

**ART INTEGRATED SOCIAL SCIENCE TEACHING PACKAGE
FOR ENHANCING PSYCHOLOGICAL WELLBEING, STRESS
MANAGEMENT AND ACADEMIC ACHIEVEMENT OF
SECONDARY SCHOOL STUDENTS**

*Thesis submitted to the University of Calicut
for the award of the degree of*
DOCTOR OF PHILOSOPHY IN EDUCATION

By

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2025**

DECLARATION

I, AJI NARAYANAN K.K, hereby declare that the work presented in the thesis entitled "Art Integrated Social Science Teaching Package for Enhancing Psychological Wellbeing, Stress Management and Academic Achievement of Secondary School Students" is based on the original work done by me under the guidance of Prof. (Dr.) Seema Menon K.P., Professor, N.S.S. Training College Ottapalam and has not been included in any other thesis submitted previously for the award of any degree. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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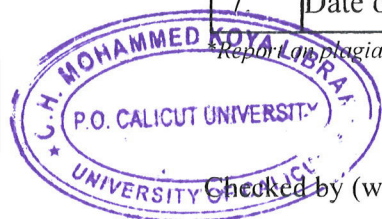


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ABSTRACT

The study entitled “Art Integrated Social Science Teaching Package for Enhancing Psychological Wellbeing, Stress Management, and Academic Achievement of Secondary School Students” seeks to develop and validate an art-integrated instructional package for social science education and evaluate its impact on enhancing psychological wellbeing, stress management, and academic achievement among secondary school students. The research underscores the importance of aesthetic and art-based pedagogy in improving students’ mental health, creativity, and learning outcomes. Grounded in theories of constructivism, multiple intelligences, and experiential learning, the study investigates how art integration enhances cognitive, emotional, and psychomotor domains. The study identifies three key dependent variables: psychological wellbeing, stress management, and academic achievement, and one independent variable, the Art Integrated Social Science Teaching Package. Psychological wellbeing, stress management, and academic achievement are assessed through scales and achievement tests developed and standardized by the investigator. Utilizing an experimental pre-test post-test non-equivalent group design, data were collected from secondary school students in the Thrissur and Palakkad districts. The findings highlight the increasing psychological distress among students due to modernization and unhealthy competition, advocating for a shift toward joyful, creative, and culturally rooted pedagogy. The Art Integrated Package, based on indigenous art forms such as music, drama, dance, painting, and puppetry, provides experiential and equitable learning opportunities. It significantly improves students’ psychological wellbeing, enhances stress management, and boosts academic achievement in social science. The study supports the implementation of art-integrated and holistic learning strategies recommended by NEP 2020 and UNESCO’s Sustainable Development Goals (SDG 3 and SDG 4). It concludes that art integration in education fosters creativity, emotional resilience, and academic excellence, contributing to overall learner development.

Keywords: Art Integrated Social Science Teaching Package, Psychological Wellbeing, Stress Management, Academic Achievement and Secondary School Students

സംഗ്രഹം

സെക്കൻഡറി സ്കൂൾ വിദ്യാർത്ഥികളുടെ മാനസികക്ഷേമം, സമ്മർദ്ദ നിയന്ത്രണം, അക്കാദമിക് നേട്ടം എന്നിവ വർദ്ധിപ്പിക്കുന്നതിനുള്ള കലാസംയോജിത സാമൂഹികശാസ്ത്ര അധ്യാപന പാക്കേജ് ഫലപ്രാപ്തി സംബന്ധിച്ച ഈ പഠനം സാമൂഹികശാസ്ത്ര വിഷയത്തിനായി കലാസംയോജിതമായ പഠനപദ്ധതി വികസിപ്പിക്കുകയും സാധൂകരിക്കുകയും ചെയ്യുകയും അത് സെക്കണ്ടറി വിദ്യാർത്ഥികളുടെ മാനസിക ക്ഷേമത്തെയും, മാനസിക സമ്മർദ്ദനിയന്ത്രണത്തെയും, വിദ്യാഭ്യാസ പുരോഗതിയെയും എത്രത്തോളം സ്വാധീനിക്കുമെന്ന് പരിശോധിക്കുകയാണ് പ്രധാന ലക്ഷ്യങ്ങൾ. ജ്ഞാനനിർമ്മിതിവാദം, ബഹുമാന ബുദ്ധിശക്തി തുടങ്ങിയ സിദ്ധാന്തങ്ങളുടെ അടിസ്ഥാനമുള്ള ഈ പഠനം, കലാസംയോജനം ബൗദ്ധിക-മാനസിക മേഖലകളുടെ പ്രവർത്തനം എങ്ങനെ മെച്ചപ്പെടുത്തുന്നു എന്നു അന്വേഷിക്കുന്നു.

കലാസംയോജിത സാമൂഹികശാസ്ത്ര അധ്യാപന പാക്കേജ് ആണ് ഈ പഠനത്തിലെ സ്വതന്ത്ര ചരം, മാനസിക ക്ഷേമം, മാനസിക സമ്മർദ്ദനിയന്ത്രണം, വിദ്യാഭ്യാസനേട്ടം എന്നിവയാണ് അനുബന്ധ ചരം. മാനസിക ക്ഷേമം, മാനസിക സമ്മർദ്ദനിയന്ത്രണം, വിദ്യാഭ്യാസനേട്ടം എന്നിവ പരിശോധിക്കാൻ ഗവേഷകൻ തയ്യാറാക്കിയ മാപിനികളും, സിദ്ധി ശോധകങ്ങളുമാണ് ഉപയോഗിച്ചിരിക്കുന്നത്. പ്രീ ടെസ്റ്റ് പോസ്റ്റ് ടെസ്റ്റ് രീതിയിൽ വിഭാവനം ചെയ്തിട്ടുള്ള ഈ പഠനത്തിന് തൃശൂർ, പാലക്കാട് ജില്ലകളിലെ കുട്ടികളാണ് സാമ്പിൾ ആയിരിക്കുന്നത്. കലാസംയോജിത സാമൂഹികശാസ്ത്ര അധ്യാപന പാക്കേജ് സെക്കണ്ടറി വിദ്യാർത്ഥികളുടെ മാനസിക ക്ഷേമം, മാനസിക സമ്മർദ്ദനിയന്ത്രണം, വിദ്യാഭ്യാസനേട്ടം എന്നിവ വർദ്ധിക്കുന്നതിന് നിർണായക പങ്കുവഹിക്കുന്നുവെന്ന് ഈ പഠനം തെളിയിക്കുന്നു.

സൂചകപദങ്ങൾ: കലാസംയോജിത സാമൂഹികശാസ്ത്ര അധ്യാപന പാക്കേജ്, മാനസിക ക്ഷേമം, സമ്മർദ്ദനിയന്ത്രണം, വിദ്യാഭ്യാസനേട്ടം, സെക്കണ്ടറി സ്കൂൾ വിദ്യാർത്ഥികൾ

CHAPTER I

INTRODUCTION

- Introduction
- Need and Significance of the study
- Statement of the problem
- Definition of key terms
- Hypothesis of the study
- Objectives of the study
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Learning 'through the arts' and 'with the arts'.

NCERT(2023)

Introduction

Education possesses the capacity to transform the world by fostering advanced critical thinking, imparting essential life skills, and promoting values such as equity, justice, and peace within individuals and society (Nicoson et al., 2023). As articulated by Nelson Mandela (1982), "Education is the most powerful tool with which you can change the world." This statement underscores the transformative potential inherent in education (Badat & Sayed, 2014). The United Nations Organization (UNO) emphasizes this educational objective through the Fourth Sustainable Development Goal (SDG), which advocates for quality education (Boeren, 2019). Education contributes to personal development, poverty reduction, gender equality, and sustainable development. Furthermore, it plays a crucial role in facilitating social mobility by providing employment opportunities, eradicating illiteracy, and empowering marginalized individuals within society (Dornbusch et al., 1996).

According to Freire (1970), education plays a crucial role in liberating and raising awareness among marginalized groups in society. It empowers them to challenge the status quo and engage in collective action (Watts & Hipolito-Delgado, 2015). Beyond this, education fosters global harmony, intellectual growth, and economic awareness. The development of education is closely linked to the GDP

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growth rate of nations. Many countries allocate a significant portion of their budgets to advancing education. For instance, the Indian Union Budget dedicates 1.28 trillion to this cause (Armeanu et al., 2017). In our rapidly evolving world, education not only imparts knowledge but also enhances learners' adaptability (Bayley, 2022). Therefore, education's significance extends beyond academic progress, serving as a catalyst for a dynamic world.

Education and sustainable development are positively correlated variables. UNESCO underscores sustainable development as the key task for future world and only education can do this task effectively (Bergman et al., 2018). People achieve the sustainable development goals through education. According to UNESCO the vital role of education is to build peace in the world, eradicate poverty and foster sustainable development (Shetty, 2024).

Education and Aesthetic are interconnected disciplines since ages. The concept aesthetic comes from axiology, a branch of philosophy which deals with morality, values and beauty. It is a set of theories and principles related to the nature of beauty and appreciation (Wickman et al., 2021). So, Aesthetic is closely related to philosophy of art. Aesthetic education means the process of integrating the essence of aesthetic in education. That is, different art forms like music, dance, painting, writing and drawing inculcate educational process. It helps to develop intellectual as well as emotional development of the learner. This also fosters the skills like perception, appreciation, imagination, and empathy. The vital role of aesthetic education is that it develops the ability to perceive world through novel vision, critical thinking and moral judgement (Urquidi-Martín et al., 2019).

Aesthetic education provides the ability to develop unique form of knowledge and perception among learners (Jung, 2012). The aesthetic perception helps learners to develop cognitive flexibility, problem solving skills and creative thinking. It also helps learners to encourage mind- blowing learning activity. So, Aesthetic education develops both intellectual skills and emotional balance among learners. Above all, aesthetic education fosters cultural literacy, global citizenship and intercultural understanding (Walton et al., 2013).

Rabindranath Tagore, a well renowned poet, freedom fighter and philosopher, strongly advocates the essence of aesthetic education. He said that conventional education system (British Education system) perishes learners' creativity, natural curiosity and spiritual growth (Spivak, 2013). The aesthetic education nurtures self-realization, nature of joy, aesthetic appreciation and helps to develop scientific temper (Kraxenberger & Menninghaus, 2017). The integration of western humanistic thoughts and eastern spiritual tradition are the important features of Tagore's pedagogy. It strongly advocates indigenous art forms in the learning process. Aesthetic education creates joyful learning directly engaging different arts forms. Tagore's Santinikeethan played a prominent role in developing morality, creative expression and sense of global citizenship in that time (Grundy & Boudreau, 2008).

The most important function of aesthetic education is that it encourages creativity among learners. It is the prominent competency for 21st century learners. Creativity is the capacity or ability of an individual to develop novel ideas and solutions (Long et al., 2024). One of the basic elements of creativity is divergent thinking and it helps to develop joyful classroom. Creativity helps learners to

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develop psychological wellbeing, stress management and academic achievement. “Every day creativity” is a small activity in the classroom to promote imaginative thinking and problem-solving techniques (Cobo-Rendón et al., 2020). It fosters autonomy, self-efficacy, and emotional wellbeing. In the present-day, enhancing creativity is not an extravagant activity in the classroom, it is an essential activity for preparing uncertainties and complexities in the present world. (Sam, 2024)

Art Integrated Education

“Learning through arts and learning with arts” is the basic concept of Art Integrated Education. It is the process of arts working as the medium of the classroom teaching and learning process (Mohd Hawari & Mohd Noor, 2020). Art Integrated education explores the learner’s creativity for creating new knowledge with the interaction of the society. It provides equitable learning environment for all learners through their own access point (Akintayo et al., 2024). It is an experimental learning mechanism. The fundamental goal of this system is that to advance learners’ cognitive, emotional and psycho-motor domains. It is the interdisciplinary and holistic approach of education (Spelt et al., 2016). Furthermore, Art Integrated Education means the process of converting art as a pedagogical tool or medium. Incorporating with art to curriculum fosters intellectual skills, emotional wellbeing, cultural and social interaction among the learners. It enables learners to face challenges of 21st century, develops the joyful classroom and nurture creative learning process.

The history of Art Integrated Education is aligned with John Dewy’s Progressive education theory. According to this system, education should stand for

learners' interest and teachers are facilitators for the learning process of the learners (Dewey, 1986). It is based on four principles, such as learning by doing, discussion, interactive and interdisciplinary. He explained that art integration in the education scenario will develop physical, intellectual moral and aesthetic domain of learners. He was against the idea that art is separate from life but integral mode of experience that can transform earthly learning into meaningful engagement (Jia et al., 2021). He viewed that education should connect learners to their environment and culture through experimental sensory-rich activities that art provides. Moreover, it gives a chance to social reconstruction through critical inquiry and social awareness. In 1970s, the framework of Art integrated education work led by Harry Broudy and Elliot Eisner advocated integration of art in strengthening the imaginative power among learner (Kokkos, 2010). Through this capacity the learner will become socially, intellectually and emotionally balanced person.

Constructivism the philosophy of teaching, focuses the learner to construct knowledge through social interaction. This perception of pedagogy is strongly backing the concept of the integration of art in the education field (Beldarrain, 2006). It says art integration helps to learners very much for self-expression and enhancing creativity. The creative expression helps the learners to balancing social and cognitive domains. It realizes, the concept of joyful learning in the society (Hallam, 2010)

Art integrated pedagogical approaches have profoundly been influenced by Tagore. He encouraged freedom in education, creativity and the nurturing of the soul through music, dance literature and nature (Mayo, 2024). Tagore started his philosophy by mixing the arts deeply into the curriculum explaining that education

should not alienate but liberate the learner's inner potential (Yadav, 2024). Tagore's approach echoes now existing art integrated learning that values creativity, self-expression and harmony between the individual and world.

Viewing from psychological side, Art integrated education has its roots in the theories of Multiple Intelligences and Constructivism. Howard Gardner's theory of Multiple Intelligences (1983) shows that learners have varied cognitive strengths-linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic (Yavich & Rotnitsky, 2020). Art integrated education natures multiple intelligences simultaneously. It makes learning more personalized, accessible and effective. Students can participate in deep processing of academic content related with their cognitive preferences through movement, colour, rhythm and drama.

UNESCO strongly supports Art integrated education. "Seoul Agenda: Goals for the Development of Arts Education" highlights that integration of art in the teaching-learning process will improve human inborn capabilities, celebrating cultural diversities, and it promote sustainable development (Shetty, 2024). This agenda follows three basic points; 1. Ensure the quality and sustainability of education through art education. 2. The concepts and activities of art education should be highly qualitative and reliable to all society and 3. Apply art education for contemporary challenges and issues in the society. Art enables learners to act against climate change, gender equality, social justice, and global citizenship through symbolic, emotional and experimental modes of learning. It is also the hallmark of quality education as per the Sustainable Development Goal 4 (SDG4). In the opinion of UNESCO (2019), Art

Integrated Education acts as a medium of changing world through by building peace, fostering cultural awareness and creating a culture of innovative thinking (Glavič, 2020).

National Education Policy 2020 advocates Art integrated education is a cross curricular pedagogical approach, that utilizes different aspects and forms of art and culture. It emphasizes that experiential learning and classrooms will become a theater of joy (Vaithianathan et al., 2024). Above all, this method inculcates Indian indigenous art in the teaching learning process. Through this process, it will foster the relation between Indian culture and education. As per the viewpoints of NEP2020, the significant importance of art intergraded education is that it fosters deeper understanding, longer retention of the learning content, authentic and personally meaningful learning. It creates self-awareness, sustaining sense of ownership, and building cooperation, confidence and collaboration (Kaur, 2024). Overall, NEP 2020 points out that the importance of Art Integrated Education is both creating happiness in the classrooms and collaborate Indian inclusive arts int the classroom teaching process.

Another outcome of Art Integrated Education is that it will update the interpersonal relationship among learners. NCERT has included this concept with their teacher's handbook namely "Theater of Joy". Besides this skill, it also develops problem solving skills and collaborative skills. These skills are in highly demand in the 21 centuries (Jain & Sharma, 2024)

Art Integrated Education (AIE) provides a wide range of cognitive emotional and social benefits which promotes all round student development. It enhances the

conceptual understanding with the help of multi-sensory and investigational. Eisner (2002), states that Art Integrated Education advocates cognitive flexibility promoting learners to understand and express ideal concepts in diverse and creative ways (Vinokur et al., 2023). This system nurtures segregated learning, accepting various learning theories and intelligences as explained by Gardiner (1983). Learners of AIE shows advances problem-solving abilities, critical thinking, and higher retention of academic content (Silapachote & Srisuphab, 2016). Speaking from a progressive point of view arts in education cares emotional regulation, empathy and resilience. In addition to this art integrated education develops emotional intelligence by giving learners expressive channels to process feeling and promote empathy (Golomb, 2002). This teaching system promotes motivation and engagement specially for learners who may fight with traditional methods of teaching (Beghetto & Kaufman, 2014). Viewed from social point of view Art Integrated Education helps collaboration and communication because learners tend to study in groups and learn to respect different viewpoints. This system connects learning to cultural heritage and community art forms. It also promotes cultural awareness and national identity (NCERT, 2020). All of these indications tell us Art Integrated Teaching method is very much needed for our society.

Psychological Wellbeing

Today, youths and students face many psychological crises like emotional imbalance, different types of anxieties, isolation etc. that are caused by absence of coping strategy. In other words, it is caused by poor or lack of Psychological Wellbeing. Modern world discusses regularly the terms positive mental health, coping strategy

and environmental mastery. These are the key factors of Psychological Wellbeing. It is a multi-aspect like psychological variable, that indicates ability to grow, adapt and maintain positive relationship in life. Carol Ryff (1983) pointed out that Psychological Wellbeing is an embryonic idea that includes subjective, social and psychological behaviour of a person. It has six dimensions, such as self-acceptance, positive relation with others, environmental mastery, autonomy, purpose of life and personal growth. Deci and Ryan's Self-Determination Theory (2000) suggests that autonomy, competence and relatedness are indispensable psychological needs and achieving these concepts leads to higher levels of basic motivation and wellbeing. Positive psychology aims at improving optimistic traits and feeling such as thankfulness, optimism and hope (Seligman & Csikszentmihalyi, 2000). These approaches highlight that Psychological wellbeing is not about avoiding this function and nourishing through the cultivation of strengths and fruitful experiences

The idea of Psychological Wellbeing has been found in philosophical tradition that is concerned with the nature of the "good life". The philosophy of Psychological Wellbeing is based on the hedonic and eudemonic classification of wellbeing. The first one relates with the concept of "feeling good". It focusses human pleasure, life satisfaction and positive emotions. On the other hand, the second one deals with purpose of life and personal growth. That is, it relates with integrity of human life, authenticity and values. Socrates' point of view is that the ultimate goal for eudemonic wellbeing is the ultimate goal for human life. That helps to achieve wisdom, self-control in human life. According to Plato, eudemonic is the highest values for achieving moral thoughts and values. Aristotle highlighted *eudaimonia*,

which results in human flourishing or living in harmony with one's true self and good qualities. Aristotle maintained that true wellbeing includes the realization of one's potential and exercise of reason in ethical living (Kraut, 2018). Buddhism provides deep understanding of wellbeing by highlighting mindfulness, cultivating desirelessness and calmness of mind as paths to inner peace and fulfillment (Dalai Lama & Cutler, 1998). These philosophical views highlight that wellbeing is deeply rooted in one's sense of purpose, values and moral involvement with the world.

The act of emphasizing psychological wellbeing provides several benefits to personal, professional and social realms. When it is applied to individual level, Psychological Wellbeing is related to higher life satisfaction, better physical health and lower levels of anxiety and depression (Diener et al., 2010). Those who have high psychological wellbeing are more enduring in handling adversity than perform better at work and preserve healthier relationships

Psychological Wellbeing can develop through yoga and mental health exercise like Pranayama, meditations, mindfulness. In the classroom context cognitive reappraisal, physical activities, creativity enhancing programme and improving relationships help to develop Psychological Wellbeing of the learner. In classroom, creativity enrichment programme like art integrated teaching and learning methods, arts and sports based co-curricular activities, farming and community engagement programmes are more helpful for enhancing psychological wellbeing among learners. Moreover, In India NEP 2020 argued that Psychological Wellbeing is the central force for holistic development of a learner. The policy proposes to integrate the concepts

of social emotional learning, mental health and hygienic education, counselling services in school education for fostering psychological wellbeing of the learner.

Stress Management

Now a days, in societies, stress is regarded as a serious problem. It is identified by many names in many contexts like pressure, strain, tension, worry, distress and nervousness. Stress is a spontaneous reaction to apparent threats or demands. If it becomes persistent or brimming, stress can weaken health and performance. Interactional model of stress and coping explains stress as a result of the interaction between an individual and their environment, highlighting cognitive appraisal and coping strategy (Lazarus and Folkman's, 1984). Successful Stress Management includes identifying stressors, regulating emotional responses and nurturing adaptive coping techniques such as rest techniques, time management, bodily exercise and social supports. Successful stress management is very important to maintain mental health and achieving personal and organizational goal in academic and professional fields.

The history of stress management aligns with the development of Walter Cannon's (1932) model of emergency response model and fight or flight response model and general adaptation syndrome of Hans Selye (1936). The Fight or flight model is also called hyperarousal or acute response model. This model says that, it is an automatic capacity of an individual to react to perceived threats. It prepares body to either defend the situation or escape from the situation. On the other hand, general adaptation syndrome is based on the three factors like Alarm, Resistance and Exhaustion. It means first body encounters the stress situation, then prepares the

adaptive strategy. If the adaptive strategy is beyond the level of stress, the individual comes to final stage that is exhaustion. Anxiety and fatigue will be developed at this stage. These theories prove that absence of healthy stress management causes chronic health issue.

The psychological base of Stress Management is rooted in cognitive-behavioural theories, motivational outlines and emotional control models. Lazarus and Folkman (1984) says that transactional model explains that stressors is caused both by external events and one's acceptance and reaction to those events. This approach leads to advancement of cognitive-behavioral stress management (CBSM). CBSM helps us to reform negative thought patterns, develop coping skills, and minimize psychological arousal (Antoni et al., 2001). Moreover, the self-determination theory (Deci & Ryan, 2000) states that materializing fundamental psychological needs self-governance, capability and association can safeguard stress and support inherent motivation and endurance. Alertness based initiatives assisted by Mindfulness-based interventions, assisted by psychological studies, show usefulness in developing control and minimizing stress related symptoms (Kabat-Zinn, 1990). Viewed thus, psychological perceptions regulate the assessment of stress and enactment of evidence-based coping approaches.

In educational scenario, academic and other competition, lack of interpersonal and intrapersonal knowledge, shortage of time management, absence of social or nature interaction, information overloading, cyber addiction and substance abuse cause low stress management. It will cause mental health issues like depression, loneliness and suicide attempts among learners. It also causes serious health problems

like high blood pressure and heart disease. Among the countries of the world mental health projects established for achieving sustainable stress management. UNESCO encourages multi-faceted approach in schools for enhancing mental health and stress management to foster respectful classroom relationship, socio-emotional learning and teaching, space for peer support and creativity integrating in classroom teaching. In India, NEP 2020 puts forward the following activities for practicing healthy stress management among learners. They are integrated life skill education, reform examination system, promote physical and creative activities, implementation of mental health and hygienic activities and fostering holistic education. In this context Art integrated education plays a crucial role to improve stress management skills among learners. This integrated education method promotes social interactions, self-expression and creative-expression. So, Art Integrated Education methods promote Stress Management and through this way it creates a priceless generation for changing the world

Academic Achievement

Academic achievement refers to learners' accomplishments in the academic area. It is the critical elements for evaluating learner's competence with special reference to their learning content. In other words, it represents how much the learner attains the learning outcome in her/his classroom activities. Commonly, it is assessed through achievement test, interview and observation. The aim of measuring academic achievement is to identify the learner's position of attainment of learning outcomes. The factors affecting academic achievement are learners' intelligence, personality trait, classroom climate, learners' taste and preference, socio-economic status,

teaching methods and teacher-interaction. Society assesses the progress of educational activities through academic achievement of the learners. Unfortunately, it shrank to calculating marks and it also fosters unhealthy comparison. It will cause many distractions for learners' learning process like lose their confidence and self-esteem, increase their stress level and anxiety. If the assessment of the academic achievement is for constructive purpose, it is more helpful for educational scenario than it will deliver harmful effect

Learning outcomes are the key factors of academic achievement. According to Bloom Taxonomy, learning outcome has some specifications like “knowledge”, comprehension, application, analysis, syntheses and evaluation. From this specification it can be clear that Knowledge is the lowest level of academic achievement and evaluation is the highest level of academic achievement. It is the fundamental idea of Bloom Taxonomy. But Revised Bloom Taxonomy (RBT) model classifies two dimensions such as Knowledge dimension and Cognitive dimension. Knowledge dimension includes four types of knowledges like factual, conceptual, procedural and metacognition. On the other hand, cognitive dimension has six specifications like remembering, understanding, applying, analyzing, evaluating and creating. Learning outcomes are focused on the combination of cognitive dimension and knowledge dimension. That is, the integration of thinking style and type of knowledge. In the opinion of Revised Bloom Taxonomy (RBT), lowest level of academic achievement is the combination of factual knowledge and remembering that is “listing”. On the other hand, highest level of academic achievement is the combination of “creating” and “metacognitive knowledge”, that is “actualize”.

Moreover, academic achievement is the mastery of academic subject. The mastery implies that not only remembering and recall the content knowledge of the subject but also learners creating novel ideas or things using the content knowledge of the subject

Academic achievement in Social Science is simply means that the mastery of social science discipline like history, economics, political science, geography. That means both remembering and recalling content knowledge and create new things or idea based on the content knowledge of social science. It helps learners to achieve academic excellence and social interaction competences. These days, society discuss how to achieve the 21st.century skills effectively. Learning and innovation skills, digital literacy and life and carrier skills are known as 21st century skills. Like other subjects' social science academic achievement is also aligned to achieving the essence of these skills. The most important learning outcomes of social science education are developing critical thinking capacity, cultural awareness, social interaction capacity, ethical reasoning, and responsible citizenship. These objectives are related to the concept of 21st century skills.

NEP 2020 views that the excepted leaning outcomes of social science is analytical skills, holistic understanding of the society, obligation for social justice and commitment to democratic values. It also fosters the capacity of evaluating the socio-economic conditions, participating with local and community programmers and acting towards climate change. So in the opinion of the NEP 2020, the academic achievement of social science is not only the concept of gaining A grade or B grade for social science examination, but also the successful fulfillment of these outcomes.

Need and Significance of the Study

According to a WHO news report, students are increasingly experiencing anxiety and depression. The report indicates that globally, one in seven adolescents encounters mental health issues, including depression, anxiety, and suicide attempts. Fifteen percent of adolescents worldwide are affected by these problems (World Health Organization, 2025). The World Happiness Report 2018 places India at 133 out of 155 countries in terms of happiness (SCERT Delhi, 2019). UNESCO has criticized the global education system, questioning why, despite creating educational frameworks without loopholes, there is a lack of assessment regarding students' happiness within these systems. This inquiry prompts an analysis of the relationship between happiness and the education system (SCERT Delhi, 2019). The aforementioned data demonstrate that the percentage of learners experiencing psychological issues is on the rise. Factors such as modernization, unhealthy competition, information overload, and substance abuse contribute to this problem. Currently, the primary challenges faced by learners include a lack of psychological well-being and ineffective stress management, which adversely impact both their academic and social lives. Psychological well-being encompasses an individual's overall psychological state and their ability to feel happy and function effectively in life. It is influenced by factors such as interpersonal relationships, goal pursuit, positive relations, environmental mastery, coping confidence, self-acceptance, and happiness. Classroom experiences, the teaching-learning process, and teacher-student relationships directly affect learners' psychological well-being.

In contemporary times, ineffective stress management is prevalent among students. This observation highlights the issue at hand. Stress management refers to the ability of the mind to cope with stressors in life. Factors such as unhealthy competition, academic pressure, social conflict, and an overload of extracurricular activities contribute to stress, as noted below. Various stressors in the student environment are associated with school, family, and peers.

The third variable of the study is Academic Achievement, particularly in the context of students learning social science. This encompasses not only the learning outcomes such as the ability to remember and recall content knowledge of social science but also the development of the capacity to generate novel ideas through the application of social science principles. In essence, Academic Achievement in social science involves the cultivation of both Lower Order Thinking Skills (LOTs) and Higher Order Thinking Skills (HOTs). Academic Achievement in Social Science fosters cultural awareness, social interactions, historical perspectives, and critical thinking. Moreover, it equips learners with the skills necessary for the 21st century.

The traditional education system does not adequately support learners in achieving psychological well-being, stress management, and academic success. The current educational framework necessitates a culturally interactive, self-expressive, and creativity-enhanced educational process. The Art Integrated Social Science Teaching Package is designed to address this aspect of education. The National Education Policy (NEP) 2020 advocates for the incorporation of indigenous art forms into the teaching and learning process. This approach aims to foster cultural awareness, social interaction, self-expression, and creativity among learners.

The necessity of this study arises from the interconnected issues currently present in the educational landscape, specifically the declining levels of psychological well-being and stress management among learners. The limitations of traditional educational practices, such as those focused on teaching and learning for psychological well-being, stress management, and academic achievement, underscore the importance of promoting learning outcomes through a holistic and student-centred learning process. By developing an Art Integrated Social Science Teaching Package, this study investigates both the theoretical and practical foundations of art-based learning.

Adolescent students are experiencing significant psychological challenges and a deficiency in mental health (WHO, 2021). In this context, the importance of the study lies in its potential to enhance psychological well-being, maintain appropriate levels of stress management, and foster academic achievement among secondary school students. The research emphasizes the value of a holistic and art-integrated pedagogy, specifically the Art Integrated Social Science Teaching Package, which is capable of addressing the evolving needs of the contemporary educational landscape. This study addresses the existing gap in research concerning art-integrative pedagogies in social science. It holds significance for educators, policymakers, and psychologists. The study demonstrates that an art-integrated teaching program supports the development of psychological well-being, stress management, and academic achievement among secondary school learners.

Art Integrated Social Science Teaching Package nurtures self-expression, creativity, social interaction, emotional regulation and joyful learning among learners.

This study is an attempt to develop and validate of Art Integrated Social Science teaching package and assess the effected on Psychological wellbeing, stress management and academic achievement is helpful for enhancing psychological wellbeing, stress management and academic achievement among secondary school students. For this purpose, the investigator has decided to develop and validate art integrated social teaching package inculcating indigenous art forms in India.

Statement of the Problem

The emergence of the concept of “knowledge-society” advocates many changes in the current teaching-learning programme. The significant aims of the concept are sharing and constructing knowledge for building modern societies, creative expression and self-expression in teaching learning process (NCERT,2018). NCERT point out that, Art integrated-teaching learning approach is an experiential learning process, and the most important benefit of this approach is that it provides equitable learning environment for all learners. This frame work also fosters inter disciplinary and holistic learning (NCERT,2019). SCERT Delhi (2020) argued that, happy individual who build collectively harmonious and happy society and the purpose of education is to create mindfulness, confidence and happiness among learners. These policies bring out into light the importance of art integrated education to promote both academic excellence and mental health.

Through this empirical study, the investigator is developing and validating Art Integrated Social Science Teaching Package and its effects in enhancing Psychological Wellbeing, Stress Management and Academic Achievement. The target group of this study is secondary school students in Kerala. The Following are

the research gaps of this study. Although there have been studies on children's psychological well-being, stress management, and academic achievement, there are few studies on how to achieve these through pedagogical approaches. There are so many studies conducted on the integration of art in education and its effects on emotional and academic domain of the learner but the combination of enhancing psychological wellbeing, stress management and academic achievement through art integrated teaching and learning process is few. So, these current limitations can be successfully solved by introducing art integrated teaching learning method. These points show the significance of art integrated teaching methods for developing psychological wellbeing, stress management and academic achievement. Hence, the study entitled ART INTEGRATED SOCIAL SCIENCE TEACHING PACKAGE FOR ENHANCING PSYCHOLOGICAL WELLBEING, STRESS MANAGEMENT, AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS’.

Operational Definition of Key Terms

Art Integrated Social Science Teaching Package

Art Integrated Social Science Teaching Package is an instructional package which is based on the integration of different art forms like music, drama, painting, dance, puppetry, in teaching and learning process of social science subject. The fundamental concepts behind this package are Art Integrated Learning (AIL) forwarded by NEP 2020 and NCERT, experimental learning and nurturing joyful classroom.

In the present study, the basic elements of this package is based on David Kolb’s Experiential Learning Cycle. This package has 6 phases. The phases are:

mind-blowing activities phase, learning the content phase, listening and analysis phase, art integration workshop phase, performance phase, reflection phase, post-lesson activities. One hour is required for administering this package in classroom. Beyond the academic outcome, this package focusses on enhancing Psychological Wellbeing, Stress Management and Academic Achievement.

Psychological Wellbeing

Psychological well-being pertains to an individual's emotional and mental health status, encompassing the ability to manage daily life pressures and the capacity to realize one's potential. Key components of psychological well-being include self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989). In the context of the present study, psychological well-being is operationally defined as the extent of students' social connectedness, purposeful engagement in academic and personal endeavours, harmonious interaction with others, effective management of everyday life situations, perceived competence in handling challenges, a positive evaluation of the self, and overall psychological well-being among secondary school students.

Stress Management

Stress management is a group of strategy that helps to overcome or control stress coming from daily life. It is also the ability to balance emotional and mental fluctuations resulting from anxiety disorder and other psychological problems. Recognising the stress factors and changing the response about them, yoga, exercise, and maintain social relationship are the co-factors of stress management.

In the present study, stress management is operationally defined as the level of students' ability to manage and regulate stress emanating from school-related factors, academic requirements, achievement expectations, teacher–student interactions, self-perceptions, peer group influences, and family-related conditions.

Academic Achievement

According to Benjamin S Bloom, Academic Achievement is the transactional process from cognitive domain to psychomotor domain through affective domain. It is the process from simple to complex. Cognitive domain is the central point of knowledge and it involves an intellectual skill hierarchy from remembering skill to creating skill. So Academic achievement is not only securing grades or marks but also developing knowledge, feeling and physical skills related to learning subject.

In the present study, academic achievement is operationally defined as performance in the Social Science subject, encompassing the successful completion of tasks, assignments, and projects, as well as performance in practical examinations and scores on achievement tests. The investigator conducted an achievement test using a standardized question paper to assess academic achievement. This assessment tool, based on Lower Order Thinking Skills and Higher Order Thinking Skills as per the Revised Bloom's Taxonomy, evaluates the academic achievement in Social Science among eighth-grade students in Kerala.

Secondary School Students

In the present study, Secondary school students refer to the third level of schooling process of general education system in Kerala specifically in standard VIII,

IX and X. Their age starts from 13 to 15. For the purpose of conducting this study, the investigator selected VIII standard students under Kerala public education system.

Objectives of the Study

The major objective of the study is to develop an Art integrated social science teaching packages and to find out its effectiveness on Psychological Wellbeing, stress management and academic achievement on secondary school students in Kerala.

The specific objectives are;

1. To find out whether there exists any significant difference in the Psychological Wellbeing of Secondary School students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
2. To find out whether there exists any significant difference in the Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
3. To find out whether there exists any significant difference in the Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample

4. To find out whether there exists any significant difference in the pretest and post test scores on psychological wellbeing of Secondary School Students taught using Conventional Method
5. To find out whether there exists any significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught using Conventional Method
6. To find out whether there exists any significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students taught using Conventional Method
7. To find out whether there exists any significant difference in the pretest and post test scores on Psychological wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package
8. To find out whether there exists any significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package
9. To find out whether there exists any significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package
10. To compare the adjusted post test scores in Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample

11. To compare the adjusted post test scores in Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
12. To compare the adjusted post test scores in Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
13. To compare the retention in Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling.
14. To compare the retention in Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling
15. To compare the retention in Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling.

Hypotheses of the Study

1. There exists a significant difference in the Psychological Wellbeing of Secondary School students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
2. There exists a significant difference in the Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
3. There exists a significant difference in the Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
4. There exists a significant difference in the pretest and post test scores on Psychological wellbeing of Secondary School Students taught using Conventional Method
5. There exists a significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught using Conventional Method
6. There exists a significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students taught using Conventional Method

7. There exists a significant difference in the pretest and post test scores on Psychological wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package
8. There exists a significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package
9. There exists a significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package
10. There exists a significant difference in the adjusted post test scores in Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
11. There exists a significant difference in the adjusted post test scores in Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
12. There exists a significant difference in the adjusted post test scores in Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample

13. There exists a significant difference in the retention in Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling.
14. There exists a significant difference in the retention in Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling
15. There exists a significant difference in the retention in Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling

Methodology in Brief

The investigator selected experimental research design for conducting present study. Experimental design can be defined as the experimental process to find the effect of independent variable among dependent variables. Art integrated Social Science Teaching Package is the independent variable and Psychological Wellbeing; Stress Management and Academic Achievement are the dependent variables of the present study. This study follows non-equivalent group pre-test post-test control group method. As a part of this study, the researcher found homogeneity of the sample through Raven Progressive Intelligence test, Social Science Knowledge tests and the score attained in the first quarterly examination of social science. The researcher

conducted pretest on both control group and experimental group and then conducted post-test for both control and experimental group and to provide treatment, that is Art Integrated Social Science Teaching Package for experimental group. Then the control group was given conventional method of classroom teaching. After that, the researcher administrated post-test. The sample of 45 students from 8th standard in Govt. High School, Varavoor was selected for Experimental group and 45 students from 8th standard in S.M.T Govt. High School, Chelakkara was selected for control group.

For standardizing Psychological Wellbeing Scale, Stress Management Scale, Social Science Knowledge test and Achievement test in Social Science, the investigator selected data from 400 secondary school students in Thrissur and Palakkad district. 100 secondary school students and 25 secondary school social science teachers from Thrissur and Palakkad district in Kerala were selected as sample for need analysis for the purpose of preparing Art Integrated Social Science Teaching Package, 100 secondary school students and 25 secondary school social science teachers from Thrissur and Palakkad district in Kerala were selected as sample for evaluation of Art Integrated Social Science Teaching Package, and 28 secondary school students of Government High School, Cheruthurthy were selected as sample for implementation of Art Integrated Social Science Teaching Package. Eight experts in education were selected for assessing Art Integrated Social Science Teaching Package.

Tools for the Study

- Art Integrated Social Science Teaching Package (Prepared and validated by K.K. Aji Narayanan & K.P. Seema Menon)
- Psychological Wellbeing Scale (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Stress Management Scale (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Social Science Achievement Test (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Social Science Knowledge Test (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Need Analysis Questionnaire for Teachers (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Need Analysis Questionnaire for Students (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Evaluation Performa for Art Integrated Social Science Teaching Package for Students (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)

- Evaluation Performa for Art Integrated Social Science Teaching Package for Teachers (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Validation Criteria for validation of the Art Integrated Social Science Teaching Package (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)

Statistical Techniques Used for the Study

The various statistical techniques used for analyzing the data obtained after the Experimental treatment are:

- Descriptive Statistics
- Significance of Difference between Means for Independent samples
- Significance of difference between Means for paired test
- Chi Square Test
- Cohens D for estimating effect size of independent sample t - test
- Cohens D test for estimating effect size of paired t - test
- ANACOVA

Scope of the Study

The objective of this study is to develop an art-integrated pedagogy for teaching social science to students in the eighth standard within the Kerala education system. Additionally, the study aims to analyze this pedagogical approach to assess its impact on enhancing the psychological well-being, stress management, and academic achievement of learners in the Kerala educational context, utilizing standardized

assessment tools. The National Education Policy (NEP) 2020 envisions the integration of Indian inclusive art and indigenous art forms into the teaching-learning process, thereby supporting mental health, including psychological and emotional well-being, as well as stress management among learners. This study aligns with the United Nations Sustainable Development Goals 3 (SDG3), which focus on health and well-being, and Sustainable Development Goals 4 (SDG4), which emphasize quality education..

Art Integrated Social Science Teaching Package will help the learners to develop their creative expression and self-expression. This method fosters the cross-cultural pedagogical approach, the concept of joyful learning and sustain national ethos. Learner centeredness and activity centeredness are the common features of this study and this package needs the positive social interaction and problem-solving capacity. This will help learners to develop their level of Psychological Wellbeing and also to realize 21st century goals for students.

Art is a trigger for a relaxation response and mindful learning. The vital role of this package is to make zero pressure, reducing unwanted academic burdens and developing faceable uncertainties. It will develop the stress management skill among learners. Thus, this instructional package helps to maintain School-Related Stress Management, Academic Stress Management, Achievement-Related Stress Management, Teacher–Pupil Relation-Related Stress Management, Self-Concept Related Stress Management, Peer Group-Related Stress Management and Family-Related Stress Management among learner

Another important outcome of this study is the enhancement of Academic Achievement, especially academic achievement in social science. Academic Achievement in Social Science means both good score or grade in examination and attainment of the capacity to solve social issues through democratic thinking, cultural awareness, and critical thinking. The application of art integrated teaching learning method, gain in Psychological Wellbeing and capacity to Stress Management will lead to sufficient academic achievement of a learner. So, another scope of this study is that it helps to attain academic achievement among learners.

The study gave an art integrated and experiential learning-based pedagogy for social science teaching for Kerala Education System. If the analysis of the study gives positive result among the experimental group, it can be applied to other subjects like language, science and mathematics. It can also be applied in other Indian states and in countries.

The Limitations and Delimitations of the Study

The limitation of the study is that it is based on researcher bias, external variables, and competence and consistency of the teacher. During the data collection time, the same investigator was administering the package and the conventional teaching methods. In this context, there is a chance to happen research biases on teaching process and calculating the result of the experimental group. Another limitation of the study is that there are uncontrollable external variables. Even if this study follows non- equivalent group design, there is a chance to occur intervenable variables such as socio-economic status, home environment, attitude towards the subject, physical and mental wellness, previous knowledge in the subjects are may

affect the outcome of the study. Teacher competency and consistency are also limitations of the study. It means the interest, aptitude and knowledge in the art forms may affect the research result.

The delimitations has been defined as the boundaries of the study. On account of limited time, and resources the following are the delimitations of the study.

- The sample size of the study is delimited to 45 students both experimental and control group.
- The study is delimited to only one type of management (government school) and one type of locale (Rural).
- The investigator has conducted the research only in Thrissur district in Kerala
- The study is delimited to VIII standard students. From the viewpoints of children's theatre activity, the age is limited to 7 to 13 and this study also focusses on secondary school students. In Kerala, there are 13-year-old students in the eighth standard, therefore, the investigator selected VIII standard students for the study.
- Only 40 lesson transcripts were prepared to teach the experimental group using Art Integrated Social Science Teaching Package and the control group using conventional lesson plan
- The study is delimited to preparing instructional package namely, Art Integrated Social Science Teaching Package, using only the art forms like music, drama, writing, painting, dance and puppetry.

Organization of the Chapter

Chapter 1

This chapter contains introduction of the problem, need and significance of the study, statement of the problem, operational definition of key terms, objectives of the study, hypotheses of the study, methodology in brief, statistical techniques used for the study, scope of the study, and limitation and delimitation of the study

Chapter 2

This chapter comprises, theoretical over view of Art Integrated education, Psychological wellbeing, Stress management and Academic Achievement. The next part of this chapter includes literature analysis of Art Integrated education, Psychological wellbeing, Stress management and Academic Achievement for finding the research gap for this study.

Chapter 3

This chapter encompasses a detailed explanation of the methodology such as, the process behind the development and validating Art Integrated Social Science Teaching Package, Psychological Wellbeing scale, Stress Management Scale, Social Science Achievement Test and Social Science Knowledge test. The next part of this chapter explains population, sample data collection procedure, experimental design and a list of statistical tools used for this study

Chapter 4

This chapter includes the analysis and interpretation of collected data.

Chapter 5

This chapter contains a summary of the findings, tenability of hypotheses, major conclusions of the study and suggestions for further research

Chapter 6

This chapter contains the major educational implications and some recommendations based on the findings of the study for further research and implementation.

CHAPTER II

THEORETICAL OVERVIEW AND REVIEW OF RELATED LITERATURE

THEORETICAL OVERVIEW

- Art Integrated Education
- Psychological Wellbeing
- Stress Management
- Academic Achievement

REVIEW OF RELATED LITERATURE

- Studies Related to Art Integrated Education
- Studies Related to Psychological Wellbeing
- Studies Related to Stress Management
- Studies Related to Academic Achievement

Theoretical Overview

Theoretical overview provides a detailed theoretical explanation of the independent variable and dependent variables in research (Murray & Conner, 2009). Through this analysis, it helps to reveal the characteristics and relevance of the variables in the research. The key functions of theoretical overview are, it provided theoretical foundation, it acts as a philosophical and methodological roadmap and it gives specific and concise definitions for key variables. Above all it is the blue print for research process and it gives a clear picture of the philosophical, epistemological, methodological and analytical approach of the study (Grant & Osanloo, 2014).

In the present study, the researcher developed and validated Art Integrated Social Science Teaching Package based on art integrated education and found its effects on Psychological Wellbeing, Stress Management and Academic Achievement. Hence, in the first part of this chapter delivers shows essential theoretical framework behind these variables such as, Art Integrated Education, Psychological Wellbeing, Stress Management and Academic Achievement.

Art Integrated Education

Art Integrated Education is the process of combining arts with academic subjects like science, language and social science. The intention of art integration is

to enhance creativity and self-expression among learners (Bautista et al., 2015). The theoretical foundation of Art Integrated Education is based on historical background and psychological principle behind this approach, and also to recognize challenges behind the integration process. Lack of instrumentalization, teacher training, budget allocation and neglected evaluation process are the challenges of art integration. (Sanz-Camarero et al., 2023). Following the below mentioned models, these challenges such as insufficient instrumentalization and teacher training can be overcome in a satisfactory manner. The models are: Universal Design for Learning (UDL), STEM (Science, Technology, Engineering, Arts, and Mathematics). The fundamental factors of these models are: it is more discipline-based approach, innovative pedagogy, student centeredness, and it fosters exploration and integration beyond subject boundaries (Glass et al., 2013).

The history of art integrated education is aligned with the history of the concept of progressive education by John Dewey. It is a learner-entered method as well as experiential learning method. It focusses intellectual, emotional and social development of a child. Like progressive education, Art integrated education follows child-centeredness and experiential learning method. Victor D'Amico (1930) said that if the learners developing an aesthetic vision and art practicing will foster the capacity of appreciation of nature. This capacity leads to self-expression and sense of humanity among learners. Eliot Eisner (1989) was a prominent thinker of art integrated education. According to his view point, discipline-based art education that is integration of art across the curriculum, and the concept of education criticism will help to assess connoisseurship. He argued that art integrated education is the unique

was for acquiring knowledge and vital for complete education. Based on his viewpoint, the art integrated education is strictly based on discipline, qualitative inquiry, cognitive pluralism, and holistic approach. Johnson (1999) argued that discipline-based art education enhances learners' emotional wellbeing and mental health. Moreover, it can develop the problem-solving skills of learners.

The psychological foundation of art integrated education based on intelligence theory, creativity theory and experiential learning theory helps to acquire quality education in the classroom. According to multiple intelligence theory by Howard Gardner, learners have different types intelligence like musical, linguistic and body kinesthetics intelligence. This type of intelligence will be catered by art integrated education. School of neuro science and neuro plasticity argue that engaging arts and music will help to stimulate different paths of brain like emotion, memory retention and cognition flexibility. Constructivism asserts that art integrated learning will help learners to develop new and novel knowledge based on their own experience. Jean Piaget and Lev Vygotsky suggested that art integrated learning activities provide hands-on learning activities like experiential learning activities. Vygotsky opinioned that aesthetic education will help to develop the potentiality of the learning process among learners. It will help learners to understand deeply the concept and help to sustain meaningful learning. Social Emotional Learning theory put forward the concept that it is the natural way to develop the Social Emotional Learning goals like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making

UNESCO world conference on education pointed out that the role of art in education is would improve the quality of education. UNESCO Seoul agenda provided three goals for art education. These are:

1. Ensure the accessible of art education for quality of education
2. Assure the quality of art education
3. Apply art education for enhancing social relation and cultural preservation in the world

Generally, Art Integrated education process has five phases. Experiential learning cycle and different stages of developing creativity are the baseline of these five phases. Moreover, John Dewy's progressive education is the touchstone of these phases. The phases are given below.

1. Observation
2. Imagination and Exploration
3. Experimentation
4. Creation and expression
5. Application

Art integrated education is the process of teaching -learning strategy through the exploration of learners creativity and enhancing happiness in learning.

Successful art integration in education will lead to collaboration among learning situation, learning content, social situation and different types of art forms. In the curriculum formation, the term "space" is frequently used. It is an

organizational theme, to encourage students to explore relevant art forms for learning process. Overall, Art Integrated Education makes classroom teaching more joyful and holistic. It also encourages the potentiality of the learners, creative expression, critical thinking among learners.

Psychological Wellbeing

Psychological wellbeing is the mental state of emotional wellness; it is the state feeling happiness in life. It also enhances the capacity of coping strategy from problems of life, creating positive relationship in society, goal pursuit and environmental mastery. In the view point of Diener (1997) Psychological wellbeing is the outcome of the evaluation of individual in his life. It is included in the form of either cognitive reflection or affective reflection. The cognitive reflection is the outcome of conscious evaluation based on her/his life situation and the affective reflection is the outcome of hedonic evaluation.

Ivan Robertson and Cary Cooper (1999) classify psychological wellbeing in to two. These are given below.

Hedonic Wellbeing

It means the subjective feeling of happiness. It has two dimensions. First one is affective dimension that is, high positive effect and low negative effect, and second is cognitive component, it includes satisfaction with life. The variables of the hedonic wellbeing are subjective wellbeing, happiness and positive emotions. This concept was put forwarded by Cynthia P. Carruthers and Colleen D. Hood in their work titled “Leisure and Wellbeing Model”

Eudaimonic Wellbeing

It refers to the purposeful aspect of psychological wellbeing.

Carol Ryff (1995) was put forward multi dimension model of Psychological Wellbeing. His theory has six components like self-acceptance, environmental mastery, positive relationship, personal growth, purpose in life and autonomy. The self-acceptance is the positive attitude of one's personality, that is acceptance of one's positive and negative thought. That is acceptance of strengths and weaknesses of one's personality. The next component is environmental mastery. It means the sense of competency to manage the situations, or handle the daily life demand with scarcity of our resource. Positive relationship is another component of Ryff model; it means the ability to make and maintain healthy relationship in the society. Personal growth is another component of this model. It is related to the sense of potential to realise one's goal. Another component of this model is Purpose in life, it means individual ability to know the determinations of one's life and ability to act for the fulfilment of this purpose. The last component of Ryff's multi dimension model of Psychological Wellbeing is autonomy. It is the individual capacity to resist and act independently in social pressures. These are the six dimensions of Carol Ryff Psychological Wellbeing model.

Deci and Ryan's (2008) Self Determination Theory is also known as Psychological Wellbeing Theory. It explains that one's Psychological Wellbeing is enhances three innate needs like autonomy, competence and relatedness. Autonomy means a sense of native capacity of independent actions and behave according to social pressure. Competence means sense of mastery and capacity to act perfectly.

The last component is relatedness meaning sense of relation with others as well as society.

Stress Management

The concept of Stress management has strong theoretical background. The psychological variables like anxiety, resilience, emotional regulation and coping strategy included the essence of the concept of stress management. Walter Cannon (1932) put forward the theory in his book entitled “The wisdom of the body” the concept of fight or flight response. It said that when a stress situation arises the individual brain prepares for whether to fight or flight. It is the reflective capacity of brain and nerve system. It is implied that the fight or flight capacity is the basic elements of stress management.

Lazarus and Folkman’s (1984) Transactional model of stress and coping is the fundamental framework of the concept of stress management. The theory says that stress is the result of interaction between individual and society. It reflects individual behaviour. Moreover, it is the outcome of cognitive appraisal. According to this theory, there are two types of cognitive appraisal. Primary appraisal, secondary appraisal. Primary appraisal is related to the evaluation of an event by individual, whether it is threat, challenge or benign. Secondary appraisal means individual assess whether her/his resource is sufficient for managing the stress and finding the coping strategy from stress. According to this theory, good stress management is the process of assessing whether resource is sufficient for managing the stress and finding the coping strategy.

Another theory of stress management is based on Conservation of Resources (COR) Theory by Hodfoll (1989). This theory proposes that stress is the fear of losing important resources. It is not a fear of facing new situation. This theory is based on two principles. First one is primary principle, that is primacy of resource lost and the second principle is based on resource investment. The Primacy of resource means, the individual behaviour like losing the resource is more than achieving new resource. Secondary principle that is resource investment talks about the tendency to invest resource, other than protect resource.

Acceptance and Commitment Therapy (ACT) helps people for overcome difficult thoughts and feelings from life situations. It is a psychotherapy technique. This technique focuses on acceptance of difficult situation, value -driven behaviour and behaviour in present situation of an individual. It includes acceptance of stress situations, value and clarification of stress situations, committed to action, psychological flexibility and cognitive diffusion of an individual.

Academic Achievement

Academic achievement means the degree of academic attainment of an academic period either in short term or in long term. It is measured through assessment test, grade or score based on project work, assignment and task. The mark or grade on academic achievement indicates the overall performance of a learner. Bloom Taxonomy and Revised Bloom Taxonomy, Mind Set Theory the Self-Determination-Theory (SDT), and Social Cognitive Theory (SCT) are the foundation theories of academic achievement.

Benjamin S Bloom (1956) introduced the theory of Bloom Taxonomy with the hierarchical order of learning objectives. In this theory, academic achievement starts from cognitive domain and end in psychomotor domain through emotional domain. Cognitive domain has 6 specifications. These are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. According to this theory, a lower level of academic achievement is Knowledge and Higher-level academic achievement is Evaluation. In 2001 Lorin Anderson, and David Krathwohl revised Bloom Taxonomy theory entitled Revised Bloom Taxonomy (RBT). In this theory, Lorin Anderson, and David Krathwohl changed the specifications of Cognitive domain as Remembering, Understanding, Applying, Analysing, Evaluating and Creating, and they divided cognitive domain into two sectors like Cognitive dimension and Knowledge dimension. In cognitive dimension the specifications are Remembering, Understanding, Applying, Analysing, Evaluating and Creating In Knowledge dimension, the components are factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge. Academic Achievement of a learner is based on the combination of cognitive dimension and knowledge dimension. That means, lowest academic achievement is the combination of remembering and factual knowledge and highest level is the combination of creating and metacognitive domain.

Carol Dweck (1970) put forward the Mindset theory. This theory is one of the baselines for academic achievement. The theory says that learners' thoughts about their intelligence and other capacity are fixed or it can be improved through learning process, social interaction and motivation. This theory divided in to two types of

minds set. One is fixed mind set and the other is growth mind set. Fixed mind set says that individual believes that their ability such as learning abilities are static. Growth mind set, says that individual thoughts about their abilities can be cultivated through social interaction and learning. In this theory, the concept of growth mind set is related to the academic achievement of a learner.

Edward Deci and Richard Ryan (1985) in their book entitled “Self-Determination and Intrinsic Motivation in Human Behavior” put forward the concept of Self Determination Theory. This is a motivational theory. It is revealed that human growth and wellbeing depend on three factors like Autonomy, Relatedness and Competency. Autonomy means individual capacity to act independently. Relatedness means a sense of belonging and Competency means to act according to the demands of the society. These three factors are related to the learner’s academic achievement.

Social Cognitive Theory by Albert Bandura (1986) says that Academic Achievement is the outcome of the interaction of internal cognitive factors, behaviour and environment. Here, internal cognitive factors are self-efficacy and motivation; behaviour means study habit and effort and environment means social influence and learning opportunities. The core components of this theory are self-determination, observational learning, self-efficacy, self-regulation and motivation. Self-determination means individual factors, their behaviour and environment influence individual learning. Observational learning means that students’ capacity to learn through observation of others activities and outcomes. Self-efficacy means persons’ faith in their ability to achieve something. Self-Regulation means learners’ capacity for self- evaluation, self-monitoring and self-reaction about their learning content.

Motivation means internal and external driving force of a learner to achieve goals. These factors are interlinked with the academic achievement of a learner.

Review of Related Literature

Review of related literature is the survey of scholarly resource like book, journal, and thesis for a specific topic. It is the comprehensive review of existing literature about the research variables. An effective review of related literature gives complete picture of the research variables. Moreover, it reveals the research gap of the specific variable. In the present study, the researcher prepared a review of related literature based on Art Integrated Education, Psychological Wellbeing, Stress Management and Academic Achievement.

Studies Related to Art Integrated Education

Studies Conducted in Abroad

Nkosi (2025) conducted a study to investigate the effectiveness of children's theatre play integrated arts pedagogy among foundation phase teacher education students at Urban South Africa University. The study aimed to examine how practice-based play integrated arts pedagogy influences the achievement of competency, confidence, and engagement in the arts among teacher education students at Urban South Africa University. This research employed a qualitative case study methodology. The findings indicated that this pedagogical approach facilitates the attainment of 21st-century skills, including collaboration, communication, creativity, and critical thinking.

Sanz-Camarero, Ortiz-Revilla, and Greca (2025) conducted a theoretical and analytical investigation into the role and positioning of the arts within the framework of integrated education. The objectives of the study were to ascertain the role of art education within integrated teaching-learning models and to propose a typology of an art integration model. The study identified four major challenges: inadequate teacher training programs, insufficient teaching aids, the undervaluation of art forms in the educational context, and the lack of robust evaluation of art-integrated education. Furthermore, the study introduced a typology of five art integration styles in education, which include subordinate-based, peripheral-based, collaborative-based, leading role-based, and artistic-based frameworks for art-integrated education.

Cruywagen et al. (2025) conducted collaborative autoethnographic study involving tertiary arts educators from Finland and South Africa. This study explored two nations such as Finland and South Africa ethnographic and cultural background. The intend of the study that to sharing the beliefs, thoughts and philosophies among two nations and highlighting compassion, emotional engagement and inclusivity among both nations. The outcome of the study that, it cross cultural administration of art education strengths global educational practices and it advocates emotionally supportive and compassion-based environment helps for more achievement in higher educational area.

Johnson et al. (2024) examined the role of integrated arts instruction in supporting social and emotional learning (SEL) among young children with challenges in social cognition. The objective of the study was how the art integrated

education help to develop social and emotional learning among young children with challenges in social cognition. The outcomes of the study was the art integrated teaching -learning process helps students to develop social and emotional skill and art integrated social and emotional learning provided inclusive, creative and holistic environment among education.

Donahue and Stuart (2024) presented an edited book titled *Artful Teaching: Integrating the Arts for Understanding across the Curriculum, K–8*. The book is based on the practical experience of art integrated teaching-learning programme in K-8 level and focusing this method in different subject like English, Science and Mathematics. At the conclusion of this book, it said that, Art Integrated learning promoted deep learning process and it highlighted the idea that teacher training programmes should sustain the quality of art integration method.

Cegala (2024) examined the effects of visual art integrated social studies curriculum on student learning and engagement while teaching ancient Greece to seventh-grade students. It is a mixed method approach. The study conducted on Midwestern urban school in the United States. The objectives of the study were to find out the effectiveness of this method on achieving sufficient learning outcome and motivations. The study found that there was no significant result between the academic achievement and there was greater difference in the motivations, enjoyment in learning in teaching art integrated education method.

Yeung and Bautista (2024) examined Stakeholder perceptions of teaching and learning Arts and Creativity in Hong Kong preschools. It was a qualitative study. The study aimed to find out stakeholders such as parents, teachers and administrators

perceive and experience of art integration in preschool, to assess the creativity in Hong Kong preschool students and find out the barriers of implementation of art integrated curriculum. The study found that open ended classroom and child creativity are more valuable method but it had more barriers like rigid curricula, cultural difference and lack of accountability. The study concluded that Art integrated curriculum is more helpful for enhancing children creativity but its administrations is more difficult.

Clifford (2024) conducted a study about collaborative design of employability-focused curricula within liberal arts education in Australian higher education. It is a qualitative study. The study was conducted on Australian higher education students. The study focused on the challenges, tension and collaborative strategies involved in the liberal art form students and balancing the disciplinary integrity with practical skill in the education. the finding of the study that necessary institutional framework for art as integrative subject for other subject like science and language and art collaborative curriculum will help to vocational aspiration among learners.

Flys and Matamala (2024) Examined the co-creation from the perspective of art students and how it can be effectively integrated into higher education arts curricula. The study aimed to assess how student's conceptualization of co-creation, to analysis students' perception about co-creation and compare the views about the professional and students about co-creation. The outcome of the study was that student participation in art integrated methods and art education programmed will help to develop the capacity like decision making, open mind ness and social contact.

McWilliams (2023) examined how art integrated education programme help K12 classroom teacher for retained knowledge and professional skill among students. It is mixed research method. The objectives of the study that to find out effect of art integrated method on retention of knowledge and professional skill among K12 students, To assess the barriers of art integration in the classroom level and to find out the teachers' attitude about the art integration model. The result of the study that visual arts more helpful than other art forms for enhancing knowledge retention and professional skill and teachers need systematic training programmes for art integration process.

Sun (2023) conducted a study titled professional identity development of science and mathematics teachers involved in *arts integration* within the context of STEAM education. This study followed case study method. The research questions of this study were how science and mathematics teachers developing their teaching competencies through art integration, who take initiative step for art integration in art integrated education programme. The study found that artistic thinking plays a vital role for teachers to shape their professional attitude, informal art learning will help teachers to enhance pedagogical flexibility and school administrators and teachers take first step for initiative step for art integration in school.

Levicky (2023) conducted an action research study titled as Process and impact of arts-integrated teaching and learning within a social studies methods course, emphasizing the *teacher-as-researcher* paradigm and the development of reflective, transformative pedagogical practices. The study conducted on mid-sized Midwestern university in the United States. The intention of the study that how art integrated

method enhancing teaching competences among both preservice and Inservice teachers and to find out how integration method enhancing creativity, critical thinking and civic engagement in social studies. The study found that there was significant importance in enhancing critical thinking, creativity and civic response among preservice and in service teachers and developed the capacity of preparing meta-teaching action plan among Inservice teachers.

Juravich (2023) explored how elementary visual art educators intentionally plan and implement Social Emotional Learning (SEL) within their art instruction, using the CASEL competency-based framework as a guide. It was a qualitative study. The research questions of the study were how elementary teachers plan art integrated teaching method through SEL principles and what are the instructional strategy and challenges facing for preparing SEL principles-based art integrated education programme. The result of the study was teachers prepared lesson paling need more interest, creativity for enhancing Social Emotional Learning Capacities. Using multiple art integrated pedagogies will help to make live classroom.

Zhao et al. (2023) conducted a study based on Attitudes toward integrated arts education and and developed predictive models using psychological traits, demographic variables, and art education-related characteristics. The research was conducted across in China. The objectives of the study was that to found psychological factors control attitude towards in art integrated process in education and to develop predictive model to enhance key factors of artistic knowledge. The study found that art integration method provided positive result such developing extroversion, open mind, self-expression among children. The study highlighted that

extroversion and self-efficacy played critical role among students for shaping artistic mind in shaping art integrated method.

Wang and Liu (2023) conducted a study based on Effects of integrating language instruction with visual arts education to enhance both linguistic and artistic development among ethnic minority students in Hebei Province, China. The intention of the study was, to examine how integrated language and visual arts in education for enhancing language proficiency and artistic creativity among minority students in China and analyzing cross domain learning and cultural development through art integrated learning. The study found that integration speaking and writing artistic competition help learners to achieve language skill, language expression and artistic competencies are mutual related, the teaching model such as input-output-expression (story telling as input, speaking as output and painting as expression) helped to enhancing linguistic creative and cultural growth.

Anderson and Lee (2023) examined Interdisciplinary collaboration in music education and mapping how different regions implement and prioritize cross-disciplinary approaches within music institutions. It was a globally mixed research method. The study conducted on Europe and North America. The study focused about to qualitative and contextually analysis interdisciplinarity in music integrated education and find out the regional models and determinants of music integrated education. The result of the study was music integrated education enhance Joynes in learning, social relationship and self-expression among learners.

Liu and Chen (2023) examined the effectiveness of integrated art color teaching with antidepressant medication in treating anxiety and depression among

adolescents the study conducted on middle school students in China. The intention of the study that how colour teaching help to develop the psychological factors among middle school students in China and to asses the level of creative expression using art integrated teaching process. The study found that art integrated education help learners to develop social functioning, creativity and quality of life.

Matsu (2023) conducted a case study about the students' perceptions of art integrated education intervention in foreign language teaching. The study was conducted on Spanish and Indonesian adult learners in California, USA. The study focused on how adult learners enriched foreign language curriculum enriched in art integrated method. The outcomes of the study were, art integrated teaching -learning methods are highly effective for enhancing foreign language skills, it helps developed motivation, critical thinking and observation capacity among learners.

Li and Zhang (2022) examined the impact of multimedia and fine-arts integrated education on achieving 21st skills among college students in China. The study was quasi experimental method. The objective of the study was to find out the effect of multimedia and fine arts integrated education on developing learning outcomes, learning attitudes and artistic sense as per the viewpoint of 21st century skills. The result of the study was this method has significant impact on achieving learning outcomes and learning attitude as per the achievement of 21st century skills. Technological integration help learners to develop deeper knowledge about content.

Hardiman, Rinne, and Yarmolinskaya (2022) examined the impact of art integrated method on students' long-term retention in science education. The study was conducted on fifth-grade students in the Mid-Atlantic region of the United States.

To compare the level of retention in science education between art integrated classroom and traditional classroom. The study revealed that art integrated teaching-learning method has more effective than traditional classroom teaching method in the case of retention on science learning content. Moreover, this study highlighted that this method will help to foster positive cognitive development and learning outcomes.

Anderson and Cohen (2021) conducted a study based on impact of art integrated teaching-learning programmes helps fostering social emotional learning among young children with ADHD. The study conducted on USA. The objective of the study was to find out the impact of art integrated social science teaching programmes fostering social emotional learning among young children with ADHD. The study found that this method more effective for achieving social and emotional learning among young children with ADHD, and improving their span of attention and concentration capacity.

Chute and French (2020) conducted a pedagogical and interdisciplinary study titled that collaboration between biology and art faculty to bridge the gap between STEM and the arts in undergraduate education. This study focused on how STEM techniques integrated to art education, assess the effectiveness of integration of arts and science in learning programme, and developing and validating evidence-based model for art integration in science subject. The study found that art integration helped to improving the learning level and performance level in science subject, the evidence-based model for art integration in science subject will help to retention of learning content.

Studies Conducted in India

Jana and Adhikary (2025) conducted critical analysis on the role and implementation of art integrated pedagogy in teacher education and school instruction with special reference to NEP2020. The study aimed to the relevance of art integrated pedagogy in teacher education programme and school instruction with reference to NEP2020, to explore art-based teaching methods can enhance creativity, and to propose suitable techniques for evaluation art integrated curriculum. The result of the study that art integrated pedagogy develops multidimensional learning, it encourages critical thinking, problem solving and holistic learning, the study introduced an authenticate evaluation criteria for art integrated curriculum.

Kumar (2025) examined effectiveness of Arts Integrated Learning (AIL) in enhancing conceptual understanding in science among secondary school students. The study was conducted on Government Model Sanskriti Senior Secondary School, Dholera, Haryana, India. The objectives of the study were to asses the effectiveness of art integrated curriculum on enhancing conceptual understanding of subject, to compare the learning outcome between traditional classroom and art integrated learning classroom, to compare the impact of art integrated education on academic achievement based on gender. The result of the study was that art integrated education has significantly high level in the achievement on conceptual learning. Boys and girls have equal level of learning to using art integrated method and study recommended proper training about art integrated method for teachers.

Prajapati and Pachauri (2025) conducted a comprehensive review and conceptual analysis of development and application of art integrated education in

India from 2005 to 2025. The intend of this study was to analysis of development and transition of art integrated education in India from 2005 to 2025, to examine how art integrated education enhance academic excellence and emotional regulations, and to highlight the role of PAOR (Plan , action, Observe and Reflect) frame work the assessment of art integrated pedagogy. The study revealed that Art Integrated education is the transformative approach and it help to enhance academic excellence and emotional regulation and it also developed metal health, stress management and creativity among learner.

Kumar, Pavitra, and Bhattacharya (2024) published a clinical practical guide based on in-depth exploration of creativity and the arts as instruments for mental health enhancement and well-being among Indian students. The book revealed that creativity provided preventive and threptic tool for enhancing mental health and emotional regulations, Indian traditional arts provide social wellbeing and social bounding and art integration develop the emotional vocabulary and imagination among learner.

Panjani, Thomas, and Mudgal (2024) conducted a study based on role of Art-Integrated Education (AIE) as a transformative tool in teacher professional development. It is a qualitative and descriptive method of research. The background of the study that capacity building programmes for teachers conducted by CBSE. The objectives of the study that to find out teachers' attitude, readiness and challenges for implementing art integrated learning in Schools, to identify institutional and systemic factors to facilitate and hinder the practical application of art integrated education. the result of the study was, teachers have positive attitude towards art integrated

education, it help the holistic development among learners, limited resources, lack of time, and administrative rigidity are the barriers of implementing art integrated education in school

Agarwal (2024) conducted a study about the effect of Art-Integrated Learning (AIL) strategies on the knowledge retention ability of upper primary school students. It was an experimental study. The study was conducted on RS Public School, Sikandra, Agra. The objectives of the study were to determine whether art integrated learning process systematically improve the capacities of knowledge retention among primary school students. The result of the study was that art integrated education more effective for enhancing knowledge retention ability of upper primary school students.

Narayanan (2024) conducted a study titled understanding and implementation of Art-Integrated Education (AIE) among secondary school teachers in India. The objective of the study was how teachers perceive, adopt and practice art integrated learning in alignment with NEP 2020 and capacity building programme by CBSE. The study reveal that teachers have strong understand about Art integrated learning teaching programme, the issues facing the implementation based on this program that, rigid curriculum, traditional learning method, lack of instrumentations and lack of proper training.

Zehra et al. (2024) conducted policy-based framework for art integrated teaching learning programme. This study intended to develop a transformative pedagogical approach for contemporary educational system. The objective of the study was to critically evaluate evaluation, challenges, strategies and implication of

art integrated pedagogy in Indian education system with respect to the attainment of 21st century goal. The result of the study was art integrated learning is a holistic method of teaching-learning process, it bridges theory and practice, lack of teacher training, inadequate budget and less time management are the barriers of implementation of art integrated education and this method help learners to achieve 21st century goals.

Maharjan et al. (2024) conducted action research based on the impact of storytelling pedagogy to enhance engagement, creativity, and conceptual understanding among preschoolers. The research question of the study was how story telling was effectively enhancing classroom engagement, creativity and conceptual understanding among preschoolers. The result of this study was story telling methods help effective engagement in classroom, develop the imagination of learners, and enhance conceptual understanding among preschool learners.

Buck and Snook (2024) conducted an experimental study based on effectiveness of Art based workshop for enhancing professional development among university teachers in Assam, India. The study intended the effectiveness of art-based instruction and its impact of professional development. The outcome of the study was that to presented a art based instructional package and assess its effectiveness among university teachers. The result of these assessments that art integrated pedagogy more helpful for teachers to prepare teaching content and develop their pedagogical content knowledge.

Gaiha et al. (2024) investigated the impact, feasibility and accessibility of CREATORS, an arts-based educational intervention method to reduce the mental

health related problems among youth in India. The intention of the study was to evaluate the efficacy of arts-based educational intervention methods to reduce mental health related stigma. The result found that the art based educational intervention method namely CREATORS more helpful for reducing emotional problems and stress related problems.

Bhagat et al. (2024) examined the role of structured educational intervention using literature, visual arts, and role play in developing empathy among post graduate ophthalmology trainees in Western India. The study aimed to find out the relationship between intervention of different arts forms on enhancing empathy among post graduate ophthalmology trainees, and to construct a frame work for enhancing empathy for post graduate ophthalmology trainees. The result of the study was that there is a significant effect in enhancing empathy among post graduate ophthalmology trainees.

Maji and Kumar (2023) explored the gamification of aesthetic pedagogy in Indian academic contexts, The study aimed that developed and validated a learning package based on the concept of gamification of aesthetic pedagogy and its effects of enhancing student engagement, emotional well-being, and intrinsic motivation among learner. the outcome of the study was to develop a instructional package based on gamification of aesthetic pedagogy and this package more effective to enhance student engagement, emotional well-being, and intrinsic motivation.

Mohalik and Basu (2020) conducted a quasi-experimental study based on effectiveness of Arts Integrated Learning (AIL) on enhancing conceptual understanding in geography among elementary school. The study aimed to find out

the effectiveness of art integrated learning on enhancing conceptual understanding in geography and how this method effected on academic achievement with respect to sub variables like gender and locale. The study found that art integrated learning method significantly higher to achieve academic achievement among total sample and sub samples.

Singh and Pancholi (2020) conducted a study about effectiveness of Art Integrated Learning (AIL) in enhancing achievement and interest in mathematics among upper primary school students in India. This is quasi-experimental study. The study was conducted on RS Public School, Agra. The objectives of the study were to find out effectiveness of Art Integrated Learning (AIL) in enhancing achievement and interest in mathematics among upper primary school students. The study revealed the art integrated learning method was highly effective for achievement of and interest in mathematics among upper primary school students

Summary

Table 1

Summary of review of related literature of Art Integrated Education

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
1.	Nkosi (2025)	Effectiveness of children's theatre play integrated arts pedagogy among foundation phase teacher education students in Urban South	To find out how practice-based play integrated art pedagogy effect the achievement of competency, confidence and engagement in arts among teacher	This method helps to attain the 21 st century goals such as collaboration. Communication, creativity and critical thinking.

