blank paper so that you can write the answers in that and will have the answering in that, you yourself evaluate your or in your group you will exchange it. And you will mark that so it is 25 or point 25 marks, in that 25 items are there. Each item carries one mark. So, 25 marks in this test, first of all, we will have that and as you know that the last activity, whatever the group we had formed the same group remain, the group formation remain same. Many of the students are absent today. So, we take on this activity when require to the next day. Ok. So the group formation and a particular instruction in general will be given by me. We will now go for the first part of activity that is the test. You can write the answer inside the blanks and the first 3 pages where you can write the answers first. On the top of it, you will write the date, the name of the activity is written already and what you are required to do is: you write your name for this on each of the paper and if you require the pages so you can utilize the blank pages in this. So pass it on. Take one page. These are very simple prepositions from which you can use the suitable notes. Or for not, upon etc.: in your group any change? The first page is the individual test.

Objectives are completed. Start working on. I hope you all have completed task. All of you? Any one which remaining left working upon it? Yes, go ahead. Take your time, no problem.

Today, we will be able to do two steps only. 3rd and 4th step will be done next session. Ok. Now, exchange. I think all you must have completed your work. So, no, exchange it. And I will allow the answer, just look into the paper: correct and wrong. And after that scoring. The first one: fill in the blanks with subtitle prepositions ... (I do not know because of his laziness), second: By way of introduction, he told students a funny tale. Third we must be patience for the sake of prose. Fourth: we have actively in accordance with your ... fifth ... he claimed virtue by his long devoted service. Sixth, I than the speaker on behalf of staff. Seventh in case of need, send for the Dr. Eighth, a consequence of is illness, we could not be meeting. Ninth I will take tea instead of coffee. Tenth, on account of his rude tongue, his business fail. Eleven owing to his health, he retired from services, twelve with reference to your letter, we send you our latest catalogue, thirteen : he is the boy, I was looking for. Fourteen, the sun will rise for an hour. Fifteen: he insist upon doing it. So, the answer in the first question, first exercise, in, of, of, for, with, of, of, of, of, of, of, of, of, to, to, for, for, upon. So, these are the answers make it sure. Check it and score it. Ok. Exercise no.2 in the test. Find out the errors from sentences and correct them. Item no.1 the train stops to pick up passengers and the word “pick”. Second: I ordered for new ...

- You have to find out the errors.
- Now scoring, calculate the scores of first exercise and second exercise. And total it out of 25 marks. Has your partner attempt secure?
- Scored it. Now, whatever score you have. These scores announce the score. Name of the person and score.
- Name is P10 and her score is 13 out of 25. P12 has 18 out of 25.
- P3 has scored 18 out of 25.
- P4 has scored 17 out of 25. Ok.
- P9 has scored 18 out of 25.
- P6 has scored 12 out of 25.
- P11 has scored 18 out of 25.
- P7 has scored 14 out of 25.

- P1 has scored 18 out of 25.
- P8 has scored 17 out of 25.
- Now, give me back the papers. Now, this is the score for particularly this topic. Now, what we will do that we move on with the first step that is introducing and orientation and instruction for the topic and then afterwards will have the instructions for next steps but before that today we discontinue right now discussion. We will meet in next session. Thanks all for your cooperation.

STAD.

18th February, 2012. Saturday.

Step I: Teacher's instruction on selected topic.

Step II: Close study of the topic by students in group for quiz.

Step III: Individual quiz (worksheet)

Step IV: Scoring quiz and comparison of scores with past average.

Investigator: Good morning to all. Welcome once again in cooperative learning programme. Yesterday, we started the session in that completed the first stage, first step of session: Pre task. Today we will begin with the next proceedings. So let me just tell what preposition is. Preposition is word placed before noun or pronoun to show in what relation person, place or things or noun stands. You will be given the material for close study and we will discuss in group. So, the prepositions we have: the prepositions that are selected for: in, by, with reference to, in, after, in, before, for ... so. Some of the important prepositions that we require to study difference between these or among these varieties of prepositions and how are these placed in the sentence, when we prepare. So, it should make a meaningful sense. So, we will begin with this. I think no further instruction is required to this. You would come to know by reading and discussing in your group. We will have the same group formation, which we had earlier. So, we shall go now. Take two pages of reading material, you will be given a piece of paper for your individual and group discussion. Take two pieces of pages. Take the first test and then look at discussion close study of the text. The moment you complete your test, inform me about that we continue with the main task now. What you are required to do is, read each and every item. Try to understand and discuss with your group mates and do the close study of the reading material. How the prepositions are placed in particular sentence and how they are meaningfully

used and the rules and regulations that are there. You discuss. And then after we have the form of posttest, a worksheet will be given to you and 25 marks: 25 items, two exercises are there. And exercise paper, a separate piece of paper on which you can write the answers. Write your name, today's activity and today's date. So, you are given time. You can work upon that in your groups. Thank you. Discuss with your group mates.

All kinds of papers and materials that are given to you, you are required to submit to me at the end of the session. Each item you read individually and then discuss with your groups so that or prepare for the quiz. Test which you find complex, not understood then you discuss with your group.

Investigator: as soon as you completed discussion test. Ok. Now, you can go on with second step. Discuss and get clarity how prepositions are different?

Write now, today's date, name of the activity. You gave first quiz in the beginning. Now, you are giving the second quiz in writing. Ok. The groups that have completed will begin with the individual quiz. What you are required to do is ...

Ok, now I hope you must have completed your work. Go ahead with your individual test... write down answers only on the piece of papers, on separate piece of papers, write quiz- two.

Write exercise no., item no., test item no. and their answer no. ok. Now let's have quickly, you will be given sufficient time for individual quiz. Writing of the answers of test items. Ok. Let's have quickly the last phase of the lesson. The closure part. We will have the quick feedback from on you. And then you can have sufficient time for quiz. And then we will discontinue the session. You will be given the scores and comparison in the net session. As we running sort of time. Let's have quickly the feedback from this group. Respond to the activity. Any kind of learning that you got in today's session. Anyone.

Student 1: today's activity, we understood that we are quite weak in grammar. It was quite difficult for us to remember things because we were getting confused with words like for and for: used in different ways. So, we have developed grammar by this: prepositions.

Investigator: prepositions and working in groups. From this side.

Student 2: when we were given worksheet individually and we started filling up, it was, we really found it different.

Investigator: even though the topic selected was very easy.

Student 2: and we were in impression that preposition is very easy and there is nothing in it to learn. But after reading this material, we came to know that there is so much to know and now we really find it more interesting so, while completing these worksheets. Because we have worked a lot in group and team.

Investigator: ok. Good from this pair.

Student 3: my grammar is very weak. From this, I understood, which words are used before framing some words like besides and besides, all that I have got, true words.

Investigator: ok. Any other person who would like to respond to voluntarily. Ok. Go ahead with your individual quiz. When you are working on individual quiz, no need for discussion, no cooperative work. When you are responding to the quiz in writing. Write the answers only and add on your name, today's date, and name of the activity and quiz: two. It is a post: test. Only the answers. Question no., item no. and answers only.

Take your own time. Go ahead with your work: quiz. Ok. That's all for today's session. I thank you all for your cooperation and presence. Thank you all. We will meet in next session with the new activity, with the new topic and new enjoyment of learning. Thanks a lot.

Session: 14: Group Investigation

Date:

Step: 1 the whole class works on one overall theme e.g. a grammar item with each group investigating one aspect of selected topic.

Step: 2 Students can work in teacher: assigned heterogeneous groups, or groups can form based on interest in the same topic.

Step: 3 each group decides how they will conduct their investigation, assigns tasks to the members, and completes the tasks.

Step: 4 Groups plan and carry out presentations of their findings to the whole class.

Step: 5 Evaluation is done by other groups, group mates, self: evaluation and teacher/s.

Since this was the last session, it was devoted for assessment of soft skills and afterword administering Posterior Test.

Appendix : 14

Attendance record of the participants in CLMIP

Sr No.	Participant's Name	Sessions conducted														Remarks		
		Orientation	Orientation	1	2	3	4	5	6	7	8	9	10	11	12	Total sessions attended out of 14	Codes assigned to Participants	Percentage of attendance including teambuilding sessions
				Jigsaw-I	CIRC	WPS	TPS	RTSR	AYN	NHT	QAP	Jigsaw-II	STAD	GI				
1.			√		√	√	√	√	√		√	√	√	√	√	10+01 Orientation =11	P11	11*100/14=78.57
2				√												01		
3		√		√	√		√			√	√	√	√		√	08+1=09	P13	64.28

4		√														01		
5		√	√	√	√	√	√	√	√	√	√	√	√	√	√	12+02= 14	P1	100
6		√		√												02		
7			√	√	√											03		
8		√		√				√								03		
9		√														01		
10		√		√	√		√	√	√		√				√	07+01=08	P12	57.14
11			√		√	√	√	√	√	√	√	√	√	√	√	11+01=12	P2	85.71
12			√	√			√	√	√	√	√	√	√	√	√	10+1=11	P5	78.57
13				√	√			√								03		
14		√	√		√	√	√			√	√	√	√	√	√	09+2=11	P7	78.57

15		√		√		√	√	√	√	√	√	√	√	√	√	10+01=11	P6	78.57
16		√		√	√			√								04		
17				√	√	√	√	√	√	√	√	√	√	√	√	12+0=12	P3	85.71
18		√		√	√			√	√	√	√	√	√	√	√	10+01=11	P10	78.57
19			√	√	√	√	√	√	√	√	√	√	√		√	11+01=12	P4	85.71
20		√		√	√	√	√	√	√	√	√	√	√	√	√	12+01=13	P8	92.85
21		√		√	√			√					√		√	05+01=06	P14	42.85=43
22			√		√	√	√		√		√	√	√	√	√	09+01=10	P9	71.42

Name of the Teacher with signature: _____

Appendix: 15

Student-teacher's Profile and consent form

CASE

Department of Education

Faculty of Education & Psychology

The M.S. University of Baroda, Vadodara,

Gujarat [India]

Consent Form for Participants

Title of project: "Development of Soft Skills through Cooperative Learning Among Secondary Student-teachers".

Name of Guide: Prof. S. C. Panigrahi

Name of Researcher: Kiritbhai K. Vaniya

I (the participant aged above 18 years) understand what this research

Project is designed to explore. What I will be asked to do has been explained to me. I agree to

take part in the project, realising that I can withdraw at any time without having to give a

reason for my decision. Besides, I agree that I will be videotaped during the sessions.

NAME OF PARTICIPANT:

Instructions to Respondents:

Please fill in the information in the following questionnaire.

The information that you provide will be kept confidential and will be used for the research purpose only.

Name of the student-teachers (Full name in Capitals): _____

Father's/Husband's name: _____

Date of Birth : _____ Age: ___ years ___ months
 Gender : _____
 Native birth place : _____ Mother _____ tongue: _____
 Religion : _____
 Cast : _____ Sub-caste (if any): _____
 Reserved Category : _____
 Marital status : _____
 Children (If any) : _____
 Family Background: Joint/Nuclear
 Family members: _____
 Father's/Husband's occupation: _____
 Mother's/Wife's occupation: _____
 Father's /Husband's educational qualification: _____
 Mother's educational qualification: _____
 Brother/ Sister: _____

Educational Background:

Exam / Degree Passed	Year	School / College	Board / University	Result (% / Grade & Class)
S.S.C.				
H.S.C.				
B.A. / B.Com. / B.Sc.				
P.G. _____				

Last Examination passed _____ in _____ year _____ with _____ %

Economic Background:

(Father/Husband/Self) Occupation : _____

Annual income (in rupees) : ` _____

Personality traits

- Habits :

- Hobbies :

- Interest :

- Loves to do :

- Hates to do :

- Attitude type :

- Aptitude in :

- Race/caste/community belongs to:

Learnt English as (schooling and at college Level):_FL/SL/TL_____

Sign of the Participant: _____

Appendix: 16

SELF-EVALUATION SHEET FOR PRACTICE TEACHING LESSON

Name of the student-teacher: _____

Name of the cooperating school: _____

Subject: _____ Standard: _____ Division: _____ Period timing: _____

Type of Lesson: _____ Time duration: _____ minutes

Name of the Activity: _____

Instruction:

- **Answer to the following questions reflecting upon your performance.**
 - **You can make use of a separate sheet of paper to express yourself if you require more space to reflect.**
 - **Be honest and critically judge your performance in the light of the following points.**
1. Is the activity clear to me as per its steps?
 2. Have I prepared the lesson plan well?
 3. Are the process and content based objectives well defined?
 4. What are the methods/techniques/aids/materials used in lesson?
 5. Have I used simple language for interaction with pupils?
 6. Is the warm up activity/introduction step done well?
 7. Have I given instructions to students clearly for activity?
 8. Have I divided the class equally for the activity and formed small groups heterogeneously?

9. Have I instructed and managed the class or groups properly?
10. Have I managed time effectively?
11. Have I properly assigned roles to each student in groups?
12. Have I effectively monitored the group work and its progress?
13. Have I assessed student's performance at both individual and group level?
14. How far have I succeeded to execute my lesson plan?
15. Are the worksheets for exercises/practice/group discussion appropriate?
16. Have I directed students properly to work in pair/groups?
17. How far the CL activity lesson have helped me to develop my oral communication skills?
18. How far the activity lesson have helped me to develop my written communication skills?
19. How far the activity lesson have helped me to develop my reading comprehension skills?
20. How far the activity lesson have helped me to develop my critical thinking skills?
21. How far the activity lesson have helped me to develop my cooperation skills?
22. How far the activity lesson have helped me to develop my Tim management skills?
23. How far have I been successful to incorporate CL method in my Daily lesson?
24. The strengths of my lesson were:
25. The limitations of my lesson were:

26. The learning experience that I gained

27. The area of improvement are :

28. Any other relevant information I wish to share:

Appendix: 17

Data analysis of Cooperative Learning method based lesson teaching Self -Evaluation sheet for practice teaching

Item	Participants' codes													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Not clear due to nervousness on first lesson, clear in rest other lesson	Yes	yes	Yes	Yes	yes	yes	Yes	Yes	Yes	Yes	yes	Yes	Yes
2	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4	Inductive method	Examples, Explan	Questioning	Inductive method	Inductive method	Inductive method	Inductive method	Inductive method,	Inductive method					

		lain ing						questi oning tech.						
5	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes, pair work	Yes	Yes	Yes	Yes	Yes	Yes
9	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
11	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
13	Only at group level	Onl y at gro up leve l	Onl y at gro up leve l	Only at group level	Only at group level	Only at group level	Only at group level	Only at group level	Only at group level	Only at group level				

14	Yes to some extent	For got a few instructions	No time left for individual assessment	Satisfactorily	Yes to some extent	Yes to some extent	In a proper way	Yes to great extent	Yes to some extent	Yes to some extent	Yes to some extent	Yes to some extent	Yes to some extent	Yes to some extent
15	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
16	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups	In Groups
17	Eagerness on students part,	-	Students were	As per student's level, well	Students got interested	Students were enjoyed	Questioning, explanation	Well-presented and	Tried best to objective	Activities are the strength	Narration was strength	Full of opportunity to	Simple language	Students taking interest

			e lear nin g and enj oyi ng the acti vity .	planned		ng the activit y		planne d	ves			work with group learning		
18	Proper instructions	Poor time manage ment	Above level of students only English	Students faced difficult ies with use of only English	Took help of notes, papers	Spelling written on chalkb oard	Errors in writing on blackb oard, spellin	Could have Used more teachi ng aids	More interact ion with student s	Less cooperati on among students	Time manag ement	Have to use student's mother tongue	Less knowle dge of student' s needs, abilities .	To recall all points, have to use notes

		t					gs							to teach
19	Ask more questions in discussion	Time management as per level of students	Redesign lesson as per level of students	Time management in a few lessons	To teach without papers or notes	grammar	Narration	Clear instructions to be given	More involvement of students	Help students coordinate well	How to give sufficient time for task to students, to pay attention individually	Time management, illustration of grammatical items	More examples	To teach without notes
20	Yes	Helped to thin	Improved speaking	Helped in communication	Helped to communicate	Got helped in development	In a satisfactory manner	Helped in improving	Up to some extent	The activities helped in development	Raised confidence	Helped to improve communication	Helped in speaking skills,	Helped me to communicate

		k new acti viti es,	aki ng abil ity, hel ped in new way of eval uati on	with students , helped me to be fluent., built rapport with students	well, think independently	ping speaki ng skill.		interac tion., motiva ted well		ment of commun ication skills and thinking skills		ication skills, For preparin g workshe ets thinking skills required	thinkin g skills on the spot.	well and able to think and underst and independently.
--	--	---------------------------------	-----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	---------------------------------	--------------------------------	--	--------------------------------------------	--	---------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------	----------------------------------------	----------------------------------------------------------------------------

Appendix: 18

PEER OBSERVATION SCHEDULE FOR PRACTICE TEACHING LESSON

Name of the student-teacher: _____

Name of the practice teaching school: _____

Subject: _____ Standard: _____ Class/ Division: _____ Date: _____

Day: _____ Time (period): _____ to _____ Type of Lesson: _____

Time duration: _____ minutes

Name of the Activity: _____

Instruction:

- **Answer to the following questions reflecting upon your peer student-teachers' performance.**
- **Be honest and critical in your observation.**
- **Try to give constructive feedback looking at both strengths and area of improvement.**

1. How is lesson plan (as per format or lay-out) written?
2. Are the lesson objectives clear and correctly written?
3. Which are the instructional components used? How effectively are they used?

Method / Technique:

Approach:

Instructional aids / media and materials:

4. Is the entry behavior / level steps described and clear?

5. Are the instructions of lesson steps or procedure given appropriately?
6. How is the language used?
7. Is the lesson introduced effectively?
8. Is / Are the objective/s of the lesson declared?
9. How is the subject matter organized and presented?
10. How is the interaction between teacher and pupil/s?
11. Are the groups formed appropriately based on heterogeneous characteristics?
12. Are the steps of group activity instructed in simple language?
13. Are all the groups monitored effectively?
14. How is the assessment made at both individual student and group level?
15. Is the lesson plan implemented or executed properly in real class?
16. Are all the students in each group support or depend on one another?
17. Is the common goal of group work clear to students?
18. Is each student played his/her role responsibility during the activity?
19. Are students taking responsibility for other student's learning in their group?
20. Do students in group have patience to listen others?
21. Is each student given opportunity to speak in group?