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		Africa University.	education students in Urban South Africa University	
2.	Sanz-Camarero, Ortiz-Revilla, and Greca	Theoretical and analytical study exploring the role and positioning of the arts within the framework of integrated education	To find out the role of art education with in the integrated teaching-learning models, and proposed a tropology of art integration model.	The outcomes of the study that it found four major challenges like inadequate teacher training programmes, inadequate teaching aids, under evaluation of arts forms in education scenario and lack of strong evaluation of art integrated education.
3.	Cruywagen et al.	Collaborative autoethnographic study involving tertiary arts educators from Finland and South Africa	To sharing the beliefs, thoughts and philosophies among two nations and highlighting compassion, emotional engagement and inclusivity among both nations	The outcome of the study that, it cross cultural administration of art education strengths global educational practices and it advocates emotionally supportive and compassion-based environment helps for more achievement in higher educational area.
4.	Johnson et al.	Role of integrated arts instruction in	How the art integrated education help to	The outcomes of the study that the art integrated

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		supporting social and emotional learning (SEL) among young children with challenges in social cognition	develop social and emotional learning among young children with challenges in social cognition	teaching - learning process helps students to develop social and emotional skill and art integrated social and emotional learning provided inclusive, creative and holistic environment among education.
5.	Donahue and Stuart	Artful Teaching: Integrating the Arts for Understanding across the Curriculum, K–8.	Practical experience of art integrated teaching-learning programme in K-8 level and focusing this method in different subject like English, Science and Mathematics.	Art Integrated learning promoted deep learning process and it highlighted the idea that teacher training programmes should sustain the quality of art integration method.
6.	Cegala (2024)	Effects of visual art integrated social studies curriculum on student learning and engagement while teaching Ancient Greece to seventh-grade students	The objectives of the study were to find out the effectiveness of this method on achieving sufficient learning outcome and motivations.	The study found that there was no significant result between the academic achievement and there was greater difference in the motivations, enjoyment in learning in teaching art integrated

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				education method
7.	Yeung and Bautista	Stakeholder perceptions of teaching and learning Arts and Creativity in Hong Kong preschools.	The study aimed to how stakeholders such as parents, teachers and administers perceive and experience of art integration in preschool, to assess the creativity in Hong Kong preschool students and find out the barriers of implementation of art integrated curriculum.	The study found that open ended classroom and child creativity are more valuable method but it had more barriers like rigid curricula, cultural difference and lack of accountability.
8.	Clifford (2024)	Collaborative design of employability-focused curricula within liberal arts education in Australian higher education	The study focused on the challenges, tension and collaborative strategies involved in the liberal art form students and balancing the disciplinary integrity with practical skill in the education.	the finding of the study that necessary institutional framework for art as integrative subject for other subject like science and language and art collaborative curriculum will help to vocational aspiration among learners
9.	Flys and Matamala (2024)	Co-creation from the perspective of art students and how it can be	To assess how student's conceptualization of co-creation, to analysis	Student participation in art integrated methods and art education

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		effectively integrated into higher education arts curricula	students' perception about co-creation and compare the views about the professional and students about co-creation.	programmed will help to develop the capacity like decision making, open mind ness and social contact
10.	McWilliams	How art integrated education programme help K12 classroom teacher for retained knowledge and professional skill among students	To find out effect of art integrated method on retention of knowledge and professional skill among K12 students, To assess the barriers of art integration in the classroom level and to find out the teachers' attitude about the art integration model	Visual arts more helpful than other art forms for enhancing knowledge retention and professional skill and teachers need systematic training programmes for art integration process.
11.	Sun	Professional identity development of science and mathematics teachers involved in <i>arts integration</i> within the context of STEAM education	Were how science and mathematics teachers developing their teaching competencies through art integration, who take initiative step for art integration in art integrated education programme.	Artistic thinking plays a vital role for teachers to shape their professional attitude, informal art learning will help teachers to enhance pedagogical flexibility and school administers and teachers take first step for initiative step for

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				art integration in school
12.	Levicky	Process and impact of arts-integrated teaching and learning within a social studies methods course, emphasizing the <i>teacher-as-researcher</i> paradigm and the development of reflective, transformative pedagogical practices	How art integrated method enhancing teaching competences among both preservice and Inservice teachers and to find out how integration method enhancing creativity, critical thinking and civic engagement in social studies	The study found that there was significant importance in enhancing critical thinking, creativity and civic response among preservice and in service teachers and developed the capacity of preparing meta-teaching action plan among Inservice teachers
13.	Juravich	Elementary visual art educators intentionally plan and implement Social Emotional Learning (SEL) within their art instruction, using the CASEL competency-based framework as a guide	How elementary teachers plan art integrated teaching method through SEL principles and what are the instructional strategy and challenges facing for preparing SEL principles-based art integrated education programme	Teachers prepared lesson paling need more interest, creativity for enhancing Social Emotional Learning Capacities. Using multiple art integrated pedagogies will help to make live classroom.
14.	Zhao et al.	Attitudes toward integrated arts education and and developed predictive	The objectives of the study was that to found psychological factors control	The study found that art integration method provided positive result

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		models using psychological traits, demographic variables, and art education-related characteristics.	attitude towards in art integrated process in education and to develop predictive model to enhance key factors of artistic knowledge	such developing extroversion, open mind, self-expression among children
15.	Wang and Liu (2023)	Effects of integrating language instruction with visual arts education to enhance both linguistic and artistic development among ethnic minority students in Hebei Province, China.	To examine how integrated language and visual arts in education for enhancing language proficiency and artistic creativity among minority students in China and analyzing cross domain learning and cultural development through art integrated learning	The study found that integration speaking and writing artistic competition help learners to achieve language skill, language expression and artistic competencies are mutual related, the teaching model such as input-output-expression
16.	Anderson and Lee (2023)	Interdisciplinary collaboration in music education and mapping how different regions implement and prioritize cross-disciplinary approaches within music institutions	To qualitative and contextually analysis interdisciplinary in music integrated education and find out the regional models and determinants of music integrated education	The result of the study was music integrated education enhance Joynes in learning, social relationship and self-expression among learners
17.	Liu and Chen	Effectiveness of integrated art	How colour teaching help to	The study found that art

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
.		color teaching with antidepressant medication in treating anxiety and depression among adolescents the study conducted on middle school students in China	develop the psychological factors among middle school students in China and to assess the level of creative expression using art integrated teaching process	integrated education help learners to develop social functioning, creativity and quality of life
18.	Matsu	A case study about the students' perceptions of art integrated education intervention in foreign language teaching	How adult learners enriched foreign language curriculum enriched in art integrated method.	The outcomes of the study were, art integrated teaching - learning methods are highly effective for enhancing foreign language skills, it helps developed motivation, critical thinking and observation capacity among learners
19.	Li and Zhang	The impact of multimedia and fine-arts integrated education on achieving 21 st skills among college students in China	To find out the effect of multimedia and fine arts integrated education on developing learning outcomes, learning attitudes and artistic sense as per the viewpoint of 21 st century skills.	This method has significant impact on achieving learning outcomes and learning attitude as per the achievement of 21 st century skills. Technological integration help learners to develop deeper

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				knowledge about content
20.	Hardiman, Rinne, and Yarmolinskaya	Impact of art integrated method on students' long-term retention in science education	To compare the level of retention in science education between art integrated classroom and traditional classroom	. The study revealed that art integrated teaching-learning method has more effective than traditional classroom teaching method in the case of retention on science learning content
21.	Anderson and Cohen (2021)	Impact of art integrated teaching-learning programmes helps fostering social emotional learning among young children with ADHD	The study conducted on USA to find out the impact of art integrated social science teaching programmes fostering social emotional learning among young children with ADHD	This method more effective for achieving social and emotional learning among young children with ADHD, and improving their span of attention and concentration capacity.
22.	Chute and French	Pedagogical and interdisciplinary study titled that collaboration between biology and art faculty to bridge the gap between STEM and the arts in undergraduate education.	How STEM techniques integrated to art education, assess the effectiveness of integration of arts and science in learning programme, and developing and validating evidence-based model for art	Art integration helped to improving the learning level and performance level in science subject, the evidence-based model for art integration in science subject will help to

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			integration in science subject	retention of learning content
23.	Jana and Adhikary	Critical analysis on the role and implementation of art integrated pedagogy in teacher education and school instruction with special reference to NEP2020	Relevance of art integrated pedagogy in teacher education programme and school instruction with reference to NEP2020, to explore art-based teaching methods can enhance creativity, and to propose suitable techniques for evaluation art integrated curriculum	Art integrated pedagogy develops multidimensional learning, it encourages critical thinking, problem solving and holistic learning, the study introduced an authentic evaluation criteria for art integrated curriculum
24.	Kumar	Effectiveness of Arts Integrated Learning (AIL) in enhancing conceptual understanding in science among secondary school students	To assess the effectiveness of art integrated curriculum on enhancing conceptual understanding of subject, to compare the learning outcome between traditional classroom and art integrated learning classroom	Art integrated education has significantly high level in the achievement on conceptual learning
25.	Prajapati and Pachauri	Comprehensive review and conceptual analysis of	Analysis of development and transition of art integrated	The study revealed that Art Integrated education is the

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		development and application of art integrated education in India from 2005 to 2025	education in India from 2005 to 2025, to examine how art integrated education enhance academic excellence and emotional regulations, and to highlight the role of PAOR (Plan , action, Observe and Reflect) frame work the assessment of art integrated pedagogy	transformative approach and it help to enhance academic excellence and emotional regulation and it also developed metal health, stress management and creativity among learner
26.	Kumar, Pavitra, and Bhattacharya	Clinical practical guide based on in-depth exploration of creativity and the arts as instruments for mental health enhancement and well-being among Indian students.	Creativity provided preventive and threptic tool for enhancing mental health and emotional regulations	Indian traditional arts provide social wellbeing and social bounding and art integration develop the emotional vocabulary and imagination among learner.
27.	Panjani, Thomas, and Mudgal	Role of Art-Integrated Education (AIE) as a transformative tool in teacher professional development	Find out teachers' attitude, readiness and challenges for implementing art integrated learning in Schools, to identify	Teachers have positive attitude towards art integrated education, it help the holistic development among learners, limited resources, lack

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			institutional and systemic factors to facilitate and hinder the practical application of art integrated education	of time, and administrative rigidity are the barriers of implementing art integrated education in school
28.	Agarwal	Effect of Art-Integrated Learning (AIL) strategies on the knowledge retention ability of upper primary school students	Determine whether art integrated learning process systematically improve the capacities of knowledge retention among primary school students. .	The result of the study was that art integrated education more effective for enhancing knowledge retention ability of upper primary school students
29.	Narayanan	Understanding and implementation of Art-Integrated Education (AIE) among secondary school teachers in India	How teachers perceive, adopt and practice art integrated learning in alignment with NEP 2020 and capacity building programme by CBSE	Teachers have strong understand about Art integrated learning teaching programme, the issues facing the implementation based on this program that, rigid curriculum, traditional learning method, lack of instrumentations and lack of proper training.
30.	Zehra et al.	Policy -based framework for art integrated teaching learning programme.	To develop a transformative pedagogical approach for contemporary	The result of the study was art integrated learning is a holistic method of teaching-

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		intended	educational system	learning process, it bridges theory and practice, lack of teacher training, inadequate budget and less time management are the barriers of implementation of art integrated education and this method help learners to achieve 21 st century goals
31.	Maharjan et al	Action research based on the impact of storytelling pedagogy	To enhance engagement, creativity, and conceptual understanding among preschoolers the study was how story telling was effectively enhancing classroom engagement, creativity and conceptual understanding among preschoolers	Story telling methos help effective engagement in classroom, develop the imagination of learners, and enhance conceptual understanding among preschool learners
32.	Buck and Snook	Experimental study based on effectiveness of Art based workshop for enhancing professional development	Effectiveness of art-based instruction and its impact of professional development	Art based instructional package and assess its effectiveness among university teachers.

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		among university teachers in Assam, India		
33.	Gaiha et al.	Impact , feasibility and accessibility of CREATORS, an arts-based educational intervention method to reduce the mental health related problems among youth in India	To evaluate the efficacy of arts-based educational intervention methods to reduce mental health related stigma	The result found that the art based educational intervention method namely CREATORS more helpful for reducing emotional problems and stress related problems
34.	Bhagat et al.	The role of structured educational intervention using literature, visual arts, and role play in developing empathy among post graduate ophthalmology trainees in Western India	To find out the relationship between intervention of different arts forms on enhancing empathy among post graduate ophthalmology trainees	The result of the study was that there is a significant effect in enhancing empathy among post graduate ophthalmology trainees.
35.	Maji and Kumar	the gamification of aesthetic pedagogy in Indian academic contexts	The study aimed that developed and validated a learning package based on the concept of gamification of aesthetic pedagogy and its effects of enhancing student engagement, emotional well-being, and	Study was to develop a instructional package based on gamification of aesthetic pedagogy and this package more effective to enhance student engagement, emotional well-being, and

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			intrinsic motivation among learner	intrinsic motivation
36.	Mohalik and Basu	A quasi-experimental study based on effectiveness of Arts Integrated Learning (AIL) on enhancing conceptual understanding in geography among elementary school.	To find out the effectiveness of art integrated learning on enhancing conceptual understanding in geography and how this method effected on academic achievement with respect to sub variables like gender and locale	The study found that art integrated learning method significantly higher to achieve academic achievement among total sample and sub samples
37.	Singh and Pancholi	Effectiveness of Art Integrated Learning (AIL) in enhancing achievement and interest in mathematics among upper primary school students in India	To find out effectiveness of Art Integrated Learning (AIL) in enhancing achievement and interest in mathematics among upper primary school students	The study revealed the art integrated learning method was highly effective for achievement of and interest in mathematics among upper primary school students

The above-mentioned studies revealed that Art Integrated Education is an important instructional tool for fostering academic achievement, creativity, psychological, professional identity mental health, sociological and 21st century skills among learners. These studies are conducted different levels of education such as university level, and primary level. The research gap based on art integrated education is that there is no studies based on art integrated teaching strategy for secondary level in Indian context

Studies in Psychological Wellbeing

Studies Conducted in Abroad

Hussein, Sachit, and Essa (2025) conducted a study on psychological well-being of children and adolescents in relation to their socio-demographic characteristics with used descriptive cross-sectional method. The study aimed to how psychological wellbeing influenced by the factors like gender, age, parental education and occupation. Data collected form 200 school students through structural psychological assessment scale (developed by Hussein, **2024**) in South Africa. The finding of the study was that age, parenting style, gender, parental occupation was scientifically corelated to psychological wellbeing.

Ye, Li, and Zhang (2025) investigating role of aesthetic education in promoting university students' psychological well-being using the framework of Self-Determination Theory (SDT). The study was conducted on China. The objectives of the study was to assess the role of aesthetic education in promoting university students' psychological well-being using the framework of Self-Determination Theory (SDT). The study found that aesthetic education promotes psychological welling in primary school students but on the other hand it has less effect in the case higher level of learning classes.

Xie, Zeng, Yang, Zheng, and Wang (2025) investigated the relationship between wellbeing literacy and subjective well-being among college students, grounded in psychological capital theory. The study was conducted on China. The study focused on to find of the relationship between literacy, subjective wellbeing among college students and it is found that there is gender difference among the

relationship between wellbeing literacy and subjective well-being among college students, grounded in psychological capital theory. Girls students are negatively correlated and boys students are positively correlated among wellbeing literacy and subjective well-being among college students, grounded in psychological capital theory

Fang and Chen (2025) examined the impact of music class on developing psychological wellbeing among post covid students in China. The study focused that to find out the impact of music class on developing psychological wellbeing among post covid students in China, and it found that music integrated classroom is more effective to attain psychological wellbeing among post covid students in China.

Porter, Nadelson, and Oyineyi (2025) examines college faculty members' perspectives on supporting students' psychological well-being, focusing on how their mindset, training, and institutional conditions shape their ability to provide psychological support. The research question of the study was how faculty members perceive their role in supporting students' psychological well-being and to explore the influencing factors such as mindset, professional training, and institutional barriers. The finding of the study was Faculty members' mindsets significantly influenced how they viewed their role in student psychological support. Those with a growth-oriented or student-centered mindset were more likely to engage in supporting students' mental health

Song and Wang (2025) investigate the relationship between relationship-defining autobiographical memories and psychological well-being, focusing on how individuals recall positive and negative events involving parents and peers across

different cultures. The study was conducted among college students from Asian and European American cultural contexts. The objective of the study was that to explore how positive and negative autobiographical memories related to parents and peers are associated with psychological well-being, and to examine cultural differences in how these memories are processed and experienced. Across cultures, positive parent-related memories recalled with ease and emotional closeness were linked to higher psychological well-being. The result of the study was Asian participants, greater fading of negative affect in parent-related memories predicted better well-being.

Porter, Nadelson, and Oyineyi (2025) conducted a study titled “College Faculty Members’ Perspectives on Supporting Students’ Psychological Well-Being” in USA. The sample of the study was 242 faculty members from various post-secondary institutions in USA. The objectives of the study were to examine college faculty members’ perspectives on supporting students’ psychological wellbeing, to understand how faculty view their role in students psychological support and to explore how mindset, training, and institutional barriers influence faculty’s ability to support student mental health. It was mixed method of research. The study found that faculty mind set significantly effect to the psychological wellbeing of learners, student-centred, growth centered method helped for improving psychological wellbeing of the learners and lack of faculty training about psychological caring among learners in the fundamental factors for declining tendency of psychological wellbeing of learners.

Al-Ja’afreh et al. (2025) conducted a study titled “Influence of a Structured Psychosocial Support Program on Psychological Well-Being and Perceived Social

Support of Arab Expatriate Students”. In UK. The objectives of the study were influence of structured psychological supporting programmes for enhancing psychological wellbeing among Arab expatriate students and to assess the effect of the program on students perceived social support. It was an experimental study. The sample size of the study was 48 Arab expatriate students (24 for control group and 24 experimental group). The major objective of the study was to develop and validate structured psychological supporting programmes and minor objectives were to examine the influences of structured psychological supporting programmes and to asses the effect of structured psychological supporting programmes on perceived social support. The study found that structured psychological supporting programmes more helped for developing psychological wellbeing among Arab expatriate students.

Moreta-Herrera, Oriol-Granado, González, and Rodas (2025) conducted a study related to Predictive Relationship Between Positive Affect and Psychological Well-Being in 12-Year-Old Children. This study was a cross international study using the data from the International Child Well-Being Survey. Total sample size was 43,653 children aged 12 years from 29 countries. The methodology of the study was Quantitative study using Structural Equation Modeling. The objective of the study was to examine the predictive relationship between positive affect and psychological wellbeing among 12 years old children across the countries and to determined positive expression can forecast psychological wellbeing among 12 years old children across the countries. The outcomes of the study were strong positive correlation between positive affect and psychological wellbeing, and happiness is the most powerful indicator of positive affect.

Padmakumari Sarada (2024) conducted a study titled “Psychological Well-Being of International Students in Qatar: Predictive Roles of Cultural Distance, Age, Gender, and Length of Residence”. The sample of the study was 1600 international students in Qatar. This was a Quantitative correlational research method. The objectives of the study were to assess the psychological wellbeing among international students in Qatar and to explore the predictive roles like age, culture, gender and length of residence on psychological wellbeing. The result of the study was age and gender was not significantly predict the psychological wellbeing among students, culturally factors were negatively correlated to psychological wellbeing of students and Length of residence positively predicted psychological well-being.

Sak.et.al, (2024) conducted a study titled “Compassion and Psychological Well-Being of Preschool Teachers in Czechia and Turkey”. The sample of the study was 898 preschool teachers from Czechia and Turkey. It was a quantitative survey-based comparative study. The objectives of the study were to compare the compassion and psychological wellbeing levels of preschool teachers in Czechia and Turkey and to examine the demographic and professional growth influence the compassion and wellbeing. The outcome of the study was Turkish teachers have higher compassion and low psychological wellbeing compared to Czechia teachers.

Siddiqui et al. (2024) examined the influence of Psychological Well-Being on Academic Performance Among Undergraduate Dental Students in Pakistan. It was a Analytical cross-sectional research design on 210 undergraduate dental students in Rawalpindi, Pakistan. The study focused to found the relationship between psychological wellbeing and academic performance among medical students and to

found the effect of demographical factors on psychological wellbeing among medical students. The outcomes of the study was the relationship between academic performance and psychological wellbeing has moderate positive correlation and female students perform significantly high psychological wellbeing than male students.

Liu (2024) conducted a study related to Influence of Music Therapy on Sustainable Psychological Well-Being in the Post-COVID-19 Chinese Community. This was a Quantitative cross-sectional survey design among 384 Chinese community students in China. The study focused to examine the effect of music therapy for enhancing psychological wellbeing post COVID period and to analyze relationship between health awareness and strategic health management on fostering psychological well-being. The result of the study was music therapy showed significantly high effect on psychological wellbeing, health awareness significantly strengthen psychological wellbeing and holistic method (integrating music therapy, health awareness and strategic health management) has support mental wellness.

Yu et al. (2024) conducted a study related to Social Support, Subjective Well-Being, Psychological Resilience, and Social Adjustment Among Chinese Secondary School Students. This was Descriptive correlational research design among 1,537 Zhejiang Province secondary school students in China. The study focused to found the effect of social support on social adjustment on secondary school students and to examine the mediating roles of subjective well-being and psychological resilience. The study found that social support highly effective for enhancing social adjustment

among secondary school students in China and social relationship highly effective to developing psychological wellbeing among secondary school students in China.

Jiang (2024) conducted a study related to Influence of Music Learning on Students' Psychological Development: The Mediating Roles of Self-Efficacy and Self-Esteem among China. It was a Quantitative survey using Structural Equation Modeling among 326 university students in China. The study focused on to assess the impact of music learning for enhancing psychological wellbeing, to analyses the relationship between psychological wellbeing and academic performance and to investigate whether self-efficacy and self-esteem mediate the relationship between music learning and psychological wellbeing. The results of the study were music learning significantly positively correlated to enhance psychological wellbeing, psychological wellbeing contributed better academic performance and self-esteem and self-efficacy play a vital role for improving emotional strength, confidence and academic engagement.

Akbayram & Keten (2024) conducted a study related to Relationship Between Religion, Spirituality, and Psychological Well-Being Among Medical Students at Gaziantep University in Turkey. The methodology of the study was cross-sectional survey-based quantitative study among 399 medical students in Gaziantep University in Turkey. The objectives of the study was to find how religion and spirituality effect on psychological wellbeing, to asses the relationship between religious values and resilience and to explore the mental health difference among students based on religious importance. The study found that the relationship between spirituality and psychological wellbeing was highly positive and religious or spiritual

values have high positive correlation between psychological wellbeing, psychological resilience and life satisfaction.

Cole, Boss, McBee & Snow (2024) conducted a study based on Application of Swanson's Theory of Caring in Supporting Graduate Nursing Students' Mental Well-Being Through Psychological PPE. It was a conceptual and practice-based application using theoretical framework in educational settings. The sample of the study was graduate-level nursing students in United states. The objectives of the study were how Psychological Personal Protective Equipment can support psychological wellbeing among nursing students in United Nations, to apply Swanson's Theory of Caring as a framework for student support during the COVID-19 pandemic period and to identify effective caring strategies faculty can use to reduce stress and promote resilience. The study found that Psychological Personal Protective Equipment provide good psychological wellbeing among nursing students, Faculty using Swanson's Theory were more effective in recognizing distress and addressing students' emotional needs.

Bin Rubaian et al. (2024) conducted a study titled Association Between Minimally Invasive Aesthetic Procedures and Psychological Well-Being Among Saudi College Students", the methodology of the study was Comprehensive cross-sectional survey design. The sample of the study was 8,443 Saudi university students. The objectives of the study were to assess impact of using Invasive Aesthetic Product and psychological wellbeing among Saudi students and to find prevalence and types of aesthetic procedures among college students. The result of the study was Cosmetic interventions among university students may enhance self-esteem temporarily but do

not guarantee long-term improvements in mental well-being and no significant difference in psychological well-being was found between students who underwent aesthetic procedures.

Klapp & Gustafsson (2024) Study Summary conducted a study related to Well-Being and Academic Achievement in Swedish Compulsory Schools: A Longitudinal Analysis in Sweden. The objectives of the study were to assess the effect of psychological, cognitive, and social well-being in Grade 6 predict academic achievement in Grade 9 and to analyze the difference of each well-being dimension on long-term academic outcomes. This was a Longitudinal research design with multi-year data tracking; The result of the study was all dimensions significantly effect the psychological wellbeing among learners and cognitive wellbeing was a strongest predictor for grade 9 and psychological wellbeing was a strongest predictor for grade 6.

Vesely et al. (2024) conducted a study titled “Financial and Psychological Well-Being Among Early Childhood Educators: A Mixed Methods Analysis” The objective of the study was to assess the relationship between financial wellbeing and psychological wellbeing. The methodology of the study was mixed method design with quantitative analysis supported by qualitative interviews among 123 early childhood educators in UK. The study found that financial well-being was a significant predictor of psychological well-being.

Stankovska, Dimitrovski & Memedi (2023) conducted a study based on Psychological Well-Being and Mental Health of University Students in the Post-COVID-19 Context. This was quantitative correlational research on University

students in a post-pandemic learning environment in China. The study focused to find out the relationship between psychological distress and psychological wellbeing among university students in China and to compare the effect of online and offline courses for enhancing psychological wellbeing among university students in China. The study found that there is a negative correlation between psychological distress and psychological wellbeing and offline courses helped to reduce psychological distress among university students in China.

Yosep, Mardhiyah & Sriati (2023) conducted a study based on Effectiveness of Mindfulness Interventions on Psychological Well-Being of Students During the COVID-19 Pandemic. The objectives of the study was to find out the effectiveness of mindfulness intervention on psychological wellbeing of students during the COVID 19 pandemic and to analyses the recent research trends and methodological approaches related to mindful support for students mental health. This was a Scoping review of randomized controlled trials and quasi-experimental studies (2013–2022). The result of the study was mindful intervention significantly improved psychological wellbeing among learners and internet based mindful programmes were particularly effective during pandemic restrictions

Zhang, Fathi & Mohammaddokht (2023) conducted a study based on predictors of Foreign Language Teaching Enjoyment: The Roles of Teacher Self-Efficacy, School Climate, and Psychological Well-Being. The study focused to examine the effectiveness of psychological wellbeing, self-efficacy, and school climate on foreign language teaching enjoyment and to provide insight into how institutional support and personal psychological strengths shape teachers' affective

teaching experiences. The study followed by survey method with 355 sample size. The outcomes of the study was that self-efficacy, psychological wellbeing and perceived school climate of teachers significantly predicted positive relationship to foreign language teaching enjoyments.

Watkins (2023) conducted a study related organizational Constraints, Principals' Authentic Leadership, Coping Strategies, and Psychological Well-Being of Public School Teachers in Arkansas. The study was conducted on Arkansas, United States (Public schools). The methodology of the study was Non-experimental quantitative research with a causal-comparative design among Teachers working in Arkansas public schools. The objectives of the study was to assess the impact of organizational constraints on teachers' psychological wellbeing and to determine the coping strategies influences on psychological wellbeing. The result of the study was organizational climate significantly reduced teachers' psychological wellbeing and there is no relationship between the coping strategies and psychological wellbeing among teachers.

Hafen, Drake & Elmore (2022) conducted a study related to Predictors of Psychological Well-Being among Veterinary Medical Students: The Roles of Daily Living Habits, Stressors, and Social Support. The study was conducted on Kansas State University USA. The sample of the study was 230 veterinary medical students. Methodology of the study was Quantitative survey research design. The objectives of the study were to assess the relationship between life style habits and psychological wellbeing, to find out the level of psychological wellbeing among social support family. The study found that healthy life habit helped to improve psychological

wellbeing and there was a significant high psychological wellbeing among social support families.

Stepanyan & Asriyan (2022) conducted a study related on Psychophysiological Foundations of Student Well-Being: A Model Integrating Physiological and Psychological Indicators in Armenian Higher Education. The objectives of the study were to find out the relationship between psychological wellbeing and psychological health markers among university students, to develop biological indicator integrated model for developing psychological wellbeing. The methodology of the study was quantitative method integrating psychological assessment. The sample of the study was 140 university students, aged 18–25 in multiple universities across Armenia. The result of the study was the strong relationship between psychological wellbeing and psychological health markers among university students, and the model which integrated biological indicator helps to developing psychological wellbeing.

Hu (2022) conducted a study related to the influence of moral culture on college students' psychological well-being and prosocial behavior: the mediating role of moral reasoning. The sample of the study was 431 college students across China. The methodology of the study was empirical, quantitative research using survey data. Objectives of the study were to assess the content moral identity affect psychological wellbeing and prosocial behavior among college students and to assess the role of moral reasoning in the relationship between moral culture and psychological wellbeing. The outcomes of the study were moral identity positively affect psychological wellbeing among college students.

Bernstein, Lubinski & Benbow (2021) conducted a study related to long-term psychological well-being of academically accelerated gifted individuals. The study was conducted on United States. The sample of the study was intellectually precocious before age 13 between 1972–1983; categorized into three giftedness levels and followed for 35 years until age 50. The methodology of the study was Longitudinal quantitative research design. The study focused to examine the relationship between academic acceleration and psychological wellbeing and to assess long-term mental health outcomes across different levels of intellectual giftedness. The study found that academic acceleration negatively correlated to psychological wellbeing and there was no change in long term among psychological wellbeing.

Yurayat & Seechaliao (2021) conducted a study based on effectiveness of an online positive psychology intervention in enhancing psychological well-being of undergraduate students. The objectives of the study were to find out the effectiveness of online positive psychological intervention on psychological wellbeing among students and developing online positive psychological intervention strategy. The methodology of the study was experimental design with pre-test, post-test on 24 undergraduate students, in Mahasarakham University, Thailand. The study revealed that the online positive psychological intervention had significantly positive effect on enhancing psychological wellbeing among learners.

Kaya & Çenesiz (2020) conducted a study based on intrinsic–extrinsic motivation, life satisfaction, and psychological well-being among preservice teachers. The study focused on to assess the role of intrinsic and extrinsic motivation on enhancing psychological wellbeing and to determine the contribution of life

satisfaction for shaping psychological wellbeing. The methodology of the study was Quantitative survey design on 233 preservice teachers from Turkey. The study found that life satisfaction was the strongest positive factor for fostering psychological wellbeing, extrinsic motivation was a moderate deterrents of psychological wellbeing and intrinsic motivation was no effect for achieving psychological wellbeing.

Studies Conducted in India

Sehrawat (2025) conducted a study based on impact of screen time on emotional and psychological well-being among adolescents in Hisar, Haryana. The objectives of the study were to find out the relationship between screen time and psychological wellbeing among adolescents in Haryana. To find out emotional, behavioral and physical consequence of prolonged digital usage and to highlighted digital usage related mental health. The methodology of the study was descriptive survey method with 300 sample. The outcome of the research was high screen time was strongly correlated to low psychological wellbeing, and the study highlighted urgent need of digital literacy such as “digital dieting”.

Johnson et al. (2025) examined impact of COVID-19 on multidimensional well-being among American Indian/Alaska Native Adolescents in the Great Plains Region. The objectives of the study were to find out the impact of COVID 19 on multidimension wellbeing, to examine psychological, spiritual, educational challenges during the pandemic period and to identifies coping strategies and resilience capacity among tribal communities. The methodology of the study was

qualitative descriptive research design. The study found that in the pandemic period learners faced psychological, emotional educational challenges.

Gunathilake (2024) investigated school belonging and psychological well-being of Indian students. The objectives of the study were to find out the school level practices that promote psychological wellbeing among learners and to find the relationship between school belonging, psychological wellbeing and academic performances. The study followed qualitative research method and the sample size was 93 students aged 12–19 year. The study found that humanistic and caring methods of teacher pupil relationship help to strengthen psychological wellbeing of students

Kanougiya, Daruwalla & Osrin, (2024) conducted a dual-continua analysis on Mental Wellbeing and Common Mental Disorders among Women in Urban Informal Settlements of India. The objectives of the study were to assess the occurrence of low mental wellbeing and common mental disorder among women, to find out the relationship between mental wellbeing and symptoms of depression and to validate dual continua model of mental health. The methodology of the study was cross-sectional survey design with the sample size of 4906 women. The study found that positive mental health promotes mental wellness and mental fitness, 15 percentage of women faced low mental health and dual-continua model help to develop positive mental health.

Ganesh, Krishna & Srivastava, (2024) explored personal resources and psychological well-being of doctoral students in Indian higher education institutions. The study focused to how harmonious passion, grit, and psychological capital

influence the psychological well-being of doctoral students. The study followed Quantitative research design using Structural Equation Modeling (SEM). The sample size was 239 doctoral students in Indian higher education institutions. The study found that harmonious passion and grit were positively correlated to psychological wellbeing among doctoral students and psychological capital is partially correlated to psychological wellbeing among doctoral students.

Cherewick et al., (2024) conducted a significant study based on roles of social support and self-efficacy in mental health and psychological well-being among early adolescents in Darjeeling, India. The study focused to how social support and self-efficacy protects early adolescents from psychological problems. The study followed survey-based assessment with the sample size of 274 early adolescents(age 10-14). The outcomes of the study was social support such as family support, peer support and emotional and academic self-efficacy helps to protect form psychological problems and enhance psychological wellbeing.

Baskaran (2024) investigated mental health characteristics of re-entering dropout students compared to regular students. The study conducted on Integral Coach Factory Higher Secondary School, Chennai, India. The study focused on to compare mental health characteristics and re-entering dropout students, to assess the mental health across the multiple domains and to find out the relation between mental health and demographic variables. The outcomes of the study were re-entering drop out students had low mental health and it revealed that strong positive correlation between demographic variables and psychological wellbeing.

Guariso & Nyqvist (2023) examined the impact of the COVID-19 pandemic on learning outcomes and psychological wellbeing among Primary school children in Assam. The study followed longitudinal research design with the comparison of pre and post pandemic period. The study focused to compare the level of psychological wellbeing on pre and post pandemic period, and to assess how household and learning support factors influence learning outcomes. The result of the study was after the pandemic situation significantly changes in the level of psychological wellbeing among students and household support especially parental support helped to develop academic performance among learners.

Krishna & Agrawal (2023) delves cyberloafing behaviour and activities: the mediating role of psychological well-being and social media learning. The study focused to find out the role of psychological wellbeing as a mediator in the relationship between cyberloafing behaviour and cyberloafing activities. The study followed quantitative research approach with Structural Equation Modelling (SEM) and mediation analysis. The study revealed that cyberloafing activities and behaviour negatively affected for enhancing psychological wellbeing.

Siluvai, George and Parayitam (2023) conducted a study based on excessive social media use, anxiety, psychological wellbeing, and academic performance: a moderated-mediation model among Indian college students. The study focused on to find the relationship between extensive usage of social media and anxiety disorder problem. The study followed by quantitative research approach with conceptual model based on moderated-mediation analysis. The result of the study was extensive

usage of social media caused to anxiety disorder and reduce the level of psychological wellbeing.

Putta, Kohir & Chavan (2022) conducted a study titled “Social Networking Sites Usage and Psychological Wellbeing among Youth in Telangana: A Study on Urban–Rural Divide”. The study focused on the relationship between social network usage and psychological wellbeing among youth Telangana and analyses the usages of social network and mental health. The methodology of the study was survey with sample size of 629 youth aged 18–24 years. The study found that rural youth had negative correlation about the social network usage and psychological wellbeing and urban youth have no correlation between social network usage and psychological wellbeing.

Hedayetullah et al. (2023) conducted a cross-sectional analysis of sociocultural and psychological determinants related to prevalence of overweight and obesity among high school students in Jharkhand: The study focused to relationship between obesity and psychological wellness among tribal students in Jharkhand. The methodology of the study was survey with the sample size of 1456 high school students. The study revealed that psychological factors such as psychological wellness, emotional regulation were strongly related to obesity and overweight among high school students.

NIMHANS Centre for Wellbeing (NCWB) – Retrospective Chart Review (2022) conducted a retrospective chart review based on psychiatric morbidity, psychological distress, and wellbeing among patients at an urban mental health centre. The intention of the study was to find out different levels of psychological wellbeing

and analysis of the effectiveness of demographic factors on enhancing psychological wellbeing. The study revealed that the major components of law psychological wellbeing were depressive disorder, anxiety and OCD disorder and trauma related disorder and demographic factors like female gender, unmarried individual, family history, psychiatric illness and recurrent psychiatric episodes are affected psychological wellbeing of an individual.

Iyer, Sharma & Sahasrabudhe (2022) conducted a study related to internet addiction, aggression, and psychological well-being. The study focused to assess the relationship between internet addiction and psychological wellbeing among university students. The study followed survey method with the sample size of 499 university students across in India. The study found that internet addiction and psychological wellbeing were strongly negative correlated.

Lathabhavan & Sudevan (2022) examined impact of psychological distress on life satisfaction and well-being during the first and second waves of covid-19 in India. The methodology of the study was survey with the sample of 1500 adolescents. The study focused on to analysis how anxiety, depression and trauma were affecting psychological wellbeing, and analysis level of psychological wellbeing after second waves of COVID19. The study found that anxiety, trauma and depressions were positively affected the effect of psychological wellbeing and distress level and negative impact were greater during the second waves.

Yesmin (2022) conducted study based on Philosophical Foundations and Psychological wellbeing of Yoga within Indian Tradition. It was descriptive study based on the literature analysis of philosophical background of psychological

wellbeing. The study aimed to analysis the philosophical principles behind the yoga which integrate psychological wellness and to highlight psychological and therapeutic benefits of yoga. The study found that yoga was an holistic discipline that helped for developing psychological benefits such as psychological wellbeing.

Kamboj & Garg (2021) conducted a study related emotional intelligence and resilient traits as determinants of psychological well-being among school teachers. The study was conducted on Haryana. The study focused on to assess the relationship between emotional regulation and psychological wellbeing among teachers. The study followed by survey method with the sample size of 200 high school teachers. The study found that emotional regulation and psychological wellbeing are positively correlated.

Hooda & Choudhary (2020) examined the impact of COVID19 on psychological wellbeing among school teachers. The study focused to assess the emotional, behavioral, and psychiatric impact of the COVID-19 lockdown on teachers and to identify the stress triggers and coping strategies in lockdown. The study followed by survey method with the sample size of 1222 teachers. The study revealed that half portion of the sample faced psychological distress during the lockdown and psychological wellbeing was significantly associated to meaningful time using.

Elia et al. (2020) conducted a study on the influence of weight misperception on psychological symptoms from adolescence to early adulthood. The study followed longitudinal research design with the sample of 3,227 adolescents aged 11–16 years. The study focused to compare weight misperception and psychological systems in adolescence and to analysis the gender and geographical difference in weight

misperception. The study revealed that weight misperception and psychological symptoms are strongly related and accurate weight perception contributed to better mental health outcomes

Clarence et al. (2020) conducted impact of servant leadership on psychological well-being and affective commitment of para teachers in rural India. The study focused to find out the effect of servant leadership practiced by school principals on para teachers' psychological well-being. The methodology of the study was Survey research design with the sample of 1022 teachers. The study found that servant leadership did not directly affect the psychological wellbeing of teachers.

Summary

Table 2

Summary of review of related literature of Psychological Wellbeing

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
1.	Hussein, Sachit, and Essa	Psychological well-being of children and adolescents in relation to their socio-demographic characteristics with used descriptive cross-sectional method	How psychological wellbeing influenced by the factors like gender, age, parental education and occupation	The finding of the study was that age, parenting style, gender, parental occupation was scientifically correlated to psychological wellbeing
2.	Ye, Li, and Zhang	Role of aesthetic education in promoting university students' psychological well-being using the	To assess the role of aesthetic education in promoting university students'	The study found that aesthetic education promotes psychological

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		framework of Self-Determination Theory (SDT).	psychological well-being using the framework of Self-Determination Theory (SDT).	welling in primary school students but on the other hand it has less effect in the case higher level of learning classes
3.	Xie, Zeng, Yang, Zheng, and Wang	The relationship between wellbeing literacy and subjective well-being among college students, grounded in psychological capital theory.	Find of the relationship between literacy, subjective wellbeing among college students and it is found that there is gender difference among the relationship between wellbeing literacy and subjective well-being among college students, grounded in psychological capital theory	Girls students are negatively correlated and boys students are positively correlated among wellbeing literacy and subjective well-being among college students, grounded in psychological capital theory
4.	Fang and Chen	The impact of music class on developing psychological wellbeing among post covid students in China	To find out the impact of music class on developing psychological wellbeing among post	It found that music integrated classroom is more effective to attain psychological wellbeing

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			covid students in China	among post covid students in China.
5.	Porter, Nadelson, and Oyineyi	College faculty members' perspectives on supporting students' psychological well-being, focusing on how their mindset, training, and institutional conditions shape their ability to provide psychological support	How faculty members perceive their role in supporting students' psychological well-being and to explore the influencing factors such as mindset, professional training, and institutional barriers.	Faculty members' mindsets significantly influenced how they viewed their role in student psychological support
6.	Song and Wang	The relationship between relationship-defining autobiographical memories and psychological well-being, focusing on how individuals recall positive and negative events involving parents and peers across different cultures	Explore how positive and negative autobiographical memories related to parents and peers are associated with psychological well-being, and to examine cultural differences in how these memories are processed and experienced	Asian participants, greater fading of negative affect in parent-related memories predicted better well-being.
7.	Porter, Nadelson, and Oyineyi	College Faculty Members' Perspectives on Supporting Students'	Examine college faculty members' perspectives on supporting	The study found that faculty mind set significantly

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		Psychological Well-Being” in USA	students’ psychological wellbeing, to understand how faculty view their role in students psychological support and to explore how mindset, training, and institutional barriers influence faculty’s ability to support student mental health	effect to the psychological wellbeing of learners, student-centred, growth centered method helped for improving psychological wellbeing of the learners and lack of faculty
8.	Al-Ja’afreh et al.	Influence of a Structured Psychosocial Support Program on Psychological Well-Being and Perceived Social Support of Arab Expatriate Students	Influence of structured psychological supporting programmes for enhancing psychological wellbeing among Arab expatriate students and to assess the effect of the program on students perceived social support	The study found that structured psychological supporting programmes more helped for developing psychological wellbeing among Arab expatriate students.
9.	Moreta-Herrera, Oriol-Granado, González, and Rodas	Predictive Relationship Between Positive Affect and Psychological Well-Being in 12-Year-Old Children	To examine the predictive relationship between positive affect and psychological	strong positive correlation between positive affect and psychological

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			wellbeing among 12 years old children across the countries	wellbeing, and happiness is the most powerful indicator of positive affect
10.	Padmakumari Sarada	Psychological Well-Being of International Students in Qatar: Predictive Roles of Cultural Distance, Age, Gender, and Length of Residence	Assess the psychological wellbeing among international students in Qatar and to explore the predictive roles like age, culture, gender and length of residence on psychological wellbeing.	Age and gender was not significantly predict the psychological wellbeing among students, culturally factors were negatively correlated to psychological wellbeing of students and Length of residence positively predicted psychological well-being.
11.	Sak.et.al,	Compassion and Psychological Well-Being of Preschool Teachers in Czechia and Turkey”.	Compare the compassion and psychological wellbeing levels of preschool teachers in Czechia and Turkey and to examine the demographic and professional growth influence the	Turkish teachers have higher compassion and low psychological wellbeing compared to Czechia teachers

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			compassion and wellbeing	
12.	Siddiqui et al	Psychological Well-Being on Academic Performance Among Undergraduate Dental Students in Pakistan	The relationship between psychological wellbeing and academic performance among medical students	Relationship between academic performance and psychological wellbeing has moderate positive correlation and female students perform significantly high psychological wellbeing than male students
13.	Liu	Influence of Music Therapy on Sustainable Psychological Well-Being in the Post-COVID-19 Chinese Community	Examine the effect of music therapy for enhancing psychological wellbeing post COVID period and to analyze relationship between health awareness and strategic health management on fostering psychological well-being.	Music therapy showed significantly high effect on psychological wellbeing, health awareness significantly strengthen psychological wellbeing and holistic method (integrating music therapy, health awareness and strategic health

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				management) has support mental wellness.
14.	Yu et al.	Social Support, Subjective Well-Being, Psychological Resilience, and Social Adjustment Among Chinese Secondary School Students	Found the effect of social support on social adjustment on secondary school students and to examine the mediating roles of subjective well-being and psychological resilience.	Social support highly effective for enhancing social adjustment among secondary school students in China and social relationship highly effective to developing psychological wellbeing among secondary school students in China
15.	Jiang	Influence of Music Learning on Students' Psychological Development: The Mediating Roles of Self-Efficacy and Self-Esteem among China	Assess the impact of music learning for enhancing psychological wellbeing, to analyses the relationship between psychological wellbeing and academic performance and to investigate	music learning significantly positively correlated to enhance psychological wellbeing, psychological wellbeing contributed better academic performance and self-

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			whether self-efficacy and self-esteem mediate the relationship between music learning and psychological wellbeing	esteem and self-efficacy play a vital role for improving emotional strength, confidence and academic engagement.
16.	Akbayram & Keten	Relationship Between Religion, Spirituality, and Psychological Well-Being Among Medical Students at Gaziantep University in Turkey	How religion and spirituality effect on psychological wellbeing, to asses the relationship between religious values and resilience and to explore the mental health difference among students based on religious importance	Relationship between spirituality and psychological wellbeing was highly positive and religious or spiritual values have high positive correlation between psychological wellbeing, psychological resilience and life satisfaction.
17.	Cole, Boss, McBee & Snow	Application of Swanson's Theory of Caring in Supporting Graduate Nursing Students' Mental Well-Being Through Psychological PPE.	How Psychological Personal Protective Equipment can support psychological wellbeing among nursing students in United Nations, to apply	Psychological Personal Protective Equipment provide good psychological wellbeing among nursing students, Faculty using Swanson's

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			Swanson's Theory of Caring as a framework for student support during the COVID-19 pandemic period and to identify effective caring strategies faculty can use to reduce stress and promote resilience	Theory were more effective in recognizing distress and addressing students' emotional needs
18.	Bin Rubaian et al.	Association Between Minimally Invasive Aesthetic Procedures and Psychological Well-Being Among Saudi College Students	Assess impact of using Invasive Aesthetic Product and psychological wellbeing among Saudi students and to find prevalence and types of aesthetic procedures among college students.	Cosmetic interventions among university students may enhance self-esteem temporarily but do not guarantee long-term improvements in mental well-being and no significant difference in psychological well-being was found between students who underwent aesthetic procedures

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
19.	Klapp & Gustafsson (2024) Study Summary	Well-Being and Academic Achievement in Swedish Compulsory Schools: A Longitudinal Analysis in Sweden	Assess the effect of psychological, cognitive, and social well-being in Grade 6 predict academic achievement in Grade 9 and to analyze the difference of each well-being dimension on long-term academic outcomes	All dimensions significantly effect the psychological wellbeing among learners and cognitive wellbeing was a strongest predictor for grade 9 and psychological wellbeing was a strongest predictor for grade 6
20.	Vesely et al. (2024)	“Financial and Psychological Well-Being Among Early Childhood Educators: A Mixed Methods Analysis	To assess the relationship between financial wellbeing and psychological wellbeing	The study found that financial well-being was a significant predictor of psychological well-being
21.	Stankovska, Dimitrovski & Memedi	Psychological Well-Being and Mental Health of University Students in the Post-COVID-19 Context	Find out the relationship between psychological distress and psychological wellbeing among university students in China	Negative correlation between psychological distress and psychological wellbeing and offline courses helped to reduce psychological distress among university

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				students in China
22.	Yosep, Mardhiyah & Sriati	Effectiveness of Mindfulness Interventions on Psychological Well-Being of Students During the COVID-19 Pandemic	Find out the effectiveness of mindfulness intervention on psychological wellbeing of students during the COVID 19 pandemic	Mindful intervention significantly improved psychological wellbeing among learners and internet based mindful programmes were particularly effective during pandemic restriction
23.	Zhang, Fathi & Mohammaddokht	Predictors of Foreign Language Teaching Enjoyment: The Roles of Teacher Self-Efficacy, School Climate, and Psychological Well-Being	Examine the effectiveness of psychological wellbeing, self-efficacy, and school climate on foreign language teaching enjoyment	Self-efficacy , psychological wellbeing and perceived school climate of teachers significantly predicted positive relationship to foreign language teaching enjoyments.
24.	Watkins	Organizational Constraints, Principals' Authentic Leadership, Coping Strategies, and Psychological Well-Being of Public	Assess the impact of organizational constraints on teachers' psychological wellbeing and to determine the	Organizational climate significantly reduced teachers' psychological wellbeing and there is no

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		School Teachers in Arkansas	coping strategies influences on psychological wellbeing	relationship between the coping strategies and psychological wellbeing among teachers
25.	Hafen, Drake & Elmore	Predictors of Psychological Well-Being among Veterinary Medical Students: The Roles of Daily Living Habits, Stressors, and Social Support.	assess the relationship between life style habits and psychological wellbeing	Healthy life habit helped to improve psychological wellbeing and there was a significant high psychological wellbeing among social support families
26.	Stepanyan & Asriyan	Psychophysiological Foundations of Student Well-Being: A Model Integrating Physiological and Psychological Indicators in Armenian Higher Education	To find out the relationship between psychological wellbeing and psychological health markers among university students	Strong relationship between psychological wellbeing and psychological health markers among university students
27.	Hu	Influence of moral culture on college students' psychological well-being and prosocial behavior: the mediating role of moral reasoning	Assess the content moral identity affect psychological wellbeing and prosocial behavior among college students	Moral identity positively affect psychological wellbeing among college students.

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
28.	Bernstein, Lubinski & Benbow	long-term psychological well-being of academically accelerated gifted individuals	Examine the relationship between academic acceleration and psychological wellbeing	Academic acceleration negatively correlated to psychological wellbeing and there was no change in long term among psychological wellbeing
29.	Yurayat & Seechaliao	Effectiveness of an online positive psychology intervention in enhancing psychological well-being of undergraduate students	Effectiveness of online positive psychological intervention on psychological wellbeing among students the online positive	Psychological intervention had significantly positive effect on enhancing psychological wellbeing among learners
30.	Kaya & Çenesiz	Intrinsic –extrinsic motivation, life satisfaction, and psychological well-being among preservice teachers	To assess the role of intrinsic and extrinsic motivation on enhancing psychological wellbeing and to determine the contribution of life satisfaction for shaping psychological wellbeing	Life satisfaction was the strongest positive factor for fostering psychological wellbeing
31.	Sehrawat	Impact of screen time on emotional and psychological well-being among adolescents in Hisar, Haryana	Find out the relationship between screen time and psychological wellbeing among	The outcome of the research was high screen time was strongly correlated to law psychological

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			adolescents in Haryana	wellbeing, and the study highlighted urgent need of digital literacy such as “digital dieting”.
32.	Johnson et al.	Impact of COVID-19 on multidimensional well-being among American Indian/Alaska Native Adolescents in the Great Plains Region	To find out the impact of COVID 19 on multidimension wellbeing, to examine psychological, spiritual, educational challenges during the pandemic period	Pandemic period learners faced psychological, emotional educational challenges.
33.	Gunathilake	School belonging and psychological well-being of Indian students	To find out the school level practices that promote psychological wellbeing among learners and to find the relationship between school belonging, psychological wellbeing and academic performances	The study found that humanistic and caring methods of teacher pupil relationship help to strengthen psychological wellbeing of students
34.	Kanougiya, Daruwalla & Osrin	Mental Wellbeing and Common Mental Disorders among Women in Urban Informal Settlements of India	To find out the relationship between mental wellbeing and symptoms of depression and	Mental health promotes mental wellness and mental fitness, 15 percentage

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			to validate dual continua model of mental health	of women faced low mental health and dual-continua model help to develop positive mental health
35.	Ganesh, Krishna & Srivastava	Personal resources and psychological well-being of doctoral students in Indian higher education institutions	How harmonious passion, grit, and psychological capital influence the psychological well-being of doctoral students	Harmonious passion and grit were positively correlated to psychological wellbeing among doctoral students
36.	Cherewick et al.,	Roles of social support and self-efficacy in mental health and psychological well-being among early adolescents in Darjeeling India	How social support and self-efficacy protects early adolescents from psychological problems	Social support such as family support, peer support and emotional and academic self-efficacy helps to protect form psychological problems and enhance psychological wellbeing
37.	Baskaran	Mental health characteristics of re-entering dropout students compared to regular students	To compare mental health characteristics and re-entering dropout students	Re -entering drop out students had low mental health and it revealed that strong positive

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				correlation between demographic variables and psychological wellbeing
38.	Guariso & Nyqvist	The impact of the COVID-19 pandemic on learning outcomes and psychological wellbeing among Primary school children in Assam	Compare the level of psychological wellbeing on pre and post pandemic period, and to assess how household the pandemic situation	Social Support significantly changes in the level of psychological wellbeing among students and household support especially parental support helped to develop academic performance among learners
39.	Krishna & Agrawal	Cyberloafing behaviour and activities: the mediating role of psychological well-being and social media learning	To find out the role of psychological wellbeing as a mediator in the relationship between cyberloafing behaviour	The study revealed that cyberloafing activities and behaviour negatively affected for enhancing psychological wellbeing
40.	Siluvai, George and Parayitam	Excessive social media use, anxiety, psychological wellbeing, and academic performance: a	Find the relationship between extensive usage of social media and anxiety	Extensive usage of social media caused to anxiety disorder and

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		moderated-mediation model among Indian college students	disorder problem	reduce the level of psychological wellbeing
41.	Putta, Kohir & Chavan	Social Networking Sites Usage and Psychological Wellbeing among Youth in Telangana: A Study on Urban–Rural Divide	Relationship between social network usage and psychological wellbeing among youth Telangana	Rural youth had negative correlation about the social network usage and psychological wellbeing
42.	Hedayetullah et al	Cross -sectional analysis of sociocultural and psychological determinants related to prevalence of overweight and obesity among high school students in Jharkhand	Relationship between obesity and psychological wellness among tribal students in Jharkhand	Psychological wellness, emotional regulation were strongly related to obesity and overweight among high school students
43.	NIMHANS Centre for Wellbeing (NCWB) – Retrospective Chart Review	Retrospective chart review based on psychiatric morbidity, psychological distress, and wellbeing among patients at an urban mental health centre	To find out different levels of psychological wellbeing and analysis of the effectiveness of demographic factors on enhancing psychological wellbeing.	Major components of law psychological wellbeing were depressive disorder, anxiety and OCD disorder and trauma related disorder
44.	Lathabhavan & Sudevan	Impact of psychological distress on life satisfaction and well-being during	To analysis how anxiety, depression and trauma were affecting	Anxiety , trauma and depressions were positively

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		the first and second waves of covid-19 in India	psychological wellbeing	affected the effect of psychological wellbeing
45.	Iyer, Sharma & Sahasrabudhe	Internet addiction , aggression, and psychological well-being	Relationship between internet addiction and psychological wellbeing among university students	The study found that internet addiction and psychological wellbeing were strongly negative correlate
46.	Yesmin	Philosophical Foundations and Psychological wellbeing of Yoga within Indian Tradition	Analysis the philosophical principles behind the yoga which integrate psychological wellness	Yoga was an holistic discipline that helped for developing psychological benefits such as psychological wellbeing
47.	Kamboj & Garg	Emotional intelligence and resilient traits as determinants of psychological well-being among school teachers	Assess the relationship between emotional regulation and psychological wellbeing among teacher	Emotional regulation and psychological wellbeing are positively correlated. to meaningful time using.
48.	Hooda & Choudhary	Impact of COVID19 on psychological wellbeing among school teachers.	To assess the emotional, behavioral, and psychiatric impact of the COVID-19 lockdown on teachers	Half portion of the sample faced psychological distress during the lockdown and psychological wellbeing was significantly

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				associated to meaning full usage of time
49.	Elia et al.	Influence of weight misperception on psychological symptoms from adolescence to early adulthood	To compare weight misperception and psychological systems in adolescence	Weight misperception and psychological symptoms are strongly related and accurate weight perception contributed to better mental health outcomes
50.	Clarence et al.	Impact of servant leadership on psychological well-being and affective commitment of para teachers in rural India	The effect of servant leadership practiced by school principals on para teachers' psychological well-being	Servant leadership did not directly affect the psychological wellbeing of teachers

The above cited reference revealed that psychological wellbeing is an important factor to develop social relationship, psychological wellness, emotional regulation and also academic achievement among learners. It plays vital role for enhancing social relationship among both learners and teachers. Yoga, meditations, games, art integration methods help to improve psychological wellbeing among learners. There is no sufficient studies related to developing art integrated package for enhancing psychological wellbeing.

Literature Review based on Stress Management

Studies Conducted in Abroad

Lawrence et al. (2025) conducted a study related to Influence of Prior Experience on Physiological and Psychological Stress in Undergraduate Animal Science Students During Parturition Management. The study conducted on United States. The sample of the study was students on undergraduate animal science students. The study focused on how prior experience handling livestock affects student stress during hands-on parturition management and compares psychological and physiological stress factors. The study revealed that stress responses varied significantly based on experience level and psychological stress results aligned with physiological findings

Butaney et al. (2025) examined psychological stress impacts of the covid-19 pandemic on physician assistant students: a gender-based comparative analysis. The study conducted on nine physician assistant programs across the United States. The study focused on the assess the psychological effect of COVID-19 on physician assistant and assess the gender-based difference on psychological stress outcomes. The result of the study was Yoga, Exercise and Meditation helped for controlling stress factors and there was no gender-based difference among psychological stress factors among physician assistance in Unites States.

Grugan et al. (2025) explored Perfectionism, School Stress, Burnout, and Engagement in Gifted Adolescents. It was a structural equation analysis. The study conducted on Saudi Aribia students. The study focused on to investigate how different type of perfectionism effected school stress and to analysis psychological

vulnerabilities among gifted adolescents. The study revealed that stress, which related to school significantly prove the relationship between perfectionism and psychological outcomes and high stress caused greater burnout and low work engagement among gifted students.

Elliott et al. (2024) explored teacher stress in high-poverty urban elementary schools and role of classroom practices, student functioning, and support systems. The study was conducted on urban elementary schools (K–5) in the United States. The method of the study was Correlational analysis on the sample of 106 teachers from 14 urban, low-income elementary schools. The study focused on to find out the key predictors of teachers' stress in low-income school settings and to analysis how teacher behaviors and academic functioning influence teachers' stress. The study found that students behavioral from class-wide activities functioning was the strongest predictor of teachers' stress and teachers' emotional imbalance created high level stress in classroom activities.

Owusu et al. (2024) investigated academic Stress and Burnout among Distance Education Students at the University of Education in Winneba. The study focused to assess the level of stress and burnout among distance education students and to examine gender difference among stress and burnout. The study followed by cross-sectional survey design based on 231 distance education students. The study found that the level of stress and burnout were moderate in distance education students and there was no significant difference in gender difference on stress and burnout.

Ji et al. (2024) explored perceived stress as a motivator or inhibitor in online self-directed learning among Chinese college students during covid-19. The study

focused to assess the impact of perceived stress online self-directed learning and to determine how phone dependence to moderate self-directed learning. The study followed quantitative survey research design based on 969 college students. The result of the study was stress can positively affected online self-directed learning and phone dependence reduced motivational level of stress.

Li, Wang, Barakova et al. (2024) developed "Stress Diffuser" biofeedback system for managing stress in children during homework interactions. The study conducted on home environments with families in China. The study focused to design and implement a wearable biofeedback tool to monitor children's stress. The methodology of the study was experimental intervention using a wearable biosensor with interactive visual feedback. The outcome of the result was the stress diffuser model help to increase recognition of stress both parents and children.

Eddy, Herman, & Reinke (2024) conducted a comprehensive study about Stress Management Interventions for Special Education Teachers. The study conducted on United Kingdom. The study followed the methodology of Review and analysis of stress management practices for special educators. The study focused on to analysis stress management interventions especially focused on special education teachers and to comparison of individual coping strategy and system supporting methods. The study found that special teacher educators face unique type of stress and they are facing highly vulnerable burnout.

Terrazas-Carrillo & Garcia (2024) examined effectiveness of a culturally-tailored stress management psychoeducational group for Latino college students. The objectives of the study was to evaluate culturally relevant stress management

programmes and to improve the awareness of stress management techniques among Latino college students. The study followed Psychoeducational group-based intervention with 109 Latino college students. The result of the study was stress management programmes developed by the researcher helped to increase the level of awareness of stress management skills among Latino college students

Hill (2024) examined the effectiveness of a structured stress management module for first-year osteopathic medical students. The study followed by experimental research on 30 first year D.O U.S. osteopathic medical education setting. The objective of the study was to find out how structured stress management module can reduce perceived stress among first-year DO students. The study found that structured management module helped to maintain sufficient stress management among students.

Blocker (2024) explored occupational stress, discrimination-related stress, and behavior management strategies among teachers. The study conducted on Spain. The objective of the study was to examine the occupational and discrimination related stress on teachers' behavior management strategies. The methodology of the study was quantitative survey among 1200 secondary school teachers. The study found that occupational and discrimination related stress not directly effected the behavior management of teachers.

Medari (2024) developed a Mindshift CBT mobile application intervention to improve stress management and self-efficacy in nursing students. The study conducted among Associate Degree Nursing (ADN) students in UN. The methodology of the study was mixed with qualitative and quantitative. The study

focused on effectiveness of the mind shift CBT mobile application to improve self-efficacy and stress management among nursing students. The study found that mind shift CBT mobile application helped to improve stress management skill among nursing students.

Wilson (2023) examined religious practices and stress management among public school superintendents in United States. The study focused to the relationship between religious practices and stress management, to analysis the relationship between stress management and religious practices with respect to demographic differences. The methodology of the study was survey method. The study revealed that no statistically significant relationship between religious practices and stress management among public school superintendents in United States.

Xiong (2023) examined gendered dimensions of stress among southeast Asian American community college students. The study conducted on 12 community colleges in the United States. The study focused to examine the source of stress among south Asian region and to analyses gender-based difference in types and levels of stress. The methodology of the study was experimental method among 605 Southeast Asian American students. The study revealed that there was gender difference among level of stress. Over 50 percentage of male students had high level of stress from food insecurity, housing insecurity and legal issues and female students had faced stress from transportation and health insecurity.

Li, Wang, Barakova & Hu (2023) conducted a systematic review based on embodied technologies for stress management in children. The study focused to analysis how embodied technologies can support stress management among children

and to prepare technological framework for support stress management among children. the study found that embodied technology support stress management among children.

Gázquez Linares et al. (2022) conducted study related to emotional intelligence as a mediator between stress, anxiety sensitivity and academic burnout in adolescents. The study focused to analysis the relationship between stress, anxiety and academic burnout among adolescents and to determine the mediating role of emotional intelligence to fostering stress management among adolescents. The study followed quantitative, cross-sectional survey research among 1,287 high school students in Spain. The study found that stress, anxiety were directly related to academic burnout.

Zhu et al. (2022) conducted a comparative analysis of stress, coping, professional identity, and work locus of control among new graduate nurses in Shanghai, Hong Kong, and Taipei. The study followed quantitative, cross-sectional comparative study from 591 newly graduated nurses' students from Shanghai, Hong Kong, and Taipei. The study focused to assess the occupational stress level among newly graduated nurses' students and to analysis the level of coping, professional identity, and work locus of control among new graduate nurses. The study found that, Shanghai nurses showed lower work stress and stronger positive coping strategies. Taipei nurses had the lowest professional identity and relied more on external locus of control and Hong Kong nurses demonstrated higher internal locus of control but greater reliance on negative coping methods

Yun and Greenwood (2022) explored stress, sleep quality, and academic performance among international and domestic university students. The study was conducted on United States. The objectives of the study were to compare stress, sleep quality and academic performance among international and domestic university students and to find out the level of stress and quality of sleep among international and domestic university students. The study followed survey method among 1200 international and domestic students in United States. The study found perceived stress not correlated the quality of stress.

Tong et al. (2021) compared the effectiveness of yoga and physical fitness exercises in reducing stress among undergraduate students. The study conducted on China. The study focused on to compare the effectiveness yoga and physical fitness exercises in reducing stress among undergraduate students. The study followed experimental design among 230 undergraduate students in China. The study found that yoga and physical fitness exercises in reducing stress among undergraduate students.

Ménard et al. (2021) conducted on the study titled “Alignment Between Student Self-Reported Stress and Faculty and Staff Perceptions of Student Stress in Science Disciplines”. The objectives of the study were to find out the students self-reported stress level, to analyses faculty and staff perception of students’ stress level and to understand coping strategies of students. The methodology of the study followed by survey among 48 faculty and 308 students in university students in Saudi Arabia. The study found that students level of stress were consistently very high and

academic work load, grade sheet, institution related issues are the major triggers for creating stress.

Sakitri (2020) explored student stress, type A personality, and academic performance among university students in Indonesia. The study focused on to find out the relationship between student stress and academic performance and to analysis the relationship between Type A personality traits and academic outcomes. The study followed survey methodology among 678 university students. The result of the study were high level stress corelated to low level of academic performances and type A personality traits promote more academic outcomes among students.

Takeda, Matsuo, and Ohtsuka (2020) examined efficacy of a universal classroom-based stress management program for elementary school students in Japan. The study focused on to evaluate the effectiveness of universal classroom-based stress management programme and assess the effectiveness of cognitive reconstruction programme for reducing stress level among students. The study followed experimental study among 272 elementary students from Japan. The study revealed that universal classroom-based stress management programme had significant effect on controlling stress among elementary school students and cognitive reconstruction programed had minimal effect on reducing stress among elementary school students.

Manning, Blandford, Edbrooke-Childs, and Marshall (2020) conducted a study titled Stress Management Practices and Use of Digital Health Tools Among Midcareer High School Teachers in England. The study focused on how midcareer high school teachers maintain stress management in their daily work load and asses the effectiveness of teacher using electronics devices for enhancing stress

management. The study followed qualitative methods among 309 school teachers in England. The result of the study was teachers have high level workplace stress and the constraints of stress management were structural barriers like tight work schedule and isolation and cultural barriers were stigma around help-seeking and individualistic work culture.

Studies Conducted in India

Tsakona et al. (2025) examined the effectiveness of diaphragmatic breathing as a complementary therapy for stress relief in children and adolescents. The study conducted on secondary school students in Assam. The objectives of the study were to assess the effectiveness of diaphragmatic breathing and stress relief in children and adolescents and assess the of psychological and physiological effectiveness of diaphragmatic breathing and academic outcomes. The study followed by experimental method among 67 adolescents in Assam. The result of the study was diaphragmatic breathing had significant effect on enhancing stress management and it had minimal effect on developing academic outcomes among adolescents.

Sudha et al. (2025) conducted a study based on the cloud-based machine learning system for predicting stress and well-being among healthcare workers. The study was conducted on Uttar Pradesh health workers. The study focused on the relationship between cloud based machine learning system and stress management among healthcare workers in Uttar Pradesh. The study followed survey method among 1200 health workers in Uttar Pradesh. The study found that cloud based machine learning system had minimal effect on enhancing stress management among health workers in Uttar Pradesh.

The study “**That’s All I Do Is School: (2025)** examined that stress among undergraduate students in India. The study conducted secondary school students in allover the India. The study focused on to find out the different stress factors for students in all over the India. The study followed survey methods with 2900 samples. The study revealed that the stress factors are classified two type first one is structured factors such as stress triggers from school environment and unstructured factors such as stress triggers from personal factors.

Chatterjee et al. (2025) examined AI-Driven Stress Detection Using HRV Data and Semantic Knowledge Graphs. The Study conducted on Gujarat. The objective of the study was developing advanced AI-Driven Stress Detection Using HRV Data and Semantic Knowledge Graphs. The revealed that advanced AI-Driven stress detection system helps to control stress.

Sahu and Anju Bala (2025) conducted a study based on Stress and Coping Strategies among Adolescent Girls Experiencing Pubertal Changes in Selected Schools of Jabalpur City, India. The study focused on to assess the level of stress among adolescent girls students at the time puberty, examined the effectiveness of coping strategies among these students and to exploring coping strategies and stress. The methodology of the study was survey among 1098 adolescent girls’ students. The study found that moderate level of stress among adolescents girls students at the puberty stage and there was high positive correlation between coping strategies and stress management.

Podiya, Navaneetham, and Bhola (2025) conducted a systematic review based on influence of school climate on adolescents’ emotional health and academic

achievement in Indian secondary schools. The study focused on to find out the relationship between school climate and stress management among Indian secondary school students and to identify protective factors of stress in school environment. The study found that school climate and stress management had strong relationship and protective factors like motivation, social relationship and enhancing creativity programe help to reduce stress among Indian secondary school students.

Raj and Tripathi (2025) conducted a study related to integration of Jacobson's Progressive Muscle Relaxation (JPMR) into Indian context for Broad-Based Stress Reduction. The study focused to find out relevant and adaptability of Jacobson's Progressive Muscle Relaxation (JPMR) into Indian context for Broad-Based Stress Reduction. It was a experimental method on 45 samples of elementary school students. The study found that that this system had significant relevance and adaptability for enhancing stress management.

Flinchbaugh, Moore, and Gandhi (2024) conducted impact of stress management training on business students and transfer to life domains. The study conducted on Hyderabad. The study focused on to assess how stress management training affects business students and to investigate the behaviour changes and coping strategies after training. The study based on experimental method with the sample of 78 business students. The study found that the training programe have significant effect to enhance stress management.

Daisy (2024) explored digital platforms for enhancing mental health education in school settings. The study conducted on Andra Pradesh middle school students. The objective of the study was to assess the potentiality of digital tool for enhancing

mental health such as stress management. The study followed by survey with 1200 samples. The outcome of the research was digital tool had high potentiality for enhancing stress management among middle school students in Andhra Pradesh.

Varanasi, Vashistha, and Dell (2024) explored the Saharaline: A WhatsApp-Based Collective Social Support Platform for Teachers, and its effect for supporting low stress management students. The study conducted on Uttar Pradesh. The objectives of the study was to assess the activities of Saharaline WhatsApp based collective social support platform for teachers. The study followed survey method among 2000 students in Uttar Pradesh. The study concluded that the activities of Saharaline WhatsApp platform significantly effect for improving low stress management students.

Singh et al. (2023) conducted a cross-sectional survey based on academic stress and its predictors among primary school children in India. The study conducted primary school students across in India. The objectives of the study were to assess the predictors of stress among primary school children in India. The study concluded that primary school students have moderate level of stress and which increase on at the age of 9 to 11.

Padmavati et al. (2023) conducted a review study about yoga as a mind–body intervention for stress reduction and adjunct treatment in major depressive disorder. The study conducted on across in India. The study focused on to analysis scientific evidence of yoga for treat stress and to examine the role of yoga as adjunct treatment. The study followed systematic literature method among the studies related to yoga,

and stress. The study revealed that yoga regulating the level of stress management and yoga is effective as an adjunct treatment.

Raikwar, Rajul and Sharma (2023) investigated factors influencing academic stress and anxiety among school-going adolescent girls in Sagar, Madhya Pradesh. The study focused on to assess the factors for generating academic stress among adolescent and to examine the causes of anxiety related to academic pressure. The methodology of the study was survey among 1200 school-going adolescent girls in Sagar, Madhya Pradesh. The study revealed that family problems, health related issues, domestic violence and peer pressure are the causes of anxiety among school-going adolescent girls in Sagar, Madhya Pradesh.

Helminen et al. (2022) examined effectiveness of the ‘learning to BREATHE’ mindfulness-based program in high school students during low academic stress. The study conducted on Andra Pradesh. The objectives of the study was to assess the effectiveness of learning to BREATHE’ mindfulness-based program in high school students during low academic stress. This was an experimental study with 65 sample size. The study revealed that BREATHE mindfulness -based programmes provided high level stress management among school students.

Sahni et al. (2021) conducted a core sessional survey about the impact of yoga practice on stress, anxiety, depression, and well-being during covid-19 lockdown. The study conducted on across in India. The study focused on to assess the impact of yoga practice on stress anxiety depression and well-being during the lockdown. The study found that yoga practitioners reported significantly lower stress, anxiety, and depression levels compared to both spiritual practitioners and non-practitioners.

Mridul, Bisht, Sharma, & Kaur (2021) conducted a study related to psychological impact of online classes on university students during the COVID-19 pandemic. The study conducted on Madhya Pradesh, the study focused on to analysis the psychological impact of online classes and to find the predictors of stress among online classes on university students. This was a survey study based on 699 university students in Madhya Pradesh. The study found that online classes create minimal level of stress in low income group and the main predictor of the stress in digital loneliness on online class in India

Harjule et al. (2021) examined anxiety, stress, and perceptions of online learning among schoolchildren and parents during the COVID-19 lockdown. The study conducted on Gujrat, India. The objectives of the study were to assess the anxiety and stress level among student s online class during COVID 19 and to assess the parental anxiety, stress on online class during COVID 19. The study followed by survey method among 1100 students and the result of the study was increasing screen time significantly affect the stress management among students

Khanna & Singh (2021) examined effectiveness of stress management training and gratitude journaling among Indian school students. The study focused on to assess the effectiveness of stress management training and gratitude journaling among India School students. The methodology of the study was experimental study with 239 samples. The result of the study that stress management training progreamme had significant effect for nurturing stress management among Indian school students.

Nebhinani, Kuppili, and Mamta (2021) examined effectiveness of a structured stress management skill training program for first-year medical students. The methodology of the was experimental design among 230 sample size. The study focused on to examine the effectiveness of structured stress management training programme for enhancing stress management among first year medical students. The study revealed that designed stress management training programme more effective for nurturing stress management among first year medical students in India.

Jain & Hyde (2021) examined the effectiveness of stress management interventions in enhancing employee productivity in the Indian insurance sector. The study focused to developing and validating stress management intervention programmes and assess its effect on enhancing employee productivity in the Indian insurance sector. The study followed by experimental design among 450 sample size. The study revealed that healthy stress management had developed sufficient productivity among employer.

Rentala et al. (2021) examined the effectiveness of a holistic stress management program on academic stress, mental health, and well-being of Indian adolescent girls. The study focused on to developing and validating holistic stress management program and to assess its effect on enhancing managing academic stress, mental health and wellbeing. This was a experimental method of study with 230 sample size. The study revealed that holistic stress management programmes helped to enhancing managing academic stress, mental health and wellbeing.

Saxena, Garg, Punia, and Prasad (2020) compare the workplace spirituality and work-related stress among onshore and offshore employees in the Indian oil and

gas industry. The study focused to assess the level of workplace spirituality and work-related stress and to compare workplace spirituality and work-related stress among onshore and offshore employees in the Indian oil and gas industry. The study found that there was no relationship between workplace spirituality and work-related stress among onshore and offshore employees in the Indian oil and gas industry.

Kumari et al. (2020) examined stress levels and effectiveness of stress management training among first-year MBBS students during the COVID-19 lockdown. The study focused to developing and validating package of stress management and assess its impact to enhancing stress management among first year MBBS students during the COVI-19 lockdown. This was experimental study with 76 MBBS students. The Study concluded that stress management package had minimal effect for nurturing stress management skill among MBBS students

Summary

Table 3

Summary of review of related literature of Stress Management

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
1.	Lawrence et al.	Influence of Prior Experience on Physiological and Psychological Stress in Undergraduate Animal Science Students During Parturition Management	How prior experience handling livestock affects student stress during hands-on parturition management and compares psychological and	Stress responses varied significantly based on experience level and psychological stress results aligned with physiological findings

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			physiological stress factors	
2.	Butaney et al	Psychological stress impacts of the covid-19 pandemic on physician assistant students: a gender-based comparative analysis	Assess the psychological effect of COVID-19 on physician assistant and assess the gender-based difference on psychological stress outcomes	Yoga, Exercise and Meditation helped for controlling stress factors and there was no gender-based difference among psychological stress factors among physician assistance in Unites States
3.	Grugan et al	Perfectionism, School Stress, Burnout, and Engagement in Gifted Adolescents	To investigate how different type of perfectionism effected school stress and to analysis psychological vulnerabilities among gifted adolescents	That stress, which related to school significantly prove the relationship between perfectionism
4.	Elliott et al.	Teacher stress in high-poverty urban elementary schools and role of classroom practices, student functioning, and support systems	Find out the key predicators of teachers' stress in low-income school settings and to analysis how teacher behaviors and academic functioning influence	Students behavioral from class-wide activities functioning was the strongest predictor of teachers' stress and teachers' emotional imbalance created high level stress in

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			teachers' stress	classroom activities
5.	Owusu et al. (2024)	Academic Stress and Burnout among Distance Education Students at the University of Education in Winneba	Assess the level of stress and burnout among distance education students	The level of stress and burnout were moderate in distance education students and there was no significant difference in gender difference on stress and burnout
6.	Ji et al.	Perceived stress as a motivator or inhibitor in online self-directed learning among Chinese college students during covid-19	Assess the impact of perceived stress online self-directed learning	Stress can positively affected online self-directed learning and phone dependence reduced motivational level of stress
7.	Li, Wang, Barakova et al	Stress Diffuser" biofeedback system for managing stress in children during homework interactions	The study focused to design and implement a wearable biofeedback tool to monitor children's stress	The outcome of the result was the stress diffuser model help to increase recognition of stress both parents and children
8.	Eddy, Herman, & Reinke	Stress Management Interventions for Special Education Teachers	Analysis stress management interventions especially focused on special	Special teacher educators face unique type of stress and they are facing highly

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			education teachers	vulnerable burnout
9.	Terrazas-Carrillo & Garcia	Effectiveness of a culturally-tailored stress management psychoeducational group for Latino college students	Evaluate culturally relevant stress management programmes	The result of the study was stress management programmes developed by the researcher helped to increase the level of awareness of stress management skills among Latino college students
10.	Hill	Effectiveness of a structured stress management module for first-year osteopathic medical students	Find out how structured stress management module can reduce perceived stress among first-year DO students	Structured management module helped to maintain sufficient stress management among students
11.	Blocker	Occupational stress, discrimination-related stress, and behavior management strategies among teachers	To examine the occupational and discrimination related stress on teachers' behavior management strategies	The study found that occupational and discrimination related stress not directly effected the behavior management of teachers
12.	Medari	Mindshift CBT mobile application intervention to	Effectiveness of the mind shift CBT mobile	Mind shift CBT mobile application helped to

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		improve stress management and self-efficacy in nursing students	application to improve self-efficacy and stress management among nursing students	improve stress management skill among nursing students
13.	Wilson (2023)	Stress management among public school superintendents in United States	The relationship between religious practices and stress management	The study revealed that no statistically significant relationship between religious practices and stress management among public school superintendents in United States
14.	Xion	Dimensions of stress among southeast Asian American community college students.	Examine the source of stress among south Asian region and to analyses gender-based difference in types and levels of stress	Over 50 percentage of male students had high level of stress from food insecurity, housing insecurity and legal issues and female students had faced stress from transportation and health insecurity
15.	Li, Wang, Barakova & Hu	Systematic review based on embodied technologies for stress management in children	To analysis how embodied technologies can support stress management	The study found that embodied technology support stress

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			among children	management among children
16.	Gázquez Linares et al.	Emotional intelligence as a mediator between stress, anxiety sensitivity and academic burnout in adolescents	Analysis the relationship between stress, anxiety and academic burnout among adolescents	The study found that stress, anxiety were directly related to academic burnout
17.	Zhu et al	A comparative analysis of stress, coping, professional identity, and work locus of control among new graduate nurses in Shanghai, Hong Kong, and Taipei	Assess the occupational stress level among newly graduated nurses' students and to analysis the level of coping, professional identity, and work locus of control among new graduate nurses	Shanghai nurses showed lower work stress and stronger positive coping strategies. Taipei nurses had the lowest professional identity
18.	Yun and Greenwood	Stress , sleep quality, and academic performance among international and domestic university students	Compare stress, sleep quality and academic performance among international and domestic university students	The study found perceived stress not correlated the quality of stress
19.	Tong et al. (2021)	Effectiveness of yoga and physical fitness exercises in reducing stress among	Compare the effectiveness yoga and physical fitness exercises in	The study found that yoga and physical fitness exercises in reducing stress

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		undergraduate students	reducing stress among undergraduate students	among undergraduate students
20.	Ménard et al	Alignment Between Student Self-Reported Stress and Faculty and Staff Perceptions of Student Stress in Science Disciplines	To find out the students self-reported stress level, to analyses faculty and staff perception of students' stress level	Level of stress were consistently very high and academic work load, grade sheet, institution related issues are the major triggers for creating stress
21.	Sakitri	Student stress, type a personality, and academic performance among university students in Indonesia	To find out the relationship between student stress and academic performance	High level stress corelated to low level of academic performances and type A personality traits promote more academic outcomes among students and assess the effectiveness of cognitive reconstruction programme for reducing stress level among students
22.	Takeda, Matsuo, and Ohtsuka	Efficacy of a universal classroom-based stress management program for elementary school students in Japan	Evaluate the effectiveness of universal classroom-based	Universal classroom-based stress management programme had significant effect on

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			stress management programme	controlling stress among elementary school students
23.	Manning, Blandford, Edbrooke-Childs, and Marshall	Stress Management Practices and Use of Digital Health Tools Among Midcareer High School Teachers in England	How midcareer high school teachers maintain stress management in their daily work load and asses the effectiveness of teacher using electronics devices for enhancing stress management	Teachers have high level workplace stress and the constraints of stress management were structural barriers like tight work schedule
24.	Tsakona et al	Effectiveness of diaphragmatic breathing as a complementary therapy for stress relief in children and adolescents	To asses the effectiveness of diaphragmatic breathing and stress relief in children and adolescent	Diaphragmatic breathing had significant effect on enhancing stress management and it had minimal effect on developing academic outcomes among adolescents
25.	Sudha et al	Cloud -based machine learning system for predicting stress and well-being among healthcare workers	Relationship between cloud based machine learning system and stress management among	Cloud based machine learning system had minimal effect on enhancing stress management

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			healthcare workers in Uttar Pradesh	among health workers in Uttar Pradesh.
26.	That's All I Do Is School .	Stress among undergraduate students in India.	Find out the different stress factors for students in all over the India	Stress factors are classified two type first one is structured factors such as stress triggers from school environment
27.	Chatterjee et al. .	AI-Driven Stress Detection Using HRV Data and Semantic Knowledge Graphs	developing advanced AI-Driven Stress Detection Using HRV Data and Semantic Knowledge Graphs	Advanced AI-Driven stress detection system helps to control stress.
28.	Sahu and Anju Bala .	Stress and Coping Strategies among Adolescent Girls Experiencing Pubertal Changes in Selected Schools of Jabalpur City, India	Examined the effectiveness of coping strategies among these students and to exploring coping strategies and stress	The study found that moderate level of stress among adolescents girls students at the puberty stage
29.	Podiya, Navaneetham, and Bhola .	A systematic review based on influence of school climate on adolescents' emotional health and academic achievement in Indian secondary schools	To find out the relationship between school climate and stress management among Indian secondary school students	School climate and stress management had strong relationship and protective factors like motivation, social relationship

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				and enhancing creativity programme help to reduce stress among Indian secondary school students.
30.	Raj and Tripathi	Integration of Jacobson's Progressive Muscle Relaxation (JPMR) into Indian context for Broad-Based Stress Reduction	To find out relevant and adaptability of Jacobson's Progressive Muscle Relaxation (JPMR) into Indian context for Broad-Based Stress Reduction	The study found that that this system had significant relevance and adaptability for enhancing stress management
31.	Flinchbaugh, Moore, and Gandhi	Impact of stress management training on business students and transfer to life domains	Assess how stress management training affects business students and to investigate the behaviour changes and coping strategies after training	The study found that the training programme have significant effect to enhance stress management
32.	Daisy	Digital platforms for enhancing mental health education in school settings. The study conducted on Andra Pradesh middle school students	Assess the potentiality of digital tool for enhancing mental health such as stress management	Digital tool had high potentiality for enhancing stress management among middle school students in Andra Pradesh

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
33.	Vashistha, and Dell	Saharaline: A WhatsApp-Based Collective Social Support Platform for Teachers, and its effect for supporting low stress management students.	Assess the activities of Saharaline WhatsApp based collective social support platform for teachers	The activities of Saharaline WhatsApp platform significantly effect for improving low stress management students.
34.	Varanasi, Singh et al	Cross -sectional survey based on academic stress and its predictors among primary school children in India	Assess the predictors of stress among primary school children in India	Primary school students have moderate level of stress and which increase on at the age of 9 to11
35.	Padmavati et al	A review study about yoga as a mind–body intervention for stress reduction and adjunct treatment in major depressive disorder	The study focused on to analysis scientific evidence of yoga for treat stress and to examine the role of yoga as adjunct treatment	Yoga regulating the level of stress management and yoga is effective as an adjunct treatment
36.	Raikwar, Rajul and Sharma	Factors influencing academic stress and anxiety among school-going adolescent girls in Sagar, Madhya Pradesh	Assess the factors for generating academic stress among adolescent and to examine the causes of anxiety related to academic pressure	Family problems, health related issues, domestic violence and peer pressure are the causes of anxiety among school-going adolescent

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
				girls in Sagar, Madhya Pradesh
37.	Helminen et al.	Effectiveness of the 'learning to BREATHE' mindfulness-based program in high school students during low academic stress among Indian school students.	Assess the effectiveness of learning to BREATHE' mindfulness-based program in high school students during low academic stress	The study revealed that BREATHE mindfulness - based programmes provided high level stress management among school students
38.	Khanna & Singh	Effectiveness of stress management training and gratitude journaling among Indian school students	To assess the effectiveness of stress management training and gratitude journaling among India School students	The result of the study that stress management training programme had significant effect for nurturing stress management
39.	Sahni et al.	A core sessional survey about the impact of yoga practice on stress, anxiety, depression, and well-being during covid-19 lockdown	To assess the impact of yoga practice on stress anxiety depression and well-being during the lockdown	Yoga practitioners reported significantly lower stress, anxiety, and depression levels compared to both spiritual practitioners and non-practitioners
40.	Mridul, Bisht, Sharma, & Kaur	Psychological impact of online classes on university students	Analysis the psychological impact of online classes and to find the predictors of	Online classes create minimal level of stress in low income group and the main predictor

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		during the COVID-19 pandemic	stress among online classes on university students	of the stress in digital loneliness on online class in India
41.	Harjule et al.	Anxiety , stress, and perceptions of online learning among schoolchildren and parents during the COVID-19 lockdown	Assess the anxiety and stress level among student s online class during COVID 19 and to assess the parental anxiety, stress on online class during COVID 19	The study followed by survey method among 1100 students and the result of the study was increasing screen time significantly affect the stress management among students
42.	Nebhinani, Kuppili, and Mamta	Effectiveness of a structured stress management skill training program for first-year medical students	To examine the effectiveness of structured stress management training programme for enhancing stress management among first year medical students	The study revealed that designed stress management training programme more effective for nurturing stress management among first year medical students in India
43.	Jain & Hyde	The effectiveness of stress management interventions in enhancing employee productivity in the Indian insurance sector	To developing and validating stress management intervention programmes	The study revealed that healthy stress management had developed sufficient productivity among employer
44.	Rentala et al.	Effectiveness of a holistic stress	To developing and validating	The study revealed that

Sl. No.	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		management program on academic stress, mental health, and well-being of Indian adolescent girls	holistic stress management program and to assess its effect on enhancing managing academic stress, mental health and wellbeing	holistic stress management programmes helped to enhancing managing academic stress, mental health and wellbeing
45.	Saxena, Garg, Punia, and Prasad	Workplace spirituality and work-related stress among onshore and offshore employees in the Indian oil and gas industry	To assess the level of workplace spirituality and work-related stress and to compare workplace spirituality	No relationship between workplace spirituality and work-related stress among onshore and offshore employees in the Indian oil and gas industry
46.	Kumari et al	Stress levels and effectiveness of stress management training among first-year MBBS students during the COVID-19 lockdown	Developing and validating package of stress management and assess its impact to enhancing stress management among first year MBBS students during the COVI-19 lockdown	The Study concluded that stress management package had minimal effect for nurturing stress management skill among MBBS students

The review of related literatures are revealed that the major determinates of stress among learners are high academic pressure and unhealthy involvement of family. On the other hand, teachers stress caused by rigid curriculum, high work pressure and improper teacher-pupil relationship. Moreover Covid 19 lockdown also a factor for stress among both students and teachers. Different strategies like yoga integrated instructional package, AI integrated model, game based models are some of the model for enhancing stress management. There are not sufficient studies related to art integrated teaching method for enhancing stress management.