22. Are the students enjoying working and learning in groups?

23. Have the students in group become autonomous?

24. Describe the strengths of the lesson.

Describe the weakness of the lesson.

25. Give constructive feedback for further improvement.

Name of the observer: _____

Signature of the Observer Student-teacher: _____

Date: _____

Place: _____

Signature of the Peer Student-teacher: _____

Appendix: 19

Data analysis of Peer Lesson Observation Schedule cum Assessment sheet:

Item Code No.	Following Participants name/code who were assessed											
	P1	P7	P5	P8	P6	P10	P12	P2	P3	P4	P9	P11
	Above Participant's were Observed and evaluated by following student-teachers who were part of the research project											
	P3	P1	P7	P6	P8	P13	P11	P14	P9	P14	P2	P12
1	stepwise Lesson plan layout	Correct	stepwise	Stepwise	stepwise	Stepwise	Appropriately	Yes	Stepwise	Yes	yes	yes
2	Properly written	Clear & correct	Clear & correctly written	Properly written	Properly written	Properly written	Clear & correctly written	Yes clear	Yes	Clear	clear	yes
3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4	Yes	Yes	Yes	Yes	yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5	Yes,	Yes	Yes,	Yes	yes	Yes,	Yes,	Yes,	Yes,	Yes,	Yes,	Yes,

	appropriately		appropriately			appropriately	appropriately	appropriately	appropriately	appropriately	appropriately	appropriately
6	Simple language	Simple as per students need	Simple language	Simpl e language	Simpl e language	Simple language	Simple language	Simple language	Simple language	Simple language	Simple language	Simple language
7	Nicely	Yes	Nicely	Nicely	Nicely	Nicely	Yes, effectively	Yes	Yes	Yes	yes	yes
8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	yes	yes
9	Proper way	Step wise	Proper way	Proper way	Proper way	Proper way	Organized	Yes	Yes	Good	yes	yes
10	Good	Good	Interactive	Good	Good	Good	perfect	Yes	Yes	Very well	yes	Yes
11	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	Yes	Yes	Yes	Yes
12	Yes	Yes	Yes	Yes	Yes	Yes	yes	Yes	Yes	Yes	Yes	Yes
13	Yes, properly	Yes	Yes, properly	Yes, properly	Yes, properly	Yes, properly	Yes	Yes, properly				

14	At group level only	At both levels	At group level only									
15	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
16	Yes	Yes, cooperative	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Up to some extent	Yes	Yes
17	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
18	Properly	Yes	Not to all member	Properly	Properly	Properly	Properly	Properly	Properly	Properly	Properly	Properly
19	Helped each other	Helpful to others	Not all	Helped each other	Helped each other	Helped each other	Helped each other	Helped each other	Helped each other	Helped each other	Helped each other	Helped each other
20	Attentive	Yes	Yes	Attentive	Attentive	Attentive	Yes	Yes	Yes	Yes	Yes	Yes
21	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
22	Yes	Yes, new	Yes	Yes	Yes	Yes	Yes, enjoyed	Yes	Yes	Yes	Yes	Yes

		activity										
23	Enjoying	Yes	Yes	Yes	yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
24	Yes, good time management	Students enjoyed	Well managed in time	-	-	-	Learners became curious, less coordination among students	Timely managed	-	Lacks louder voice	-	-
25	Groups should have names	Give innovative names to groups	Give proper instructions after discussion, help them listen others	-	-	-	Help students coordinate well	Use movement to monitor class	-	Could have given story	-	-

Note: P13 and P14 could not submit the artefacts hence their data were not considered for analysis.

Appendix: 20

PRIOR - PERFORMANCE LEVEL TESTS

Name of the Student-teacher: _____

Date: _____

Duration: 120 minutes

Note: This test comprise of four separate tests. Each section carries equal time and weightage.

Section: A: READING COMPREHENSION TEST

Q.1. Read the following essay and answer the following questions.

Observe, I do not mean to suggest that the custom of lying has suffered any decay or interruption,--no, for the Lie, as a Virtue, a Principle, is eternal; the Lie, as a recreation, a solace, a refuge in time of need, the fourth Grace, the tenth Muse, man's best and surest friend, is immortal, and cannot perish from the earth while this Club remains.

My complaint simply concerns the decay of the art of lying. No high-minded man, no man of right feeling, can contemplate the lumbering and slovenly lying of the present day without grieving to see a noble art so prostituted. In this veteran presence I naturally enter upon this theme with diffidence; it is like an old maid trying to teach nursery matters to the mothers in Israel. It would not become me to criticize you, gentlemen, who are nearly all my elders--and my superiors, in this thing--and so, if I should here and there seem to do it, I trust it will in most cases be more in a spirit of admiration than of fault-finding; indeed if this finest of the fine arts had everywhere received the attention, encouragement, and conscientious practice and development which this Club has devoted to it, I should not need to utter this lament, or shed a single tear. I do not say this to flatter: I say it in a spirit of just and appreciative recognition. [It had been my intention, at this point, to mention names and give illustrative specimens, but indications observable about me admonished me to beware of particulars and confine myself to generalities.]

No fact is more firmly established than that lying is a necessity of our circumstances, -
- the deduction that it is then a Virtue goes without saying.

No virtue can reach its highest usefulness without careful and diligent cultivation, -- therefore, it goes without saying that this one ought to be taught in the public schools -- at the fireside -- even in the newspapers. What chance has the ignorant, uncultivated liar against the educated expert? What chance have I against Mr. Per ---- against a lawyer? Judicious lying is what the world needs. I sometimes think it were even better and safer not to lie at all than to lie injudiciously. An awkward, unscientific lie is often as ineffectual as the truth.

Now let us see what the philosophers say. Note that venerable proverb: Children and fools always speak the truth. The deduction is plain--adults and wise persons never speak it. Parkman, the historian, says, "The principle of truth may itself be carried into an absurdity." In another place in the same chapter he says, "The saying is old that truth should not be spoken at all times; and those whom a sick conscience worries into habitual violation of the maxim are imbeciles and nuisances." It is strong language, but true. None of us could live with a habitual truth-teller; but thank goodness none of us has to. A habitual truth-teller is simply an impossible creature; he does not exist; he never has existed.

Of course there are people who think they never lie, but it is not so,--and this ignorance is one of the very things that shame our so-called civilization. Everybody lies--every day; every hour; awake; asleep; in his dreams; in his joy; in his mourning; if he keeps his tongue still, his hands, his foes, his eyes, his attitude, will convey deception--and purposely. Even in sermons--but that is a platitude.....

I think that all this courteous lying is a sweet and loving art, and should be cultivated. The highest perfection of politeness is only a beautiful edifice, built, from the base to the dome, of graceful and gilded forms of charitable and unselfish lying.

What I bemoan is the growing prevalence of the brutal truth. Let us do what we can to eradicate it. An injurious truth has no merit over an injurious lie.

An injurious lie is an uncommendable thing; and so, also, and in the same degree, is an injurious truth,--a fact which is recognized by the law of libel.....

Lying is universal--we all do it; we all must do it. Therefore, the wise thing is for us diligently to train ourselves to lie thoughtfully, judiciously; to lie with a good object, and not an evil one; to lie for others' advantage, and not our own; to lie healingly, charitably, humanely, not cruelly, hurtfully, maliciously; to lie gracefully and graciously, not awkwardly and clumsily; to lie firmly, frankly, squarely, with head erect, not haltingly, tortuously, with pusillanimous mien, as being ashamed of our high calling.

Then shall we be rid of the rank and pestilent truth that is rotting the land; then shall we be great and good and beautiful, and worthy dwellers in a world where even benign Nature habitually lies, except when she promises execrable weather. Then-- But I am but a new and feeble student in this gracious art; I cannot instruct this Club.

Joking aside, I think there is much need of wise examination into what sorts of lies are best and wholesomest to be indulged, seeing we must all lie and do all lie, and what sorts it may be best to avoid, and this is a thing which I feel I can confidently put into the hands of this experienced Club,--a ripe body, who may be termed, in this regard, and without undue flattery, Old Masters.

(Source: Essay on "On the Decay of the Art of Lying" (1882) by Mark Twain (abridged)]

- (1) What is the passage about?
- (2) What arguments does the writer give in favour of speaking lie?
- (3) Explain: My complaint simply concerns the decay of the art of lying.
- (4) How does the writer argue in favour of speaking lie in context of philosophers' views?
- (5) Why does the author say that 'Lying is universal'?

Section: B: CRITICAL THINKING TEST

Q.2. Read the given below poem and answer the following questions.

Nature's first green is gold,

Her hardest hue to hold.

Her early leaf's a flower;

But only so an hour.

Then leaf subsides to leaf,

So Eden sank to grief,

So dawn goes down to day

Nothing gold can stay.

[Source: "Nothing Gold Can Stay" by Robert Frost Published: 1923]

Questions:

- (1) Explain: Nature's first green is gold
- (2) What does 'Her' stand for?
- (3) What do you infer from 'early leaf's a flower'?
- (4) What does the word 'Eden' symbolize?
- (5) What does 'sank to grief' suggest?
- (6) What is the significance of the title?
- (7) Illustrate and elaborate: Nothing Gold can stay.
- (8) Elaborate symbolism used in the poem.

Part: I: Critical Thinking skill assessment Test

Notes: This Critical Thinking test measures your ability to think rationally and analytically. This test contains 05 questions and there is a time limit of 1 minute per question. For each question you will be presented with two premises and your task is to identify which one conclusion from a series of 5 possible conclusions must be true based solely on those premises. Some premises may be congruent with reality; other premises may differ considerably from reality and may appear to be quite abstract, but must still be treated as fact during the test.

1. Which one of the following conclusions is definitely true based on the statement?

All birds are animal. All chickens are birds.

- A. All chickens are animals
- B. No chickens are animals
- C. Some chickens are animals
- D. Some chickens are not animals
- E. No valid conclusion

2. Which one of the following conclusions is definitely true based on the statement?

All new writers are freelance journalists. No freelance journalists are employees.

- A. All employees are new writers
- B. No employees are new writers
- C. Some employees are new writers
- D. Some employees are not new writers
- E. No valid conclusion

3. Which one of the following conclusions is definitely true based on the statement?

All marine animals are crocodiles. No amphibious are crocodiles.

- A. All amphibians are marine animals
- B. No amphibians are marine animals
- C. Some amphibians are marine animals

D. Some amphibians are not marine animals

E. No valid conclusion

4. Which one of the following conclusions is definitely true based on the statement?

All apples are fruits. Some insects are apples.

A. All insects are fruits

B. No insects are fruits

C. Some insects are fruits

D. Some insects are not fruits

E. No valid conclusion

5. Which one of the following conclusions is definitely true based on the statement?

Some lions are living in captivity. All lions are cats.

A. All cats are living in captivity

B. No cats are living in captivity

C. Some cats are living in captivity

D. Some cats are not living in captivity

E. No valid conclusion

Section: C: GRAMMAR TEST

Q.3 Fill in the blanks with an appropriate preposition.

(1) They live _____ a small one bedroom flat _____ the third floor.

(a) in, in (b) on, in (c) on, on (d) in, on

(2) Krina said, "My daddy is arriving _____ the 5.30 train.

- (a) in (b) on (c) over (d) with

(3) Raju's house is _____ the way from Anand to Nadiad.

- (a) in (b) on (c) at (d) by

(4) The car passed _____ the tunnel and banged _____ the road _____ the tree.

- (a) Through, across, against (b) under, below, on (c) at, in, between (d) through, with, over

(5) A few days after the accident she died _____ the injuries.

- (a) of (b) from (c) with (d) above

Q.4. Fill in the blanks with an adjective of the appropriate degree of comparison.

(1) Pinky is _____ than her elder sister.

- (a) clever (b) less clever (c) less cleverer (d) lesser cleverer

(2) No other countries is as _____ Japan.

- (a) industrious (b) the more industrious (c) industrious as (d) industrious than

(3) A MIG 21 fighter plane flies _____ than birds.

- (a) more faster (b) the fastest (c) faster (d) fastest

(4) Very few churches are _____ as this one situated in Goa.

- (a) as big (b) as bigger (c) as bigger than (d) as the biggest

(5) Ahmedabad is _____ than New Delhi.

- (a) hot (b) more hotter (c) hotter (d) hottest

Q.5. Report the following dialogue.

Shrushti: "What are you doing here, Mishika? I haven't seen you since June."

Mishika: "I've just come back from my holiday in Ireland."

Shrushti: "Did you enjoy it?"

Mishika: "I love Ireland. And the Irish people were so friendly."

Shrushti: "Did you go to the Wicklow Mountains?"

Mishika: "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"

Shrushti: "I must arrange a couple of things. But I am free tonight."

Mishika: "You might come to my place. What time shall we meet?"

Shrushti: "I'll be there at eight. Is it all right?"

Section: D: WRITTEN COMMUNICATION TEST

Q.6. Write composition on ANY ONE from the below given topics in about 150 words.

A. Write an imaginative essay on any one topic.

1. Write an essay on 'India of my Dream'
2. The person in my life that has made a difference

B. Write an opinion essay on any one:

3. Democracy for India: Curse or Boon?
4. If I were the Prime Minister of India

C. Write composition on any one from the following:

5. Write a report on an accident that you saw recently
6. Write summary of a story/movie of your choice
7. Write a letter/email to your friend informing about your study

Assessment

Sections	A	B	C	D	Remarks
Marks/Grades Obtained					

Total time taken to complete tests: _____

No. of Questions attempted: _____

Grades obtained on Seven Point scale on soft skills:

Soft skills →	RCS	CTS	GS	WCS	Remarks
Grades obtained →					

Appendix: 21

POSTERIOR PERFORMANCE TESTS

Name of the Student-teacher: _____

Date: _____

Duration: 120 minutes

Note: This test consist of four tests. Each test carries equal weightage and duration of time.

Section: A: READING COMPREHENSION TEST

Q.1. Read the following essay and answer the following questions.

THE stage is more beholding to love, than the life of man. For as to the stage, love is ever matter of comedies, and now and then of tragedies; but in life it doth much mischief; sometimes like a siren, sometimes like a fury. You may observe, that amongst all the great and worthy persons (whereof the memory remaineth, either ancient or recent) there is not one that hath been transported to the mad degree of love: which shows that great spirits, and great business, do keep out this weak passion. You must except, nevertheless, Marcus Antonius, the half partner of the empire of Rome, and Appius Claudius, the decemvir and lawgiver; whereof the former was indeed a voluptuous man, and inordinate; but the latter was an austere and wise man: and therefore it seems (though rarely) that love can find entrance, not only into an open heart, but also into a heart well-fortified, if watch be not well kept. It is a poor saying of Epicurus, Satis magnum alter alteri theatrum sumus; as if man, made for the contemplation of heaven, and all noble objects, should do nothing but kneel before a little idol, and make himself a subject, though not of the mouth (as beasts are), yet of the eye; which was given him for higher purposes. It is a strange thing, to note the excess of this passion, and how it braves the nature, and value of things, by this; that the speaking in a perpetual hyperbole, is comely in nothing but in love. Neither is it merely in the phrase; for whereas it hath been well said, that the arch-flatterer, with whom all the petty flatterers have intelligence, is a man's self; certainly the lover is more. For there was never proud man thought so absurdly well of himself, as the lover doth of the person loved; and therefore it was well said, that it is impossible to love, and to be wise. Neither doth this weakness appear to others only,

and not to the party loved; but to the loved most of all, except the love be reciproque. For it is a true rule, that love is ever rewarded, either with the reciproque, or with an inward and secret contempt. By how much the more, men ought to beware of this passion, which loseth not only other things, but itself! As for the other losses, the poet's relation doth well figure them: that he that preferred Helena, quitted the gifts of Juno and Pallas. For whosoever esteemeth too much of amorous affection, quitteth both riches and wisdom. This passion hath his floods, in very times of weakness; which are great prosperity, and great adversity; though this latter hath been less observed: both which times kindle love, and make it more fervent, and therefore show it to be the child of folly. They do best, who if they cannot but admit love, yet make it keep quarters; and sever it wholly from their serious affairs, and actions, of life; for if it check once with business, it troubleth men's fortunes, and maketh men, that they can no ways be true to their own ends. I know not how, but martial men are given to love: I think, it is but as they are given to wine; for perils commonly ask to be paid in pleasures. There is in man's nature, a secret inclination and motion, towards love of others, which if it be not spent upon someone or a few, doth naturally spread itself towards many, and maketh men become humane and charitable; as it is seen sometime in friars. Nuptial love maketh mankind; friendly love perfecteth it; but wanton love corrupteth, and embaseth it.

[Source: Essay on "Of Love" by Francis Bacon (abridged)]

- (6) What is the passage about?
- (7) Find out at least five words from old English usage. Give their new meanings.
- (8) Which ancient characters are mentioned in the passage?
- (9) Elaborate: "that love can find entrance, not only into an open heart, but also into a heart well-fortified, if watch be not well kept".
- (10) Justify your stand in favour or against of the statement: "That it is impossible to love, and to be wise."

Section: B: CRITICAL THINKING TEST

Q.2. Read the given below poem and answer the following questions.

“Hope” is the thing with feathers –
That perches in the soul –
And sings the tune without the words –
And never stops – at all –
And sweetest – in the Gale – is heard –
And sore must be the storm –
That could abash the little Bird
That kept so many warm –
I’ve heard it in the chillest land –
And on the strangest Sea –
Yet – never – in Extremity,
It asked a crumb – of me.

[Source: “Hope is the Thing with Feathers” by Emily Dickinson Published: 1891]

Questions:

1. Explain: Hope is ‘the thing with the feathers’.
2. Where does the hope reside in view of the poetess?
3. Why does the song never stop?
4. What is meant by ‘*And sings the tune without the words*’?
5. What do you think the words ‘in the Gale’ mean?