Literature Review based on Academic Achievement

Chanpokin and Lomarda (2025) examined the impact of artificial intelligence utilization in the educational climate on students' academic achievement in social sciences. The study conducted on Camiguin Polytechnic College. The objective of the study was to find out the impact of artificial intelligence utilization in the educational climate on students' academic achievement in social science. The study followed survey method among 2000 students. The study revealed that artificial intelligence utilization had significant effect on the achievement among social science.

Lariza (2025) examined the impact of Social Media Usage on Academic Performance in Social Science among Senior Grade School Students. The study conducted on Philippines. The objective of the study was to find out the relationship between social media usage and academic performance in social science subject. The study followed by survey method with 1100 sample size. The study found that social media usage and academic performance were positively correlated.

Zen et al. (2025) examined the impact of Flipped Digital Classrooms (FDC) on academic achievement among social science students in China. The study followed by experimental method with 80 students. The objective of the study was to develop and validating flipped digital classroom for social science and to find its effectiveness of this method for enhancing academic achievement among social science subject. The study found that flipped digital classroom helped to develop academic achievement among social science students.

Elpisah and Hartini (2025) examined the effectiveness of jigsaw and window-shopping cooperative learning models on seventh-grade social studies achievement. The study conducted on China. The study focused to develop and validate jigsaw and window-shopping cooperative learning model and to examine the effectiveness of jigsaw and window-shopping cooperative, learning models on social science achievement. The study followed by experimental design among 56 sample size. The result of the study was Effectiveness of jigsaw and Window-Shopping Cooperative Learning Models had significantly high effect on Social Studies Achievement

Akpama, Ekpoto, Ekpoto, and Obong (2025) examined the impact of Family Background Variables on Academic Achievement of Social Studies Students in Biase Local Government Area, Cross River State, Nigeria. The study focused on to assess the family background as effected to academic achievement of social science students. The study followed by survey method with 2000 sample size. The result of the study was that family background had minimal effected on the academic achievement on social science students.

Ismail, Canon, and Panigoro (2025) examined the effects of learning inputs and classroom environments on students' academic performance in social studies in Indonesian secondary education. The study focused on to find out the effect of learning input and academic achievement among social science students in Indonesia and to find out the classroom environment and academic achievement among social science students in Indonesia. The study followed by experimental design among 85 sample size. The result of the study was that classroom environment and learning inputs are significantly affected the academic achievement of social science students in Indonesia.

Nayak, Barik, and Bag (2024) conducted a experimental study based on the effect of Blended Learning on the Academic Achievement of 9th-Grade Secondary School Students in Social Science. The study conducted on England. The study focused on to develop and validating the blended learning package and assess its effect on academic achievement of 9th grade students in social science. The study followed by experimental design with the sample size of 87. The result of the study was that blended learning package significantly affected the academic achievement among social science students

Asha (2024) examined the Effectiveness of the BOPPPS Teaching Model on Academic Achievement in Social Science and the Role of Digital Quotient. The study conducted on Bhutan. The study focused to developing and validating BOPPPS teaching model and assess its effect on academic achievement in Social Science. The study revealed that BOPPPS model significantly affected to academic achievement of social science achievement.

Yoon Fah Lay & Chandrasegaran (2024) conducted a comparative analysis of teacher preparedness and eighth-grade students' science achievement in Malaysia and Singapore using TIMSS 2011 data. The study focused to the relationship between teacher preparedness and students achievement in Malaysia and Singapore using TIMSS 2011 data. The study followed survey method with 2010 sample size. The study found that teacher preparedness and students achievement have positive relationship in Malaysia and Singapore using TIMSS 2011 data.

Saritekin & Demirkaya (2024) examined the effect of diary use on seventh-grade students' academic achievement in social studies: a quasi-experimental investigation. The study conducted on Indonesia. The study focused on to the relationship between diary using and academic achievement among seventh grade students in Indonesia. The study based on experimental design with 67 sample size. The study revealed that diary using had significantly correlated to academic achievement among seventh grade students in Indonesia

Choi, Nam, and Lee (2024) analyzed Human Rights Education Achievement Standards in the 2022 Revised Basic Curriculum for Special Education in South Korea. The study focused to analysis the achievement standard of human right to education in the 2022 revised basic curriculum for special education. the result of the study that elementary curriculum had the highest number of human rights-related achievement standards.

Altay et al., (2022) conducted a multi-level analysis about academic achievement in English medium instruction vs. Turkish medium instruction in Turkey. The objective of the study was to analysis academic achievement between English

and Turkish model of instruction in Turkey. This study was based on normative survey with 1200 sample size. The study revealed that training with mother tongue helped to increase academic achievement among learner.

Kudryashov (2022) conducted a study based on Social Sciences: Achievements and Prospects – An Interdisciplinary and International Scholarly Platform. The study conducted on Germany. The objectives of the study were to introduce a designed platform for social science achievement and to analysis fragmentation and over specialization in social science scholarship. The study revealed that social science achievement platform worked as a bridge for connecting isolated frames works and social science scholarship.

Chang Long & Guo Yang (2022) examined the influence of patriotic education on academic achievement and behavioral responses of ethnic minority college students in the era of we media. The study conducted on Hunan Judicial Police College, China. The objectives of the study were the relationship between patriotic education and academic achievement among students and assess the influence of patriotic education on enhancing behavioral responses among students. The study followed by survey method with 2000 sample size. The result of the study was patriotic education and academic achievement were significantly correlated and there was no influence of patriotic education on enhancing behavioral response among students.

Shodiq (2021) conducted a study titled “Achievement Motivation, Academic Procrastination, and Academic Performance in Social Science (IPS) Among Grade VII Students of MTs Al-Hamid Bumiayu Malang”. The objectives of the study was

to find out the relationship between achievement motivation and academic performance and to find out how academic procrastination effect academic performance among students. The study followed survey method among 1200 sample size. The result of the study was that there was strong relationship between achievement motivation and academic performance and academic procrastination positively affected academic achievement.

Etta, Atrogor, Imoke, Anyungwu, and Owor (2021) examined personal variables and academic performance of students in a virtual learning environment in social studies. The study conducted on Uyo Local Government Area, Akwa Ibom State, Nigeria.it was a experimental design with 65 sample size. The objectives of the study was to examine how age, gender, family background affected the academic performance among social science and to assess how personal variables influence academic performance among students in social science. The study concluded that age gender and family background were significantly determine the academic achievement of social science

Savage et al. (2021) examined the effects of social studies textbook adoption on student achievement. The study conducted on South Africa. The study focused to find out the effect of textbook adoption and student achievement in social science. The study followed by experimental method with 69 sample size. the study concluded that textbook adoption positively affected student achievement among social science students in South Africa.

Dhara et al. (2021) conducted an assessment of inferiority complex and academic achievement among differently abled students in special and general

schools of West Bengal. The objectives of the study were to find out the relationship between inferiority complex and academic achievement among differently abled students in special and general schools of West Bengal. The methodology of the study followed by survey method with the sample of 1450 sample size. the study revealed that inferiority complex and academic achievement had negatively correlated.

FWU Journal of Social Sciences (2021) examined effect of activity-based games on academic achievement in social sciences at the graduate level. The study focused on to assess how activity-based games effected on achievement in social science at the graduate level. The study conducted on Pakistan. The study based on experimental design with the sample of 120 students. The study revealed that activity-based game effected on achievement in social science at the graduate level.

Ekpoto, Odey, & Akpa (2021) examined the influence of student-related variables on academic achievement of undergraduate social science education students at the university of Calabar. Study was followed by survey method with the sample of 150 undergraduate students from the University of Calabar, Nigeria. The study focused on to assess student centered variables for academic achievement of undergraduate students in social science. The study revealed that students' self-esteem, interest on subject, teacher pupil interaction, parental income was affected the academic achievement among social science subject.

Susanto (2020) examined the Influence of Parental Guidance and Emotional Intelligence on Students' Academic Achievement in Social Science. The study observed the relationship between parental guidance and emotional intelligence for enhancing academic achievement in social science. The study conducted on middle

school students in Japan. It was followed by descriptive survey method with 630 sample size. The study revealed that parental involvement positively related to academic achievement and the relationship between emotional intelligence and academic achievement was partial correlated.

Park, Pan, and Ahn (2020) examined family travel experiences and academic achievement in early childhood. The study conducted on utilized nationally representative U.S. The study focused to assess the relationship between family travel experience and academic achievement in early childhood. The study followed descriptive survey method with 560 sample size. The study revealed that family travel experience and academic achievement in social science were positively correlated

Krushna N., Gourhari B., & Sudhir B. (2025) examined the effectiveness of blended learning on academic achievement in social science. The study focused to developing and validating an instructional package based on blended learning model and assess its effect to academic achievement in social science. The study conducted on 120 students in Baripada town, Mayurbhanj District. The study followed experimental method, and it found that blended learning package significantly affected to academic achievement on social science

Subramanian (2024) conducted a study related to professional identity of social science teachers and students academic achievement in social science. The study focused to find the relationship between professional identity and academic achievement. The study conducted on Mumbai and Bangalore. The study followed by normative survey with 450 teachers and 1200 secondary school students. The study

concluded that professional identity and academic achievement were partially correlated.

Haque (2024) examined academic achievement of Surjapuri students in relation to social support and achievement motivation. The study focused on the relationship between academic achievement and social support among social science students. The study followed normative survey based on 1200 students. The result of the study was social support positively correlated to academic achievement among social science students

Sinha (2023) analyzed reconsidering the Family–School Contribution to academic achievement: it was social representation perspective in the Indian context. The objective of the study was to assess the family school contribution to academic achievement. It was a descriptive survey with 540 sample size. the study revealed that there was strong relationship between family-school contribution and academic achievement

Sharma, (2020) conducted a comparative study on creativity in relation to academic achievement of students in different school subjects. The study conducted on A.M.U. Girls High School, Aligarh, India. The study focused on to compare creativity level of students and to find the relationship between creativity and academic achievement. The study followed normative survey with 670 sample size. The study revealed that creativity and academic achievement were positively correlated.

Summary**Table 4***Summary of review of related literature of Academic Achievement*

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
1.	Chanpokin and Lomarda	Impact of artificial intelligence utilization in the educational climate on students' academic achievement in social sciences	Find out the impact of artificial intelligence utilization in the educational climate on students' academic achievement in social science	Study revealed that artificial intelligence utilization had significant effect on the achievement among social science
2.	Lariza	Impact of Social Media Usage on Academic Performance in Social Science among Senior Grade School Students	Find out the relationship between social media usage and academic performance in social science subject	The study found that social media usage and academic performance were positively correlated
3.	Zen et al.	Impact of Flipped Digital Classrooms (FDC) on academic achievement among social science students in China	To develop and validating flipped digital classroom for social science	The study found that flipped digital classroom helped to develop academic achievement among social science students

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
4.	Elpisah and Hartini	The effectiveness of jigsaw and window-shopping cooperative learning models on seventh-grade social studies achievement	To develop and validate jigsaw and window-shopping cooperative learning model and to examine the effectiveness of jigsaw and window-shopping cooperative , learning models on social science achievement	Effectiveness of jigsaw and Window-Shopping Cooperative Learning Models had significantly high effect on Social Studies Achievement
5.	Akpama, Ekpoto, Ekpoto, and Obong .	The impact of Family Background Variables on Academic Achievement of Social Studies Students in Biase Local Government Area, Cross River State, Nigeria	To assess the family background as effected to academic achievement of social science students	The result of the study was that family background had minimal effected on the academic achievement on social science students
6.	Ismail, Canon, and Panigoro .	The effects of learning inputs and classroom environments on students' academic	The study focused on to find out the effect of learning input	The result of the study was that classroom environment and learning

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		performance in social studies in Indonesian secondary education	and academic achievement among social science students in Indonesia	inputs are significantly affected the academic achievement of social science students in Indonesia
7.	Nayak, Barik, and Bag (2024)	The effect of Blended Learning on the Academic Achievement of 9th-Grade Secondary School Students in Social Science	Develop and validating the blended learning package and assess its effect on academic achievement of 9 th grade students in social science	The result of the study was that blended learning package significantly affected the academic achievement among social science students
8.	Asha	Effectiveness of the BOPPPS Teaching Model on Academic Achievement in Social Science and the Role of Digital Quotient	The study focused to developing and validating BOPPPS teaching model and assess its effect on academic achievement in Social Science	The study revealed that BOPPPS model significantly affected to academic achievement of social science achievement
9.	Yoon Fah Lay & Chandrasegaran	A comparative analysis of teacher preparedness and eighth-grade	The relationship between teacher	The study found that teacher preparedness

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		students' science achievement in Malaysia and Singapore using TIMSS 2011 data	preparedness and students achievement in Malaysia and Singapore using TIMSS 2011 data	and students achievement have positive relationship in Malaysia and Singapore using TIMSS 2011 data
10.	Saritekin & Demirkaya	The effect of diary use on seventh-grade students' academic achievement in social studies: a quasi-experimental investigation	Relationship between diary using and academic achievement among seventh grade students in Indonesia	The study revealed that diary using had significantly correlated to academic achievement among seventh grade students in Indonesia
11.	Choi, Nam, and Lee	Human Rights Education Achievement Standards in the 2022 Revised Basic Curriculum for Special Education in South Korea	Analysis the achievement standard of human right to education in the 2022 revised basic curriculum for special education	The result of the study that elementary curriculum had the highest number of human rights-related achievement standards
12.	Altay et al.,	A multi-level analysis about academic achievement in English medium instruction vs.	Analysis academic achievement between English and Turkish model	The study revealed that training with mother tong helped to increase

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		Turkish medium instruction in Turkey.	of instruction in Turkey	academic achievement among learner
13.	Kudryashov	Social Sciences: Achievements and Prospects – An Interdisciplinary and International Scholarly Platform	To introduce a designed platform for social science achievement and to analysis fragmentation and over specialization in social science scholarship	The study revealed that social science achievement platform worked as a bridge for connecting isolated frames works and social science scholarship.
14.	Chang Long & Guo Yang	Influence of patriotic education on academic achievement and behavioral responses of ethnic minority college students in the era of we media	The relationship between patriotic education and academic achievement among students and assess the influence of patriotic education on enhancing behavioral responses among students	Patriotic education and academic achievement were significantly correlated
15.	Shodiq	Achievement Motivation, Academic	Find out the relationship between	The result of the study was that there was

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		Procrastination, and Academic Performance in Social Science (IPS) Among Grade VII Students of MTs Al-Hamid Bumiayu Malang	achievement motivation and academic performance and to find out how academic procrastination effect academic performance among students	strong relationship between achievement motivation and academic performance and academic procrastination positively affected academic achievement
16.	Etta, Atrogor, Imoke, Anyungwu, and Owor .	personal variables and academic performance of students in a virtual learning environment in social studies	To examine how age, gender, family background affected the academic performance among social science and to assess how personal variables influence academic performance among students in social science	age gender and family background were significantly determine the academic achievement of social science
17.	Savage et al. .	Effects of social studies textbook adoption on student achievement	To find out the effect of textbook adoption and student	Textbook adoption positively affected student

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			achievement in social science	achievement among social science students in South Africa
18.	Dhara et al.	Inferiority complex and academic achievement among differently abled students in special and general schools of West Bengal	Find out the relationship between inferiority complex and academic achievement among differently abled students in special and general schools of West Bengal	The study revealed that inferiority complex and academic achievement had negatively correlated
19.	FWU Journal of Social Sciences	Effect of activity-based games on academic achievement in social sciences at the graduate level	The study focused on to assess how activity-based games effected on achievement in social science at the graduate level	The study revealed that activity-based game effected on achievement in social science at the graduate level
20.	Ekpoto, Odey, & Akpa	The influence of student-related variables on academic achievement of undergraduate social science	Assess student centered variables for academic achievement of undergraduate	The study revealed that students' self-esteem, interest on subject, teacher pupil interaction,

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		education students at the university of Calabar	students in social science	parental income was affected the academic achievement among social science subject
21.	Susanto	The Influence of Parental Guidance and Emotional Intelligence on Students' Academic Achievement in Social Science	The relationship between parental guidance and emotional intelligence for enhancing academic achievement in social science	The study revealed that parental involvement positively related to academic achievement and the relationship between emotional intelligence and academic achievement was partial correlated
22.	Park, Pan, and Ahn	Family travel experiences and academic achievement in early childhood	The study conducted on utilized nationally representative U.S. assess the relationship between family travel experience and academic	The study revealed that family travel experience and academic achievement in social science were positively correlated

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
			achievement in early childhood	
23.	Krushna N., Gourhari B., & Sudhir B.	The effectiveness of blended learning on academic achievement in social science	To developing and validating an instructional package based on blended learning model	It found that blended learning package significantly affected to academic achievement on social science
24.	Subramanian	Professional identity of social science teachers and students academic achievement in social science	To find the relationship between professional identity and academic achievement	The study concluded that professional identity and academic achievement were partially correlated
25.	Haque	Academic achievement of Surjapuri students in relation to social support and achievement motivation	The relationship between academic achievement and social support among social science students	The result of the study was social support positively correlated to academic achievement among social science students
26.	Sinha	Family–School Contribution to academic achievement: it was social	Asses the family school contribution to	The study revealed that there was strong relationship

Sl.No	Name of the Researcher	Title of the Study	Objective of the study	Outcome of the study
		representation perspective in the Indian context	academic achievement	between family-school contribution and academic achievement
27.	Sharma .	Comparative study on creativity in relation to academic achievement of students in different school subjects	Compare creativity level of students and to find the relationship between creativity and academic achievement	The study revealed that creativity and academic achievement were positively correlated

The above mentioned literature reviews says that academic achievement plays vital role in educational scenario. There are several studies focused to different type of teaching strategies and its effect of academic achievement. Some of the studies find the causes of low academic achievements among learners. In this analysis there is a minimal level of studies revealed that art integrated method enhance academic achievement among learner.

Research Gap

The reviewed literature across the four key variables Art-Integrated Education, Psychological Wellbeing, Stress Management and Academic Achievement reveals a dynamic and interdependent relationship shaping students' holistic development. Studies on Psychological Wellbeing emphasize the role of positive affect, social support, resilience, and emotionally supportive learning environments in fostering

mental health among learners. Parallely, research on Stress Management highlights the effectiveness of interventions such as mindfulness, yoga, cognitive-behavioral strategies, and structured training programmes in reducing stress and enhancing coping mechanisms. In recent years, art-integrated education has emerged as a powerful pedagogical approach that not only enriches classroom engagement but also contributes to emotional expression, creativity, and intrinsic motivation. The integration of arts in teaching-learning processes has been found to reduce stress, enhance emotional regulation, and promote psychological well-being, thereby creating a conducive environment for meaningful learning. However, the extent of these benefits varies across cultural and institutional contexts, indicating the need for contextualized understanding.

With regard to academic achievement, the literature suggests that psychological well-being and stress management significantly influence students' learning outcomes, while art-integrated education acts as an enabling instructional strategy. Students with higher psychological well-being demonstrate better concentration, motivation, and classroom participation, which positively impact their academic performance. Similarly, effective stress management helps learners cope with academic pressure, thereby minimizing burnout and enhancing achievement levels. Art-integrated education further strengthens this relationship by making learning more experiential, engaging, and learner-centered, which improves retention and conceptual understanding. At the same time, innovative teaching methods such as blended learning, flipped classrooms, and cooperative learning models also contribute to improved academic outcomes. Nevertheless, inconsistencies exist in the findings

related to demographic variables, family background, and digital influences, suggesting that academic achievement is influenced by a complex interaction of psychological, pedagogical, and socio-environmental factors.

Despite the growing body of research, a clear research gap is evident in the integrated examination of psychological well-being, stress management, art-integrated education, and academic achievement within a single conceptual framework. Most studies have addressed these variables either independently or in partial combinations, without exploring their collective and interactive effects on learners. Moreover, there is a scarcity of empirical studies conducted in the Indian school context, particularly at the secondary level, that investigate how art-integrated pedagogical practices can simultaneously enhance psychological well-being, support stress management, and improve academic achievement. Therefore, the present study aims to bridge this gap by developing and validating a comprehensive framework that examines the interrelationship among these four variables in a contextually relevant educational setting

CHAPTER III

METHODOLOGY

- Method Adopted for the Study
- Research Design
- Variables Selected for the Study
- Sample for the Study
- Tools used for Collecting Data
- Procedure used for Data Collection
- Statistical Techniques Used for Analyzing Data

Introduction

Research is defined as the systematic investigation into and study of materials and sources to establish facts and reach new conclusions (Queiroz, 2017). In the context of education, research involves a systematic and scientific analysis of issues within the educational landscape (Styles & Torgerson, 2018). Research methodology refers to the systematic approach employed to address research problems, offering various methods for their resolution (Peters, 2010). It provides a reliable and trustworthy framework for data collection and analysis throughout the research process. Furthermore, it encompasses a detailed description of the multiple dimensions of research methods and the rationale for the different stages involved in conducting research, serving as a guide for researchers by offering appropriate research methods, data collection techniques, analysis methods, and meaningful interpretation (Creswell & Hirose, 2019). Consequently, research methodology plays a crucial role in the research process. In this chapter, the researcher discusses the study design, tool preparation, and data collection procedures.

The methodology adopted in this study was determined by the nature of the problem and the type of data required to answer the research question. The primary objective of the current study is to develop an Art-Integrated Social Science teaching package and to evaluate its effectiveness on the psychological well-being, stress

management, and academic achievement of secondary school students in Kerala. The various components related to the research design are discussed under the following sections.:

- Method Adopted for the Study
- Research Design
- Variables Selected for the Study
- Sample for the Study
- Tools used for Collecting Data
- Procedure used for Data Collection
- Statistical Techniques Used for Analyzing Data

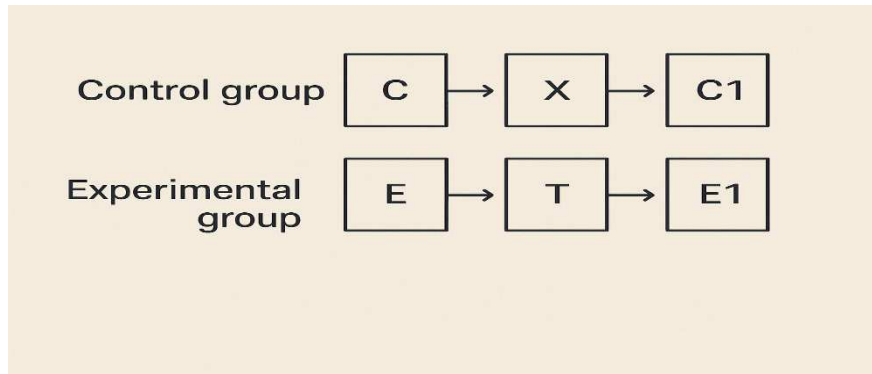
Study in Brief

In this study, the researcher initially examined existing art-integrated teaching and learning models and analyzed the 8th-grade Kerala syllabus Social Science textbook to create and validate an Art Integrated Social Science Teaching Package. Following the development of this package, the researcher also created and standardized a Psychological Wellbeing Scale, a Stress Management Scale, and a Social Science Achievement Test. Prior to experimentation, a randomization process was conducted to ensure homogeneity between the experimental and control groups. For this purpose, the researcher utilized the Intelligence Test using Standard Progressive Metrics (J.C Ravan), a Social Science awareness Test (developed and standardized by Aji Narayanan K K and Seema Menon K P), and the first term quarterly Social Science examination marks of 8th-grade students from government and aided schools in the Thrissur and Palakkad districts of Kerala. After completing

the randomization process, 45 students from Government Higher Varavoor were selected as the experimental group, and 45 students from S.M.T. Government High School Chelakkara were chosen as the control group. Before commencing the experiment, a pre-test (comprising the Psychological Wellbeing Scale, Stress Management Scale, and Social Science Achievement Test) was administered to both groups. Art Integrated Social Science Teaching Package as Treatment for experimental group and conventional method of classroom teaching methods for control group. After the experimentation the investigator conducted post-test using Psychological Wellbeing Scale, Stress Management Scale, and Social Science Achievement Test. One month later, a delayed post-test (consisting of the Psychological Wellbeing Scale, Stress Management Scale, and Social Science Achievement Test) was administered to both groups.

Method Adopted for the Study

The intend of Experimental designs is to find out relationship between manipulated conditions and measured outcomes in the different types of experimental designs. In the present study the researcher selected double group pre-test post-test design for conducted experimentation. In the double group pre-test-post-test design, the design can be diagrammatically represented as follows. In the diagram C= Control group pretest X= Treatment in Control Group, C1= Control group Posttest, E= Experimental group pretest, T =Treatment in Experimental group and E1= Experimental group posttest.

Figure 1*Research Design*

Variables Selected for the Study

Variables are the components that an experimenter manipulates, controls, or observes (Cooper, 2005). By deconstructing a phenomenon into variables, researchers can focus on specific events among the numerous possibilities associated with the phenomenon (Abdelgawad & Fayek, 2010). Consequently, this study primarily involves two types of variables: the independent variable and the dependent variable.

Independent Variables

In the field of educational research, an independent variable may encompass a specific teaching method, a type of instructional material, a reward system, a duration of exposure to a particular condition, or an attribute such as gender or intelligence level (Xi Liang & Xi Liang, 2022). Independent variables are categorized into two types: treatment variables and attribute variables (Miller et al., 1997). The present study was intended mainly to develop Art Integrated Social Science Teaching Package and to find out the effectiveness of Art-integrated Social Science teaching package on Psychological Wellbeing, Stress Management, and

academic achievement of secondary school students in Kerala. Here, the investigator selected two groups for the study: and one group Control group and another group is Experimental group. The investigator administered the Art Integrated Social Science Package to the Experimental Group and Constructive model lesson plan on Control Group. So treatment variables of this study are Art Integrated Social Science Teaching Package and Conventional method of teaching.

Dependent Variable

It means that the conditions or appearances that manifest, disappear, or undergo modification as the researcher presents, removes, or alters independent variables. These may include test scores, the number of errors, or the measured speed in task performance. (Xi Liang & Xi Liang, 2022). These are the measured changes in the pupils 'performance as a result of the effect of the independent variables (Yanez et al., 1998). Here, the investigator selected Psychological Wellbeing, Stress Management, and Academic Achievement are dependent variables.

Sample Selected for the Study

Population selected for the Study

Sampling refers to the method of selecting a subset of individuals for a study in such a manner that these individuals accurately represent the larger population from which they are drawn. (Gay, 1996). The purpose of sampling is to gain information about a population. The population for the study consists of secondary school students following Kerala State Syllabus. The population selected for the present study consists of students of standard VIII in the Secondary Schools of Kerala, under the Department

of General Education.

Sample selected for the Study and Sampling Techniques

The population of the study is secondary school students following the Kerala State Syllabus. The investigator selected samples for the following purposes.

- I. Standardization of Tools
- II. Analysis of the Needs of the Students
- III. Analysis of the Needs of Teachers
- IV. Evaluation of the Package
- V. Experimentation

Sample Selected for the Standardization of Tools

The sampling frame consists of a list of elements from which the sample is to be selected (Tipton & Peck, 2016). So, it is necessary to define a suitable sampling frame before selecting the sample. In the present study, the investigator defined the sampling frame as secondary school students from Government and Aided schools following Kerala State Syllabus for the purpose of standardization, needs analysis and experimentation. Samples are selected from the sampling frame using the simple random sampling technique, which ensures that each element has an equal probability of being chosen as a sample. (Gay, 1996). The criteria for randomness in a sample are satisfied when each individual within the population or supply possesses an equal probability of being selected for the sample, and when the selection of one individual or entity does not influence the selection of another. (Garret, 2005). The investigator selected 400 samples from secondary schools of Thrissur and Palakkad District for

the purpose of tool standardization. Details regarding the schools selected for standardization and the number of students in each school was given in Table 5

Table 5

Sample split up selected for the purpose of tools standardization

Sl. No.	Name of School	Management	No. of Students		
			Boys	Girls	Total
1	S.M.T. Government High School Chelakkara	Government	29	25	54
2	G.H.S Panjal	Government	32	21	53
3	G.H.S Cheruthuruthy	Government	24	27	51
4	St.Joseph's H.S Pangarappilly	Aided	23	21	44
5	K.V.R H.S Shornoor	Aided	23	22	45
6	T.R.K H.S Valluvanad	Aided	22	21	43
7	G.H.S Varavoor	Government	35	31	66
8	G.H.S Koonathara	Government	21	23	44
Total			209	191	400

From the selected 400 samples, 370 samples were used for the standardization of the Psychological Wellbeing Scale, Stress Management scale, Social Science Knowledge Test and Social Science Achievement Test. After item analysis of the scale, the final form was administered on a sample of 100 secondary school students to find the reliability and validity of the tests and inventory.

Sample selected for Analysis of the Needs of Students

The investigator selected 300 students at the secondary level for the analysis of the Needs of students before developing the Art Integrated Social Science Teaching Package using a random sampling technique. The sample split up for the Needs analysis were given in Table 6

Table 6*Sample split up selected for the Needs Analysis*

Sl. No.	Name of School	Management	No. of Students		
			Boys	Girls	Total
1	S.M.T G.S.S Chelakkara	Government	25	22	47
2	St: Joseph's H.S Pangarappilly	Aided	28	24	52
3	G.H.S Panjal	Government	27	23	50
4	G.H.S Varavoor	Government	28	24	52
5	K.V.R H.S Shoranur	Aided	27	25	52
6	T.R.K H.S Vaniyamkulam	Aided	24	23	47
Total			159	141	300

Sample Selected for Analysis of the opinion of Secondary school Teachers

The investigator selected 30 samples from secondary schools of Thrissur District for the purpose of analysis of opinions of Secondary school teachers. Details regarding the schools selected for opinion analysis and the number of secondary school teachers in each school was given in Table 7

Table 7*Sample split up selected for the analysis of opinion of Secondary school teachers*

Sl. No.	Name of School	Management	No. of Teachers		
			Male	Female	Total
1	S.M.T G.S.S Chelakkara	Government	2	3	5
2	St: Joseph's H.S Pangarappilly	Aided	5	0	5
3	G.H.S Panjal	Government	1	4	5
4	G.H.S Varavoor	Government	2	3	5
5	K.V.R H.S Shoranur	Aided	2	3	5
6	T.R.K H.S Vaniyamkulam	Aided	4	1	5
Total			16	14	30

Ensuring Homogeneity of the Sample Groups

To ensure the homogeneity of the samples, the administrated investigator conducted intelligence test using Standard Progressive Matrices (J.C Raven), Social Science Awareness Test (Prepared and developed by Aji Narayanan K.K and Seema Menon K K) and Collected Social Science achievement score of first term quarterly examination conducted by department of Education, Kerala. from government and aided schools in Thrissur and Palakkad district. The list of schools is given below table 8

Table 8

List of schools for collecting data for ensuring homogeneity of the sample group

Sl. No.	Name of School	Management
1	S.M.T G.S.S Chelakkara	Government
3	G.H.S Panjal	Government
4	G.H.S Varavoor	Government
5	K.V.R H.S Shoranur	Aided
6	T.R.K H.S Vaniyamkulam	Aided

Selection of Homogeneous Groups for the Experiment

After the completion test, the assessment reports of each step were sorted carefully. The students who scored 37-43 grades in Standard Progressive Matrices by J C Ravan, 25-30 scores in Social Science Awareness Test and 25-30 scores in Social Science achievement score of quarterly examination conducted by department of Education, Kerala were considered for the final sample of experimentation. In this way, 20 students were removed from the Experimental group and 25 students were

removed from the control group, and the remaining 45 students were selected for the experimental study in the experimental and control groups

Sample Selected for Experimentation

The sampling frame for Experimentation consists of secondary school students of Government and Aided schools having sufficient infrastructural facilities and following the Kerala State syllabus under the Department of General Education, Government of Kerala. Since the present study is Experimental in nature, the investigator purposefully selected Thrissur district. From this district, the investigator selected the school, G.H.S Varavoor in Thrissur District, for the Experimental group and S.M.T G.H.S Chelakkara for the Control group. Two divisions of standard VIII students from the school were selected. Thus, a total of 45 students were selected. The sample split up for the Experimental study is as shown in Table 9

Table 9

Break – up of sample for Experimental Study

		Number of Students
Groups	Experimental	45
	Control	45

Tools Used for the Study

The instrument employed in the study is crafted to characterize and quantify a sample of specific elements of human behavior.(Best & Kahn, 2007). In the present study, the investigator used the following tools for collecting relevant data for analyzing the problem and for data collection. They are;

- Art Integrated Social Science Teaching Package (Prepared and validated by K.K. Aji Narayanan & K.P. Seema Menon)
- Psychological Wellbeing Scale (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Stress Management Scale (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Social Science Achievement Test (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Social Science Awareness Test (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Need Analysis Questionnaire for Teachers (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Need Analysis Questionnaire for Students (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Evaluation Performa for Art Integrated Social Science Teaching Package for Students (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Evaluation Performa for Art Integrated Social Science Teaching Package for Teachers (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)

- Validation Criteria for validation of the Art Integrated Social Science Teaching Package (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)

Development and Validation of Art Integrated Social Science Teaching Package

Art Integrated teaching is a constructive pedagogy based on teaching ‘through the arts’ and ‘with the arts. It is a framework of experiential learning where students discover their interests, abilities, and learn through their own experiences. The process of art integration naturally engages adolescent learners in active imagination and experimentation to find multiple solutions to the difficulties faced in learning concepts, and experience the joy of creating artworks in the learning process. Such art-based experiences not only help learners in forging connections of ‘known’ with the ‘unknown’, but also address their diverse learning needs to observe, imagine, explore, create, analyse, recreate, verify, and express at their own pace (NCERT,2023).

In the present study, the investigator prepared Art Integrated Social Science Teaching Package for secondary school students. For this process the investigator used Cognitive Development Model by Jean Piaget, Happiness Curriculum by A.Nagraj.

Steps for the Preparation of Package

Steps of Art Integrated Social Science Teaching Package was developed on the basis of ADDIE Model. ADDIE Model is a systematic instructional design consisting of 5 phases (Malamed, 2024) . ADDIE is an acronym for Analysis, Design,

Development, Implementation and Evaluation. This Model guides the instructors for the creation of Effective educational courses and materials for their audience. The table showing the different phases of ADDIE Model is as shown in Table 10

Table 10

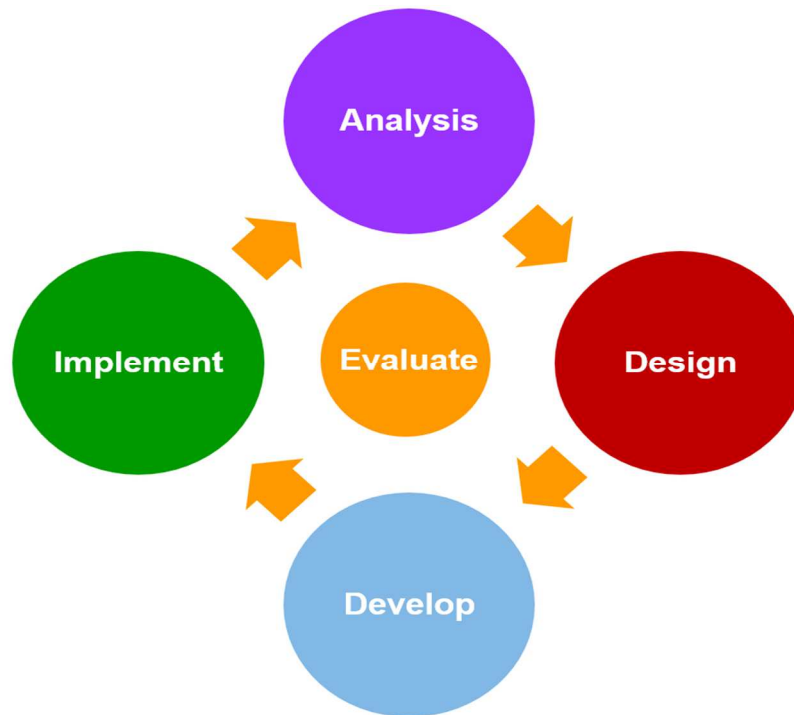
Description of the Phases of ADDIE Model

Phases	Description of the task
Analysis: - The process of defining what is to be learned	• Needs Analysis • Problem Identification
Design: - The process of specifying how it is to be learned	• Write objectives • Plan Instruction • Identify Resources
Develop: - The process of authoring and producing the materials	• Developing Modules based on the Package • Validating Modules based on the Package
Implementation: - The process of implementing the Model in the real world context	• Try out using sample lesson modules based on the Package • Experimentation using the developed learning Package
Evaluation: - The process of determining the adequacy of the Instruction	• User based Evaluation • Expert Evaluation

The diagrammatic representation of the ADDIE Model is as shown in the figure 3.2.

Figure 2

Diagrammatic Representation of the ADDIE Model



Analysis Phase

The Analysis phase is the foundation of all other phases of instructional design. During this phase, the investigator defines the problem, identify the sources of the problem and determine possible solutions. This phase includes Needs Analysis. The output of this phase leads to the development of instructional objectives. This output will be the input for the design phase (Malamed,2024).

Needs Analysis involving the identification and evaluation of needs and is a process of evaluating the problems and solutions identified for a target population. According to Reviere (1996), Need is a gap between real and ideal that is both acknowledged by community values and potentially amenable to change. According to Mckillip (1998), the various steps involved in Needs Analysis are:

- Identify the audience and purposes for the Analysis
- Describe the target population and service environment
- Need identification where descriptions of the problems and possible solutions are generated
- Needs Assessment
- Communicating the results to the audience identified

These steps are described in detail as follows:

Identify the audience and purposes for the Analysis. In the present study, the target population was the Secondary School students. The purpose of the target user analysis is to establish key learning outcomes and requirements in the design and seeks to match possible or proposed techniques and materials for these needs and identify whether the design is appropriate to the intended goals (Compton, 1997).

Describe the target population and Service Environment. Altschauld et. al. (2010) gave a guideline that the focus of the Needs analysis should be on Level 1, because that is the reason for the existence of the other two levels. Hence, the investigator selected Secondary School students in Kerala, following the state syllabus as the target population. The Secondary School students are students studying in standard VIII, IX, and X of schools run by the Department of General Education, Government of Kerala. The Investigator selected standard VIII students of Secondary Schools as the target population.

Need Identification. In this study, the Investigator conducted the Needs Analysis at the beginning of the study to find out the Needs for developing an Art Integrated Social Science Teaching Package. ‘Needs Analysis Questionnaire’ was used for the collection of data. The Investigator prepared 28 items for the initial draft of the Needs Analysis Questionnaire, and the same was submitted before the Experts for validation. A total of 25 items were selected after validation. The final form of the Needs Analysis Questionnaire is given in the appendices as Appendix II. The dimensions used for the preparation of the Needs Analysis Questionnaire were given in Table 11

Table 11

Dimensions of Needs Analysis Questionnaire for Students and Teachers

Dimensions	Item Numbers	Total Number of Items
Classroom Learning Process	4,6,12,15,16,18,20,21,25	9
Teaching process	1,5,7,10,13,14,	6
Classroom Environment	3,8,9,17,19,23,	6
Extended Activity	2,11,22,24	4
Total		25

Needs Assessment Based on Students Survey. The investigator administered the Needs Analysis Questionnaire on a sample of 300 standard VIII students from various secondary schools of Thrissur district and Palakkad. The scores obtained from the Questionnaire were tabulated for further Analysis. The Analysis was done for the dimensions such as classroom learning process, teaching process, and Learning activities. The percentage of responses of students on the dimension – Students and Learning process are given in Table 12

Table 12

Responses of Secondary school students regarding the dimension – Classroom Learning process

Sl. No.	Item No	Yes %	No %
1	4	85	15
2	6	76	24
3	12	32	68
4	15	25	75
5	16	35	65
6	18	72	28
7	20	15	85
8	21	12	88
9	25	15	85

From Table 3.8, it is clear that 70 % of students feel frustrated while learning in the classroom hours. 80 % of the students have the opinion that learning will become more interesting if the teachers use art art-integrated method. 40 % of the secondary school students think learning becomes more enjoyable when their creative talents, like drawing, storytelling, or performing, are included in lessons. 25 % of the secondary school students use role-play, skits, or visual posters to express your questions or clarify doubts creatively. Only 30 % of the students participate actively during the classes. 81 % of the students think of becoming an inspiring person to their peers in terms of emotional stability. Only 7.5 % of the secondary school students got experience lessons where subjects like science or history were taught through songs, painting, or theater. Only 12 % of the students believe that using art forms like music, drawing, or acting can help you understand lessons more deeply. Only 15 % of the

students explored the meaning of learning content through artistic expression like music, recitation, or drama.

Table 13

Responses of Secondary school students regarding the dimension - Teaching Process

No.	Item No	Yes %	No%
1	1	83	17
2	5	16	84
3	7	20	80
4	10	10	90
5	13	30	70
6	14	25	75

It is clear from the Table 3.9 that 83 % of secondary school students felt that teachers use art forms like role-play, storytelling, or expressive art to demonstrate emotional maturity while managing the classroom. 16 % of Teachers taught students about the ways controlling emotions through activities like expressive drawing, emotional storytelling, or calming music sessions. 10 % Teachers believes that Teacher using creative arts like music, dance, or visual art to model calm, patience, and emotional awareness in class. Almost 30 % of Teachers give motivation for used inspirational poems, songs, or stories as creative tools to motivate and uplift your inner potential. But only 25 % Teachers tried to utilize showcase your talents—like painting, acting, singing, or poetry—in classroom learning activities.

The percentage of responses of students related to the dimension – Classroom Environment are given in Table 14

Table 14

Responses of Secondary school students regarding the dimension – Classroom Environment

No.	Item No	Yes%	No%
1	3	33	67
2	8	12	88
3	9	7	93
4	17	11	89
5	19	65	35
6	23	68	32

Table 3.10 shows that 33 % students opinioned classroom use activities like collaborative art projects, group mural painting, or storytelling to build a sense of love and compassion among students. 12 % of schools have classrooms to engage in peaceful art activities like mandala drawing, musical chanting, or dramatization of scripture stories that support inner reflection and moral learning. 7% students used digital tools like virtual art apps, animated stories, or online devotional music to experience emotional calmness and spiritual enrichment in your learning process. 11% of secondary school students creative techniques such as emotional art journaling, expressive dance, guided music visualization, or role-playing to help you recognize and train your emotions effectively. 65%of students created or participated in art activities like painting, music, or drama that helped you feel more connected, loving, and compassionate toward your classmates and 68% students' creative practices like mandala drawing, storytelling from scriptures, or calming music sessions to support inner peace and emotional balance

Table 15

Responses of Secondary school students regarding the dimension – Extended activities

No.	Item No	Yes%	No%
1	2	84	16
2	11	72	28
3	22	62	38
4	24	69	31

Table 15 shows that 84% students use activities like collaborative art projects, group mural painting, or storytelling to build a sense of love and compassion among students. 72% of students engage in peaceful art activities like mandala drawing, musical chanting, or dramatization of scripture stories that support inner reflection and moral learning. 62% students used digital tools like virtual art apps, animated stories, or online devotional music to experience emotional calmness and spiritual enrichment in your learning process and 69% students use creative techniques such as emotional art journaling, expressive dance, guided music visualization, or role-playing to help you recognize and train your emotions effectively.

Needs Assessment Based on Teachers Survey. The investigator administered the Needs Analysis Questionnaire on a sample of 30 teachers from various secondary schools of Thrissur district and Palakkad. The scores obtained from the Questionnaire were tabulated for further Analysis. The Analysis was done for the dimensions such as classroom learning process, teaching process, and Learning activities. The percentage of responses of students on the dimension – Students and Learning process are given in Table 16.

Table 16*Responses of Secondary school teachers regarding the dimension –Learning process*

No.	Item No.	Yes %	No%
1.	4	21	9
2.	6	23	7
3.	12	22	8
4.	15	25	5
5.	16	21	9
6.	18	26	4
7.	20	25	5
8.	21	23	7
9.	25	21	9

Table 16 presents the responses of secondary school teachers regarding the dimension “*Students and the Learning Process*” in the context of art-integrated education. The response of shows that majority teachers give more important to art integrated pedagogy. It is clear that 21 teachers agree in the case of using dance and drama in the classroom teaching. 26 teachers used digital tools like art apps, animated stories or music for classroom teaching. So majority teachers agree in the case of student and learning dimension.

Table 17*Responses of Secondary school teachers regarding the dimension –Teaching Process*

No.	Item No	Yes	No
1	1	18	12
2	5	21	9
3	7	20	10
4	10	17	13
5	13	23	7
6	14	25	5

Table 17 shows need analysis of art integrated social science teaching package among teachers. This analysis reveals that majority teachers agree the all questions in this dimension. That means teachers accepted the art integration as pedagogical tool. The lowest agree question is fourth that is “Have you used role-play, storytelling, or expressive art to demonstrate emotional maturity and classroom management” and highest agree rat question is the sixth question. That is “Have you used inspirational poems, songs, or stories as creative tools to motivate students and nurture their inner potential”

Table 18*Responses of Secondary school teachers regarding the dimension – Class room environment*

No.	Item No	Yes	No
1	3	19	11
2	8	18	12
3	9	21	9
4	17	20	10
5	19	19	11
6	23	24	6

Above Table 18 shows that art-based strategies help to creating a supportive and emotionally enriched classroom environment. The responses of high school social science teachers reveal that they were agree about art integrated method as pedagogical tool in curriculum. A significant number of high school social science teachers (19 out of 30) agree that students often use art forms like doodling, clay modeling, or dance to manage stress and calm themselves during class hours. 18 teachers promotes creative expression among learners, 21 teachers agree that students explored learning content through artforms. 20 teachers observed that students spiritual artform activities, So these significant figures shows that high school social science teachers agree the art integrated programmes.

Table 19

Responses of Secondary school students regarding the dimension – Extended activities

No.	Item	Yes	No
1	2	18	12
2	11	19	11
3	22	21	9
4	24	24	6

Table 3.15 elucidates the perceptions and implementation strategies of secondary school teachers regarding extended activities in the arts, aimed at enhancing student engagement, emotional well-being, and interpersonal development beyond the core curriculum. The findings indicate a predominantly positive trend,

with numerous educators acknowledging the significance of creative and expressive activities in augmenting the educational experience

Communicating the results to the audience identified. From the results of the Needs Assessment, the Investigator identified the following conclusions, which help to formulate a practical design for constructing the steps of the Package. The major findings from the Needs assessment include:

Students often lack effective methodologies for incorporating art into the educational process. It is imperative for educators to employ art-integrated techniques in classroom instruction. Furthermore, schools frequently do not provide an adequate classroom environment conducive to the integration of art in teaching and learning. Art-integrated extended activities are instrumental in fostering learners' creativity and enhancing their academic achievement.

Design Phase

During the design phase, the investigator established the structure and sequence of the package. It was determined that this phase would comprise three components. The investigator opted to adhere to the following format for the development and implementation of the sessions.

- Session Number:
- Topic:
- Objective of the Session:
- Included Activities:
- Activity Number:

- Activity Name:
- Activity Objectives:
- Activity Duration:
- Required Materials:
- Activity Procedure:
- Tasks Involved:
- Post-Activity Evaluation:
- Activity Outcome:

The Art-Integrated Teaching Package has been developed to enhance the pedagogical and learning experience of Social Science for Class VIII students, in accordance with the SCERT Kerala syllabus. This package advocates for an experiential and inclusive pedagogical approach by incorporating various art forms, including music, drawing, drama, and storytelling, into classroom instruction. Its objective is to render learning meaningful, emotionally engaging, and accessible to a diverse range of learners. The conceptual foundation of this package is grounded in key educational theories that emphasize the holistic development of learners. Kolb's Experiential Learning Theory constitutes the core structure, facilitating students' active engagement in concrete experiences, reflection, conceptualization, and application in novel contexts. This process aids students in internalizing social science concepts through hands-on, art-based activities that connect learning with real-life experiences.

The developmental requirements of eighth-grade students are effectively addressed through Jean Piaget's model of cognitive development. At this stage,

learners begin to engage in abstract and critical thinking. Art serves as a cognitive tool that facilitates this transition by transforming abstract concepts in social sciences into concrete, relatable experiences. Whether through illustrating historical events, enacting civic scenarios, or composing songs on environmental issues, students achieve a deeper understanding through symbolic and creative representation. The principles of Howard Gardner's theory of multiple intelligences are integrated into the curriculum to accommodate diverse learning preferences. Activities are designed to engage musical, bodily-kinesthetics', visual-spatial, linguistic, and interpersonal intelligences, ensuring that each learner has an entry point into the lesson. This diversity of approach fosters participation, motivation, and individual expression.

Inspired by the Suzuki Philosophy, this educational package is grounded in the belief that every child has the potential to learn when provided with a supportive and joyful environment. It underscores the importance of repetition, encouragement, and peer learning to cultivate confidence and mastery in both academic disciplines and artistic expression. The integration of art offers a non-threatening and engaging space, enabling students to explore ideas and develop at their own pace. Furthermore, the Suitable Happiness Model, as proposed by A. Ngaraj, enhances the framework by emphasizing emotional well-being and student satisfaction. The learning experiences within this package are designed to foster happiness, purpose, and a sense of achievement. Art, with its capacity for emotional expression, allows students to form deeper emotional connections with social themes, making the learning process not only intellectually stimulating but also personally fulfilling.

This educational package is crafted to facilitate meaningful engagement with social science content by connecting students to the subject through sensory, emotional, and imaginative experiences. It serves as a model that promotes cognitive, emotional, and social development through creative expression. Ultimately, the objective is to enable students not only to learn about society but also to experience, empathize with, and contribute to it through the transformative medium of art.

Basic Elements of This Package

This educational package integrates four distinct art forms—visual, fine, performing, and applied arts—into the pedagogical framework of social science. Each art form is intentionally incorporated to provide meaningful, creative, and engaging learning experiences. The instructional methodology is grounded in David Kolb’s Experiential Learning Cycle, which encourages learners to progress through the stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation. The primary objective of the package is to foster creativity, enabling students to explore social science concepts through imaginative expression and hands-on artistic engagement.

Components of the Art Integration Process

Selection of Relevant Art Forms

- Selecting appropriate art forms—such as visual, performing, fine, or applied arts—that inherently correspond with the social science concept being taught.

- For instance, employing drama as a tool for civic education, utilizing drawing to construct historical timelines, and incorporating music to raise environmental awareness.

Identification of Learning Objectives

- Clearly defining both academic (subject-based) and artistic learning outcomes.
- Ensuring that the art activity facilitates the mastery of concepts rather than serving merely as an ancillary component.

Concept Mapping

- Linking social science content with suitable art-based activities.
- Facilitating the establishment of significant connections between the subject matter and modes of expression.

Experiential Learning Cycle (Kolb's Model)

- Organizing activities in accordance with the four stages involves:
- Concrete Experience, which entails engaging in an art activity pertinent to the lesson;
- Reflective Observation, which involves discussing or journaling about the experience;
- Abstract Conceptualization, which connects the experience with social science concepts; and Active Experimentation, which applies the acquired knowledge through new creative tasks.

Multi-Sensory Engagement

- Involving visual, auditory, kinesthetic, and emotional elements to enhance understanding.
- Example: Singing a historical ballad (auditory), acting out a political scenario (kinesthetic), drawing ancient maps (visual).

Collaboration and Co-creation

- Encouraging group work and peer interaction through cooperative artistic tasks.
- Builds interpersonal skills while enhancing collective understanding of concepts.

Creative Expression and Interpretation

- Giving students the freedom to express ideas using symbols, stories, metaphors, and visuals.
- Students interpret academic concepts through personal or group artistic expression.

Inclusivity and Differentiation

- Designing activities that address multiple intelligences (Gardner) and learning needs.
- Providing entry points for all students—verbal, visual, musical, spatial, bodily, or interpersonal learners.

Emotional and Cultural Connection

- Using art to create emotional resonance with topics like culture, heritage, justice, or environment.
- Promotes deeper empathy and value-based education.

Artistic Product Creation

- Concluding the session with a student-created artifact (drawing, skit, poem, poster, song).
- The product becomes a concrete representation of learning.

Reflection and Feedback

- Students reflect on:
 - What they learned
 - How art helped them understand the topic
 - Emotional or social insights gained
- Teachers provide feedback based on both content accuracy and creative effort.

Formative Assessment through Art

- Using rubrics or checklists to evaluate both subject knowledge and art performance.
- Encouraging peer and self-assessment.

Method of Utilizing This Package

Each session within this package is structured to be completed within a one-hour timeframe. Each module incorporates all four art forms—visual, fine, performing, and applied—to ensure a comprehensive and engaging educational experience. The instructional process commences with a brief breathing exercise and a knowledge-building game, designed to activate prior knowledge and invigorate the learners. The activities encompass individual tasks, group performances, and whole-class presentations. Social science concepts are introduced and reinforced through carefully curated videos, ensuring both clarity and visual engagement. Each session culminates in the creation of an artistic product, allowing students to demonstrate their understanding through creative expression. This approach not only facilitates content mastery but also enhances emotional and social learning.

Table 20

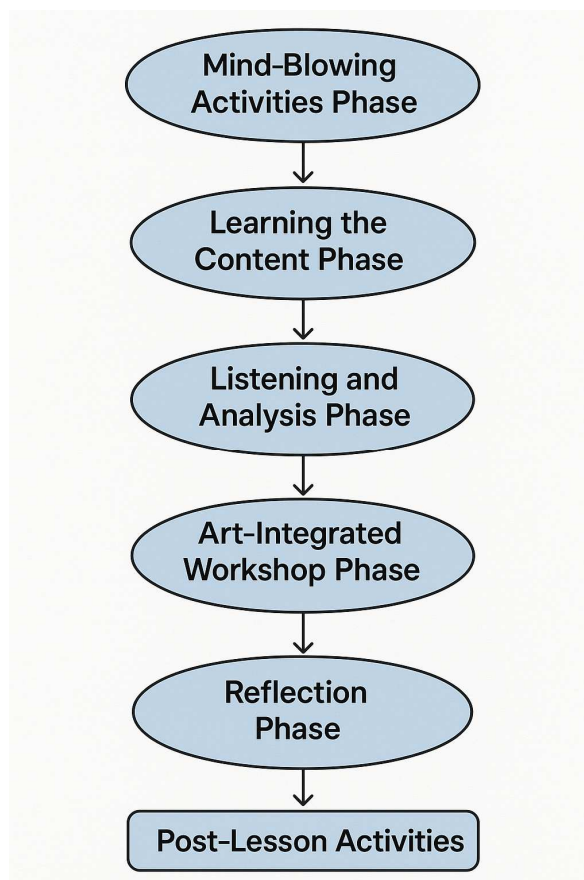
Phases of Art Integrated Social Science Teaching package

Phases Name	Activities	Time
Mind-blowing Activities phase	Breathing Exercise, Stress management tips, Knowledge building games	5 Minutes
Learning the content phase	Teacher provides learning content through Video	10 Minutes
Listening and Analysis phase	Individual Activities: Student listening learning content and express through their own artistic sense	10 Minutes
Art Integration Workshop phase	Small Group Activities: In this phase, the teacher guides students to creatively transform the learning content into an art form. The class is divided into small groups, with each group assigned a specific role related to the chosen art activity. For instance, if the teacher selects drama to teach a particular topic, the class may be split into four groups, each handling	20 Minutes

Phases Name	Activities	Time
	different responsibilities such as script writing, acting, stage design, and makeup. This stage primarily focuses on the integration of performing arts, like drama, puppetry etc. to enhance collaborative learning and creative expression.	
Performance phase	Art form presentation	10 Minutes
Reflection phase	Students give reflection about the performance	5 Minutes
Post-Lesson Activates	Supplementary activities combining creative art forms and subject-based learning	
Total		1.Hr.

Figure 3

Flow chart of the Art Integrated Social Science Teaching Package



Key Points to Remember

- Knowledge-building games prioritize the enhancement of collaborative learning skills, problem-solving abilities, deep conceptual comprehension, progressive and continuous learning, and reflective thinking.
- The instructor explicitly articulates the learning objective at the commencement of the session. To enhance focus and efficacy, it is advisable to concentrate on a single learning objective per session.
- During the Learning the Content phase, the educator meticulously selects content-rich videos from platforms such as YouTube or other social media sources. These materials are chosen to effectively convey the learning objectives, while also considering the learners' prior knowledge to facilitate comprehensive understanding.
- During the listening and analysis phase, individualized activities are crucial for promoting personalized engagement. The instructor recommends appropriate tasks based on the learner's artistic capabilities, incorporating elements of visual arts, fine arts, and applied arts.
- Organizing learners according to their artistic inclinations is recommended, as it facilitates more customized instruction and fosters meaningful collaboration among students who share similar creative abilities.

- Students are encouraged to base their reflections on the artistic performances presented by the class, as engaging in these reflections can enhance their learning and foster creative growth..

Table 21*Evaluation Criteria for Art-Integrated Social Science Teaching Package*

Sl. No.	Criteria	Indicators	Maximum Score
1	Content Understanding	Clarity in grasping social science concepts through art; accurate representation of facts	5
2	Creativity and Innovation	Originality in artistic expression; creative use of art forms to convey content	5
3	Art Integration	Effective and meaningful incorporation of all four art forms (visual, fine, performing, applied)	5
4	Collaboration and Participation	Active involvement in group tasks; cooperation and contribution to the group's success	5
5	Performance Quality	Confidence, clarity, and expression during art presentation	5
6	Use of Time and Resources	Efficient use of materials and time; preparation and organization of work	5
7	Reflection and Insight	Depth of self-reflection; ability to analyze the learning experience and provide thoughtful feedback	5
8	Student Engagement	Interest and enthusiasm shown during the activity and throughout the session	5
9	Skill Development	Evidence of growth in communication, artistic skills, and critical thinking	5
10	Emotional and Social Response	Ability to relate emotionally and socially to the content through the art form	5
Total			50

Conclusion

This art-integrated social science teaching package represents an innovative and comprehensive approach aimed at rendering learning both meaningful and enjoyable for eighth-grade students. Grounded in established educational theories, including Kolb's Experiential Learning Cycle, Gardner's Multiple Intelligences, Piaget's Cognitive Development Model, Suzuki's Philosophy, and A. Nagaraj's Suitable Happiness Model, the package adeptly combines academic content with artistic expression. By incorporating visual, fine, performing, and applied arts into each module, it facilitates cognitive, emotional, and social development among learners. The package enhances the understanding of social science concepts by encouraging students to actively engage, collaborate, reflect, and express themselves through various art forms. It accommodates diverse learning styles and intelligence types, fosters creativity, and develops communication and teamwork skills, thereby boosting learner confidence. Each session is structured with interactive phases, commencing with mental readiness and culminating in a reflective artistic product, ensuring a comprehensive and immersive learning experience.

Activity part

Subject: Social Science

Standard: VIII

Unit: Ancient Tamilakam

Topic: Introduction to Ancient Tamilakam

(Total time: 3 hrs)

Learning Content

Introduction to Ancient Tamilakam

Ancient Tamilakam was a culturally rich and historically significant region in South India. It included present-day Tamil Nadu, parts of Kerala, Andhra Pradesh, and even northern Sri Lanka. This region was the homeland of the Tamil-speaking people and had a well-developed society that flourished over two thousand years ago. The area was ruled by three powerful kingdoms known as the Cheras, Cholas, and Pandyas. These rulers were famous for their military strength, administrative skills, and patronage of art and literature. The people of Tamilakam were engaged in agriculture, handicrafts, and trade. Ancient Tamilakam had close trade relations with foreign countries like Rome, Greece, and South-East Asian nations. Ports such as Muziris, located in present-day Kerala, were famous centres for international trade. The Sangam Age, a golden period in Tamilakam's history, produced a great collection of Tamil literature which provides rich information about the lifestyle, culture, and beliefs of the people. The society of Ancient Tamilakam respected nature, followed traditional customs, and had well-organized settlements and governance systems. The region made great contributions to Indian culture and heritage through its language, arts, and religious practices.

Learning Outcomes

- Students will be able to **identify the geographical extent of Ancient Tamilakam** and recognize the regions it covered in present-day South India and Sri Lanka.
- Students will be able to **name the major kingdoms of Ancient Tamilakam**—the Cheras, Cholas, and Pandyas—and describe their contributions to culture, trade, and governance.
- Students will gain an understanding of the **social, cultural, and economic life** of the people in Ancient Tamilakam.
- Students will be able to **explain the importance of Sangam literature** and how it helps us understand the values, beliefs, and daily life of people during that time.
- Students will develop an appreciation for the **trade relations of Ancient Tamilakam with foreign countries**, especially through ports like Muziris.
- Students will recognize the **influence of Ancient Tamilakam on Indian heritage**, including its contributions to language, art, religion, and architecture.
- Students will be encouraged to **compare the ancient way of life with modern society**, enhancing their historical thinking skills.

Art Integrated learning Activities

- Sangam Poetry Recitation and Illustration
- Costume Design and Role Play of Tamilakam Kingdoms
- Folk Music and Dance of Tamilakam

Learning materials

Maps and Atlases, Chart Paper and Colour Supplies, Cardboard, collection of sangam poem, folk music instruments, Paints, glue, scissors e-learning materials.

<https://www.youtube.com/watch?v=QeEKIjpaGz4>

<https://www.youtube.com/watch?v=ED1bKpCDy64>

<https://www.youtube.com/shorts/vLBtMP-0aZ4>

Pre-requested Knowledge

Students possess a fundamental understanding of early human settlements, the emergence of civilizations, and the establishment of kingdoms and dynasties. They are acquainted with the geography of South India, particularly the regions of Tamil Nadu and Kerala, and can interpret basic maps and timelines.

Anticipated Artistic Outcome

- Drama based on Ancient Tamilakam
- Folksongs based on Ancient Tamilakam
- Poem appreciation report

Class room Activities (Day 1, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Game in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam

<https://www.youtube.com/watch?v=QeEKIjpaGz4>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher present a poetry video <https://www.youtube.com/watch?v=InbOkSkDejs> (“Thadaka Enna Dravida Rajakumari”-Vayalar Ramachandra Varmma,)

The teacher divided the entire class into four groups. Two groups were assigned to prepare an appreciation of the poem, while the other two groups were asked to compose a poem based on ancient Tamilakam.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on the poem presentation of Ancient Tamilakam, and appreciation report of the poem “Thadaka Enna Dravida Rajakumari” allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Class room Activities (Day 2, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts a passing the ball game in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam (<https://www.youtube.com/watch?v=ED1bKpCDy64>)

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

The teacher divides the entire class into four groups and assigns them the task of creating a drama based on Ancient Tamilakam. Each group is given a specific responsibility, such as scriptwriting, costume design, set preparation, or performance, to collaboratively bring the drama to life.

Performance Phase (10 Minutes)

Students present a drama based on Ancient Tamilakam, showcasing their understanding of its culture, society, and historical significance through artistic performance.

Reflections Phase (5 Minutes)

Students' reflections are based on the drama presentation of Ancient Tamilakam, allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Class room Activities (Day 3, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to keep salience in the classroom with soothing tambura music; thereafter, conducts memory making game in the classroom.

Learning the Content (10 Minutes)

Present video about folk song about ancient tamilakm

(<https://www.youtube.com/shorts/vLBtMP-0aZ4>)

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to prepare folk songs based on the learning content

Art Integration Workshop (20 Minutes)

The teacher divides the entire class into four groups and assigns them the task to prepare folksongs based on ancient tamilakam .

Performance Phase (10 Minutes)

Students groups present folks songs based on ancient tamilakam with support of music instruments.

Reflections Phase (5 Minutes)

Students' reflections are based on the folksong presentation of Ancient Tamilakam, allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect Ancient Tamilakam Folk songs

Development Phase

During the development phase, the investigator meticulously prepared the contents of the package, which were initially outlined in the design phase. The activities within the package were carefully crafted to meet the objectives set forth. Following the determination of the package's content, a pilot study was conducted to assess the effectiveness of the selected activities for the intended sample. For this purpose, the investigator randomly selected certain activities and administered them to a sample of 25 eighth-grade students from a secondary school in Kerala. The investigator observed and discussed the challenges encountered by the students while engaging in the activities. Feedback from both teachers and students was instrumental in enabling the investigator to refine the package's contents and finalize the duration of the various sessions. The total duration of the sessions is approximately 40 hours.

Validation of Art Integrated Social Science Teaching Package

The developed Art Integrated Social Science Teaching Package was given to a group of 10 in the field of Education. Investigator also provided validation criteria

for evaluating the package. The developed modules of package were given to the panel of experts for validation. They strictly validated the package based on the criteria. The evaluation criteria used for validating the package was given as Appendix. The responses made by the experts for various items in the validation criteria are as shown in table 22

Table 22

Responses of the Experts regarding the Statements in Validation Criteria for the Package

Sl. No.	Statements in the Validation Criteria	Responses made by Experts	
		Essential	Not Essential
1	Structure of the Instructional package	8	2
2	Student-centred approaches	7	3
3	Proper distribution of teaching strategies	8	2
4	Suitable Evaluation Methods	7	3
5	Space for self-directed learning	9	1
6	Following Logical sequential steps	9	1
7	Proper weightage to the dimensions of stress management	8	2
8	Good Teacher - Pupil relationship	7	3
9	Modules without Errors	9	1
10	Incorporating the tools of ICT	8	2

From table 3.17 it was found that majority of experts found that the Instructional package has followed all the essential features required for stating it as an effective instructional package. Investigator calculated CVR ration (Content Validity Ratio) for validating the Art Integrated Social Science Teaching Package using **Lawshe's** test. The results were tabulated as shown in the table 3.18.

Table 23

Lawshe's CVR ratio for various Items in the Validation of Art Integrated Social Science Teaching Package

Sl. No.	Statements in the Validation Criteria	Responses made by Experts		CVR Ratio
		Essential	Not Essential	
1	Structure of the Instructional package	8	2	0.8*
2	Student centred approaches	7	3	0.5*
3	Proper distribution of teaching strategies	8	2	0.6*
4	Suitable Evaluation Methods	7	3	0.5*
5	Space for Self - directed learning	9	1	0.8*
6	Following Logical sequential steps	9	1	0.7*
7	Proper weightage to the dimensions of Stress Management	8	2	0.7*
8	Good Teacher - Pupil relationship	7	3	0.5*
9	Modules without Errors	9	1	0.8*
10	Incorporating the tools of ICT	8	2	0.7*

* - Significant at 0.05 level

From table 3.18, it was found that all the items in the validation criteria are valid at .05 level since the values obtained were equal or greater than the the CVR value obtained from the table (for N = 10, CVR value = 0.58). Thus, it was proved that the Art Integrated Social Science Teaching Package contains all the essential components required for an effective Instructional package. Thus the validation of Art

Integrated Social Science Teaching Package was ensured systematically. The final form of the package was made ready for the Experimental study.

Implementation Phase

The Investigator selected a sample of 90 students for the pilot study from G.H.S.Cheruthuruthy. He had taken classes based on the modules prepared on Art Integrated Social Science Teaching Package for a period of two weeks. After the pilot study the Investigator checked whether the prepared learning material served its purpose. Based on the feedback obtained the Investigator made necessary modifications in the package and the final forms of package were made ready for validation

Evaluation Phase

The final element of the ADDIE Model is Evaluation. The Investigator evaluated the Art Integrated Social Science Teaching Package in two ways. One is User (student) based evaluation and the other is Expert and Teacher Evaluation. Each of the evaluation procedure is described under the following heads.

Student based Evaluation. The modified Art Integrated Social Science Teaching Package was administered to a sample of 100 secondary school students of standard VIII. The package was administered via modules prepared on the basis of the package. After the learning of concepts through the classes given by the Investigator, the Investigator asks students to evaluate the Package. For this purpose, the Investigator prepared an Evaluation Feedback form for students. The Evaluation Performa consisted of 30 items. On consultation with Experts in the field of

Education, some items are modified and some others are rejected. The final form of Evaluation Performa for students consists of 25 items. The final form of Evaluation Performa for students is given as Appendix III. The number of items in various components of Evaluation Performa for students is given in Table 24.

Table 24

Components of Evaluation Performa for Students

Components	Number of Items
Learning Experiences	1, 2, 3, 15, 16, 22
Students and Learning process	4, 5, 6, 11, 14, 24, 25
Teacher and Learning process	7, 8, 9, 10, 12, 13, 17, 18, 19, 20, 21, 23
Total	25

Scoring. The students were asked to express their agreement or disagreement towards each item in the Evaluation Performa. Students are asked to put a tick mark ($\checkmark$) to the columns corresponding to ‘Yes’ or ‘No’ for each of the statement. The total number of respondents who choose ‘Yes’ or ‘No’ categories for each statement were found out.

Administration and Evaluation. The data collected was then analyzed using simple percentage. The results corresponding to each statement regarding the component Learning Experiences are given in Table 3.20.

Table 25

Percentage of responses for each statement regarding the component – Learning Experiences

No.	Item Number	Yes	No
1	1	62	38
2	2	58	42
3	3	78	22
4	15	80	20
5	16	82	18
6	22	74	26

Table 3.20 shows that a maximum number of Secondary school students agree with the statements given under the component – Learning Experiences. Hence, it is concluded that the developed Art Integrated Social Science Teaching Package satisfies the Component – Learning Experiences.

The percentage of results for each of the statement for the component – Students and Learning process is given in Table 26.

Table 26

Percentage of responses for each statement regarding the component – Students and Learning Process

No.	Item	Yes	No
1	4	85	15
2	5	65	35
3	6	55	45
4	11	85	15
5	14	87	13
6	24	65	35
7	25	86	24

From the Table 26, it is clear that most of the Secondary school students agree with the statements given under the component - Students and Learning process in the Evaluation Performa for students. So it is inferred from the findings that the Art Integrated Social Science Teaching Package satisfies the component – Students and Learning process.

The percentage of results for each of the statement for the component – Teacher and Learning process is given in Table 27.

Table 27

Percentage of responses for each statement regarding the Component – Teacher and the Learning Process

No.	Item	Yes	No
1	7	54	46
2	8	69	31
3	9	74	26
4	10	78	22
5	12	66	34
6	13	84	16
7	17	65	35
8	18	84	16
9	19	64	36
10	20	78	22
11	21	89	11
12	23	78	22

It is clear from Table 27 that the Majority of Secondary school students agrees with the statements given under the component- Teacher and Learning Process. So it

is concluded that the Art Integrated Social Science Teaching Package satisfies the component – Teacher and Learning process.

Evaluation by Experts and Teachers. Investigator tried to evaluate the Art Integrated Social Science Teaching Package by Experts and Teachers. For this purpose, he constructed an Evaluation Performance for Experts and Teachers. The Evaluation Performa consisted of 28 statements covering various dimensions. After close examination of the items, some items were modified while some others were rejected. The final form of Evaluation Performa consists of 25 items. The final form of Evaluation Performa for Experts and Teachers along with the structure of package and modules based on the package were given to a sample of 25 numbers. The sample includes 20 school teachers from Secondary schools of Thrissur and Palakkad district and five Experts in the field of Education. The final form of Evaluation Performa for Experts and Teachers is given as Appendix IV. The number of items in various dimensions of Evaluation Performa for Experts and Teachers are given in Table 3.23

Table 28

Dimensions of Evaluation Performa for Experts and Teachers

Dimensions	Number of Items
Learning Outcomes	5
Learning Processes	7
Steps of the Package	8
Structure of the Package	5
Total	25

Scoring and Evaluation. There are five categories namely Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD) corresponding to each statement in the Evaluation Performa. The experts and Teachers were requested to mark their opinion by placing a tick mark (✓) in the appropriate column corresponding to each statement under various dimensions. The total numbers of respondents who choose different response categories for each statement were found out. These numbers were termed as observed frequencies (f_o) for each of the statement and corresponding expected frequencies (f_e) were also found out for each of the statement. Then the significance of each item was found out for the purpose of evaluation by computing the χ^2 value for each of the statement. The χ^2 value can be calculated using the equation;

$$\chi^2 = \sum (f_o - f_e)^2 / f_e$$

The χ^2 value for each of the statement for the dimension –Learning Objectives is given in Table 29

Table 29

χ^2 value for each of the statement regarding the dimension –Learning Outcomes

No.	Item No	S.A	A	U	D	S.D	χ^2 value
1	1	15 (5)	10 (5)	0 (5)	0 (5)	0 (5)	40.0**
2	2	18 (5)	7 (5)	0 (5)	0 (5)	0 (5)	49.6**
3	3	16 2(5)	9 (5)	0 (5)	0 (5)	0 (5)	42.4**
4	4	20 (5)	5 (5)	0 (5)	0 (5)	0 (5)	60.0**
5	5	21 (5)	4 (5)	0 (5)	0 (5)	0 (5)	66.4**

(** P > .01 level)

From the Table 3.22, it is clear that the χ^2 values corresponding to each of the statement are significant at .01 level corresponding to the df value (df = 4). The χ^2 value corresponding to df = 4 is 13.23. Since all the χ^2 values are greater than the table value, it is said that Instructional Package based on Art Integrated Social Science satisfies the dimension – Learning Outcomes.

The χ^2 values for each of the statement for the dimension –Learning Processes is given in Table 30.

Table 30

χ^2 value for each of the statement regarding the dimension –Learning Processes

No.	Item No.	S.A	A	U	D	S.D	χ^2 value
1	6	19 (5)	5 (5)	1 (5)	0 (5)	0 (5)	56.0**
2	7	20 (5)	5 (5)	0 (5)	0 (5)	0 (5)	51.4**
3	8	18 (5)	4 (5)	3 (5)	0 (5)	0 (5)	51.0**
4	9	18 (5)	5 (5)	2 (5)	0 (5)	0 (5)	38.6**
5	10	19 (5)	6 (5)	0 (5)	0 (5)	0 (5)	59.0**
6	11	17 (5)	4 (5)	4 (5)	0 (5)	0 (5)	42.6**
7	12	20 (5)	5 (5)	0 (5)	0 (5)	0 (5)	61.0**

(** P > .01 level)

The table value of χ^2 for df = 4 at .01 level is 11.84. All the χ^2 values from the Table value corresponding to df = 4 at .01 level and therefore significant. Hence it is concluded that the Art Integrated Social Science Teaching Package satisfies the dimension – Learning Processes.

The χ^2 values corresponding to each of the statement under the dimension – Steps of the Package is given in Table 31.

Table 31

χ^2 value for each of the statement regarding the dimension – Steps of the Package

No.	Item No	S.A	A	U	D	S.D	χ^2 value
1	13	13 (5)	8 (5)	4 (5)	0 (5)	0 (5)	37.6**
2	14	20 (5)	5 (5)	0 (5)	0 (5)	0 (5)	57.0**
3	15	16 (5)	4 (5)	5 (5)	0 (5)	0 (5)	33.3**
4	16	21 (5)	4 (5)	0 (5)	0 (5)	0 (5)	64.4**
5	17	19 (5)	6 (5)	0 (5)	0 (5)	0 (5)	42.0**
6	18	18 (5)	5 (5)	2 (5)	0 (5)	0 (5)	63.0**
7	19	23 (5)	12 (5)	0 (5)	0 (5)	0 (5)	61.7**
8	20	19 (5)	6 (5)	0 (5)	0 (5)	0 (5)	48.3**

(** P > .01 level)

The results from Table 3.24 shows that all the χ^2 values corresponding to each of the statement are significant at .01 level corresponding to the df value (df = 4). The χ^2 value corresponding to df = 4 is 12.237. As all the χ^2 values are greater than the table value corresponding to df = 4, the Art Integrated Social Science Teaching Package satisfies the dimension – Steps of the Package.

The χ^2 values corresponding to each of the statement regarding the dimension –Structure of the Package are given in Table 32.

Table 32 *χ^2 value for each of the statement under the dimension – Structure of the Package*

No.	Item	S.A	A	U	D	S.D	χ^2 value
1	21	19 (5)	6 (5)	0 (5)	0 (5)	0 (5)	46.6**
2	22	20 (5)	5 (5)	0 (5)	0 (5)	0 (5)	53.4**
3	23	18 (5)	6 (5)	1 (5)	0 (5)	0 (5)	61.4**
4	24	17 (5)	5 (5)	3 (5)	0 (5)	0 (5)	62.0**
5	25	25 (5)	0 (5)	0 (5)	0 (5)	0 (5)	100.0**

(** P > .01 level)

The χ^2 values from Table 3.18 are all above the df value (df = 4) corresponding to .01 level (14.456). So it is said that Art Integrated Social Science Teaching Package satisfies the dimension – Structure of the Package. Hence the Package satisfies all the dimensions required for a Teaching – learning Package as suggested by the Experts and Secondary School Teachers.

Psychological Wellbeing Scale

The process of Scale Construction

The process of scale construction was carried out in three phases:

1. Planning Phase
2. Construction Phase
3. Standardization Phase

Planning Phase The planning phase of scale construction involved (i) Operational definition of psychological well-being and (ii) Methodology for construction of psychological well-being Scale and (iii) Components Selection Process

Operational definition of Psychological Wellbeing

The concept of psychological wellbeing has been extensively examined within theoretical frameworks (e.g., Buhler, 1935; Erikson, 1959; Allport, 1961; Rogers, 1961; Maslow, 1968) and substantiated through empirical research in the social and behavioral sciences (e.g., Ryff, 1989; Dupuy, McDowell, & Newell, 1977; Verma, Dubey, & Gupta, 1983; Jagdish & Srivastav, 1983; Keyes, 2009; Hyde, Wiggins, Higgs, & Blane, 2003). Consequently, a variety of theoretical perspectives (Diener et al., 1999; Kahneman & Riis, 2005) and conceptual definitions (Helson & Srivastava, 2001; Diener et al., 1999) have emerged. However, the majority of these theoretical foundations and associated measurement instruments predominantly reflect Western worldviews (Diener, 2000; Ryff, 1989; OECD, 2013).

Psychological wellbeing, as an operational construct, pertains to an individual's overall emotional and mental state, characterized by positive functioning, life satisfaction, resilience, and a sense of purpose and meaning in life. Rooted in both hedonic and eudaimonic traditions, psychological wellbeing has been conceptualized differently across theoretical frameworks. The hedonic approach emphasizes the presence of positive emotions and the absence of negative emotions, often equated with subjective wellbeing (Diener, 1984), while the eudaimonic perspective, as proposed by Ryff (1989), focuses on optimal psychological functioning and self-

realization, comprising dimensions such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. From a humanistic standpoint, Maslow (1970) associated psychological wellbeing with self-actualization and the fulfillment of hierarchical needs, whereas Seligman's (2011) PERMA model integrates positive emotions, engagement, relationships, meaning, and accomplishment as core components. Psychological wellbeing is also viewed as a dynamic process that involves the ability to manage stress, maintain fulfilling relationships, and adapt effectively to life challenges (Keyes, 2002). Empirical studies have further expanded our understanding of psychological wellbeing in different cultural and demographic contexts. For instance, Ryff and Singer (1998) validated the multidimensional nature of wellbeing and linked it with biomarkers of health, while Keyes (2005) distinguished flourishing individuals from those languishing in mental health. Contemporary research has explored the influence of social support, mindfulness, spirituality, and resilience on psychological wellbeing (Deci & Ryan, 2000; Fredrickson, 2001). In educational settings, positive psychological wellbeing has been associated with enhanced academic performance, social competence, and lower levels of distress among students (Renshaw, Long, & Cook, 2015). Given these diverse theoretical and empirical perspectives, for the present study, psychological wellbeing is operationally defined as a multidimensional construct encompassing interpersonal relationships, goal pursuit, positive relations, environmental mastery, confidence in coping, self-acceptance, and happiness, measured through a standardized scale developed by the investigator to capture both personal and social dimensions of wellbeing relevant to adolescent learners.

Methodology for Scale Construction

The present scale was constructed using the Scale Product Method, which integrates Thurstone's (1928) Equal Appearing Interval Scale technique for item selection and Likert's (1932) Summated Rating technique for determining responses on the scale, as proposed by Eysenck and Crown (1949).

Components Selection Process

The components of the Psychological Wellbeing Scale utilized in this study were derived from a comprehensive analysis of several established instruments within the domain of mental health and wellbeing. Ryff's (2019) Psychological Wellbeing Scale, a widely recognized abbreviated version, evaluates six fundamental dimensions of wellbeing: self-acceptance, positive relationships, environmental mastery, personal growth, autonomy, and life purpose. The Flourishing Scale (2010), noted for its conciseness and robust psychometric properties, encapsulates core elements of optimal psychological functioning, including purposefulness, self-respect, competence, and meaningful social connections, through a single-factor structure. Another pivotal instrument, the Warwick-Edinburgh Mental Wellbeing Scale (2006), provides a holistic measure of positive mental wellbeing in the general population, emphasizing emotional well-being, cognitive clarity, social relationships, self-reliance, and a sense of direction. The simplicity, reliability, and applicability of this scale across diverse settings render it suitable for extensive use in public health and research. While numerous tools have been developed to assess psychological wellbeing, including those tailored by Indian researchers, many continue to reflect foundational Western frameworks. For instance, the General Wellbeing Schedule

(Dupuy, McDowell, & Newell, 1977) comprises 23 items using a 6-point frequency scale to evaluate personal experiences of wellbeing and psychological distress. Similarly, the PGI Wellbeing Scale by Verma, Dubey, and Gupta (1983) employs a 20-item true-or-false format to assess general wellbeing. Ryff's original 42-item scale (1989) further explores six domains of psychological functioning using a 7-point agreement scale. The Subjective Wellbeing Inventory by Subi, Sell, and Nagpal (1992) includes 40 items across eleven dimensions, utilizing a 3-point scale to assess individuals' subjective wellbeing. Bhogle and Prakash's (1995) Psychological Wellbeing Questionnaire contains 28 binary-response items focused on general psychological health. The Quality of Life Scale by Hyde, Wiggins, Higgs, and Blane (2003) evaluates wellbeing through 19 items across four dimensions—control, autonomy, pleasure, and self-realization—using a 4-point frequency scale. Keyes' (2009) Mental Health Continuum offers a 14-item framework to assess emotional, social, and psychological wellbeing, rated from "never" to "every day" on a 6-point scale. Finally, the Index of Psychological Wellbeing at Work by Dagenais-Desmarais and Savoie (2011) assesses workplace wellbeing through 25 items across five dimensions: interpersonal compatibility, workplace vitality, perceived efficacy, engagement, and organizational support, using a 6-point agreement scale.

The current scale synthesizes essential elements of emotional, cognitive, social, and functional wellbeing by utilizing a comprehensive array of established instruments, including Ryff's Psychological Well-Being Scale, the Flourishing Scale, and the Warwick-Edinburgh Mental Wellbeing Scale. It harmonizes Western theoretical frameworks with insights from Indian-developed measures such as the PGI Wellbeing Scale and the Subjective Wellbeing Inventory, thereby ensuring both global applicability and cultural relevance. By integrating components such as goal pursuit,

interpersonal relationships, coping confidence, and environmental mastery, the scale provides a holistic assessment of psychological wellbeing, rendering it particularly applicable to adolescent populations within the Indian educational milieu.

The components of these scales are:

Goal Pursuit. Goal pursuit pertains to an individual's motivation and capacity to establish, strive for, and accomplish significant objectives in life. It embodies one's sense of purpose, direction, and commitment to personal development. Individuals with robust goal pursuit demonstrate future orientation, persistence, and a proactive attitude in overcoming challenges. This component is closely associated with autonomy and purpose in life as delineated in Ryff's model, as well as the "meaning" aspect of the Flourishing Scale. In educational contexts, it enhances academic motivation and life satisfaction, particularly among adolescents navigating identity and career choices.

Positive Relation. Positive Relation refers to the ability to establish warm, trusting, and meaningful interpersonal relationships. It encompasses empathy, mutual respect, emotional support, and the capacity to sustain long-term social connections. This dimension aligns with Ryff's concept of "positive relations with others" and shares similarities with the relational components of the Flourishing Scale and WEMWBS. High scores in this domain signify social competence, emotional bonding, and a supportive network, all of which are crucial for psychological wellbeing, particularly in collectivist cultures where relationships constitute the core of social identity.

Environment Mastery. Environment Mastery refers to the capacity to effectively manage and navigate one's surroundings to fulfill personal needs and adapt to changes. It embodies a sense of control over external life circumstances, competence in managing responsibilities, and the confidence to create favorable conditions. This dimension is crucial for resilience and adaptive functioning, particularly in the face of stressors. It constitutes one of the key dimensions in Ryff's model and holds particular relevance in diverse Indian contexts, where environmental challenges, such as socio-economic pressures and academic demands, significantly impact mental health..

Confidence in Coping. Confidence in Coping pertains to an individual's belief in their capacity to effectively manage stress, adversity, and life challenges. It encompasses emotional regulation, problem-solving abilities, and psychological resilience. This construct encapsulates the internal strength and adaptability necessary to maintain equilibrium during challenging periods. It is closely associated with concepts such as self-efficacy and stress tolerance and holds particular significance for adolescents who are in the process of developing coping mechanisms to navigate academic, social, and personal pressures.

Self-Acceptance. Self-acceptance encompasses a positive disposition towards oneself, including the acknowledgment of one's strengths and weaknesses. It denotes self-respect, personal worth, and the absence of excessive self-criticism. This dimension is fundamental in Ryff's model of psychological well-being and also underlies healthy identity development. A high degree of self-acceptance fosters emotional stability, mitigates anxiety, and contributes to overall life satisfaction—an essential attribute for youth undergoing transitional life stages.

Happiness. Happiness is characterized by the presence of positive emotions, life satisfaction, and an overall sense of well-being. It encompasses feelings of joy, contentment, and optimism. While it shares similarities with the concept of subjective well-being and positive affect, happiness in this context also denotes emotional balance and psychological vitality. It is closely linked to the hedonic dimension of well-being and is crucial for the promotion of mental health in both individual and community contexts.

Construction Phase

Item Generation

The Investigator preparation of items for Psychological Wellbeing based on the following components

Table 33

Components and item distribution of Psychological Wellbeing

Components	Number of items	Item Number
Interpersonal Relationship	12	1, 4,8,9,10, 12,43,54,55,74.75,76
Goal Pursuit	12	2,5,11,14,16,18,53,56,72,73,77
Positive Relation	12	3,6,13,17,19,20,44,52,57,70,71,78
Environment Mastery	12	7,15,21,23,25,27,51,58,68,69,79
Confidence in Coping	12	22,24,26,28,31,34,45,50,59,66,67,80
Self-Acceptance	12	29,30,33,35,37,39, 46, 49, 60, 64, 65, 81
Happiness	12	34,36,38,40,41,42,47, 48, 61, 62, 63, 82

Pilot Study

Pilot study was conducted on a sample of 400 Secondary school students. They were given proper instructions as to how the test is to be done. Enough time was also given for the completion of the Psychological Wellbeing Scale. Answer sheets were collected and scored. Scores corresponding to different components and the total score of the scale were found out. This was subjected to item analysis. The split up of sample selected for Pilot study were shown in Table 3.29.

Table 34

Sample split up for the Pilot Study of Psychological wellbeing scale

Sl. No.	Name of School	Management	No. of Students		
			Boys	Girls	Total
1	S.M.T. Government High School Chelakkara	Government	29	25	54
2	G.H.S Panjal	Government	32	21	53
3	G.H.S Cheruthuruthy	Government	24	27	51
4	St.Joseph's H.S Pangarappilly	Aided	23	21	44
5	K.V.R H.S Shornoor	Aided	23	22	45
6	T.R.K H.S Valluvanad	Aided	22	21	43
7	G.H.S Varavoor	Government	35	31	66
8	G.H.S Koonathara	Government	21	23	44
Total			209	191	400

Item Analysis and Standardization

Item analysis encompasses a range of techniques aimed at identifying which items successfully differentiate between contrasting criterion groups and which fail to do so. (Ferguson,1952). It is used as a basis for the final selection of statements in the method of summated ratings.

The scored rating sheets were arranged in the descending order of total scores. From these rating sheets, the highest 27% and the lowest 27% with respect to total scores were separated. From the upper group and lower group, the scores obtained for each item was calculated and tabulated. The numerical values of their mean responses to each statement were computed considering highest 27% and lowest 27% as criterion groups.

t values were calculated using the formula:

$$t = \frac{\frac{\overline{X}_H - \overline{X}_L}{\sqrt{\frac{\sum (\overline{X}_H - X_H)^2 + \sum (\overline{X}_L - X_L)^2}{N(N-1)}}}}{\sqrt{\frac{\sum (\overline{X}_H - X_H)^2 + \sum (\overline{X}_L - X_L)^2}{N(N-1)}}}$$

(Edwards, 1957)

Where

$\overline{X}_H$ – The mean score of the high group for a given item

$\overline{X}_L$ – The mean score of the low group for a given item

X_H – The score of a given individual for the item in the high group

X_L – The score of a given individual for the item in the low group

N – Number of subjects in the criterion groups

The value of t value is a measure of the extent to which a given statement differentiates between the high and low groups. The statement for which t value is greater than or equal to 1.75 is regarded as an item which possesses internal consistency and hence discriminating power (Edwards, 1957). For the sake of

selecting items with high discriminating power, the Investigator selected the items having t value greater than 8.5. Details of item analysis are given in the Table

Table 35

Details of Item Analysis of Psychological Wellbeing scale

	Independent Samples t-Test	
	Statistic	Status
Item No. 1	4.186	Accepted
Item No. 2	3.806	Accepted
Item No. 3	2.683	Accepted
Item No. 4	4.127	Accepted
Item No. 5	2.931	Accepted
Item No. 6	1.314	Accepted
Item No. 7	3.054	Accepted
Item No. 8	0.329	Rejected
Item No. 9	4.681	Accepted
Item No. 10	2.009	Accepted
Item No. 11	2.881	Accepted
Item No. 12	1.708	Accepted
Item No. 13	0.498	Rejected
Item No. 14	1.109	Rejected
Item No. 15	2.291	Accepted
Item No. 16	0.988	Rejected
Item No. 17	3.508	Accepted
Item No. 18	2.126	Accepted
Item No. 19	3.176	Accepted
Item No. 20	2.980	Accepted
Item No. 21	0.326	Rejected
Item No. 22	0.995	Accepted
Item No. 23	11.772	Accepted
Item No. 24	1.843	Accepted
Item No. 25	4.220	Accepted

	Independent Samples t-Test	
	Statistic	Status
Item No. 26	4.852	Accepted
Item No. 27	0.306	Accepted
Item No. 28	3.487	Accepted
Item No. 29	2.539	Accepted
Item No. 30	1.736	Accepted
Item No. 31	1.835	Rejected
Item No. 32	2.659	Accepted
Item No. 33	1.820	Rejected
Item No. 34	4.312	Accepted
Item No. 35	4.721	Accepted
Item No. 36	3.970	Accepted
Item No. 37	0.929	Accepted
Item No. 38	2.529	Accepted
Item No. 39	3.624	Accepted
Item No. 40	4.405	Accepted
Item No. 41	3.469	Accepted
Item No. 42	1.914	Rejected
Item No. 43	0.226	Accepted
Item No. 44	2.563	Accepted
Item No. 45	4.935	Accepted
Item No. 46	1.932	Accepted
Item No. 47	3.753	Accepted
Item No. 48	3.920	Accepted
Item No. 49	3.804	Accepted
Item No. 50	3.429	Accepted
Item No. 51	2.635	Accepted
Item No. 52	1.496	Rejected
Item No. 53	3.223	Accepted
Item No. 54	1.125	Accepted
Item No. 55	4.053	Accepted

	Independent Samples t-Test	
	Statistic	Status
Item No. 56	4.427	Accepted
Item No. 57	1.567	Accepted
Item No. 58	3.626	Accepted
Item No. 59	0.262	Accepted
Item No. 60	0.697	Rejected
Item No. 61	4.878	Accepted
Item No. 62	4.783	Accepted
Item No. 63	2.877	Accepted
Item No. 64	4.481	Accepted
Item No. 65	4.777	Accepted
Item No. 66	2.923	Accepted
Item No. 67	0.914	Accepted
Item No. 68	1.762	Accepted
Item No. 69	2.971	Accepted
Item No. 70	3.641	Accepted
Item No. 71	4.900	Accepted
Item No. 72	2.590	Accepted
Item No. 73	2.380	Accepted
Item No. 74	2.384	Accepted
Item No. 75	2.512	Accepted
Item No. 76	1.604	Accepted
Item No. 77	3.403	Accepted
Item No. 78	4.313	Accepted
Item No. 79	4.453	Accepted
Item No. 80	0.813	Accepted
Item No. 81	4.857	Accepted
Item No. 82	2.203	Accepted
Item No. 83	2.260	Accepted
Item No. 84	2.648	Accepted

Items with t value > 1.96 at .01 level were only considered for the final scale. Among them, the ones having t values > 8.50 were selected for the final scale. The final scale consists of 62 items. The maximum score that can be obtained is 300 and minimum score is 62. The splitting of items and marks for various components of Final form of Psychological Wellbeing scale are given in the Table 36

Table 36

Split up of Items and Marks for Final form of Psychological wellbeing Scale

Sl. No.	Components of Psychological Wellbeing	Number of Items	Marks
1	Interpersonal Relationship	12	55
2	Goal Pursuit	11	50
3	Positive Relation	10	50
4	Environment Mastery	11	55
5	Confidence in Coping	9	50
6	Self-Acceptance	9	50
7	Happiness	12	50
Total		72	360

Draft version and Final version of the Psychological wellbeing scale was given in Appendix VII and VIII.

Reliability and Validity

Reliability is a major concern when a psychological test is used to measure some attribute or behavior (Rosenthal & Rosnow, 1991). Validity ensures the meaningfulness of research components. When researchers measure behaviors, they are concerned with whether they are measuring what they intended to measure (Bollen, 1989).

Reliability of Psychological wellbeing scale

The reliability of the Psychological Wellbeing Scale was assessed using test-retest reliability, a measure of stability over time. To evaluate the internal consistency of the test, Cronbach's alpha was employed. Cronbach (1951) introduced a formula known as the coefficient alpha, which calculates internal consistency for items with more than two possible responses (McIntire & Miller, 2007). The same scale was administered to a sample of 100 secondary school students after a one-month interval, and the responses were collected and scored. The correlation between the two administrations was determined using Pearson's product-moment correlation, yielding a correlation coefficient of 0.91. The correlation coefficients for various components of Psychological Wellbeing are as follows: Interpersonal Relationship (0.86), Goal Pursuit (0.89), Positive Relation (0.85), Environment Mastery (0.82), Confidence in Coping (0.97), Self-Acceptance (0.91), and Happiness (0.92). These correlation coefficients indicate that the Psychological Wellbeing Scale is highly reliable.

Validity of Psychological Wellbeing scale

Face validity and Content validity were used to ensure the validity of the Psychological Wellbeing Scale. These are described as follows:

Face Validity. Face validity refers to the subjective assessment of the operationalization of a construct. The investigator examined each item of the Psychological Wellbeing Scale and determined that the test is a valid measure of the concept being assessed, based solely on its appearance. The investigator verified that

each item clearly aligns with the conceptual domain associated with Psychological Wellbeing. Consequently, face validity is established for the Psychological Wellbeing Scale.

Content Validity. Bollen (1989) characterized content validity as a qualitative form of validity, wherein the domain of the concept is clearly delineated, and the analyst evaluates whether the measures comprehensively represent the domain. It involves expert judgment regarding the extent to which test items accurately reflect the content intended for assessment. The validity of the content is determined through an objective comparison of the scale items with the curricular content. Given that the scale is developed with appropriate emphasis on content and components and subjected to expert evaluation, the content validity of the scale is thereby assured.

Intrinsic Validity. Intrinsic validity, also referred to as primary or direct validity, is a concept articulated by Gulliksen (1950). It offers objective and quantitative evidence that a test accurately measures its intended construct. Intrinsic validity is mathematically represented as the square root of the scale's reliability. For the entire scale, the validity coefficient was determined to be 0.96.

Stress Management Scale

Stress management encompasses the methods by which individuals address stressors, regulate emotional responses, and sustain psychological balance in challenging circumstances. This process may involve both conscious and unconscious strategies and can function at various stages of the stress response (Lazarus & Folkman, 1984).

Preparation and Standardization Stress Management Scale

Preparation and standardization of the Stress Management Scale includes the following steps:

- Planning
- Preparation
- Pilot study
- Item Analysis & Standardization
- Reliability and Validity

Planning

Operational definition of Stress management. In this study, stress management is operationally defined as an individual's capacity to effectively identify, regulate, and cope with both internal and external stressors through cognitive, emotional, and behavioral strategies, thereby maintaining psychological equilibrium and functional well-being. Conceptually, stress management encompasses both the reduction of stress intensity and the enhancement of resilience and adaptive capacities. The transactional model of stress and coping, as proposed by Lazarus and Folkman (1984), offers a foundational perspective, conceptualizing stress as a dynamic interaction between individuals and their environment, with coping being central to managing perceived demands. From a cognitive-behavioral perspective, stress is not merely the result of external pressures but is influenced by how one interprets and responds to challenges, highlighting the importance of self-regulation and problem-solving (Meichenbaum, 1985). Positive psychology broadens this view by

emphasizing emotion-focused strategies such as mindfulness, optimism, and positive reappraisal as tools for enhancing stress tolerance (Folkman & Moskowitz, 2000; Fredrickson, 2001). Neurological research indicates that effective stress management reduces cortisol levels and supports brain regions involved in executive function and emotional control (McEwen, 2007). Empirical studies have consistently associated stress management abilities with improved psychological well-being, including higher life satisfaction, better interpersonal relationships, and lower rates of anxiety and depression (Taylor & Stanton, 2007; Park & Adler, 2003). Among adolescents and students, stress management has been shown to influence academic success, emotional resilience, and social competence (Compas et al., 2001). In light of these perspectives, the present study measures stress management as a multidimensional construct encompassing awareness of stress, the use of adaptive coping strategies, emotional regulation, problem-solving ability, and support-seeking behavior, assessed through a standardized scale developed and validated by the researcher for use in the educational context.

The planning phase represents the foundational and most critical stage in the development of a standardized psychological instrument. In the creation of the Stress Management Scale, the researcher sought to develop a valid and reliable tool to evaluate individuals' abilities to identify, regulate, and manage stress in daily life, with a particular focus on adolescents and educational settings. This phase commenced with a comprehensive review of literature concerning stress theories, coping mechanisms, and existing psychological instruments for measuring stress management, such as the Coping Strategies Inventory (Tobin et al., 1989), the

Perceived Stress Scale (Cohen et al., 1983), and the Stress Management Questionnaire (SMQ) by Carl D. Glickman (1994). The review identified a gap in scales that comprehensively assess stress management by incorporating emotional, cognitive, and behavioral dimensions pertinent to school-aged individuals..

Drawing upon theoretical frameworks such as Lazarus and Folkman's (1984) transactional model of stress and coping, Bandura's (1997) self-efficacy theory, and recent advancements in positive psychology (Fredrickson, 2001; Seligman, 2011), the construct of stress management has been delineated to encompass five principal dimensions: (1) Awareness and Identification of Stress, (2) Emotional Regulation, (3) Cognitive Appraisal and Positive Thinking, (4) Problem-Solving and Coping Strategies, and (5) Support-Seeking and Communication Skills. These dimensions were selected to ensure that the scale comprehensively captures both the internal regulation and external behavioral components of stress management, while also reflecting the cultural and developmental needs of Indian adolescents.

The current study identified components of School-Related Stress Management, Academic Stress Management, Achievement-Related Stress Management, Teacher-Pupil Relation-Related Stress Management, Self-Concept Related Stress Management, Peer Group-Related Stress Management, and Family-Related Stress Management through a meticulous analysis of the most prevalent and impactful stressors encountered by adolescents within the Indian school context. Adolescence is a developmental stage characterized by rapid emotional, social, and cognitive transformations, during which students frequently experience substantial stress related to academic demands, performance expectations, social dynamics, and

identity formation. By integrating these components, the study seeks to offer a comprehensive understanding of how students manage stress emanating from their immediate academic and social environments. The school, as a central institution in their daily lives, plays a crucial role in shaping stress experiences, particularly concerning academics, achievement, and interactions with teachers.

In addition to academic and school-specific stressors, the selected components also encompass broader psychosocial factors that influence adolescent well-being. Self-concept is a critical internal factor that affects how students perceive and respond to stress, while peer group and family relationships significantly influence emotional stability and coping mechanisms. Peer pressure, fear of social rejection, family conflicts, and unmet parental expectations can all contribute to heightened stress levels. Therefore, these components were chosen to reflect a multidimensional model of stress management that integrates both internal (self-concept) and external (academic, social, and familial) stressors. This selection ensures that the scale not only addresses immediate school-related stress but also considers the wider personal and relational contexts that are essential for understanding and enhancing adolescent stress management. The components of the Stress Management Scale are described as follows:

School-Related Stress Management. School-related stress encompasses the emotional and mental pressures that students encounter due to academic demands, peer relationships, teacher expectations, time constraints, examinations, and extracurricular obligations. If not effectively managed, this stress can adversely affect students' academic performance and physical health.

Academic Stress Management. Academic stress is defined as the pressure experienced by students due to academic responsibilities such as studies, examinations, assignments, competition, and future career expectations. If not effectively managed, it can result in anxiety, diminished concentration, sleep disturbances, and reduced academic performance. Effective management of academic stress involves the adoption of healthy strategies, including efficient time management, goal setting, regular breaks, maintaining a balanced routine, and engaging in relaxation techniques such as yoga or meditation. Additionally, support from educators and parents, as well as peer support, plays a crucial role in alleviating stress.

Achievement-Related Stress Management. Achievement-related stress occurs when individuals experience significant pressure to succeed, fulfill high expectations, or engage in academic or professional competition. This form of stress can result in burnout, anxiety, and a fear of failure. Effective management of achievement-related stress involves establishing realistic goals, prioritizing personal development over comparison with others, practicing self-compassion, and adopting healthy coping mechanisms such as mindfulness, journaling, and physical exercise. Additionally, support from mentors, family, and friends is crucial in alleviating pressure and sustaining motivation.

Teacher–Pupil Relation-Related Stress Management. Stress resulting from strained teacher–student relationships can significantly impact students' emotional well-being and academic performance. Factors such as harsh communication, lack of support, or misunderstandings may lead to anxiety, low self-esteem, and diminished

motivation among students. Addressing this stress necessitates the cultivation of mutual respect, open communication, and empathy between teachers and students. Educators should strive to create a supportive and inclusive classroom environment, while students should be encouraged to express their concerns respectfully. Regular feedback, counselling, and positive reinforcement are also instrumental in fostering healthy teacher–student relationships and mitigating stress..

Self-Concept Related Stress Management. Self-concept-related stress arises when individuals harbor negative thoughts or doubts concerning their identity, abilities, or self-worth. Such stress can result in anxiety, diminished self-esteem, and challenges in managing adversities. Addressing self-concept-related stress necessitates the cultivation of a positive self-image, engagement in self-reflection, and the establishment of realistic expectations. Practicing self-compassion, emphasizing personal strengths, and seeking social support from peers or mentors can enhance individuals' confidence. Additionally, techniques such as affirmations, mindfulness, and cognitive reframing are effective in mitigating negative self-perceptions.

Peer Group-Related Stress Management. Peer group-related stress emerges when individuals encounter pressure to conform, experience bullying, or face conflict within their social networks. This form of stress can adversely impact self-esteem, induce feelings of isolation, and generate anxiety regarding acceptance or social integration. Effective management of peer group-related stress necessitates the development of robust communication skills, the cultivation of positive relationships, and the establishment of boundaries with peers. Promoting empathy and mutual respect within the peer group can also mitigate conflict. Additionally, seeking support

from trusted adults, such as educators or counselors, can assist individuals in navigating social pressures and managing stress effectively.

Family-Related Stress Management. Family-related stress frequently emerges from conflicts, misunderstandings, or expectations within the familial unit. Factors such as parental pressure, sibling rivalry, financial challenges, or communication breakdowns can contribute to emotional strain. Addressing family-related stress necessitates enhancing communication within the family, practicing active listening, and establishing healthy boundaries. Participation in family counselling or seeking assistance from external professionals can facilitate conflict resolution. Promoting empathy, cooperation, and shared responsibilities within the family cultivates a supportive environment that mitigates stress.

Preparation Stage

Item Generation. The Investigator preparation of items for Stress Management based on the following content

Table 37

Components and item distribution of Stress Management

Components	Number of items	Item Number
School-Related Stress Management	10	1, 4,8,9,10, 12,43,54,55, 63
Academic Stress Management	10	2,5,11,14,16,18,53,56, 67.65
Achievement-Related Stress Management	10	3,6,13,17,19,20,44,52,57,70
Teacher–Pupil Relation-Related Stress Management	10	7,15,21,23,25,27,51,58,68,69

Components	Number of items	Item Number
Self-Concept Related Stress Management	10	22,24,26,28,31,34,45,50,59,66
Peer Group-Related Stress Management	10	29,30,33,35,37,39, 46,49,60,64
Family-Related Stress Management	10	34,36,38,40,41,42,47,48,61,62

Pilot Study. Pilot study was conducted on a sample of 400 Secondary school students. They were given proper instructions as to how the test is to be done. Enough time was also given for the completion of the Stress Management Scale. Answer sheets were collected and scored. Scores corresponding to different components and the total score of the scale were found out. This was subjected to item analysis. The split up of sample selected for Pilot study were shown in Table 3.33.

Table 38

Sample split up for the Pilot Study of Stress Management scale

Sl. No.	Name of School	Management	No. of Students		
			Boys	Girls	Total
1	S.M.T. Government High School Chelakkara	Government	29	25	54
2	G.H.S Panjal	Government	32	21	53
3	G.H.S Cheruthuruthy	Government	24	27	51
4	St.Joseph's H.S Pangarappilly	Aided	23	21	44
5	K.V.R H.S Shornoor	Aided	23	22	45
6	T.R.K H.S Valluvanad	Aided	22	21	43
7	G.H.S Varavoor	Government	35	31	66
8	G.H.S Koonathara	Government	21	23	44
Total			209	191	400

Item Analysis and Standardization. Item analysis is “any of the many processes by which one can find which item differentiate and which do not differentiate between the contrasting criterion groups” (Ferguson,1952). It is used as a basis for the final selection of statements in the method of summated ratings.

The scored rating sheets were arranged in the descending order of total scores. From these rating sheets, the highest 27% and the lowest 27% with respect to total scores were separated. From the upper group and lower group, the scores obtained for each item was calculated and tabulated. The numerical values of their mean responses to each statement were computed considering highest 27% and lowest 27% as criterion groups.

t values were calculated using the formula:

$$t = \frac{\frac{\overline{X}_H - \overline{X}_L}{\sqrt{\frac{\sum (\overline{X}_H - X_H)^2 + \sum (\overline{X}_L - X_L)^2}{N(N-1)}}}}{\sqrt{\frac{\sum (\overline{X}_H - X_H)^2 + \sum (\overline{X}_L - X_L)^2}{N(N-1)}}}}$$

(Edwards, 1957)

Where

$\overline{X}_H$ – The mean score of the high group for a given item

$\overline{X}_L$ – The mean score of the low group for a given item

X_H – The score of a given individual for the item in the high group

X_L – The score of a given individual for the item in the low group

N – Number of subjects in the criterion groups

The value of t value is a measure of the extent to which a given statement differentiates between the high and low groups. The statement for which t value is greater than or equal to 1.75 is regarded as an item which possesses internal consistency and hence discriminating power (Edwards, 1957). For the sake of selecting items with high discriminating power, the Investigator selected the items having t value greater than 8.5. Details of item analysis are given in the Table 3.34

Table 39

Details of Item Analysis of Stress Management scale

	Statistic	Status
Item 1	2.3307	Accepted
Item 2	1.9730	Accepted
Item 3	1.4709	Rejected
Item 4	2.3207	Accepted
Item 5	2.6910	Accepted
Item 6	4.1913	Accepted
Item 7	3.5510	Accepted
Item 8	2.1866	Accepted
Item 9	3.1168	Accepted
Item 10	4.9639	Accepted
Item 11	3.5911	Accepted
Item 12	2.6715	Accepted
Item 13	0.1531	Rejected
Item 14	3.1844	Accepted
Item 15	1.0141	Rejected
Item 16	2.2118	Accepted
Item 17	2.6484	Accepted
Item 18	0.5999	Rejected
Item 19	0.7024	Rejected
Item 20	3.6354	Accepted

	Statistic	Status
Item 21	1.5223	Accepted
Item 22	0.6708	Rejected
Item 23	4.8732	Accepted
Item 24	2.5489	Accepted
Item 25	1.9816	Accepted
Item 26	4.3811	Accepted
Item 27	2.1275	Accepted
Item 28	4.5567	Accepted
Item 29	2.1734	Accepted
Item 30	0.6287	Rejected
Item 31	1.1916	Rejected
Item 32	4.4151	Accepted
Item 33	1.0499	Rejected
Item 34	2.6514 ^a	Accepted
Item 35	3.5801 ^a	Accepted
Item 36	0.0404 ^a	Accepted
Item 37	3.9170 ^a	Accepted
Item 38	7.0954	Accepted
Item 39	2.0690	Accepted
Item 40	2.9635	Accepted
Item 41	3.3320	Accepted
Item 42	4.6148	Accepted
Item 43	4.3538	Accepted
Item 44	3.5636	Accepted
Item 45	4.2043	Accepted
Item 46	3.5146	Accepted
Item 47	3.6123	Accepted
Item 48	2.0764	Accepted
Item 49	2.6793	Accepted
Item 50	3.1824	Accepted
Item 51	2.1375	Accepted
Item 52	3.0097	Accepted

	Statistic	Status
Item 53	0.3387	Rejected
Item 54	6.6833	Accepted
Item 55	0.6867	Accepted
Item 56	2.9418	Accepted
Item 57	2.9167	Accepted
Item 58	3.6748	Accepted
Item 59	3.6729	Accepted
Item 60	4.5756	Accepted
Item 61	2.7486	Accepted
Item 62	2.4281	Accepted
Item 63	2.1116	Accepted
Item 64	4.0475	Accepted
Item 65	2.6764	Accepted
Item 66	3.9770	Accepted
Item 67	3.5321	Accepted
Item 68	2.0977	Accepted
Item 69	2.2483	Accepted
Item 70	3.6666	Accepted

Items with t value > 1.96 at .01 level were only considered for the final scale.

The final scale consists of 60 items. The maximum score that can be obtained is 300 and minimum score is 60. The splitting of items and marks for various components of Final form of Strsss Management scale are given in the Table 3.35.

Table 40*Split up of Items and Marks for Final form of Strsss Management Scale*

Sl. No.	Components of Stress Management	Number of Items	Marks
1	School-Related Stress Management	9	45
2	Academic Stress Management	6	30
3	Achievement-Related Stress Management	9	45
4	Teacher–Pupil Relation-Related Stress Management	7	35
5	Self-Concept Related Stress Management	10	50
6	Peer Group-Related Stress Management	9	45
7	Family-Related Stress Management	10	50
Total		60	300

Draft version and Final version of the Stress Management scale was given in Appendix IX and X.

Reliability and Validity. Reliability is a major concern when a psychological test is used to measure some attribute or behavior (Rosenthal & Rosnow, 1991). Validity ensures the meaningfulness of research components. When researchers measure behaviors, they are concerned with whether they are measuring what they intended to measure (Bollen, 1989).

Reliability of Stress Management Scale. Reliability of Stress Management scale was ensured using Test – re test reliability. Test-retest reliability is a measure of stability over time. To calculate the internal consistency of the test, Cronbach’s was used. Cronbach (1951) proposed a formula called coefficient that calculates the internal consistency for questions that have more than two possible responses (McIntire & Miller, 2007). The same scale was administered on a sample of 100

secondary school students after a period of one month and the answer sheets were collected and scored. The correlation between the two tests was calculated using Pearson's product-moment correlation. The value of the correlation coefficient is obtained as 0.93. The correlation coefficients for various components of Stress Management are School-related Stress Management (0.83), Academic Stress Management (0.87), Achievement-related stress management (0.83), Teacher Pupil Related Stress Management (0.84), Self-Concept Related Stress Management (0.89) Peer group related stress management (0.89) and family related stress management (0.90) The values of correlation coefficients show that the Stress Management scale is highly reliable.

Validity of Stress Management Scale. Face validity and Content validity were used to ensure the validity of the Stress Management Scale. These are described as follows:

Face Validity. Face validity is a subjective judgement on the operationalization of a construct. The Investigator go through each item of the Stress Management scale and found that the test is a valid measure of the concept being measured just on the face of it. The investigator checked that each of the measuring items clearly matches with the given conceptual domain of the concept related to Stress Management. Hence Face validity is ensured for the Stress Management Scale.

Content Validity. Bollen (1989) defined content validity as a qualitative type of validity where the domain of the concept is made clear and the analyst judges whether the measures fully represent the domain. It is the expert judgement of the degree to which test items faithfully represent the content to be tested. The degree to

which the content is valid is assessed by an objective comparison of the scale items with curricular content. Since the scale is prepared giving due weightage to content and components and as it was subject to expert judgment, content validity of the scale is ensured.

Intrinsic Validity. The intrinsic validity is stated as primary or direct validity. Gulliksen (1950) mentioned that Intrinsic validity provides objective and quantitative evidence that the test is measuring what it ought to measure. It is the square root of the Reliability of the scale. For the whole scale the validity coefficient was found to be 0.91.

Social Science Achievement Test

Achievement may be defined as a change in behaviour in a desired direction. An Achievement test is a very important tool in the school evaluation programme. The International Dictionary of Education defines an achievement test as a test designed to measure the effects of specific teaching or training in an area of the curriculum (Mohan, 2007). An achievement test is designed to measure the extent to which an individual has achieved something, acquired certain information, or mastered specific skills, usually as a result of targeted instruction provided in a classroom or training programme (Goswami, 2011).

In this study, a Test on Achievement in Social Science was prepared and standardized by Aji Narayanan K K with the assistance of subject experts and under the guidance of Prof. (Dr.) Seema Menon K P. The test was based on the specifications elaborated upon in the Revised Bloom's Taxonomy (2001), and the selected cognitive objectives included Remembering, Understanding, Applying, Analyzing, and

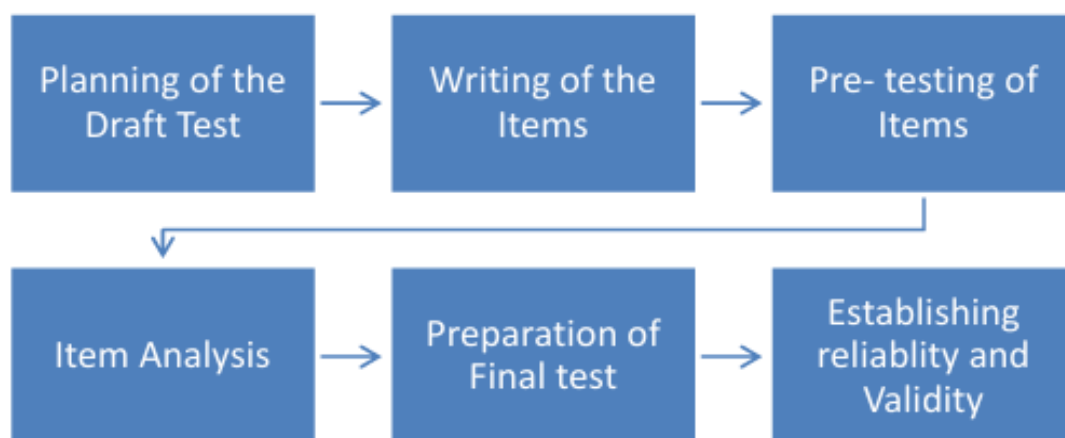
Evaluating. The content areas chosen were the units "Ancient Tamilakam" and "Map Reading" from the Standard VIII Social Science syllabus of the Kerala State Curriculum.

The Social Science Achievement Test was developed as a key tool to measure the learning outcomes of 8th standard students following the implementation of the Art-Integrated Social Science Teaching Package. The test aimed to assess students' conceptual understanding and application skills across the two curricular areas

The Achievement Test was developed based on the specifications outlined in the Revised Bloom's Taxonomy (2001), incorporating the cognitive domains of Remembering, Understanding, Applying, Analyzing, and Evaluating. The selected content areas included Unit 1 – *Ancient Tamilakam* and Unit 2 – *Map Reading* from the Social Science textbook prescribed for Standard VIII under the Kerala State Syllabus. The process of constructing and standardizing the Social Science Achievement Test followed a systematic and structured approach, which is illustrated step-by-step in Figure 4.

Figure 4

Process involved in the Construction of Test on Achievement in Social Science



A total of 50 marks were allocated for the test, which comprised 50 objective type questions. Each question have one mark. The test was carefully designed according to a detailed blueprint that ensured balanced representation across content areas and cognitive levels. In alignment with Revised Bloom's Taxonomy, 23 marks were assigned to assess lower-order thinking skills (Remembering and Understanding), while 27 marks targeted higher-order thinking skills (Applying, Analyzing, and Evaluating).

The test not only emphasized factual recall but also encouraged application, analysis, and synthesis, reflecting the comprehensive aims of art-integrated instruction. The unit-wise distribution allotted 25 marks to Ancient Tamilakam and 25 marks to Map Reading, ensuring that students' abilities in both historical and spatial reasoning were assessed. The question items included tasks such as identifying trade patterns in Tamilakam using literary and archaeological sources, interpreting scales and symbols on maps, and designing a basic map using conventional signs, thus providing a balanced measure of academic achievement.

Planning of the draft Test

Establishing reliability and Validity In the planning section, the outline of the Test was designed. This includes weightage to objectives, weightage to content, weightage to difficulty level. Besides this, the maximum marks and time were also fixed. i. Weightage to Objectives The objectives of the Achievement Test selected according to the Revised Bloom's taxonomy were: Lower Order Think Skill (Remembering and Understanding) and Higher Order Think Skills(Applying,

Analyzing and Evaluating). The details of weightages assigned to the objectives of Test on Achievement in Chemistry are given in Table

Table 41

Weightage to Objectives (Based on Revised Bloom's Taxonomy)

Sl. No.	Objectives	Marks	Percentage
1	Lower Order Thinking Skills	14	46%
2	Higher Order Thinking Skills	16	54%
	Total	30	100%

Weightage to Content

The details of the weightages assigned to the content area of the Test on Achievement in Social Science are given in Table 42

Table 42

Weightage to Objectives (Based on Revised Bloom's Taxonomy) (Social Science Achievement Test- Final)

Unit No.	Unit Title	Marks Allocated	Percentage
1	Ancient Tamilakam	15	50
2	Map Reading	15	50
	Total	30	100

Weightage to Type of Questions

The details of the weightages assigned to types of questions of the Test on Achievement in Social Science are given in Table 3.38

Table 43*Weightage to Type of Questions (Social Science Achievement Test- Draft)*

Unit No.	Type of Question	Marks Allocated	Percentage
1	Objective	30	100
	Total	30	

Weightage to Difficulty Level

The details of the weightages assigned to the difficulty level of the Test on Achievement in Social Science are given in Table 3.40

Table 44*Weightage to Difficulty Level (Social Science Achievement Test- Draft)*

Sl. No.	Difficulty Level	Marks	Percentage
1	Easy	9	30%
2	Average	13	44%
3	Difficult	8	26%
	Total	50	100%

Blueprint Table (Unit × Cognitive Level × Marks)

The Blue print of the Social Science Achievement Test Draft is given below in the table no 45

Table 45*Blueprint Table (Unit × Cognitive Level × Marks) (Social Science Achievement Test-Draft)*

Unit No.	Lower Order Thinking Skills	Higher Order Thinking Skills	Total
	(O)	(O)	
Unit I	7 (1)	8 (1)	15
Unit II	7(1)	8(1)	15
Total	14 (1)	16(1)	30

NB: Figures outside brackets indicate Number of Questions
 Figures inside brackets indicate Marks.

Writing of the Items

Following the preparation of the blueprint, test items were constructed in alignment with the defined learning objectives. This process involved clearly articulating the objectives, linking them to specific learning outcomes, and ensuring comprehensive understanding of the subject content. A scoring key was developed alongside the draft test, indicating the correct response for each item.

Care was taken to ensure that the language used was appropriate for the cognitive level of Standard VIII students and that no ambiguous or misleading terms were included. Based on the finalized blueprint, the scoring scheme and response sheet were also prepared. The Draft Social Science Achievement Test, along with its Response Sheet and Scoring Key, is included in Appendix L.

Question-wise Analysis of the Test

This section outlines the features of each individual question, detailing aspects such as the content covered, the instructional objective addressed, the level of difficulty, the marks assigned, and the estimated time required to answer.

The item-wise analysis of the social science achievement Test is provided in the following table no 46

Table 46*Question wise analysis (Social Science Achievement Test- Draft)*

Q.No	Content	HOTS/LOTS	Type of questions	Difficulty level	Excepted time	Marks
1.	Ancient Tamilakam	LOTS	Objective Type	Easy	1	1
2.	Ancient Tamilakam	LOTS	Objective Type	Difficult	1	1
3.	Ancient Tamilakam	LOTS	Objective Type	Average	1	1
4.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1
5.	Ancient Tamilakam	HOTS	Objective Type	Difficult	1	1
6.	Reading Maps	LOTS	Objective Type	Easy	1	1
7.	Reading Maps	HOTS	Objective Type	Average	1	1
8.	Reading Maps	HOTS	Objective Type	Average	1	1
9.	Reading Maps	HOTS	Objective Type	Difficult	1	1
10.	Reading Maps	LOTS	Objective Type	Easy	1	1
11.	Reading Maps	LOTS	Objective Type	Average	1	1
12.	Reading Maps	LOTS	Objective Type	Average	1	1
13.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1
14.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1
15.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1
16.	Reading Maps	HOTS	Objective Type	Average	1	1
17.	Ancient Tamilakam	HOTS	Objective Type	Difficult	1	1
18.	Ancient Tamilakam	HOTS	Objective Type	Easy	1	1

Q.No	Content	HOTS/LOTS	Type of questions	Difficulty level	Excepted time	Marks
19.	Ancient Tamilakam	LOTS	Objective Type	Average	1	1
20.	Ancient Tamilakam	LOTS	Objective Type	Difficult	1	1
21.	Reading Maps	LOTS	Objective Type	Average	1	1
22.	Reading Maps	LOTS	Objective Type	Easy	1	1
23.	Ancient Tamilakam	LOTS	Objective Type	Difficult	1	1
24.	Reading Maps	HOTS	Objective Type	Easy	1	1
25.	Reading Maps	HOTS	Objective Type	Average	1	1
26.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1
27.	Reading Maps	HOTS	Objective Type	Average	1	1
28.	Reading Maps	HOTS	Objective Type	Easy	1	1
29.	Reading Maps	HOTS	Objective Type	Easy	1	1
30.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1

Pre-Testing of Items

The preliminary version of the Social Science Achievement Test was first administered to a group of Standard VIII students. Based on their feedback, ambiguous terms and unclear sentence constructions were identified and revised. The average time taken by students to complete the test was also recorded. Following this, the refined draft was distributed to 400 students from Government and Aided Schools across the districts of Thrissur and Palakkad. Response sheets that were incomplete or contained multiple answers for a single question were excluded. A total of 370 valid

responses were retained and used for further item analysis. The details of sample section is explained in the table no 47

Table 47

Sample split-up for Piolet study of Social Science Achievement Test (Draft)

Sl. No.	Name of School	Management	No. of Students		
			Boys	Girls	Total
1	S.M.T. Government High School Chelakkara	Government	29	25	54
2	G.H.S Panjal	Government	32	21	53
3	G.H.S Cheruthuruthy	Government	24	27	51
4	St.Joseph's H.S Pangarappilly	Aided	23	21	44
5	K.V.R H.S Shornoor	Aided	23	22	45
6	T.R.K H.S Valluvanad	Aided	22	21	43
7	G.H.S Varavoor	Government	35	31	66
8	G.H.S Koonathara	Government	21	23	44
Total			209	191	400

Item Analysis

Item analysis refers to the evaluation of each test item to determine its effectiveness. For this purpose, the method proposed by Ebel and Frisbie (1991) was followed. Two key statistical measures were calculated: the Difficulty Index and the Discriminating Power of each item.

The Difficulty Index represents the proportion of students who answered a particular item correctly, indicating how easy or difficult the item was. The Discriminating Power reflects how well an item differentiates between high-performing and low-performing students.

To carry out the analysis, all response sheets were scored and arranged in descending order based on total marks. The top 27% of students (constituting the upper group) and the bottom 27% (the lower group) were identified, each comprising 100 students. These groups were then used to calculate item statistics.

The Difficulty Index was calculated using the formula:

$$DI = \frac{(U + L)}{2N}$$

The Discriminating Power was calculated using the formula:

$$DP = \frac{(U - L)}{N}$$

Where:

U = Number of students in the upper group who answered the item correctly

L = Number of students in the lower group who answered the item correctly

N = Total number of students in each group

The calculated values of the Difficulty Index and Discriminating Power for the items in the draft Social Science Achievement Test are provided in Appendix

Table 48

Difficulty Index and Discriminating Power of Items in The Social Science Test Achievement (Draft)

Item No.	Difficulty Index (DI)	Discriminating Power (DP)	Item No.	Difficulty Index (DI)	Discriminating Power (DP)
1	0.36	0.35	16	0.35	0.30
2	0.36	0.39	17	0.37	0.39
3	0.37	0.37	18	0.42	0.36
4	0.39	0.41	19	0.36	0.41
5	0.36	0.38	20	0.39	0.39
6	0.38	0.41	21	0.38	0.38
7	0.41	0.36	22	0.37	0.30
8	0.36	0.40	23	0.39	0.35
9	0.35	0.30	24*	0.30	0.28
10	0.39	0.36	25	0.40	0.36
11	0.38	0.38	26	0.37	0.35
12	0.36	0.31	27	0.36	0.39
13	0.38	0.41	28	0.36	0.30
14	0.35	0.30	29	0.38	0.31
15*	0.35	0.26	30	0.39	0.41

“*” Items deselected for final test

Preparation of final Test

The items having DI values between 0.35 and 0.75 and DP values 0.30 and above were selected for the final Test. The details of the weightages to Content, Objectives and Difficulty Level for the final Test are given below:

Weightage to Content

The details of the weightages assigned to the content area of the Test on Achievement in Social Science are given in Table 49

Table 49

Unit-Wise Weightage Social Science Achievement Test (Final)

Unit No.	Unit Title	Marks Allocated	Percentage
1	Ancient Tamilakam	13 marks	46.42
2	Reading Map	15 marks	53.58
	Total	28 marks	100

Weightage to Objective

The details of the weightages assigned to the objective area of the Test on Achievement in Social Science are given in Table 50

Table 50

Objective wise Weightage (Based on Revised Bloom's Taxonomy)(Social Sciencenc Achievement Test final)

Objective	Marks Allotted	Percentage
Lower Order Thinking Skills	13	46.42
Higher Order Thinking Skills	15	53.58
Total	28	100

Weightage to Type of Questions

The details of the weightages assigned to the objective area of the Test on Achievement in Social Science are given in Table 51

Table 51*Question Type-wise Distribution- Social Science Achievement Test Final*

Question Type	No. of Questions	Marks	Total Marks
Objective	28	1	28
Total	28Questions		28

Weightage to Difficulty Level

The details of the weightages assigned to the difficulty level of the Test on Achievement in Social Science are given in Table 52

Table 52*Weightage to Difficulty Level - Social Science Achievement Test Final*

Sl. No.	Difficulty Level	Marks	Percentage
1	Easy	8	28%
2	Average	13	46%
3	Difficult	7	26%
	Total	28	100%

Blue Print

The Blue print of the Social Science Achievement Test Draft is given below in the table no 53

Table 53*Blueprint Table (Unit × Cognitive Level × Marks) Social Science Achievement Test Final*

Unit No.	Lower Order Thinking Skills	Higher Order Thinking Skills	Total
	(O)	(O)	
Unit I	6(1)	7 (1)	13
Unit II	7(1)	8 (1)	15
Total	13(1)	15(1)	28

Question-wise Analysis of the Test

This section outlines the features of each individual question, detailing aspects such as the content covered, the instructional objective addressed, the level of difficulty, the marks assigned, and the estimated time required to answer.

The item-wise analysis of the social science achievement Test is provided in the following table 54

Table 54

Question wise analysis- Social Science Achievement Test (Final)

Q. No	Content	HOTS/LOTS	Type of questions	Difficulty level	Excepted time	Marks
1.	Ancient Tamilakam	LOTS	Objective Type	Easy	1	1
2.	Ancient Tamilakam	LOTS	Objective Type	Difficult	1	1
3.	Ancient Tamilakam	LOTS	Objective Type	Average	1	1
4.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1
5.	Ancient Tamilakam	HOTS	Objective Type	Difficult	1	1
6.	Reading Maps	LOTS	Objective Type	Easy	1	1
7.	Reading Maps	HOTS	Objective Type	Average	1	1
8.	Reading Maps	HOTS	Objective Type	Average	1	1
9.	Reading Maps	LOTS	Objective Type	Easy	1	1
10.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1
11.	Ancient Tamilakam	HOTS	Objective Type	Difficult	1	1

Q. No	Content	HOTS/LOTS	Type of questions	Difficulty level	Excepted time	Marks
12.	Ancient Tamilakam	HOTS	Objective Type	Easy	1	1
13.	Ancient Tamilakam	LOTS	Objective Type	Average	1	1
14.	Ancient Tamilakam	LOTS	Objective Type	Difficult	1	1
15.	Reading Maps	LOTS	Objective Type	Average	1	1
16.	Ancient Tamilakam	LOTS	Objective Type	Difficult	1	1
17.	Reading Maps	HOTS	Objective Type	Average	1	1
18.	Reading Maps	HOTS	Objective Type	Easy	1	1
19.	Reading Maps	HOTS	Objective Type	Average	1	1
20.	Ancient Tamilakam	LOTS	Objective Type	Easy	1	1
21.	Ancient Tamilakam	HOTS	Objective Type	Average	1	1
22.	Reading Maps	LOTS	Objective Type	Difficult	1	1
23.	Reading Maps	HOTS	Objective Type	Average	1	1
24.	Reading Maps	LOTS	Objective Type	Easy	1	1
25.	Reading Maps	HOTS	Objective Type	Average	1	1
26.	Reading Maps	HOTS	Objective Type	Average	1	1
27.	Reading Maps	LOTS	Objective Type	Difficult	1	1
28.	Reading Maps	HOTS	Objective Type	Easy	1	1

Establishing the Validity and Reliability of the Test

Validity of the Test. As defined by the APA Dictionary of Psychology (2018), validity refers to "the extent to which empirical evidence and theoretical justifications support the appropriateness and accuracy of the conclusions derived from an assessment." Validity is considered a unified concept, encompassing various forms based on the research objective and the type of inference being drawn. According to Best and Khan (2010), the primary types of validity include content validity, construct validity, and concurrent validity.

Content Validity. Content validity refers to the extent to which the test items accurately reflect or are directly related to the characteristics or abilities the test is intended to assess. It involves a thorough evaluation of textbooks, syllabi, learning objectives, and the informed judgment of subject matter experts. A panel of specialists typically evaluates the adequacy of the test, although content validity is not quantified numerically. The process begins with defining the complete domain or "universe" of content that the test aims to cover. The test items must then be verified as representative of this content domain.

In the present study, a detailed test blueprint was prepared, outlining the distribution of items. This framework was reviewed and verified at both the draft and final stages through consultation with experts in the subject area (see Appendix B for the list of experts consulted).

Construct Validity. As defined by Best and Khan (2010), construct validity refers to "the extent to which the test items and the overall structure of the test can be

explained by the theoretical constructs of a well-established theory.” In the present study, construct validity was ensured through discussions with subject experts and by verifying the alignment of the test with relevant theoretical frameworks (refer to Appendix B for the list of consulted experts).

Concurrent Validity. According to the APA Dictionary of Psychology (2018), concurrent validity is “the degree to which a particular measurement is supported by a related measurement taken at roughly the same time. In testing, this involves comparing the results of one test with another established tool administered concurrently.”

In this study, concurrent validity was determined by correlating the test scores with the total scores obtained by eight-grade students in their terminal examinations, which are known to have established validity. The resulting validity coefficient was 0.73, indicating a strong level of concurrent validity.

Reliability of the Test

Best and Khan (2010) define reliability as the degree to which a test consistently measures what it intends to measure. A test with high reliability minimizes errors in measurement. Reliability refers to the stability and consistency of scores obtained by an individual across different administrations or with different but equivalent sets of items.

To assess the reliability of the test, the Test–Retest Method was employed. The same test was administered to a group of 100 students after a two-week interval, and the correlation between the two sets of scores was calculated. The reliability

coefficient was found to be 0.91, which indicates that the test demonstrates a high level of consistency and dependability. The Draft version and Final version of Social Science Achievement test and its answer key were attached in the appendix no XI and XII

Social Science Awareness Test

Assessment is very important in educational research, especially when choosing and organizing study groups for experiments. The Social Science Knowledge Test was created to check the basic academic skills of students in Standard VIII. It covers History, Civics, Geography, and Economics, as per the Kerala State Syllabus. This test checks students' knowledge in these subjects and helps ensure the study groups are similar before starting experiments.

The construction of the test followed a systematic and scientific approach, incorporating essential phases such as test planning, blueprinting, item writing, pilot testing, item analysis, and validation. The test comprises objective-type items, carefully distributed across different cognitive levels (LOTS and HOTS) and difficulty levels (easy, average, and difficult) to ensure balanced coverage of learning outcomes. Emphasis was placed on maintaining content representativeness, language appropriateness for the target age group, and psychometric soundness.

The test was administered to 400 students from Government and Aided schools in Thrissur and Palakkad districts. Through item analysis based on Difficulty Index and Discriminating Power, a 25-item final version was prepared. The tool's

validity and reliability were established through content, construct, concurrent validity and test-retest methods.

The Social Science Awareness Test calculates sample group homogeneity before experimental intervention. By comparing initial knowledge levels, the test enables accurate evaluation of experimental variables, enhancing research validity. The social science achievement test preparation details follow.

Planning of the test

Weightage to Content. This Test is prepared based on social general content based on history, civics, geography and economics. The weightage provided each content is given below table no 55

Table 55

Weightage to Content- Social Science Awareness Test (Draft)

Subject	Number of Questions	Percentage
History	8	26.66
Civics	8	26.66
Geography	8	26.66
Economics	6	20.00
Total	30	100

Weightage to Objective

Social Science Knowledge Test is prepared based on the revised Blooms taxonomy. the objectives are classifieds in to Higher order thinking skills and Lower order thinking skills. the weightage provides each objective is given below in the table no 56.

Table 56*Weightage to Objective - Social Science Awareness Test (Draft)*

Skill Level	Number of Questions	Percentage
LOTS (Lower Order Thinking Skills)	12	40
HOTS (Higher Order Thinking Skills)	18	60
Total	30	100

Weightage to Difficulty Level

The weightage to difficulty level is provided in the table no 57.

Table 57*Weightage to Difficulty Level - Social Science Awareness Test (Draft)*

Difficulty Level	Number of Questions	Percentage
Easy	8	26.66
Average	16	53.33
Difficult	6	20
Total	30	100

Blueprint

The blue print of social science knowledge test include objective weightage of the items and content weightage of the item

Table 58*Blueprint - Social Science Awareness Test (Draft)*

	Lower Order Thinking Level	Higher Order Thinking Level	Total
History	3	5	8
Civics	3	5	8
Geography	3	5	8
Economics	3	3	6
Total	12	18	30

Writing of Items

Test items were developed based on learning objectives, with each multiple-choice question containing one correct answer and three plausible distractors. A scoring key was created to identify correct answers. Language suitable for Standard VIII students' cognitive level was used, avoiding ambiguity. The blueprint was followed by preparing the scoring scheme and response sheet. The Draft Social Science Achievement Test with Response Sheet and Scoring Key is in the Appendix.

Question Wise Analysis

This section provides a comprehensive analysis of each test item, emphasizing key attributes such as the relevant content area, the specific instructional objective it addresses, the cognitive level required, the marks allocated, and the estimated time for completion. An item-wise analysis of the Social Science Achievement Test is presented in the table below, offering a detailed breakdown of each question's characteristics to ensure alignment with learning objectives and an appropriate distribution of difficulty levels.

Table 59*Question Wise Analysis - Social Science Awareness Test (Draft)*

Q. No	Subject	Skill Level	Difficulty
1	History	LOTS	Easy
2	History	HOTS	Average
3	History	LOTS	Average
4	History	HOTS	Difficult
5	History	LOTS	Easy
6	History	HOTS	Average
7	History	HOTS	Average
8	History	HOTS	Difficult
9	Civics	LOTS	Easy
10	Civics	HOTS	Average
11	Civics	LOTS	Easy
12	Civics	HOTS	Average
13	Civics	LOTS	Easy
14	Civics	HOTS	Difficult
15	Civics	HOTS	Average
16	Civics	HOTS	Average
17	Geography	LOTS	Easy
18	Geography	HOTS	Average
19	Geography	HOTS	Average
20	Geography	HOTS	Average
21	Geography	LOTS	Easy
22	Geography	HOTS	Difficult
23	Geography	HOTS	Average
24	Geography	HOTS	Average
25	Economics	LOTS	Easy
26	Economics	HOTS	Average
27	Economics	LOTS	Average
28	Economics	HOTS	Average
29	Economics	HOTS	Difficult
30	Economics	HOTS	Average

Pre-Testing of the Item

The initial version of the Social Science Achievement Test was administered to a pilot group of Standard VIII students to assess item clarity, language appropriateness, and overall structure. Feedback from the students identified instances of ambiguous terminology and unclear sentence construction, which were subsequently revised to improve comprehension and validity. To evaluate the effectiveness of the revised version, the test was then distributed to a larger sample of 400 students from Government and Aided Schools in the Thrissur and Palakkad districts of Kerala. Prior to analysis, all response sheets were meticulously screened, and incomplete responses, as well as those containing multiple answers for the same question, were excluded from the dataset.

A total of 370 valid response sheets were retained for subsequent item analysis. The average time required by students to complete the test was also recorded during this phase to ensure the test's feasibility within standard classroom time constraints. This pre-testing process was instrumental in refining the final instrument, thereby ensuring its reliability, validity, and applicability in a broader educational context.

Table 60

Sample split-up for Piolet study of - Social Science Awareness Test (Draft)

Sl. No.	Name of School	Management	No. of Students		
			Boys	Girls	Total
1	S.M.T. Government High School Chelakkara	Government	29	25	54
2	G.H.S Panjal	Government	32	21	53
3	G.H.S Cheruthuruthy	Government	24	27	51
4	St.Joseph's H.S Pangarappilly	Aided	23	21	44

Sl. No.	Name of School	Management	No. of Students		
			Boys	Girls	Total
5	K.V.R H.S Shornoor	Aided	23	22	45
6	T.R.K H.S Valluvanad	Aided	22	21	43
7	G.H.S Varavoor	Government	35	31	66
8	G.H.S Koonathara	Government	21	23	44
Total			209	191	400

Item Analysis

Item analysis involves the systematic evaluation of each test item to assess its effectiveness. In this study, the methodology proposed by Ebel and Frisbie (1991) was employed. Two principal statistical measures were computed: the Difficulty Index and the Discriminating Power of each item. The Difficulty Index quantifies the proportion of students who correctly answered a specific item, thereby indicating the item's level of difficulty. The Discriminating Power measures the extent to which an item distinguishes between high-performing and low-performing students. To conduct the analysis, all response sheets were scored and organized in descending order based on total scores. The top 27% of students, representing the upper group, and the bottom 27%, representing the lower group, were identified, each consisting of 100 students. These groups were subsequently utilized to calculate item statistics.

Where:

U = Number of students in the upper group who answered the item correctly

L = Number of students in the lower group who answered the item correctly

N = Total number of students in each group

The calculated values of the Difficulty Index and Discriminating Power for the items in the draft Social Science Achievement Test are provided given below table no 61

Table 61

Difficulty Index and Discriminating Power of Items in in - Social Science Awareness Test (Draft)

Item No.	Difficulty Index (DI)	Discriminating Power (DP)	Item No.	Difficulty Index (DI)	Discriminating Power (DP)
1	0.38	0.36	16	0.34	0.41
2	0.41	0.37	17	0.35	0.42
3*	0.31	0.37	18	0.37	0.45
4	0.41	0.38	19*	0.21	0.39
5	0.38	0.35	20	0.39	0.36
6	0.42	0.43	21*	0.37	0.21
7	0.43	0.36	22	0.36	0.36
8	0.35	0.41	23	0.37	0.37
9*	0.35	0.31	24*	0.40	0.31
10	0.36	0.43	25	0.37	0.39
11	0.36	0.42	26	0.39	0.36
12	0.37	0.41	27	0.38	0.43
13	0.35	0.42	28	0.35	0.38
14	0.41	0.39	29	0.35	0.37
15	0.38	0.36	30	0.37	0.39

Preparation of final Test

Items with Discrimination Index (DI) values ranging from 0.35 to 0.75 and Difficulty Parameter (DP) values of 0.30 and above were selected for inclusion in the

final test. The specific weightings assigned to content, objectives, and difficulty level for the final test are detailed below:

Weightage to Content

The details of the weightages assigned to the content area of the Test on Achievement in Social Science are given in Table

Preparation of final Test

Items with Discrimination Index (DI) values ranging from 0.35 to 0.75 and Difficulty Parameter (DP) values of 0.30 and above were selected for inclusion in the final test. The specific weightings assigned to content, objectives, and difficulty level for the final test are detailed below:

Weightage to Content

The details of the weightages assigned to the content area of the Social Science Knowledge test are given in Table 62

Table 62

Weightage to content- Social Science Awareness Test (Final)

Subject	Number Questions	Percentage
History	7	28
Civics	7	28
Geography	5	20
Economics	6	24
Total	25	100

Weightage to Objective

Social Science Knowledge Test is prepared based on the revised Blooms taxonomy . the objectives are classified in to Higher order thinking skills and Lower order thinking skills. the weightage provides each objective is given below in the table no 63

Table 63

Weightage to Objective - Social Science Awareness Test (final)

Skill Level	Number of Questions	Percentage
LOTS (Lower Order Thinking Skills)	8	32
HOTS (Higher Order Thinking Skills)	17	62
Total	25	100

Weightage to Difficulty Level

The weightage to difficulty level is provided in the table no 3.59.

Table 64

Weightage to Difficulty Level Social Science Awareness Test (final)

Difficulty Level	Number of Questions	Percentage
Easy	6	24
Average	13	52
Difficult	6	24
Total	25	100

Blueprint

The blude print of social science knowledge test in include objective weightage of the items and content weightage of the item

Table 65*Blueprint Social Science Awareness Test (final)*

	Lower Order Thinking Level	Higher Order Thinking Level	Total
History	2	5	7
Civics	2	5	7
Geography	1	4	5
Economics	3	3	6
Total	8	17	25

Question-wise Analysis of the Test

This section outlines the features of each individual question, detailing aspects such as the content covered, the instructional objective addressed, the level of difficulty, the marks assigned, and the estimated time required to answer.

The item-wise analysis of the social science achievement Test is provided in the following table no 66

Table 66*Question wise analysis of the Social Science Awareness Test (final)*

Q. No	Subject	Skill Level	Difficulty
1.	History	LOTS	Easy
2.	History	HOTS	Average
3.	History	HOTS	Difficult
4.	History	LOTS	Easy
5.	History	HOTS	Average
6.	History	HOTS	Average
7.	History	HOTS	Difficult
8.	Civics	HOTS	Average
9.	Civics	LOTS	Easy

Q. No	Subject	Skill Level	Difficulty
10.	Civics	HOTS	Average
11.	Civics	LOTS	Easy
12.	Civics	HOTS	Difficult
13.	Civics	HOTS	Average
14.	Civics	HOTS	Average
15.	Geography	LOTS	Easy
16.	Geography	HOTS	Average
17.	Geography	HOTS	Average
18.	Geography	HOTS	Difficult
19.	Geography	HOTS	Average
20.	Economics	LOTS	Easy
21.	Economics	HOTS	Average
22.	Economics	LOTS	Average
23.	Economics	HOTS	Average
24.	Economics	HOTS	Difficult
25.	Economics	HOTS	Average

Establishing the Validity and Reliability of the Test

Validity of the Test

According to the APA Dictionary of Psychology (2018), validity is defined as "the extent to which empirical evidence and theoretical justifications support the appropriateness and accuracy of the conclusions derived from an assessment." Validity is regarded as a unified concept, encompassing various forms depending on the research objective and the type of inference being drawn. As noted by Best and Khan (2010), the primary types of validity include content validity, construct validity, and concurrent validity.

Content Validity. Content validity pertains to the degree to which test items accurately represent or are directly associated with the characteristics or abilities that the test is designed to evaluate. This process involves a comprehensive assessment of textbooks, syllabi, learning objectives, and the informed judgment of subject matter experts. Typically, a panel of specialists assesses the adequacy of the test, although content validity is not quantified numerically. The process commences with defining the complete domain or "universe" of content that the test intends to encompass. Subsequently, the test items must be verified as representative of this content domain. In the present study, a detailed test blueprint was developed, delineating the distribution of items. This framework was reviewed and verified at both the draft and final stages through consultation with experts in the subject area (see Appendix B for the list of experts consulted).

Construct Validity. According to Best and Khan (2010), construct validity is defined as "the extent to which the test items and the overall structure of the test can be explained by the theoretical constructs of a well-established theory." In this study, construct validity was ensured through consultations with subject matter experts and by confirming the test's alignment with pertinent theoretical frameworks (see Appendix B for the list of consulted experts).

Concurrent Validity. According to the APA Dictionary of Psychology (2018), concurrent validity refers to the extent to which a specific measurement is corroborated by a related measurement conducted at approximately the same time. In the context of testing, this involves comparing the outcomes of one test with those of another established instrument administered concurrently. In this study, concurrent

validity was assessed by correlating the test scores with the total scores obtained by eighth-grade students in their terminal examinations, which are recognized for their established validity. The resulting validity coefficient was 0.71, indicating a strong level of concurrent validity.

Reliability of the Test

Best and Khan (2010) define reliability as the extent to which a test consistently measures its intended construct. A test exhibiting high reliability effectively minimizes measurement errors. Reliability pertains to the stability and consistency of scores obtained by an individual across different administrations or with different but equivalent sets of items. To evaluate the test's reliability, the Test–Retest Method was utilized. The same test was administered to a cohort of 100 students after a two-week interval, and the correlation between the two sets of scores was calculated. The reliability coefficient was determined to be 0.93, indicating that the test demonstrates a high level of consistency and dependability. The draft and final versions of the Social Science Knowledge Test are attached in Appendix XIII and XIV, respectively.

Statistical Techniques Used for Analyzing Data

The scores obtained by the experimental and control groups in pre-test and post test were subjected to statistical analysis. For this, the statistical techniques used are Descriptive statistics (mean, median, mode, skewness, kurtosis, standard deviation and quartile deviation) and Inferential Statistics (Test of significance of difference between means, Paired t test and χ^2 test).

Arithmetic Mean

The Arithmetic Mean is calculated using the formula

$$M = \frac{\sum fx}{N} \quad (\text{Garett, 2005})$$

where X represents the midpoint of the class interval, f its respective frequency and N, the total number of samples,

Median

If the items of a series are arranged in ascending or descending order of magnitude, the measure or value of the central item in the series is termed as median.

If n is the total frequency, the median lies somewhere between $\frac{N}{2}$ th and $\left(\frac{N}{2} + 1\right)$ th

items in the given distribution. Thus the median class should be identified in such a way that the class in which the $\frac{N}{2}$ th item belongs. After estimating the median class,

the median may be calculated with the help of the following formula.

$$Md = L + \left[\frac{(N/2) - F}{f} \right] \cdot xi \quad (\text{Garett, 2005})$$

where

L - Exact lower limit of the median class

F - Total of all frequencies before the median class

f - Frequency of the median class

i - Class Interval

N - Total Frequency

Mode

Mode is the size of variable which occurs most frequently. The mode is calculated using the formula,

$$\text{Mode (Mo)} = 3\text{Median} - 2\text{Mean}$$

Quartile Deviation

Quartile Deviation is computed by the formula

$$\text{QD} = \frac{Q_3 - Q_1}{2}$$

where, Q_1 and Q_3 represent the 1st and 3rd quartiles of the distribution.

Standard Deviation

Standard deviation of a set of scores is defined as the square root of the average of the squares of the deviations of each score from the mean. Thus it can be calculated using the formula

$$\text{SD} = \sqrt{\frac{\sum (X - M)^2}{N}} \quad (\text{Garett, 2005})$$

Where,

X – Individual Score

M – Arithmetic mean of the given scores

N - Total number of scores

Skewness

The lack of symmetry from the normal curve is termed as skewness and it is computed by the formula,

$$\text{Skewness (Sk)} = \frac{3(\text{Mean} - \text{Median})}{SD}$$

Kurtosis

The characteristic of being flat or peaked from normal is termed as kurtosis and the value of kurtosis for a given curve may be computed through the formula

$$\text{Kurtosis (Ku)} = \frac{QD}{P_{90} - P_{10}}$$

Where

QD – Quartile Deviation of the distribution

P₉₀ - 90th percentile

P₁₀ – 10th percentile

Paired T-Test

Paired T-test is a test which is based on the differences between the values of a single pair, that is one deducted from the other. In the formula for a paired t-test, this difference is notated as d. The formula of the paired t-test is defined as the sum of the differences of each pair divided by the square root of n times the sum of the differences squared minus the sum of the squared differences, overall n-1.

The formula for the paired t-test is given by

$$t = \frac{\sum d}{\sqrt{\frac{n(\sum d^2) - (\sum d)^2}{n-1}}}$$

Where, $\sum d$ is the sum of the differences.

Content Validity Ratio (CVR)

The Content Validity Ratio (CVR) used to calculated content validity of items in a test. This method is based on expert judgments about whether an item is "essential" for measuring the construct it is intended to assess.

$$CVR = (n_e - N/2)/N/2$$

Where n_e = Number of experts who rated the item as essential

N = Number of Experts

Higher Content Validity Ratio (CVR) values signify a stronger consensus among experts regarding the essentiality of an item. The critical values ensure that the CVR accounts for chance agreement and the number of experts involved. If the calculated CVR meets or exceeds the table value, the item is deemed valid at the 0.05 significance level. Conversely, if the CVR is lower, the item may require revision or removal.

Chi Square Test

The Chi-Square (χ^2) Test is a statistical method used to determine whether there is a significant association between two categorical variables. The formula for the Chi-Square statistic is,

$$\chi^2 = \frac{(O_f - E_f)^2}{E_f}$$

Where O_f = Observed frequency; and

E_f = Expected frequency

Significance of the difference between means for Independent Samples

The significance of the difference between means for two independent samples is typically done using a two-sample t-test.

Where:

$\bar{X}_1, \bar{X}_2$ - Sample Means

S_1^2, S_2^2 - Standard Deviations

n_1, n_2 - Sample sizes

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

- Analysis of Data to Find Out the Level of Psychological Wellbeing among Secondary School Students for the Total Sample
- Analysis of Data to Find Out the Level of Stress Management among Secondary School Students for the Total Sample
- Analysis of Data to Find Out the Level of Social Science Achievement among Secondary School Students for the Total Sample
- Analysis of Data to Determine the Effectiveness of the Art Integrated Social Science Teaching Package in Enhancing:
 - Psychological Wellbeing
 - Stress Management
 - Social Science Achievement
- Comparative Analysis between Control and Experimental Groups on Pre-test, Post-test, and Gain Scores
- ANCOVA Analysis to Compare Adjusted Post-Test Scores Using Pre-Test as Covariate
- Delayed Post-Test Analysis to Examine Retention Effects in Both Control and Experimental Groups

This chapter includes the analysis of the collected data and their interpretation. The most important factor of educational investigation is the analysis and interpretation of data. The data has to be analyzed in order to fulfill the purpose and objective of this investigation.

Objective data never give any meaningful results. They become meaningful only when interpreted in the light of accepted standards and assumptions. In our day-to-day life we seldom deal with bare facts but with interpreted facts. This interpretation or evaluation is determined by the purpose to which we relate the facts.

Descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the pre-test of the Experimental group

The quantitative data analysis to determine the level of Psychological wellbeing among Secondary school students for the pre-test of the experimental group is described under the following tables. The descriptive statistics for the total scores on the level of psychological wellbeing among Secondary school students for the pre-test of the experimental group were found out statistically and are depicted in Table

Table 67

Descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the pre-test of the Experimental group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Psychological Wellbeing among Secondary school students for the pre-test of the Experimental group	45	125.41	125	3.92	0.8324	0.533295

The table no. 67 shows that the descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the pre-test of the Experimental group. In this table clear that Skewness value is 0.83, it is positively skewed, it indicating data of psychological wellbeing were strongly closed of the score on lower end of the scale. Kurtosis value is 0.533295, it is a platykurtic. It reveals that most of the students in the experimental group have less psychological wellbeing. Moreover, the analysis revealed that necessity of strong intervention for enhancing psychological wellbeing among the secondary school students.