6. What has the little bird done?
7. Where does the poetess hear the bird?
8. Elaborate: “*Yet – never – in Extremity, It asked a crumb – of me*”.

Part: II Critical Thinking skill assessment Test

[Source: <https://www.testpartnership.com/free/critical/1/>]

This Critical Thinking test measures your ability to think rationally and analytically. This test contains 05 questions and there is a time limit of 1 minute per question.

1. Which one of the following conclusions is definitely true based on the statement?
Some parrots are aid workers. All aid workers are human.
 - A. All humans are parrots
 - B. No humans are parrots
 - C. Some humans are parrots
 - D. Some humans are not parrots
 - E. No valid conclusion

2. Which one of the following conclusions is definitely true based on the statement?
No prisoners are free. Some criminals are free.
 - A. All criminals are prisoners
 - B. No criminals are prisoners
 - C. Some criminals are prisoners
 - D. Some criminals are not prisoners

E. No valid conclusion

3. Which one of the following conclusions is definitely true based on the statement?

No dogs are pets. Some pets are cats.

A. All cats are dogs

B. No cats are dogs

C. Some cats are dogs

D. Some cats are not dogs

E. No valid conclusion

4. Which one of the following conclusions is definitely true based on the statement?

No trees are animals. Some trees are vegetables.

A. All vegetables are animals

B. No vegetables are animals

C. Some vegetables are animals

D. Some vegetables are not animals

E. No valid conclusion

5. Which one of the following conclusions is definitely true based on the statement?

Some men are hardworking. Some architects are men.

A. All architects are hard working

B. No architects are hard working

C. Some architects are hard working

D. Some architects are not hard working

E. No valid conclusion

Section: C: GRAMMAR TEST

Q.3 Fill in the blanks with an appropriate preposition.

(1) I walked _____ the edge of the desert.

- (a) as far as (b) up to (c) until (d) since

(2) It is another three weeks _____ the holidays.

- (a) until (b) to (c) for (d) up to

(3) Are you wearing anything _____ your sweater?

- (a) below (b) under (c) underneath (d) behind

(4) Do you mind? I was _____ you!

- (a) in front of (b) after (c) in front off (d) before

(5) We should arrive _____ their place _____ time _____ lunch.

- (a) in, to, at (b) at, in, for (c) in, over, about (d) for, of, out

(6) Last year, there were a large number of mangoes _____ the tree.

- (a) in (b) at (c) on (d) with

Q.4. Fill in the blanks with an adjective of the appropriate degree of comparison.

(1) Ramesh is as _____ as his sister.

- (a) tall (b) taller (c) tall than (d) tallest

(2) Utsav is _____ than any other boy in the class.

- (a) industrious (b) the more industrious (c) the most industrious (d) industriously

(3) Alexander was one of _____ kings who ever lived.

(a) great (b) the greatest (c) greater than (d) greatest

(4) Very few cities in Asia are _____ as Kolkatta.

(a) as big (b) as bigger (c) bigger than (d) the biggest

(5) Kitchen appliances have made cooking _____.

(a) easiest (b) more easier (c) more easy (d) easier

Q.5. Report the following dialogue.

The manager said angrily, “Why are you late today also? What a troublesome employee you are! Have you no watch or clock in your home? Can you tell me the time right now? Be punctual in future or you’ll be fired. “Pardon my fault, sir.” The employee said to the boss.” This will not happen again I assure you sir.”

Section: D: WRITTEN COMMUNICATION TEST

Write on any ONE topic from the following in about 150 words.

8. My role to protect Environment

9. Child Abuse and assault

10. Perversion: a modern disease and way outs

11. Women Empowerment: Reality or myth?

12. Narrate about your first day in college

13. Social media and Public display of emotions: an illusion or New worlds to live in

14. The art of reading: who cares?

15. Smartphones: a necessary evil

Assessment

Sections	A	B	C	D	Remarks
Marks/Grades Obtained					

Total time taken to complete tests: _____

No. of Questions attempted: _____

Grades obtained on Seven Point scale on soft skills:

Soft skills →	RCS	CTS	GS	WCS	Remarks
Grades obtained →					

Appendix :22

Evaluation Rubric for Performance on Reading Comprehension skill

Name of the Activity: _____

Name/Code of the Group/Team evaluated: _____

Name/s of the students-teacher from the team evaluated: _____

Day & Date: _____

Place/venue: _____

Time duration of observation: _____

Task Description The performance of the Student-teacher will be evaluated/ assessed at individual and/or group levels on Reading Skills during the task assigned in cooperative learning session.

Process based Objective/learning outcome: The student-teacher will achieve/meet the minimum/average standard as expected at individual and/or group levels on Reading Skills during the task assigned in cooperative learning session.

Criteria↓	Level of Performance/Participation based on sub categories of traits ↓							Remark/s
7 Point Rating scale →	0	1	2	3	4	5	6	Observation/Grade/Points earned ↓
Grade code→	F	E	D	C	B	A	O	
Point Value earned	00	01	02	03	04	05	06	
Range of score	0.0 - 0.99	1.00 – 1.49	1.50 – 2.49	2.50-3.49	3.50-4.49	4.50-5.49	5.50–6.00	
Value Judgment→	Insignificant /Absent/ Unable to Judge/Fail in all criteria	Very Poor/ Not much significant/ Very Weak	Mediocre/Below Satisfactory/ Marginal	Average/At par Satisfactory/acceptable/somewhat competent	Good/Above average/Competent	Very good/ Highly competent	Advanced/Outstanding/ Excellent/Extraordinary	
01.Comprehension [20 points]	Insignificant/ Unable to Judge	Unable to	Apprehends vocabul	Evaluates how textual features (e.g., sentence and paragraph	Uses the text, general background	Recognizes possible	Exceeds the benchmark in all dimensions and	

		understand the literal meaning of individual words and syntax as a whole, Inability	appropriately to paraphrase or summarize the information the text communicates.	structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's	sub categories of the behavioural traits of the concerned skill components	
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		to explain the message or to summarize in own words				explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).		
Your rating- →								

<p>02. Analysis [Interacting with texts in parts and as wholes] [20 points]</p>	<p>Insignificant/Unable to Judge</p>	<p>Totally unable to break the text in chunks and inability in relating the ideas as well as differentiate between the significant details and unnecessary</p>	<p>Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.</p>	<p>Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.</p>	<p>Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.</p>	<p>Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across</p>	<p>Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component</p>	
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		details				texts and disciplines.		
Your rating- →								
03. Interpretation [Making sense with texts as blueprints for meaning] [20 points]	Insignificant/ Unable to Judge	Unable to identify purpose(s) for reading, Most often relying on an external authority such as an instructor	Can identify purpose(s) for reading, Somewhat relying on an external authority such as an instructor for clarification of the task.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

		for clarification of the task.			community of readers.	engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.		
Your rating- →								
04.Abilty	Insignificant/	Cannot	Approaches	Engages texts with	Uses texts	Evaluat	Exceeds	the

<p>to Establish Relationships hip to Text [Making meanings with texts in their contexts] [10 points]</p>	<p>Unable to Judge</p>	<p>establish any relation with the text Unable to make any sense of the text</p>	<p>texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.</p>	<p>the intention and expectation of building topical and world knowledge</p>	<p>in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.</p>	<p>es texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their</p>	<p>benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component</p>	
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						contributions and consequences.		
Your rating- →								
05. Understanding Genres & using reading strategy(Meta cognition) [10 points]	Insignificant/ Unable to Judge	Unable to understand the genre or form of text Struggle to read, resulting in failure to use any reading	Applies tacit genre knowledge to a variety of classroom reading assignments in producti	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Articulates distinctions among genres and their characteristic conventions.	Uses ability to identify texts within and across genres, monitoring and adjusting	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

		strategy	ve, if unreflec tive, ways.			reading strategie s and expectat ions based on generic nuances of particul ar texts.		
Your rating- →								
06.Critical reading [20 points]	Insignificant/ Unable to Judge	Cannot read critically	Sometime s able to analyze the text and evaluate	Frequently Able to analyze and evaluate the text	Mostly Able to read critically with the help of	Always able to read criticall y with the help	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the	

			or judge the text with loopholes		analysis and evaluation of the text	of analysis and evaluati on of the text Ability to examine the text at deeper level Ability to reinterp ret and reconstr uct for improve	concerned skill component	
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						d categor y		
Your rating- →								
Total scores out of 100								
Final Judgment								

Overall Grade (Out of 5 point scale): _____

Additional General (descriptive) Remarks/Comments/Feedback/Suggestions/Observation/s (if any significant):

Code/Name of Student-teacher: _____

Code/Name of the team or group: _____

At Individual level:	At group level:

Name of the Evaluator: _____

Signature: _____

Source: Rubric adapted from READING VALUE RUBRIC retrieved from value@acu.org

Appendix: 23

Evaluative Rubric for Performance Assessment of Critical Thinking Skill

Day: _____ **Date:** _____ **Session Timings:** _____ **Place:** _____

Name of Activity: _____ **Name/Code of the Group/Team:** _____

Names/Codes of the students-teachers evaluated: _____

Minimum Standard of Learning/performance demonstrated: Students must demonstrate at least one of the six skills to fulfill the critical thinking competency.

Task Description: The performance of the Student-teacher will be evaluated/ assessed at individual and/or group levels on Critical Thinking skill during the task assigned in cooperative learning session.

Process based Objective/Learning outcome: The student-teacher will achieve/meet the minimum/average standard as expected at individual and/or group levels on Critical Thinking skill during the task assigned in cooperative learning session.

Criteria↓	Level of Performance/Participation based on sub categories of traits ↓							Remark/s
7 Point Rating scale →	0	1	2	3	4	5	6	Observation/Grade/Points earned ↓
Grade code→	F	E	D	C	B	A	O	
Point Value earned	00	01	02	03	04	05	06	
Range of score	0.0 - 0.99	1.00 – 1.49	1.50 – 2.49	2.50-3.49	3.50-4.49	4.50-5.49	5.50–6.00	
Value Judgment →	Insignificant /Absent/ Unable to Judge/Fail in all	Very Poor/ Not much signifi	Mediocre/Be low Satisfactory/ Marginal	Average/At par Satisfactory/acceptable/somewhat competent	Good/Above average/Competent	Very good/ Highly competent	Advanced/Outstanding/ Excellent/Extraordinary	

	criteria	nt/ Very Weak						
01.Interpretation: a)Categorizing b.)Decoding Significance c.)clarifying meaning [15 points]	Insignificant/Unable to Judge	Misinterprets evidence, statements, graphics, questions , etc. Confuses grouping and categorizations, Mistakes subordinate ideas	Partially correct interpretation of evidences, statements, graphics, questions etc. Partially correct grouping and categorizations, mistakes subordinate ideas for main ideas	Somewhat interprets evidence, statements, graphics, questions, etc. Correctly categorizes/groups objects, Identifies main ideas correctly.	Mostly interprets evidence, statements, graphics, questions, etc. with accuracy. Most Correctly categorizes/ groups objects, Identifies main ideas	Accurately interprets evidence, statements, graphics, questions etc. Absolutely categorizes /groups objects, identifies main ideas correctly Identifies	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill components	

		for main ideas.			correctly.	problems and issues correctly.		
Your rating-→								
02. Analysis: a.) Examining Ideas b.) Detecting Arguments c.) Analyzing Arguments [15 points]	Insignificant/ Unable to Judge	Fails to identify strong, relevant counter-arguments. Confuses claims with the reasons offered in their	Unable to identify fully relevant arguments (reasons and claims) pro and con. Partial ability for Correctly distinguishing reasons from claims,	Identifies most of the relevant arguments (reasons and claims) pro and con. Correctly distinguishes reasons from claims, Able to note major and minor differences and similarities.	Mostly identifies relevant arguments (reasons and claims) pro and con. Mostly distinguishes reasons from claims correctly,	Absolutely identifies the salient arguments (reasons and claims) pro and con. Correctly distinguishes reasons from claims, Highly	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

		support. Misses major differences or similarities.	Able to note major and minor differences and similarities.		Able to note major and minor differences and similarities.	able to note major and minor differences and similarities and identifies key tacit assumptions.		
Your rating-→								
03. Evaluation: a.) Assessing Claims	Insignificant/ Unable to Judge	Ignores or superficially evaluates obvious	Superficially evaluates obvious alternative point of view. Somewhat	Offers analysis and evaluations of obvious alternative points of view. Correctly distinguishes	In most cases offers analysis and evaluations of obvious alternative	Thoughtfully evaluates major alternative points of	Exceeds the benchmark in all dimensions and sub categories of the behavioural	

<p>b.) Assessing Arguments [20 points]</p>		<p>alternative point of view. Fails to distinguish between well-reasoned vs. poorly reasoned arguments. Is misleading by fallacious reasoning.</p>	<p>distinguishes between well-reasoned vs. poorly reasoned arguments. Partially misleading by fallacious reasoning. Unable to estimate the credibility of sources.</p>	<p>between well-reasoned vs. poorly reasoned arguments. Correctly evaluates the credibility of sources.</p>	<p>points of view. Often distinguishes between well-reasoned vs. poorly reasoned arguments correctly. Most Correctly evaluates the credibility of sources.</p>	<p>view. Correctly distinguishes between well-reasoned vs. poorly reasoned arguments. Correctly evaluates the credibility of sources and correctly judges the relative strength of a series of</p>	<p>traits of the concerned skill component</p>	
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		g. Over estimates or underestimates the credibility of sources.				related arguments.		
Your rating-→								
04.Inference: a.) Querying Evidence b.) Conjecturing	Insignificant/Unable to Judge	Draws unwarranted or fallacious conclusions.	Unable to draw warranted non-fallacious conclusions. Somewhat correctly	Sometimes draws warranted non-fallacious conclusions. Correctly recognizes the need for additional information in order	Often draws warranted non-fallacious conclusions. In most cases recognizes	Absolutely draws warranted judicious, non-fallacious conclusion	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill	

<p>Alternative s(to formulate multiple alternatives to solve a problem) c.) Drawing Conclusion s [15 points]</p>			<p>recognizes the need for additional information in order to draw warranted conclusions.</p>	<p>to draw warranted conclusions.</p>	<p>the need for additional information in order to draw warranted conclusions correctly.</p>	<p>s. Mostly recognizes the need for additional informatio n in order to draw warranted conclusion s correctly Always able to identify the kind of informatio n needed or the additional</p>	<p>component</p>	
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						options to consider.		
Your rating-→								
05.Explanation a.) Stating Results b.) Justifying Procedures c.) Presenting Arguments [15 points]	Insignificant/Unable to Judge	Fail to Justifies results or procedures, Seldom explains reasons. Does not present reasons or evidence in an organize	Justifies only a few results or procedures, somewhat able to explain reasons. Unable to present reasons or evidence in an organized way.	Justifies some results or procedures, explains reasons. Presents reasons and evidence in an organized and intelligible way.	Justifies most results or procedures, Able to explain reasons correctly. Presents reasons and evidence in an organized and intelligible	Always Justifies key results and procedures correctly, Explains assumptions and reasons. Presents reasons and evidence in an	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

		d way.			way.	organized, clear and comprehensive, and intelligible way.		
Your rating-→								
06.Self-regulation : a.) Self-Examination b.) Self-Correction [20 points]	Insignificant/Unable to Judge	Regardless of the evidence or reasons, unable to maintain or defend views based on self-	Somewhat maintains or defends views based on self-interest or preconceptions. Inability to draw conclusions	Sometimes Fair-mindedly follows where evidence and reasons lead. Often hesitant to new ideas, anticipates obvious problems.	Fair-mindedly follows where evidence and reasons lead. Open to new ideas, anticipates	Fair-mindedly follows where evidence and reasons lead. Open to new ideas,	Exceeds the benchmark in all dimensions and sub-categories of the behavioural traits of the concerned skill component	

		<p>interest or preconceptions. Unable to draw conclusions or comes to conclusions too hastily or refuses to draw obvious conclusions. Mistrustful or reasoning</p>	<p>Rarely found trustful or reasoning as a means to decision-making and problem-solving</p>		<p>obvious problems.</p>	<p>anticipates obvious problems and asks courageous questions about tough and important issues.</p>		
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		g as a means to decision-making and problem-solving.						
Your rating-→								
Total scores out of 100								
Final Judgment								

Source:

Adapted from:

Critical Thinking Rubric Rev 1/31/07 **Original source:** Facione, Peter A. and Facione, Noreen C., 1994 “The Holistic Critical Thinking Scoring Rubric” The California Academic Press [Facione, Peter A. 2006. “Critical Thinking: What it is and why it counts” Insight Publishing. And “Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction: Executive Summary” from the

American Philosophical Association's Delphi Process

]

Overall Grade (Out of 5 point scale): _____

Additional General (descriptive) Remarks/Comments/Feedback/Suggestions/Observation/s (if any significant):

Code/Name of Student-teacher: _____

Code/Name of the team or group: _____

At Individual level:	At group level:

Name of the Evaluator: _____

Signature: _____

Appendix : 24

Evaluative Rubric for Performance on Written Communication Skills

Name of the Programme/course/Activity: _____ **Name/Code of the Group/Team evaluated:** _____

Name/s or code/s of the students-teacher from the team evaluated: _____

Day & Date: _____ **Place/venue:** _____ **Time duration of observation:** _____

Task Description The performance of the Student-teacher will be evaluated/ assessed at individual and/or group levels on Written Communication Skills during the task assigned in cooperative learning session.

Process based Objective/learning outcome: The student-teacher will achieve/meet the minimum/average standard as expected at individual and/or group levels on Written Communication Skills during the task assigned in cooperative learning session.

Intended Outcome: The student-teacher will use clear and concise communication in the written form.