Percentage Analysis of Psychological Wellbeing among Secondary School Students for the Pre-test of the experimental group

Table 68

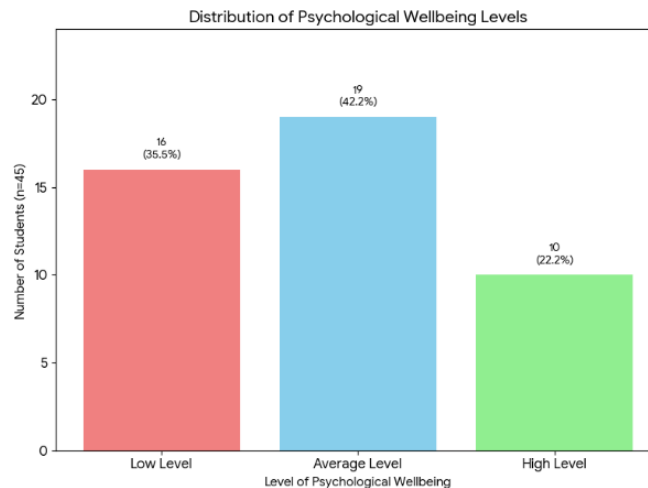
Level of Psychological Wellbeing among Secondary school students for the Pre-Test of the experimental group

Item	Low Level	Average Level	High Level
No. of students	16	19	10
Percentage	35.55	42.22	22.23

The tale 68 shows the Level of Psychological Wellbeing among Secondary school students for the Pre-Test of the experimental group. In this analysis number of students in low level psychological wellbeing have 16(35.33%), Average level has 19 (42.22%) and High level have 10 (22.23%). Majority of students are concentrated on average level but in the case of low level is greater that high level. This means that majority of students underlay average and low level of Psychological Wellbeing. So this analysis reveals the importance of strong teaching -learning program for enhancing Psychological Wellbeing.

Figure 5

The bar diagram of representing the distribution of total scores of levels of Psychological Wellbeing among Secondary school students for the pre-test of the Experimental group



In the figure it is clear that average level and lower level of Psychological Wellbeing is greater than that of high level. It means that, In the experimental group pre-test Psychological Wellbeing of Secondary school students is average and below average

Descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the post-test of the Experimental group

Table 69

Descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the post-test of the Experimental group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Psychological Wellbeing among Secondary school students for the post test of the Experimental group	45	148.67	146	3.86	-0.237321	1.409885.

The table no.69 shows that the descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the post-test of the Experimental group. In this table clear that Skewness value is -0.2373, it is negatively skewed, it means that most of the scores concentrate on higher end of the scale. Kurtosis value is 1.40, it is a platykurtic. It reveals that most of the students in the experimental group have high psychological wellbeing. Moreover, the analysis revealed the positive effect of the instructional package namely Art Integrated Social Science Teaching Package. positively affected for enhancing Psychological Wellbeing among Secondary School Students.

Percentage Analysis of Psychological Wellbeing among Secondary School Students for the Post test of the experimental group

Table 70

Level of Psychological Wellbeing among Secondary school students for the Post-Test of the experimental group

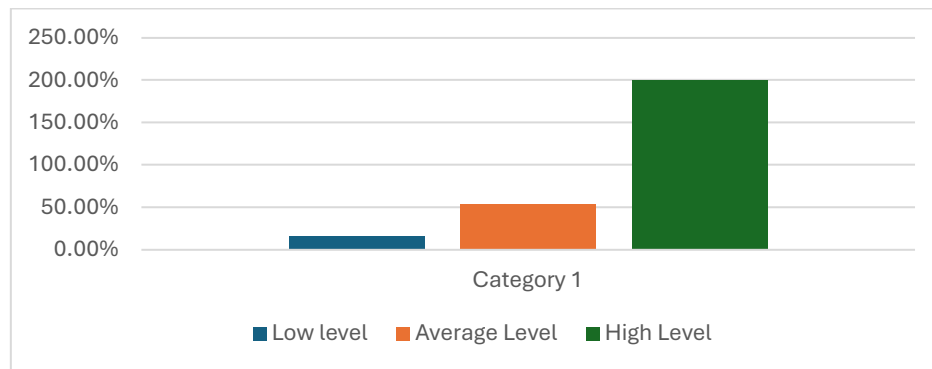
Item	Low Level	Average Level	High Level
No. of students	7	24	14
Percentage	15.55	53.33	31.12

The table 70 shows the Level of Psychological Wellbeing among Secondary school students for the Post-Test of the experimental group. In this analysis number of students in low level psychological wellbeing have 7(15.55%), Average level has 24 (53.33%) and High level have 14(22.23%). Majority of students are concentrated on average level and high level of Psychological Wellbeing . So, this analysis reveals that the effect of Art Integrated Social Science Teaching Package for enhancing Psychological Wellbeing among Secondary School students.

Figure 4.2 The bar diagram of representing the distribution of total scores of levels of Psychological Wellbeing among Secondary school students for the pre-test of the Experimental group

Figure 6

Distribution of total scores of levels of Psychological Wellbeing among Secondary school students for the post-test of the Experimental group



In the figure shows Higher level of Psychological Wellbeing is greater than that of low level. It means that, the effect of intervention package namely Art Integrated Social Science Teaching Package help for developing Psychological Wellbeing among Secondary School Students.

Table 71

Descriptive statistics for the total scores of the level of Stress Management among Secondary school students for the pre-test of the Experimental group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Stress Management among Secondary school students for the pre-test of the Experimental group	45	128.16	128	1.71	1.718003	0.276239.

The table no.71 shows that the descriptive statistics for the total scores of the level of Stress Management among Secondary school students for the pre-test of the Experimental group. In this table clear that Skewness value is 1.71, it is positively

skewed. It means that most of the data of stress management is concentrated on lower end of the scale, Kurtosis value is 0.276, it is a platykurtic. It reveals that most of the students in the experimental group have less Stress Management. That means, the analysis revealed that necessity of strong intervention for enhancing Stress management among the secondary school students.

Percentage Analysis Stress Management among Secondary School Students for the Pre-test of the experimental group

Table 72

Level of Stress Management among Secondary school students for the Pre-Test of the experimental group

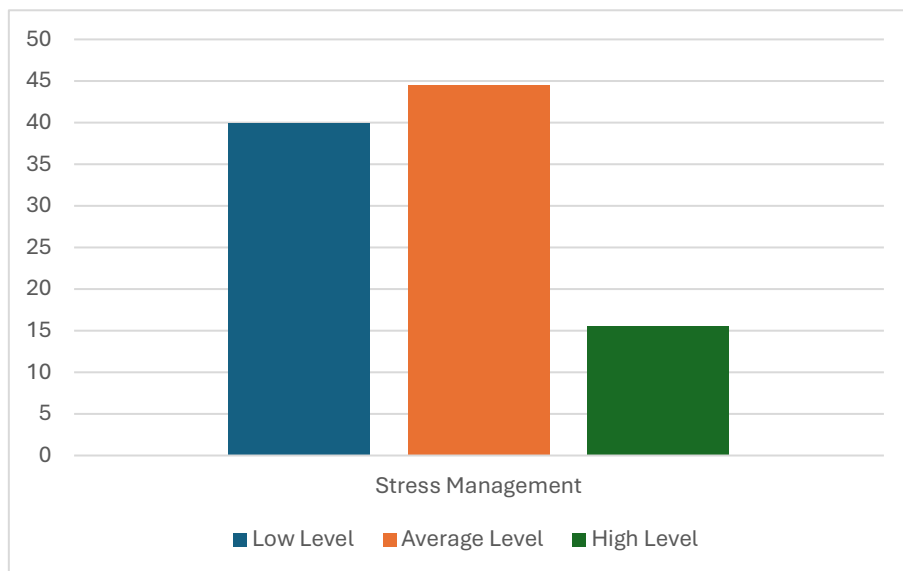
Item	Low Level	Average Level	High Level
No. of students	18	20	7
Percentage	40	44.44	15.56

The table 72 shows the Level of Stress Management among Secondary school students for the Pre-Test of the experimental group. In this analysis number of students in low level Stress Management have 18(40%), Average level has 20 (44.44%) and High level have 7 (15.56%). Majority of students are concentrated on average level but in the case of low level is greater than high level. This means that majority of students underlay average and low level of Stress Management. So, this analysis reveals the importance of strong teaching -learning program for enhancing Stress Management.

Figure The bar diagram of representing the distribution of total scores of levels of Stress Management among Secondary school students for the pre-test of the Experimental group

Figure 7

Levels of Stress Management among Secondary school students for the pre-test of the Experimental group



In the figure shows lower level of Stress Management is greater than that of high and average level. It means that, Most of the students in the Experimental group low Stress Management in pre-test. It imply that the necessity of strong intervention for enhancing stress management in the experimental group.

Table 73

Descriptive statistics for the total scores of the level of Stress Management among Secondary school students for the post-test of the Experimental group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Stress Management among Secondary school students for the post-test of the Experimental group	45	143.42	142	0.31	0.051005	0.261484.

The table 73 shows that descriptive statical analysis of the level of Stress Management among secondary school students for the post-test of the experimental group. The analysis reveals that the Skewness Score is -0.31,. It reveals that, most of the date moved to average and higher end of the scale and Kurtosis score is 0.2614. it also implies majority of the students underlay average and above average level of Stress Management. That is, the intervention package namely Art Integrated Social Science Teaching Package is more helpful for developing stress management among experimental group

Table 74

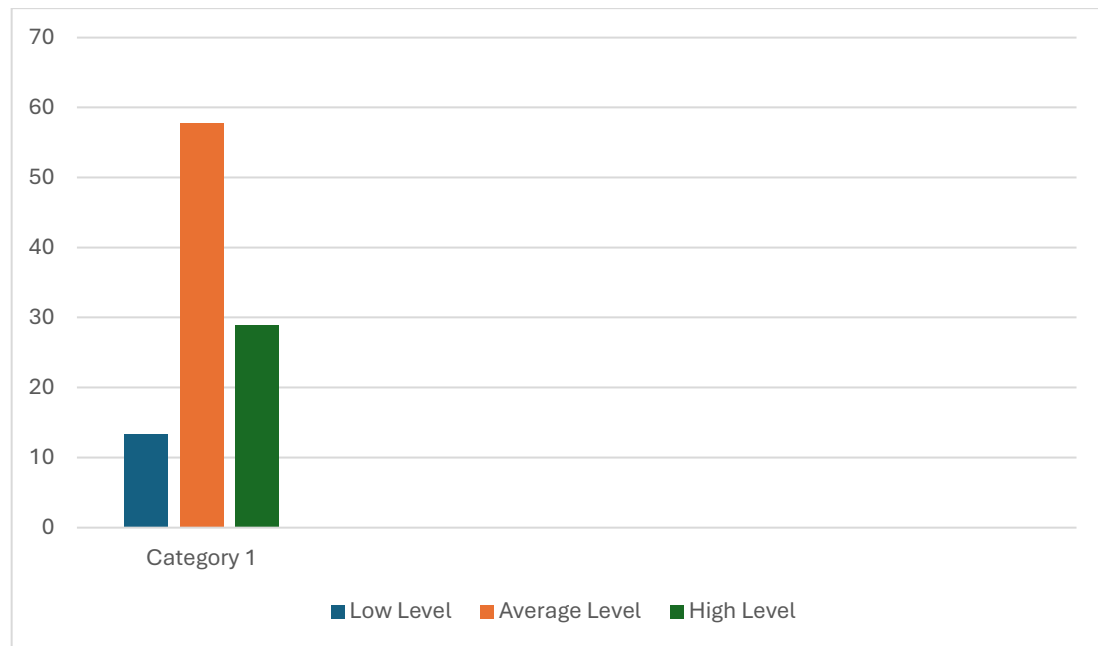
Level of Stress Management among Secondary school students for the Post-Test of the experimental group

Item	Low Level	Average Level	High Level
No. of students	6	26	13
Percentage	13.33	57.77	28.90

Table 74 shows the level wise analysis of Stress Management among experimental group students in the post-test. It is clear that high level of Stress Management is 28.90% and Average level of Stress Management is 57.77. Which is grater than low level that is 13.33. This is the effect of the intervention package. The below graph clearly explains this comparison.

Figure 8

Levels of Stress Management among Secondary school students for the post-test of the Experimental group



In the Graph it is clear that the level of Stress Management in post-test have major difference in the basis of post-test. in the case of post-test high and average level of stress management are higher than that of lower level. It is clear that the effect of Art Integrated Social Science Teaching Package is more effect for enhancing Stress Management among experiment group.

Table 75

Descriptive statistics for the total scores of the level of Academic Achievement among Secondary school students for the pre-test of the Experimental group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Social Science Achievement among Secondary school students for the pre-test of the Experimental group	45	15.21	15	1.84	0.167674	0.359552

In the above table no 76 reveals the analysis of the descriptive statistics of Academic Achievement among experimental group pre-test. It is clear that the skewness value is 0.167 and Kurtosis value is 0.359. it means majority of students underline low level of Academic Achievement among experimental group pre-test. That means the experimental group students need a strong academic intervention for developing academic achievement.

Percentage Analysis of Academic Achievement among Secondary School Students for the Pre-Test of the experimental group

Table 76

Level of Academic Achievement among Secondary school students for the Pre-Test of the experimental group

Item	Low Level	Average Level	High Level
No. of students	18	21	6
Percentage	40	46.66	13.34

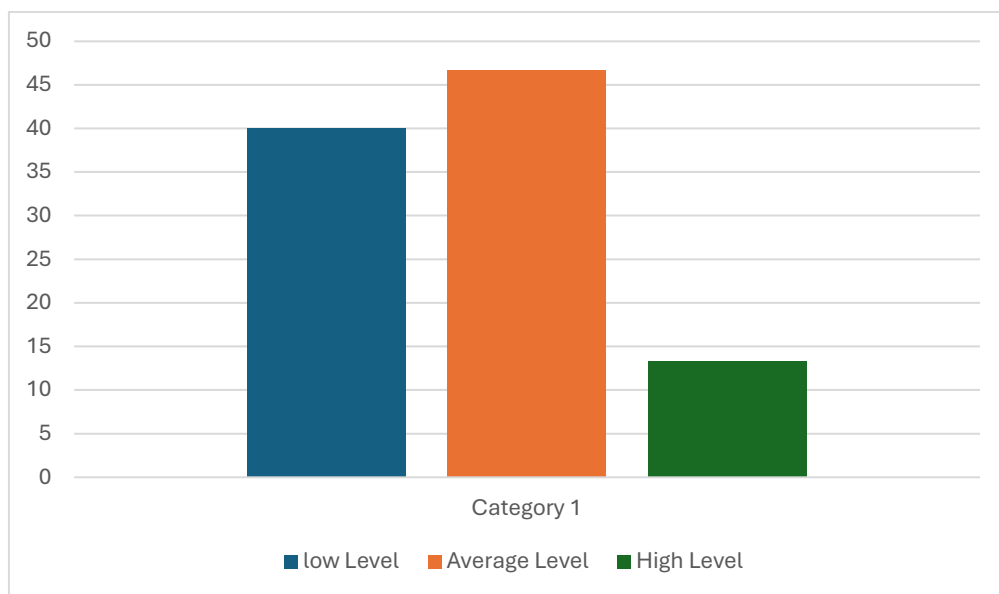
The above table 76 shows different levels of Academic Achievement among Experimental group pre-test. It reveals that low level academic achievement (40%)

among experimental group is greater than higher level (6%). That is the students in experimental group in pre-test has average and below average academic achievement.

The below graph shows it more clear

Figure 9

Level of Academic Achievement among Secondary school students for the Pre-Test of the experimental group



In the above figure shows that Level of Academic Achievement among Secondary school students for the Pre-Test of the experimental group. This figure strongly recommended that the importance of academic intervention for development academic achievement among experimental learning.

Table 77

Descriptive statistics for the total scores of the level of Social Science Achievement among Secondary school students for the post-test of the Experimental group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Social Science Achievement among Secondary school students for the post test of the Experimental group	45	20.81	21	2.80	0.057351	0.548133.

The table shows that the descriptive analysis of total scores of the level of Academic Achievement among Secondary school students for the post-test of the Experimental group. In the table discloses the skewness value of academic achievement among experimental group post-test is 0.573. , that means most of the data skewed to average and higher end of the scale. Kurtosis Value of Academic Achievement among Experimental Group is 0.548. It means that after the intervention of the teaching package namely Art Integrated Social Science Teaching Package, the Academic Achievement has grate improvement among experimental group

Table 78

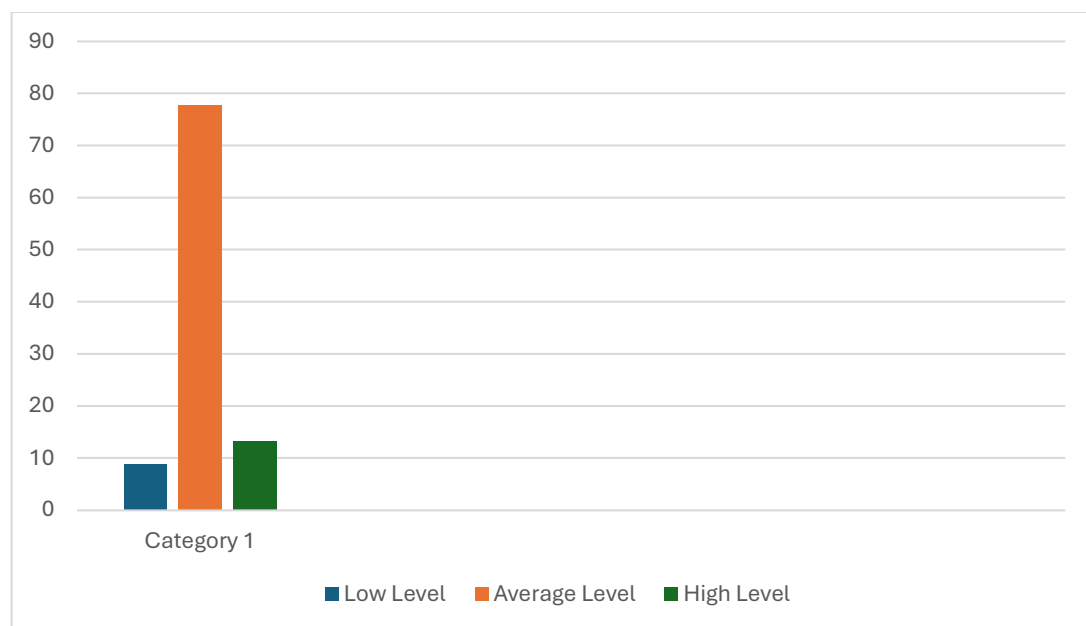
Level of Academic Achievement among Secondary school students for the Post-Test of the experimental group

Item	Low Level	Average Level	High Level
No. of students	4	27	14
Percentage	8.88	77.77	13.35

In the table shows that level of Academic Achievement has increased in the case of high level and average level. In the case of post-test, the high-level academic achievement is 13.35 and average level of academic achievement is 77.77. That means Art Integrated Teaching Package has greatly affected on the academic achievement among experimental group. The graphical representation of the levels of academic achievement among experimental group. The below figure shows the *Level of Academic Achievement among Secondary school students for the Post-Test of the experimental group*

Figure 10

Level of Academic Achievement among Secondary school students for the Post-Test of the experimental group



In the Graph it is clear that the level of Academic Achievement in post-test have major difference in the basis of post-test. in the case of post-test high and average level of Academic Achievement are higher than that of lower level. It is clear that the

effect of Art Integrated Social Science Teaching Package is more effect for enhancing Stress Management among experiment group

Table 79

Descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the pre-test of the Control group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Psychological Wellbeing among Secondary school students for the pre-test of the Control group	45	125.32	125	0.72	0.83184	0.544281

The table no.79 shows that the descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the pre-test of the Control group. In this table clear that Skewness value is 0.83, it is positively skewed and Kurtosis value is 0.54281, it is a platykurtic. It reveals that most of the students in the control group have less psychological wellbeing. Moreover, the analysis revealed that necessity of strong intervention for enhancing psychological wellbeing among the control group.

Table 80

Level of Psychological Wellbeing among Secondary school students for the Pre-Test of the control group

Item	Low Level	Average Level	High Level
No. of students	14	20	10
Percentage	31.11	55.55	13.33

The tale shows the Level of Psychological Wellbeing among Secondary school students for the Pre-Test of the control group. In this analysis number of students in low level psychological wellbeing have 14(31.11%), Average level has 20 (44.44%) and High level have 10 (22.22%). Majority of students are concentrated on average level but in the case of low level is greater than high level. This means that majority of students underlay average and low level of Psychological Wellbeing. So, this analysis reveals the importance of strong teaching -learning program for enhancing Psychological Wellbeing

Table 81

Descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the post-test of the control group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Psychological Wellbeing among Secondary school students for the post-test of the Control group	45	125.48	126	4.75	0.823729	0.554637

The table shows that the descriptive statistics for the total scores of the level of Psychological Wellbeing among Secondary school students for the post-test of the Control group. In this table clear that Skewness value is 0.823, it is positively skewed and Kurtosis value is 0.554, it is a platykurtic. It reveals that most of the students in the control group have no changes of psychological wellbeing after the intervention of conventional method of teaching.

Table 82

Level of Psychological Wellbeing among Secondary school students for the Post-Test of the Control group

Item	Low Level	Average Level	High Level
No. of students	19	21	5
Percentage	33.33	53.33	13.34

The table shows the Level of Psychological Wellbeing among Secondary school students for the Post-Test of the control group. In this analysis number of students in low level psychological wellbeing have 19(33.33%), Average level has 21 (53.33%) and High level have 5 (13.34%). It is clear that there is no effect for enhancing Psychological Wellbeing using conventional method of classroom teaching.

Table 83

Descriptive statistics for the total scores of the level of Stress Management among Secondary school students for the pre-test of the control group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Stress Management among Secondary school students for the pre-test of the control group	45	128.10	128	1.69	0.72842.	0.28344.

The table shows that the descriptive statistics for the total scores of the level of Stress Management among Secondary school students for the pre-test of the Control group. In this table clear that Skewness value is 0.72, it is positively skewed and Kurtosis value is 0.283, it is a platykurtic. It reveals that most of the students in the control group have less Stress Management. That means , the analysis revealed

that necessity of strong intervention for enhancing Stress management among the control group.

Table 84

Level of Stress Management among Secondary school students for the Pre-Test of the control group

Item	Low Level	Average Level	High Level
No. of students	17	19	9
Percentage	37.77	42.22	20

The tale shows the Level of Stress Management among Secondary school students for the Pre-Test of the control group. In this analysis number of students in low level Stress Management have 17(37.77%), Average level has 19 (42.44%) and High level have 9 (20%). Majority of students are concentrated on average level but in the case of low level is greater that high level. This means that majority of students underlay average and low level of Stress Management. So, this analysis reveals the importance of strong teaching -learning program for enhancing Stress Management

Table 85

Descriptive statistics for the total scores of the level of Stress Management among Secondary school students for the post-test of the control group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Stress Management among Secondary school students for the post-test of the control group	45	128.19	128	1.39	0.223248	0.602065

The table shows that the descriptive statistics for the total scores of the level of Stress Management among Secondary school students for the pre-test of the Control group. In this table clear that Skewness value is 0.22, it is positively skewed and Kurtosis value is 0.60, it is a platykurtic. It reveals that most of the students in the control group have less Stress Management. That means , there is no change in the Stress Management among control group and the conventional method is not sufficient for enhancing Stress Management.

Table 86

Level of Stress Management among Secondary school students for the Post-Test of the experimental group

Item	Low Level	Average Level	High Level
No. of students	19	21	5
Percentage	42.22	46.66	11.12

The tale shows the Level of Stress Management among Secondary school students for the Pre-Test of the control group. In this analysis number of students in low level Stress Management have 19(42.22%), Average level has 21 (46.66%) and High level have 5 (11.12%). Majority of students are concentrated on average level but in the case of low level is greater that high level. This means that majority of students underlay average and low level of Stress Management. So, this analysis reveals that conventional teaching method has no effect for achieving stress management among control group

Table 87

Descriptive statistics for the total scores of the level of Academic Achievement among Secondary school students for the pre-test of the control group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Social Science Achievement among Secondary school students for the pre-test of the Experimental group	45	15.20	15	1.33	0.169677	0.340331

In the above table no 87 reveals the analysis of the descriptive statistics of Academic Achievement among control group pre-test. It is clear that the skewness value is 0.169 and Kurtosis value is 0.340. it means majority of students underline low level of Academic Achievement among control group pre-test. That means the control group students need a strong academic intervention for developing academic achievement.

Table 88

Level of Social Science Achievement among Secondary school students for the Pre-Test of the Control group

Item	Low Level	Average Level	High Level
No. of students	19	21	5
Percentage	42.22	46.66	11.12

The above table 88 shows different levels of Academic Achievement among control group pre-test. It reveals that low level academic achievement (42.22%) among control group is greater than higher level (11.12%). That is the students in control group in pre-test has average and below average academic achievement

Table 89

Descriptive statistics for the total scores of the level of Social Science Achievement among Secondary school students for the post-test of the control group

Item	n	Mean	Median	SD	Skewness	Kurtosis
Level of Social Science Achievement among Secondary school students for the post test of the control group	45	15.18	15	1.48	0.1676632.	0.343052

In the above table no 89 reveals the analysis of the descriptive statistics of Academic Achievement among control group pre-test. It is clear that the skewness value is 0.167 and Kurtosis value is 0.343. it means there is no change in the case of academic achievement among control group after intervention.

Table 90

Level of Social Science Achievement among Secondary school students for the Post-Test of the control group

Item	Low Level	Average Level	High Level
No. of students	18	21	06
Percentage	40	46.66	13.34

The above table 90 shows different levels of Academic Achievement among control group pre-test. It reveals that low level academic achievement (40%) among control group is greater than higher level (13.34%). That is the students in control group in pre-test has average and below average academic achievement. It means there is no change in the case of academic achievement among control group after intervention

Summary of the Descriptive analysis

Above the descriptive analysis shows that values of pre-test between control and experiment group have similar. It reveals that the homogeneity among two groups is good. These scores are very low; it means the necessity of strong intervention of learning package namely Art Integrated Social Science Teaching Package. The result also shows that post-test scores of experimental groups is greater than that of control group. It means that effectiveness of Art Integrated Social Science Teaching Package in experimental group and inefficiency of conventional method of teaching process in control group.

Find out the significant difference in the Psychological Wellbeing of Secondary School students between experimental group and control group

1. Comparison of Pretest Scores of Psychological wellbeing of experimental group and control group for the total sample

The investigator compared the Pre-test scores of Psychological Wellbeing of the experimental group and control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to an independent t-test to test the significance of the difference between means. The details of the analysis of the pre-test scores of the control and experimental group for the Total sample are given in Table 91

Table 91

Comparison of Pre-test Scores of Psychological wellbeing of Secondary school Students between Experimental and Control group

Group	Type of test	<i>N</i>	Mean	SD	<i>t</i>
Control	Pre-test	45	125.32	4.98	0.191
Experimental	Pre-test	45	125.41	3.92	

The comparison of pretest scores between the experimental and control groups for psychological wellbeing shows that both groups had nearly identical mean scores—125.41 for the experimental group and 125.32 for the control group. The standard deviations are also relatively low (3.92 and 4.98, respectively), indicating minimal variability in responses. The computed *t*-value of 0.191 reveals no statistically significant difference between the two groups in their psychological wellbeing prior to the intervention. This suggests that both groups were nearly equal in terms of their baseline psychological wellbeing, ensuring a fair and unbiased comparison for the post-test analysis.

It confirms that any subsequent differences observed in post-test scores can be attributed to the experimental treatment rather than initial disparities between the groups. The randomization and homogeneity check conducted before the intervention appear to be successful, ensuring that the experimental and control groups were comparable in psychological wellbeing. This baseline equality is essential for accurately assessing the effectiveness of the art-integrated educational intervention implemented in the experimental group.

Comparison of Post-test Scores of Psychological wellbeing of Secondary school Students between Experimental and Control group

The investigator compared the post-test scores of Psychological Wellbeing of the experimental group and control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to an independent t-test to test the significance of the difference between means. The details of the analysis of the post-test scores of the control and experimental group for the Total sample are given in Table 92

Table 92

Comparison of Post-test Scores of Psychological wellbeing of Secondary school Students between Experimental and Control group

Group	Type of test	N	Mean	SD	t
Experimental	Post-test	45	148.67	3.86	11.07**
Control	Post-test	45	125.48	4.75	

** significant at 0.01 level

The post-test comparison reveals a significant difference in the psychological wellbeing scores of secondary school students between the experimental and control groups. The experimental group achieved a notably higher mean score of 148.67 with a standard deviation of 3.86, while the control group recorded a mean score of only 125.48 and a slightly higher standard deviation of 4.75. The t-value of 11.07 between the mean scores of control group and experimental group indicates a significant difference at a high 0.01 level of confidence.

In this analysis, the control group's scores remained nearly the same as in the pre-test, confirming the stability of their condition in the absence of the intervention. These results validate the success of the experimental treatment and highlight its potential for enhancing students' mental wellbeing in secondary school contexts.

Gain Score of Psychological wellbeing of Secondary school Students between Experimental and Control group

The investigator compared the Gain scores of Psychological Wellbeing of the experimental group and control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to an independent t-test to test the significance of the difference between means. The details of the analysis of the gain scores of the Control and Experimental group for the Total sample are given in Table 93

Table 93

Comparison of Gain Scores of Psychological wellbeing of Secondary school Students between Experimental and Control group

Type of Test	Group	N	Mean	SD	t
Gain score	Control Group	45	0.6545	5.72	7.26**
	Experiment Group	45	7.51	4.05	

** significant at 0.01 level

The comparison of gain scores in psychological wellbeing between the experimental and control groups reveals a statistically significant difference in favor of the experimental group. The control group exhibited a minimal mean gain of only 0.65 with a relatively high standard deviation of 5.72, indicating both negligible

improvement and inconsistency in responses. The t-value of gain score analysis 7.26 is significant 0.01, So this analysis discloses psychological wellbeing enhancing through the specific treatment of art integrated social science teaching package. These findings emphasize the need for integrating such practices into regular school curricula to foster holistic student development.

Upon analysing the scores of Psychological Wellbeing in pre-test, post-test, and gain scores of the control and experimental groups, it was observed that the experimental group exhibited a significant enhancement in both post-test and gain scores. This finding highlights the efficacy of the intervention, specifically the Art Integrated Social Science Teaching Package . These results align with theoretical frameworks such as Ryff's model of Psychological Wellbeing (1995) and Lazarus and Folkman's Transactional Model (1984), which emphasize the improvement of coping strategies, positivity in life, and happiness through holistic learning packages. Recent studies, including those by Xie and Zeng (2025) and Liu (2024), have also demonstrated that experimental, creative, and holistic integrated learning packages enhance psychological wellbeing among learners.

Find out the significant difference in the Stress Management of Secondary School students between experimental group and control group

1. Comparison of Pretest Scores of Stress Management of Secondary school Students in experimental group and with that of control group for the total sample

The investigator compared the Pre-test scores of Stress Management of the experimental group and control group. The Mean and Standard deviation of the scores

thus obtained for each test were calculated and then subjected to a to an independent t-test to test the significance of the difference between means. The details of the analysis of the pre-test scores between Control and Experimental group for the Total sample are given in Table 94

Table 94

Comparison of pre-test of Stress Management of Secondary school Students between Experimental and Control group

Group	Type of Test	N	Mean	SD	t
Control	Pre-test	45	128.10	1.71	0.168
Experiment	Pre test	45	128.16	1.69	

The comparison of pre-test and post-test scores of stress management among secondary school students in both the experimental and control groups reveals only a marginal difference. The control group recorded a mean pre-test score of 128.10 and a post-test score of 128.16, indicating almost no change in stress management levels. The *t*-value between control group pre-test and experimental group pre-test is 0.168. It said that the there is a no significant difference between control group pre-test and experimental group pre-test.

This result show that there is space for strong intervention package for enhance stress management among both groups, and also it underlines the importance of incorporating intentional stress management strategies to help students develop emotional strength and psychological preparedness in academic settings.

2. Comparison of Post test Scores of Stress Management of Secondary school Students in experimental group and with that of control group for the total sample

The investigator compared the Post test scores of Stress Management of the experimental group and control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to an independent t-test to test the significance of the difference between means. The details of the analysis of the post-test scores between Control and Experimental group for the Total sample are given in Table 95

Table 95

Comparison of post test scores of Stress Management of Secondary school Students between Experimental and Control group

Group	Type of Test	N	Mean	SD	t
Control	Post test	45	128.19	1.39	14.07**
Experiment	Post test	45	143.42	1.54	

** significant at 0.01 level

The post-test comparison between the experimental and control groups shows a marked difference in stress management scores among secondary school students. The experimental group achieved a significantly higher mean score of 143.42 with a standard deviation of 1.54, whereas the control group had a lower mean of 128.19 and a standard deviation of 1.39. The computed *t*-value of 14.07 indicates a statistically significant difference at the 0.01 level, clearly suggesting that the intervention

administered to the experimental group had a positive and substantial effect on their ability to manage stress.

The result discloses that the effectiveness Art integrated teaching social science package in the experimental group. On the other hand, in the control group, followed conventional learning method and it showed any significant change in the control group. These findings said that the necessity for incorporating stress management interventions—such as art-integrated techniques, mindfulness, or life skills training—within the educational framework to support students' mental health. The results reinforce the argument that stress management can be taught and developed effectively through intentional pedagogical strategies.

3. Comparison of gain Scores of Stress Management of Secondary school Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample

The investigator compared the gain scores of Stress Management of the experimental group and control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to to an independent t-test to test the significance of the difference between means. The details of the analysis of the gain scores between Control and Experimental group for the Total sample are given in Table 96.

Table 96

Comparison of Gain scores of Stress Management of Secondary school Students between Experimental and Control group

Group	Type of Test	N	Mean	SD	t
Control	Gain Score	45	0.3455	1.67	15.34**
Experiment		45	10.31	1.34	

** significant at 0.01 level

The comparison of gain scores in stress management between the experimental and control groups reveals a significant positive impact of the intervention. The experimental group recorded a mean gain score of 15.34 with a standard deviation of 1.67, while the control group showed a negligible gain score of 0.3455. The *t*-value between the gain score of experimental group and control group is 15.34 is significant at the 0.01 level. It said that there is significant difference between the gain score of experimental and control group. The mean of control group is 0.3455 and control group is 10.31. that means the gain score of experimental group is greater than that of control group. .

The high gains score in experimental group is the result of art integrated teaching social science teaching package in the classroom teaching. On the other hand . the control group's have low gain score reveal that insufficiency of conventional classroom practices for enhancing students' stress management capabilities. These findings underscore the need for integrating such programs into the regular school curriculum to promote emotional wellbeing, psychological resilience, and better academic engagement among secondary school students.

After analysing stress management scores through pre-test, post-test, and gain scores between the control and experimental groups, it was observed that the experimental group exhibited significantly greater improvement in both post-test and gain score analyses. This finding highlights the efficacy of the Art Integrated Social Science Teaching Package . These results align with the theoretical frameworks of Lazarus and Folkman's Transactional Model(1984) and Hobfoll's Conservation of Resources Theory(1989), which propose that holistic interventions enhance effective stress management. Recent studies, such as those by Butaney et al. (2025) and Grugan et al. (2025), have also identified yoga, music, and play-based learning as effective strategies for managing stress among learners.

Find out the significant difference in the Academic Achievement of Secondary School students in experimental group and with that of Secondary School Student control group for the total sample

1. Comparison of Pretest Scores of Academic Achievement of Secondary school Students experimental group and with that of control group for the total sample

The investigator compared the Pre-test scores of Academic Achievement of the experimental group and control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to an independent t-test to test the significance of the difference between means. The details of the analysis of the pre-test scores between Control and Experimental group for the Total sample are given in Table 97

Table 97

Comparison of Pretest of Academic Achievement of Secondary school Students between Experimental and Control group

Group	Type of Test	<i>N</i>	Mean	SD	<i>t</i>
Control	Pre-test	45	15.20	1.33	0.182
Experiment	Pre test	45	15.21	1.84	

The comparison of pretest scores in academic achievement between the experimental and control groups reveals no statistically significant difference prior to the intervention. The mean score for the control group was 15.20 with a standard deviation of 1.33, while the experimental group recorded a nearly identical mean of 15.21 and a standard deviation of 1.84. The computed *t*-value of 0.168 is not significant at any conventional level of confidence, indicating that both groups were homogenous in terms of their academic performance before the treatment or experimental procedures were applied.

The significant indifference of pre-test scores between control group and experimental group reveals that homogeneity or equivalence among both groups. Establishing such equivalence before the intervention is essential in experimental research, as it strengthens the credibility of subsequent findings and supports the conclusion that the educational strategy or program applied was the factor responsible for any observed improvements.

2. Comparison of Post test Scores of Academic Achievement of Secondary school Students in experimental group and with that of control group for the total sample

The investigator compared the Post test scores of Academic Achievement of the experimental group and control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to an independent t-test to test the significance of the difference between means. The details of the analysis of the post-test scores between Control and Experimental group for the Total sample are given in Table 98

Table 98

Comparison of post test scores of Academic Achievement of Secondary school Students between Experimental and Control group

Group	Type of Test	N	Mean	SD	t
Control	Post test	45	15.18	1.48	17.07**
Experiment	Post test	45	20.81	2.80	

** significant at 0.01 level

The post-test comparison of academic achievement scores between the experimental and control groups reveals a statistically significant difference in favour of the experimental group. The control group scored a mean of 15.18 with a standard deviation of 1.48, while the experimental group scored a much higher mean of 20.81 with a standard deviation of 2.80. The obtained t-value of 17.07 is highly significant at the 0.01 level, indicating a substantial effect of the experimental treatment on the academic achievement of students.

This significant improvement in the academic performance of the experimental group demonstrates the effectiveness of the intervention—Art Integrated Social Science Teaching Package during the classroom Teaching. The considerable difference in post-test mean scores confirms that the experimental method had a positive impact on students' understanding and retention of academic content. This outcome not only validates the potential of the implemented educational approach in enhancing student achievement but also reinforces the need for adopting more engaging, student-centred, and activity-based learning strategies in mainstream classrooms.

3. Comparison of gain Scores of Academic Achievement of Secondary school Students in experimental group and with that of control group for the total sample.

The investigator compared the gain scores of Academic Achievement of the experimental group and control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to an independent t-test to test the significance of the difference between means. The details of the analysis of the gain scores between Control and Experimental group for the Total sample are given in table 99

Table 99

Comparison of Gain scores of Academic Achievement of Secondary school Students between Experimental and Control group

Group	Type of Test	N	Mean	SD	t
Control	Gain Score	45	0.0909	1.16	16.57**
Experiment		45	7.60	3.15	

** significant at 0.01 level

The gain score comparison of academic achievement between the experimental and control groups clearly highlights a significant difference in learning outcomes. The control group recorded a mean gain score of 0.0909 with a standard deviation of 1.16, while the experimental group showed a substantially higher mean gain score of 7.60 with a standard deviation of 3.15. The calculated t-value of 16.57 is statistically significant at the 0.01 level, indicating that the improvement in academic achievement among students in the experimental group was not due to chance.

The result shows that the importance of the intervention package that is Art Integrated Social Science Teaching Package on achieving Academic skills in experimental group. In contrast, the negligible gain in the control group, which followed traditional methods, points to the limited impact of conventional approaches in promoting academic progress. These findings underline the importance of adopting innovative, student-centered pedagogies to boost achievement levels among secondary school students.

On analysis of the scores of Academic Achievement in the pre-test, post-test, and gain score analysis of the experimental and control groups, it is evident that the post-test scores and gain scores of the experimental group are significantly higher than those of the control group. This finding underscores the effectiveness of the Art Integrated Social Science Teaching Package. The results are consistent with theoretical perspectives such as Bloom's Taxonomy(1956), Revised Blooms Taxonomy(2001) and Constructivist learning theories. Recent studies, including those by Ismail, Canon, and Panigoro (2025) and Nayak, Barik, and Bag (2024), have

found that cooperative learning strategies contribute to academic achievement among learners

Find out the significant difference in the pretest and post test scores on Psychological Wellbeing of Secondary School Students in control group

The investigator compared the pretest and post test scores of Psychological Wellbeing among control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the comparison between pretest and post score in Control group for the Total sample are given in table 100

Table 100

Comparison of Pretest and post test scores of Psychological wellbeing in control group

Group	Type of Test	<i>N</i>	Mean	SD	<i>t</i>
Control	Pre Test	45	125.32	4.98	0.84
	Post Test	45	125.48	4.75	

The comparison of pretest and posttest scores of psychological wellbeing within the control group indicates a marginal increase in the mean score from 125.32 (SD = 4.98) to 125.48 (SD = 4.75). The computed *t*-value of 0.84 is not statistically significant, suggesting that there was no meaningful improvement in the psychological wellbeing of students who were part of the control group. This implies that the traditional instructional strategies or the absence of any specific intervention did not bring about noticeable enhancement in the students' psychological wellbeing.

The lack of significant change in psychological wellbeing levels reinforces the understanding that general classroom practices alone may not sufficiently address students' emotional and psychological needs. This finding highlights the necessity of integrating structured psychological support or innovative pedagogical interventions to foster wellbeing among secondary school students.

The analysis of Psychological Wellbeing scores between the pre-test and post-test phases revealed no significant difference within the control group. This finding suggests the absence of a structured instructional package to enhance psychological wellbeing. According to Ryff's model of Psychological Wellbeing (1995) and Lazarus and Folkman's Transactional Model (1984) a structured training package is necessary to improve psychological wellbeing among learners. Studies by Kamboj & Garg (2021) and Iyer, Sharma & Sahasrabudhe (2022) also indicate that the lack of a systematic learning method adversely affects the level of Psychological Wellbeing.

Find out the significant difference in the pretest and post test scores on Stress Management of Secondary School Students in control group

The investigator compared the pretest and post test scores of Stress Management among control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the comparison between pretest and post score in Control group for the Total sample are given in table

Table 101*Comparison of Pretest and post test scores of Stress Management in control group*

Group	Type of Test	<i>N</i>	Mean	SD	<i>t</i>
Control	Pre Test	45	128.10	1.69	1.53
	Post Test	45	128.19	1.39	

The analysis of pretest and posttest scores of stress management within the control group reveals a very slight increase in the mean score from 128.10 (SD = 1.69) to 128.19 (SD = 1.39). The obtained *t*-value of 1.53 is not statistically significant, indicating that the difference between the two means is negligible and not sufficient to confirm any real improvement in the students' ability to manage stress.

This result suggests that the absence of a structured intervention program in the control group had minimal impact on enhancing stress management abilities among the students. The stability in scores could be attributed to the continued use of conventional teaching methods that do not directly address emotional or psychological coping mechanisms. It reinforces the notion that effective stress management among secondary school students requires intentional and targeted strategies, such as psychological education, relaxation training, or integrated teaching approaches, which were not part of the control group experience.

A comparison of pre-test and post-test scores related to stress management in the control group revealed no significant difference between them, indicating the ineffectiveness of the conventional teaching process in sustaining adequate stress management. Theoretical perspectives, such as Lazarus and Folkman's Transactional Model of Stress and Coping(1984), underscore the necessity of a structured classroom

intervention model to enhance effective stress management. Studies like Grugan et al. (2025) and Eddy, Herman, & Reinke (2024) found that the absence of a structured learning model adversely affects stress management.

Find out the significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students in control group

The investigator compared the pretest and post test scores of Academic Achievement among control group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the comparison between pretest and post score in Control group for the Total sample are given in table 102

Table 102

Comparison of Pretest and post test scores of Academic Achievement in control group

Group	Type of Test	<i>N</i>	Mean	SD	<i>t</i>
Control	Pre Test	45	15.20	1.33	0.563
	Post Test	45	15.18	1.48	

The above table presents the comparison between pre-test and post-test scores of academic achievements within the control group comprising 45 secondary school students. The mean score in the pre-test was 15.20 with a standard deviation of 1.33, while the mean score in the post-test was slightly lower at 15.18 with a standard deviation of 1.48. The computed *t*-value is 0.563, which is not statistically significant at either the 0.05 or 0.01 level of significance.

This result clearly indicates that there was no meaningful improvement in the academic performance of students in the control group, who were exposed only to traditional teaching methods. The indifference between pre-test score and post-test score in control group show that conventional method of teaching give no effect in the study period. These findings highlight the need for innovative, engaging, and student-centered teaching strategies—such as art-integrated learning or other active methodologies—to enhance academic achievement in meaningful ways

The analysis of pre-test and post-test scores concerning Academic Achievement within the control group indicates no significant difference between the two. This outcome highlights the limitations of traditional learning methods. Theoretical frameworks such as Bloom's Taxonomy(1956), Revised Bloom Taconomy (2001) and Social Cognitive Theory(1986) emphasize the necessity of cooperative, collaborative, and holistic teaching and learning processes to foster higher-order thinking skills. Studies by Elpisah and Hartini (2025) and Yoon Fah Lay & Chandrasegaran (2024) further support these findings.

Find out the significant difference in the pretest and post test scores on psychological wellbeing of Secondary School Students in experimental group

The investigator compared the pretest and post test scores of Psychological Wellbeing among Experimental group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the comparison

between pretest and post score in Control group for the Total sample are given in table 103

Table 103

Comparison of Pretest and post test scores of Psychological wellbeing in Experimental group

Group	Type of Test	N	Mean	SD	t
Experimental	Pre Test	45	125.41	3.92	13.76**
	Post Test	45	148.67	3.86	

** significant at 0.01 level

The comparison of pretest and posttest scores of psychological wellbeing within the Experimental group indicates a significant increase in the mean score from 125.32 (SD = 4.98) to 125.48 (SD = 4.75). The computed t-value of 13.76 is statistically significant, suggesting that there was a meaningful improvement in the psychological wellbeing of students who were part of the Experimental group. This implies that the Art Integrated Social Science Teaching Package help noticeable enhancement in the students' psychological wellbeing.

Analysis of the pre-test and post-test scores of psychological well-being within the experimental group reveals a significant difference attributable to the Art Integrated Social Science Teaching Package intervention. This finding aligns with Ryff's model of Psychological Wellbeing(1995), which emphasizes personal growth, positive relationships, and self-acceptance, as well as Self-Determination Theory (1985)., which underscores the importance of autonomy, competence, and relatedness in

enhancing well-being. These results are corroborated by studies such as Song and Wang (2025) and Sak et al. (2024).

Find out the significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught in experimental group

The investigator compared the pretest and post test scores of Stress Management among experimental group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the comparison between pretest and post score in Experimental group in the Total sample are given in table 104

Table 104

Comparison of Pretest and post test scores of Stress Management in Experimental Group

Group	Type of Test	<i>N</i>	Mean	SD	<i>t</i>
Experimental	Pre Test	45	128.16	1.71	16.92**
	Post Test	45	143.42	1.54	

** significant at 0.01 level

Table shows the pretest and post-test scores of stress management among secondary school students in the experimental group, which included 45 students. The mean score in the pretest was 128.16 with a standard deviation of 1.71, whereas the posttest mean score increased significantly to 143.42, with a standard deviation of 1.54. The *t*-value between pre-test and post-test score in experimental group is 16.92.

It is highly significant at the 0.01 confidence level. The experimental group pre-test mean score is 128.16 which is less than and post-test mean score is 143.42.

The significant improvement in the experimental group reveals that the effectiveness of Art Integrated Social Science Teaching Package on enhancing stress management among experimental group. The low standard deviations in both pretest and posttest results further indicate consistency in performance among students, suggesting that the impact of the intervention was uniform and reliable across the group. This uniformity reinforces the strength of the teaching methodology employed and its capacity to influence stress-related factors positively.

A comparative analysis of pre-test and post-test scores related to stress management within the experimental group reveals a significant difference, with post-test scores exceeding pre-test scores. This outcome is attributed to the implementation of the Art Integrated Social Science Teaching Package as a learning intervention. Theoretical frameworks, such as Lazarus and Folkman's Transactional Model of Stress and Coping (1984), emphasize the importance of a structured classroom intervention model to enhance effective stress management. Studies by Sakitri (2020) and Takeda, Matsuo, and Ohtsuka (2020) have also explored similar findings

Find out the significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students in experimental group

The investigator compared the pretest and post test scores of Academic Achievement among Experimental Group. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test*

to test the significance of the difference between means. The details of the comparison between pretest and post score in Experimental group for the Total sample are given in table 4.38

Table 105

Comparison of Pretest and post test scores of Academic Achievement in experimental group

Group	Type of Test	<i>N</i>	Mean	SD	<i>t</i>
Experimental	Pre Test	45	15.21	1.84	17.86**
	Post Test	45	20.81	2.80	

** significant at 0.01 level

Table 4.38 presents the pretest and post-test scores of academic achievements for 45 students in the experimental group. The mean score in the pretest was 15.21 with a standard deviation of 1.84, while the mean score in the post-test rose to 20.81, with a standard deviation of 2.80. The calculated t-value between pre-test mean score and post-test mean score in experimental group is 17.86. It is significant at the 0.01 level of confidence. The mean score of post-tests in experimental group is 15.21 is greater than that of pre-test mean score.

The analysis of pre-test and post-test scores concerning Academic Achievement within the experimental group indicates that post-test scores surpass pre-test scores. This outcome demonstrates the efficacy of the art-integrated teaching package in enhancing the teaching-learning process. Theories such as Bloom's Taxonomy(1956), Revised Bloom's Taxonomy (2001), and constructivist learning theories also suggest that a holistic learning process contributes to improved academic

achievement among students. Similar findings have been reported in studies by Krushna N., Gourhari B., & Sudhir B. (2025) and Subramanian (2024).

Compare the adjusted post test scores in Psychological Wellbeing in experimental Group and with that of control group for Total Sample

To Compare the adjusted post test scores in Psychological wellbeing control group and experimental group, the investigator used ANCOVA test. The details of the analysis is given in Table 106

Table 106

ANCOVA table for Compare the adjusted post-test scores in psychological wellbeing control group and experimental group by considering pre-test score as covariate

	Sum of Squares	df	Mean Square	F	p
Control/Experiment group	1932	1	1931.53	248.6	<.001
Pre Test	129	1	129.01	16.6	<.001
Residuals	831	107	7.77		

The ANCOVA results presented in Table 4.40 indicate a statistically significant difference in the adjusted post-test scores of psychological wellbeing between the experimental group (taught using the Art Integrated Social Science Teaching Package) and the control group (taught using conventional methods). The F-value for the group effect is 248.6 with a significance level of $p < .001$, showing that the difference in psychological wellbeing between the two groups is not due to chance. Additionally, the pre-test score was treated as a covariate, and its F-value of 16.6 ($p < .001$) confirms that pre-existing differences in psychological wellbeing were

statistically controlled, making the comparison of post-test scores more accurate and reliable.

This significant outcome highlights the effectiveness of the Art Integrated Social Science Teaching Package in enhancing the psychological wellbeing of secondary school students. The higher adjusted mean score in the experimental group, after accounting for initial differences, suggests that the intervention package namely Art Integrated Social Science Teaching Package help to fostering Psychological Wellbeing among experimental group students. Thus, the findings strongly support the adoption of creative, student-centered pedagogies to nurture holistic development in the school setting.

The Partial eta square for effect size was calculated for Psychological Wellbeing among control and experimental groups total sample as shown in the table

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Table 107

Effect size of ANOCOVA for Psychological Wellbeing among Control and experimental Group

Description of Item	Effect Size (Partial Eta Squared)	Low Limit	Upper Limit
Psychological Wellbeing	0.703	0.620	0.764

The ANCOVA results for Psychological Wellbeing clearly demonstrate a strong and statistically significant effect of the intervention. The obtained partial eta squared value of 0.703 indicates that approximately 70% of the variance in

psychological wellbeing scores can be explained by the difference between the experimental and control groups, after adjusting for pre-test scores. This represents a large effect size, the art-integrated social science teaching package had a substantial impact on enhancing students' psychological wellbeing.

The confidence interval values further strengthen the robustness of these findings. The lower limit (0.620) and upper limit (0.764) of the effect size fall well within the range of a large effect, confirming that the result is not due to chance fluctuations or sampling error. The effect size 0.703 means that significantly higher effect of package titled Art Integrated Social Science Teaching Package on enhancing Psychological Wellbeing among experimental group.

The adjusted means of post test scores on control and experimental group were calculated. The result is shown in the table 108

Table 108

Data on adjusted means of post test scores of psychological wellbeing among Control and Experimental group

Group	Pre-test Mean (M _x)	Post-test Mean (M _y)	Adjusted Mean (M _{yx})	T-value
Experimental	125.41	148.67	148.65	15.78**
Control	125.32	125.48	125.50	

** Significance at 0.01 level

The adjusted mean scores presented reveal that before experimentation both control and experimental groups are same. That is pre-test mean score of experimental groups is 125.41 and that of control group is 125.32. But after experimentation there is a significant between experimental group and control group. The experimental

group mean score after experimentation 148.67 is greater than that of control group. And the adjusted mean score between experimental and control group is 148.65 and 125.50 respectively. And t-value between them is 15.78 which is significant at 0.01 level of confidence. It reveals that the intervention of Art integrated Social Science Teaching Package on enhancing Psychological Wellbeing. This very high t-value reflects not only statistical significance but also a large practical impact, consistent with the earlier ANCOVA results and the partial eta squared value of 0.703. These outcomes suggest that the art-integrated teaching package played a critical role in enhancing the psychological wellbeing of students, whereas conventional teaching methods produced little to no change.

An analysis using ANCOVA to compare adjusted means indicates that the Art Integrated Social Science Teaching Package significantly enhances psychological well-being. The F values and large effect size scores demonstrate that the improvements observed in the experimental group are both statistically and practically significant. These findings are consistent with theoretical frameworks such as Ryff's model of Psychological Wellbeing and Self-Determination Theory (1985).

Compare the adjusted post test scores in Stress Management of Secondary School Students experimental group and with that of control group for Total Sample

To Compare the adjusted post test scores in Stress Management control group and experimental group, the investigator used ANCOVA test. The details of the analysis is given in Table 109

Table 109

ANCOVA table for Compare the adjusted post-test scores in Stress Management control group and experimental group by considering pre-test score as covariate

	Sum of Squares	df	Mean Square	F	p
Control/Experiment group	2739	1	2738.6	239.8	<.001
Pre Test	150	1	149.6	13.1	<.001
Residuals	1222	107	11.4		

The ANCOVA results in Table 4.40 reveal a significant difference in the adjusted post-test scores of Stress Management between students taught through the Art Integrated Social Science Teaching Package (experimental group) and those taught using the conventional method (control group). The F-value for the group variable is 239.8, with a significance level of $p < .001$, indicating that the improvement in stress management among students in the experimental group is statistically significant and not due to chance. The covariate, the pre-test score, showed a significant F-value of 13.1 which is significant at 0.01 level of confidence. It said that initial differences in stress levels were appropriately controlled during the analysis.

This significant outcome highlights the effectiveness of the Art Integrated Social Science Teaching Package in enhancing the Stress Management of secondary school students. The higher adjusted mean score in the experimental group, after accounting for initial differences, suggests that the intervention package namely Art Integrated Social Science Teaching Package help to fostering Stress Management among experimental group students. Thus, the findings strongly support the adoption of creative, student-centered pedagogies to nurture holistic development in the school setting.

The Partial eta square for effect size was calculated for stress management among control and experimental groups total sample as shown in the table 110

Table 110

Effect size of ANOCOVA for stress management among Control and experimental Group

Description of Item	Effect Size (Partial Eta Squared)	Low Limit	Upper Limit
Stress Management	0.691	0.604	0.757

The results of the ANCOVA show that the experimental intervention had a strong and statistically significant effect on stress management after controlling for pre-test differences. The partial eta squared value of 0.691 indicates that approximately 69% of the variance in adjusted post-test stress management scores was explained by group membership (experimental vs. control). This represents a very large effect according to Cohen's benchmarks. The confidence interval ranges from 0.604 to 0.757, which confirms that even at the lower bound, the intervention still demonstrates a large and practically meaningful impact. Thus, the training program can be considered highly effective in improving stress management skills among students compared to the control condition.

The confidence interval values further strengthen the robustness of these findings. The lower limit (0.604) and upper limit (0.757) of the effect size fall well within the range of a large effect, confirming that the result is not due to chance fluctuations or sampling error. The effect size 0.691 means that significantly higher effect of package titled Art Integrated Social Science Teaching Package on enhancing Stress Management among experimental group. The adjusted means of post test

scores on control and experimental group were calculated. The result are shown in the table 111

Table 111

Data on adjusted means of post test scores of stress management among Control and Experimental group

Group	Pre-test Mean (M _x)	Post-test Mean (M _y)	Adjusted Mean (M _{yx})	T value
Experimental	128.16	143.42	143.40	15.49**
Control	128.10	128.19	128.20	

** significant at 0.01 level

The adjusted mean scores presented reveal that before experimentation both control and experimental groups are same. That is pre-test mean score of experimental groups is 128.16 and that of control group is 128.10. But after experimentation there is a significant between experimental group and control group. The experimental group mean score after experimentation 143.42 is greater than that of control group. And the adjusted mean score between experimental and control group is 143.40 and 128.20 respectively. And t-value between them is 15.49 which is significance at 0.01 level of confidence. It reveals that the intervention of Art integrated Social Science Teaching Package on enhancing Stress Management. This very high t-value reflects not only statistical significance but also a large practical impact, consistent with the earlier ANCOVA results and the partial eta squared value of 0.691. These outcomes suggest that the art-integrated teaching package played a critical role in enhancing the psychological wellbeing of students, whereas conventional teaching methods produced little to no change.

An ANCOVA analysis comparing adjusted means demonstrates that the Art Integrated Social Science Teaching Package significantly improves stress management. The F values and notable effect size scores confirm that the enhancements observed in the experimental group are both statistically and practically meaningful. These outcomes are consistent with theoretical models such as Lazarus and Folkman's Transactional Model of Stress and Coping (1984) and Self-Determination Theory(1985)., which underscore the significance of active participation, autonomy, and adaptive coping mechanisms in effective stress management.

Compare the adjusted post test scores in Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample

To Compare the adjusted post test scores in Academic Achievement control group and experimental group, the investigator used ANCOVA test. The details of the analysis is given in Table 112.

Table 112

ANCOVA table for Compare the adjusted post-test scores in Academic Achievement control group and experimental group by considering pre-test score as covariate

	Sum of Squares	df	Mean Square	F	p
Control/Experiment group	1564.2	1	1564.17	333.12	<.001
Pre Test	40.2	1	40.20	8.56	0.004
Residuals	502.4	107	4.70		

The ANCOVA results in Table 4.41 reveal a significant difference in the adjusted post-test scores of Academic Achievement between students taught through

the Art Integrated Social Science Teaching Package (experimental group) and those taught using the conventional method (control group). The F-value for the group variable is 333.12, with a significance level of $p < .001$, indicating that the improvement in stress management among students in the experimental group is statistically significant and not due to chance. The covariate, the pre-test score, showed a significant F-value of 8.56 which is significant at 0.01 level of confidence. It said that initial differences in stress levels were appropriately controlled during the analysis.

This significant outcome highlights the effectiveness of the Art Integrated Social Science Teaching Package in enhancing the Academic Achievement of secondary school students. The higher adjusted mean score in the experimental group, after accounting for initial differences, suggests that the intervention package namely Art Integrated Social Science Teaching Package help to fostering Academic Achievement among experimental group students. Thus, the findings strongly support the adoption of creative, student-centered pedagogies to nurture holistic development in the school setting.

The Partial eta square for effect size was calculated for academic achievement among control and experimental groups total sample as shown in the table 113

Table 113

Effect size of ANOCOVA for Academic Achievement among Control and experimental Group

Description of Item	Effect Size (Partial Eta Squared test)	Low Limit	Upper Limit
Academic Achievement	0.723	0.655	0.782

The results of the ANCOVA show that the experimental intervention had a strong and statistically significant effect on stress management after controlling for pre-test differences. The partial eta squared value of 0.723 indicates that approximately 69% of the variance in adjusted post-test scores of Academic Achievement was explained by group membership (experimental vs. control). This represents a very large effect according to Cohen's benchmarks. The confidence interval ranges from 0.655 to 0.782, which confirms that even at the lower bound, the intervention still demonstrates a large and practically meaningful impact. Thus, the training program can be considered highly effective in improving Academic Achievement skills among students compared to the control condition.

The confidence interval values further strengthen the robustness of these findings. The lower limit (0.655) and upper limit (0.782) of the effect size fall well within the range of a large effect, confirming that the result is not due to chance fluctuations or sampling error. The effect size 0.723 means that significantly higher effect of package titled Art Integrated Social Science Teaching Package on enhancing Academic Achievement among experimental group. The adjusted means of post test scores on control and experimental group were calculated. The result are shown in the table 114

The adjusted means of post test scores on control and experimental group were calculated. The result are shown in the table 114

Table 114

Data on adjusted means of post test scores of Academic Achievement among Control and Experimental group

Cognitive Correlates	Groups	Mx (Pre- test)	My (Post- test)	Myx (Adjusted)	t- value
Academic Achievement in Social Science	Experimental	15.21	20.81	20.80	8.62**
	Control	15.20	15.18	15.18	

**significant at 0.01 level

The adjusted mean scores presented reveal that before experimentation both control and experimental groups are same. That is pre-test mean score of experimental groups is 15.21 and that of control group is 15.20. But after experimentation there is a significant between experimental group and control group. The experimental group mean score after experimentation 20.81 is greater than that of control group. And the adjusted mean score between experimental and control group is 20.80 and 15.18 respectively. And t-value between them is 8.62 which is significance at 0.01 level of confidence. It reveals that the intervention of Art integrated Social Science Teaching Package on enhancing Academic Achievement. This very high t-value reflects not only statistical significance but also a large practical impact, consistent with the earlier ANCOVA results and the partial eta squared value of 0.723. These outcomes suggest that the art-integrated teaching package played a critical role in enhancing the psychological wellbeing of students, whereas conventional teaching methods produced little to no change.

An analysis of covariance (ANCOVA) comparing adjusted means indicates that the Art Integrated Social Science Teaching Package significantly enhances academic

achievement. The F values and substantial effect size scores corroborate that the improvements observed in the experimental group are both statistically and practically significant. These findings align with theoretical frameworks such as Bloom's Taxonomy (1956) and Revised Blooms Taxonomy (2001), which emphasizes higher-order thinking and active learning, and Social Cognitive Theory, which underscores the importance of interaction, engagement, and self-efficacy in learning.

Compare the retention in Psychological Wellbeing of Secondary School Students in experimental group and with that of control group for total sampling

Delayed Post test Analysis of Psychological Wellbeing among Experimental group

The investigator compared the Post-test scores and delayed post test scores of Psychological wellbeing among the Experimental groups. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired t -test to test the significance of the difference between means. The details of the analysis of the post-test scores and delayed post test scores of Psychological wellbeing experimental groups are given in Table 115

Table 115

Delayed post-test score analysis on Psychological Wellbeing of Secondary school students among the Experimental groups

Group	Type of Test	N	Mean	SD	t
Experimental	Post test	45	148.67	3.86	0.145
	Delayed post test	45	148.63	3.15	

The analysis of delayed post-test scores on psychological wellbeing among the experimental group of secondary school students reveals a mean score of 148.67 in the immediate post-test and 148.63 in the delayed post-test. The standard deviations are 3.86 and 3.15 respectively. This t -value between post-test and delayed post-test in experimental group is 0.145, it is not significant. That means there is no significant difference between post-test and delayed post-test in experimental group. The finding of this analysis revealed that there is a significant retention of Psychological Wellbeing among Experimental group. Moreover, it is the instructional effect of Art Integrated Social Science Teaching Package using classroom teaching on experimental group. These findings reinforce the effectiveness of art-integrated instruction in promoting long-term mental wellness among adolescents, and highlight its potential role in educational strategies aiming for holistic development.

Delayed Post test Analysis of psychological wellbeing among Control Group

The investigator compared the Post-test scores and delayed post test scores of Psychological wellbeing among the Control groups. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired t -test to test the significance of the difference between means. The details of the analysis of the post-test scores and delayed post test scores of Psychological wellbeing Control groups are given in Table 116

Table 116

Delayed post-test score analysis on Psychological Wellbeing of Secondary school students among the Control groups

Group	Type of test	N	Mean	SD	t
Control	Post test	45	125.48	4.75	2.936**
	Delayed post test	45	121.02	3.76	

** significant at 0.01 level

The delayed post-test scores of psychological wellbeing for students in the control group indicate a noticeable decline from the post-test mean of 125.48 to a delayed post-test mean of 121.02. The standard deviations were 4.75 and 3.76 respectively, and the calculated *t*-value is 5.936. Although the *t*-value is statistically non-significant, the mean difference reflects a downward trend in psychological wellbeing over time among students who were taught using the conventional method. This decline suggests that the effects of traditional teaching approaches may not have a lasting positive influence on the emotional and psychological health of students. This contrast with the experimental group's stable scores highlights the potential advantages of art-integrated education in fostering enduring psychological wellbeing among adolescents. These findings advocate for a re-examination of pedagogical approaches in mainstream classrooms to better support students' mental health

The delayed post-test comparison of psychological well-being between the experimental and control groups indicates the efficacy of the Art Integrated Social Science Teaching Package. Notably, there is no significant difference between the post-test and delayed post-test scores within the experimental group, whereas a slight difference is observed in the control group. These findings are corroborated by

theoretical frameworks such as Ryff's model of psychological well-being(1995) and Experiential Learning Theory(1984), which emphasize continuous personal growth, meaningful engagement, and the internalization of learning experiences

Compare the retention in Stress Management of Secondary School Students in experimental group and with that of control group total sampling

Delayed Post test Analysis of Stress Management among Experimental Group

The investigator compared the Post-test scores and delayed post test scores and delayed post test scores of Stress Management among the Experimental groups. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the analysis of the post-test scores and delayed post test scores of Stress Management on experimental groups are given in Table 4.44

Table 117

Delayed post-test score analysis on Stress Management of Secondary school students among the Experimental groups

Group	Type of Test	<i>N</i>	Mean	SD	<i>t</i>
Experimental	Post test	45	143.42	1.54	1.13
	Delayed post test	45	143.92	1.02	

The delayed post-test analysis of stress management among the experimental group shows a slight increase in the mean score from 143.42 in the post-test to 143.92 in the delayed post-test. The standard deviation reduced from 1.54 to 1.02, and the calculated *t*-value is 1.13, which is statistically non-significant. Although the

difference is not significant, the data reveal a stable or marginally improved level of stress management skills among students over time. This stability suggests a sustained effect of the Art Integrated Social Science Teaching Package in enhancing students' ability to cope with stress even after the intervention ended.

The retention of stress management skills in the experimental group may be attributed to the experiential and emotionally engaging nature of art-integrated learning. These findings underscore the effectiveness of art-integrated pedagogy in not only improving immediate outcomes but also in ensuring the long-term retention of psychosocial competencies such as stress management in adolescents.

Delayed Post test Analysis of Stress Management among Control Group

The investigator compared the Post-test scores and delayed post test scores and delayed post test scores of Stress Management among the Control groups. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the analysis of the post-test scores and delayed post test scores of Stress Management on Control groups are given in Table 118

Table 118

Delayed post-test score analysis on Stress Management of Secondary school students among the Control groups

Group	Type of the Test	N	Mean	SD	<i>t</i>
Control	Post test	45	128.19	1.69	3.621**
	Delayed post-test	45	121.38	1.57	

** significant at 0.01 level

The delayed post-test analysis of stress management among the control group indicates a noticeable decrease in the mean score from 128.19 in the post-test to 121.38 in the delayed post-test. The standard deviation slightly declined from 1.69 to 1.57, and the calculated t -value is 3.621, which is statistically non-significant. Despite the lack of statistical significance, the substantial reduction in the mean score suggests a decline in the effectiveness of the conventional teaching method in sustaining stress management abilities over time among secondary school students.

The comparison of delayed post-test scores in stress management between the experimental and control groups highlights the significant role of the Art Integrated Social Science Teaching Package within the educational context. Specifically, there is no observed difference between the post-test and delayed post-test scores in stress management for the experimental group. Conversely, a slight difference is noted in the control group. This finding aligns with theoretical frameworks such as Lazarus and Folkman's Transactional Model of Stress and Coping(1984) and Experiential Learning Theory(1984), which emphasize active involvement and continuous reinforcement for sustained behavioral outcomes. From an analytical perspective, the contrasting patterns of stability in the experimental group and decline in the control group reinforce the conclusion that the long-term retention of stress management skills is a direct effect of the art-integrated intervention.

Compare the retention in Academic Achievement of Secondary School Students in experimental group and with that of control group for total sampling

Delayed Post test Analysis of Academic Achievement among Experimental Group

The investigator compared the Post-test scores and delayed post test scores and delayed post test scores of Social Science Achievement among the Experimental groups. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the analysis of the post-test scores and delayed post test scores of Social Science Achievement on experimental groups are given in Table 119

Table 119

Delayed post-test score analysis on Social Science Achievement of Secondary school students among the Experimental groups

Group	Type of the test	<i>N</i>	Mean	SD	<i>t</i>
Experimental	Post test	45	20.81	2.80	0.76
	Delayed post test	45	20.85	1.93	

The delayed post-test score analysis of academic achievement among the experimental group shows a slight increase in the mean score from 20.81 in the immediate post-test to 20.85 in the delayed post-test. The standard deviation reduced from 2.80 to 1.93, indicating a more consistent performance among the students over time. The *t*-value of 0.76 confirms that this difference is not statistically significant,

suggesting that the academic achievement level observed after the intervention was maintained over the delayed testing period.

The multi-sensory, engaging, and meaningful nature of the art-integrated method likely contributed to deeper learning and long-term memory retention. This contrasts with the declining trends often seen in traditional methods and reinforces the value of innovative, experiential teaching models in promoting sustained academic achievement.

Delayed Post test Analysis of Social Science Achievement among Control Group

The investigator compared the Post-test scores and delayed post test scores and delayed post test scores of Social Science Achievement among the Control groups. The Mean and Standard deviation of the scores thus obtained for each test were calculated and then subjected to a paired *t-test* to test the significance of the difference between means. The details of the analysis of the post-test scores and delayed post test scores of Social Science Achievement on Control groups are given in Table 120

Table 120

Delayed post-test score analysis on Social Science Achievement of Secondary school students among the Control groups

Group	Type of the test	<i>N</i>	Mean	SD	<i>t</i>
Control	Post test	45	15.18	1.48	4.38**
	Delayed post-test	45	13.32	1.98	

** significant at 0.01 level

The delayed post-test score analysis on Social Science Achievement among the control group reveals a decline in performance over time. The mean score dropped from 15.18 in the post-test to 13.32 in the delayed post-test, with an increase in standard deviation from 1.48 to 1.98. The calculated t -value between post-test and delayed post-test in control group is 4.38, It is said that there is significantly difference between post-test and delayed post-test in control group. The decreasing trend of the mean scores of academic achievements in control group reveals that there is no retention of academic achievement in control group

The comparison of delayed post-test scores in Academic Achievement between the experimental and control groups underscores the significant impact of the Art Integrated Social Science Teaching Package within the educational context. Notably, there is no discernible difference between the post-test and delayed post-test scores in Academic Achievement for the experimental group. In contrast, a slight difference is observed in the control group. This finding aligns with theoretical frameworks such as Bloom's Taxonomy(1956) Revised Bloom Taxonomy (2001) and Experiential Learning Theory(1985) which emphasize that meaningful engagement and higher-order cognitive processing contribute to sustained learning outcomes. From an analytical standpoint, the stability observed in the experimental group, as opposed to the decline in the control group, reinforces the conclusion that the retention of academic achievement is a direct consequence of the art-integrated intervention.

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

- Study in Retrospect
- Major Findings of the Study
- Tenability of Hypotheses
- Conclusion
- Suggestions for Carrying out Further Research

Introduction

The fundamental objective of every research project is methodical and objective analysis of collecting data. It helps researcher to attain truthful and fruitful conclusion of study through scientific analysis. The result of the study revealed the treatment condition of the study, especially experimental condition. It led to academic discussion, educational implication and policy making based on the research. This is the highest outcome of the study. The final stage of the research is the critical and logical conclusion of the study. This chapter includes study in retrospect, summary, tenability of the hypotheses, conclusion and suggestion for carrying out further research.

Study in Retrospect

The central objective of this study was developing and validating Art Integrated Social Science Teaching Package and evaluating the effect of it on developing Psychological Wellbeing, Stress Management and Academic Achievement among secondary school students. For this purpose, the researcher, firstly, developed and validated Art Integrated 'Social Science Teaching Package according to the rules of ADDIE model and also standardizing Social Science Awareness Test, Psychological Wellbeing Scale, Stress Management Scale and Social Science Achievement Test. The researcher developed and taught Art Integrated Social

Science Teaching Package in Experimental Group and conventional method classroom teaching in control group after conducting pre-test using Psychological Wellbeing Scale, Stress Management Scale and Social Science Achievement Test. After treatment, the investigator conducted post-test using Psychological Wellbeing Scale, Stress Management Scale and Social Science Achievement Test. The outcome of the study was the comparison of result from pre-test and post-test score.

Hence the study is entitled ART INTEGRATED SOCIAL SCIENCE TEACHING PACKAGE FOR ENHANCING PSYCHOLOGICAL WELLBEING, STRESS MANAGEMENT, AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS'

Variables of the Study

The intent of the present study was to develop and validate Art Integrated Social Science Teaching Package and assess its effect on enhancement of Psychological Wellbeing, Stress Management, Academic Achievement among Secondary School Students. So, the independent variable was the package that is, Art Integrated Social Science Teaching Package and depended variables were Psychological Wellbeing, Stress Management and Academic Achievement.

Objectives of the Study

The major objective of the study was to develop Art integrated social science teaching packages and to find out its effectiveness on Psychological wellbeing, stress management and academic achievement on secondary school students in Kerala.

The specific objectives are;

1. To find out whether there exists any significant difference in the Psychological Wellbeing of Secondary School students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
2. To find out whether there exists any significant difference in the Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
3. To find out whether there exists any significant difference in the Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
4. To find out whether there exists any significant difference in the pretest and post test scores on Psychological wellbeing of Secondary School Students taught using Conventional Method
5. To find out whether there exists any significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught using Conventional Method
6. To find out whether there exists any significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students taught using Conventional Method

7. To find out whether there exists any significant difference in the pretest and post test scores on Psychological wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package
8. To find out whether there exists any significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package
9. To find out whether there exists any significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package
10. To compare the adjusted post test scores in Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
11. To compare the adjusted post test scores in Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
12. To compare the adjusted post test scores in Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample

13. To compare the retention in Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling.
14. To compare the retention in Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling
15. To compare the retention in Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling.

Hypotheses of the Study

1. There exists a significant difference in the Psychological Wellbeing of Secondary School students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
2. There exists a significant difference in the Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample

3. There exists a significant difference in the Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample
4. There exists a significant difference in the pretest and post test scores on Psychological wellbeing of Secondary School Students taught using Conventional Method
5. There exists a significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught using Conventional Method
6. There exists a significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students taught using Conventional Method
7. There exists a significant difference in the pretest and post test scores on Psychological wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package
8. There exists a significant difference in the pretest and post test scores on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package
9. There exists a significant difference in the pretest and post test scores on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package

10. There exists a significant difference in the adjusted post test scores in Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
11. There exists a significant difference in the adjusted post test scores in Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
12. There exists a significant difference in the adjusted post test scores in Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught by Conventional Method for Total Sample
13. There exists a significant difference in the retention in Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling.
14. There exists a significant difference in the retention in Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using conventional method for total sampling
15. There exists a significant difference in the retention in Academic Achievement of Secondary School Students taught using Art Integrated Social Science

Teaching Package with that of Secondary School Students taught using conventional method for total sampling

Methodology in Brief

For the present study, the researcher adopted experimental design with an non-equivalent group pre-test, post-test method. Secondary school students and social science teachers under the Kerala Public Education system were the population of the present study. 400 secondary school students were selected as sample for standardizing Social Science Awareness test, Psychological Wellbeing Scale, Stress Management Scale, Social Science Achievement Test. 300 Secondary School Students and 25 High School Social Science Teachers were selected for need analysis and evaluation of Art Integrated Social Science Teaching Package, 28 VIII standard Students were selected as sample for preliminary tryout of the package and 45 students were selected for both experimental and control group experimentation.

Tools Used

- Art Integrated Social Science Teaching Package (Prepared and validated by K.K. Aji Narayanan & K.P. Seema Menon)
- Psychological Wellbeing Scale (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Stress Management Scale (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)

- Social Science Achievement Test (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Social Science Knowledge Test (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Need Analysis Questionnaire for Teachers (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Need Analysis Questionnaire for Students (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Evaluation Performa for Art Integrated Social Science Teaching Package for Students (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Evaluation Performa for Art Integrated Social Science Teaching Package for Teachers (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)
- Validation Criteria for validation of the Art Integrated Social Science Teaching Package (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)

These tools ensured content alignment, validity, and consistency across measurements.

Statistical Techniques Used

- Descriptive statistics for summarizing data
- Independent and paired t-tests to compare means
- Chi-square tests for associations
- ANCOVA for controlling pre-test scores while comparing post-test results
- Cohen's d to estimate effect sizes for both independent and paired sample comparisons

Limitations of the Study

- Small sample size reduced generalizability.
- Potential researcher bias as the investigator played multiple roles.
- External factors like home environment or prior art exposure were difficult to control.
- Variation in teacher delivery styles could have influenced learning outcomes.

Delimitations of the Study

- Only Standard VIII students under the Kerala syllabus were included.
- Only selected social science topics and specific art forms were used.
- It focused solely on three variables—psychological wellbeing, stress management, and academic achievement.

- The study was limited to a specific academic period and did not capture longitudinal effects.

Major Findings of the Study

To find out whether there exists any significant difference in the Psychological Wellbeing, Stress Management and Academic Achievement of Secondary School students taught using Art Integrated Social Science Teaching Package with that of Secondary School Student taught using Conventional Method for the total sample

Psychological Wellbeing

As a part of comparison, Pre-test Scores of Psychological wellbeing of Secondary school Students who were taught using Art Integrated Social Science Teaching Package (Experimental Group) with that of Secondary School Students who were taught using Conventional Method (Control Group) for the total sample, the mean scores of Experimental and Control group was 125.41 and 125.32 respectively. The t-value between them was 0.191. It revealed that there is no significant deference between Pretest Scores of Psychological wellbeing of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) with that of Secondary School Student taught using Conventional Method (Control Group) for the total sample

At the same time, the post-test comparison of Psychological wellbeing of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) with that of Secondary School Student taught using

Conventional Method (Control Group) for the total sample, the mean scores of experimental and control group was 148.67 and 125.48. The t-value was 11.07. It revealed that there was a significant deference between Post-test Scores of Psychological wellbeing of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) with that of Secondary School Student taught using Conventional Method (Control Group) for the total sample

Gain scores comparison of Psychological wellbeing of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) with that of Secondary School Student taught using Conventional Method (Control Group) for the total sample, the mean scores of experimental and control group was 7.51 and 0.6545 and t-value 7.26 showed that there was a significant deference between gain Scores of Psychological wellbeing of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) with that of Secondary School Student taught using Conventional Method (Control Group) for the total sample

Stress Management

As a part of comparison, Pretest Scores of Stress Management of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample, the mean score of Experimental and Control group was 128.16 and 128.10 respectively. The t-value between them was 0.168. It revealed that there was no significant deference between

Pretest Scores of Stress Management of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Student taught using Conventional Method (Control Group) for the total sample

At the same time, the post-test comparison of Stress Management in Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample, the mean scores of experimental and control group was 143.42 and 128.19. The t-value was 14.07. It revealed that there is a significant deference between Pretest Scores of Stress Management of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample

Gain scores comparison of Stress Management of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample, the mean scores of experimental and control group was 10.31 and 0.3455 and t-value was 15.34. It showed that there was a significant deference between gain Scores of Stress Management of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample

Academic Achievement

As a part of comparison, Pretest Scores of Academic Achievement of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample, the mean scores of Experimental and Control group was 15.21 and 15.20 respectively. The t-value between them was 0.182. It revealed that there was no significant difference between Pre-test Scores of Academic Achievement of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample

At the same time, the post-test comparison of Academic Achievement in Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample, the mean scores of experimental and control group was 20.18 and 15.18. The t-value was 17.07. It revealed that there was a significant difference between Pretest Scores of Academic Achievement of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample

Gain scores comparison of Academic Achievement of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional

Method (Control Group) for the total sample, the mean scores of experimental and control group was 7.60 and 0.0909 and the t-value was 16.57. It showed that there was a significant difference between gain Scores of Academic Achievement of Secondary school Students taught using Art Integrated Social Science Teaching Package (Experimental Group) and with that of Secondary School Students taught using Conventional Method (Control Group) for the total sample

To Find out the significant difference in the pre-test and post-test scores on Psychological Wellbeing, Stress Management and Academic Achievement of Secondary School Students taught using Conventional Method

Psychological Wellbeing

At the time of comparing the pre-test and post-test scores on Psychological wellbeing of Secondary School Students taught using Conventional Method, the mean value of pre-test was 125.32 and post-test was 125.48 and the t-value was 0.84. It showed that there was no significant difference between the pre-test and post-test scores on psychological wellbeing of Secondary School Students taught using Conventional Method

Stress Management

For analyzing the difference between pre-test and post-test scores on Stress Management of Secondary School Students taught using Conventional Method, the mean value of pre-test was 128.10 and post-test was 128.19 and the t-value was 0.563. It showed that there was no significant difference between the pre-test and post-test

scores on Stress Management of Secondary School Students taught using Conventional Method

Academic Achievement

As a part of finding the difference between pre-test and post-test scores on Academic Achievement of Secondary School Students taught using Conventional Method, the mean value of pre-test was 15.20 and post-test was 15.18 and the t-value was 1.53. It showed that there is no significant difference between the pre-test and post-test scores on Academic Achievement of Secondary School Students taught using Conventional Method

To Find out the significant difference in the pre-test and post-test scores on Psychological Wellbeing, Stress Management and Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package

Psychological Wellbeing

At the time of comparing the pre-test and post-test scores on Psychological wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package, the mean value of pre-test was 125.41 and post-test was 148.67 and the t-value was 13.76. It showed that there was a significant difference between the pre-test and post-test scores on psychological wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package

Stress Management

For analyzing the difference between pre-test and post-test scores on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package, the mean value of pre-test was 128.16 and post-test was 143.42 and the t-value 16.92. It showed that there was a significant difference between the pre-test and post-test scores Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package

Academic Achievement

As a part of finding the difference between pre-test and post-test scores on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package, the mean value of pre-test was 15.21 and post-test was 20.81 and the t-value was 17.86. It showed that there was a significant difference between the pre-test and post-test scores Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package

To Compare the adjusted post-test scores in Psychological Wellbeing, Stress Management and Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package and with that of Secondary School Students taught by Conventional Method for Total Sample

Psychological Wellbeing

At the time of comparing the adjusted post test scores on Psychological Wellbeing, the F value of group effect was 248.06, partial eta square value was 0.703 and t-value between post-test and adjusted post-test was 15.78. These values showed

that there was significant difference in adjusted post-test scores on experimental group and control group.

Stress Management

At the time of comparing the adjusted post test scores on Stress Management, the F value of group effect was 239.8, partial eta square value was 0.757 and t-value between post-test and adjusted post-test was 15.49. These values showed that there was significant difference in adjusted post-test scores on experimental group and control group

Academic Achievement

At the time of comparing the adjusted post test scores on Academic Achievement the F value of group effect was 333.12, partial eta square value was 0.782 and t-value between post-test and adjusted post-test was 8.62. These values showed that there was significant difference in adjusted post-test scores on experimental group and control group

To Compare the retention on Psychological Wellbeing, Stress Management and Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package and with that of Secondary School Students taught using conventional method for total sampling

Psychological wellbeing (Experimental Group)

At the time of comparing the retention on Psychological wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching

Package, the mean value of post-test was 148.67 and delayed post-test was 148.63. The t-value of it was 0.145. It showed that there was no significant difference between the post-test and delayed post-test scores on psychological wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package

Psychological wellbeing (Control Group)

At the time of comparing the retention on Psychological wellbeing of Secondary School Students taught using Conventional, the mean value of post-test was 125.48 and delayed post-test was 121.02. The t-value of it was 2.936. It showed that there was a significant difference between the post-test and delayed post-test scores on psychological wellbeing of Secondary School Students taught using conventional method

Stress Management (Experimental Group)

At the time of comparing the retention on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package, the mean value of post-test was 143.42 and the mean value of delayed post-test was 143.92. The t-value of it was 1.13. It showed that there was no significant difference between the post-test and delayed post-test scores on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package

Stress Management (Control Group)

At the time of comparing the retention on Stress Management of Secondary School Students taught using Conventional method, the mean value of post-test was

128.19 and the mean value of delayed post-test was 121.38. The t-value of it was 3.621. It showed that there was a significant difference between the post-test and delayed post-test scores on Stress Management of Secondary School Students taught using conventional method

Academic Achievement (Experimental Group)

At the time of comparing the retention on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package, the mean value of post-test was 20.81 and the mean values of delayed post-test was 20.85. The t-value of it was 0.76. It showed that there was no significant difference between the post-test and delayed post-test scores on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package

Academic Achievement (Control Group)

At the time of comparing the retention on Academic Achievement of Secondary School Students taught using Conventional method, the mean value of post-test was 15.18 and the mean value of delayed post-test was 13.32. The t-value of it was 4.38. It showed that there was a significant difference between the post-test and delayed post-test scores on Academic Achievement of Secondary School Students taught using conventional method.

The above analysis revealed that:

- In the experimental group, post-test mean score of psychological wellbeing was greater than that of control group; in the experimental group, post-test

scores of stress management was greater than that of control group and in the experimental group, post-test score of academic achievement was greater than that of control group. It sheds light on the effects of Art Integrated Social Science Teaching Package on enhancing Psychological wellbeing among secondary school students

- In the Experimental group, post-test scores of Psychological Wellbeing was greater than that of pre-test, In the experimental group, post-test scores of Stress Management was greater than that of pre-test and In the experimental group, post-test scores of Academic Achievement was greater than that of pretest. It throws light on the effects of Art Integrated Social Science Teaching Package on enhancing Psychological wellbeing among secondary school students
- There was a significant difference among the gain score analysis of Psychological Wellbeing, Stress Management and Academic Achievement among Secondary school Students. That is, gain score of experimental group was greater than the gain score of control group. It throws light on the effects of Art Integrated Social Science Teaching Package on enhancing Psychological wellbeing among secondary school students
- In the control group, post-test scores of Psychological Wellbeing was less than that of pre-test, in the control group, post-test scores of Stress Management was less than that of pre-test and in the control group post-test scores of Academic Achievement was less than that of pretest. It proves that the conventional method of teaching has no effect for enhancing Psychological

Wellbeing, Stress Management and Academic Achievement among secondary school students

- To Compare the adjusted post-test scores in Psychological Wellbeing, Stress Management and Academic Achievement, higher adjusted mean scores in experimental group after treatment showed that the effect of Art Integrated Social Science Package for developing the above mentioned variables.
- In the case of delayed post-test analysis, in experimental group there was no significant difference among post-test and delayed post-test among variables like Psychological wellbeing, Stress Management and Academic Achievement. On the other hand, in Control group there was a significant difference between post-test and delayed post-test among variables like Psychological wellbeing, Stress Management and Academic Achievement.

Tenability of Hypotheses

1. The first Hypothesis stated that, there exists a significant difference in the Psychological Wellbeing of Secondary School students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using Conventional Method for the total sample’.

The present hypothesis was converted into a Null Hypothesis for the purpose of statistical analysis. The Null Hypothesis was stated that, there exists no significant difference in the Psychological Wellbeing of Secondary School students taught using Art Integrated Social Science Teaching Package and with that of Secondary School Students taught using Conventional Method for the total sample’.

The hypothesis was tested through three stages: Comparison of Pre-test Scores, Comparison of Post-test Scores, and Comparison of Gain Scores between Art Integrated Social Science Teaching Package taught class room (Experimental) and Conventional teaching method classroom (control groups.)

From the first stage analysis of data, it was found that in the pre-test scores of the experimental group (Mean = 125.41) and the control group (Mean = 125.32) had almost identical levels of Psychological Wellbeing. The calculated t-value was 0.191, which was not significant at the 0.05 level. This indicates that there was no significant difference in the Psychological Wellbeing of students between the two groups before the intervention. Thus, in the case of pre-test score comparison, the Null Hypothesis was accepted and Hypothesis I was not substantiated.

However, the post-test score analysis revealed a statistically significant difference between the two groups. The experimental group (Mean = 148.67) scored considerably higher than the control group (Mean = 125.48), with a t-value of 11.7, which was significant at the 0.01 level.

Further, the gain score analysis also showed a significant difference. The experimental group had a mean gain score of 7.51, compared to 0.65 in the control group, with a t-value of 7.26, which was again significant at the 0.01 level. These findings clearly indicate that students taught using the Art Integrated Social Science Teaching Package experienced significant improvement in Psychological Wellbeing compared to those taught using the conventional method.

Thus, Hypothesis I was not substantiated in the case of pre-test score comparison but was fully substantiated in the case of post-test score and gain score comparisons. Therefore, the Null Hypothesis was rejected in two cases and accepted in one, and Hypothesis I is partially substantiated and accepted based on the post-intervention outcomes.

2. The second Hypothesis stated that there exists a significant difference in the Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using Conventional Method for the total sample,

The present hypothesis was converted into a Null Hypothesis for the purpose of statistical analysis. The Null Hypothesis stated that there exists no significant difference in the Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method.”

The hypothesis was tested through three stages: Comparison of Pre-test Scores, Comparison of Post-test Scores, and Comparison of Gain Scores between Art Integrated Social Science Teaching Package taught in the class room (Experimental) and Conventional teaching method in classroom (control groups.)

From the analysis of data, it was found that in the pre-test scores, the experimental group (Mean = 128.16) and the control group (Mean = 128.10) showed very similar levels of stress management. The calculated t-value was 0.168, which was not significant at the 0.05 level. This indicates that there was no significant

difference in Stress Management levels between the two groups prior to the intervention. So, the Null Hypothesis is accepted. Thus, Hypothesis II was not substantiated in the case of pre-test score comparison. However, the post-test score comparison revealed a statistically significant difference between the groups. The experimental group (Mean = 143.42) scored much higher than the control group (Mean = 128.19), and the t-value was 14.07, which was significant at the 0.01 level. In addition, the gain score analysis showed a substantial improvement for the experimental group, with a mean gain score of 10.31 compared to 0.34 for the control group. The t-value was 15.34, which was also highly significant at the 0.01 level.

Based on the results, it was concluded that Hypothesis II was not substantiated in the case of pre-test score comparison, but was fully substantiated in the case of post-test and gain score comparisons. Therefore, the Null Hypothesis was accepted in one case and rejected in two, and Hypothesis II is partially substantiated and accepted based on the post-intervention data.

3. The third Hypothesis stated that there exists a significant difference in the Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package with that of Secondary School Students taught using Conventional Method for the total sample. The present hypothesis was converted into a Null Hypothesis for the purpose of statistical analysis.

The Null Hypothesis was stated that there exists no significant difference in the Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method.

The hypothesis was tested through three stages: Comparison of Pre-test Scores, Comparison of Post-test Scores, and Comparison of Gain Scores between Art Integrated Social Science Teaching Package taught in the Experimental group and Conventional teaching method in the control group.

From the analysis of data, it was found that the pre-test scores of the experimental group (Mean = 15.21) and the control group (Mean = 15.20) were almost the same. The calculated t-value was 0.168, which was not significant at the 0.05 level. This suggested that both groups had similar levels of academic achievement before the intervention.

Therefore, in the case of pre-test score comparison, the Null Hypothesis was accepted, and Hypothesis III was not substantiated

However, the post-test scores indicated a significant improvement for the experimental group. The experimental group mean score was 20.81, control group mean score was 15.18 and the t-value between them was 17.07. It revealed highly significant difference at the 0.01 level.

In the gain score analysis, the experimental group had a mean gain score of 7.60, compared to just 0.0909 in the control group. The t-value for this comparison was 16.57, which was also highly significant at the 0.01 level. The analysis clearly shows that there was no significant difference between the groups at the pre-test stage, but significant differences were observed in both post-test scores and gain scores, with the experimental group outperforming the control group.

Hence, Hypothesis III was not substantiated in the case of pre-test score comparison, but was fully substantiated in the case of post-test and gain score comparisons. Therefore, the Null Hypothesis was accepted in one instance and rejected in two cases, and Hypothesis III is partially substantiated and accepted.

4. The fourth Hypothesis stated that there exists a significant difference in the pre-test and post-test scores on Psychological Wellbeing of Secondary School Students taught using Conventional Method.

The Null Hypothesis stated that there exists no significant difference in the pre-test and post-test scores on Psychological Wellbeing of Secondary School Students taught using Conventional Method. The obtained t-value was 0.84, which is not significant. This indicates that there was no significant improvement in psychological wellbeing due to conventional teaching. **Hence, Null Hypothesis was accepted and Hypothesis IV was not substantiated.**

5. The fifth Hypothesis stated that there exists a significant difference in the pre-test and post-test scores on Stress Management of Secondary School Students taught using Conventional Method’.

The Null Hypothesis was that there exists no significant difference in the pre-test and post-test scores on Stress Management of Secondary School Students taught using Conventional Method. The analysis revealed a t-value of 1.53, which is not significant. **Therefore, Null Hypothesis was accepted, and Hypothesis V was not substantiated.**

6. The sixth Hypothesis stated that there exists a significant difference in the pre-test and post-test scores on Academic Achievement of Secondary School Students taught using Conventional Method.

The Null Hypothesis stated that there exists no significant difference in the pre-test and post-test scores on Academic Achievement of Secondary School Students taught using Conventional Method. The obtained t-value between pre-test and post-test mean score was 0.563. It was found that the difference between pre-test and post-test scores was not statistically significant. Thus, **Null Hypothesis was accepted, and Hypothesis VI was not substantiated.**

7. The seventh Hypothesis stated that there exists a significant difference in the pre-test and post-test scores on Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package’.

The Null Hypothesis was that there exists no significant difference in the pre-test and post-test scores on Psychological Wellbeing of Secondary School Students taught using Art Integrated Social Science Teaching Package. The t-value was 13.76, which is statistically significant. **Hence the Null Hypothesis was rejected and the Hypothesis VII was substantiated and accepted.**

8. The eighth Hypothesis stated that there exists a significant difference in the pre-test and post-test scores on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package’.

The Null Hypothesis was that there exists no significant difference in the pre-test and post-test scores on Stress Management of Secondary School Students taught

using Art Integrated Social Science Teaching Package. The mean score of pre-test was 128.16 and that of post-test was 143.42. The t-value 16.92 revealed that there was a significant difference in pre-test and post-test scores on Stress Management of Secondary School Students taught using Art Integrated Social Science Teaching Package. **Hence, the Null Hypothesis was rejected, and the Hypothesis VIII was substantiated and accepted.**

9. The ninth Hypothesis stated that there exists a significant difference in the pre-test and post-test scores on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package

The Null Hypothesis was that there exists no significant difference in the pre-test and post-test scores on Academic Achievement of Secondary School Students taught using Art Integrated Social Science Teaching Package. The analysis revealed a t-value of 17.86, which is significant. **Thus, Null Hypothesis was rejected, and Hypothesis IX was substantiated and accepted.**

10. The tenth Hypothesis stated that there exists a significant difference in the adjusted post-test scores in Psychological Wellbeing between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method.

The Null Hypothesis was that there exists no significant difference in the adjusted post-test scores in Psychological Wellbeing between the two groups.

The ANCOVA results showed that F-value of 248.6, was significant at 0.01 level. **Hence, Null Hypothesis was rejected, and Hypothesis X was fully substantiated and accepted.**

11. The eleventh Hypothesis stated that there exists a significant difference in the adjusted post-test scores in Stress Management between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method

The Null Hypothesis was that there exists no significant difference in the adjusted post-test scores in Stress Management between the two groups. The ANCOVA result yielded a significant F-value of 239.8. **Thus, Null Hypothesis was rejected and Hypothesis XI was substantiated and accepted.**

12. The twelfth Hypothesis stated that there exists a significant difference in the adjusted post-test scores in Academic Achievement between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method’.

The Null Hypothesis was that there exists no significant difference in the adjusted post-test scores in Academic Achievement between the two groups. The ANCOVA analysis gave an F-value of 333.12, which was highly significant. Therefore, **Null Hypothesis was rejected, and Hypothesis XII was substantiated and accepted.**

13. The thirteenth Hypothesis stated that there exists a significant difference in the retention in Psychological Wellbeing between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method.

The Null Hypothesis was: There exists no significant difference in the retention of Psychological Wellbeing between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method. The hypothesis was tested through two stages: Comparison of post-test score and delayed post-test score in experimental group and Comparison of post-test score and delayed post-test score in control group.

The t-value 0.145 of the comparison of post-test scores from the delayed post-test analysis in experimental group showed that there was no significant difference found in the experimental group scores over time, indicating high retention. whereas, in the control group, the t-value is 5.936. It showed a significant difference between post-test and delayed post-test. **Hence, the Null Hypothesis was accepted and Hypothesis XIII was not substantiated in the case of experimental group, and the Null Hypothesis was rejected and Hypothesis XIII was substantiated in the case of control group,**

14. The fourteenth Hypothesis stated that there exists a significant difference in the retention in Stress Management between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method.

The Null Hypothesis was that there exists no significant difference in the retention of Stress Management between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method. The hypothesis was tested through two stages: Comparison of post-test score and delayed post-test score in experimental group and Comparison of post-test score and delayed post-test score in control group

The experimental group maintained their stress management levels (t-value 1.13), while the control group declined significantly (t -value 3.621). **Therefore, Null Hypothesis was accepted in the case of experimental group and Hypothesis XIV was not substantiated in the case of experimental group. On the other hand, Null Hypothesis was rejected and Hypothesis XIV was substantiated in the case of control group.**

15. The fifteenth Hypothesis stated that there exists a significant difference in the retention in Academic Achievement between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method’.

The Null Hypothesis was that there exists no significant difference in the retention of Academic Achievement between students taught using Art Integrated Social Science Teaching Package and those taught using Conventional Method. The hypothesis was tested through two stages: Comparison of post-test score and delayed post-test score in experimental group and Comparison of post-test score and delayed post-test score in control group. The delayed post-test results showed stable scores (t value 0.76) in the experimental group but a significant drop in the control group (t =

4.38). Therefore, Null Hypothesis was accepted in the case of experimental group and Hypothesis XV was not substantiated in the case of experimental group. Null Hypothesis was rejected and Hypothesis XV was substantiated in the case of control group.

Conclusion

The present study was undertaken to examine the impact of a structured intervention on psychological wellbeing, stress management and academic achievement among secondary school students. A pre-test and post-test experimental group and control group design was adopted to assess changes in psychological wellbeing, stress management and academic achievement resulting from the intervention. Prior to the intervention, statistical analysis revealed no significant difference in the mean pre-test scores on psychological wellbeing, stress management and academic achievement between the control group and experimental group, indicating that both groups were comparable at the baseline level.

After the implementation of Art Integrated Social Science Teaching Package on Experimental group and Conventional method classroom teaching on control group, post -test data were analyzed and found the significance of the effectiveness of Art Integrated Social Science Teaching Package enhancing Psychological Wellbeing, Stress Management and Academic Achievement among secondary school students. The study revealed that Art Integrated Social Science Teaching Package helps more to enhance Psychological Wellbeing, Stress Management and Academic Achievement than conventional method of classroom teaching.

It will be useful for educators, curriculum developers, policy makers and teachers.

Suggestions for Carrying out Further Research

- In the future research project, can expand the study through population, the sample size, and different strata, different socio-economic cultural and geographical background. It will help to evaluate the impact of the instructional package such as Art Integrated Social Science Teaching Package in different population and different strata of samples
- In future study the population area can expanded to different states in India, and worldwide. It helps the detailed analysis of the effect of instructional package with respect to different cultures in different states in India and different countries.
- The study can conduct through longitudinal approach will help to assess the long-term effect of the instructional package
- In the future study can integrate qualitative and quantitative methods for conducting the study. It will help the deeper understanding of the learners growth and growth of psychological wellbeing and stress management
- In future, the study can included other psychological variables like emotional regulation, achievement motivation, resilience, self-esteem, test anxiety. It will help an holistic understanding of students' mental health.

- Future study can include the comparison of multiple intervention of instructional strategies like yoga integrated education method, cognitive therapy, happiness curriculum design will help the develop the scope of the study.
- **Inclusion of Teachers and Parents:** Future research may explore the role of teachers and parents in reinforcing intervention strategies. Parental involvement and teacher feedback can significantly influence the effectiveness and sustainability of wellbeing programs.
- **Integration with Academic Achievement and Behavioral Outcomes:** Studies may also examine the relationship between psychological wellbeing and academic performance, classroom behavior, attendance, or peer relationships, thereby linking emotional development to broader educational outcomes.
- **Technology-Based Interventions:** With the growing role of digital learning, researchers could design and test mobile applications, online platforms, or gamified modules focused on enhancing students' psychological wellbeing.
- **Policy-Oriented Research:** Further studies can inform educational policymakers by evaluating the feasibility, scalability, and cost-effectiveness of implementing wellbeing programs in school curricula at regional or national levels.

CHAPTER VI

GENERALISATIONS AND RECOMMENDATIONS

- Overview of the Research
- Educational implications of the present research
- Generalisations and Recommendations

Introduction

Adolescence represents a critical transitional phase between childhood and adulthood. During this period, individuals encounter various challenges, including stress and dilemmas. Adolescents strive to cultivate self-expression, independent thinking, and goal orientation. Additionally, they develop the capacity for peer affiliation and learn to navigate the expectations of family, society, and educational institutions. This stage is characterized by heightened creativity and critical thinking, fostering new experimentation and learning within both curricular and extracurricular activities. Thus, adolescence is not solely a period of stress and challenges but also a phase of developing innovative approaches to action, thought, and learning.

Adolescent learners frequently encounter various psychological challenges, including diminished well-being, inadequate emotional regulation, poor stress management, and insufficient mental health and hygiene. Psychological well-being refers to an individual's state of feeling good, functioning effectively, possessing the capacity to cope with life's challenges, and experiencing happiness. The fundamental causes of adolescents' issues, such as suicidal tendencies, impaired cognitive and physical functioning, and loneliness, can be attributed to a lack of psychological well-being. This deficiency adversely impacts achievements such as self-expression,

independent thinking, goal orientation, environmental mastery, and positive relationships with others.

The lack of effective stress management represents a significant challenge for adolescents. This issue pertains to individuals' inability to adequately control psychological difficulties arising from daily life activities. It also reflects the absence of resilience in coping with psychological issues. Ineffective stress management can lead to depression, diminished concentration in both educational and daily activities, sleep disturbances, and substance abuse. Furthermore, it may result in serious health complications, such as hypertension and cardiovascular disease.

In addition to psychological challenges, adolescent learners frequently encounter difficulties in academic achievement. Factors contributing to poor academic performance include a lack of interest in learning activities, socio-economic conditions, issues within the classroom teaching-learning process, and unhealthy competition. These factors can adversely impact goal orientation and professional success. The root causes of these psychological and academic issues often stem from inadequate treatment both in school and at home. Within the educational context, various strategies exist to foster mental health among learners, such as promoting co-curricular activities, encouraging social interaction, implementing process-oriented classroom teaching, and integrating techniques like art, sports, yoga, and theater into teaching programs to facilitate a peaceful learning environment. The Art Integrated Social Science Teaching Package, in particular, has been shown to enhance psychological well-being, stress management, and academic achievement among secondary school learners.

Overview of Research

The present study aims to develop and validate an Art Integrated Social Science Teaching Package and assess its impact on enhancing psychological well-being, stress management, and academic achievement among secondary school students in Kerala. To conduct this study, the investigator employed a non-equivalent pre-test, post-test control group experimental design. Initially, the researcher analyzed various art forms and the eighth standard SCERT Kerala social science textbook to develop the Art Integrated Social Science Teaching Package. The ADDIE model was utilized in the preparation of this package. In developing the package, the researcher conducted a needs analysis among secondary school students and high school social science teachers, designed the model, developed the model, and implemented and evaluated it according to the principles of the ADDIE model.

To conduct a needs analysis for the development of the Art Integrated Social Science Teaching Package, a sample consisting of 100 secondary school students and 30 high school social science teachers was selected. During the implementation phase of the sample tryout, the researcher selected 28 secondary school students as the sample. Additionally, secondary school students and 30 high school social science teachers were chosen to provide feedback for the development of the Art Integrated Social Science Teaching Package. Furthermore, the researcher selected a sample of 400 secondary school students to standardize the Social Science Awareness Test, Psychological Wellbeing Scale, Stress Management Scale, and Social Science Achievement Test.

To assess the homogeneity of the sample, the investigator evaluated the intelligence of the learners using the Raven Progressive Matrices, their awareness of social science through the Social Science Awareness Test (developed by Aji Narayanan K. K. and Seema Menon K. P.), and their performance in the first-term quarterly examination in social science under the Kerala Public Examination System. The selected sample exhibited an average intellectual capacity, scoring between 37 and 43 on the Raven Progressive Matrices, 25 to 30 marks on the Social Science Awareness Test, and 25 to 30 marks in the first-term quarterly examination. The researcher selected 45 eighth-grade students from the Kerala Public Education System for both the experimental and control groups.

Tool of the study were Art Integrated Social Science Teaching Package (Prepared and validated by K.K. Aji Narayanan & K.P. Seema Menon), Psychological Wellbeing Scale (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon), Stress Management Scale (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon), Social Science Achievement Test (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon), Social Science Awareness Test (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon), Need Analysis Questionnaire for Teachers (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon), Need Analysis Questionnaire for Students (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon), Evaluation Performa for Art Integrated Social Science Teaching Package for Students (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon), Evaluation Performa for Art Integrated Social Science Teaching Package for Teachers (Prepared and validated by K.K. Aji

Narayanan & K.P., Seema Menon), Validation Criteria for validation of the Art Integrated Social Science Teaching Package (Prepared and validated by K.K. Aji Narayanan & K.P., Seema Menon)

Descriptive statistics like mean, median, mode, skewness, kurtosis and standard deviation, and Inferential Statistics like Test of significance of difference between means (Independent t-test) and Paired t test and ANCOVA were used for this study. The results of the study showed that Art Integrated Social Science Teaching Package has significantly enhanced Psychological Wellbeing, Stress Management and Academic Achievement among Secondary school students.

Educational Implications of the Present Research

The present study aimed to develop and validate an Art Integrated Social Science Teaching Package and to evaluate its impact on enhancing psychological well-being, stress management, and academic achievement. The package was grounded in Kolb's Experiential Learning Cycle. In developing this experiential learning model, the researcher incorporated various art forms, including drama, music, dance, puppetry, writing, and painting. This instructional package not only addressed cognitive skills but also fostered emotional and social skills. The findings of the study highlighted that the Art Integrated Social Science Teaching Package significantly contributed to the enhancement of psychological well-being, stress management, and academic achievement among secondary school students. Furthermore, this pedagogical approach facilitated the development of a new learning ecosystem within classrooms. The educational implications of this study are outlined below.

Secondary School Teachers

The findings of the present study indicate that the Art Integrated Social Science Teaching Package has significant implications for secondary school educators. This instructional package introduces art integration techniques to teachers, facilitating the incorporation of various art forms into classroom instruction, thereby promoting a more holistic teaching and learning process. It contributes to the enhancement of both academic achievement and mental health among students. Consequently, the implications of this study support secondary school teachers in implementing art-integrated pedagogy within the teaching and learning process.

Secondary School Curriculum

The findings of the study suggest that a curriculum based on Art Integrated Pedagogy has the potential to enhance psychological well-being, stress management, academic achievement, emotional regulation, and overall mental health among learners. Transforming the existing curriculum to incorporate art integrated pedagogy could foster the development of both the emotional and cognitive domains of learners, while also facilitating the acquisition of 21st-century skills. It is recommended that curriculum authorities consider the inclusion of art integrated methods, along with assessment rubrics for evaluating creativity, and teacher training modules focused on art integrated education. These measures are likely to enhance learners' emotional skills and their capacity for self-expression.

Educational Administrators and Other Stakeholders

The findings of the study underscore the necessity for educational administrators, including school principals, managers, and other relevant authorities, to acknowledge the impact of art-integrated teaching and learning programs. The study elucidates the significance of orienting art-integrated teaching and learning through capacity-building programs, adequate resource allocation, and flexible scheduling. School authorities are encouraged to organize school-wide art-integrated workshops and other orientation programs, as well as to allocate budgets to facilitate the effective implementation of art-integrated pedagogy within the educational context. Furthermore, stakeholders such as parents, alumni, and members of the School Resource Group (SRG) can participate in activities aimed at enhancing mental health programs.

Teacher Education Program

The study highlights the importance of incorporating art-integrated pedagogical methods into the teacher education curriculum. Prospective teachers should be equipped with the skills to design art-integrated, creativity-enhanced, and holistic learning processes. Teacher education institutions are advised to conduct workshops on art-integrated education, theater education, and other forms of holistic integrated education. The study also emphasizes the importance of psychological well-being and stress management. To this end, institutions may organize mental literacy programs, workshops for guidance and counseling, and discussions addressing adolescent issues. Additionally, institutions are encouraged to promote action research and case studies focused on art-integrated pedagogy.

Generalizations and Recommendations

Generalizations of the study

The present study demonstrates that the Art Integrated Social Science Teaching Package significantly enhances the psychological well-being of secondary school students. This finding is supported by several studies. The research conducted by Hussein, Sachit, and Essa (2025) and Padmakumari Sarada (2024) identified a positive correlation between art-integrated education and the emotional well-being of primary school students. Similarly, studies by Ye, Li, and Zhang (2025), Fang and Chen (2025), Liu (2024), and Jiang (2024) explored the relationship between aesthetic interventions and psychological well-being among learners, concluding that music-integrated education positively impacts students' psychological well-being. Furthermore, Indian studies by Gunathilake (2024), Ganesh et al. (2024), Sehrawat (2025), and Siluvai et al. (2023) examined the role of art education in the psychological well-being of upper primary social studies learners, finding a significant correlation between the two. In light of these studies, the present study's results suggest that the art-integrated social science teaching package effectively enhances the psychological well-being of secondary school students.

In the context of stress management, the present study has demonstrated that the Art Integrated Social Science Teaching Package effectively enhances stress management among secondary school students. Lawrence et al. (2025) and Grugan et al. (2025) have underscored the relationship between art-integrated disciplines and stress management among university students, identifying a positive correlation. Similarly, Elliott et al. (2024) and Owusu et al. (2024) have emphasized the strong

association between aesthetic education and effective stress management in elementary school students. Furthermore, research by Gázquez Linares et al. (2022), Podiya et al. (2025), and Sahu & Anju Bala (2025) has revealed that art-integrated education can alleviate stress and burnout symptoms in university students. Additionally, Li et al. (2024) and Chatterjee et al. (2025) have identified that yoga and game-based aesthetic education contribute to the development of adequate stress management skills among secondary school learners. Consequently, the present study concludes that stress can be systematically managed through the Art Integrated Social Science Teaching Package.

In terms of academic achievement, the current study has demonstrated that the Art Integrated Social Science Teaching Package effectively enhances academic achievement in social science among secondary school students. Zen et al. (2025) and Elpisah & Hartini (2025) have indicated that drama and art-integrated classroom techniques, jigsaw methods, and cooperative learning methods significantly impact the academic achievement of social science among elementary school students. Chanpokin & Lomarda (2025) have argued that the influence of film and media positively affects the academic achievement of social science among elementary school students. Ekpoto et al. (2021), Sharma (2020), and Akpama et al. (2025) have highlighted the impact of role-play-based classroom techniques, which significantly affect the academic achievement of social science among secondary school students. Therefore, the present study concludes that the Art Integrated Social Science Teaching Package enhances academic achievement..

Recommendation of the Study

For Classroom Practice

It is recommended that social science educators at the secondary school level incorporate art-integrated teaching strategies into the regular classroom teaching-learning process. Employing art-integrated activities such as drawing, role-play, storytelling, music, and creative projects can enhance students' psychological well-being, assist in effective stress management, and improve academic performance.

For Curriculum Development

Curriculum planners and textbook developers are encouraged to incorporate art-integrated pedagogy within the social science curriculum. The development of structured teaching packages that seamlessly integrate artistic activities with academic content can enhance the learning experience, making it more engaging, meaningful, and learner-centered..

For Teacher Training and Professional Development

Teacher training programs, both pre-service and in-service, should incorporate modules on art-integrated pedagogy. Workshops and orientation sessions can equip educators with the practical skills necessary to design and implement art-based activities that enhance students' emotional well-being and academic performance.

For School Administration

School administrators should promote the adoption of art-integrated teaching by ensuring the provision of sufficient resources, time, and a conducive environment. Facilitating interdisciplinary collaboration between art educators and social science instructors may further enhance the efficacy of this pedagogical approach.

For Student Well-Being Programmes

Schools may integrate art-based learning strategies into existing student well-being and stress management programs. Such approaches can function as preventive and promotive measures to cultivate a positive school climate and support the holistic development of students.

For Policy Makers

At the policy level, the Art Integrated Social Science Teaching Package can be institutionalized as a core pedagogical approach within the school curriculum to promote cooperative learning, collaborative engagement, creativity, and critical thinking among learners. These competencies are essential for achieving 21st-century educational goals such as problem-solving, communication, and innovation, and align with global priorities including Sustainable Development Goal 4 advocated by UNESCO. The study results clearly highlight that this package effectively addresses key limitations of the present educational scenario by transforming passive, teacher-centered instruction into active, participatory, and meaningful learning experiences.

Therefore, this instructional package may be incorporated into curriculum policies as a practical solution to overcome these challenges.

The study also draws attention to the increasing concerns related to the psychological wellbeing of students in the current educational context. The Art Integrated Social Science Teaching Package significantly contributes to the development of positive relationships, coping strategies, environmental mastery, goal orientation, and overall happiness among learners. The results clearly indicate that the package serves as an effective response to the prevailing psychological challenges among students, highlighting its relevance in addressing current issues within the educational system. In this regard, the inclusion of this instructional package within educational policy frameworks can help address the growing psychological needs of learners.

In addition, the study identifies the lack of sufficient stress management skills among students as a major concern in the present scenario. The Art Integrated Social Science Teaching Package incorporates practices such as yoga, breathing techniques, and art-based activities, which help learners develop emotional regulation, resilience, and effective coping mechanisms. The findings clearly demonstrate that such integrative strategies provide a practical and sustainable solution to the increasing stress levels among students. Hence, the adoption of this instructional package at the policy level can serve as an effective measure to address stress-related challenges in the school environment.

Finally, the study critically points out that the current assessment system is largely concentrated on lower levels of the cognitive domain, particularly remembering and understanding, which limits the development of essential 21st-century skills. In contrast, the Art Integrated Social Science Teaching Package enhances higher-order academic achievement by promoting skills such as analysing, evaluating, creating, and problem-solving. The study results clearly establish that this package addresses the limitations of existing evaluation practices and supports meaningful, deep learning..

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APPENDICES

APPENDIX I

NEED ANALYSIS QUESTIONNAIRE FOR ART INTEGRATED SOCIAL SCIENCE TEACHING PACKAGE FOR SCEONDARY SCHOOL STUDENTS

Dear friends,

This is a questionnaire designed for a research purpose. You are not required to provide any personal identifying information. Please read the instructions given below carefully and respond to the questions based on how they relate to your personal life experiences.

Instructions:

- Indicate your **opinions** by putting a **tick mark** (✓) in the appropriate column.
- You must record your opinion for **every statements** (from 1 to 25).
- Maximum time 30 minutes

No.	Statements	Yes	No
1)	Have you ever expressed your classroom emotions through drawing, painting, or music to understand your feelings better?		
2)	Do you think learning becomes more enjoyable when your creative talents, like drawing, storytelling, or performing, are included in lessons		
3)	Have you used any form of art like, clay modeling, or dance, to calm down when you're upset in class?		
4)	Have you ever tried to use role-play, skits, or visual posters to express your questions or clarify doubts creatively?		
5)	Do you enjoy participating in classroom activities when they involve art, such as musical games, or storytelling through puppets?		
6)	Have you used your artistic skills, like poetry or dance, to inspire emotional strength and positivity among your classmates?		
7)	Have you experienced lessons where subjects like science or Social science were taught through songs, painting, or theater		
8)	Do you believe that using art forms like music, drawing, or acting can help you understand lessons more deeply?		

Appendix

No.	Statements	Yes	No
9)	Have you ever explored the meaning of learning content through artistic expression like music, recitation, or drama?		
10)	Have you experienced how teachers use art forms like role- play, storytelling, or expressive art to demonstrate emotional maturity while managing the classroom?		
11)	Has your teacher ever guided you in controlling emotions through activities like expressive drawing, emotional storytelling, or music sessions?		
12)	Have art-based learning tasks—like journaling, drawing emotions, or dramatic expression—helped you become stress management in daily life?		
13)	Have you noticed your teacher using creative arts like music, dance, or visual art to model calm, patience, and emotional awareness in class?		
14)	Has your teacher ever used inspirational poems, songs, or stories as creative tools to motivate and uplift your inner potential?		
15)	Has your teacher encouraged you to showcase your talents—like painting, acting, singing, or poetry—in classroom learning activities?		
16)	Does your classroom use activities like collaborative art projects, group mural painting, or storytelling to build a sense of love and compassion among students?		
17)	Are there opportunities in your classroom to engage in art activities like drawing, music or dramatization of stories that support inner reflection and psychological wellness ?		
18)	Have you used digital tools—like virtual art apps, animated stories, or online music—to experience emotional calmness and psychological wellness in your learning process?		
19)	Does your classroom use creative techniques such as emotional art journaling, expressive dance, guided music visualization, or role-playing to help you recognize and train your emotions effectively?		

No.	Statements	Yes	No
20)	Have you ever created or participated in art activities like painting, music, or drama that helped you feel more connected, loving, and compassionate toward your classmates?		
21)	Does your classroom include creative practices like drawing, storytelling to support stress management		
22)	Does your classroom use activities like collaborative art projects, group mural painting, or storytelling to build a sense of love and compassion among students		
23)	Are there opportunities in your classroom to engage in art activities like drawing, musical, or dramatization of scripture stories that support inner reflection and learning?		
24)	Have you used digital tools—like virtual art apps, animated stories, or online music—to experience stress management and happiness in your learning process		
25)	Does your classroom use creative techniques such as dance, guided music visualization, or role-playing to help you recognize and train your stress management effectively		

APPENDIX II

NEED ANALYSIS QUESTIONNAIRE FOR ART INTEGRATED SOCIAL SCIENCE TEACHING PACKAGE FOR SECONDARY SCHOOL STUDENTS

സുഹൃത്തുക്കളേ,

ഇത് ഇത് ഒരു ഗവേഷണപ്രേരണനത്തിനായി തയ്യാറാക്കിയ ചോദ്യാവലിയാണ്. നിങ്ങളുടെ വ്യക്തിഗത വിവരങ്ങൾ ഇവിടെ നൽകേണ്ട ആവിശ്യമില്ല. താഴെ കൊടുത്തിരിക്കുന്ന ചോദ്യങ്ങൾക്ക് അനുയോജ്യമായ രീതിയിൽ ശരി തെറ്റ് എന്നിവ രേഖപ്പെടുത്തി നിങ്ങളുടെ അഭിപ്രായം വെളിപ്പെടുത്തുക.

നിർദ്ദേശങ്ങൾ

- എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം അനുയോജ്യമായ കോളത്തിൽ "ടിക്ക്" മാർക്ക് രൂപത്തിൽ രേഖപ്പെടുത്തണം
- ഒരേ ചോദ്യത്തിന് രണ്ടു ഉത്തരം രേഖപ്പെടുത്തരുത്
- പരമാവധി സമയം അരമണിക്കൂർ ആണ്
-

ക്രമ നമ്പർ	ചോദ്യം	ഉണ്ട്	ഇല്ല
1.	ചിത്രരചന, സംഗീതം തുടങ്ങിയ കലാരൂപങ്ങളിലൂടെ ക്ലാസ് റൂമിൽ നിങ്ങളുടെ മാനസികാവസ്ഥ പ്രകടിപ്പിക്കാൻ സാധിക്കാറുണ്ടോ		
2.	കഥപറച്ചിൽ, സംഗീതം, ചിത്രരചന, നാടകം തുടങ്ങിയ കലാരൂപങ്ങളിലൂടെ പടനാപ്രവർത്തനങ്ങൾ കൂടുതൽ രസകരമാക്കാൻ സാധിക്കും എന്ന വിശ്വാസമുണ്ടോ		
3.	നിങ്ങൾ മനോവിഷമത്തിലിരിക്കുമ്പോൾ സംഗീതം, ചിത്രരചന, നാടകം തുടങ്ങിയ കലാരൂപങ്ങളിലെ ഇടപെടൽ ഉന്മേഷവാനാക്കുന്നുണ്ടോ		
4.	സംഗീതം, ചിത്രരചന, നാടകം തുടങ്ങിയ കലാരൂപങ്ങളിലൂടെ ഉപയോഗം പാഠ്യഭാഗങ്ങളിലെ സംശയങ്ങളെ സർഗ്ഗപരമായി പരിഹരിക്കാൻ സാധിക്കുന്നുണ്ടോ		
5.	ക്ലാസ് റൂമിലെ പഠന പ്രവർത്തനങ്ങളിൽ സംഗീതം, ചിത്രരചന, നാടകം തുടങ്ങിയ കലാരൂപങ്ങൾ അവതരിക്കുമ്പോൾ നിഗൂഢ അതിൽ പങ്കാളികളാവാറുണ്ടോ		

ക്രമ നമ്പർ	ചോദ്യം	ഉണ്ട്	ഇല്ല
6.	നിങ്ങളുടെ സഹപാഠികളിൽ മാനസിക ശക്തിയും നല്ല ചിന്തയും പ്രചോദിപ്പിക്കാൻ, കവിതയോ നൃത്തമോ പോലുള്ള നിങ്ങളുടെ കലാപരമായ കഴിവുകൾ ക്ലാസ് മുറിയിൽ ഉപയോഗിക്കാറുണ്ടോ		
7.	ശാസ്ത്രം, സാമൂഹ്യശാസ്ത്രം പോലുള്ള വിഷയങ്ങൾ പഠിപ്പിക്കുന്നതിന് പാട്ടുകൾ, ചിത്രരചന, അല്ലെങ്കിൽ നാടകം എന്നിവയുടെ ഉപയോഗങ്ങൾ നിങ്ങൾക്ക് നല്ലതായി അനുഭവപ്പെട്ടിട്ടുണ്ടോ		
8.	സംഗീതം, ചിത്ര രചന, അഭിനയം പോലുള്ള കലാരൂപങ്ങൾ ഉപയോഗിക്കുന്നത് പാഠങ്ങൾ കൂടുതൽ ആഴത്തിൽ മനസ്സിലാക്കാൻ നിങ്ങളെ സഹായിക്കുമോ		
9.	സംഗീതം, നാടകം പോലുള്ള കലാപരമായ പ്രകടനങ്ങളിലൂടെ പാഠഭാഗം നല്ലരീതിയിൽ മനസ്സിലാക്കാൻ സാധിക്കുമോ		
10.	റോൾ-പ്ലേ, കഥപറച്ചിൽ, പോലുള്ള കലാരൂപങ്ങൾ ഉപയോഗിച്ച് ക്ലാസ്റൂം നിയന്ത്രിക്കുന്നതിനിടെ നിങ്ങളുടെ മാനസിക പക്വത കൈവരുന്നതായി അനുഭവപ്പെട്ടിട്ടുണ്ടോ		
11.	ചിത്രരചന, കഥപറച്ചിൽ, പോലുള്ള പ്രവർത്തനങ്ങളിലൂടെ വികാരങ്ങളെ നിയന്ത്രിക്കാൻ അധ്യാപകൻ നിർദ്ദേശിക്കാറുണ്ടോ		
12.	കലാധിഷ്ഠിത പഠന പ്രവർത്തനങ്ങളിലൂടെ ദൈനംദിന ജീവിതത്തിൽ സമ്മർദ്ദം കൈകാര്യം ചെയ്യുന്നതിൽ നിങ്ങൾക്ക് സഹായിച്ചിട്ടുണ്ടോ		
13.	ക്ലാസിൽ ശാന്തത, ക്ഷമ, എന്നിവ പ്രകടിപ്പിക്കാൻ നിങ്ങളുടെ അധ്യാപകൻ സംഗീതം, നൃത്തം, അല്ലെങ്കിൽ ദൃശ്യകലകൾ പോലുള്ള സൃഷ്ടിപരമായ കലാരൂപങ്ങൾ ഉപയോഗിക്കാറുണ്ടോ		
14.	നിങ്ങളുടെ കഴിവുകളെ പ്രേരിപ്പിക്കാനും ഉന്നമിപ്പിക്കാനും പ്രചോദനാത്മകമായ കവിതകൾ, പാട്ടുകൾ, അല്ലെങ്കിൽ കഥകൾ സൃഷ്ടിപരമായ രീതിയിൽ ക്ലാസ്സിൽ പഠന പ്രക്രിയ നടക്കാറുണ്ടോ ?		
15.	കലാപ്രവർത്തനങ്ങളിലെ കഴിവുകൾ ക്ലാസ്റൂം പഠന പ്രവർത്തനങ്ങളിൽ അവതരിപ്പിക്കാൻ അധ്യാപകൻ പ്രോത്സാഹിപ്പിക്കാറുണ്ടോ		

Appendix

ക്രമ നമ്പർ	ചോദ്യം	ഉണ്ട്	ഇല്ല
16.	സ്നേഹവും കരുണയും വളർത്തുന്നതിനായി വിവിധ കലാപദ്ധതികളായ ചിത്രരചന , കഥപറച്ചിൽ പോലുള്ള പ്രവർത്തനങ്ങൾ നിങ്ങളുടെ ക്ലാസ്റൂമിൽ ഉപയോഗിക്കുന്നുണ്ടോ.		
17.	ആന്തരിക വികസനത്തിനും മാനസിക ആരോഗ്യത്തിനും പിന്തുണ നൽകുന്ന ചിത്രരചന, സംഗീതം , കഥകളുടെ നാടകാവതരണം പോലുള്ള കലാപ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാനുള്ള അവസരങ്ങൾ നിങ്ങളുടെ ക്ലാസ്റൂമിൽ ഉണ്ടാകാറുണ്ടോ		
18.	നിങ്ങളുടെ പഠനപ്രക്രിയയിൽ മാനസിക ശാന്തതയും മാനസിക ആരോഗ്യവും അനുഭവിക്കാൻ വിഡിയോകൾ , അനിമേറ്റഡ് കഥകൾ, അല്ലെങ്കിൽ ഓൺലൈൻ ഗാനങ്ങൾ പോലുള്ള ഡിജിറ്റൽ ഉപകരണങ്ങൾ നിങ്ങൾ ഉപയോഗിച്ചിട്ടുണ്ടോ		
19.	നിങ്ങളുടെ വികാരങ്ങളെ ഫലപ്രദമായി തിരിച്ചറിയാനും പരിശീലിപ്പിക്കാനും സഹായിക്കുന്നതിന് വികാരാത്മക ആർട്ട് ജേണലിംഗ്, നൃത്തം, സംഗീത ദൃശ്യാവിഷ്കാരം , അല്ലെങ്കിൽ റോൾ-പ്ലേ പോലുള്ള സൃഷ്ടിപരമായ സാങ്കേതികതകൾ നിങ്ങളുടെ ക്ലാസ്റൂമിൽ ഉപയോഗിക്കുന്നുണ്ടോ		
20.	ചിത്രരചന, സംഗീതം, അല്ലെങ്കിൽ നാടകം പോലുള്ള കലാപ്രവർത്തനങ്ങൾ സൃഷ്ടിക്കുകയോ അതിൽ പങ്കെടുക്കുകയോ ചെയ്തതിലൂടെ സഹപാഠികളോടുള്ള കൂടുതൽ ബന്ധം, സ്നേഹം, കരുണ എന്നിവ നിങ്ങൾക്ക് അനുഭവപ്പെട്ടിട്ടുണ്ടോ		
21.	മാനസിക സമ്മർദ്ദം കൈകാര്യം ചെയ്യുന്നതിന് പിന്തുണ നൽകുന്ന ചിത്രരചന, മ കഥപറച്ചിൽ, അല്ലെങ്കിൽ പോലുള്ള സൃഷ്ടിപരമായ അഭ്യാസങ്ങൾ നിങ്ങളുടെ ക്ലാസ്റൂമിൽ ഉൾപ്പെടുത്തിയിട്ടുണ്ടോ?		
22.	വിദ്യാർത്ഥികളിൽ സ്നേഹവും കരുണയും വളർത്തുന്നതിനായി സഹകരണ കലാപദ്ധതികൾ, ചിത്രരചന, അല്ലെങ്കിൽ കഥപറച്ചിൽ പോലുള്ള പ്രവർത്തനങ്ങൾ നിങ്ങളുടെ ക്ലാസ്റൂമിൽ ഉപയോഗിക്കുന്നുണ്ടോ		
23.	ആന്തരിക വികസനത്തിനും പഠനത്തിനും പിന്തുണ നൽകുന്ന ചിത്രരചന, സംഗീതം , കഥകളുടെ		

ക്രമ നമ്പർ	ചോദ്യം	ഉണ്ട്	ഇല്ല
	നാടകാവതരണം പോലുള്ള സമാധാനപരമായ കലാപ്രവർത്തനങ്ങളിൽ പങ്കെടുക്കാനുള്ള അവസരങ്ങൾ നിങ്ങളുടെ ക്ലാസ്റൂമിൽ ഉണ്ടോ?		
24.	പഠനപ്രക്രിയയിൽ സമ്മർദ്ദം നിയന്ത്രിക്കാനും സന്തോഷം അനുഭവിക്കാനും വിഡിയോ , അനിമേറ്റഡ് കഥകൾ, അല്ലെങ്കിൽ ഓൺലൈൻ ഗാനങ്ങൾ പോലുള്ള ഡിജിറ്റൽ ഉപകരണങ്ങൾ നിങ്ങൾ ഉപയോഗിച്ചിട്ടുണ്ടോ		
25.	മാനസിക സമ്മർദ്ദം ഫലപ്രദമായി നിയന്ത്രിക്കാൻ നിങ്ങളെ സഹായിക്കുന്നതിന് നൃത്തം, സംഗീത ദൃശ്യാവിഷ്കാരം, അല്ലെങ്കിൽ റോൾ-പ്ലേ പോലുള്ള സൃഷ്ടിപരമായ സാങ്കേതികതകൾ നിങ്ങളുടെ ക്ലാസ്റൂമിൽ ഉപയോഗിക്കുന്നുണ്ടോ		

APPENDIX III

NEED ANALYSIS QUESTIONNAIRE FOR ART INTEGRATED SOCIAL SCIENCE TEACHING PACKAGE FOR SECONDARY SCHOOL TEACHER

Dear friends,

This is a questionnaire designed for a research purpose. You are not required to provide any personal identifying information. Please read the instructions given below carefully and respond to the questions based on how they relate to your personal life experiences.

Instructions:

- Indicate your **opinions** by putting a **tick mark** (✓) in the appropriate column.
- You must record your opinion for **every statements**(from 1 to 25).

No.	Statements	Yes	No
1	Do you encourage your students to express their emotions through art forms like drawing, painting, or music to help them understand their feelings?		
2	Do you believe that integrating creative talents such as drawing, storytelling, or performing makes lessons more enjoyable for students?		
3	Have you observed students using art forms like doodling, clay modeling, or dance to manage stress or calm themselves in class?		
4	Do you facilitate the use of role-plays, skits, or visual posters to help students creatively express their doubts or questions?		
5	Do students in your class engage more actively when lessons include art- based activities like group murals, music games, or storytelling?		
6	Have you seen students use their artistic skills, such as poetry or dance, to promote emotional strength and peer support?		
7	Do you incorporate subjects like history or science with art forms such as songs, painting, or theatre in your teaching?		
8	Do you believe using creative expressions like music, drawing, or acting helps students understand concepts more deeply?		
9	Have your students explored learning content through artistic expression such as music, recitation, or drama in your class?		
10	Have you used role-play, storytelling, or expressive art to demonstrate emotional maturity and classroom management?		
11	Have you guided students to manage emotions using activities like expressive drawing, storytelling, or calming music?		
12	Do you think art-based tasks like journaling, drawing emotions, or		

No.	Statements	Yes	No
	dramatic play help students maintain emotional balance?		
13	Do you use music, dance, or visual arts to model calmness, patience, and emotional awareness in your classroom?		
14	Have you used inspirational poems, songs, or stories as creative tools to motivate students and nurture their inner potential?		
15	Do you encourage students to showcase talents like painting, acting, singing, or poetry in learning activities?		
16	Do your classroom activities include collaborative art projects or group storytelling to nurture love and compassion among students?		
17	Do you provide opportunities for students to engage in peaceful art activities like drawing, music, or dramatization		
18	Have you used digital tools—like art apps, animated stories, or music—to support emotional calmness and spiritual enrichment in students?		
19	Do you use techniques such as art journaling, expressive dance, or role-play to help students identify and manage emotions?		
20	Have you witnessed art activities like painting, music, or drama promoting compassion and emotional connection among students?		
21	Do you include practices like drawing, storytelling from , or music to support emotional balance?		
22	Do you use group-based creative activities like painting or storytelling to build empathy and compassion in the classroom?		
23	Do you allow time for reflective art practices like dramatization, music promote inner peace in students?		
24	Have you integrated digital art tools or music-based content to enhance students' emotional wellbeing during classroom learning?		
25	Do you believe that emotionally expressive arts like dance, music, visualization, or storytelling can help students understand and regulate emotions better?		

APPENDIX IV

Art Integrated Social Science Teaching Package Evaluation Performa for Students

Dear friends,

This is a questionnaire designed for a research purpose. You are not required to provide any personal identifying information. Please read the instructions given below carefully and respond to the questions based on how they relate to your personal life experiences.

Instructions:

- Indicate your **opinions** by putting a **tick mark** (✓) in the appropriate column.
- You must record your opinion for **every statements** (from 1 to 25).

No.	Statement	Yes	No
1	The learning activities were enjoyable and engaging.		
2	I was able to relate the topics to my real-life experiences.		
3	I got opportunities to express my ideas creatively.		
4	I participated actively in the lessons.		
5	The art-based tasks helped me understand the lessons better.		
6	I could connect art activities with the topic of study.		
7	The teacher gave proper guidance during the learning process.		
8	The teacher gave clear instructions for each task.		
9	The teacher encouraged creative and critical thinking.		
10	The teacher respected our views and opinions.		
11	I felt more motivated to learn social science this way.		
12	The classroom atmosphere supported creative learning.		
13	The teacher clearly related art forms to the subject content.		
14	I improved my communication and teamwork skills.		
15	I could explore different views on social issues.		
16	I understood the subject better through art integration.		
17	The teacher used different art forms in teaching.		

No.	Statement	Yes	No
18	My creative works were considered for assessment.		
19	We were encouraged to work in groups and share ideas.		
20	The teacher appreciated our creative efforts.		
21	The teacher was enthusiastic during the teaching.		
22	The activities helped me think more deeply about the content.		
23	The teacher changed strategies based on our feedback.		
24	I became more imaginative and confident through these lessons.		
25	I was encouraged to express myself freely in the class.		

APPENDIX V

Art Integrated Social Science Teaching Package Evaluation Performa for Students

സുഹൃത്തുക്കളേ,

ഇത് ഇത് ഒരു ഗവേഷണപ്രവർത്തനത്തിനായി തയ്യാറാക്കിയ ചോദ്യാവലിയാണ്. നിങ്ങളുടെ വ്യക്തിഗത വിവരങ്ങൾ ഇവിടെ നൽകേണ്ട ആവിശ്യമില്ല. താഴെ കൊടുത്തിരിക്കുന്ന ചോദ്യങ്ങൾക്ക് അനുയോജ്യമായ രീതിയിൽ ശരി തെറ്റ് എന്നിവ രേഖപ്പെടുത്തി നിങ്ങളുടെ അഭിപ്രായം വെളിപ്പെടുത്തുക.

നിർദ്ദേശങ്ങൾ

- എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം അനുയോജ്യമായ കോളത്തിൽ "ടിക്ക്" മാർക്ക് രൂപത്തിൽ രേഖപ്പെടുത്തണം
- ഒരേ ചോദ്യത്തിന് രണ്ടു ഉത്തരം രേഖപ്പെടുത്തരുത്
- പരമാവധി സമയം അരമണിക്കൂർ ആണ്

ക്രമ നമ്പർ	ചോദ്യം	ഉണ്ട്	ഇല്ല
1.	പഠന പ്രവർത്തനങ്ങൾ ആസ്വാദ്യകരവും ആകർഷകവുമായിരുന്നു.		
2.	വിഷയങ്ങളെ യഥാർത്ഥ ജീവിതാനുഭവങ്ങളുമായി ബന്ധിപ്പിക്കാൻ എനിക്ക് കഴിഞ്ഞു		
3.	ആശയങ്ങൾ സൃഷ്ടിപരമായി പ്രകടിപ്പിക്കാൻ അവസരങ്ങൾ ലഭിച്ചു.		
4.	പഠന പ്രവർത്തനങ്ങളിൽ ഞാൻ സജീവമായി പങ്കെടുത്തു.		
5.	കലാധിഷ്ഠിത പ്രവർത്തനങ്ങൾ പാഠങ്ങൾ കൂടുതൽ നന്നായി മനസ്സിലാക്കാൻ എന്നെ സഹായിച്ചു.		
6.	കലാപ്രവർത്തനങ്ങളെ പഠനവിഷയവുമായി ബന്ധിപ്പിക്കാൻ എനിക്ക് കഴിഞ്ഞു		
7.	പഠനപ്രക്രിയയിൽ അധ്യാപകൻ ശരിയായ മാർഗനിർദ്ദേശം നൽകി.		
8.	ഓരോ പ്രവർത്തനത്തിനും അധ്യാപകൻ വ്യക്തമായ നിർദ്ദേശങ്ങൾ നൽകി.		
9.	അധ്യാപകൻ സൃഷ്ടിപരവും വിമർശനാത്മകവുമായ ചിന്തയെ പ്രോത്സാഹിപ്പിച്ചു		
10.	ഞങ്ങളുടെ കാഴ്ചപ്പാടുകളും അഭിപ്രായങ്ങളും അധ്യാപകൻ മാനിച്ചു		

ക്രമ നമ്പർ	ചോദ്യം	ഉണ്ട്	ഇല്ല
11.	ക്ലാസ്റും അന്തരീക്ഷം സൃഷ്ടിപരമായ പഠനത്തെ പിന്തുണച്ചു		
12.	ഈ രീതിയിൽ സാമൂഹ്യശാസ്ത്രം പഠിക്കാൻ എനിക്ക് കൂടുതൽ പ്രചോദനം തോന്നി.		
13.	കലാരൂപങ്ങളെ വിഷയ ഉള്ളടക്കവുമായി അധ്യാപകൻ വ്യക്തമായി ബന്ധിപ്പിച്ചു		
14.	ആശയവിനിമയ കഴിവുകളും ടീംവർക്ക് കഴിവുകളും മെച്ചപ്പെട്ടു		
15.	സാമൂഹിക വിഷയങ്ങളെക്കുറിച്ച് വ്യത്യസ്ത കാഴ്ചപ്പാടുകൾ അന്വേഷിക്കാൻ എനിക്ക് കഴിഞ്ഞു		
16.	കലാസമന്വയത്തിലൂടെ വിഷയം കൂടുതൽ നന്നായി മനസ്സിലായി		
17.	അധ്യാപകൻ പഠനത്തിൽ വിവിധ കലാരൂപങ്ങൾ ഉപയോഗിച്ചു		
18.	സൃഷ്ടിപരമായ പ്രവർത്തനങ്ങൾ മൂല്യനിർണ്ണയത്തിനായി പരിഗണിച്ചു		
19.	ഗ്രൂപ്പുകളായി പ്രവർത്തിക്കാനും ആശയങ്ങൾ പങ്കിടാനും ഞങ്ങളെ പ്രോത്സാഹിപ്പിച്ചു		
20.	അധ്യാപകൻ ഞങ്ങളുടെ സൃഷ്ടിപരമായ ശ്രമങ്ങളെ പ്രശംസിച്ചു		
21.	പാഠം കൈകാര്യം ചെയ്യുമ്പോൾ അധ്യാപകൻ ആവേശഭരിതനായിരുന്നു		
22.	പ്രവർത്തനങ്ങൾ ഉള്ളടക്കത്തെക്കുറിച്ച് കൂടുതൽ ആഴത്തിൽ ചിന്തിക്കാൻ എന്നെ സഹായിച്ചു		
23.	ഞങ്ങളുടെ പ്രതികരണങ്ങളെ അടിസ്ഥാനമാക്കി അധ്യാപകൻ പഠനരീതികൾ മാറ്റി.		
24.	ഈ പാഠങ്ങളിലൂടെ ഞാൻ കൂടുതൽ സൃഷ്ടിപരനും ആത്മവിശ്വാസമുള്ളവനുമായി.		
25.	ക്ലാസിൽ സ്വതന്ത്രമായി എന്നെ പ്രകടിപ്പിക്കാൻ എന്നെ പ്രോത്സാഹിപ്പിച്ചു		

APPENDIX VI

ART INTEGRATED SOCIAL SCIENCE TEACHING PACKAGE EVALUATION PERFUME FOR TEACHERS

Dear friends,

This is a questionnaire designed for a research purpose. You are not required to provide any personal identifying information. Please read the instructions given below carefully and respond to the questions based on how they relate to your personal life experiences.

Instructions:

- Indicate your **opinions** by putting a **tick mark** (✓) in the appropriate column.
- You must record your opinion for **every statements** (from 1 to 25).
- Please indicate your gender Male Female
- Please indicate your place of residence: Urban Rural

No.	Item	S.A	A	U	D	S.D
1.	Outcomes are well defined in the package					
2.	Outcomes were set in accordance with the Needs of the students					
3.	Outcomes highlights the principles envisaged by the package					
4.	Outcomes described are adequate for the effective transaction of the content					
5.	Outcomes of the package have implications in the field of Education					
6.	Outcomes can be clearly understood from the learning processes provided in the module					
7.	Learning processes are mostly student – centred					
8.	Learning processes ensure more freedom for divergent thinking among students					
9.	Learning processes are appropriate for the content transacting in the classroom					
10.	Learning processes incorporated in the package arouse Motivation in students					

No.	Item	S.A	A	U	D	S.D
11.	Learning processes provided in the package are suitable for evaluating student performances					
12.	Learning processes are planned in a manner to meet the levels of each student in the classroom					
13.	Learning processes are planned in a manner to meet the levels of each student in the classroom					
14.	The steps provides activities which proceed from concrete to abstract conceptualization of ideas					
15.	The steps of the package have more flexibility to the Role of Teacher in transacting concepts					
16.	The steps of the package are suitable with respect to the outcomes of the package					
17.	The steps are constructed in such a manner to avoid boredom in students					
18.	The steps constructed in the package caters to the Needs and abilities of the students					
19.	The steps clearly specifies the idea 'simple' to 'complex'					
20.	The steps of the package ensures art integration in teaching process					
21.	The package is well constructed according to the principles					
22.	The package is constructed on the basis of a Strong Theory of Art Integration					
23.	The Teacher – Pupil relation envisaged in the package is up to the desired level					
24.	The learning effects suggested by the package are relevant					
25.	The modules based on the package were well written without any errors					

APPENDIX VII

Validation Criteria for Art Integrated Social Science Teaching Package

Sl. No.	Statements in the Validation Criteria	Responses made by Experts	
		Essential	Not Essential
1	Structure of the Instructional package		
2	Student centred approaches		
3	Proper distribution of teaching strategies		
4	Suitable Evaluation Methods		
5	Space for Self - directed learning		
6	Following Logical sequential steps		
7	Proper weightage to the dimensions of Emotion Regulation		
8	Good Teacher - Pupil relationship		
9	Modules without Errors		
10	Incorporating the tools of ICT		

APPENDIX VIII
Experts' Panel for Evaluation of the Art-Integrated
Social Science Teaching Package

Sl.No	Name and address
1	Dr. M.N Krishnankutty Nambeeshan Retd. Principal IASE Thrissur
2	Dr. K Gangadevi Menon Retd. Director CUTEC Ollur, Thrissur
3	Dr, Sankaranarayanan Paleeri Asst.Professor NSS Training College, Ottapalam
4	Dr. Manu Madhavan Asst.Professor IIIT Pala
5	Mr. Arun Kumar K H.S.T Social Science G.H.S Varavoor
6	Mr. Manikandan C H.S.T Social Science G.H.S Varavoor
7	Mrs. Geetha E H.S.T Social Science S.M.T G.H.S Chelakkara
8	Mr. Ravichandran E H.S.T Social Science G.H.S Cheruthuruthy
9.	Mr, Sureesh Kaliyath Ottanthullal Artist and Theater Activist Kerala Kalamandalam Cheruthuruthy
10.	Kalamandalam Jayaprakash Kadakali Music Artist and Theater Activist

APPENDIX IX
ART INTEGRATED SOCIAL SCIENCE TEACHING PACKAGE



Aji Narayanan K K
Research Scholar
NSS Training College, Ottapalam

Prof. (Dr.). Seema Menon K P
Professor
NSS Training College, Ottapalam

Introduction

Art-Integrated Teaching Package is developed to enhance the teaching and learning experience of Social Science for Class VIII students, based on the SCERT Kerala syllabus. The package promotes an experiential and inclusive approach by integrating various art forms such as music, drawing, drama, and storytelling into classroom instruction. It aims to make learning meaningful, emotionally engaging, and accessible to diverse learners. The conceptual foundation of this package is rooted in key educational theories that emphasize the holistic development of learners. Kolb's Experiential Learning Theory forms the core structure, enabling students to actively engage in concrete experiences, reflect upon them, conceptualize ideas, and apply them in new contexts. This process helps students internalize social science concepts through hands-on, art-based activities that connect learning with real-life experiences.

The developmental needs of eighth-standard students are addressed through Jean Piaget's model of cognitive development. At this stage, learners begin to think abstractly and critically. Art becomes a cognitive tool that supports this transition by translating abstract social science ideas into tangible, relatable experiences. Whether through drawing historical events, enacting civic scenarios, or composing songs on environmental issues, students engage in deeper understanding through symbolic and creative representation. The principles of Howard Gardner's theory of multiple intelligences are embedded in the package to accommodate diverse learning preferences. Activities are designed to activate musical, bodily-kinesthetic, visual-spatial, linguistic, and interpersonal intelligences, ensuring that each learner has an entry point into the lesson. This diversity of approach encourages participation, motivation, and individual expression.

Inspired by the Suzuki Philosophy, the package upholds the belief that every child can learn, provided a nurturing and joyful environment. Repetition, encouragement, and peer learning are emphasized to build confidence and mastery in both academic content and artistic expression. The integration of art offers a non-threatening, engaging space where students are free to explore ideas and grow at their own pace. The Suitable Happiness Model by A. Ngaraj further enriches the framework by focusing on emotional well-being and student satisfaction. The learning experiences provided in this package aim to cultivate happiness, purpose, and a sense of achievement. Art, being emotionally expressive, helps students form deeper emotional connections with social themes, making learning not only intellectually stimulating but also personally fulfilling.

This package is designed to support meaningful engagement with social science content by connecting students to the subject through their senses, emotions, and imagination. It is a model that promotes cognitive, emotional, and social development through creative expression. Ultimately, the aim is to help students not just learn about society, but to experience, empathize with, and contribute to it through the powerful medium of art.

Appendix

Basic Elements of This Package

This package incorporates four distinct forms of art like visual, fine, performing, and applied arts to enrich the teaching-learning process of social science. Each art form is purposefully integrated to provide meaningful, creative, and engaging learning experiences. The instructional approach is grounded in David Kolb's Experiential Learning Cycle, encouraging learners to move through the stages of concrete experience, reflective observation, abstract conceptualization, and active experimentation. The core emphasis of the package is on fostering creativity, enabling students to explore social science concepts through imaginative expression and hands-on artistic engagement.

Components of the Art Integration Process

Selection of Relevant Art Forms

- Choosing suitable art forms (visual, performing, fine, applied) that naturally align with the social science concept being taught.
- Example: Using drama for civic education, drawing for historical timelines, music for environmental awareness, etc.

Identification of Learning Objectives

- Clearly defining both academic (subject-based) and artistic learning outcomes.
- Ensuring the art activity contributes to concept mastery and not just as an add-on.

Concept Mapping

- Linking social science content with suitable art-based activities.
- Establishing meaningful connections between the subject matter and expressive modes.

Experiential Learning Cycle (Kolb's Model)

- Structuring activities according to the four stages:
 - Concrete Experience: Doing an art activity related to the lesson.
 - Reflective Observation: Discussing or journaling about the experience.
 - Abstract Conceptualization: Connecting the experience with social science concepts.
 - Active Experimentation: Applying the knowledge through new creative tasks.

Multi-Sensory Engagement

- Involving visual, auditory, kinesthetic, and emotional elements to enhance understanding.

- Example: Singing a historical ballad (auditory), acting out a political scenario (kinesthetic), drawing ancient maps (visual).

Collaboration and Co-creation

- Encouraging group work and peer interaction through cooperative artistic tasks.
- Builds interpersonal skills while enhancing collective understanding of concepts.

Creative Expression and Interpretation

- Giving students the freedom to express ideas using symbols, stories, metaphors, and visuals.
- Students interpret academic concepts through personal or group artistic expression.

Inclusivity and Differentiation

- Designing activities that address multiple intelligences (Gardner) and learning needs.
- Providing entry points for all students—verbal, visual, musical, spatial, bodily, or interpersonal learners.

Emotional and Cultural Connection

- Using art to create emotional resonance with topics like culture, heritage, justice, or environment.
- Promotes deeper empathy and value-based education.

Artistic Product Creation

- Concluding the session with a student-created artifact (drawing, skit, poem, poster, song).
- The product becomes a concrete representation of learning.

Reflection and Feedback

- Students reflect on:
 - What they learned
 - How art helped them understand the topic
 - Emotional or social insights gained
- Teachers provide feedback based on both content accuracy and creative effort.

Formative Assessment through Art

- Using rubrics or checklists to evaluate both subject knowledge and art performance.

Appendix

- Encouraging peer and self-assessment.

Method of Using This Package

Each session in this package is designed to be completed within one hour. Every module integrates all four forms of art visual, fine, performing, and applied to ensure a comprehensive and engaging learning experience. The teaching-learning process begins with a short breathing exercise and knowledge-building game to activate prior understanding and energize the learners. The activities include individual tasks, group performances, and whole-class presentations. Social science concepts are introduced and reinforced through carefully selected videos, ensuring clarity and visual engagement. Each session concludes with the creation of an artistic product, enabling students to demonstrate their understanding through creative expression. This method not only supports content mastery but also enhances emotional and social learning.

Table 1

Phases of this package

Phases Name	Activities	Time
Mind-blowing Activities phase	Breathing Exercise, Stress management tips, Knowledge building games	5 Minutes
Learning the content phase	Teacher provides learning content through Video	10 Minutes
Listening and Analysis phase	Individual Activities: Student listening learning content and express through their own artistic sense	10 Minutes
Art Integration Workshop phase	Small Group Activities: In this phase, the teacher guides students to creatively transform the learning content into an art form. The class is divided into small groups, with each group assigned a specific role related to the chosen art activity. For instance, if the teacher selects drama to teach a particular topic, the class may be split into four groups, each handling different responsibilities such as script writing, acting, stage design, and makeup. This stage primarily focuses on the integration of performing arts, like drama, puppetry etc. to enhance collaborative learning and creative expression.	20 Minutes
Performance phase	Art form presentation	10 Minutes
Reflection phase	Students give reflection about the performance	5 Minutes
Post-Lesson Activates	Supplementary activities combining creative art forms and subject-based learning	
Total		1.Hr.

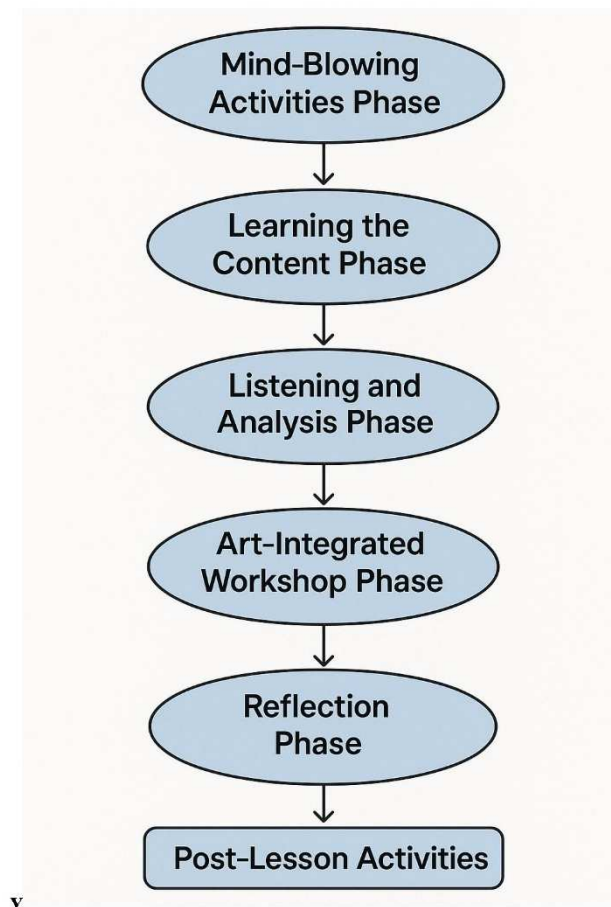


Figure 1

Flow chart of the Art Integrated Social Science Teaching Package

Key Points to Remember

- Knowledge building games emphasize the development of collaborative learning abilities, problem-solving capabilities, deep conceptual understanding, progressive and continuous learning, and reflective thinking.
- The teacher clearly states the learning outcome at the beginning of the session. For better focus and effectiveness, it is preferable to address one learning outcome per session
- In the Learning the Content phase, the teacher carefully selects content-rich videos from YouTube or other social media platforms. These materials are chosen to clearly present the

Appendix

learning objectives, taking into account the learner's prior knowledge to ensure effective understanding.

- During the listening and analysis phase, individual activities are essential to foster personalized engagement. The teacher recommends suitable tasks based on the learner's artistic capacity, incorporating visual arts, fine arts, and applied arts
- Grouping learners based on their artistic nature is advisable, as it allows for more tailored instruction and encourages meaningful collaboration among students with similar creative strengths.
- Reflections should be based on the artistic performances presented by the class, and students are encouraged to engage in these reflections to enhance their learning and creative growth.

Table 2

Evaluation Criteria for Art-Integrated Social Science Teaching Package

Sl. No.	Criteria	Indicators	Maximum Score
1	Content Understanding	Clarity in grasping social science concepts through art; accurate representation of facts	5
2	Creativity and Innovation	Originality in artistic expression; creative use of art forms to convey content	5
3	Art Integration	Effective and meaningful incorporation of all four art forms (visual, fine, performing, applied)	5
4	Collaboration and Participation	Active involvement in group tasks; cooperation and contribution to the group's success	5
5	Performance Quality	Confidence, clarity, and expression during art presentation	5
6	Use of Time and Resources	Efficient use of materials and time; preparation and organization of work	5
7	Reflection and Insight	Depth of self-reflection; ability to analyze the learning experience and provide thoughtful feedback	5
8	Student Engagement	Interest and enthusiasm shown during the activity and throughout the session	5

9	Skill Development	Evidence of growth in communication, artistic skills, and critical thinking	5
10	Emotional and Social Response	Ability to relate emotionally and socially to the content through the art form	5
Total			50

Conclusion

This art-integrated social science teaching package is a creative and holistic approach designed to make learning meaningful, enjoyable, and experiential for eighth standard students. Rooted in well-established educational theories such as Kolb's Experiential Learning Cycle, Gardner's Multiple Intelligences, Piaget's Cognitive Development Model, Suzuki's Philosophy, and A. Nagaraj's Suitable Happiness Model, the package effectively blends academic content with artistic expression. By integrating visual, fine, performing, and applied arts into each module, it fosters cognitive, emotional, and social development in learners. The package promotes deeper understanding of social science concepts by encouraging students to actively engage, collaborate, reflect, and express through various art forms. It supports multiple learning styles and intelligence types, enhances creativity, builds communication and teamwork skills, and boosts learner confidence. Each session is structured with interactive phases that begin with mental readiness and end with a reflective artistic product, ensuring a complete and immersive learning experience.

Activity part

Subject: Social Science

Standard: VIII

Unit: Ancient Tamilakam

Topic: Introduction to Ancient Tamilakam

(Total time: 3 hrs)

Learning Content

Introduction to Ancient Tamilakam

Ancient Tamilakam was a culturally rich and historically significant region in South India. It included present-day Tamil Nadu, parts of Kerala, Andhra Pradesh, and even northern Sri Lanka. This region was the homeland of the Tamil-speaking people and had a well-developed society that flourished over two thousand years ago. The area was ruled by three powerful kingdoms known as the Cheras, Cholas, and Pandyas. These rulers were famous for their military strength, administrative skills, and patronage of art and literature. The people of Tamilakam were engaged in agriculture, handicrafts, and trade. Ancient Tamilakam had close trade relations with foreign countries like Rome, Greece, and South-East Asian nations. Ports such as Muziris, located in present-day Kerala, were famous centres for international trade. The Sangam Age, a golden period in Tamilakam's history, produced a great collection of Tamil literature which provides rich information about the lifestyle, culture, and beliefs of the people. The society of Ancient Tamilakam respected nature, followed traditional customs, and had well-organized settlements and governance systems. The region made great contributions to Indian culture and heritage through its language, arts, and religious practices.

Learning Outcomes

- Students will be able to identify the geographical extent of Ancient Tamilakam and recognize the regions it covered in present-day South India and Sri Lanka.
- Students will be able to name the major kingdoms of Ancient Tamilakam—the Cheras, Cholas, and Pandyas—and describe their contributions to culture, trade, and governance.
- Students will gain an understanding of the social, cultural, and economic life of the people in Ancient Tamilakam.