Criteria↓	Level of Performance/Participation based on sub categories of traits ↓							Remark/s
7 Point Rating scale →	0	1	2	3	4	5	6	Observation/ Grade/Points earned ↓
Grade code→	F	E	D	C	B	A	O	
Point Value earned	00	01	02	03	04	05	06	
Range of score	0.0 - 0.99	1.00 – 1.49	1.50 – 2.49	2.50-3.49	3.50-4.49	4.50-5.49	5.50–6.00	
Value Judgment →	Insignificant /Absent/ Unable to Judge/Fail in all criteria	Very Poor/ Not much significant/ Very Weak	Mediocre/Below Satisfactory /Marginal	Average/At par Satisfactory/acceptable/somewhat competent	Good/Above average/Competent	Very good/ Highly competent	Advanced/Out standing/ Excellent/Extraordinary	
1.Structuring								

1.1.Clarity of purpose of writing [20 points]	Insignificant/Unable to Judge	The writing demonstrates a very limited understanding of purpose with following characteristics: - Irrelevant topic -Lack of thesis -an indiscerni	The writing demonstrates little and only the basic understanding of purpose which is characterized by : -a relevant topic -a thesis -a context	The writing demonstrates a sound understanding of purpose which is characterized by : -a relevant topic -a clear thesis -a proper context	The writing demonstrates higher understanding of purpose which is characterized by : -a relevant topic -an insightful thesis -an appropriate context	The writing demonstrates understanding of purpose which is characterized by : -a highly relevant topic -an insightful thesis -a focused context	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill components	
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		ble context The purpose is unclear to reader.						
Your rating-→								
1.2.Addressing to reader/audience & familiarity with genre [10 points]	Insignificant/Unable to Judge	Little awareness of audience Inappropriate writing for the reader An inappropri	Some awareness of audience Has little familiarity with genre	Awareness of audience and Some familiarity with genre	Understanding of audience A greater familiarity/competence of genre	Mastery of audience Mastery over genre	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill components	

		iate genre						
Your rating-→								
1.3. Organization of text, Paragraphing and transitions [10 points]	Insignificant/Unable to Judge	Structure of text lacks organization. Organizational structure and paragraphing have serious and persistent errors. Text lacks	Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.	Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate.	Written text has clear and proper beginning, vivid development and shorter conclusion. Paragraphing and transitions are also clear and somewhat appropriate.	Writing nicely follows logical order. Written work has clear and appropriate beginning, main body developed with lucid ideas and precise conclusion. Paragraphing and	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill components	

		concisene ss				transitions are also very clear and highly appropriate. The text is concise.		
Your rating-→								
2. Content								
2.1.Relevant selection of content & sources [10 points]	Insignificant/ Unable to Judge	The writing demonstr ates a very limited and/or	The writing demonstrate s a basic yet relevant selection of content & sources	The writing demonstrates a sound and relevant selection of content & sources which is characterized by : - Mostly relevant	The writing demonstrates a comprehensi ve and relevant selection of	The writing demonstrates a comprehensi ve and highly relevant	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the	

		<p>irrelevant selection of content & sources which is characterized by :</p> <ul style="list-style-type: none"> -Lack of information ,knowledge or examples -Incorrect information ,knowledge or examples - 	<p>which is characterized by :-some relevant information ,knowledge and examples</p> <p>-some relevant and authoritative sources</p>	<p>information ,knowledge and examples</p> <p>- Mostly relevant and authoritative sources</p>	<p>content & sources which is characterized by :</p> <ul style="list-style-type: none"> -consistently relevant information ,knowledge and examples -consistently relevant and authoritative sources 	<p>selection of content & sources which is characterized by :</p> <ul style="list-style-type: none"> - highly relevant information ,knowledge and examples - highly relevant and authoritative sources 	<p>concerned skill component</p>	
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		Irrelevant information, knowledge or examples -Lack of relevant and authoritative sources						
Your rating-→								
2.2.Organization of ideas, Coherence and	Insignificant/Unable to Judge	Written text lacks logical sequence, Ideas or	Content is used to identify only ideas that are obvious.	Organization of ideas & content contributes to understanding as Content is used to explore ideas.	Organization of ideas & content contributes to novel	Content is used to convey depth of ideas. The length	Exceeds the benchmark in all dimensions and sub categories of	

<p>Transition of ideas [10 points]</p>		<p>subject matter are scattered here and there, totally unorganized, lack in coherence No transition of ideas/sentences and lacks link in ideas</p>	<p>Organization of ideas & content is inappropriate and / or unfocused: Paragraphs are not connected and/or transitions are lacking</p>	<p>Paragraphs contain coherent ideas; transitions are used between most ideas/sentences.</p>	<p>Paragraphs contain coherent ideas; transitions are used between most ideas Ideas/sentences are linked Smooth transition among ideas and paragraphs</p>	<p>of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence. Organization of ideas & content clearly create higher understanding: Paragraphs</p>	<p>the behavioural traits of the concerned skill components</p>	
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						<p>contain coherent ideas which are effectively connected with transitions. Writing is very focused and concise; Text organized with clear introduction, vivid details and conclusion.</p>		
Your								

rating-→								
2.3. Use of Vocabulary [05 points]	Insignificant/Unable to Judge	Excessively limited and/or inappropriate and/or repetitive vocabulary. Misuses discipline specific terminology	Use of vocabulary lacks in variety, And lacks in originality, limited breath of words usage, Somewhat appropriate wording Sometimes found misuse of discipline specific terminology	Generally appropriate use or selection of vocabulary; Not overly repetitive, somewhat originality Generally uses correct word choice and discipline specific terminology	Mostly appropriate vocabulary; Negligible repetition, Has used or chosen correct words and discipline or topic related specific terminology	Highly appropriate; Well chosen, precise and varied vocabulary Originality in use of words Consistently uses correct word choice and Discipline specific terminology	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill components	

Your rating-→								
03.Style								
3.1.Writing Style [10 points]	Insignificant/Unable to Judge	Not able to use simple sentences. May misuse words or idioms. Includes slang freely and unlimitedly. Too much use of Words	Use of simple sentences. Has some improper words or idioms. May include slang occasionally. Somewhat wordy rather than Concise. Writing	Sentences vary in length and style. Action verbs are used. Occasionally uses jargon or clichés. Vocabulary and word usage generally is correct and shows some variety. Uses topic related terms properly.	Sentences highly varied in length and style. Strong action verbs are used. Uses jargon or clichés as requirement of style. Generally vocabulary and word usage are correct and	Demonstrate a sophisticated grasp of the language in terms of both sentence structure and vocabulary. Writes fluidly and concisely. Includes appropriate terms	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

		<p>rather than Being concise. Writing shows lack of sophistication or Variety in vocabulary. Awkward . Little or no use of topic related terms. Use of</p>	<p>shows little sophistication or limited use of Variety in vocabulary. Little use of topic related terms.</p>		<p>shows good variety. Uses topic related terms appropriately.</p>	<p>relevant to topic.</p>		
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		conventions is missing at all in piece of writing						
Your rating-→								
3.2. Use of Language [05 points]	Insignificant/Unable to Judge	Most improper and incorrect use of language in writing. Overly repetitive	Less repetitive; Some variety in sentence construction; A sufficient number of discernible problems in	Not overly repetitive or no repetition at all; Some variety in sentence construction; The writer fulfills assignments with minor discernible problems in this area.	Sentence constructed in variety; Smoother flow of text; The writing has very little or rarely discernible problems	Greater variety of sentence construction; Logical flow; The writer uses language appropriately	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill components	

		or simplistic sentence structure used;	this area interfere with understandin g and Quality.		found in this area.	for the topic, field, genre, And rhetorical situation.		
Your rating-→								
04. Gram mar [10 point s]	Insignificant/ Unable to Judge	Incorrect use of Grammar and syntax.	The writer uses little correct grammar and punctuation. Most of the errors found in syntax usage.	The writer fulfills assignments with minor discernable problems in this area.	The writer uses grammar, punctuation correctly, Syntax is used properly and very few spelling errors.	The writer uses grammar, punctuation, syntax, and spelling in the most appropriate manner.	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

Your rating-→								
05.Mechanics [10 points]	Insignificant/Unable to Judge	Numerous spelling errors. Non-existent or incorrect punctuation; Severe errors in grammar that interfere with understanding	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has not any kind of errors i.e. word selection and use, sentence structure, spelling, punctuation, and capitalization. Sentence are complete in themselves	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

		<p>ding.</p> <p>Piece of Writing exhibits violation of all rules of mechanics i.e. selection of words, spellings, syntax, use of punctuations and general rules of grammar-capitalizat</p>				<p>serving/expressing ideas as planned</p>		
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		ions and articles used						
Your rating-→								
06.Holistic judgment on piece of writing	Insignificant/Unable to Judge	Unacceptable piece of writing, totally unorganized text. Unable to acquire subskills of written communication skill.	Piece of writing shows developing phase of written communication skill.	Satisfactory level seen in piece of writing; showing somewhat correctly most features of written communication skill	Advanced level of written communication skill is visible in a given text	Exemplary overall written communication in any form of text or style.	Exceeds overall benchmarks in all dimensions and sub categories of the behavioural traits of the concerned skill component	

Your rating-→								
Total scores out of 100								
Final Judgment								

Overall grade: _____

Adapted from the following sources:

RUBRIC%20-%20Interactive%20Rubric%20for%20Written%20Communication%20-%20LibGuides%20at%20James%20Cook%20University.htm

Written Communication Skills Rubric (pdf) retrieved from course1.winona.edu/shatfield/air/writing%203.doc

Mabin, Vicky (2009) Rubric for Written Communication Skills updated on 2012(pdf) BCom Learning Goal 2

Knowles, Betsy (2009) Written communication common rubric_Final_Aug 1 2012.pdf

Fennell, Julia () Assessment Rubric: Written and Oral Communication Skill.pdf

Additional General (descriptive) Remarks/Comments/Feedback/Suggestions/Observation/s (if any significant):

Code/Name of Student-teacher: _____

Code/Name of the team or group: _____

At Individual level:	At group level:

Name of the Evaluator: _____

Signature: _____

Appendix: 25

Evaluation Rubric for Performance on Time Management Skill

Name of the Programme/course/Activity: _____ **Name/Code of the Group/Team evaluated:** _____

Name/s of the students-teacher from the team evaluated: _____

Day & Date: _____ **Place/venue:** _____ **Time duration of observation:** _____

Task Description The performance of the Student-teacher will be evaluated/ assessed at individual and/or group levels on time management skill during the task assigned in cooperative learning session.

Process based Objective/learning outcome: The student-teacher will achieve/meet the minimum/average standard as expected at individual and/or group levels on time management skill during the task assigned in cooperative learning session.

Criteria↓	Level of Performance/Participation based on sub categories of traits ↓							Remark/s
7 Point Rating scale →	0	1	2	3	4	5	6	Observation/Grade/Points earned ↓
Grade code→	F	E	D	C	B	A	O	
Point Value earned	00	01	02	03	04	05	06	
Range of score	0.0 - 0.99	1.00 – 1.49	1.50 – 2.49	2.50-3.49	3.50-4.49	4.50-5.49	5.50–6.00	
Value Judgment →	Insignificant /Absent/ Unable to Judge/Fail in all criteria	Very Poor/ Not much significant/ Very Weak	Mediocre/Below Satisfactory/ Marginal	Average/At par Satisfactory/acceptable/somewhat competent	Good/Above average/Competent	Very good/ Highly competent	Advanced/Outstanding/ Excellent/Extraordinary	

01.Time utilization: Way of Using time [20 points]	Insignificant/ Unable to Judge	Mostly wasting time/ never uses time	Rarely uses time	Sometimes uses times well throughout the task	Usually uses time well throughout task	Routinel y uses time well througho ut task	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill components	
Your rating-→								
02.Observing Deadlines: 2.1.Getting things done by deadlines [10 points]	Insignificant/ Unable to Judge	Rarely gets things done by the deadlin e	Tends to procrastinate but always gets things done by the deadlines	Sometimes procrastinate on more than one thing yet gets things done	May have procrastinate d on one thing only.	Has ensured things get done on time	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	
2.2.Meeting	Insignificant/	Needed	Needed some	Completed assigned	Completed	Comple	Exceeds the	

deadline [10 points]	Unable to Judge	much reminding and the work got late	reminding and the work got late	work on time but needed reminding sometimes	assigned task on time and never needed reminding and never got late	ed assigned work/task ahead of time	benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	
Your rating-→								
03.Procrastination [10 points]	Insignificant/ Unable to Judge	Habituated to delay all assigned work resulting into inadequate	Others have to adjust deadlines because of this person's procrastination	Others don't have to adjust deadlines or work responsibilities because of this person's procrastination	Others have to adjust deadlines or work responsibilities because of this person's procrastination	No procrastination at any time throughout the task. Excellent time manage	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

		time management				ment.		
Your rating-→								
04. 4.1.Quality of work provided within time limit [30 points]	Insignificant/ Unable to Judge	Provides work that usually needs to be checked or redone by others to ensure quality	Provides work that occasionally needs to be checked or redone by other group members to ensure quality	Provides work that sometimes needs to be checked or redone by other group members to ensure quality	Provides high quality work	Provides work of the highest quality	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

Your rating-→								
05. 5.1.Punctuality in attending task [10 points]	Insignificant/Unable to Judge	Member that misses activity or do not inform team members. This member is mostly late to attend meetin	As member misses meetings and do not inform team members. Members are sometimes late in the activity but leave on time.	Member is present at the majority of meetings or task. When member has to be absent, informs other team members.	Member is present in almost all meetings or activities and hardly gets late, when a member has to be absent, they inform the team member.	Remain present in all tasks and attend all meetings , Never gets late nor leaves early; the most punctual member and stay for the entire	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	

		gs or task or leave early for any reason.				meeting.		
5.2. Getting Task Organized [10 points]	Insignificant/ Unable to Judge	Disorga nize the task or activity in which particip ate	Meet the partner/s at agreed times and places but provide no help in getting task organized.	Could be coaxed into meeting with other partner/s.	Works agreeably with partner/s concerning times and places to meet.	Take initiative proposin g meeting times and get task and group organize d.	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	
Your rating-→								

06.Overall impression as individual to deal with time	Insignificant/ Unable to Judge	Unable in general to manage time during given task	Somewhat succeeded in general to manage time during given task	Able in general to manage time during given task	Very finely manage time during given task	Highly able in general to manage time during given task	Exceeds the benchmark in all dimensions and sub categories of the behavioural traits of the concerned skill component	
Your rating-→								
Total scores out of 100								
Final Judgment								

Overall score obtained: _____

Adapted from original sources (references):1.Save Fred's cooperative rubric-collaborative work rubric.pdf

Additional General (descriptive) Remarks/Comments/Feedback/Suggestions/Observation/s (if any significant):

Code/Name of Student-teacher: _____ **Code/Name of the team or group:** _____

At Individual level:	At group level:

Name of the Evaluator: _____

Signature with Date: _____

Appendix : 26.

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English (SL) Lesson: (Poem) Somebody's Mother By: Mary Brine

CL method/Group activity _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions to fill up / complete worksheet: Write answers to the questions based on your discussion in your group / team. Fill up as asked on your own individually.

Time duration to complete the worksheet task: 15 minutes (approx.)

1. **Who are the characters in the poem? Where was she standing and why?**
2. **Identify the theme or central idea of the poem.**
3. **Identify the words which show / reveal identity of the place / region or country / culture of particular country / people.**
4. **Describe in few words what the old woman's condition from stanza – 2.**
5. **What did the boy say after helping the old woman to cross road?**
6. **What kind of feelings did the boy get after helping the old woman?**
7. **What was the young boy's intention for future as reward to this act?**
8. **Explain the last two lines.**
9. **What lesson do we learn from this poem?**

10. Identify the rhyming words.
11. Identify the figure of speech (If used any in the poem).
12. What is the tone of the poem?
13. Is the title significant?
14. If you were in the place of the young boy, what would you have done, justify your Stand / view.
15. Translate the last two lines into your own language (Gujarati / Hindi).

Worksheet

Name of the student: _____

Class: B.Ed.

Subject: English (SL)

Lesson: The shepherd's treasure

CL method: _____

Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

1. Which place is the story belongs to?
2. Who are the main characters?
3. What did the shepherd posses? (Which were the qualities he had?)

4. **How did the shepherd recognize the traveler as the king?**
5. **Why did the shah appoint the shepherd as a governor?**
6. **What made the governor of the other provinces poison the ears of the king?**
7. **What was the treasure found in the chest? What does it symbolize?**
8. **Have you predicted anything what could come out in the chest?**
9. **Do you like the end of the story? Why can't the evil be punished? Change the end of story as per your choice.**
10. **What is the theme of the story?**

Worksheet (Additional)

Name of the student: _____ Class: B.Ed.

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

The World of Newspapers

Report – 1 & 2

(Study the given selected newspaper headline & discuss them in group based on questions given in them.)

Report – 1 India's first exclusive EDUSAT

Report – 2 Rajyavardhan Rathore's silver medal in Olympics in shooting.

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English (SL) Lesson :- (Prose / Story) The Girl on the train

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

- 1. Which are the places mentioned in the story? Do they really exist in India?**
- 2. What is the physical condition of the speaker?**
- 3. Who the speaker / narrator is? (Predict)**
- 4. Why did the narrator want to hide his blindness to the girl? Explain.**
- 5. Which aspect of the girl's personality impressed the narrator?**
- 6. What did the new passenger tell the narrator about the girl?**
- 7. Have you predicted end of the story?**
- 8. Which characters do you like / dislike? Why? Justify.**
- 9. Compare and contrast the character of the narrator and girl.**
- 10. Do you like the narrator love the girl?**
- 11. Explain them.**

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English (SL)

Lesson: The Nightangle (Poem)

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

- 1. What idea is conveyed in the first stanza of the poem?**
- 2. What made the emperor to weep according to you? Give reason.**
- 3. How did the emperor stop the bird fly away?**
- 4. Describe the clockwork bird.**
- 5. Why do you think, the clockwork bird symbolize?**
- 6. Which did the nightingale fly away?**
- 7. What sign did the emperor give when fallen ill?**
- 8. What did the doctors predict about the emperor?**
- 9. How did the emperor recovered from his illness?**
- 10. What do the nightingale and clockwork bird symbolize?**
- 11. Explain – “I bear him no ill-will.”**

12. What is the theme?

13. Find out rhyming words.

14. Identify figures of speech.

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English (SL) Poem: Karma By: R. Tagore

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

- 1. What does the title of the poem 'Karma' mean?**
- 2. What philosophy supports the poem?**
- 3. What is not cause of suffering according to the poet?**
- 4. What is the real cause of sorrow of human beings according to poet?**
- 5. What does the poet say about God? Does it mean God is 'nowhere'? Give your reasons for your stand.**
- 6. Who decides man's destiny? How?**
- 7. What advice does the poet give in the end? Why?**
- 8. Find out the rhyming words in the poem.**

9. Identify figures of speech in the poem.

10. Make / turn following sentences into affirmative sentences.

(a) God is not unjust.