- Students will be able to explain the importance of Sangam literature and how it helps us understand the values, beliefs, and daily life of people during that time.
- Students will develop an appreciation for the trade relations of Ancient Tamilakam with foreign countries, especially through ports like Muziris.
- Students will recognize the influence of Ancient Tamilakam on Indian heritage, including its contributions to language, art, religion, and architecture.
- Students will be encouraged to compare the ancient way of life with modern society, enhancing their historical thinking skills.

Art Integrated learning Activities

- Sangam Poetry Recitation and Illustration
- Costume Design and Role Play of Tamilakam Kingdoms
- Folk Music and Dance of Tamilakam

Learning materials

Maps and Atlases, Chart Paper and Color Supplies, Cardboard, collection of sangam poem, folk music instruments, Paints, glue, scissors

e-learning materials.

<https://www.youtube.com/watch?v=QeEKIjpaGz4>

<https://www.youtube.com/watch?v=ED1bKpCDy64>

<https://www.youtube.com/shorts/vLBtMP-oaZ4>

Pre-requested Knowledge

Students possess a fundamental understanding of early human settlements, the emergence of civilizations, and the establishment of kingdoms and dynasties. They are acquainted with the geography of South India, particularly the regions of Tamil Nadu and Kerala, and can interpret basic maps and timelines.

Anticipated Artistic Outcome

- Drama based on Ancient Tamilakam
- Folksongs based on Ancient Tamilakam
- Poem appreciation report

Class room Activities (Day 1, One hour)

Mind blowing activities (5 minutes)

Appendix

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=QeEKIjpaGz4>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher present a poetry video <https://www.youtube.com/watch?v=InbOkSkDejs> (“Thadaka Enna Dravida Rajakumari”-Vayalar Ramachandra Varmma,)

The teacher divided the entire class into four groups. Two groups were assigned to prepare an appreciation of the poem, while the other two groups were asked to compose a poem based on ancient Tamilakam.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on the poem presentation of Ancient Tamilakam, and appreciation report of the poem “Thadaka Enna Dravida Rajakumari” allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Class room Activities (Day 2, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts a passing the ball game in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam(<https://www.youtube.com/watch?v=ED1bKpCDv64>)

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

The teacher divides the entire class into four groups and assigns them the task of creating a drama based on Ancient Tamilakam. Each group is given a specific responsibility, such as scriptwriting, costume design, set preparation, or performance, to collaboratively bring the drama to life.

Performance Phase (10 Minutes)

Students present a drama based on Ancient Tamilakam, showcasing their understanding of its culture, society, and historical significance through artistic performance.

Reflections Phase (5 Minutes)

Students' reflections are based on the drama presentation of Ancient Tamilakam, allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Class room Activities (Day 3, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to keep salience in the classroom with soothing tambura music; thereafter, conducts memory making game in the classroom.

Learning the Content (10 Minutes)

Present video about folk song about ancient tamilakm

(<https://www.youtube.com/shorts/vLBtMP-0aZ4>)

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to prepare folk songs based on the learning content

Art Integration Workshop (20 Minutes)

Appendix

The teacher divides the entire class into four groups and assigns them the task to prepare folksongs based on ancient tamilakam .

Performance Phase (10 Minutes)

Students groups present folks songs based on ancient tamilakam with support of music instruments.

Reflections Phase (5 Minutes)

Students' reflections are based on the folksong presentation of Ancient Tamilakam, allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect Ancient Tamilakam Folk songs

Topic: Historic Remains of Ancient Tamilakam (Total time: 2 hrs)

Learning Content

In ancient Tamilakam, it was customary to bury the remains of the deceased in large urns, a practice known as urn burial (*nannangadi*). In certain regions, large stones were placed above these urns, often using stones readily available in the local area. Notable among these burial structures were stone circles, dolmens, cists, rock chambers, *thoppikkallu* (tombstones), *kudakkallu* (umbrella stones), sarcophagi, and menhirs. Collectively, these are referred to as megalithic monuments, and the era during which they were built is known as the megalithic period. Valuable insights into the history of ancient Tamilakam come from these megalithic structures, as well as from ancient Tamil literature, coins, travel accounts, and a few Tamil inscriptions.

Learning Outcomes

- Explain the burial practices of ancient Tamilakam, including the use of urns (*nannangadi*) and stone markers.
- Identify and describe various types of megalithic structures, such as stone circles, dolmens, cists, rock chambers, *thoppikkallu*, *kudakkallu*, sarcophagi, and menhirs.
- Recognize the significance of megalithic monuments as archaeological evidence of the cultural and societal practices of the megalithic period.
- Understand the concept of the megalithic period and its relevance to the history of ancient South India.

Art Integrated learning Activities

- Sketching or model-making of burial structures
- Storyboarding or roleplay on burial rituals of ancient Tamil society
- Poster creation of a timeline of the megalithic period

Learning materials

Photographs of actual megalithic sites (e.g., from Kerala, Tamil Nadu),

Maps of ancient Tamilakam highlighting burial sites, Maps of ancient Tamilakam highlighting burial sites

e-learning materials.

<https://www.youtube.com/watch?v=os8hLiSAMSsk>

<https://www.youtube.com/watch?v=UAQr1TTMW7s>

Pre-requested Knowledge

Students should have a general understanding of ancient history and the concept of early civilizations before learning about ancient Tamilakam and megalithic monuments. They should be familiar with the idea that people in the past lived differently, followed unique customs, and expressed their culture through architecture, burial practices, and artefacts. Basic geographical awareness of South India, especially the region known historically as Tamilakam, will help them locate and contextualize the content. In addition, students should have a preliminary awareness of how archaeologists study the past using physical evidence like monuments, inscriptions, and coins. This foundational knowledge will enable them to meaningfully engage with the historical and cultural significance of megalithic structures and burial traditions.

Anticipated Artistic Outcome

The shapes of Ancient Tamilakam monuments built by children

Channel News Reports

Class room Activities (Day 4, One hour)

Mind blowing activities (5 minutes)

Teacher motivates students to maintain mindfulness during classroom breathing exercises, followed by organizing a memory-enhancing game in the classroom

Learning the Content (10 Minutes)

Teacher presented the video about the moments of ancient Tamilakam

<https://www.youtube.com/watch?v=os8hLiSAMSsk>

Listening and analysis (10 Minutes)

Teacher encourages students to discuss how to build these models in that historic period

Students discuss, and present the discussion topics

Art Integration Workshop (20 Minutes)

Appendix

Teacher divide whole class in to four group and give assignments to make models of ancient Tamilakam,

Performance Phase (10 Minutes)

Students presents the models

Reflections Phase (5 Minutes)

Students' reflections are based on the models presentation of Ancient Tamilakam, allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect data about models in pre historical period in India

Class room Activities (Day 5, One hour)

Mind blowing activities (5 minutes)

Teacher motivates students to maintain mindfulness during classroom breathing exercises, followed by organizing a memory-enhancing game in the classroom

Learning the Content (10 Minutes)

Teacher present a learning content video <https://www.youtube.com/watch?v=UAQr1TTMW7s>

Students listening the content

Listening and analysis (10 Minutes)

Teacher give a task to make a news report about the invention of Ancient Tamilakam moments

Art Integration Workshop (20 Minutes)

Teacher divide whole class to four group and gave assignments to make a channel news report about invention of Ancient Tamilakam Moments

Performance Phase (10 Minutes)

Students performed the activity

Reflections Phase (5 Minutes)

Students' reflections are based on the news report presentation of Ancient Tamilakam, allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content

Post-Lesson Activates

Collect old coins

Topic: Iron Implements in Ancient Tamilakam

(Total time: 2 hrs)

Learning Content

Various iron tools have been unearthed from megalithic monuments in South India, including swords, spears, knives, hooks, lamps, and nails. Due to the widespread use of iron implements, this era is referred to as the Iron Age in South Indian history. Alongside these tools, archaeologists have also discovered clay pots, beads, and even Roman coins at some sites. A distinctive feature of this period is the use of black and red pottery. Numerous megalithic sites have been identified across South India, with notable locations including Kodumanal, Alagarai, Thirukambaliyoor, Pazhani, Adichanellur, Cheramanangad, Marayoor, and Umichipoyil.

Learning Outcomes

- Identify various iron implements such as swords, spears, knives, and lamps discovered from megalithic monuments in South India.
- Explain the significance of the Iron Age in South Indian history and its association with the widespread use of iron tools.
- Describe additional archaeological findings from megalithic sites, including black and red pottery, clay pots, beads, and Roman coins.
- Locate important megalithic sites in South India, including Kodumanal, Alagarai, Thirukambaliyoor, Pazhani, Adichanellur, Cheramanangad, Marayoor, and Umichipoyil.

Art Integrated learning Activities

- Students create clay models of iron tools such as swords, spears, knives, and lamps based on archaeological findings.
- Students paint replicas of black and red ware pottery, using traditional patterns and colors observed in archaeological finds.

Learning materials

- Images/photographs of iron tools, megalithic structures, and black-red pottery
- Archaeological site maps (e.g., Kodumanal, Marayoor, Adichanellur)
- Samples or illustrations of Roman coins and ancient artefacts
- Clay or terracotta dough for model-making (tools, urns, coins)
- Paints (especially black, red, and earthy tones) and brushes

e-learning materials.

<https://www.youtube.com/watch?v=lpitrWROXC8>

Appendix

<https://www.youtube.com/watch?v=ntQ-YhBorsA>

Pre-requested Knowledge

Students should have a basic understanding of ancient Indian history and the concept of early human civilizations. They should be familiar with how archaeological evidence such as tools, pottery, and monuments helps us learn about the past. Awareness of the timeline of the Stone Age, Bronze Age, and Iron Age will help students place the Iron Age in context. Additionally, they should have some knowledge of the geographical location of South India and the term "Tamilakam" as an early cultural region. Familiarity with basic map-reading skills, historical artefacts, and the idea of trade (such as Roman connections) will further support their understanding of the significance of iron tools and megalithic findings.

Anticipated Artistic Outcome

The models of Ancient Tamilakam iron instruments built by children

Class room Activities (Day 6, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=lpitrWROXC8>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam and their usage of iron instruments through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

The teacher divided the entire class into four groups. Two groups were assigned to prepare models of iron instruments, while the other two groups were asked to discuss the causes of invention of iron instruments in Ancient Tamilakam.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on the models of iron instruments and discussion report of Ancient Tamilakam, allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Class room Activities (Day 7, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Knowledge building game in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=ntQ-YhBorsA>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Invention of Iron instruments in Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

The teacher divided the entire class into four groups. Two groups were assigned to a folksong based on iron invention in Ancient Tamilakam while the other two groups were asked to prepare skit based on iron invention in ancient Tamilakam.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on the poem presentation, and appreciation skit allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect local map (Panchayath Map)

Topic: Sangam literature

(Total time: 4 hrs)

Learning Content

The megalithic monuments and ancient Tamil poetry emerged during the same era. The region that extended from Tirupati in today's Andhra Pradesh to Kanyakumari, including parts of present-day Kerala, was referred to as Tamilakam in ancient times. The early Tamil verses provide significant information about the social life and cultural practices of the people in this region. These compositions are collectively known as Sangam literature, which stands as the earliest known body of Tamil literary work. Scholars believe that these texts were compiled between 300 BCE and 300 CE. Sangam poetry is mainly divided into two types: Akam and Puram. Akam poetry deals with themes of love, personal emotions, and domestic life, while Puram poetry focuses on external affairs such as battles, heroism, and trade. Through these works, Sangam literature paints a vivid picture of the ancient landscape, rich natural resources, food customs, clothing styles, jewellery, recreational activities, social customs, predominant occupations, and belief systems of the people of that time.

Learning Outcomes

- Identify the geographical extent of ancient Tamilakam, including major regions like Tirupati, Kanyakumari, and parts of present-day Kerala.
- Explain the significance of Sangam literature as the earliest form of Tamil literary tradition and its historical time frame (300 BCE – 300 CE).
- Differentiate between Akam and Puram poetry, recognizing their respective themes of personal life and external affairs such as war and trade.
- Describe the cultural, social, and economic aspects of ancient Tamilakam as depicted in Sangam literature, including physiography, food habits, clothing, ornaments, occupations, and beliefs.
- Understand the historical connection between megalithic monuments and ancient Tamil literature, reflecting the lifestyle and practices of that period.

Art Integrated learning Activities

- Map drawing activities
- Hot seating
- Music composition
- Drama

Learning materials

Reference books, Map, Atlas, Music instruments, Colour papers, colour sketch,

e-learning materials.

<https://www.youtube.com/watch?v=N3gFqt9BJV4&t=24s>

<https://www.youtube.com/watch?v=8BmMjUjWxwQ>

<https://www.youtube.com/watch?v=-FL4YnqJB64>

<https://www.youtube.com/watch?v=q7gqn4Wppzw>

Pre-requested Knowledge

To effectively understand the geographical, literary, and cultural aspects of ancient Tamilakam and achieve the related learning outcomes, learners should possess some essential prerequisite knowledge. They should be familiar with the basic geography of South India, including the present-day states of Tamil Nadu, Kerala, and Andhra Pradesh, and be able to locate important places such as Tirupati and Kanyakumari. A general understanding of Indian history, particularly the prehistoric to early historic periods, helps in placing Sangam literature in its proper historical context. Learners should also have an awareness of different historical sources—especially literary and archaeological—and understand how these sources help reconstruct the past. Basic knowledge of cultural diversity, including variations in food, dress, and social customs, supports the comprehension of the social and economic life depicted in Sangam texts. Familiarity with literary genres like poetry, along with an understanding of personal and public themes, is essential to differentiate between Akam and Puram literature. Additionally, a basic idea about megalithic monuments and their role in reflecting ancient life further enriches learners' grasp of the interconnectedness between literature and material culture in ancient Tamil society.

Anticipated Artistic Outcome

- Local map
- Hot seating skit
- Music based on Ancient Tamilakam
- Drama

Appendix

Class room Activities (Day 8, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises; thereafter, conducts Timeline Relay game in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam

<https://www.youtube.com/watch?v=N3gFqt9BJV4&t=24s>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

The teacher presents a sample local map as a model and then guides all students to create maps of their own locality using painting, and it connected to Ancient Tamilakam

Performance Phase (10 Minutes)

Some selected students presented map dramatically in the classroom

Reflections Phase (5 Minutes)

Students' reflections are based on the map drawing of Ancient Tamilakam, and presentation allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam stories songs

Class room Activities (Day 9, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises; thereafter, conducts History Bingo game in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam

<https://www.youtube.com/watch?v=8BmMjUjWxwQ>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher selects a student, transforms him into a character from ancient Tamilakam, and instructs the rest of the class to ask questions related to the literary works of that period

Performance Phase (10 Minutes)

Hot seating performance

Reflections Phase (5 Minutes)

Students' reflections are based on the Hot seating performance of Ancient Tamilakam, and presentation allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Class room Activities (Day 10, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style game in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=-FL4YnqJB64>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Appendix

The teacher divided the entire class into four groups. Each groups were assigned to prepare and present a song based on ancient Tamilakam literature,

Performance Phase (10 Minutes)

Students present song with the help of back ground music and instrument

Reflections Phase (5 Minutes)

Students' reflections are based on the song presentation of Ancient Tamilakam, allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Class room Activities (Day 11, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Historical Role Play Debate in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=q7gqn4Wppzw>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

The teacher divided the entire class into four groups. Two groups were assigned to prepare a script of drama, while the other two groups were asked to acted for these script of drama on ancient Tamilakam.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on Drama presentation allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Topic: Social Life in Ancient Tamilakam

(Total time: 6 hrs)

Learning Content

In the hilly region of Kurinchi, people primarily depended on hunting and gathering forest resources for their livelihood. Some Sangam songs suggest that they also practiced shifting cultivation, growing crops like pepper and other spices. In Mullai, the grassland area, cattle rearing was the main occupation. To enhance their cattle wealth, the custom of seizing cattle from others was common—a practice known as *vetchi*. This act of cattle raiding was mainly carried out by the inhabitants of Palai, the arid region. In the fertile wetlands of Marutam, rice and sugarcane were cultivated, and there is evidence indicating the use of iron ploughshares attached to wooden ploughs. In the coastal Neytal region, fishing and salt-making were the primary means of livelihood. Salt was produced by evaporating seawater collected in salt pans.

Learning Outcomes

- Identify the geographical divisions of ancient Tamilakam (Kurinchi, Mullai, Marutam, Neytal, and Palai) and relate each landscape to its unique way of life and occupation.
- Explain the primary occupations of people in each ecological zone, such as hunting and gathering in Kurinchi, cattle rearing in Mullai, agriculture in Marutam, fishing and salt production in Neytal, and cattle raiding in Palai.
- Recognize the practice of shifting cultivation and the cultivation of spices like pepper in the hilly regions of ancient Tamilakam.
- Describe traditional practices like 'vetchi' (cattle raiding) and its significance in the social and economic life of the people in dry regions.
- Understand the use of early agricultural tools, such as the iron ploughshare, and explain how these tools contributed to wetland farming practices during the Sangam period.

Art Integrated learning Activities

- Drama based on Kurinchi tina social life
- Puppetry show based on Mullai tina social life
- Hot seating Based on Marutam tina social life
- Newspaper drama based on Neytal tina social life
- News reporting process based on Palai tina social life

Learning materials

The learning materials for studying the occupations and ecological regions of ancient Tamilakam include visual aids such as maps that show the five major landscapes—Kurinchi, Mullai, Marutam, Palai, and Neytal—along with charts that connect each region to its corresponding occupation. Excerpts from Sangam literature, especially simplified and translated verses from texts like

Appendix

Purananuru and Akananuru, help students understand the cultural and occupational context of each region. Pictures and posters depicting traditional activities such as forest gathering, cattle rearing, rice cultivation, fishing, and salt production provide visual reinforcement of the content.

e-learning materials

<https://www.youtube.com/watch?v=0EQMWznGsso>

<https://www.youtube.com/watch?v=N3gFqt9BJV4&t=55s>

<https://www.youtube.com/watch?v=ntQ-YhBorsA>

<https://www.youtube.com/watch?v=IWM4GswS28U>

<https://www.youtube.com/watch?v=MUHAmiYED-A>

Pre-requested Knowledge

The prerequisite knowledge required for studying the topic of occupations and ecological regions of ancient Tamilakam includes a basic understanding of the geographical features of South India, including hills, plains, wetlands, drylands, and coastal areas. Students should be familiar with the concept of human-environment interaction and how natural surroundings influence people's way of life and livelihood. They should also have a general awareness of early human societies and their dependence on nature for food, shelter, and occupation. An introductory knowledge of the Sangam period, including its cultural and historical importance, will help students connect the content with the literary references. Understanding the meaning of terms like agriculture, cattle rearing, and trade will support the comprehension of different occupational practices. Additionally, students should have some experience interpreting simple maps and identifying landforms, which will help them locate and relate the different ecological zones of ancient Tamilakam with the respective ways of life

Anticipated Artistic Outcome

- Drama based on Kruchi tina social life
- Puppetry show based on Mullai tina social life
- Hot seating Based on Marutam tina social life
- Newspaper drama based on Neytal tina social life
- News reporting process based on Palai tina social life
- Folks songs based on different works

Class room Activities (Day 12, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=0EQMWznGsso>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher explained the social life of Kuruchi Tinai, and make a drama for the social life related to this tinai

The teacher divided the entire class into four groups. each groups were assigned to prepare and present a drama script about the social life of Kuruchi Tinai,

Performance Phase (10 Minutes)

Students present drama based on Kuruchi tinai

Reflections Phase (5 Minutes)

Students' reflections are based on the drama allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Class room Activities (Day 13, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style game in the classroom.

Appendix

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam

<https://www.youtube.com/watch?v=N3gFqt9BJV4&t=55s>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher explain social life of mullai tinai and some techniques of puppetry

The teacher divided the entire class into two groups. one groups was assigned to prepare an script of puppetry , while the other group was asked to make puppet for puppetry based on ancient Tamilakam Mullai tinai

Performance Phase (10 Minutes)

Students present puppetry

Reflections Phase (5 Minutes)

Students' reflections are based on the puppetry showm allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk stories

Class room Activities (Day 14, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam

<https://www.youtube.com/watch?v=N3gFqt9BJV4&t=55s>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher explain the social life of marutam tinai, and Teacher selects a student, transforms him into a character from marutam tinai in ancient Tamilakam, and instructs the rest of the class to ask questions related to the literary works of that period.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based hot seating allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam

Class room Activities (Day 15, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=ntQ-YhBorsA>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Appendix

Teacher explain neytal tinai in ancient tamilakam, elements of newspaper darma and whole class divided in two groups, one group make news paper based on the content of neytal tinai and other group make a newspaper darma

.

Performance Phase (10 Minutes)

Students present newspaper drama

Reflections Phase (5 Minutes)

Students' reflections are based on the newspaper darma allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam

Class room Activities (Day 16, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=IWM4GswS28U>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher explain social life of palai tinai in ancient tamilakam and whole class classified in to two group, each group give task to make channel report and present in the class

Performance Phase (10 Minutes)

Students present channel news report

Reflections Phase (5 Minutes)

Students' reflections are based on the channel news report allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect Ancient Tamilakam Folk songs

Class room Activities (Day 17, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Mystery Box game in the classroom.

Learning the Content (10 Minutes)

Present video <https://www.youtube.com/watch?v=MUHAmiYED-A> Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

The teacher divided the entire class into five groups and assigned each group the name of one of the ecological regions of ancient Tamilakam—Mullai, Marutham, Palai, Neytal, and Kurinchi. Each group was then instructed to compose a folk song inspired by the lifestyle, occupation, and cultural features associated with their respective landscape. After preparation, the groups presented their songs to the class, creatively showcasing the essence of their region through music and performance.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on the folk song allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam Folk songs

Topic: Exchange System

(Total time: 2 hrs)

Learning Content

Sangam literature refers to a system of goods exchange known as *noduthal*. Markets in ancient Tamilakam were active during different times of the day, with *Allalavanam* operating in the evening and *Nalangadi* in the morning, providing essential commodities to people across various ecological regions or *Tinais*. This passage, adapted from *Akananuru*, reveals that salt held significant value as a traded item during those times. A merchant community known as the *Umanar* played a key role in this exchange system. They gathered and traded spices, which were the primary export goods of ancient Tamilakam, especially pepper. These spices were collected and sold at trading centers in coastal towns, from where they were exported to foreign lands. Notably, Roman coins found in megalithic sites provide evidence of trade links with the Roman Empire. The *Umanar* merchants also exchanged salt and dried fish from coastal areas for forest products and spices from other regions, with most of these transactions taking place during the summer season.

Learning Outcomes

- Students will be able to explain the practice of *noduthal*, the traditional system of exchanging goods in ancient Tamilakam.
- Students will identify and describe the function of markets like *Allalavanam* and *Nalangadi*, and their role in the daily life and economy of various ecological regions (*Tinais*).
- Students will understand the role of the merchant group *Umanar* in collecting and trading essential commodities such as salt, dried fish, spices, and forest products.
- Students will recognize the significance of international trade, especially with the Roman Empire, and explain how pepper and other spices from Tamilakam were exported through coastal trade centers.

Art Integrated learning Activities

- Hotseating based on *Nodithal*
- Skit based on *Allalavanam* and *Nalangadi*
- Role play of *Umanar*

Learning materials

A map of ancient Tamilakam, Extracts from Sangam literature, Pictures or illustrations, Replica coins or images of Roman coins, Role-play materials or dialogue scripts, worksheets and activity sheets

e-learning materials

<https://www.youtube.com/watch?v=hma2dn0I09U>

<https://www.youtube.com/watch?v=dMvhBkjUDgk>

Pre-requested Knowledge

Early human economic activities, geographical regions of South India, markets and goods exchange, Sangam literature and its historical significance, international trade and ancient civilizations

Anticipated Artistic Outcome

- Hotseating based on Noduthal
- Skit based on Allalavanam and Nalangadi
- Role play of Umanar

Class room Activities (Day 18, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Noduthal in Ancient Tamilakam

<https://www.youtube.com/watch?v=hma2dn0I09U>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher selects a student, transforms him into a character from Noduthal in ancient Tamilakam, and instructs the rest of the class to ask questions related to the literary works of that period.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based noduthal -Hot seating allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Appendix

Post-Lesson Activates

Collect coins of Ancient Tamilakam Folk songs

Class room Activities (Day 19, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=hma2dn0I09U>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher explain the term allalavanam and nalangandi and divided the entire class into four groups. Two groups were assigned to prepare and present the skit based on allalavanam, while the other two groups were asked to prepare and present the skit based on nalangadi.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on skit allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect pictures of Ancient Tamilakam

Class room Activities (Day 20, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Timeline Relay in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=dMvhBkjUDgk>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher Explain the role of Umaner for the exchange system in Ancient tamilakam. The teacher divided the entire class into four groups. Each groups were assigned to prepare and present role play based on different roles .of Umaner.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on the roleplay allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Ancient Tamilakam

Topic: Moovendans

(Total time: 3 hrs)

Learning Content

In ancient Tamilakam, both inland and maritime trade were actively practiced. To manage and regulate this trade, certain powerful authorities were necessary. Trade activities were overseen by three major ruling powers: the Cheras, the Pandyas, and the Cholas, collectively known as the Moovendans. The Cheras had their capital at Muchiri, the Pandyas at Madurai, and the Cholas at Uraiyur. During this period, prominent port cities included Muchiri, Thondi, Vakai, Mantai, and Kaveripattanam, which played a crucial role in facilitating trade.

Learning Outcomes

- Students will be able to identify the three major ruling dynasties of ancient Tamilakam—the Cheras, Pandyas, and Cholas—and explain their collective role in regulating trade.
- Students will recognize the capitals and important port cities of the Sangam period, such as Muchiri, Madurai, Uraiyur, Thondi, and Kaveripattanam, and understand their significance in inland and maritime trade.
- Students will understand how political power supported economic activities, particularly trade, by establishing control, framing rules, and maintaining order in trading regions.

Art Integrated learning Activities

- Drama based on Chera dynasty
- Skit based on Pandya dynasty
- Puppetry based on Cholas dynasty

Learning materials

Political map of ancient Tamilakam, Historical maps of trade routes, sangam literature references, Images or models of ancient port cities and ships, as well as coin replicas and trade goods

e-learning materials

<https://www.youtube.com/watch?v=nj5CWhPxknA>

<https://www.youtube.com/watch?v=AGk9UQJBZwY>

<https://www.youtube.com/watch?v=l6fyPpACKP4>

Pre-requested Knowledge

Basic understanding of early Indian history, Students should be familiar with the idea of trade, difference between inland and maritime trade, and how goods are exchanged across regions. They should also have a foundational knowledge of South Indian geography.

Anticipated Artistic Outcome

- Drama based on Chera dynasty
- Skit based on Pandya dynasty
- Puppetry based on Cholas dynasty

Class room Activities (Day 21, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=nj5CWhPxknA>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher explains the Chera dynasty and divided the entire class into four groups. Two groups were assigned to prepare and present the drama based on Chera Kingdom, while the other two groups were asked to prepare and present the social life in Chera King dom.

Performance Phase (10 Minutes)

Students present drama based on Chera Kingdom and Social life in Chera Kingdom

Reflections Phase (5 Minutes)

Students' reflections are based on the drama allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories based on Chera kingdom

Appendix

Class room Activities (Day 22, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=AGk9UQJBZwY>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher Explain the Pandya kingdom and divided the entire class into four groups. Two groups were assigned to prepare and present the social life of Pandya kingdom, while the other two groups were asked to prepare and present Pandya Kingdom.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on the Skit allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Pnadya Kingdom

Class room Activities (Day 23, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage in deep breathing exercises with soothing tambura music; thereafter, conducts Jeopardy-Style Gamegame in the classroom.

Learning the Content (10 Minutes)

Present video about Ancient Tamilakam <https://www.youtube.com/watch?v=l6fyPpACKP4>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Ancient Tamilakam through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher explain the Chola kingdom, techniques of puppetry and divided the entire class into four groups. Two groups were assigned to prepare a script for puppetry show based on Chola kingdom, while the other two groups were asked to present it.

Performance Phase (10 Minutes)

Students present their appreciation report and poem

Reflections Phase (5 Minutes)

Students' reflections are based on the puppetry show allowing them to evaluate their understanding, teamwork, and creative interpretation of the historical content.

Post-Lesson Activates

Collect stories of Chola dynasty.

Name of the Unit: Reading Map

Topic: Introduction to Map

(Total time: 2 hrs)

Learning Content

Maps are an essential tool that help us understand the world around us. They provide a visual representation of different places, showing us where things are located and how they are connected. From showing the boundaries of states and countries to indicating rivers, mountains, roads, and cities, maps help us travel, study, and plan. By learning to read and interpret maps, students gain important skills in geography, direction, and spatial understanding. In this lesson, we will explore the different types of maps, their key features, and how to locate Kerala and its important landmarks on a map.

Learning Outcomes

- Students will be able to define what a map is and explain its importance in daily life and geography.
- Students will identify and describe the key elements of a map, including scale, symbols, direction, and legend.
- Students will distinguish between different types of maps such as physical, political, and thematic maps.
- Students will locate Kerala and its major geographical features on an outline map of India.

Art Integrated learning Activities

- Introduction to folksinger and discussion with him
- Map making activities and its presentation

Learning materials

A brief biography or profile of the invited folksinger, traditional musical instruments, Flashcards or posters depicting various land forms of Kerala, Chart paper, colour pencil, water colour, map, atlas.

e-learning materials

<https://www.youtube.com/watch?v=YrHunDo39p0>

<https://www.youtube.com/watch?v=luBOfCDvPb8>

Pre-requested Knowledge

Before learning the topic of maps, students should have a basic understanding of directions such as north, south, east, and west. They should be familiar with the concept of the Earth as a globe

and how maps represent the Earth's surface in a flat form. It is also important that they know simple measurement concepts like distance in kilometers and meters. In addition, students should have some awareness of their local geography, including the name and location of their state, district, and nearby landmarks, along with basic observation and drawing skills to help interpret and create maps effectively.

Anticipated Artistic Outcome

- Hot seating activities
- Local map making activities

Class room Activities (Day 24, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Treasure Hunt on the Map game in the classroom.

Learning the Content (10 Minutes)

Present video about folks singer <https://www.youtube.com/watch?v=YrHunDo39p0>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content folk singer through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher introduces a folk singer to the class and instructs the students to analyze the content of the songs, encouraging them to prepare questions to ask the singer about the various landforms he encountered during his travels.

Performance Phase (10 Minutes)

Student ask different questions to folksinger about he encountered during his travels.

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect map from Panchayath

Appendix

Class room Activities (Day 25, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Map Symbol Bingo game in the classroom.

Learning the Content (10 Minutes)

Present video about introduction to map <https://www.youtube.com/watch?v=luBOfCDvPb8>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content introduction to map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher assigned the entire class a task titled "Create a route map from your home to school," instructing students to use available colors and present it in an attractive manner

Performance Phase (10 Minutes)

Student prepare map and present attractively

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect map from Panchayath

Topic: Importance of Map Reading

(Total time: 3 hrs)

Learning Content

Maps play a very important role in our daily life as well as in learning geography. They help us to understand the location, shape, and size of different places on Earth. Through maps, we can easily find out where countries, states, cities, rivers, mountains, and forests are situated. They are very useful for travelers and drivers, as maps show the correct direction and distance from one place to another. Maps are also important in planning towns, building roads, and organizing disaster relief activities. Government officers, engineers, scientists, and researchers use maps for different purposes like development planning, weather forecasting, and studying population or natural resources. Maps help the army and navy during wars and in protecting borders by showing the

exact position of landforms and boundaries. Students and teachers use maps in schools to study geography and understand the physical and political divisions of the world. Thus, maps are not just drawings, but a valuable tool that helps us to explore, understand, and connect with the world around us.

Learning Outcomes

- Students will be able to explain what a map is and describe its purpose in understanding geography.
- Students will identify different types of maps and the information each type provides.
- Students will understand the importance of maps in daily life, planning, travel, and education.
- Students will develop the ability to interpret maps and apply map reading skills to real-life situations.

Art Integrated learning Activities

- Skit for helping a friend
- Puppetry show based on importance of map in daily life
- Map making workshop

Learning materials

To conduct a skit on helping a friend, students need a simple script, basic costumes, and props like books or school bags to act out a real-life situation. For the puppetry show on the importance of maps in daily life, materials like handmade puppets, a small puppet stage, colorful charts showing maps, and a simple dialogue are needed. These activities help students understand values like friendship and also learn how maps are useful in daily situations like traveling, planning, and studying geography in a fun and creative way.

e-learning materials

https://www.youtube.com/watch?v=RIwu4_dZ_dI

<https://www.youtube.com/watch?v=mR2CWUOSC08>

<https://www.youtube.com/shorts/1xTg0b92WsQ>

Pre-requested Knowledge

Before doing activities like a skit on helping a friend or a puppetry show about the importance of maps, students should have a basic understanding of friendship, helping others, and good behavior. They should also know what maps are, why they are used, and how they help us in daily life. Some experience in speaking, acting, or storytelling will also help them participate confidently in the classroom activities.

Appendix

Anticipated Artistic Outcome

- Skit for helping a friend
- Puppetry show based on importance of map in daily life
- Map making workshop

Class room Activities (Day 26, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Direction Dance game in the classroom.

Learning the Content (10 Minutes)

Present video about importance of map https://www.youtube.com/watch?v=RIwu4_dZ_dI

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content importance of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher gave the whole class an assignment titled "How to guide a friend from your home to school," asking students to use available colors and present the route map in a creative and attractive way

Performance Phase (10 Minutes)

Student prepare and present skits attractively

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Study to find a route map from google map

Class room Activities (Day 27, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Find Me If You Can game in the classroom.

Learning the Content (10 Minutes)

Present video about importance of map <https://www.youtube.com/watch?v=mR2CWUOSC08>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content importance of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Two groups were assigned the task of preparing a script for a puppetry show, while the other two groups were instructed to perform the puppetry show in the classroom

Performance Phase (10 Minutes)

Student prepare and present Puppetry show

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Class room Activities (Day 28, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Find Me If You Can game in the classroom.

Learning the Content (10 Minutes)

Present video about importance of map <https://www.youtube.com/shorts/1xTg0b92WsQ>

Appendix

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content Map making through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Two groups were assigned the task of preparing a route through story and poem, while the other two groups were prepare route map and painting

Performance Phase (10 Minutes)

Student prepare and present different types of maps

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Topic: Classification of map - Importance (Total time: 1 hrs)

Learning Content

The classification of maps is important because it helps us understand and use maps for different purposes. There are many types of maps, such as physical maps, political maps, and thematic maps. Each type gives specific information—like landforms, boundaries, population, or climate. By classifying maps, it becomes easier to choose the right map to study or explain a topic clearly. This helps students, teachers, travelers, and planners to find and understand the exact information they need from a map.

Learning Outcomes

- Students will be able to identify different types of maps such as physical, political, and thematic maps.
- Students will understand the purpose and importance of classifying maps based on the information they provide.

Art Integrated learning Activities

Drama based on importance of classification of map

Learning materials

Drama script, makeup items, chart papers, different types of maps, atlas

e-learning materials

<https://www.youtube.com/watch?v=OTw6ZhD37x4>

Pre-requested Knowledge

Students should have a basic understanding of what a map is and how it is used to represent the earth's surface. They should also be familiar with common map elements such as directions, symbols, scale, and legends.

Anticipated Artistic Outcome

Drama

Class room Activities (Day 29, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Find Me If You Can game in the classroom.

Learning the Content (10 Minutes)

Present video about importance of classification of map

<https://www.youtube.com/watch?v=OTw6ZhD37x4>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content importance of classification of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Two groups were assigned the task of preparing drama script for classification of map, while the other two groups were prepare to act for this drama

Performance Phase (10 Minutes)

Student prepare and present drama

Reflections Phase (5 Minutes)

Appendix

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Topic: classification of map based on function

(Total time: 4 hrs)

Learning Content

Maps can be classified based on the type of information they give. Two main types are Physical maps and Cultural maps. Physical maps show the natural features of the earth like mountains, rivers, lakes, hills, and plateaus. These maps help us understand the shape of the land and where natural resources are found. Cultural maps show man-made features such as roads, railways, cities, dams, and buildings. They help us understand how humans have changed and used the land. By studying both physical and cultural maps, we can learn about the natural and human-made features of a place.

Learning Outcomes

- Students will be able to define and explain the term "map classification based on function."
- Students will identify the key features shown in physical maps such as mountains, rivers, and plateaus.
- Students will recognize the human-made features represented in cultural maps like roads, cities, and railways.
- Students will compare and contrast physical and cultural maps and understand their importance in studying geography.

Art Integrated learning Activities

- Drama based on Physical classification of maps
- Puppetry show based on the importance of Physical classification of maps
- Skit based on Cultural classification of maps
- Music Composition of the importance of Cultural classification of maps

Learning materials

To teach the classification of maps based on function, we can use simple and useful materials in the classroom. Wall maps and atlases help students see physical and cultural features clearly. Worksheets with map activities like matching and labeling make learning fun. Chart paper and color pencils can be used by students to draw their own maps. A globe and compass help them understand directions and the earth's shape. Flashcards with pictures of natural and man-made features help in easy identification. If available, digital tools like projectors or smartboards can be

used to show different types of maps clearly. These materials make the topic easy and interesting for students.

e-learning materials

<https://www.youtube.com/watch?v=JXjn8kJDxY0>

<https://www.youtube.com/watch?v=xnRhr9wWBB8>

Pre-requested Knowledge

Before learning about the classification of maps, students should know what a map is and how it is used to show places on the earth. They should be familiar with basic map elements like directions (north, south, east, west), symbols, and the use of colors on maps. Students should also have a general idea about natural features like mountains and rivers, and man-made features like roads and cities. This basic knowledge will help them easily understand the difference between physical and cultural maps.

Anticipated Artistic Outcome

Drama, Skit Music composition, Puppetry show

Class room Activities (Day 30, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Map Puzzle Challenge game in the classroom.

Learning the Content (10 Minutes)

Present video about Physical classification of map

<https://www.youtube.com/watch?v=JXjn8kJDxY0>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content physical classification of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Whole groups were assigned the task of preparing drama script and presenting drama for physical classification of map,

Appendix

Performance Phase (10 Minutes)

Student prepare and present drama

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Class room Activities (Day 31, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Map Puzzle Challenge game in the classroom.

Learning the Content (10 Minutes)

Present video about importance of Physical classification of map

<https://www.youtube.com/watch?v=JXjn8kJDxY0>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content importance of physical classification of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Whole groups were assigned the task of preparing puppetry script and presenting puppetry show for importance physical classification of map,

Performance Phase (10 Minutes)

Student prepare and present puppetry show

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Class room Activities (Day 32, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Blindfold Map Walk game in the classroom.

Learning the Content (10 Minutes)

Present video about cultural classification of map

<https://www.youtube.com/watch?v=xnRhr9wWBB8>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content cultural classification of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Whole groups were assigned the task of preparing skit and presenting skit for cultural classification of map,

Performance Phase (10 Minutes)

Student prepare and present skit

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of cultural maps

Class room Activities (Day 33, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Blindfold Map Walk game in the classroom.

Learning the Content (10 Minutes)

Present video about importance cultural classification of map

<https://www.youtube.com/watch?v=xnRhr9wWBB8>

Students listening the content

Appendix

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content importance of cultural classification of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Whole groups were assigned the task of preparing music with help of the content based on importance of cultural classification of map and presenting

Performance Phase (10 Minutes)

Student prepare and present music

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of cultural maps

Topic: Classifiaction of map based on scale

(Total time: 3 hrs)

Learning Content

Maps are drawn to show the whole or part of the earth on paper. Since the earth is very large, we cannot show everything in actual size. So, maps are drawn using a **scale**, which shows the ratio between the real distance on the ground and the distance on the map. Based on the scale, maps are mainly classified into two types: Large Scale Maps and Small-Scale Maps. Large Scale Maps These maps show a small area in greater detail. For example, a map of your school, village, or town is a large-scale map. It shows roads, buildings, and other small features clearly. Large scale maps are useful for planning and construction work. Small Scale Maps These maps show a large area, like a country or continent, but with less detail. For example, a map of India or the world is a small-scale map. It shows only major features like countries, rivers, and mountains. Small scale maps are useful to get an overall idea about big areas

Learning Outcomes

- Students will understand the concept of scale in maps.
- Students will be able to explain the difference between large scale and small scale maps.
- Students will identify examples of large scale maps (like village or town maps) and small scale maps (like country or world maps).

- Students will understand the purpose and use of different types of maps based on scale

Art Integrated learning Activities

- Hot Seating Based on Scale of maps
- Skit based on small scale maps
- Role play based on Large scale map

Learning materials

To understand the classification of maps based on scale, simple materials can be used in the classroom. Wall maps and atlases help students see the difference between large and small scale maps. Worksheets with comparison and labeling activities make learning fun. Chart paper and color pencils can be used by students to draw maps of different scales. A ruler and graph paper help them understand how to use scale correctly. A globe can be used to show how small scale maps cover large areas. These materials make the lesson more clear and enjoyable for students.

e-learning materials

https://www.youtube.com/watch?v=K3aM0H7j_Jg

Pre-requested Knowledge

Before learning about the classification of maps based on scale, students should know what a map is and how it represents places on the earth. They should be familiar with basic map elements like directions, symbols, and distance. Students should also have a simple idea of measuring distances and comparing sizes. This basic understanding will help them easily learn the difference between large scale and small scale maps.

Anticipated Artistic Outcome

Drama, Skit, Hot seating

Class room Activities (Day 34, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Blindfold Map Walk game in the classroom.

Learning the Content (10 Minutes)

Present video about scale of map https://www.youtube.com/watch?v=K3aM0H7j_Jg

Students listening the content

Listening and analysis (10 Minutes)

Appendix

Teacher encourages students to express their appreciation of the learning content scale map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher introduces one student to represent the concept of a map scale, and the rest of the class is asked to prepare questions related to the scale of a map

Performance Phase (10 Minutes)

Student prepare and present hot seating activity

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Class room Activities (Day 35, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Blindfold Map Walk game in the classroom.

Learning the Content (10 Minutes)

Present video about small scale of map https://www.youtube.com/watch?v=K3aM0H7j_Jg

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content small scale map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Whole groups were assigned the task of preparing skit with help of the content based on importance of small scale of map and presenting

Performance Phase (10 Minutes)

Student prepare and present hot seating activity

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Class room Activities (Day 36, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Blindfold Map Walk game in the classroom.

Learning the Content (10 Minutes)

Present video about large scale of map https://www.youtube.com/watch?v=K3aM0H7i_Jg

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content large scale map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Whole groups were assigned the task of preparing role play with help of the content based on importance of large scale of map and presenting

Performance Phase (10 Minutes)

Student prepare and present hot seating activity

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Topic: Statement of Scale

(Total time: 2 hrs)

Learning Content

The scale on a map shows the relationship between the distance on the map and the actual distance on the ground. One simple way to show this is the statement of scale, which is written in words and numbers and is easy to understand. Another method is the representative fraction, which shows

Appendix

the scale as a ratio without using any units, making it useful in all countries regardless of the measuring system they use. The third type is the linear scale, where a straight line is drawn and marked with equal units to help measure distances directly. All these types of scales help us read and understand maps correctly.

Learning Outcomes

- Students will understand the meaning and importance of scale in maps.
- Students will be able to identify and explain different types of map scales: statement of scale, representative fraction, and linear scale.
- Students will recognize how scales help in measuring real distances from maps.
- Students will develop the skill to interpret and use scales while reading or drawing maps.

Art Integrated learning Activities

- Puppetry show based on representative fraction
- Skit based on linear scale

Learning materials

To teach the concept of scale in maps, simple materials can be used in the classroom. Wall maps and atlases help students observe different types of scales. Rulers and graph papers are useful for drawing and measuring distances. Sample maps showing statement of scale, representative fraction, and linear scale make it easier to understand the differences. Chart paper and color pencils can be used by students to create their own scales. These materials make learning about map scales easy and interesting.

e-learning materials

<https://www.youtube.com/watch?v=FqJrmnQ9sBs>

Pre-requested Knowledge

Before learning about the scale in maps, students should have a basic understanding of what a map is and how it represents places on the earth. They should know simple map elements like directions (north, south, east, west), symbols, and how to measure distances using a ruler. A general idea about real-world distances and locations will also help them understand how maps show large areas in a smaller form using scales.

Anticipated Artistic Outcome

Puppetry show, Skit

Class room Activities (Day 37, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Blindfold Map Walk game in the classroom.

Learning the Content (10 Minutes)

Present video about representative fraction of map

<https://www.youtube.com/watch?v=FqJrmnQ9sBs>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content representative of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Whole groups were assigned the task of preparing puppetry show with help of the content based on importance of representative fraction of map and presenting

Performance Phase (10 Minutes)

Student prepare and present puppetry show activity

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Class room Activities (Day 38, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Blindfold Map Walk game in the classroom.

Learning the Content (10 Minutes)

Present video about linear scale of map <https://www.youtube.com/watch?v=FqJrmnQ9sBs>

Students listening the content

Appendix

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content linear scale of map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided the entire class into four groups. Whole groups were assigned the task of preparing skit show with help of the content based on linear scale of map and presenting

Performance Phase (10 Minutes)

Student prepare and present skit show activity

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

Topic: Direction in map

(Total time: 1 hr)

Learning Content

Maps help us understand the location of places. To read a map correctly, it is important to know the directions. Directions tell us where one place is in relation to another.

The four main directions are called cardinal directions. They are North, South, East, and West. On most maps, North is shown at the top. Once we know where North is, we can easily find the other directions.

- East is to the right
- West is to the left
- South is at the bottom

There are also four intermediate directions between the main ones. They are North-East (NE), North-West (NW), South-East (SE), and South-West (SW). These help to give a more accurate location of places.

A compass is a tool used to find direction. Maps may also show a compass rose or an arrow mark pointing to the North to help users identify directions.

Understanding directions helps us read and use maps properly. It also helps us in daily life, especially while traveling or giving directions to others.

Learning Outcomes

- Students will understand the concept of direction in maps.
- Students will be able to identify the four cardinal directions: North, South, East, and West.
- Students will recognize the four intermediate directions: North-East, North-West, South-East, and South-West.
- Students will learn to use symbols like the compass rose or north arrow to find directions on a map.

Art Integrated learning Activities

Music composition based on the idea of direction of maps

Learning materials

To teach the concept of direction in maps, simple materials can be used in the classroom. Wall maps and atlases help students observe how directions are marked. A magnetic compass or a model of a compass rose can be used to demonstrate finding directions. Arrows drawn on chart paper showing North, South, East, and West help students remember easily. Worksheets with direction-based activities, like identifying places on a map using directions, make learning fun. These materials help students understand directions clearly and apply them while reading maps.

e-learning materials

<https://www.youtube.com/watch?v=mtsx8V3mE8o>

Pre-requested Knowledge

Before learning about directions in maps, students should know what a map is and how it represents real places on a flat surface. They should have a basic idea of left, right, top, and bottom positions. A simple understanding of how we use directions in daily life—like finding a place or guiding someone—will also help them easily understand the use of directions in maps.

Anticipated Artistic Outcome

Music composition based on the idea of direction of maps

Class room Activities (Day 39, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Find Me If You Can game in the classroom.

Learning the Content (10 Minutes)

Appendix

Present video about directions used in map

<https://www.youtube.com/watch?v=mtsx8V3mE8o>

Students listening the content

Listening and analysis (10 Minutes)

Teacher encourages students to express their appreciation of the learning content directions used in map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher divided whole class in four group and assigned the whole group an activity to create a music for their own route map using directions of maps

Performance Phase (10 Minutes)

Student prepare and present music

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect local maps and route map

Topic: Signs and symbols used in maps

(Total time: 1 hr)

Learning Content

Maps are small drawings of large areas, so it is not possible to show everything exactly as it is. To solve this, maps use symbols and signs to represent different features like roads, rivers, schools, temples, railway lines, and boundaries. These symbols are simple drawings or marks that make it easy to understand the map. For example, a small triangle may show a mountain, a blue line may show a river, and a red cross may show a hospital. The same symbols are used in all maps to avoid confusion. These are called conventional signs. They are shown in a box on the map called the map key or legend. The legend helps us understand what each symbol means. Learning to read map symbols and signs helps us quickly find and understand information from a map. It also saves space and makes maps easy to read for everyone.

Learning Outcomes

- Students will understand the importance of symbols and signs in maps.
- Students will be able to identify commonly used conventional signs and symbols.
- Students will learn to read and interpret map keys or legends.

- Students will apply knowledge of symbols to locate features like roads, rivers, and buildings on a map.

Art Integrated learning Activities

Map Magazine making workshop

Learning materials

To teach symbols and signs used in maps, simple and effective materials can be used in the classroom. Wall maps and atlases help students observe real examples of map symbols. Chart papers with common conventional signs can be displayed for easy reference. Flashcards showing symbols like rivers, roads, schools, and hospitals help students learn through games and activities. Worksheets with matching and identification tasks make learning interactive. A printed map legend can be used to explain the meaning of each symbol clearly. These materials help students easily understand and remember map symbols.

e-learning materials

<https://www.youtube.com/watch?v=IRXYAHFG3zY>

Pre-requested Knowledge

Before learning about symbols and signs in maps, students should have a basic understanding of what a map is and why it is used. They should be familiar with real-world features like rivers, roads, schools, and buildings. Students should also understand that maps are small representations of large areas, so not everything can be shown in detail. This basic knowledge will help them understand why symbols are used on maps to represent different features clearly and simply.

Anticipated Artistic Outcome

Map Magazine

Class room Activities (Day 40, One hour)

Mind blowing activities (5 minutes)

The teacher encourages students to engage group clap with rhythm; thereafter, conducts Find Me If You Can game in the classroom.

Learning the Content (10 Minutes)

Present video about Signs and symbols used in map

<https://www.youtube.com/watch?v=IRXYAHFG3zY>

Students listening the content

Listening and analysis (10 Minutes)

Appendix

Teacher encourages students to express their appreciation of the learning content sign and symbols used in map through their own artistic sense, allowing for creative interpretation and personal connection to the material.

Art Integration Workshop (20 Minutes)

Teacher assigned the whole class an activity to create their own route map using standard map symbols and signs, and present it in the form of a map magazine.

Performance Phase (10 Minutes)

Student prepare and present map magazine

Reflections Phase (5 Minutes)

Students' reflections are based on performance allowing them to evaluate their understanding, teamwork, and creative interpretation of the learning content.

Post-Lesson Activates

Collect different types of maps

APPENDIX X

Lesson plan for using control group

LESSON PLAN

Lesson Plan 1

Subject: Social Science

Standard: 8

Unit: Ancient Tamilakam

Time: 45 Minutes

Topic: Introduction to Ancient Tamilakam

Avg.Age:13 Yrs.

Learning Outcomes

After this lesson, students will be able to:

1. Identify the geographical location and time period of Ancient Tamilakam.
2. Interpret cultural and historical elements described in Sangam literature.
3. Construct meaningful connections between ancient life and modern society.

Content Analysis

- Ancient Tamilakam refers to the region now comprising Tamil Nadu and parts of Kerala.
- The period is known for the Sangam age and literature.
- Ancient Tamil society had organized settlements, agriculture, trade, and governance.
- Poems from this era reflect diverse landscapes like Kurinji, Mullai, Marutham, Neythal, and Palai.
- Trade (both inland and foreign) was a major aspect of life during this period.

Learning Materials Used

- Political and physical map of South India
- Translated excerpts from Sangam poems
- Black/white board with chalk or marker for drawing a timeline
- Drawing paper and colored pencils for extended activity

Skills Developed

Appendix

- Identification of geographical features
- Analysis and interpretation of poetic descriptions
- Creative synthesis of cultural elements into visuals and short writings

Prerequisite Knowledge

- Basic understanding of Indian geography and ancient history

Activity	Student Response
Introductory Activity: Teacher displays a map of Southern India and asks students to locate Tamil Nadu and Kerala. Then prompts: “How do you think people lived here long ago?”	Students observe, locate the states, and guess possible lifestyles. “They lived in huts,” “They were farmers,” “They hunted animals.” Curiosity builds.
Developing Activity 1: Teacher divides the class into groups and distributes short Sangam poem excerpts (in translation). Students discuss what they learn about the people, landscape, and culture from the poems.	Students identify descriptions of kings, poets, warriors, farmers, landscapes (like hills, forests), and trade. They realize Tamilakam had a rich cultural and social structure.
Developing Activity 2: Teacher draws a large historical timeline on the board. Students place Tamilakam within it and compare with other Indian historical periods.	Students recognize Ancient Tamilakam existed between 300 BCE – 300 CE. They connect it with Mauryan and post-Mauryan eras in North India.

Extended Activities: Students will select any one Sangam landscape (e.g., Kurinji, Marutham, Neythal, etc.). At home, they will create a small poster (drawing + 5 sentences) describing the lifestyle, occupation, and natural features of people living in that landscape.

Lesson Plan 2

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Historical Moments in

Ancient Tamilakam

Avg.Age:13 Yrs.

Learning Outcomes

After this lesson, students will be able to:

1. Identify Nannangadi and Kudakkallu as significant archaeological burial sites.
2. Describe burial practices and material remains found in Ancient Tamilakam.
3. Analyze how these sites help us reconstruct the lives and beliefs of ancient people.

Content Analysis

- Nannangadi (urn burials) and Kudakkallu (umbrella stones) are types of megalithic burials.
- These sites are found in Kerala and Tamil Nadu.
- Burial remains include pottery, iron tools, beads, and bones.
- Burial practices reflect social beliefs, customs, and craftsmanship.
- Such sites offer material evidence about life and death in Ancient Tamilakam.

Learning Materials Used

- Pictures or models of Nannangadi and Kudakkallu
- Map of South India marking megalithic sites
- Sample objects or drawings of artifacts (pottery, beads, tools)
- Chart paper and sketch pens for group work

Skills Developed

- Identification of archaeological sites
- Interpretation of burial practices and objects
- Correlation of material remains with social life and beliefs

Prerequisite Knowledge

- Students are familiar with the idea that history can be reconstructed from artifacts.

Activity	Student Response
Introductory Activity: Teacher shows an image of a Nannangadi (urn burial) and asks, “Why do you think ancient people buried pots like this in the ground?”	Students guess: “Maybe it was for storing things,” or “Maybe they buried something important,” leading to curiosity about burial customs.

Appendix

DevelopingActivity1: Students are divided into two groups: one explores Nannangadi, the other Kudakkallu. Each group receives pictures, maps, and brief text descriptions. They prepare a short poster explaining their site.	Groups present: Nannangadis are large urns, used to bury ashes or bones; Kudakkallu are umbrella-shaped stones used as burial markers. Students identify locations in Kerala and Tamil Nadu.
DevelopingActivity2: Teacher gives images of tools, ornaments, or pottery found in burials. Students infer: “Who might have used these?” “What do they tell us about the people?”	Students infer social status, everyday life, and trade possibilities. For example, beads suggest trade or adornment; iron tools suggest agriculture or war.
Extended Activity Students draw a picture of a Nannangadi or Kudakkallu burial site and write a paragraph imagining they are archaeologists explaining its importance.	

Lesson Plan:3

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Archaeological Evidences –

Nannangadi and Kudakkallu

Avg.Age:13 Yrs.

Learning Outcomes

After this lesson, students will be able to:

1. Identify Nannangadi and Kudakkallu as significant archaeological burial sites.
2. Describe burial practices and material remains found in Ancient Tamilakam.
3. Analyze how these sites help us reconstruct the lives and beliefs of ancient people.

Content Analysis

- Nannangadi (urn burials) and Kudakkallu (umbrella stones) are types of megalithic burials.
- These sites are found in Kerala and Tamil Nadu.
- Burial remains include pottery, iron tools, beads, and bones.
- Burial practices reflect social beliefs, customs, and craftsmanship.
- Such sites offer material evidence about life and death in Ancient Tamilakam.

Learning Materials Used

- Pictures or models of Nannangadi and Kudakkallu
- Map of South India marking megalithic sites
- Sample objects or drawings of artifacts (pottery, beads, tools)
- Chart paper and sketch pens for group work

Skills Developed

- **Identification of archaeological sites**
- **Interpretation of burial practices and objects**
- **Correlation of material remains with social life and beliefs**

Prerequisite Knowledge

Appendix

- **Students are familiar with the idea that history can be reconstructed from artifacts.**

Activity	Student Response
Introductory Activity: Teacher shows an image of a Nannangadi (urn burial) and asks, “Why do you think ancient people buried pots like this in the ground?”	Students guess: “Maybe it was for storing things,” or “Maybe they buried something important,” leading to curiosity about burial customs.
Developing Activity 1: Students are divided into two groups: one explores Nannangadi, the other Kudakkallu. Each group receives pictures, maps, and brief text descriptions. They prepare a short poster explaining their site.	Groups present: Nannangadis are large urns, used to bury ashes or bones; Kudakkallu are umbrella-shaped stones used as burial markers. Students identify locations in Kerala and Tamil Nadu.
Developing Activity 2: Teacher gives images of tools, ornaments, or pottery found in burials. Students infer: “Who might have used these?” “What do they tell us about the people?”	Students infer social status, everyday life, and trade possibilities. For example, beads suggest trade or adornment; iron tools suggest agriculture or war.

Extended Activity: Students draw a picture of a Nannangadi or Kudakkallu burial site and write a paragraph imagining they are archaeologists explaining its importance

Lesson Plan:4

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Importance of Historical Moments in

Ancient Tamilakam

Avg.Age:13 Yrs.

Learning Outcomes

After the class, students will be able to:

1. Recall key events and achievements from the Sangam age.
2. Explain how historical moments shaped Tamilakam's society, trade, and culture.
3. Analyze the role of rulers and poets in preserving history through literature.

Content Analysis

- Historical moments are identified through Sangam literature and archaeology.
- Great kings like Senguttuvan (Cheran), Karikalan (Chola), and Nedunchezhiyan (Pandya) made significant contributions.
- Sangam assemblies were intellectual centers where poetry and history were recorded.
- Trade, wars, constructions (like dams), and foreign relations were notable events.
- These moments reveal how Tamilakam was politically and culturally advanced.

Learning Materials Used

- Timeline showing major Sangam kings and events
- Sangam poem excerpts mentioning key events
- Pictures of Karikalan's dam, coins, or port cities
- Chart paper for group work

Skills Developed

- **LOTS:** Recollection of rulers and events
- **HOTS 1:** Analysis of events through literature
- **HOTS 2:** Evaluation of the long-term impact of historical moments on society

Prerequisite Knowledge

- Students know the names of major dynasties of Tamilakam (Cheras, Cholas, Pandyas)

Activity	Student Response
Introductory Activity: Teacher asks: "What do you think makes a moment in history important?" Shows image of Karikalan's dam and asks students to guess its importance.	Students suggest: "It helped farming," "It shows intelligence," or "It was a big achievement." They begin reflecting on historical significance.

Appendix

Developing Activity 1: Groups are given short descriptions of historical moments (e.g., Senguttuvan's Himalayan expedition, Sangam assemblies, Karikalan's dam). Each group identifies what happened, who was involved, and its importance.	Students discuss and record their answers. For example, "Senguttuvan showed Tamilakam had international outlook," or "Sangam assemblies preserved language and culture."
Developing Activity 2: Teacher presents a timeline with events and leaves gaps. Students fill in missing details based on clues from textbook and group presentations.	Students complete the timeline with events like "Karikalan builds Kallanai dam," "Poets gathered at Madurai Sangam," recognizing sequence and relevance.

Extended Activity : Students write a short diary entry as if they were living in Ancient Tamilakam during one important event (e.g., inauguration of Sangam assembly, construction of dam, or a king's coronation).

Lesson Plan:5

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Megalithic Monuments of Ancient Tamilakam

Avg.Age:13 Yrs.

Learning Outcomes

Students will be able to:

- 1. Identify various types of megalithic monuments found in Ancient Tamilakam.**
- 2. Describe burial practices and their archaeological importance.**
- 3. Analyze how these monuments reflect the social beliefs and lifestyle of the people.**

Content Analysis

- Urn burial (Nannangadi) was a common practice in ancient Tamilakam.
- Megalithic monuments include dolmens, cists, rock chambers, thoppikkallu, kudakkallu, and menhirs.
- These were built using locally available stones and materials.
- They served as burial markers and had ritualistic and social significance.

- These structures help in understanding ancient life, death rituals, and technology.

Learning Materials Used

- Images or 3D models of megalithic monuments
- Video or slideshow of archaeological sites in Kerala/Tamil Nadu
- Chart for group comparison activity
- Map showing distribution of megalithic sites

Skills Developed

- Listing and identifying types of burial structures
- Classifying megalithic structures by features and purpose
- Interpreting cultural beliefs from burial customs

Prerequisite Knowledge

- Students know that burials can give clues about ancient people's lives.

Activity	Student Response
Introductory Activity: Teacher shows a picture of a Kudakkallu and asks: "Why would people place a stone like this above the ground?"	Students guess: "Maybe it's a mark," "Could be for protection," or "It might show someone is buried here." This sparks curiosity about burial practices.
Developing Activity 1: Groups receive flashcards/images of different megalithic structures. They sort and classify them (dolmens, menhirs, thoppikkallu, cists, etc.), describe features, and present findings.	Students engage in peer learning and create a comparative chart: e.g., "Dolmens are flat-stone rooms; Menhirs are tall standing stones; Kudakkallu looks like an umbrella."
Developing Activity 2: Teacher presents a short story or narration of a megalithic burial. Students are asked to identify the purpose of items found in graves (e.g., tools, ornaments, bones).	Students conclude: "The buried person was important," or "They believed in life after death." They link artifacts to lifestyle and beliefs.

Extended Activity: Students create a labeled drawing of a megalithic burial site and write 5–6 sentences on what it tells us about the society of that time.

Lesson Plan:6

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Appendix

Topic: Historical Sources of Ancient Tamilakam

Avg.Age:13 Yrs.

Learning Outcomes

Students will be able to:

1. List the sources that provide information about Ancient Tamilakam.
2. Differentiate between literary and non-literary sources.
3. Evaluate how these sources help in understanding ancient life, trade, and beliefs.

Content Analysis

- Tamil Sangam literature is a rich literary source.
- Non-literary sources include inscriptions, coins, monuments, and travel accounts.
- Tamil Brahmi inscriptions are among the earliest written records.
- Coins provide information on rulers, trade, and economy.
- Travel accounts describe external views of Tamilakam.

Learning Materials Used

- Replicas or images of coins, inscriptions, manuscripts
- Simple translated poem from Sangam literature
- Table/chart for classification of sources
- Short video or visual slides of source materials

Skills Developed

- Identifying types of sources
- Comparing literary and non-literary sources
- Interpreting historical meaning from coins and texts

Prerequisite Knowledge

- Students understand the difference between a story and a fact-based document.

Activity	Student Response
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Introductory Activity: Teacher shows an ancient coin and an excerpt of Sangam poetry. Asks: “What can we learn from these?”	Students guess: “Who ruled at that time,” “What people wrote or believed,” starting to differentiate between types of sources.
Developing Activity 1: Groups are assigned different source types (coins, literature, inscriptions, travel records). They receive images or short descriptions and fill a comparison table on what information each source provides.	Students collaborate and discuss: “Literature shows culture,” “Coins show trade,” “Inscriptions mention rulers,” “Travelers wrote what they saw.”
Developing Activity 2: Teacher gives a scenario: “If you were a historian, which of these sources would you trust more and why?” Students explain their choices.	Students reflect: “Literature is emotional, coins are factual,” “Inscriptions are official,” leading to deeper understanding of bias, accuracy, and value.
Extended Activity: Students choose any one historical source (coin, poem, inscription) and prepare a 1-page mini-report on what it reveals about Ancient Tamilakam.	

Lesson Plan:7

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Iron Tools and Life in the Megalithic Period

Avg.Age:13 Yrs.

Learning Outcomes

Students will be able to:

1. Identify different iron tools used during the megalithic period.
2. Describe the role of iron tools in the lives of ancient people.
3. Analyze how technological advancement influenced society during the Iron Age.

Content Analysis

- Iron tools like swords, spears, knives, nails, and hooks were commonly used.
- These tools were used in warfare, agriculture, and daily life.
- The period is called the Iron Age due to widespread use of iron.
- Iron tool discoveries reveal technological development and social structure.
- Iron tools are often found buried in megalithic graves, suggesting symbolic value.

Appendix

Learning Materials Used

- Images or replicas of iron tools (printed or virtual)
- Chart listing tools and their uses
- Video clip or slide show of archaeological excavations
- Black and whiteboard for organizing student responses

Skills Developed

- Naming iron tools
- Interpreting the use and value of each tool
- Analyzing the relationship between technology and society

Prerequisite Knowledge

- Students understand that tools help humans perform tasks.

Activity	Student Response
Introductory Activity: Teacher shows a picture of an iron spear and asks, "What do you think this was used for 2500 years ago?"	Students guess: "Fighting," "Hunting," "Farming," showing curiosity about tools and their uses.
Developing Activity 1: Groups are given a list of iron tools and illustrations. They match each tool with its possible use and context (war, farming, construction).	Students actively associate: "Knives – cutting," "Hooks – farming," "Swords – defense," and understand daily life applications.
Developing Activity 2: Teacher presents a question: "How would life be different without iron tools in ancient times?" Students discuss and present answers.	Students reflect: "Hunting would be hard," "Farming was slower," "Iron tools helped people survive and grow." They connect technology with progress.

Extended Activity: Students make a mini-booklet with 5 iron tools, their images, and one sentence each describing their use in megalithic society.

Lesson Plan:8

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Pottery, Coins, and Important Megalithic Sites

Avg.Age:13 Yrs.

Learning Outcomes

Students will be able to:

1. Identify the features of black-and-red pottery used in Ancient Tamilakam.
2. Explain the significance of Roman coins and beads found in burial sites.
3. Locate major megalithic sites in South India and connect them to cultural and trade evidence.

Content Analysis

- Black and red pottery is characteristic of the megalithic period.
- Roman coins suggest foreign trade relations.
- Clay pots and beads were buried with the dead, indicating ritual importance.
- Major sites include: Kodumanal, Alagarai, Thirukambaliyoor, Pazhani, Adichanellur, Cheramanangad, Marayoor, and Umichipoyil.
- These discoveries reveal culture, trade, and belief systems of the people.

Learning Materials Used

- Colored images of black-and-red pottery and Roman coins
- South India map with archaeological site markers
- Artifact chart (pots, beads, coins)
- Magnified image/video of excavation sites

Skills Developed

- Identification of pottery and coins
- Inferring trade and culture from found objects
- Mapping historical evidence to geography and society

Prerequisite Knowledge

- Students are aware that items buried with the dead can have historical significance.

Activity	Student Response
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Appendix

Introductory Activity: Teacher shows a Roman coin and a black-and-red pot image. Asks, “What do you think these objects tell us about ancient people?”	Students guess: “They traded,” “They made pottery,” “They buried things with the dead.” Students start connecting daily items with culture.
Developing Activity 1: Students receive a worksheet with images of pottery, beads, and coins. They categorize each as local or foreign and describe its importance.	Students correctly identify: “Roman coins = trade,” “Beads = personal decoration or rituals,” “Pots = for storage or burial.”
Developing Activity 2: Teacher shows a map with megalithic sites. Groups match each site (Kodumanal, Marayoor, etc.) with an artifact found there and discuss what it says about the region.	Students map the items and share: “Kodumanal – beads and coins,” “Adichanellur – urn burials.” They relate geography to culture.
Extended Activity (Homework): Students prepare a creative travel brochure titled “Explore the Megalithic World of Tamilakam” featuring at least three sites and what was found there.	

Lesson Plan:9

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Sangam Literature – The Earliest Tamil Poetry

Avg.Age:13 Yrs.

Learning Outcomes

1. Understand the origin and time period of Sangam literature.
2. Recognize its importance as a historical source.
3. Identify the two broad categories of Sangam poetry.

Content Analysis

- Sangam literature is the earliest Tamil literary work.
- Composed between 300 BCE – 300 CE.
- Offers rich insights into ancient Tamilakam’s culture.
- Divided into Akam (internal/emotional) and Puram (external/public) poetry.
- Helps historians understand language, society, values, and emotions.

Learning Materials

- Timeline chart
- Map showing Tamilakam (Tirupati to Kanyakumari)
- Excerpts from Sangam poetry
- Slides/video on Sangam assembly

Skills Developed

- Identification of the Sangam period and its literature
- Interpreting poetry as a historical source
- Analyzing how literature reflects society

Prerequisite Knowledge

- Students know that literature can reflect culture.

Activity	Student Response
Introductory Activity: Teacher shows a short verse from Sangam poetry and asks, “Can we learn history from poetry?”	Students respond: “Yes, it tells us about emotions,” or “Maybe it shows what people believed.” They connect literature with life.
Developing Activity 1: Teacher introduces Sangam literature and its historical context. Students complete a timeline and mark key periods (300 BCE–300 CE).	Students understand chronology and label the Sangam period in the broader historical context.
Developing Activity 2: Students read two short Sangam poems and discuss what they reveal about society (e.g., trade, emotions, kings).	Students infer: “They valued bravery,” “People traveled a lot,” or “Love and war were common themes.”
Extended Activity: Students write a short paragraph summarizing why Sangam literature is an important source for understanding Tamilakam.	

Lesson Plan:10

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Appendix

Topic: Akam and Puram – Themes in Sangam Poetry

Avg.Age:13 Yrs.

Learning Outcomes

1. Differentiate between Akam and Puram poetry.
2. Interpret the themes and purpose of each type.
3. Identify examples from each category.

Content Analysis

- Akam: Deals with love, personal emotions, and relationships.
- Puram: Focuses on battles, heroism, trade, and public life.
- These forms reflect the inner and outer life of Tamil society.
- Each follows specific conventions and imagery.
- Together, they provide a holistic picture of ancient Tamil life.

Learning Materials

- Sample translated Akam and Puram poems
- Table/chart for comparison
- Drawing materials for symbolism

Skills Developed

- Listing features of Akam and Puram
- Interpreting themes of personal vs. public life
- Comparing emotional and heroic expressions in literature

Prerequisite Knowledge

- Students know poetry can have various subjects.

Activity	Student Response
Introductory Activity: Teacher reads two short poems: one about a battlefield and one about	Students respond with interest, trying to match tone and theme to category. “This one

lovers parting. Students guess which one is Akam and which is Puram.	is love — Akam!” or “This is war — Puram!”
Developing Activity 1: Students complete a comparison chart: Akam vs. Puram (themes, tone, imagery).	Students identify Akam = emotional/personal; Puram = public/heroic. They list features clearly.
Developing Activity 2: Groups are assigned a short poem to illustrate through drawing: one group chooses Akam, another Puram. They present artwork explaining the message.	Students explain: “This shows lovers at a riverbank,” or “This is a king fighting bravely,” showing comprehension through creative expression.
Extended Activity: Students choose one theme (love, battle, or trade) and write a 4-line poem in Sangam style.	

Lesson Plan:11

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Tamilakam – Geography and Society through Literature

Avg.Age:13 Yrs.

Learning Outcomes

1. Identify the regions that made up Ancient Tamilakam.
2. Understand the daily life, customs, and occupations of people through Sangam texts.
3. Analyze how environment influenced lifestyle.

Content Analysis

- Tamilakam stretched from Tirupati to Kanyakumari, parts of Kerala included.
- Sangam poems mention food, clothing, ornaments, customs, and festivals.
- Society was organized and diverse: farmers, traders, warriors, poets.
- Recreation included dance, music, and games.
- Natural resources shaped occupations and settlements.

Learning Materials

- Map of Tamilakam

Appendix

- Poetic verses describing society
- Chart with occupation and lifestyle indicators
- Visuals of ornaments, food, and houses

Skills Developed

- Locating Tamilakam and naming occupations
- Extracting cultural elements from literature
- Connecting environment and livelihood

Prerequisite Knowledge

- Students know geography influences how people live.

Activity	Student Response
Introductory Activity: Teacher shows a map and asks: “What kind of people might have lived in each part—coast, hills, plains?”	Students suggest: “Fishermen near the coast,” “Farmers in plains,” showing beginning awareness of lifestyle diversity.
Developing Activity 1: Teacher shares verses describing food, dress, and occupations. Students identify and sort these under themes (e.g., diet, clothing, festivals).	Students sort information: “They ate rice and fish,” “Used flowers and gold as ornaments,” and “Celebrated harvest festivals.”
Developing Activity 2: Groups create a “Day in the Life of a Sangam Person” role-play (e.g., farmer, warrior, dancer).	Students perform short skits or narratives like: “I am a salt merchant traveling to the port,” linking imagination and historical evidence.
Extended Activity: Students draw a scene from Sangam society (market, field, port) and label key features like dress, tools, and customs.	

Lesson Plan:12

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Tamilakam – Geography and Society through Literature

Avg.Age:13 Yrs.

Learning Outcomes

1. Identify the regions that made up Ancient Tamilakam.
2. Understand the daily life, customs, and occupations of people through Sangam texts.
3. Analyze how environment influenced lifestyle.

Content Analysis

- Tamilakam stretched from Tirupati to Kanyakumari, parts of Kerala included.
- Sangam poems mention food, clothing, ornaments, customs, and festivals.
- Society was organized and diverse: farmers, traders, warriors, poets.
- Recreation included dance, music, and games.
- Natural resources shaped occupations and settlements.

Learning Materials

- Map of Tamilakam
- Poetic verses describing society
- Chart with occupation and lifestyle indicators
- Visuals of ornaments, food, and houses

Skills Developed

- Locating Tamilakam and naming occupations
- Extracting cultural elements from literature
- Connecting environment and livelihood

Prerequisite Knowledge

- Students know geography influences how people live.

Activity	Student Response
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Appendix

Introductory Activity: Teacher shows a map and asks: “What kind of people might have lived in each part—coast, hills, plains?”	Students suggest: “Fishermen near the coast,” “Farmers in plains,” showing beginning awareness of lifestyle diversity.
Developing Activity 1: Teacher shares verses describing food, dress, and occupations. Students identify and sort these under themes (e.g., diet, clothing, festivals).	Students sort information: “They ate rice and fish,” “Used flowers and gold as ornaments,” and “Celebrated harvest festivals.”
Developing Activity 2: Groups create a “Day in the Life of a Sangam Person” role-play (e.g., farmer, warrior, dancer).	Students perform short skits or narratives like: “I am a salt merchant traveling to the port,” linking imagination and historical evidence.
Extended Activity: Students draw a scene from Sangam society (market, field, port) and label key features like dress, tools, and customs	

Lesson Plan:13

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Beliefs and Value Systems in Sangam Age

Avg.Age:13 Yrs.

Learning Outcomes

1. Recognize the moral values promoted through Sangam poems.
2. Describe religious beliefs and social customs of Sangam society.
3. Analyze how literature reflects ethical and spiritual life.

Content Analysis

- Sangam literature praises bravery, loyalty, hospitality, and love.
- Religious references include ancestor worship, nature gods, and ritual practices.
- Ethics were tied to social roles and community respect.
- Hospitality and honor were key values.
- No organized religion yet — more folk and nature beliefs.

Learning Materials

- Translated verses on values like heroism and hospitality
- Chart showing moral themes
- Storyboard sheets for visualizing ethical situations

Skills Developed

- Identifying values in poetry
- Evaluating moral lessons in Sangam texts
- Comparing ancient and modern value systems

Prerequisite Knowledge

- Students understand basic moral values like kindness and courage.

Activity	Student Response
Introductory Activity: Teacher asks: “What values do you think people respected long ago?” Lists bravery, honesty, hospitality.	Students relate: “Like helping others,” “Like protecting your village.” This frames the value theme.
Developing Activity 1: Teacher reads a poem that praises a warrior’s self-sacrifice. Students identify the value and discuss why it mattered.	Students say: “Bravery was respected,” “He died for others,” “Being remembered was important.”
Developing Activity 2: Groups receive a moral theme (hospitality, love, respect). They create a short storyboard of a Sangam scene showing that value.	Students present their boards: “A guest arrives and is fed well,” or “A couple separated by war wait for each other.”
Extended Activity : Students write a paragraph comparing one Sangam value with a modern-day equivalent in their home or school.	

Appendix

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Life in the Kurinchi Region (Hilly Region)

Avg.Age:13 Yrs.

Learning Outcomes

Students will:

1. Describe the geography of the Kurinchi region.
2. Identify the livelihood practices such as hunting and shifting cultivation.
3. Analyze how natural resources influenced daily life in the hills.

Content Analysis

- Kurinchi = hilly and forested
- Occupation: hunting, gathering, spice farming
- Crops: pepper, minor millet, ginger
- Shifting cultivation practiced
- Forest was central to survival and culture

Learning Materials

- Map highlighting Kurinchi region
- Images of wild spices, tools, hunting scenes
- Sangam poem describing hill life

Skills Developed

- Naming Kurinchi and its occupations
- Analyzing human–environment interaction
- Interpreting poetic lines about hill life

Prerequisite Knowledge

- Students know that forests provide resources.

Activity	Student Response
Introductory Activity: Teacher shows pepper and wild ginger. Asks: "Where do you think these are found?"	Students answer: "Mountains," "Forests," linking spice farming to hilly terrain.
Developing Activity 1: Teacher narrates a Kurinchi folk story from Sangam literature. Students identify the setting and resources.	Students list: "Hills, hunting, spice farming," understanding terrain-based life.
Developing Activity 2: Group discussion: "How would life change if forests were lost?"	Students reason: "No food or farming," "People might move away."
Extended Activity: Draw a Kurinchi village scene showing houses, tools, and spice farming. Label parts.	

Lesson Plan:15

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Life in the Kurinchi Region (Hilly Region)

Avg.Age:13 Yrs.

Learning Outcomes

Students will:

1. Describe the Mullai landscape and its peaceful atmosphere.
2. Recognize cattle rearing as the main livelihood.
3. Evaluate the role of cattle in social and economic life.

Content Analysis

- Mullai = grasslands, open plains
- Occupation: cattle rearing
- Peaceful region, symbolic of patience and waiting
- Cowherds, pastoral life, food from milk and meat
- Represented in Sangam love poetry

Learning Materials

- Chart showing cattle breeds and herding tools

Appendix

- Poem excerpt about pastoral life
- Story of a cowherd family

Skills Developed

- Identifying cattle-related occupations
- Connecting geography and economy
- Reflecting on human-animal relationship

Prerequisite Knowledge

- Students know cows give milk and are important in villages.

Activity	Student Response
Introductory Activity: Teacher shows a cowbell and asks: “Where would this be used?”	Students guess: “With herds,” “Cowboys use it,” sparking interest in pastoral life.
Developing Activity 1: Teacher explains Mullai as a calm region. Students list reasons why cattle rearing fits this land.	“There’s grass,” “Open space,” “No forest to hunt,” they respond.
Developing Activity 2: In groups, students create a cattle-care chart: food, tools, products.	Students present: “Grass, water, shelter, dung used as manure,” etc.
Extended Activity: Write a one-page diary entry as a Mullai cowherd describing your day	

Lesson Plan:16

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Palai – The Arid Land and the Vetchi Tradition

Avg.Age:13 Yrs.