(b) Nor is He unkind.

(c) No love shall hold.

11. Do you agree with the poet's views? If yes / no – Why?

12. Recall any folk / film song / story / drama etc. that have similar theme to that of the poem.

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English (SL)

Prose lesson: A Secret for Two (story)

CL method: _____

Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

1. State the location / place of the story.

2. Who are the main characters in the story?

3. What was Pierre Dupin ?

4. Why did Pierre give name to the white horse as 'Josheph' ?

5. Which pair is referred to as a splendid combination? Why?
6. What suggestion did Jacques make to Pierre, when Joseph passes away?
7. Describe Pierre's grief over the death of Joseph?
8. How did Pierre meet his death?
9. What did the doctor say about Pierre's eye-sight?
10. Explain the significance of the title of the song?
11. What was the secret between Pierre and Joseph?
12. Do you like the tragic, striking end of the story? Why?

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English (SL) Lesson: Pity the Nation. By: Khhilil Gibran

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet

Individually by writing your responses to the questions listed below.

1. Explain line: "Full of beliefs and empty of religion."
2. Identify the lines showing self reliance.

3. **Why does the poet say to pity that nation which welcomes its new ruler with trumpets?**
4. **Why does the poet say that a nation divided into fragment is a dangerous thing?**
5. **What does the word “nation” stand for? (People / leader / Artist)**

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English (SL) Poem: Beautiful Things By: Ellen D. Allerton

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

1. **What kind of face does the poet say beautiful?**
2. **Explain the lines: “Beautiful eyes . . .” and “Beautiful thoughts that burn below.”**
3. **Why are the words compared with ‘Songs of Birds’?**
4. **What kind of utterance can be considered beautiful?**
5. **What does the poet say about “beautiful shoulders”?**
6. **Which kinds of lives are considered by the poet beautiful?**

7. How does the differ from the common man's view of beautiful things? Why?
8. Find out rhymes.
9. Identify figures of speech.
10. Explain the central idea of the poet. / What is the mood /tone/message in the poem?

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English(FL) Lesson: The woman in Grey By – Sheila Dailey

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet

Individually by writing your responses to the questions listed below.

1. What kind of grey dress according to shopkeeper had the woman worn?
2. What was there in the big dark eyes of the woman? Does it suggest anything? What?
3. Why did the shopkeeper not demand payment?
4. How did the shopkeeper say “she has a secret”?
5. What was the plan by shopkeeper and his friends to know the woman's secret? / Why did they plan to follow the woman?

6. **State the location in the story where the incident took place.**
7. **Why had people buried the baby alive?**
8. **Why do you think the three bottles of milk were found in the grave?**
9. **What is the mood of the story?**
10. **Do you believe in ghost/spirit or any supernatural element? Why?**
11. **Mention the significance of the title of the story?**
12. **Which lines in the story do you think beautiful/ you liked most?**
13. **At which line/ sentence or passage were you feel frighten?**
14. **Had you had such an experience in your life? Mention in brief.**

Worksheet

Name of the student: _____ Class: B.Ed.

English (FL) Lesson: The fat man and the thin man. By – Anton Chekhov.

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

1. **Read the given text and reflect upon following questions. To complete the worksheet, write your response/answer.**
2. **What kind of difference do you find in the description of far man and thin man in the first paragraph of story?**

3. **What are the names of fat man and thin man?**
4. **What is the name of thin man's wife and son? Where does she belong to?**
5. **What are the thin man and his wife?**
6. **What is the fat man earlier and now?**
7. **What change do you find in the thin man after he found the fat man a man of high position?**
8. **Why the fat man did bid farewell to the thin man? What did he dislike in the behavior of thin man?**
9. **What tone of voice does the fat man refer to?**
10. **Collect details from the text to show the contrast in the economic status of the two friends.**
11. **Guess the nationality of the characters by reading the story carefully.**
12. **Find out the major element of the story / find out the mood of the story.**
13. **State central idea of the story. Which character do you like most? Why?**

Worksheet

Name of the student: _____ Class: B.Ed.

English (FL) Lesson (Poem): The Road not taken. By – Robert Frost.

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet

individually by writing your responses to the questions listed below.

- 1. What do the words – “yellow word” mean/stand for?**
- 2. Why did the poet stand for a longer time when came across two roads?**
- 3. How does the poet describe the two paths in the poem?**
- 4. Explain the idea conveyed in second stanza.**
- 5. What did the poet find when he started travelling on second path as in third stanza?**
- 6. Explain – “I doubted if I should ever come back.”**
- 7. Why did the poet choose the path less travelled by? What is the significance in choosing the path not travelled much?**
- 8. What is the central idea of the poem?**
- 9. Discuss the significance of the title of the poem. Give another title to the poem.**
- 10. Have you ever come across such critical situation in life where you have to choose one? What did you select? Why? Has it made difference?**
- 11. What is the rhyming scheme of the poem? Find out rhyming words in the poem.**

Worksheet

Name of the student: _____ Class: B.Ed.

Subject: English (FL) Poem: A Thing of Beauty. By: John Keats.

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

- 1. Mention the type/ form of the poem.**
- 2. Explain the central idea of the poem.**
- 3. What beautiful objects are enumerated in the poem?**
- 4. What role do beautiful objects play in our life?**
- 5. Make a list of all the flowers mentioned in the poem.**
- 6. What does the poet convey by the expression “trees that whisper round a temple”? What poetic device is employed in this line?**
- 7. Find out the rhyming words.**
- 8. Which lines do you like most? Why?**

Worksheet

Name of the student: _____ Class: B.Ed.
English (FL) Lesson: The Romance of a Busy Broker. By – O. Henry (William Porter)

CL method: _____ Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

- 1. Who are the main characters in the story? Name the young lady stenographer.**
- 2. Why did the writer refer to the broker as the machine?**
- 3. Who is the owner of the office of the broker?**
- 4. What remarks did pitcher made for his boss Maxwell when he rebukes/scolded him?**
- 5. How does the author describe ‘a world of finance’?**
- 6. Which season is mentioned in the story?**
- 7. “By George, I’ll do it now,” said Maxwell, half aloud, ‘I’ll ask her now.’ – What does this line mean?**
- 8. Bring out the humor in Maxwell’s proposing marriage to his stenographer all over again.**

9. **In your opinion, what made Miss Leslie express a series of emotions at the marriage proposal of Maxwell?**
10. **What did you feel when you read last lines of the story?**
11. **Identify the story element (Super - human)**
12. **Comment on the humorous twist at the end of the story.**
13. **Explain the central idea of the story.**

Worksheet

Name of the student: _____ Class: B.Ed.

English (FL)

Refund (Play)

By: Fritz Karinthy

CL method: _____

Time duration: _____

Objective: To enable the pupil-teacher to take part in cooperative learning activity.

Instructions: Read the given text in group/team. Discuss & share meanings. Complete the worksheet individually by writing your responses to the questions listed below.

1. **Who is the main character?**
2. **What is the play all about?**
3. **Explain – “Then he’s not a school inspector.” Why did the principle say this?**
4. **How many years ago had Wasserkopf give for demanding refund of tuition fees?**

- 5. What reasons did Wasserkopf give for demanding refund of tuition fees?**
- 6. Whom did Wasserkopf refer to as good friend?**
- 7. Who gave advice to demand for refund from school?**
- 8. How did Wasserkopf threaten the principal if tuition fees would not be refunded?**
- 9. What does the words – “Herr-er-wasserkopf” stands for? Which nationality does this word suggest?**
- 10. How did the mathematics master plan to prove Wasserkopf passed in reexamination?**
- 11. Explain – “If he fails he succeeds” said by the mathematics master.**
- 12. Do the questions and answers of the examination make sense? What is their point?**
- 13. How did the teachers win at the end?**
- 14. Explain the central idea of the play.**
- 15. What evils of our education system are brought out by this play?**
- 16. Which character do you like/dislike? why ?**

Appendix: 27

Opinionnaire/ Reaction scale on cooperative learning strategy for development of soft skills (Likert method)

Important notes:

Dear respondents, as till you have been part of this special programme on cooperative learning and it is sure, you must have found it something meaningful and helpful in your personality development. Please read the following each statement and give your opinion or response by putting the tick mark \surd in only one point on each statement in most honest and democratic manner. Your view will be kept confidential and will be used only for the purpose of research.

Personal information:

Name of the student – teacher: _____

Name of the group: _____

Sr. no	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	This programme was helpful in the development of my personality.					
2.	This programme had helped me in the development of my overall command over English language.					
3.	This programme was most useful in the development of my communication skills.					
4.	This programme helped me to enrich the knowledge of English grammar.					

5.	This programme had helped me develop my overall thinking skills.					
6.	My critical thinking skills had been developed through this programme.					
7.	I have got confidence and developed positive self-esteem.					
8.	My vocabulary had been enriched and increased.					
9.	I did not like to work in group or teams.					
10	I dislike to be dependent on others.					
11	I like to cooperate with others in order to do a project work.					
12	This programme helped me personally to develop quality of cooperation.					
13	It was uncomfortable for me to adjust in team / group.					
14	Team building activities for cooperative learning were most joyful.					
15	Team building strategies had not helped me in learning.					
16	My academic skills had been developed.					
17	I now understand what cooperative learning is.					
18	I can prepare cooperative					

	learning lesson plans on my own.					
19	I like to teach through cooperative learning lessons in the real school classrooms.					
20	I like to work in team over more than working individually.					
21	I enjoyed every role/task assigned to me in group.					
22	My leadership quality had been developed.					
23	I am not satisfied with my performance in cooperative group.					
24	I learnt to take responsibility for my learning.					
25	The classroom management techniques used in the programme were effective.					
26	I got a lot of opportunity to express my ideas freely.					
27	Remaining in only one group for entire programme did not help me much.					
28	Change in our role have helped us develop our skills better.					
29	The classroom environment and ambience for learning was conducive, motivating, and enthusiastic.					

30	We did not understand the instructions properly during activities.					
31	Our teammates encouraged and supported us in learning mostly.					
32	The subject matter selected was interesting.					
33	The principle of positive interdependence helped me a lot.					
34	My individual performance was not assessed properly.					
35	I found difficult to be accountable for my group members' (responsible) learning.					
36	The principle of simultaneous interaction helped me to develop my communication skills.					
37	I did not get equal opportunity for the participation in the group work.					
38	My collaborative skills have been developed.					
39	Change in our group have helped us develop our skills better.					
40	Now, I would like to work as a team / group member.					
41	The assessment of my					

	performance in group was just.					
42	I did not appreciate other's quality of personality.					
43	Tasks or activities given to us were interesting and joyful.					
44	Various cooperative tasks had not helped me develop my higher-order thinking ability.					
45	I found difficult to write reports on each activity.					
46	Writing in worksheets was a tedious task.					
47	Time limit given on each task was not sufficient.					
48	I had learnt to respect other's views.					
49	Study material provided to us in group task was not much supportive.					
50	I had enjoyed to present reports being leader of my group.					
51	I would like to work alone rather than in team or group.					
52	The content selected for the activities was not in variety.					
53	General guidelines on cooperative learning had helped us in learning and Steps of the C.L. Lesson of					

	every activity were appropriate.					
54	This programme was not helpful to develop my Listening skill.					
55	By joining this programme, I had developed my speaking ability in English.					
56	I had enriched my reading comprehension skill in English.					
57	My writing in English did not improved in this programme.					
58	I have learnt to take responsibility for learning of others in group.					
59	I disliked to present orally the reports of our group work.					
61.	I became aware of the videography during every activity.					
62.	I have developed self esteem through CL activities.					
63.	I have learnt to explain in my own words what I understood.					
64.	Analysis of the text is still difficult for me.					

65.	I have not developed much skill of interpretation of text or any literary piece of works.					
66.	I did not bother that there was shooting in each activity					
67.	I can reorganize/synthesize the subject matter of any literary text.					
68.	I have learnt to self regulate.					
69.	I have developed the habit of asking questions and search of truth to find answer.					
70.	I have started understanding grammar and literary texts.					

Appendix: 28

Cooperation skill Self-assessment Rating Scale

Instruction: Dear respondents, put \surd tick mark in the most appropriate point you think best suitable to the statement given.

Sr. no	Statements	Fully Agree	Agree	Indifferent	Disagree	Fully Disagree
1	I learnt building on each other's ideas.					
2	I like to take turns.					
3	I listen to all before reaching any conclusion.					
4	I believe a benefit for one group member is a benefit for another.					
5	Collaboration is an essential value needed.					
6	I believe one person alone isn't sufficient for task.					
7	I dislike to help my group mates.					
8	I dislike to depend on my group mates to complete group task.					
9	I feel comfortable to work together.					
10	I believe in the motto "all for one and one					

	for all.”					
11	I do indeed depend on my teammates.					
12	I do not see my group members as resource for sharing a common goal.					
13	I believe each group member has unique resource to share for the group to succeed.					
14	Celebration/reward encourages me to do the task in best way.					
15	I enjoy jigsaw method very much.					
16	I accept my role assigned to me responsibly.					
17	I make attempts/help my teammates to complete the assigned task.					
18	I would like to participate in every stage of activity willingly.					
19	I avoid hitchhiking while working on given task.					
20	I believe each participant is responsible for					

	contributing to learning and success of the group.					
21	I do not feel responsible to contribute to publicly demonstrate competence.					
22	Public performance has allowed me to learn more from my teammates.					
23	I like to share my ideas freely with others.					
24	I feel great being part in the group product. (i.e. completion of work)					
25	I always try to justify and do my best to the role assigned to me. (I try to carry my role responsibility.)					
26	'Before and After' technique helped me for mastery of contents.					
27	I always take care to criticize ideas without criticizing people.					
28	I dislike to keep patience to listen					

	others.					
29	I give opportunity to others to speak.					
30	I listen to others while they speak (I don't interfere when others are presenting their views.)					
31	Supportive learning environment promoted my competence.					
32	I help my group mates to try out new ideas.					
33	I like to provide constructive feedback to others.					
34	More interaction among team mates, more competence and confidence build up.					
35	Putting ideas into words help me develop expression skills.					
36	I dislike sequential interaction in the class room.					
37	Reporting on what my group did helped me to develop communication.					
38	Class building and					

	teambuilding activities help me to develop communication skills.					
39	I know “how to work with others” is an essential life skill.					
40	I understand the need for the collaborative skill.					
41	I tried my best to justify my assigned roles.					
42	I helped others to do their role. (I helped others to perform their roles.)					
43	I was actively listening to others.					
44	I did not encourage others.					
45	I have respected others.					
46	I disagree politely.					
47	I learnt to solve conflict in positive way.					
48	Collaborative skills helped me to develop my thinking skills.					
49	We set our group’s goals by consensus among all group					

	members.					
50	We frequently assess our team's progress.					
51	We did never think of changes to be made in future for our group.					
52	"Autonomy" means having power over one's own fate.					
53	Group work encouraged our democratic spirit.					

Appendix: 29
Permission letter of the college for data collection

Kiritbhai K. Vaniya
Lecturer, Dr. H. R. Gajwani College of Education,
Plot no: 2; DC-3; Adipur-370205

Di. 11th August, 2011

To,
The Principle I/C,
Dr. H. R. Gajwani College of Education,
Plot no: 2; DC-3; B/H Police Choky, Adipur- 370205

Subject: A Request to issue permission to carry out Data Collection for the Ph.D. research work

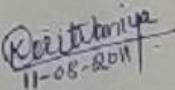
Respected Madam,

With reference to the letter of my Ph. D registration certificate issued by the Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara; submitted and received by this office on dated 21-4-11; I would like to inform you that, the newly admitted student-teachers in the English method in the present academic year 2011-2012, having English literature as principle subject at graduation consist as Sample for the data collection of my research study. Besides, for the present academic year comprising both semesters, I need to collect the data during practice teaching as well as some weeks or months of classes at college premise. Therefore, keeping in view the requirements of the data collection for my research project, I kindly request you to allow me to do the research work for my Ph.D. study.

Looking forward for your all types of cooperation, encouragement and kind support for my endeavour.

Thank you in anticipation.

Yours Faithfully,


11-08-2011
(Kirit Vaniya)

Dr. H. R. Gajwani College of Education
Received No. 484
Date: 12/8/2011

Appendix: 30
Sample of CLM lesson plan transcript-1

Name of the student: Dimple Bhavesh Pandya
| Elective course : VI
Standard : VIII
Division : B
Teaching unit : Composition
Topic : Terrorism

General Objective:-

- * To enable pupils to recall their previous knowledge related to the topic
- * To enable pupils to elicit points related to theme of composition
- * To enable pupils to enlist points & to manipulate them into meaningful sentences.
- | * To enable pupils to organize sentences
to enable pupils to compose paragraph in writing
- * To enable pupils to construct the paragraph first orally to assign logical order to each sentence
- * To enable pupils to develop interest for English
- * To enable pupils to write composition on their own based on given points

- Approach / Method / Technique: Inductive approach, Question - answer method, Verbal illustration

- Instructional Aids: chart

- Context Analysis:-

- | * Terrorism - a global problem
- * Person who spreads Terrorism are called Terrorist
- * It is man-induced problem.
- * Activities of terrorists - creating fear, killing large no. of people, damaging public property etc.
- * Terrorist are given special training.
- * We can protect ourself by getting alert, having awareness & co-operation.

Step	Teaching points	Specific Objectives	Teacher's role	Activity	Pupils' Activities	Evaluation
		<ul style="list-style-type: none"> - To create the conducive learning environment for the learners - To hand the pupils to the theme of the composition by using appropriate devices. 	<p>The tr. shows student's & let out some</p> <ul style="list-style-type: none"> * What is two pictures? * Do you find in the two * What is the five in these * Will the the Taj hotel * why? * Why they are afraid? * Which is the other word for afraid? * Who spread Terror? * What is the name of the activity that spread? <p>So, today learn and 'Terrorism'</p>	<p>Two pictures to the them to differentiate questions] common between any difference between pictures? reason behind the two places? people like to visit again? are afraid? other word for afraid? Terror? name of the activity that spread?</p> <p>two are going to composition</p>	<ul style="list-style-type: none"> - Pupils will give answers to the questions asked by the teacher 	Based on pupils' response
		<ul style="list-style-type: none"> - To enable pupils to take part in discussion - To enable pupils to elicit points related to the theme of the composition - To enable pupils to respond to the questions asked by the tr. 	<p>[The tr. asks to speak on the teacher points on the & give some word 'Terror']</p> <ul style="list-style-type: none"> * Which type terrorism? * Is it man-induced or natural? * What are the activities of a terrorist? * Are there a particular * Name some terrorist 	<p>question to the student point one by one name down (use blackboard] synonyms for the of problem is induced or natural? the activities of a activity related to places where attack took place?</p>	<ul style="list-style-type: none"> - Pupils will give the following expected answer to the question asked by the teacher - fear, frightened - Global problem - It is man-induced - killing people, spreading fear, damaging public properties etc - No, it is spread all over the world. - America, India, Pakistan, U.K 	Based on pupils' response
* take -mes of declinat -on of pupple	'Terrorism'	- Pupils recognize the title of the composition				
* Present alias						

Steps	Teaching points	Specific Objectives	Teacher's	Activity	Pupils' Activity	Evaluation
			<ul style="list-style-type: none"> * How do groups differ? * Do they have permanent houses? * Why they have house? * How can we protect ourselves from such attacks? 	<p>terrorist make their</p> <p>have permanent houses</p> <p>do not have permanent</p> <p>we protect ourselves</p> <p>down the sequence of the points on the black-board</p> <p>the pupils to prepare the using the points & present</p>	<p>By dress-watching of people giving them special training</p> <p>No</p> <p>They are afraid of being caught by the police or by the govt.</p> <p>By having awareness, alert & co-operation</p> <p>- pupils do the task as instructed by the tr.</p>	
* Organ - 30 min		<ul style="list-style-type: none"> - To enable the pupils to identify the logical order of the points. - To enable the pupils to construct meaningful sentences using the points - To enable the pupils to organize the sentences into meaningful paragraph. 	<p>[The tr. write no. beside - board]</p> <p>[The tr. tell sentences by that in sentence]</p>			Based on Pupils Response
* Activity		<ul style="list-style-type: none"> - To enable the pupils to take part in group activity. - To enable the pupils to write meaningful sentences & construct a paragraph 	<p>[After the presentation & concluding discussion the tr. does activity]</p> <p>Step 1: Each student works alone to write the paragraph on their own</p> <p>Step 2: Students pair & discuss their written paragraph</p> <p>Step 3: Students switch their partner's from their own pairs with a new member of other pair in the group of four students. Tell their new partner's response</p>	<p>ment & concluding discussion</p> <p>student works alone to write the paragraph on their own</p> <p>pair & discuss their written paragraph</p> <p>switch their partner's from their own pairs with a new member of other pair in the group of four students. Tell their new partner's response</p>	<p>- Pupils follow the instruction given by the teacher.</p>	Based on individual & group answer

Stage	Learning points	Specific objectives	Teacher's	Activity	Pupils' Activities	Evaluation
Home Assign-ment		<ul style="list-style-type: none"> - To enable pupils to do the hand display - identify names - To enable the pupils to compare the paragraph on the given topic 	<p>[Teacher will first draw their home</p> <p>* write a small</p> <p>* Make a list words for International</p>	<p>rust the pupils to make task]</p> <p>paragraph 'unity & diversity' + of organization with National Integrity & understanding.</p>	<ul style="list-style-type: none"> - pupils will make names the home task in their task books 	<p>Based on pupils' responses</p>

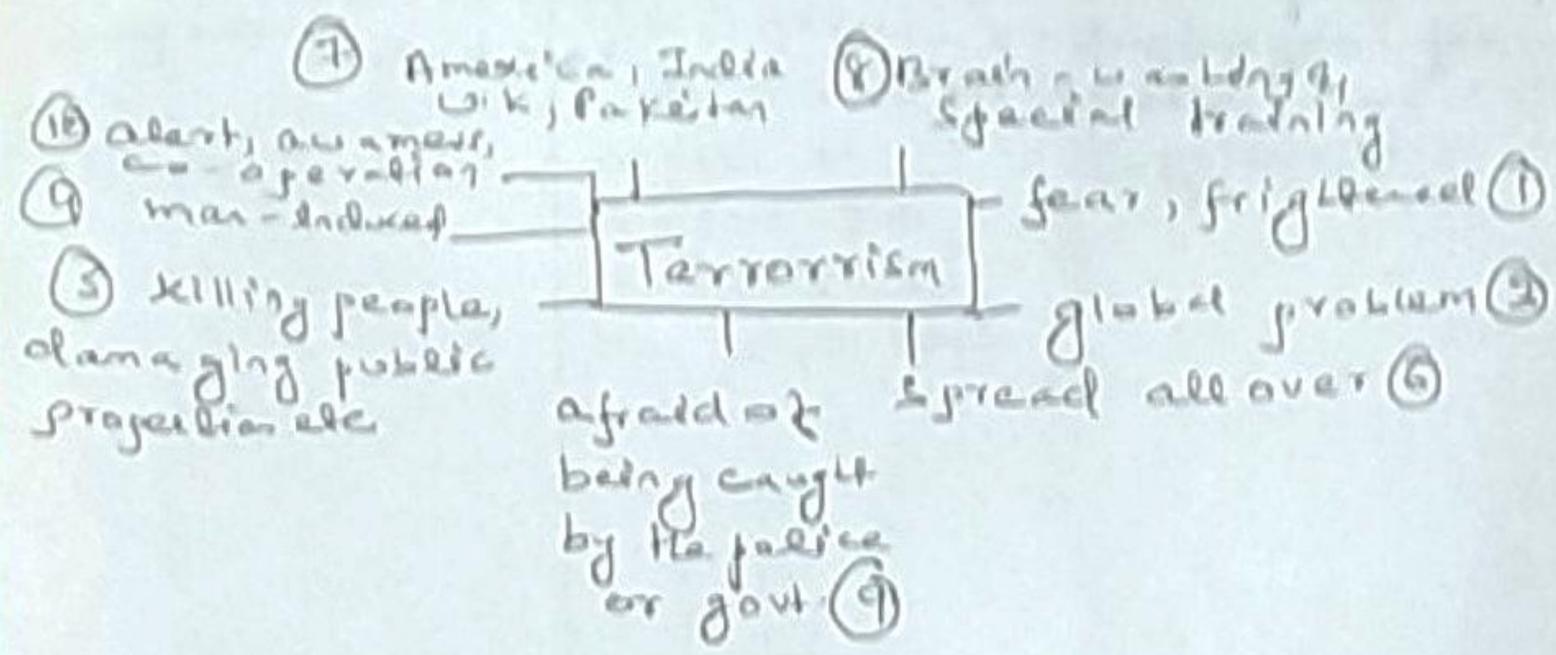
17/1/12

Black Board Summary

Sub: English
Composition: Terrorism

Std: VIII

Pl: B



Appendix: 31
Sample of CLM lesson plan transcript-2

Rt# no: 59
Name of the Teacher Trainee: Mahesh Gourab
Name of co-operating school: M. P. Patel Kanya Vidyalaya
Method: English standard; 7th Division: 6
Practice teaching lesson no. 8 Teaching Unit
Topic: Degrees of Comparison

* General Objectives:

- To enable pupils to revise the related grammatical items.
- To enable the pupils to use the new grammatical item in their day to day life.
- To enable the pupils to assimilate the correct pattern of language in communication.
- To enable pupils to express their ideas logically and appropriately in speech and writing.
- To enable the pupils to know and understand the form and meaning of new grammatical items.
- To enable the pupils to develop interest and a scientific attitude towards English.

⇒ Approach / method :- Inductive-deductive method.
Question-Answer method.

⇒ Technique : verbal illustration, explanation with example.

⇒ Instructional : realia, que cards.
Aids

⇒ Content Analysis:

- Degrees of Comparison.
 - Positive degree of adjectives.
 - comparative degree.

Steps	Teaching Points	Specific Objectives	Teacher's	Activity	Pupil's Activity	Evaluation
H2-RECAP-102 Statement of declaration of the topic	use of 'and' and 'but'	→ pupils recall the related grammatical structure. → pupils associates the previously learnt structure with new structure	The teacher shows the teacher objects) and tell them with one teacher shows and size and In answer teacher gets two sentences joined with 'and'. → Black book is big and red book is equally big. * Now teacher shows two scales of same size and also two pen of same type and gets a two sentences joined with 'and'. * Teacher shows one short scale and one long scale accordingly pen and book. In answer of that teacher gets two sentences joined with 'but'. → This scale is long but that scale is longer. → So today we will learn a new grammatical item to present this comparison which is entitled 'Degrees of Comparison'.	shows the teacher (need the pupils to compare another. two books equally in shape and ask students to frame sentence In answer teacher gets two sentences joined with 'and'. → Black book is big and red book is equally big. * Now teacher shows two scales of same size and also two pen of same type and gets a two sentences joined with 'and'. * Teacher shows one short scale and one long scale accordingly pen and book. In answer of that teacher gets two sentences joined with 'but'. → This scale is long but that scale is longer. → So today we will learn a new grammatical item to present this comparison which is entitled 'Degrees of Comparison'.	→ Pupil's answer the questions.	→ Based on pupil's responses
P R E S E N T A T I O N	Degrees of Comparison * <u>Positive Degree</u> * <u>Comparative Degree</u>	→ to enable the pupils to listen to the teacher carefully. → to enable the pupils to recognise the form and use of grammatical items. → to enable pupils to recognize the form and use of grammatical items.	→ [Teacher presents the structure and examples of new grammatical item using verbal illustration. The sentences on the grammatical item.] Ex → → Red pen is coarsely. blue pen is coarsely. → Red pen is <u>as</u> coarsely <u>as</u> blue pen. → Ramesh and Mahesh are equally tall boys. → Ramesh is <u>as</u> tall <u>as</u> Mahesh. → Your room and my room are equally wide. → Your room is <u>as</u> wide <u>as</u> my room. → white handkerchief and blue handkerchief are big. → white handkerchief is <u>as</u> big <u>as</u> blue handkerchief. Teacher: Now we will learn the use of comparative degree. → [Teacher shows object and use illustration with examples technique to present this grammatical item.] Ex → Your room is <u>larger than</u> my room. → This box is <u>heavier than</u> that bundle.	→ Pupils will listen attentively. → pupils will write down sentences in their notebooks. → pupils will listen attentively. → pupils will write down sentences in their notebook.		

Steps	Teaching Points	Specific Objectives	Teacher's	Activity	Pupil's Teacher's Activity	Evaluation
			<ul style="list-style-type: none"> → This question paper last year's question → Your ribbon is → Suresh is stronger 	<ul style="list-style-type: none"> is heavier <u>more difficult than</u> paper. longer <u>than</u> my ribbon. <u>than</u> Hellesh. 	<ul style="list-style-type: none"> → pupil will listen attentively. → pupils will write down sentences in their notebooks. 	
III Compre- hension.		<ul style="list-style-type: none"> → to make pupils explain and use the grammar item in meaningful ways. 	<ul style="list-style-type: none"> → [Teacher gives meaningful board.] → Fill in the blanks. → The jasmine is as → Knowledge is --- than → The water in this → Your hair is --- than → This pencil is as --- 	<ul style="list-style-type: none"> → [Teacher gives meaningful practice using roll up] --- as the rose, (beautiful, more beautiful) wealth (more important, important) lake is as --- as glass. (clear, clearer) my hair. (long, longer) as that pencil (short, shorter) 	<ul style="list-style-type: none"> → pupils will answer the questions and do the exercise 	<ul style="list-style-type: none"> → continuous evaluation based on pupil's responses
IV <u>Recapitulation</u>		<ul style="list-style-type: none"> → to enable the pupils to take part in communicative activity. 	<ul style="list-style-type: none"> → [After presentation and content, the teacher gives exercise by doing activity]. step 1 Entire class is divided into a group of four students. step 2 Now teacher gives each member of group a number 1,2,3,4. with proper instruction. The paper sheet to each group step 3 Every group work together to answer the questions do the exercise. step 4 Teacher calls out any assigned that particular number out of four and in each group, the person assigned that particular question asked by teacher one by one. → Fill in the blanks. → The sun is --- than → we shall never get a → Copper is --- than → The pen is --- than → wine is --- than → He is --- than his → Gold is --- than → The Ganga carries 	<ul style="list-style-type: none"> → [After presentation and discussion on the text or content, the teacher gives exercise by doing activity]. into a group of four students. gives a number 1,2,3,4. to each group to answer the questions that particular in each group, the person answers the one by one. the moon. (bright). leaves --- than Gandhiji. (good). Iron. (costly). the sword. (mighty) tea. (harmful) brother (old) silver. (precious) --- water than The Tapti. (much) 	<ul style="list-style-type: none"> → pupils will follow instruction given by teacher and devote themselves in group → Pupil discuss the topic and rewrite that using new grammatical item. 	<ul style="list-style-type: none"> → Based on pupil's responses.
V Home Assignment		<ul style="list-style-type: none"> → to enable pupils to do the task independently at home. 	<ul style="list-style-type: none"> → The teacher gives hi → write five sentences → write five sentences using 	<ul style="list-style-type: none"> newark. using positive degree of comparison comparative degree of comparison. 	<ul style="list-style-type: none"> → Pupils will write down the homework in their notebook. 	<ul style="list-style-type: none"> → Based on continuous and comprehensive evaluation.

23/1/12

Monday

Black-board Summary

sub: English

Topic: Degrees of Comparison

std-9

Div-C

=> Positive Degree.

→ Ramesh is as tall as Mahesh.

→ Your room is as wide as my room.

=> Comparative Degree

→ Your room is larger than my room.

→ Ramesh is taller than Mahesh.

Appendix : 32

PET CERTIFICATE



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Entrance Examination for

Eligibility of Admission to degree of Doctor of Philosophy

(As per O.Ph.D. 2 as amended vide S.R. No. 29 (9) dated 12-10-2009)

This is to certify that

Vaniya Kiritbhai Kasambhai

(Seat No. 66)

has cleared the

Ph.D. Entrance Test (PET) for

Eligibility of Admission to

The Ph.D. Programme of

The Maharaja Sayajirao University of Baroda

held on 14th April, 2010.


Chief Co-ordinator


Vice-Chancellor

(Validity of the Certificate is forever. The passing of Ph.D. Entrance Test (PET)
does not guarantee to Admission to Ph.D. Programme)

Appendix:33

COURSEWORK CERTIFICATE



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Vaniya Kiritbhai Kasambhai**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number 330 dated 24/12/2010, for pursuing Ph.D. on has undertaken and completed the course work with the Grade B.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Vaniya Kiritbhai Kasambhai**

Faculty/Institution: Faculty of Education and Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered At University Level]			
I.	Introduction To Research & Research Writings	3	A
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	B
III.	Quantitative Research Techniques & Data Analysis	3	E
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review of Related Literature	3	A
V.	Conceptual Framework	3	A
Overall Grade			B

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To the Contributors:

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Development of a model evaluative rubric for the assessment of pre-service student-teachers' performance in E-lessons in English

Kiritbhai K. Vaniya & Anil Varsat

Abstract:

The present paper is an attempt of classroom based small scale research work with qualitative methods carried out not only for the further betterment of teacher education in general but also in particular an attempt of bridging the void of an evaluation tool through developing a rubric for evaluating performance in practice teaching in the area of second language testing. This paper is based on field experiences of real classroom practices. It discusses about rubric in general and the development of performance evaluation rubric in particular which is useful for assessment of E-lesson/s delivered or submitted at English language teacher education institution. It also talks about the possible potentials for being an objective formative assessment tool for trainee's practical performance evaluation of general lessons delivered during practice teaching phase in B. Ed (English) programme at H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar.

Key Words:

Continues and Comprehensive Evaluation, formative assessment, performance evaluation rubric, E-Lesson

Introduction:

The role of assessment in educational

setup is to gauge the progress that both learner and teacher have made towards achieving the aims that have been set and appraising how this could be done better. Opportunity for feedback, leading to revision and improvement of performance, should constantly be available to learners. (NCF, 2005). NKC (2005) also states, "There is a clear need for continuous internal assessment which empowers teachers and students alike, just as it breathes life back into the teaching-learning process. Such internal assessment would also foster the analytical and creative abilities of students which are often a casualty in university-administered annual examinations. (NKC report, 2009.p.68) It is therefore various national agencies and committees of education advocated Continues and Comprehensive Evaluation (CCE) in school and college education. Although summative assessment (i.e. terminal examination) has been highly glorified and has been influencing the very nature of teaching, learning and evaluation; Formative assessment (i.e. continues periodically conducted tests of different kinds through variety of tasks) is equally important component of school education. As Assessment of the skill and practical performance in the field of second language testing itself is a challenge, in modern times rubrics are considered as valid and reliable tools of

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assessment. Here a need based attempt is made for the development of an Analytic Rubric of Performance Evaluation which can serve both purposes, that is to say, for teachers to evaluate and for the students for self evaluation and self monitored improvement. Analytic rubric that is considered the most appropriate rubric for objective testing of basic language skills is provided here as specimen in appendix.

The present scenario of secondary teacher education:

Secondary teacher education is today in the state of flux from its set up, delivery system of curriculum and methodology of teaching, learning and assessment. Similar is the case with English Language education and every now and then we find a new approach or method which guides or changes our course of action and practices. Although the practicum in teacher education programmes is very crucial for the development of values, attitude and personality of the student teachers, perhaps the most neglected and ignored area in teacher education is the internal assessment of the student-teachers performance during practice teaching while students-teacher deliver their lesson. Partly because almost each general or language secondary teacher education institutions in India in general and in Gujarat in particular have their own method and tools of evaluation of the performance of the student teacher. The matter of concern are -Do teacher educators use standardized or improvised tools/scales for the evaluation of student-teachers' performance during lessons delivered in practice teaching school? Do teacher educators follow a scientific procedure of assessment? Do teacher educators set

standardized criteria for the most objective, unbiased, unprejudiced judgment or decision of awarding marks or grades? All of these questions lead us to think that there is a need to bring an objectivity, reliability and validity of the evaluation of the performance of student teachers.

What is a Rubric?

A rubric is an explicit set of criteria used for assessing a particular type of work or performance. A rubric is a type of scoring guide that assesses and articulates specific components and expectations for an assignment. Rubrics can be used for a variety of assignments: research papers, group projects, portfolios and presentations. Arter & Chappuis (2006) had given several definitions of rubric by finding characteristics of rubrics. They state that rubrics identify complex, meaningful tasks and allow for consistent judgments regarding the quality of student work. The features of quality work of the students which are observed are what a rubric defines. Rubrics are able to align with standards and outcomes of what the students have learned. Asmus (1999) says that rubrics are a guideline for rating students' performance. (Mianto, n.d.)

A scoring rubric is an efficient tool that allows you to objectively measure student performance on an assessment activity. (Arbor, 2013) A rubric is a scoring and instructional tool used to assess student performance using a task-specific range or set of criteria. To measure student performance against this predetermined set of criteria, a rubric contains the essential criteria for the task and levels of performance (i.e., from poor to excellent) for each criterion.

Most rubrics are designed as a one- or two-page document formatted with a table or grid that outlines the learning criteria for a specific lesson, assignment or project. Rubrics can be created in a variety of forms and levels of complexity, but they all:

- focus on measuring a stated objective (performance, behavior, or quality)

- use a range to rate performance

- contain specific performance characteristics arranged in levels indicating the degree

- to which a standard has been met. (“Utilizing Rubrics as Assessment Tools”, n. d.)

In the view of Mianto, (n. d.), ‘there are **four components** to a rubric. They are a task description, task dimensions, a performance scale, and cell descriptions (Steven & Levi, 2004). The task description describes the assessment activity that serves as a reminder to the grader as to what the task is about. This can be created based on the objectives of course syllabus or the assessment task directions. The task dimensions lay out and describe the parts of the task and are listed in the first column of the table. They should be directly observable and in harmony with the program’s learning outcomes. The performance scale identifies the levels of performance along each of the dimensions and is presented in the first row of the table. Scales should include three to five points. Too many scales points make it more difficult to differentiate between performance levels. Finally, cell descriptions prepare what each level of performance means for each dimension. These may include check boxes beside each element of the

performance description in the cell. They help convey why the student is given a particular score.

There are two major types of rubrics:

Holistic rubric involves one global, holistic rating with a single score for an entire product or performance based on an overall impression. These are useful for summative assessment where an overall performance rating is needed, for example, portfolios. Analytical rubric divides a product or performance into essential traits that are judged separately. Analytical rubrics are usually more useful for day-to-day classroom use since they provide more detailed and precise feedback to the student. (“Utilizing Rubrics as Assessment Tools”, n. d.)

Mianto (, n. d.) suggest two more categories as per use: Scoring rubric and evaluative rubric. Others consider even single trait and multi-trait types of rubric. Arter, (2000) states there are four types of rubrics in scoring students’ performance (in Mianto (, n. d.)). They are holistic rubrics, analytic rubrics, general, and task specific. Each type has its own characteristics. They also provide benefits and drawbacks. The teacher can choose what rubrics they need to score his students.

Andrade, Heidi Goodrich in his article ‘Understanding Rubrics’ gave the following information on creating rubric. The **rubric design process** should engage students in the following steps: *Look at models:* Show students examples of good and not-so-good work. Identify the characteristics that make the good ones good and the bad ones bad. *List criteria:* Use the discussion of models to begin a list of what counts in quality work. *Articulate gradations of quality:* Describe the best and worst levels of quality, and

then fill in the middle levels based on your knowledge of common problems and the discussion of not-so-good work. *Practice on models:* Have students use the rubrics to evaluate the models you gave them in Step 1. *Use self- and peer-assessment:* Give students their task. As they work, stop them occasionally for self- and peer-assessment. *Revise:* Always give students time to revise their work based on the feedback they get in Step 5. *Use teacher assessment:* Use the same rubric students used to assess their work yourself.

The following are a few uses of Rubric such as **1. Useful for teachers:**

A. for assessing student learning, Rubrics provide instructors with an effective means of learning-centered feedback and evaluation of student work. -Rubrics help instructors in the following ways: -Assess assignments consistently from student-to-student. -Save time in grading, both short-term and long-term. -Give timely, effective feedback and promote student learning in a sustainable way. -Clarify expectations and components of an assignment for both students and course Task -Refine teaching skills by evaluating rubric results.**B.** As instructional tools, rubrics enable students to gauge the strengths and weaknesses of their work and learning. **C.** As assessment tools, rubrics enable faculty to provide detailed and informative evaluations of students' work. **2. Useful for Students:** Rubrics also help students in the following ways: -Understand expectations and components of an assignment. -Become more aware of their learning process and progress. -Improve work through timely and detailed feedback.

Merits of using rubrics:- They allow assessment to be more objective and

consistent. -They clarify the instructor's criteria in specific terms. -They clearly show students how their work will be evaluated and what is expected. -They promote awareness of the criteria to use when students assess peer performance. -They provide benchmarks against which to measure progress. -They reduce the amount of time teachers spend evaluating student work by allowing them to simply circle an item in the rubric. They increase students' sense of responsibility for their own work. Rubrics are powerful tools for both teaching and assessment. They can improve student performance, as well as monitor it, by making teachers' expectations clear and showing students how to meet those expectations. -Students become increasingly able to spot and solve problems in their own and others' work, resulting in improvement in its quality. Other benefits of using rubric include:- Communicate expectations with students- Bring objectivity to subjective scoring. - Allow for easy scoring and recording of it. -Communicate grades to students.

What is E-lesson?

E-Lessons are full-length interactive presentations of lessons providing the teacher and students a better visualization of ideas through the use of multimedia. E-Lessons' creative use of text, animation, graphics, and sounds stimulates the students' imagination and allows them to better understand the content of the lessons. This fresh and interesting way of presenting lessons motivates students to study more. The various activities included engage them in learning. E-Lessons will definitely turn the classroom atmosphere into one that's more conducive to

learning. (E-lessons. (no author); (n.d.) [<http://celearning.ph/index.php/products/e-lessons> retrieved on 28-03-14 copy right CE-learning publications 2010]) One of the meanings given in WordSense.eu.Dictionary is E-lesson (n): a live lesson broadcast over internet. [(E-lesson: meaning, definition, origin for e-lesson (n.d.) <http://www.wordsense.eu/e-lesson/>)]

Rationale and Purpose of the study:

H. M. Patel institute of English Training & Research, Vallabh Vidyanagar is unique in itself as it offers BEd (English). The practicum includes practice teaching in various phases. The institute had introduced three e-lessons as compulsory component of practice teaching of 40 lessons. There is an absence of definite scale or schedule of observation and tool of assessment of E-lesson. Hence, a need was felt to prepare a model evaluation rubric which can serve both purposes i.e. for teachers for the assessment and feedback and for learners for self-assessment and improvement.

Research questions:

1. Can student-teachers' performance during delivery of E-lesson be evaluated objectively with comprehensive grading system?
2. What is the tool of evaluation of performance based on observable behaviour?

Statement of the problem:

Development and try out of a model rubric for the assessment of student-teachers' performance in E-lessons in English

Objectives:

1. To review and identify through analysis of related literature and standardized rubrics on various aspects of teaching-learning.
2. To construct an evaluative rubric based on parameters of observation of E-lesson performed by the student teachers.
2. To try out the developed rubric with the student-teachers to check its usefulness and practicality.

Operational definition of terms:

E-Lesson: E-Lessons are full-length interactive presentations of lessons with creative use of text, animation, graphics, and sounds that stimulates the students' imagination and allows them to better understand the content of the lessons having better visualization of ideas through the use of multimedia.

Evaluative Rubric: Model Evaluative rubric refers here as a qualitative scale or scoring and instructional tool using a task-specific range or set of criteria to do objective assessment of student-teachers' performance on E-lesson delivery.

Plan & procedure of the study:

The present study was an action research type developmental study using qualitative methods. Thus, the study was carried out through three phases: **Phase one** includes review of work already one for the development of rubric for various purposes and to identify useful rubrics for the present purpose. **Phase two** involves

evolution of rubric based on predetermined criteria of performance. **Phase three** involves try out of rubric and modification of rubric based on feedback from faculties and student-teachers who participated in the study and finalizing the rubric.

Methodology adopted for the development of the rubric (data collection and analysis):

As this was a developmental study, through qualitative method, first of all, the need was identified and two of the faculties had a formal meeting to decide the objectives and plan of the work. A review of work was carried out and a few standardized rubrics were identified as sample for development of rubric. Student-teachers of B. Ed (English) in the academic year 2013-14 were randomly selected for the study as sample for the study. The groups were formed randomly from the present enrolled 96 student-teachers, seven groups were formed using random numbers at the interval of seven, and each group consisted of 13-14 students. From the seven groups two groups were selected purposefully to carry out the study. There were 13 participants in group A supervised by first researcher and 14 participants in group B, supervised by second researcher.

The researchers first discussed formally on the scale components, level of performance, elements of traits or descriptor. The discussion resulted in a rough draft of evaluation rubric. An orientation-cum-discussion session with selected group members was conducted before the actual

implementation of evaluation rubric. There were comments and suggestions made by participants and accordingly a few changes were made in the draft. Each student-teacher delivered two lessons and each of the students-teachers worked in pairs for the preparation and presentation of the E-lessons. Student-teachers had choice for selection of type of lesson, i.e. reading comprehension, grammar, poetry and composition. Student-teachers selected the content from standard 5 to 12 of first or second language textbooks prescribed by GSHSEB, Gandhinagar. After delivery of first E-lesson, once again the two researchers had a formal meeting to discuss the problems faced, difficulties emerged and subsequently changes were made in the rubric. After completion of two e-lessons, the scores, feedback given by two researchers were compared and results were analyzed using qualitative method to arrive at conclusion. To check the reliability of the rubric, inter-rater technique was used. The content validity was checked with the help of the language experts on the campus. The grades that were obtained at the end of presentations of two e-lessons by each participant in the two groups were compared and contrasted and the data (i.e. feedback in the form of open-ended responses) derived from the evaluation by two researchers were analyzed using content analysis technique. The practicability and usefulness of the rubric was also checked by its frequent use and necessary modifications were made as per requirement. The final product of evaluation rubric is attached herewith the paper for the reference.

Findings:

It was found that the evolved evaluative rubric was useful to the teacher-educators for assessing the performance of student-teachers during e-lesson delivery and equally to student-teachers for self-evaluation and improvement. The involvement of student-teachers in such developmental qualitative study had resulted in the betterment of the rubric.

Concluding remarks:

Designing of rubric is a laborious task and equally time consuming also but when it's done, it can be used for longer time by bringing changes in it time to time as per new needs arise. As it is known that many institutes have developed such tools of performance evaluation but it is a question whether its trustworthiness and credibility have been checked. The present study was an attempt to design and use an evaluative rubric, although it is neither considered a final one or standard as each teacher/institutes should develop such objective and authentic tool of classroom performance based assessment. There is always a scope for the modification in the present qualitative scale of evaluation, as any tool has the scope for betterment...

Acknowledgement:

The rubric was produced with the help of B Ed [English] students-teachers of B. Ed (English) batch of academic year 2013-14 and the faculty of H. M. Patel institute of English training and research, Vallabh Vidyanagar. There were number of sources on rubric creation consulted for the preparation of this rubric which is not possible to enlist all the original sources here.

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Appendix: 1: Rubric for evaluating performance of student-teacher during delivery of e-lessons

Name of the student-teacher: _____ Roll/Exam no: _____
 Date: _____ Time duration: _____

Task Description (Task based performance outcome of learning): Student-teachers will perform in the task of delivery of e-lessons at B.Ed (English)

Specimen Table of rubric:

Criteria/Performance Area	Level of Performance (Elements of Observable & measurable behaviour traits)					Obtained Score/grade (scores assigned out of percentage of weightage to each dimension)
	Fails to meet expectations/ Poor/Unsatisfactory	Below Expected Level/satisfactory	At Expected Level/ Good	Above Expected Level/ Very Good	Exceeds expectations/ Outstanding/ Excellent	
Points <input type="checkbox"/>	0	1	2	3	4	
Grades <input type="checkbox"/>	E	D	C	B	A	
Value Judgment <input type="checkbox"/>	Poor	Satisfactory	Good	Very Good	Excellent	
Preparing learning environment and declaration of objectives (2%)	No introduction of topic. No declaration of Objectives	Introduced Topic ineffectively. Declared objectives of the e-lesson without much clarity.	Introduced Topic effectively but less clearly, and purpose of talk was made clear. Declared objectives of the e-lesson with much clarity.	Introduced Topic effectively and clearly, and in an interesting way. Purpose of talk was made clear.	Introduced Topic very effectively and much clearly, Outline of points was given. Declared objectives of the e-lesson with much clarity.	

<p>Development and cohesion (2%)</p>	<p>No attempt is made for the development and linking</p>	<p>Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.</p>	<p>Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.</p>	<p>A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organized and developed with sufficient and appropriate details.</p>	<p>Higher linking and outstanding development of topic</p>
<p>Ability to engage and involve audience (1%)</p>	<p>No techniques used to engage audience were minimal, or totally ineffective.</p>	<p>Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.</p>	<p>An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.</p>	<p>Speaker sometimes monitored audience and adapts presentation at some extent. An interesting or new approach taken to the topic. Speaker used limited techniques to engage audience.</p>	<p>Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used various techniques such as visual aids and props, anecdote, humor, surprising facts, direct audience participation.</p>
<p>Suitability of presentation for stated purpose and audience (1%)</p>	<p>No or little attempts were made to tailor the presentation content to the intended purpose of informing, interesting or persuading.</p>	<p>Attempts were made to tailor the presentation content to the intended purpose of informing, but less interesting or persuading.</p>	<p>The presentation content and structure was tailored at some extent to the audience and to the intended purpose of informing, and somewhat interesting or persuading.</p>	<p>The presentation content, structure and delivery were tailored to the audience and to the intended purpose of informing, interesting or persuading.</p>	<p>The presentation content, structure and delivery were highly/closely tailored to the audience and to the intended purpose of informing, interesting or persuading.</p>

<p>Use of language & focus on Language skills: oral and written (accuracy/correctness and appropriateness)</p> <p>(4%)</p>	<p>The vocabulary of the presentation was not appropriate for the topic.</p> <p>The presentation content was not at all grammatically correct.</p> <p>Pronunciation occasionally correct, but most of the time hesitant and inaccurate.</p> <p>Speaking extremely slowly and in low voice.</p>	<p>The vocabulary of the presentation was mainly appropriate for the topic.</p> <p>The presentation content was occasionally grammatically correct.</p> <p>Pronunciation occasionally correct, but often hesitant and inaccurate.</p> <p>Speaking too slowly and with soft volume.</p>	<p>The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct.</p> <p>Pronunciation and intonation is usually correct. Speaking generally at normal speed</p>	<p>The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.</p> <p>Pronunciation and intonation is correct and confident. Varying speed to convey intended meanings and feelings</p>	<p>The vocabulary of the presentation was extremely correct and appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically accurate.</p> <p>Pronunciation and intonation are correct and confident. Varying speed to convey intended meanings and feelings. Very good sense of pauses and varying flow of speech.</p>	
<p>Performance/presentation</p> <p>Skills & Voice: (clarity, pace, fluency)</p> <p>(2%)</p>	<p>Speaking without attending to content or meaning</p> <p>Having no idea to use tone to convey meanings or feelings</p> <p>Presenter occasionally spoke clearly and at a good pace.</p>	<p>Speaking with some attention to content or meaning.</p> <p>Has little idea to use tone to convey meanings or feelings.</p> <p>Presenter sometimes spoke clearly and at a good pace.</p>	<p>Making some use of gestures and / or facial expression to convey meaning and intonation</p> <p>Making little effort to use tone to convey meanings or feelings</p> <p>Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.</p>	<p>Making good use of gestures and facial expression to convey meaning and intonation</p> <p>Varying tone to convey intended meanings or feelings</p> <p>Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.</p>	<p>Making good use of gestures and facial expression to convey meaning and intonation</p> <p>Varying tone to convey intended meanings or feelings</p> <p>Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.</p>	

<p>Answering questions from audience (2%)</p>	<p>Not all questions could be answered.</p>	<p>Questions answered with difficulty, and little knowledge of the topic was demonstrated.</p>	<p>Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.</p>	<p>Few questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.</p>	<p>All questions answered with ease and clarity. Demonstrated Very good knowledge of the topic. Language was correct and fluent.</p>	
<p>Multimedia (in variety)Support and Visual Aids: Charts, animation, graphs, handouts, posters, videos, slides, sound (5%)</p>	<p>No use of multimedia or uses it in distracting or ineffective manner.</p>	<p>Presentation includes little use of multimedia or uses it in distracting or somewhat effective manner (difficult to read, has errors &/ or typos, etc.).</p>	<p>Presentation includes limited multi-media that enhance the overall presentation. Easy to read and informative, but not outstanding.</p>	<p>Presentation includes greater use of appropriate multimedia that enhances the overall presentation (easy to read, attractive, informative, and error free). Little variety of multimedia found.</p>	<p>Presentation includes a balanced use of appropriate multimedia that enhances the overall presentation (easy to read, attractive, informative, and error free).</p>	
<p>Organization (Sequencing of elements/ideas) (2%)</p>	<p>Information and ideas are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.</p>	<p>Presenter does not follow logical sequence (jumps around in presentation)</p>	<p>Presenter follows logical sequence, but fails to elaborate.</p>	<p>Presenter follows logical sequence and provides explanations/elaboration.</p>	<p>Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.</p>	
<p>Time management & concluding remarks (2%)</p>	<p>Speaker does not finish on time, takes extra time or finishes before allotted time. No attempt was made to conclude the presentation.</p>	<p>Speaker does not finish on time or finishes well before allotted time. An attempt was made to conclude the presentation.</p>	<p>Speaker finishes on time but has to rush through last points to finish on time. The presentation was summed up clearly.</p>	<p>Speaker uses the allotted time effectively. Finishes on time. The presentation was summed up clearly and effectively.</p>	<p>Speaker uses effectively the allotted time. Finishes well on time. The presentation was summed up clearly and effectively, with key points emphasized.</p>	

Resourcefulness and innovation (2%)	No use of reference or resource materials Nothing new or stereotype work and exercises.	Very few reference or resources used, but ineffective	Some reference or resources used with some effectiveness	A good number of reference or resources used and were logically connected in content	Variety of references or resources used with great effectiveness and have acknowledged in bibliography.
Effective Communication (5%) Involves how well a learning partner communicates and stays connected with team members. Confidence and use of body language	Comments are most of the times vague and has trouble getting a point across; Negative tone used. No eye contact Moving around, fiddling, nervous; no facial expression used to get message across	Comments may be less positive in tone or sometimes argumentative. Some eye contact Some moving around and fiddling, little facial expression used to get message across /Being nervous or standing still without attending to audience (e.g. no eye-contact)	Is usually an effective communicator; gives feedback that is often helpful. Eye contact most of the time Making some use of body language to help express ideas and feelings (e.g. eye-contact) Developing confidence, used some body movement and facial expression to get message across	Comments are almost positive, properly understood; when giving constructive criticism, feedback is somewhat timely, specific, and behaviorally focused. Making good use of body language to help express ideas and feelings (e.g. good eye-contact) Confident, used body movement and facial expression to get message across	Comments are always positive, very easily understood; when giving constructive criticism, feedback is timely, specific, and behaviorally highly focused. Maintained excellent eye contact
Overall score/ Grade <input type="checkbox"/>					

How to interpret the scores/grades: (Maximum 30 % weightage)

Comments and Feedback for Improvement:

- Advanced (Autonomous) (A grade) (Excellent) 24 or more
- Exceeds standards (above average) (B grade) (Outstanding) 19 – 24
- Meets standards (sufficient) (C grade) (Very Good) 13 – 18
- Needs improvement (beginner/developing) (D grade) (Good) 06-12
- Fails to meet standards (E grade) (Poor) ≤ 05

Name & Sign of Evaluator with date: _____

Note: Anyone can make use of this rubric for the observation and objective assessment of lessons delivered by student-teachers at any phase of practice teaching and necessary modifications can be made as per local needs.

Corpus Approach to Language Studies and Research: Some Reflections

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Abstract:

From last few decades till date, Constructivist Approach has been a leading and dominating theme in the field of education, social science, teacher education in theory and practices and consequently in research in these area. Similarly, Corpus Approach in the field of language, linguistics and pedagogy is the new potential developing area of study and research. Although it advocates quantitative approach to create meta-data bank and statistical analysis, it has a long way to go even for qualitative approach. The use of rapidly developing computer technology in these fields has not only supported but has boosted and developed the Corpora Approach. This area promise of opening new arena having potential for wide applications in newer fields and it also calls the budding researchers to take up investigation. An attempt is made hereby through this article to make aware those who are interested in computer related research in the field of English language education, especially foreign language teaching, second language teacher education. It describes the concept, meaning, examples of corpora and explains its variety of applications, and also discusses the prospects and challenges that it poses.

Key words: Corpus, corpora, corpus linguistics, software for corpus, ELT, ESL

Introduction:

Johnson(1997)stated in one of his articles, “the traditional responsibilities of language teaching specialists in teacher education, particularly in situations where language teachers are not native speakers of the target language, involve methodology, and instruction in the second language to raise the level of teachers’ second language proficiency. A further responsibility, the subject of this chapter, should be to help all teachers to use the language resources that they have as effectively as possible in the classroom”. (Johnson, 1997) This is true for school education as well as for general and special teacher education programmes. In the last decade, the field of education has witnessed a shift in paradigm as moving from ‘behaviorism’ to ‘cognitivism’, till the latest ‘constructivism’. The similar scenario of change is taking place at global level with the application of Corpus Approach in linguistics, language teaching, language research and language teacher education. In views of Ghadessy, et al.,(n.d.) ‘recent developments in this field of small corpus studies, largely brought about by the personal computer, have yielded remarkable insights into the nature and use of real language. (Ghadessy, et al..(n. d)

In recent years a lot of investigation has been devoted to how computers can facilitate language learning. One specific

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area on the computer frontier which still remains quite open to exploration is Corpus Linguistics. Scholars and experts had declared that corpora will revolutionize language teaching and pedagogy, consequently one becomes curious to know what corpus studies have to offer the teachers, teacher educators and educational researchers and at what extent such an implementation can be feasible. This article is aimed to address those questions by examining what corpora is, what corpus approach is, what are its uses and applications, how it can be applied to teaching, learning of English and pedagogy in general, and some of the prospects, challenges, issues that are contained with it. A bird's eye view is given on various resources to assist anyone who is interested in pursuing this line of study further. (Krieger, D.; n. d)

Origin and historical background of Corpus studies:

Corpus linguistics is a fairly new approach to language which emerged in the 1960. Other notable developments include Randolph Quirk's Survey of English usage, the project started in 1950, English Lexical Studies (OSTI report) in London 1963 by Sinclair 1970-the London Lund Corpus and Lancaster-Oslo-Bergen corpus; the Brown Corpus 1960; the Collins COBUILD English Language Dictionary by Sinclair (1987) was published as the first 'fully corpus-based' dictionary. (McEnery & Xiao, 2005)

(T, Wolfgang & C, Anna., 2007) Thus, it is not surprising that corpus linguistics emerged in its modern form only after the computer revolution in the 1980s. The Brown Corpus, the first modern and

electronically readable corpus, however, was created by Henry Kucera and W. Nelson Francis as early as the 1960s. (www.cl2011.org.uk/)

Concept, meaning and definition of 'Corpus' (What? Aspect of Corpus Approach):

The term 'corpus', plural 'corpora' is a collection of linguistic data, either compiled as written texts or as a transcription of recorded speech. (Crystal, D., 1992).

CORPUS (from Latin *corpus* body. The plural is usually *corpora*): (1) A collection of texts, especially if complete and self-contained: *the corpus of Anglo-Saxon verse*. (2) Plural also *corpuses*.

A corpus is a collection of texts, written or spoken, which is stored on a computer. In the past the term was more associated with a body of work, for example all of the writings of one author. However, since the advent of computers large amounts of texts can be stored and analysed using analytical software. Another feature of a corpus, as Biber, Conrad and Reppen (1998) point out, is that it is a *principled* collection of texts available for *qualitative* and *quantitative* analysis. (O'Keefe, Anne, McCarthy & Carter, R., 2007)

Although "corpus" can refer to any systematic text collection, it is commonly used in a narrower sense today, and is often only used to refer to systematic text collections that have been computerized.

Corpus linguistics deals with the principles and practice of using corpora in language study. A Corpus linguistics studies data in any such corpus. Corpus linguistics

is a study of language and a method of linguistic analysis which uses a collection of natural or "real word" texts known as corpus. Computer corpus is a large body of machine-readable texts. (Mcarthur, T. (ed.) 1992).

Since corpus linguistics involves the use of large corpora that consist of millions or sometimes even billion words, it relies heavily on the use of computers to determine what rules govern the language and what patterns (grammatical or lexical for instance) occur.

Corpus linguistics thus is the analysis of naturally occurring language on the basis of computerized corpora. Usually, the analysis is performed with the help of the computer, i.e. With specialized software, and takes into account the frequency of the phenomena investigated. (www.cl2011.org.uk/)

Corpora are usually smaller, containing around one to three million words. (http://en.wikipedia.org/wiki/Text_corpus) But large corpora contains more than 100 millions words. e. g. Internet contains more than 100 trillion words and the largest corpora on varied topics.

Corpus Based Approach or Corpus Approach (Biber, Conrad,& Reppen,1998,p.4) is comprised of four major characteristics: 1.It is empirical, analyzing the actual patterns of language use in natural texts. 2. It utilizes a large and principles collection of natural texts as the basis for analysis.3. It makes extensive use for analysis. 4. It depends on both quantitative and qualitative analytical techniques.(Bennett, 2010.)

The corpus-based approach to linguistics and language education has

gained prominence over the past four decades, particularly since the mid-1980s. This is because corpus analysis can be illuminating 'in virtually all branches of linguistics or language learning' (Leech 1997: 9; cf. Also Biber, Conrad and Reppen 1998: 11). One of the strengths of corpus data lies in its empirical nature, which pools together the intuitions of a great number of speakers and makes linguistic analysis more objective (McEnery and Wilson 2001: 103). In McEnery & Xiao,2005)

Types and Examples of corpora

(*Corpus* linguistics: a practical introduction(n.d.))

There are many types of corpora, which can be used for different kinds of analyses. Some (not necessarily mutually exclusive) examples of corpus types are :

- *General/reference corpora vs. Specialized corpora.* e.g. BNC = British National Corpus, or Bank of English. This aims at representing a language or variety as a whole (contain both spoken and written language, different text types etc.)

- *Historical corpora vs. Corpora of present-day language.* e.g.. Helsinki Corpus, ARCHER .It aims at representing an earlier stage or earlier stages of a language.

- *Regional corpora vs. Corpora containing more than one variety.* e.g. WCNZE = Wellington Corpus of Written New Zealand English. This aims at representing one regional variety of a language.

- *Learner corpora vs. Native speaker corpora.* e.g. ICLE = International Corpus of Learner English. This aims at

representing the language as produced by learners of this language.

- **Multilingual corpora vs. One-language corpora.** It aims at representing several, at least two, different languages, often with the same text types.

- **Spoken vs. Written vs. Mixed corpora.** e.g. LLC = London-Lund Corpus of Spoken English. This aims at representing spoken language.

A further distinction of corpus types refers not to the texts that have been included in the corpus, but to the way in which these texts have been treated:

- **Annotated corpora vs. Orthographic corpora.** In annotated corpora, some kind of linguistic analysis has already been performed on the texts, such as sentence analysis, or, more commonly, word class classification

What are the specific corpora available to students of English ? (For whom ? Aspect)

1) Generally accessible corpora: Two large general corpora of English are accessible to everyone via the World Wide Web. These are the Collins Word banks Online English corpus and the British National Corpus.

A) The Collins Word banks Online English corpus contains 56 million words of contemporary written and spoken text, both British and American English, of a variety of text types. Of these, 36 million are British written texts, 10 million American written texts and 10 million American spoken texts. The user can select either one or two or all three sub-corpora for the analysis. The corpus is accessible at: <http://www.collins.co.uk/Corpus/corpussearch.aspx>.

B) The British National Corpus (BNC) contains 100 million words of contemporary British English, of which 90 million are written and 10 million spoken texts (of a variety of different text types). For simple searches, the corpus is accessible at: <http://sara.natcorp.ox.ac.uk/lookup.html>

Softwares useful for Corpus/Corpora studies: Corpus linguistics software is a computer programme which is the very most important tool for every linguist who studies language on the basis of corpora. Like its name suggests, it is designed specially for the needs of corpus linguistics. There are many kinds of corpus linguistics software which can generally be divided into two types: - software that can be utilised regardless of the type of corpora and - software which is specially designed for one specific type of corpus.

1. **WordSmith** is one of the most commonly used corpus linguistics software. It is available in several languages and can be used for almost any kind of corpora. 2. Another popular "general" corpus linguistics software is **MonoConc Pro** which can be used for analysis of several languages as well as for language teaching and learning purposes. Examples of "specialised" corpus linguistics software include **BNCWeb** and **SARA** which are specially designed for study of the British National Corpus. 3. **Wmatrix** is a software tool for corpus analysis and comparison. It provides a web interface to the **USAS** and **CLAWS** corpus annotation tools, and standard corpus linguistic methodologies such as frequency lists and concordances. It also extends the keywords method to key grammatical categories and key semantic domains. **Wmatrix** was

initially developed by Paul Rayson in the REVERE project. 4. **Concordance:** A concordance is a software program which analyzes corpora and lists the results. Concordance programs are basic tools for the corpus linguist. Since most corpora are incredibly large, it is a fruitless enterprise to search a corpus without the help of a computer. Concordance programs turn the electronic texts into databases which can be searched. (Corpus Linguistics Software, 2012) Some more examples of Corpora and concordance programs include 1. Shakespeare Online Corpus ,2. Concordance browsing : This site allows you to search a number of English literary classics, including the Bronte novels, Shakespeare and James Joyce's *Ulysses*, with the help of the concordance program Web concordance of English romantic literature ,3. Cobuild Direct Corpus Sampler, 4. Penn Treebank Search, IMS Stuttgart ,5. Corpus of Middle English, University of Michigan ,6. Michigan Early Modern English Materials. Some examples of well-known concordance programs include WordCruncher ; TACT (Text Analysis Computing Tools)- a well-known freeware concordance program; _ TACTWeb is a concordance program based on TACT but designed for the World Wide Web and it is easy to use, even for absolute novices in the area. ; SARA - the concordance program which has been specifically written for searches of the British National Corpus and other texts with TEI/SGML markup. (What is a concordance program? . (n.d.))

**Various fields of applications of corpora:
[why? Aspect]**

Unsurprisingly, corpora have been used extensively in nearly all branches

of linguistics including, for example, lexicographic and lexical studies, grammatical studies, language variation studies, contrastive and translation studies, diachronic studies, semantics, pragmatics, stylistics, sociolinguistics, discourse analysis, forensic linguistics, and language pedagogy. (O' Keeffe, A and McCarthy ,2010.(edi); Hunston, Susan.(2002); McEnery & Xiao,2005) Several other applications include Archeological corpus, media and political discourse etc.

Using Corpus for language teaching, pedagogy and methodology:

Leech (1997) observed that a convergence between teaching and language corpora was apparent. That convergence has three focuses, as noted by Leech: the indirect use of corpora in teaching (reference publishing, materials development, and language testing), the direct use of corpora in teaching (teaching about, teaching to exploit, and exploiting to teach), and further teaching-oriented corpus development (LSP corpora, L1 developmental corpora and L2 learner corpora). (Mcenery & Xiao,2005)

Corpora is used in course book design, writing dictionaries, instructional books, in literature and translation studies etc.(Hunston,S., 2002) Corpora can be considered as a type of foreign language writing aid as the contextualised grammatical knowledge acquired by non-native language users through exposure to authentic texts in corpora allows learners to grasp the manner of sentence formation in the target language, enabling effective writing. (http://en.wikipedia.org/wiki/Text_corpus)

Corpora can be said to have revolutionized reference publishing (at least for English), be it a dictionary or a reference grammar, in such a way that dictionaries published since the 1990s are typically have used corpus data in one way or another so that 'even people who have never heard of a corpus are using the product of corpus-based investigation' (Hunston 2002: 96). Corpora are useful in several ways for lexicographers. (McEnery & Xiao, 2005)

The new corpus-based grammar is unique. It has been noted that non-corpus-based grammars can contain biases while corpora can help to improve grammatical descriptions (McEnery and Xiao, 2005).

While corpora have been used extensively to provide more accurate descriptions of language use, a number of scholars have also used corpus data directly to design TEFL (Teaching English as a Foreign Language) syllabuses and teaching materials. (McEnery & Xiao, 2005)

Teaching-oriented corpora are particularly useful in teaching languages for specific purposes and such corpora can be used directly or indirectly in language pedagogy. In language pedagogy, the implications of learner corpora have been explored for curriculum design, materials development and teaching methodology (Keck 2004: 99 in McEnery & Xiao, 2005)

Prospects and Challenges of Corpora approach:

Corpus based approach has wide scope of application in the field of language, pedagogy and training but there are inadequate evidences in research and hence its feasibility is yet to be checked especially

in Indian conditions. As the application of Corpus Approach to language pedagogy is a recent phenomenon. The term 'data-driven learning' derived from computer science, describing software which can learn from new data. Because it was Tim Johns who first adopted it to describe the uses of corpora in language learning in 1991, this approach is particularly associated with Tim Johns, who started developing it in the 1980s. (Thomas, n.d.) Most of the studies in this area have been carried out abroad and so we need to create corpora in large number with research done in Indian languages. e. g. Kachhchi dilect, Sindhi, Dangi language etc. in Gujarat can be studied under corpus approach. Corpus approach help to preserve the endangered, about to die living languages all over the world, languages of ancient times, or spoken in forest, remote, tribal area, by preserving the linguistic culture in the form of spoken corpora. This requires new researchers to carry out ethnography-linguistics study. Another challenge for the researchers is to create Corpus based software in Indian local-regional languages which can help students to study languages of their own regions. The most important challenge that corpus approach pose is the training to teachers and learners as how to use corpora in study of foreign language. Another challenge is with regard to either producing small corpus for a specific area or problem with selection from readily available corpora. Corpora like any other approach to teaching, learning or pedagogy is not without its limitations though have many advantages for learners to be autonomous. Data-driven Learning is one such application in the field of language instruction.

Corpus Linguistics has generated a number of research methods, attempting to trace a path from data to theory. Wallis and Nelson (2001) first introduced what they called the 3A perspective: Annotation, Abstraction and Analysis. 1. **Annotation** consists of the application of a scheme to texts. Annotations may include structural markup, part of speech, tagging, parsing, and numerous other representations. 2. **Abstraction** consists of the translation (mapping) of terms in the scheme to terms in a theoretically motivated model or dataset. Abstraction typically includes linguist-directed search but may include e.g., rule-learning for parsers. 3. **Analysis** consists of statistically probing, manipulating and generalizing from the dataset. Analysis might include statistical evaluations, optimization of rule-bases or knowledge discovery methods. (Corpus Linguistics (n.d.))

Concluding remark:

Corpus approach has been effectively applied in various fields of language but it requires more empirical research evidences and the social scientist has to check whether any scope is there for its use in education. Certainly it promises an un-trodden are for research.

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