Learning Outcomes

Students will:

1. Describe the Palai landscape and its harsh conditions.
2. Understand the custom of vetchi (cattle raiding).
3. Analyze why raids happened and what they reveal about survival.

Content Analysis

- Palai = desert/arid zone (part of other landscapes during dry season)
- Livelihood: cattle raiding due to scarcity
- Vetchi = raid for cattle from fertile regions
- Hard terrain shaped a warrior mindset
- Sangam war poetry often set in Palai

Learning Materials

- Maps showing Palai areas
- Poem about vetchi from Puram literature
- Images of arid life and cattle raids

Skills Developed

- Recalling what Palai is
- Understanding cause-effect (scarcity → raid)
- Evaluating cultural morality of raiding

Prerequisite Knowledge

- Students know dry places have less farming.

Activity	Student Response
Introductory Activity: Teacher shows cracked soil and asks: “Can people live here? How?”	Students answer: “Only if they find water or animals,” showing awareness of hardship.
Developing Activity 1: Teacher reads a Puram verse about a raid. Students identify the cause and result.	“They needed cattle,” “They fought others,” students explain vetchi.
Developing Activity 2: Debate: “Is raiding cattle fair in times of scarcity?”	Students present pros and cons, understanding cultural survival ethics.

Extended Activity: Create a comic strip of a Palai warrior’s life with 4 panels.

Lesson Plan:17

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Marutam – The Fertile Heart of Tamilakam

Avg.Age:13 Yrs.

Learning Outcomes

Students will:

1. Locate the Marutam region and describe its lush features.
2. Identify main crops: rice and sugarcane.
3. Analyze agricultural tools and their development.

Content Analysis

- Marutam = wetlands, fertile plains
- Crops: rice, sugarcane
- Tools: wooden ploughs with iron tips
- Irrigation systems mentioned in Sangam poetry
- Peaceful community life centered on farming

Learning Materials

- Real rice/sugarcane samples
- Drawing of an iron plough
- Farming verse from Sangam text

Skills Developed

- Identifying crops of Marutam
- Analyzing technology in agriculture
- Comparing ancient and modern farming

Prerequisite Knowledge

- Students know farming needs water and fertile land.

Activity	Student Response
Introductory Activity: Show rice grains and sugarcane. Ask: “Where do these grow?”	Students: “In watery areas,” “In paddy fields,” linking crops to wetlands.
Developing Activity 1: Teacher shows a plough model and asks how it helped farmers.	Students infer: “It digs faster,” “Iron made it stronger,” discussing tool evolution.
Developing Activity 2: In pairs, students draw a Marutam village with fields, irrigation, homes.	Their art includes canals, bullock carts, sugarcane fields, and harvesting scenes.
Extended Activity: Interview a local farmer or grandparent about old vs. new farming and record their response	

Lesson Plan:18

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Neytal – Life by the Sea

Avg.Age:13 Yrs.

Learning Outcomes

Students will:

1. Identify key occupations in the Neytal region: fishing and salt-making.
2. Understand the process of salt extraction.
3. Connect coastal geography with trade and economy.

Content Analysis

- Neytal = coastal zone
- Occupations: fishing, salt production
- Salt pans used to evaporate seawater
- Sangam literature includes sea voyages, trade, storms
- Ports developed near Neytal

Learning Materials

- Photos of salt pans and fishing boats
- Poem excerpt about ocean life
- Coastal region map

Appendix

Skills Developed

- Naming coastal occupations
- Describing salt-making process
- Analyzing ocean's impact on economy

Prerequisite Knowledge

- Students know fish and salt come from the sea.

Activity	Student Response
Introductory Activity: Show salt and fish. Ask: "Where do they come from? How do we get them?"	Students respond: "Sea," "Fishermen catch fish," "Salt pans dry water."
Developing Activity 1: Teacher explains salt-making with visuals. Students draw the salt pan method.	Their drawings include steps: seawater → shallow pans → sun → salt.
Developing Activity 2: Role-play: Students act as fishers and traders talking about their work.	"I sell fish to the village," "I dry salt and send it to the market," they act out.

Extended Activity: Design a poster titled "Life in Neytal" with drawings and 5 facts.

Lesson Plan:19

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: The Five Tinas – An Integrated Summary

Avg.Age:13 Yrs.

Learning Outcomes

Students will:

1. Recall features of all five landscapes: Kurinchi, Mullai, Palai, Marutam, Neytal.
2. Compare occupations and lifestyles across regions.
3. Appreciate the cultural diversity of Ancient Tamilakam.

Content Analysis

- Kurinchi: Hills – hunting/spice farming
- Mullai: Grassland – cattle rearing
- Palai: Arid – cattle raiding
- Marutam: Wetlands – farming
- Neytal: Coast – fishing, salt-making
- All Tinais reflect geography, economy, and values

Learning Materials

- Summary chart
- Table for group comparison
- Flashcards with images for matching activity

Skills Developed

- Listing five Tinais
- Classifying lifestyle based on geography
- Creating connections between natural and human systems

Prerequisite Knowledge

- Students have studied all five Tinais in earlier lessons.

Activity	Student Response
Introductory Activity: Teacher asks: “Which Tinai was your favorite? Why?”	Students respond: “I liked Kurinchi—it had spices,” “I liked Neytal for fishing.”
Developing Activity 1: Groups are assigned one Tinai each. They fill a table: Landform, Jobs, Tools, Food. Present to class.	Students prepare posters and present: “Kurinchi – forest – hunters – pepper,” etc.
Developing Activity 2: Teacher facilitates a quiz using flashcards: “Match this tool or crop to the Tinai.”	Students eagerly match fish to Neytal, rice to Marutam, cow to Mullai, etc.
Extended Activity: Create a mini booklet titled “The Five Worlds of Ancient Tamilakam.” One page per Tinai	

Lesson Plan:20

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: The Noduthal Exchange System in Ancient Tamilakam

Avg.Age:13 Yrs.

Learning Outcomes

Students will be able to:

1. Explain the term **noduthal** and how goods were exchanged.
2. Describe the importance of salt and other essential goods in the exchange.
3. Analyze how trade supported life across different ecological zones.

Content Analysis

- **Noduthal:** system of bartering goods
- Goods exchanged across Tinais (regions)
- Coastal products (salt, fish) traded for forest products (spices)
- Marketplaces like **Nalangadi** and **Allalavanam** functioned daily
- Salt was especially valued and essential

Learning Materials

- Role cards with different goods (salt, fish, pepper, honey)
- Trading simulation kit
- Poem excerpt from Akananuru (translated)

Skills Developed

- Defining “noduthal”
- Understanding exchange dynamics
- Interpreting how ecological zones influenced trade

Prerequisite Knowledge

- Students know bartering is an ancient form of trade.

Activity	Student Response
Introductory Activity: Teacher asks: “If there were no money, how could we get the things we need?”	Students reply: “Trade one thing for another,” leading to the concept of noduthal.
Developing Activity 1: Simulated barter activity: each student gets a good (salt, pepper, fish, honey) and must trade for their daily needs.	Students actively engage: “I’ll give salt for honey,” “Can I get pepper for fish?”
Developing Activity 2: Students map how different goods moved between regions (Kurinchi to Neytal, etc.).	Students draw arrows and write: “Fish from coast to forest,” “Pepper to plains,” etc.
Extended Activity: Write a diary entry of a trader describing a day at Nalangadi market	

Lesson Plan:21

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Markets and Merchants – Umanar in Ancient Trade

Avg.Age:13 Yrs.

Learning Outcomes

Students will be able to:

1. Identify the role of the Umanar merchant community.
2. Distinguish between Nalangadi (morning market) and Allalavanam (evening market).
3. Analyze how merchants contributed to the economic and social fabric of ancient Tamilakam.

Content Analysis

- Umanar: merchant community central to trade
- Collected goods (pepper, salt, dried fish, etc.)
- Traveled across Tinais for goods
- Used regional markets: Nalangadi (morning), Allalavanam (evening)
- Facilitated local and long-distance exchange

Appendix

Learning Materials

- Timeline of a day in the life of a merchant
- Flashcards of Umanar trading spices, fish, salt
- Market layout diagram

Skills Developed

- Naming markets and their timing
- Interpreting the Umanar's role in regional integration
- Evaluating the economic importance of market diversity

Prerequisite Knowledge

- Students are familiar with modern market setups.

Activity	Student Response
Introductory Activity: Teacher shows images of two market scenes (sunrise and sunset). Asks: "What might be different between these two markets?"	Students answer: "Fresh vegetables in the morning," "Spices or dried things in the evening," guessing market roles.
Developing Activity 1: Teacher explains Nalangadi and Allalavanam using visuals. Groups compare items sold and timing.	Students complete a chart: "Morning – grains, fresh items. Evening – salt, fish, etc."
Developing Activity 2: Students role-play Umanar merchants visiting different markets and bartering goods.	They act: "I bring pepper from the hills," "I need salt for my village," reenacting trades.
Extended Activity: Create a market advertisement for Allalavanam, promoting 3 key goods.	

Lesson Plan:22

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Global Trade – Tamilakam’s Connection with the Roman Empire Avg.Age:13 Yrs.

Learning Outcomes

Students will be able to:

1. Recognize Tamilakam’s trade links with foreign countries, especially Rome.
2. Describe key exported items like **pepper and spices**.
3. Evaluate how Roman coins found in burial sites prove foreign trade existed.

Content Analysis

- Coastal towns = export centers
- Key exports: **pepper, spices**
- Imports: gold, wine, Roman artifacts
- **Roman coins** found in megalithic sites
- Literature and archaeology together reveal trade networks

Learning Materials

- Images of Roman coins
- Map showing Roman Empire and Tamilakam trade routes
- Pepper samples or images

Skills Developed

- Identifying traded goods
- Understanding archaeological evidence
- Analyzing the impact of trade on society

Prerequisite Knowledge

- Students know ancient civilizations had trade relations.

Appendix

Activity	Student Response
Introductory Activity: Teacher shows a replica Roman coin and asks: “How did this reach Tamilakam?”	Students guess: “Someone brought it,” “Maybe people from far away came to trade.”
Developing Activity 1: Teacher presents a map of Roman sea trade routes. Students trace the route from Roman ports to Tamilakam.	Students connect: “Ships came to ports like Puhar or Muziris,” “Spices were loaded here.”
Developing Activity 2: Group activity: Make a list of exports and imports with matching pictures (e.g., pepper – Tamilakam to Rome, wine – Rome to Tamilakam).	Students complete the chart and explain economic roles.
Extended Activity: Design a coin based on what you would trade from Tamilakam to Rome. Explain its symbol and value.	

Lesson Plan:23

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: The Moovendans – The Rulers of Ancient Tamilakam

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Identify the capitals of the Cheras, Cholas, and Pandyas.
2. Describe the role of the Moovendans in promoting and regulating trade.
3. Analyze the political unity and rivalry in ancient Tamilakam.

Content Analysis

- **Moovendans:** Chera, Chola, Pandya
- Chera capital: **Muchiri**
- Chola capital: **Uraiyur**
- Pandya capital: **Madurai**
- They ensured law, order, and support for trade
- Dynasties known from Sangam literature and inscriptions

Learning Materials

- Map of ancient Tamilakam with capital cities
- Dynasty cards with emblems (Bow – Chera, Tiger – Chola, Fish – Pandya)
- Timeline of Sangam period rulers

Skills Developed

- Listing rulers and their capitals
- Analyzing ruler's role in economic development
- Comparing dynasty strengths and territorial influence

Prerequisite Knowledge

- Students have heard of Indian dynasties like Mauryas or Guptas.

Activity	Student Response
Introductory Activity: Teacher displays three emblems: bow, tiger, fish. Asks: "Which kingdoms could these symbols represent?"	Students guess or connect with prior knowledge: "Bow is Chera," "Tiger is Chola."
Developing Activity 1: Group task: Mark the capitals of each dynasty on the map and paste the emblem next to it.	Students say: "Chera ruled Muchiri," "Madurai was Pandya's capital," etc.
Developing Activity 2: Teacher discusses how these kings supported roads, ports, and security. Students create a Venn diagram comparing the Moovendans.	Students write: "All supported trade," "Cholas had strongest navy," etc.
Extended Activity: Make a dynasty card with emblem, capital, and one trade-related achievement.	

Lesson Plan:24

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Port Cities and Maritime Trade in Ancient Tamilakam

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Locate and name key port cities of Ancient Tamilakam.
2. Explain the function of ports in trade and cultural exchange.
3. Analyze how geography influenced the development of port cities.

Content Analysis

- Major port cities: **Muchiri, Thondi, Vakai, Mantai, Kaveripattanam**
- These ports connected Tamilakam to the Mediterranean world
- Goods like spices, pearls, and textiles exported
- Roman ships frequently docked at these ports
- Ports facilitated economy, culture, and diplomacy

Learning Materials

- Trade route map (land and sea)
- Images of ancient ports (reconstructions or artist renderings)
- Slide on imported/exported goods

Skills Developed

- Identifying port cities
- Mapping trade movement
- Evaluating port-city development due to strategic location

Prerequisite Knowledge

- Students know that seas help connect different countries for trade.

Activity	Student Response
Introductory Activity: Teacher draws a coastline and marks a few cities. Asks: “Why do you think people built cities near water?”	Students respond: “For fishing,” “For travel,” “To trade with others.”
Developing Activity 1: Students match port cities with rulers or goods (e.g., Thondi – pearls, Kaveripattanam – Cholas).	Students link: “Thondi traded pearls,” “Kaveripattanam was a naval base.”
Developing Activity 2: Teacher divides class into groups. Each group designs a travel guide for one ancient port.	Guides include goods traded, rulers, ships, market scenes.
Extended Activity: Write a postcard as a Roman trader visiting Muchiri	

Lesson Plan:25

Subject: Social Science

Standard: 8

Unit: Ancient in Tamilakam

Time: 45 Minutes

Topic: Trade Administration in Ancient Tamilakam

Avg.Age:13 Yrs

Learning Outcomes

Learning Outcomes

Students will be able to:

1. Understand how rulers managed internal and maritime trade.
2. Identify methods of trade control: tax, protection, port supervision.
3. Analyze the interdependence between administration and economy.

Content Analysis

- Kings appointed officials to oversee trade
- Ports were guarded and goods taxed
- Marketplaces operated with rules (Nalangadi, Allalavanam)
- Trade linked inland (roads) and coastal (sea) routes
- Royal patronage encouraged merchant settlements

Appendix

Learning Materials

- Sample trade license scroll (replica)
- Flowchart showing trade route with checkpoints
- Table of items and taxes

Skills Developed

- Recalling how kings managed trade
- Evaluating how administration impacts economy
- Designing systems of fair trade in ancient settings

Prerequisite Knowledge

- Students understand basic rules of market transactions.

Activity	Student Response
Introductory Activity: Teacher asks: “If you were a king, how would you manage people trading in your kingdom?”	Students respond: “I’d collect tax,” “I’d have guards,” “I’d make rules.”
Developing Activity 1: Teacher displays a trade map with checkpoints. Students trace a route from inland to port and identify control points.	Students mark: “Here’s where tax is paid,” “This port has a collector.”
Developing Activity 2: Groups simulate a council of ministers advising a king on how to improve trade.	“Let’s reduce tax on pepper,” “Build safer roads,” “Add a port supervisor.”
Extended Activity: Write a law for your kingdom to encourage fair trade.	

Lesson Plan:26

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Introduction to Maps

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Understand the concept and purpose of maps.
2. Identify different elements commonly found in maps.
3. Analyze how maps help in real-life applications like travel and planning.

Content Analysis

- Definition of a map
- Importance of maps in daily life (travel, study, planning)
- Elements of a map: title, legend, scale, direction, symbols
- Map as a tool for spatial thinking
- Real-life applications of maps

Learning Materials

- World map, India map, travel map
- Compass, globe, virtual map (Google Maps if available)
- Chart showing map elements

Skills Developed

- Identifying map elements
- Explaining real-life uses of maps
- **HOTS 2:** Evaluating how maps help solve problems (e.g., travel planning)

Prerequisite Knowledge

- Students know that we use directions to go places.

Appendix

Activity	Student Response
Introductory Activity: Teacher brings in a globe and a city map. Asks: “What are these used for?”	Students respond: “To find countries,” “To plan trips,” leading into discussion.
Developing Activity 1: Teacher points out parts of a map: title, compass, scale, symbols. Students label these on a worksheet.	Students identify and label map elements correctly.
Developing Activity 2: Group work: Students list 5 everyday situations where maps are useful (e.g., driving, disaster management).	Students share ideas like “finding a route,” “weather report,” “finding hospitals.”
Extended Activity: Make a drawing of your school and nearby places like shops, roads, or parks using basic map symbols	

Lesson Plan:27

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Types of Maps and Their Uses

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Identify and distinguish between physical, political, and thematic maps.
2. Understand the purpose and features of each map type.
3. Apply map-reading skills to extract information.

Content Analysis

- Physical maps: show natural features (rivers, mountains)
- Political maps: show countries, states, boundaries
- Thematic maps: focus on one theme (rainfall, crops, population)
- Comparing and reading different maps
- Uses of each map type in real life

Learning Materials

- Physical, political, thematic maps of India/Kerala
- Chart comparing map types
- Activity worksheet with questions based on map-reading

Skills Developed

- **LOTS:** Naming and recognizing map types
- **HOTS 1:** Analyzing differences between map types
- **HOTS 2:** Applying knowledge to real-world questions (e.g., where to grow crops based on rainfall map)

Prerequisite Knowledge

- Students understand that different places look different (mountains, rivers, cities).

Activity	Student Response
Introductory Activity: Teacher shows two maps: one colorful with land boundaries, one with rivers/mountains. Asks: "What's different?"	Students say: "One shows borders, one shows rivers," leading to map type identification.
Developing Activity 1: Groups analyze three map types and fill a table: What it shows, what it's used for.	Students note: "Political – states," "Thematic – crops," "Physical – hills, rivers."
Developing Activity 2: Each group solves a real-life task using a map (e.g., find a safe city with low rainfall; locate state borders).	Students answer using map keys, legends, and comparing features.

Extended Activity: Collect a newspaper or internet weather map and write 3 sentences on what it tells you

Lesson Plan:28

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Locating Kerala and Its Landmarks on a Map

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Locate **Kerala** on a map of India.
2. Identify major cities, rivers, and landmarks of Kerala.
3. Develop basic spatial awareness of their home state.

Content Analysis

- Kerala's location: south-west India
- Neighboring states: Karnataka, Tamil Nadu
- Key cities: Thiruvananthapuram, Kochi, Kozhikode
- Major rivers: Periyar, Bharathapuzha
- Important landmarks: Western Ghats, Arabian Sea, ports

Learning Materials

- Outline map of India
- Political and physical maps of Kerala
- Chart with Kerala's features and blank map for practice

Skills Developed

- Naming cities and rivers of Kerala
- Analyzing the geography of Kerala
- Inferring how location affects Kerala's weather and trade

Prerequisite Knowledge

- Students live in Kerala and are familiar with some city names.

Activity	Student Response
Introductory Activity: Teacher asks: "If a friend from another state is visiting Kerala, what would you show them on a map?"	Students respond: "My city," "Beaches," "Rivers," preparing for map reading.
Developing Activity 1: Students locate Kerala on the India map, then mark state borders, capital, and their district.	"Here's Kerala! Thiruvananthapuram is the capital," they label accurately.
Developing Activity 2: Pair activity: Complete a map puzzle with rivers, cities, and physical features of Kerala.	Students match and place labels like "Periyar River," "Kochi port," "Western Ghats."
Extended Activity: Prepare a tourist brochure with a hand-drawn map of Kerala, highlighting 3 cities and 3 natural landmarks	

Lesson Plan:29

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: The Role of Maps in Everyday Life

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Explain how maps are used in daily life situations.
2. Identify professions that use maps for specific purposes.
3. Analyze how maps support personal and community decision-making.

Content Analysis

- Use of maps in daily travel (drivers, travelers)
- Role in navigation: direction, distance
- Use in town planning, road construction
- Disaster management and relief with maps
- Public services using maps (postal, transportation)

Appendix

Learning Materials

- Road maps, Google Maps printout
- Planning chart showing how maps are used in emergencies
- Real-life scenario cards

Skills Developed

- Listing uses of maps
- Connecting professions with map use
- Analyzing how map reading helps in daily decisions

Prerequisite Knowledge

Students know that maps help show places and directions.

Activity	Student Response
Introductory Activity: Teacher asks: “How do you find a new place without asking people?”	Students respond: “Use Google Maps,” “Ask GPS,” etc., linking to maps.
Developing Activity 1: Students are given 5 situations (lost tourist, fire truck, delivery person, driver, bus planner). They explain how maps help in each case.	Students say: “Firefighters need maps to reach places quickly,” “Drivers use it to save time.”
Developing Activity 2: Class discussion: Match maps with daily needs (e.g., transport map – bus conductor; political map – teacher; satellite map – weather officer).	Students connect: “Teachers use it in geography,” “Weather officers forecast rainfall.”
Extended Activity: Interview any adult about how they use maps or directions in daily life and write 5 lines.	

Lesson Plan:30

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Maps in Professions and Planning

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Recognize different professional uses of maps.
2. Describe how maps help in **development planning**.
3. Analyze how scientific studies and public services depend on maps.

Content Analysis

- Engineers use maps to build roads, bridges, towns
- Government officers for planning, census, relief
- Scientists for weather prediction and environment studies
- Urban planners use maps for zoning and transportation
- Maps help in identifying resources, laying electric lines, pipelines

Learning Materials

- Aerial images, satellite photos
- Simple blueprints of towns
- Occupation-map matching chart

Skills Developed

- Recalling professional uses of maps
- Evaluating importance of accurate maps in development
- Predicting challenges without map usage

Prerequisite Knowledge

- Students have learned that maps show places and help in construction

Appendix

Activity	Student Response
Introductory Activity: Teacher shows a photo of a town and asks: “How do engineers decide where to build roads?”	Students guess: “They use plans or maps,” leading to discussion.
Developing Activity 1: Students read mini case studies (e.g., road construction, school planning) and identify map use.	Students say: “Engineers need to know land shape,” “Officers use maps to count houses.”
Developing Activity 2: Students create a table matching professions (Engineer, Scientist, Collector) with map types and purposes.	“Engineer – Road map,” “Scientist – Weather map,” “Collector – Population map.”
Extended Activity: Draw a layout plan of your classroom or street using basic map symbols and directions	

Lesson Plan:31

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Maps in Defense and Geography Education

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Understand how the army and navy use maps in defense.
2. Explain the value of maps in schools and classrooms.
3. Analyze how maps help protect nations and educate citizens.

Content Analysis

- Defense: maps show enemy locations, borders, terrain
- Navy: uses maritime maps for navigation
- Geography learning: political, physical, resource maps
- Teachers use maps to explain regions, rivers, and boundaries
- Maps develop national awareness and spatial thinking

Learning Materials

- Military terrain maps (simplified)
- Classroom wall maps (political, physical)
- Compass and globe

Skills Developed

- Identifying users of maps (army, navy, students)
- Interpreting defense needs for accurate maps
- Evaluating how maps shape geographic knowledge

Prerequisite Knowledge

- Students are familiar with the idea of war, army, and map use in class.

Activity	Student Response
Introductory Activity: Teacher asks: "How do soldiers know where the enemy is during war?"	Students answer: "They use walkie-talkies," "Maybe satellite," leading to maps.
Developing Activity 1: Teacher shows how borders are marked on military maps and explains contour lines. Students mark mountain borders on a blank map.	"Mountains protect the borders," "Soldiers hide in valleys," say students.
Developing Activity 2: Teacher demonstrates how maps are used in geography class. Students quiz each other using wall maps.	Students ask: "Where is Arabian Sea?" "Which state borders Tamil Nadu?"
Extended Activity: Prepare a small note: "5 ways maps are used in the Indian Army and in our classroom."	

Lesson Plan:32

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Understanding the Classification of Maps

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Identify different types of maps: physical, political, and thematic.
2. Explain what each type of map shows.
3. Analyze why classification of maps is necessary in practical life.

Content Analysis

- Definition of physical, political, and thematic maps
- Features of each map type:
 - Physical maps – landforms like mountains, rivers
 - Political maps – state, country boundaries
 - Thematic maps – rainfall, population, crops
- Why classification helps: easier usage and understanding
- Users of different map types: students, planners, travelers

Learning Materials

- Sample maps (physical, political, thematic)
- Classification chart
- Cut-and-paste cards of map features

Skills Developed

- Recognizing map types
- Interpreting which map suits a specific need
- Evaluating the usefulness of classification in real-life contexts

Prerequisite Knowledge

- Students have seen wall maps and basic globe/map visuals.

Activity	Student Response
Introductory Activity: Teacher shows three different maps (rivers, state borders, rainfall). Asks: “What do these maps show?”	Students reply: “Rivers and mountains,” “States,” “Rain,” leading to map classification.
Developing Activity 1: Students match map features to map types using cut-outs: “Rivers → Physical,” “State boundaries → Political,” “Rainfall → Thematic.”	Students categorize features correctly and stick them under the right map column.
Developing Activity 2: Class discussion: Which map would a farmer, a tourist, or a student use and why?	Students say: “Farmer – rainfall map,” “Tourist – political map,” “Student – all three.”
Extended Activity: Prepare a table with 3 map types, their purpose, and one real-life user for each.	

Lesson Plan:33

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Choosing the Right Map for the Right Purpose

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Differentiate clearly between physical, political, and thematic maps.
2. Choose the correct map for various situations or users.
3. Create their own mini thematic map based on collected data.

Content Analysis

- Purpose of each map type
- Importance of classification for quick and clear usage
- Application in different fields: tourism, disaster relief, education
- Choosing the right map saves time and improves clarity

Learning Materials

- Situation cards (e.g., “plan a trip,” “study population,” “predict weather”)
- Three sample maps for comparison

Appendix

- Blank map templates

Skills Developed

- Naming and describing map types
- Applying knowledge to match maps with tasks
- Designing a thematic map from simple class data

Prerequisite Knowledge

- Students understand that different maps give different information.

Activity	Student Response
Introductory Activity: Teacher reads scenarios (e.g., “I want to visit a neighboring state.”). Asks: “Which map should I use?”	Students answer: “Political map,” “It shows states and roads.”
Developing Activity 1: Students draw lines from task cards to suitable map images on the board.	“Predict rainfall → Rainfall map,” “Study hills → Physical map.”
Developing Activity 2: Groups collect class data (e.g., mode of transport to school) and plot it as a thematic map.	Students draw a bar or pie chart on a blank India map with symbols.

Extended Activity: Make a chart showing three map types and write one situation in which you would use each.

Lesson Plan:34

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Exploring Physical Maps

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Define physical maps and their purpose.
2. Identify natural features like mountains, rivers, and plateaus.
3. Understand how physical maps help locate natural resources.

Content Analysis

- Definition of physical maps
- Features shown: mountains, rivers, plateaus, lakes
- Understanding landform patterns
- Use of physical maps in geography and planning
- Representation through colors and symbols

Learning Materials

- Physical maps of India and Kerala
- Legend/chart of landform symbols
- 3D relief model or topographic model (optional)

Skills Developed

- Recognizing natural features on a map
- Explaining the role of landforms in resource location
- Comparing regions based on physical geography

Prerequisite Knowledge

- Students have seen mountains and rivers in real life or textbooks.

Activity	Student Response
Introductory Activity: Teacher displays a physical map and asks: "Can you guess what the brown and blue areas mean?"	Students respond: "Brown is mountains," "Blue is rivers."
Developing Activity 1: Students mark major rivers, mountain ranges, and plateaus on a blank physical map of India.	"Here's the Himalayas," "This is the Ganges," they identify correctly.
Developing Activity 2: Group discussion: Why are more rivers found in some regions than others?	Students conclude: "Because of mountains," or "Rainfall and elevation matter."
Extended Activity: Choose any two physical features of India and write how they are useful to people	

Lesson Plan:35

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Understanding Cultural Maps

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Define cultural maps and identify man-made features.
2. Recognize how humans modify the land.
3. Interpret cultural maps to understand human settlement patterns.

Content Analysis

- Definition of cultural maps
- Features: roads, railways, cities, dams, buildings
- Human interventions on land
- Significance in planning towns, infrastructure
- Reading map symbols and legends for cultural elements

Learning Materials

- Cultural maps of Kerala and India
- Chart of map symbols for roads, cities, railways
- Photos of dams, bridges, and cities

Skills Developed

- Identifying man-made features on a map
- Analyzing how humans modify landscapes
- Inferring reasons for location of roads, cities, dams

Prerequisite Knowledge

- Students know about roads, buildings, and transport in their locality.

Activity	Student Response
Introductory Activity: Teacher shows a city map and asks: “Can you find anything that humans have made here?”	Students reply: “That’s a bridge,” “Here’s the railway line.”
Developing Activity 1: Students use a map to locate major cities, highways, and rail routes in Kerala.	“Thiruvananthapuram is here,” “This road goes through Kochi,” etc.
Developing Activity 2: Group task: Match photos (e.g., dam, metro station) with their symbol on a cultural map.	Students say: “This is a dam symbol,” “This marks a national highway.”
Extended Activity: Draw a simple map of your locality showing at least 3 cultural features	

Lesson Plan:36

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Comparing Physical and Cultural Maps

Avg.Age:13 Yrs

Learning Outcomes

Students will be able to:

1. Distinguish between physical and cultural maps.
2. Analyze how natural and human features are interrelated.
3. Apply map-reading skills to interpret both map types together.

Content Analysis

- Definition and comparison of physical and cultural maps
- Physical = natural (rivers, hills); Cultural = man-made (roads, cities)
- How geography influences settlement and development
- Examples of interdependence (dams on rivers, roads through mountains)
- Practical value in understanding a region fully

Learning Materials

- Overlays or paired maps (same area, physical + cultural)
- Comparison chart

Appendix

- Map-reading worksheet

Skills Developed

- Naming features on both maps
- Identifying interaction between nature and human activity
- Evaluating how landform affects development

Prerequisite Knowledge

- Students have worked with both physical and cultural maps individually

Activity	Student Response
Introductory Activity: Teacher shows two maps of the same region (physical and cultural). Asks: “What differences do you notice?”	“One has mountains,” “Other shows roads and cities,” say students.
Developing Activity 1: Students work in pairs to fill a Venn diagram comparing both map types.	“Physical – rivers,” “Cultural – cities,” “Both – show location.”
Developing Activity 2: Teacher gives case: “A dam is to be built on a river. Which maps will you use and why?”	Students say: “We need physical map for river and elevation; cultural map for roads and nearby villages.”

Extended Activity: Write 5 sentences comparing your village/town’s natural and man-made features, using map terms.

Lesson Plan:37

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Understanding Map Scales

Avg.Age:13 Yrs

Learning Outcomes

By the end of the lesson, students will be able to:

1. Define what a scale in maps means.
2. Differentiate between large scale and small scale maps.
3. Identify situations where each type of map is used appropriately.

Content Analysis

- Definition of map scale
- Purpose of using a scale
- **Large Scale Maps:** small area, more detail (e.g., village, school map)
- **Small Scale Maps:** large area, less detail (e.g., world map)
- Examples and applications of each scale type

Learning Materials

- Large scale map (school/town map)
- Small scale map (India/world map)
- Ruler, printed map samples with scales
- Scale conversion chart

Skills Developed

- Identifying map scales
- Differentiating between types based on scale and detail
- Analyzing when and why to use a particular scale

Prerequisite Knowledge

- Students have basic familiarity with maps showing places and features.

Activity	Student Response
Introductory Activity: Teacher shows two maps: one of a town and one of India. Asks: “Which map shows more detail?”	Students respond: “Town map has more detail,” “India map shows the whole country.”
Developing Activity 1: Teacher explains scale using a ruler and map sample. Then demonstrates how a 1 cm line represents different real distances on each map.	Students observe and say: “1 cm on the town map is a few meters; on India map, it’s hundreds of kilometers.”
Developing Activity 2: Group task: Match real-life tasks (e.g., town planning, national weather forecast) with the correct map scale.	“Town planning – large scale map,” “World trade routes – small scale map.”
Extended Activity: Draw a simple large-scale map of your classroom or street and show a scale (e.g., 1 cm = 1 m).	

Lesson Plan:38

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Understanding Types of Map Scales

Avg.Age:13 Yrs

Learning Outcomes

By the end of the lesson, students will be able to:

1. Describe the three types of scales used in maps.
2. Compare statement of scale, representative fraction (R.F.), and linear scale.
3. Use the given scale to measure and interpret distances on maps.

Content Analysis

- Importance of scale in maps
- **Statement of Scale:** verbal form (e.g., 1 cm = 1 km)
- **Representative Fraction (R.F.):** unit-free ratio (e.g., 1:100,000)
- **Linear Scale:** line marked with equal intervals to measure distance
- Benefits and use cases of each type of scale

Learning Materials

- Sample maps with each type of scale
- Ruler
- Chart comparing the three scale types
- Worksheets with distance calculation tasks
- Blank map with scale bars

Skills Developed

- Identifying and naming types of map scales
- Comparing advantages of each scale type
- Applying a scale to calculate real distances from a map

Prerequisite Knowledge

- Students know that maps represent real places in smaller form.

Activity	Student Response
Introductory Activity: Teacher shows a map with a line scale and asks: "How can we find the real distance between two places on this map?"	Students guess: "Use a ruler," "Check the scale," leading to scale types.
Developing Activity 1: Teacher demonstrates all three scale types using examples. Then shows how 1 cm = 5 km, 1:500,000, and a 5 cm linear scale represent the same thing.	Students compare and understand that all give the same info in different formats.
Developing Activity 2: Worksheet task: Given a map and a scale (e.g., R.F. or linear), students calculate real distances between two marked points.	"Distance between A and B is 20 km using R.F.," "On the line scale, it's 4 units = 8 km."

Extended Activity: Using a school map (or simple town sketch), mark two places and write all three types of scales to represent the distance between them

Lesson Plan:39

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Understanding Directions and the Use of a Compass

Avg.Age:13 Yrs

Learning Outcomes

By the end of the lesson, students will be able to:

1. Identify the four cardinal and four intermediate directions on a map.
2. Use a compass or compass rose to determine directions.
3. Describe the importance of direction in locating places on a map.

Content Analysis

- Importance of directions in reading maps
- Cardinal directions: North, South, East, West
- Intermediate directions: NE, NW, SE, SW
- North is usually at the top of the map
- Compass and compass rose as directional tools
- Practical usage in map navigation and travel

Learning Materials

Appendix

- Wall map with compass rose
- Compass (real or image)
- Blank directional diagrams for labeling
- Chart paper and colored markers
- Worksheets with location-based map questions

Skills Developed

- Naming and identifying directions
- Using a compass rose to locate positions
- Interpreting map locations based on directional clues

Prerequisite Knowledge

- Students are familiar with the concept of location and basic map use.

Activity	Student Response
Introductory Activity: Teacher turns around and says, “I am facing North. Which direction is behind me? What is to my right?”	Students say: “South is behind,” “East is to your right,” engaging with spatial orientation.
Developing Activity 1: Teacher shows a map and points out the compass rose. Students label cardinal and intermediate directions on a blank compass rose.	“Top is North,” “Between North and East is NE,” “Left is West.”
Developing Activity 2: Students are given a map with places marked. Using clues like “The hospital is to the south of the school,” they mark and describe locations.	Students write: “The river is west of the forest,” “The playground is SE of the library.”
Extended Activity : Draw a map of your neighborhood or school with at least five landmarks. Add a compass rose and describe the location of each landmark using directions	

Lesson Plan:40

Subject: Social Science

Standard: 8

Unit: Reading Map

Time: 45 Minutes

Topic: Understanding Map Symbols and Conventional Signs

Avg.Age:13 Yrs

Learning Outcomes

By the end of the lesson, students will be able to:

1. Recognize commonly used map symbols and conventional signs.
2. Understand the purpose of a map legend or key.
3. Accurately interpret symbols to gather information from a map.

Content Analysis

- Maps simplify reality using symbols
- Common features shown: rivers, mountains, schools, hospitals, roads, railways
- **Conventional signs:** standardized symbols used on all maps
- **Map legend/key:** a box that explains the symbols
- Benefits: saves space, ensures clarity, easy understanding for all users

Learning Materials

- Wall maps and textbooks showing legends
- Flashcards with various map symbols
- Blank map with symbol chart
- Color pencils/markers
- Sample legend for reference

Skills Developed

- Identifying and naming map symbols
- Interpreting map information using the legend
- Creating and applying symbols to construct a simple map

Prerequisite Knowledge

- Students have basic experience reading maps and identifying places.

Appendix

Activity	Student Response
Introductory Activity: Teacher shows a small red cross and asks: “What do you think this means on a map?” (followed by triangle, blue line, etc.)	Students guess: “Hospital,” “Mountain,” “River,” and connect to real-world features.
Developing Activity 1: Students are given flashcards of symbols and a sample legend. They match symbols with features	Students correctly pair: “This is a road,” “That’s a post office,” using the legend.
Developing Activity 2: Teacher gives students a blank locality map and a legend. They place the correct symbols (e.g., river, temple, bus stop) based on written clues.	Students place symbols on the map: “Temple near road,” “School west of river.”
Extended Activity: Create your own simple map of your neighborhood or imaginary village using at least 8 symbols. Include a legend explaining each symbol	

APPENDIX XI

Details of finding Homogeneity among sample

NAME	Intelligent test	SSAT	FTQE
S.M.T.G.H.S CHELAKKARA			
1	37	28	25
2	37	27	25
3	35	23	28
4	32	26	29
5	37	28	25
6	37	28	25
7	37	28	25
8	39	26	30
9	38	28	29
10	39	25	30
11	37	25	34
12	38	28	30
13	37	25	26
14	37	30	25
15	39	25	34
16	37	26	26
17	39	28	29
18	39	29	25
19	37	25	30
20	37	26	26
21	32	28	25
22	37	27	25
23	38	25	24
24	37	28	28
25	31	25	29
26	38	30	25
27	39	25	26
28	37	26	27
29	38	28	30
30	37	30	26
31	37	25	30

Appendix

NAME	Intelligent test	SSAT	FTQE
32	38	26	34
33	37	28	30
34	39	23	26
35	34	25	25
36	36	28	34
37	37	25	30
38	39	30	28
39	37	25	25
40	38	26	30
41	38	28	26
42	37	23	25
43	38	25	25
44	38	28	24
45	32	23	36
46	34	25	32
47	39	28	34
48	37	25	30
49	37	30	26
50	36	25	25
51	35	26	25
52	32	26	24
53	37	28	31
54	38	25	30
55	37	25	30
56	37	28	26
57	38	25	25
58	39	30	25
59	37	25	25
60	38	26	28
G.H.S VARAVOOR			
1	31	25	28
2	39	26	27
3	37	28	23
4	37	23	26

NAME	Intelligent test	SSAT	FTQE
5	39	25	28
6	38	28	28
7	39	23	28
8	37	28	26
9	39	27	28
10	39	23	28
11	32	26	28
12	39	28	26
13	37	28	28
14	39	28	25
15	39	26	25
16	37	28	28
17	39	25	25
18	39	25	30
19	37	28	25
20	37	25	28
21	32	30	26
22	37	25	28
23	38	26	25
24	37	28	25
25	39	25	28
26	39	30	25
27	37	25	30
28	38	26	25
29	37	28	26
30	37	30	28
31	38	25	29
32	37	26	30
33	39	28	25
34	34	23	26
35	36	25	28
36	35	28	30
37	32	25	25
38	37	30	26

Appendix

NAME	Intelligent test	SSAT	FTQE
39	38	25	28
40	37	26	23
41	37	23	25
42	38	25	28
43	39	28	27
44	37	23	23
45	38	28	26
46	36	27	28
47	35	23	28
48	32	26	28
49	37	28	26
50	38	26	28
51	37	28	25
52	37	25	25
53	38	25	28
54	38	28	25
55	32	25	30
56	34	30	28
57	39	25	28
58	36	26	28
59	32	25	26
60	38	26	28
G.H.S CHERUTHURUTHY			
1	36	30	25
2	32	32	24
3	31	30	27
4	35	25	21
5	36	21	26
6	37	25	12
7	32	25	15
8	36	25	28
9	31	24	23
10	35	25	28
11	36	24	27

NAME	Intelligent test	SSAT	FTQE
12	37	30	24
13	38	25	26
14	39	21	28
15	31	25	28
16	38	25	24
17	39	25	21
18	40	24	28
19	39	25	25
20	39	24	27
21	35	25	21
22	37	21	26
23	32	25	12
24	32	25	15
25	30	25	16
26	28	24	18
27	36	25	21
28	32	24	25
29	31	25	25
30	35	21	24
31	36	24	27
32	37	26	21
33	39	25	26
34	39	27	12
35	35	25	15
36	37	21	16
37	32	25	18
38	32	28	21
39	32	30	25
40	32	25	24
41	30	21	21
42	28	25	26
43	39	25	28
44	40	25	23
45	39	24	28

Appendix

NAME	Intelligent test	SSAT	FTQE
46	39	25	15
47	35	24	16
48	37	21	18
49	39	24	21
50	35	26	25
51	36	25	24
52	37	27	21
53	32	25	26
54	36	21	28
55	31	25	23
56	35	28	28
57	36	25	27
58	37	24	24
59	38	28	26
60	31	21	28
G.H.S MACHAD			
1	25	18	21
2	32	19	23
3	28	21	26
4	39	20	21
5	38	24	27
6	39	28	25
7	40	21	18
8	39	24	19
9	39	21	24
10	38	23	21
11	40	26	24
12	32	21	24
13	30	27	28
14	28	21	21
15	27	20	20
16	25	24	24
17	29	28	21
18	25	21	24

NAME	Intelligent test	SSAT	FTQE
19	23	24	21
20	25	26	23
21	40	25	26
22	39	27	21
23	39	32	27
24	38	24	25
25	40	21	24
26	39	24	21
27	34	21	24
28	36	23	21
29	34	26	23
30	31	21	26
31	27	27	21
32	25	25	27
33	29	18	25
34	25	19	24
35	23	21	21
36	25	20	24
G.H.S PAZHAYANNUR			
1	36	23	21
2	34	26	24
3	31	21	21
4	32	27	23
5	30	25	26
6	28	21	21
7	27	23	27
8	25	26	25
9	29	21	32
10	25	27	24
11	23	27	21
12	25	25	23
13	25	21	26
14	32	23	21
15	28	26	27

Appendix

NAME	Intelligent test	SSAT	FTQE
16	39	21	25
17	38	27	18
18	39	25	24
19	40	32	21
20	34	26	24
21	31	21	21
22	32	27	23
23	30	27	26
24	28	25	21
25	27	21	27
26	25	23	25
27	29	26	18
28	25	21	27
29	23	24	25
30	25	21	32
31	37	27	24
G.H.S PANJAL			
1	39	26	18
2	39	21	17
3	38	27	24
4	40	25	21
5	39	18	24
6	34	19	21
7	36	24	23
8	34	21	26
9	31	24	21
10	32	21	21
11	30	21	27
12	28	23	25
13	34	26	30
14	31	21	21
15	32	27	23
16	30	25	26
17	28	18	21

NAME	Intelligent test	SSAT	FTQE
18	37	39	27
19	25	24	24
20	29	21	21
21	25	24	24
22	23	21	21
23	25	23	23
24	32	26	26
25	30	21	21
26	28	27	27
27	34	28	25
28	31	27	18
29	37	28	29
30	30	28	18
31	31	21	12
32	32	25	18
33	31	27	12
34	40	27	28

Indicators

Intelligence test = Standard Progressive Metrics by J.C Ravan

SSAT= Social Science Awareness Test

FTQE= First Term Quarterly Examination

APPENDIX XII
PSYCHOLOGICAL WELLBEING SCALE (Draft)

Dear friends,

This is a questionnaire designed for a research purpose. You are not required to provide any personal identifying information. Please read the instructions given below carefully and respond to the questions based on how they relate to your personal life experiences.

Instructions:

- Indicate your opinions by putting a tick mark (✓) in the appropriate column.
- You must record your opinion for every question (from 1 to 84).
- Your responses should be written only on the SCORING PAPER provided along with the questionnaire.
- Please indicate your gender Male Female
- Please indicate your place of residence: Urban Rural

Questions

1. I find great pleasure in interacting with the people around me.
2. I have difficulty establishing good personal relationships in society
3. I follow my teachers' advice when setting my goals
4. My conscience prevents me from hurting my friends' feelings
5. I feel no obligation to others.
6. I find it challenging to adapt to different people and changes in life.
7. Events around me influence my daily life
8. I struggle to make decisions about what is right and wrong in life
9. I feel content with my life.
10. I handle family issues in a friendly and cooperative manner.
11. I openly share my opinions with my friends.
12. I do not rely on reading books or watching movies to set my goals.
13. My friends support me in my studies.
14. My experiences in society shape my life
15. I am able to manage issues in my daily life
16. I feel happy when my imagination flourishes.
17. I appreciate the conditions others have created in my life
18. I see beauty everywhere I look.
19. I enjoy talking with my friends during class.

20. I dislike it when friends criticize me.
21. My parents' advice helps me in setting my goals
22. I disregard others' opinions about me
23. I struggle to face the demands of daily life with confidence.
24. Test anxiety makes me feel nervous.
25. I find joy in my current life situation.
26. I feel unhappy with my life because I haven't achieved anything.
27. I often experience happiness and joy in my school life.
28. I don't have any close friends in my class
29. I set my goals with a practical approach.
30. I face every challenge with optimism and creativity.
31. I believe that everyone is good and trustworthy.
32. I find it difficult to manage the responsibilities of daily life.
33. Physical weakness does not impact my mental health
34. I maintain a positive outlook on my life.
35. I find my school life to be inspiring.
36. I struggle to recall the past in a positive light.
37. I share my mental struggles with my friends.
38. I put in a lot of effort to achieve my goals.
39. I have a clear understanding of my goals
40. I have many friendships with other people.
41. I often feel that I have control over the conditions in which I live
42. Social Problems often affect my daily life.
43. I am influenced by others' thoughts.
44. Physical pain does not impact my happiness.
45. I don't feel enjoyable to be around in social settings.
46. I try to help my friends with their mental challenges
47. I approach new decisions with enthusiasm.
48. I am open to accepting advice from others.
49. I am very interested in other people.
50. I try to adapt my life according to the circumstances
51. I can overcome mental challenges.
52. My inability to achieve great things causes me distress

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53. I find making decisions challenging.
54. I don't engage in play activities with my friends.
55. Failing to achieve any of my goals makes me feel discouraged.
56. Others perceive me as a friendly person.
57. I like to complete tasks at the right place and on time
58. In general, I feel that I have control over the situations in my life
59. Failure in one area makes me feel stressed
60. I do not fully accept all aspects of my personality.
61. I am a cheerful person in the classroom.
62. I struggle to maintain good personal relationships.
63. I struggle to accomplish my goals.
64. I make an effort to maintain a close relationship with my family.
65. I design my lifestyle around my interests and use available resources to achieve my goals.
66. When faced with difficulties, I find practical ways to overcome them
67. New situations in the classroom affect me negatively.
68. Failure often leaves me feeling disappointed.
69. My life is filled with many interesting things.
70. I do not assist my friends with study materials
71. My friends' achievements do not influence my goals
72. I avoid hurting others' feelings.
73. If I face repeated failures, I seek an alternative that closely aligns with my dream.
74. I manage to thrive even when faced with new or challenging environments
75. I have confidence in the accomplishments I achieve in life.
76. Life's memories bring me happiness.
77. I approach all activities with enthusiasm
78. I set my goals in my own way.
79. I strive to do good for others.
80. However, if failure persists, I become discouraged and abandon my pursuit.
81. I can easily resolve problems in my studies.
82. Continued failure leads me to lose hope and abandon my goals.
83. Succeeding in exams makes me feel that my life is fruitful.
84. I find joy even when facing problems at school.

APPENDIX XIII

PSYCHOLOGICAL WELLBEING SCALE (Draft)

സുഹൃത്തുക്കളേ,

ഇത് ഒരു ഗവേഷണപ്രവർത്തനത്തിനായി തയ്യാറാക്കിയ ചോദ്യാവലിയാണ്. നിങ്ങളുടെ വ്യക്തിഗത വിവരങ്ങൾ ഇവിടെ രേഖപ്പെടുത്തേണ്ടതില്ല. താഴെ നൽകിയിരിക്കുന്ന നിർദ്ദേശങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച്, പ്രസ്താവനകൾക്ക് നിങ്ങളുടെ ജീവിതവുമായി ചേരുന്ന രീതിയിൽ അഭിപ്രായം രേഖപ്പെടുത്തുക

നിർദ്ദേശങ്ങൾ:

- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ അനുയോജ്യമായ കോളത്തിൽ ✓ (ടീക്ക് മാർക്ക്) ഇടുക.
- **1 മുതൽ 84 വരെ** എല്ലാ ചോദ്യങ്ങൾക്കും നിങ്ങളുടെ അഭിപ്രായം രേഖപ്പെടുത്തണം.
- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ ഇതിനോടപ്പം തന്നിരിക്കുന്ന **Response sheet**-ലാണ് എഴുതേണ്ടത്.
- താങ്കൾ ☺ പുരുഷൻ ♂ സ്ത്രീ
- നിങ്ങളുടെ താമസസ്ഥലം സൂചിപ്പിക്കുക ☺ നഗരവാസി ♂ ഗ്രാമവാസി

പ്രസ്താവനകൾ

1. എന്റെ ചുറ്റുപാടിലുള്ള ആളുകളുമായി ഇടപെടുന്നത് എന്നെ വളരെ സന്തോഷിപ്പിക്കുന്നു.
2. സമൂഹത്തിൽ നല്ല വ്യക്തിഗത ബന്ധങ്ങൾ സ്ഥാപിക്കുന്നതിൽ എനിക്ക് ബുദ്ധിമുട്ടാണ്.
3. ലക്ഷ്യങ്ങൾ നിശ്ചയിക്കുമ്പോൾ ഞാൻ എന്റെ അധ്യാപകരുടെ ഉപദേശം പിന്തുടരുന്നു.
4. സുഹൃത്തുക്കളെ വേദനിപ്പിക്കാൻ ഞാൻ തയ്യാറാകില്ല.
5. എനിക്ക് മറ്റുള്ളവരോടൊന്നും ബാധ്യതയെന്നോ ഉത്തരവാദിത്വമെന്നോ തോന്നാറില്ല.
6. ജീവിതത്തിലെ മാറ്റങ്ങളോടും പലതരത്തിലുള്ള ആളുകളോടും യോജിച്ചുപോകുന്നത് എനിക്ക് വെല്ലുവിളിയാണ്.
7. ചുറ്റുപാടിലുമുള്ള സംഭവങ്ങൾ എന്റെ നിത്യ ജീവിതത്തെ ബാധിക്കുന്നു..
8. ജീവിതത്തിൽ എന്താണ് ശരിയെന്നും തെറ്റെന്നുമുള്ള കാര്യങ്ങളിൽ തീരുമാനമെടുക്കുന്നത് എനിക്ക് ബുദ്ധിമുട്ടാണ്.
9. എന്റെ ജീവിതത്തിൽ ഞാൻ സംതൃപ്തിയാണ്.
10. എന്റെ കുടുംബ പ്രശ്നങ്ങൾ ഞാൻ സൗഹൃദപരമായും സഹകരണപരമായും കൈകാര്യം ചെയ്യുന്നു.
11. ഞാൻ എന്റെ അഭിപ്രായങ്ങൾ എന്റെ സുഹൃത്തുക്കളുമായി തുറന്നുപറയുന്നു.

Appendix

12. ലക്ഷ്യങ്ങൾ നിശ്ചയിക്കുമ്പോൾ പുസ്തകങ്ങളിലെ അറിവോ സിനിമകളിലെ അറിവോ ഞാൻ ആശ്രയിക്കാറില്ല.
13. എന്റെ പഠനത്തിൽ എന്റെ സുഹൃത്തുകൾ എന്നെ പിന്തുണയ്ക്കുന്നു.
14. സമൂഹത്തിൽ അനുഭവിക്കുന്ന കാര്യങ്ങൾ എന്റെ ജീവിതത്തെ രൂപപ്പെടുത്തുന്നു.
15. ദിനംപ്രതിയുള്ള പ്രശ്നങ്ങളെ നേരിടാൻ ഞാൻ കഴിവുള്ളവനാണ്.
16. എന്റെ ഭാവനകൾ വളരുമ്പോൾ ഞാൻ സന്തോഷവാനാണ്.
17. മറ്റുള്ളവർ എന്റെ ജീവിതത്തിൽ സൃഷ്ടിച്ച സാഹചര്യങ്ങളെ ഞാൻ നന്ദിയോടെയാണ് കാണുന്നത്.
18. എനിക്ക് എല്ലായിടത്തും സൗന്ദര്യം കാണാൻ കഴിയുന്നു.
19. ക്ലാസ്സിൽ എന്റെ സുഹൃത്തുകളുമായി സംസാരിക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.
20. എന്റെ സുഹൃത്തുകൾ എന്നെ വിമർശിക്കുമ്പോൾ എനിക്ക് അത് ഇഷ്ടമല്ല.
21. എന്റെ ലക്ഷ്യങ്ങൾ നിശ്ചയിക്കുമ്പോൾ മാതാപിതാക്കളുടെ ഉപദേശങ്ങൾ എന്നെ സഹായിക്കുന്നു.
22. മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങളെ ഞാൻ അവഗണിക്കുന്നു.
23. ദിനംപ്രതി ജീവിതത്തിന്റെ ആവശ്യങ്ങൾ ആത്മവിശ്വാസത്തോടെ നേരിടുന്നതിൽ എനിക്ക് ബുദ്ധിമുട്ടുണ്ട്.
24. പരീക്ഷയെ കുറിച്ചുള്ള ഉത്കണ്ഠ എന്നെ സമ്മർദ്ദത്തിലാക്കുന്നു.
25. എന്റെ ഇപ്പോഴത്തെ ജീവിതാവസ്ഥയിൽ എനിക്ക് ആനന്ദം ഉണ്ടാകുന്നു.
26. ഞാൻ ഒന്നും നേടാൻ കഴിഞ്ഞില്ലെന്ന കാരണം കൊണ്ട് ജീവിതത്തിൽ ഞാൻ അസന്തോഷവാനാണ്.
27. എന്റെ സ്കൂൾ ജീവിതത്തിൽ എനിക്ക് ആവേശവും സന്തോഷവും അനുഭവപ്പെടുന്നു.
28. എന്റെ ക്ലാസ്സിൽ എനിക്ക് അടുത്ത സുഹൃത്തുക്കൾ ഇല്ല.
29. ഞാൻ ആലോചിച്ച്, യുക്തിപൂർവമായാണ് ലക്ഷ്യങ്ങൾ നിശ്ചയിക്കുന്നത്.
30. ഞാൻ ഓരോ വെല്ലുവിളിയേയും ആത്മവിശ്വാസത്തോടും സൃഷ്ടിശക്തിയോടും ചേർന്നാണ് നേരിടുന്നത്.
31. എല്ലാവരും നല്ലവരും വിശ്വസനീയരുമാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.
32. ദിനംപ്രതി ബാധ്യതകൾ കൈകാര്യം ചെയ്യുന്നതിൽ എനിക്ക് ബുദ്ധിമുട്ടാണ്.
33. ശാരീരിക ദൗർബല്യം എന്റെ മാനസിക ആരോഗ്യത്തെ ബാധിക്കാറില്ല.
34. എന്റെ ജീവിതത്തോട് ഞാൻ ഒരു പോസിറ്റീവ് സമീപനം പുലർത്തുന്നു.
35. എനിക്ക് എന്റെ സ്കൂൾ ജീവിതം പ്രചോദനമേകുന്ന ഒന്നായി തോന്നുന്നു.
36. ഭൂതകാലത്തെ അനുകൂല രീതിയിൽ ചിന്തിക്കാൻ എനിക്ക് സാധിക്കില്ല.
37. എന്റെ മാനസിക പ്രശ്നങ്ങൾ ഞാൻ എന്റെ സുഹൃത്തുകളുമായി പങ്കുവെക്കുന്നു.
38. എന്റെ ലക്ഷ്യങ്ങൾ കൈവരിക്കാൻ ഞാൻ കഠിനമായി ശ്രമിക്കുന്നു.

39. എന്റെ ലക്ഷ്യങ്ങളെക്കുറിച്ച് എനിക്ക് വ്യക്തതയുണ്ട്.
40. എനിക്ക് നിരവധി സുഹൃത്തുകൾ ഉണ്ട്.
41. എനിക്ക് എന്റെ ജീവിതത്തിലെ സാഹചര്യങ്ങളെ നിയന്ത്രിക്കാൻ കഴിയുന്നതായി പലപ്പോഴും തോന്നുന്നു.
42. സാമൂഹിക പ്രശ്നങ്ങൾ എന്റെ ജീവിതത്തെ ബാധിക്കുന്നു.
43. മറ്റുള്ളവരുടെ ചിന്തകൾ എന്നെ സ്വാധീനിക്കാറുണ്ട് .
44. ശാരീരിക വേദന എന്റെ സന്തോഷത്തെ ബാധിക്കാറില്ല.
45. സാമൂഹിക ഇടപെടലുകളിൽ ഞാൻ ആസ്വാദ്യകരമായയാളായി തോന്നാറില്ല.
46. എന്റെ സുഹൃത്തുകളുടെ മാനസിക പ്രശ്നങ്ങളിൽ സഹായിക്കാൻ ഞാൻ ശ്രമിക്കുന്നു.
47. പുതിയ തീരുമാനം എടുക്കുമ്പോൾ ഞാൻ ആവേശത്തോടെയാണ് സമീപിക്കുന്നത്.
48. മറ്റുള്ളവരുടെ ഉപദേശം സ്വീകരിക്കാൻ ഞാൻ തയ്യാറാണ്.
49. മറ്റുള്ളവരോട് എനിക്ക് വളരെയധികം താൽപര്യമുണ്ട്.
50. സാഹചര്യങ്ങൾ അനുസരിച്ച് ഞാൻ എന്റെ ജീവിതം മാറ്റാൻ ശ്രമിക്കുന്നു.
51. മാനസിക പ്രശ്നങ്ങൾ ഞാൻ അതിജീവിക്കാൻ കഴിവുള്ളവനാണ്.
52. എനിക്ക് വലിയൊരു നേട്ടം കൈവരിക്കാൻ കഴിയാത്ത ചിന്ത എന്നിൽ ദുഃഖം ഉണ്ടാക്കുന്നു
53. തീരുമാനം എടുക്കുന്നത് എനിക്ക് ബുദ്ധിമുട്ടാണ്.
54. എന്റെ സുഹൃത്തുകളുമായി കളിക്കുന്നതിൽ എനിക്ക് താൽപ്പര്യമില്ല
55. ലക്ഷ്യങ്ങൾ കൈവരിക്കാനാകാതിരുന്നാൽ എനിക്ക് നിരാശ തോന്നുന്നു.
56. മറ്റുള്ളവർ എന്നെ സൗഹൃദപരനായ ആളായി കാണുന്നു.
57. ശരിയായ സ്ഥലത്തും സമയത്തും പ്രവർത്തനങ്ങൾ പൂർത്തിയാക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.
58. സാധാരണയായി, എന്റെ ജീവിത സാഹചര്യം ഞാൻ നിയന്ത്രിക്കാൻ കഴിയുന്നു എന്ന് എനിക്ക് തോന്നുന്നു.
59. ഒരു മേഖലയിൽ പരാജയപ്പെടുമ്പോൾ എനിക്ക് മാനസിക സമ്മർദ്ദമുണ്ട്.
60. എന്റെ വ്യക്തിത്വത്തിന്റെ എല്ലാ ഭാഗങ്ങളെയും ഞാൻ പൂർണ്ണമായി സ്വീകരിക്കുന്നില്ല.
61. ക്ലാസ്സിൽ ഞാൻ സന്തോഷമുള്ള വ്യക്തിയാണ്.
62. നല്ല വ്യക്തിഗത ബന്ധങ്ങൾ നിലനിർത്തുന്നതിൽ എനിക്ക് ബുദ്ധിമുട്ടുണ്ട്.
63. എന്റെ ലക്ഷ്യങ്ങൾ കൈവരിക്കുന്നതിൽ ഞാൻ ബുദ്ധിമുട്ടുന്നു.
64. എന്റെ കുടുംബവുമായി അടുത്ത ബന്ധം നിലനിർത്താൻ ഞാൻ ശ്രമിക്കുന്നു.
65. എന്റെ താല്പര്യങ്ങളനുസരിച്ച് ജീവിതശൈലി രൂപപ്പെടുത്തി, ലഭ്യമായ വിഭവങ്ങൾ ഉപയോഗിച്ച് ഞാൻ ലക്ഷ്യങ്ങൾ കൈവരിക്കാൻ ശ്രമിക്കുന്നു.

Appendix

66. പ്രശ്നങ്ങളുണ്ടായാൽ, ഞാൻ അതിജീവിക്കാൻ പ്രായോഗിക മാർഗങ്ങൾ കണ്ടെത്തുന്നു.
67. ക്ലാസ്സിലെ പുതിയ സാഹചര്യങ്ങൾ എന്നെ മാനസികമായി ബാധിക്കുന്നു.
68. പരാജയം എനിക്ക് നിരാശയുണ്ടാക്കുന്നു.
69. എന്റെ ജീവിതം വളരെ മനോഹരമായ കാര്യങ്ങളാൽ നിറഞ്ഞിരിക്കുന്നു.
70. എന്റെ സുഹൃത്തുക്കൾക്ക് പഠന വസ്തുക്കളിൽ സഹായം നൽകാറില്ല.
71. എന്റെ സുഹൃത്തുക്കളുടെ നേട്ടങ്ങൾ എന്റെ ലക്ഷ്യങ്ങളെ സ്വാധീനിക്കുന്നില്ല.
72. മറ്റുള്ളവരുടെ ചിന്തകളെ വേദനിപ്പിക്കാതിരിക്കാൻ ഞാൻ ശ്രമിക്കുന്നു.
73. പതിവായി പരാജയപ്പെടുകയാണെങ്കിൽ, ഞാൻ അടുത്ത പദ്ധതികളിലേക്ക് ലക്ഷ്യത്തെ തിരിക്കും
74. പുതിയതോ വെല്ലുവിളികളോടെയുള്ളതോ ആയ സാഹചര്യങ്ങളിൽ പോലും ഞാൻ ഉത്സാഹത്തോടെ മുന്നോട്ട് പോകുന്നു.
75. ജീവിതത്തിലെ എന്റെ നേട്ടങ്ങളിൽ എനിക്ക് ആത്മവിശ്വാസമുണ്ട്.
76. ജീവിതത്തിലെ ഓർമ്മകൾ എനിക്ക് സന്തോഷം നൽകുന്നു.
77. എല്ലാ പ്രവർത്തനങ്ങളിലും ഞാൻ ഉത്സാഹത്തോടെയാണ് സമീപിക്കുന്നത്.
78. എന്റെ ലക്ഷ്യങ്ങൾ ഞാൻ എന്റെ രീതിയിലാണ് നിശ്ചയിക്കുന്നത്.
79. മറ്റുള്ളവർക്കായി നല്ലത് ചെയ്യാൻ ഞാൻ ശ്രമിക്കുന്നു.
80. തോൽവി തുടർന്നാൽ ആത്മവിശ്വാസം കുറയുകയും ശ്രമം നിർത്തുകയും ചെയ്യുന്നു..
81. എന്റെ പഠന പ്രശ്നങ്ങൾ എളുപ്പത്തിൽ പരിഹരിക്കാൻ എനിക്ക് കഴിയും.
82. തുടർച്ചയായ പരാജയങ്ങൾ എനിക്ക് പ്രതീക്ഷ നഷ്ടപ്പെടുത്തുകയും ലക്ഷ്യങ്ങൾ ഉപേക്ഷിക്കാൻ ഇടയാക്കുകയും ചെയ്യുന്നു.
83. പരീക്ഷകളിൽ വിജയിക്കുമ്പോൾ, എന്റെ ജീവിതം ഫലപ്രദമെന്ന് എനിക്ക് തോന്നുന്നു.
84. സ്കൂളിൽ പ്രശ്നങ്ങൾ നേരിടുമ്പോഴും എനിക്ക് സന്തോഷം കണ്ടെത്താൻ കഴിയുന്നു.

APPENDIX XIV

PSYCHOLOGICAL WELLBEING SCALE (FINAL)

Dear friends,

This is a questionnaire designed for a research purpose. You are not required to provide any personal identifying information. Please read the instructions given below carefully and respond to the questions based on how they relate to your personal life experiences.

Instructions:

- Indicate your opinions by putting a tick mark (✓) in the appropriate column.
- You must record your opinion for every question (from 1 to 84).
- Your responses should be written only on the SCORING PAPER provided along with the questionnaire.
- Please indicate your gender Male Female
- Please indicate your place of residence: Urban Rural

Questions

1. I find great pleasure in interacting with the people around me.
2. I have difficulty establishing good personal relationships in society
3. I follow my teachers' advice when setting my goals
4. My conscience prevents me from hurting my friends' feelings
5. I feel no obligation to others.
6. I find it challenging to adapt to different people and changes in life.
7. Events around me influence my daily life
8. I feel content with my life.
9. I handle family issues in a friendly and cooperative manner.
10. I openly share my opinions with my friends.
11. I do not rely on reading books or watching movies to set my goals.
12. I am able to manage issues in my daily life
13. I appreciate the conditions others have created in my life
14. I see beauty everywhere I look.
15. I enjoy talking with my friends during class.
16. I dislike it when friends criticize me.
17. I disregard others' opinions about me
18. I struggle to face the demands of daily life with confidence.
19. Test anxiety makes me feel nervous.

Appendix

20. I find joy in my current life situation.
21. I feel unhappy with my life because I haven't achieved anything.
22. I often experience happiness and joy in my school life.
23. I don't have any close friends in my class
24. I set my goals with a practical approach.
25. I face every challenge with optimism and creativity.
26. I find it difficult to manage the responsibilities of daily life.
27. I maintain a positive outlook on my life.
28. I find my school life to be inspiring.
29. I struggle to recall the past in a positive light.
30. I share my mental struggles with my friends.
31. I put in a lot of effort to achieve my goals.
32. I have a clear understanding of my goals
33. I have many friendships with other people.
34. I often feel that I have control over the conditions in which I live
35. I am influenced by others' thoughts.
36. Physical pain does not impact my happiness.
37. I don't feel enjoyable to be around in social settings.
38. I try to help my friends with their mental challenges
39. I approach new decisions with enthusiasm.
40. I am open to accepting advice from others.
41. I am very interested in other people.
42. I try to adapt my life according to the circumstances
43. I can overcome mental challenges.
44. I find making decisions challenging.
45. I don't engage in play activities with my friends.
46. Failing to achieve any of my goals makes me feel discouraged.
47. Others perceive me as a friendly person.
48. I like to complete tasks at the right place and on time
49. In general, I feel that I have control over the situations in my life
50. Failure in one area makes me feel stressed
51. I am a cheerful person in the classroom.
52. I struggle to maintain good personal relationships.

53. I struggle to accomplish my goals.
54. I make an effort to maintain a close relationship with my family.
55. I design my lifestyle around my interests and use available resources to achieve my goals.
56. When faced with difficulties, I find practical ways to overcome them
57. New situations in the classroom affect me negatively.
58. Failure often leaves me feeling disappointed.
59. My life is filled with many interesting things.
60. I do not assist my friends with study materials
61. My friends' achievements do not influence my goals
62. I avoid hurting others' feelings.
63. If I face repeated failures, I seek an alternative that closely aligns with my dream.
64. I manage to thrive even when faced with new or challenging environments
65. I have confidence in the accomplishments I achieve in life.
66. Life's memories bring me happiness.
67. I approach all activities with enthusiasm
68. I set my goals in my own way.
69. I strive to do good for others.
70. However, if failure persists, I become discouraged and abandon my pursuit.
71. I can easily resolve problems in my studies.
72. Continued failure leads me to lose hope and abandon my goals.
73. Succeeding in exams makes me feel that my life is fruitful.
74. I find joy even when facing problems at school.

APPENDIX XV
PSYCHOLOGICAL WELLBEING SCALE (Final)

സുഹൃത്തുക്കളേ,

ഇത് ഒരു ഗവേഷണപ്രവർത്തനത്തിനായി തയ്യാറാക്കിയ ചോദ്യാവലിയാണ്. നിങ്ങളുടെ വ്യക്തിഗത വിവരങ്ങൾ ഇവിടെ രേഖപ്പെടുത്തേണ്ടതില്ല. താഴെ നൽകിയിരിക്കുന്ന നിർദ്ദേശങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച്, പ്രസ്താവനകൾക്ക് നിങ്ങളുടെ ജീവിതവുമായി ചേരുന്ന രീതിയിൽ അഭിപ്രായം രേഖപ്പെടുത്തുക

നിർദ്ദേശങ്ങൾ:

- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ അനുയോജ്യമായ കോളത്തിൽ √ (ടിക്ക് മാർക്ക്) ഇടുക.
- **1 മുതൽ 84 വരെ** എല്ലാ ചോദ്യങ്ങൾക്കും നിങ്ങളുടെ അഭിപ്രായം രേഖപ്പെടുത്തണം.
- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ ഇതിനോടൊപ്പം തന്നിരിക്കുന്ന **Response sheet**-ലാണ് എഴുതേണ്ടത്.
- താങ്കൾ ☺ പുരുഷൻ/ സ്ത്രീ
- നിങ്ങളുടെ താമസസ്ഥലം സൂചിപ്പിക്കുക ☺ നഗരവാസി/ ഗ്രാമവാസി

പ്രസ്താവനകൾ

1. എന്റെ ചുറ്റുപാടിലുള്ള ആളുകളുമായി ഇടപെടുന്നത് എന്നെ വളരെ സന്തോഷിപ്പിക്കുന്നു.
2. സമൂഹത്തിൽ നല്ല വ്യക്തിഗത ബന്ധങ്ങൾ സ്ഥാപിക്കുന്നതിൽ എനിക്ക് ബുദ്ധിമുട്ടാണ്.
3. ലക്ഷ്യങ്ങൾ നിശ്ചയിക്കുമ്പോൾ ഞാൻ എന്റെ അധ്യാപകരുടെ ഉപദേശം പിന്തുടരുന്നു.
4. സുഹൃത്തുക്കളെ വേദനിപ്പിക്കാൻ ഞാൻ തയ്യാറാകില്ല.
5. എനിക്ക് മറ്റുള്ളവരോടൊന്നും ബാധ്യതയെന്നോ ഉത്തരവാദിത്വമെന്നോ തോന്നാറില്ല.
6. ജീവിതത്തിലെ മാറ്റങ്ങളോടും പലതരത്തിലുള്ള ആളുകളോടും യോജിച്ചുപോകുന്നത് എനിക്ക് വെല്ലുവിളിയാണ്.
7. ചുറ്റുപാടിലുമുള്ള സംഭവങ്ങൾ എന്റെ നിത്യ ജീവിതത്തെ ബാധിക്കുന്നു..
8. എന്റെ ജീവിതത്തിൽ ഞാൻ സംതൃപ്തിയാണ്.
9. എന്റെ കുടുംബ പ്രശ്നങ്ങൾ ഞാൻ സൗഹൃദപരമായും സഹകരണപരമായും കൈകാര്യം ചെയ്യുന്നു.
10. ഞാൻ എന്റെ അഭിപ്രായങ്ങൾ എന്റെ സുഹൃത്തുക്കളുമായി തുറന്നുപറയുന്നു.
11. ലക്ഷ്യങ്ങൾ നിശ്ചയിക്കുമ്പോൾ പുസ്തകങ്ങളിലെ അറിവോ സിനിമകളിലെ അറിവോ ഞാൻ ആശ്രയിക്കാറില്ല.

12. ദിനംപ്രതിയുള്ള പ്രശ്നങ്ങളെ നേരിടാൻ ഞാൻ കഴിവുള്ളവനാണ്.
13. മറ്റുള്ളവർ എന്റെ ജീവിതത്തിൽ സൃഷ്ടിച്ച സാഹചര്യങ്ങളെ ഞാൻ നന്ദിയോടെയാണ് കാണുന്നത്.
14. എനിക്ക് എല്ലായിടത്തും സൗന്ദര്യം കാണാൻ കഴിയുന്നു.
15. ക്ലാസ്സിൽ എന്റെ സുഹൃത്തുക്കളുമായി സംസാരിക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.
16. എന്റെ സുഹൃത്തുക്കൾ എന്നെ വിമർശിക്കുമ്പോൾ എനിക്ക് അത് ഇഷ്ടമല്ല.
17. മറ്റുള്ളവരുടെ അഭിപ്രായങ്ങളെ ഞാൻ അവഗണിക്കുന്നു.
18. ദിനംപ്രതി ജീവിതത്തിന്റെ ആവശ്യങ്ങൾ ആത്മവിശ്വാസത്തോടെ നേരിടുന്നതിൽ എനിക്ക് ബുദ്ധിമുട്ടുണ്ട്.
19. പരീക്ഷയെ കുറിച്ചുള്ള ഉത്കണ്ഠ എന്നെ സമ്മർദ്ദത്തിലാക്കുന്നു.
20. എന്റെ ഇപ്പോഴത്തെ ജീവിതാവസ്ഥയിൽ എനിക്ക് ആനന്ദം ഉണ്ടാകുന്നു.
21. ഞാൻ ഒന്നും നേടാൻ കഴിഞ്ഞില്ലെന്ന കാരണം കൊണ്ട് ജീവിതത്തിൽ ഞാൻ അസന്തോഷവാനാണ്.
22. എന്റെ സ്കൂൾ ജീവിതത്തിൽ എനിക്ക് ആവേശവും സന്തോഷവും അനുഭവപ്പെടുന്നു.
23. എന്റെ ക്ലാസ്സിൽ എനിക്ക് അടുത്ത സുഹൃത്തുക്കൾ ഇല്ല.
24. ഞാൻ ആലോചിച്ച്, യുക്തിപൂർവമായാണ് ലക്ഷ്യങ്ങൾ നിശ്ചയിക്കുന്നത്.
25. ഞാൻ ഓരോ വെല്ലുവിളിയേയും ആത്മവിശ്വാസത്തോടും സൃഷ്ടിശക്തിയോടും ചേർന്നാണ് നേരിടുന്നത്.
26. ദിനംപ്രതി ബാധ്യതകൾ കൈകാര്യം ചെയ്യുന്നതിൽ എനിക്ക് ബുദ്ധിമുട്ടാണ്.
27. എന്റെ ജീവിതത്തോട് ഞാൻ ഒരു പോസിറ്റീവ് സമീപനം പുലർത്തുന്നു.
28. എനിക്ക് എന്റെ സ്കൂൾ ജീവിതം പ്രചോദനമേകുന്ന ഒന്നായി തോന്നുന്നു.
29. ഭൂതകാലത്തെ അനുകൂല രീതിയിൽ ചിന്തിക്കാൻ എനിക്ക് സാധിക്കില്ല.
30. എന്റെ മാനസിക പ്രശ്നങ്ങൾ ഞാൻ എന്റെ സുഹൃത്തുക്കളുമായി പങ്കുവെക്കുന്നു.
31. എന്റെ ലക്ഷ്യങ്ങൾ കൈവരിക്കാൻ ഞാൻ കഠിനമായി ശ്രമിക്കുന്നു.
32. എന്റെ ലക്ഷ്യങ്ങളെക്കുറിച്ച് എനിക്ക് വ്യക്തതയുണ്ട്.
33. എനിക്ക് നിരവധി സുഹൃത്തുക്കൾ ഉണ്ട്.
34. എനിക്ക് എന്റെ ജീവിതത്തിലെ സാഹചര്യങ്ങളെ നിയന്ത്രിക്കാൻ കഴിയുന്നതായി പലപ്പോഴും തോന്നുന്നു.
35. മറ്റുള്ളവരുടെ ചിന്തകൾ എന്നെ സ്വാധീനിക്കാറുണ്ട് .
36. ശാരീരിക വേദന എന്റെ സന്തോഷത്തെ ബാധിക്കാറില്ല.
37. സാമൂഹിക ഇടപെടലുകളിൽ ഞാൻ ആസ്വാദ്യകരമായയാളായി തോന്നാറില്ല.
38. എന്റെ സുഹൃത്തുക്കളുടെ മാനസിക പ്രശ്നങ്ങളിൽ സഹായിക്കാൻ ഞാൻ ശ്രമിക്കുന്നു.

Appendix

39. പുതിയ തീരുമാനം എടുക്കുമ്പോൾ ഞാൻ ആവേശത്തോടെയാണ് സമീപിക്കുന്നത്.
40. മറ്റുള്ളവരുടെ ഉപദേശം സ്വീകരിക്കാൻ ഞാൻ തയ്യാറാണ്.
41. മറ്റുള്ളവരോട് എനിക്ക് വളരെയധികം താൽപര്യമുണ്ട്.
42. സാഹചര്യങ്ങൾ അനുസരിച്ച് ഞാൻ എന്റെ ജീവിതം മാറ്റാൻ ശ്രമിക്കുന്നു.
43. മാനസിക പ്രശ്നങ്ങൾ ഞാൻ അതിജീവിക്കാൻ കഴിവുള്ളവനാണ്.
44. തീരുമാനം എടുക്കുന്നത് എനിക്ക് ബുദ്ധിമുട്ടാണ്.
45. എന്റെ സുഹൃത്തുക്കളുമായി കളിക്കുന്നതിൽ എനിക്ക് താൽപ്പര്യമില്ല.
46. ലക്ഷ്യങ്ങൾ കൈവരിക്കാനാകാതിരുന്നാൽ എനിക്ക് നിരാശ തോന്നുന്നു.
47. മറ്റുള്ളവർ എന്നെ സൗഹൃദപരനായ ആളായി കാണുന്നു.
48. ശരിയായ സ്ഥലത്തും സമയത്തും പ്രവർത്തനങ്ങൾ പൂർത്തിയാക്കാൻ എനിക്ക് ഇഷ്ടമാണ്.
49. സാധാരണയായി, എന്റെ ജീവിത സാഹചര്യം ഞാൻ നിയന്ത്രിക്കാൻ കഴിയുന്നു എന്ന് എനിക്ക് തോന്നുന്നു.
50. ഒരു മേഖലയിൽ പരാജയപ്പെടുമ്പോൾ എനിക്ക് മാനസിക സമ്മർദ്ദമുണ്ട്.
51. ക്ലാസ്സിൽ ഞാൻ സന്തോഷമുള്ള വ്യക്തിയാണ്.
52. നല്ല വ്യക്തിഗത ബന്ധങ്ങൾ നിലനിർത്തുന്നതിൽ എനിക്ക് ബുദ്ധിമുട്ടുണ്ട്.
53. എന്റെ ലക്ഷ്യങ്ങൾ കൈവരിക്കുന്നതിൽ ഞാൻ ബുദ്ധിമുട്ടുന്നു.
54. എന്റെ കുടുംബവുമായി അടുത്ത ബന്ധം നിലനിർത്താൻ ഞാൻ ശ്രമിക്കുന്നു.
55. എന്റെ താല്പര്യങ്ങളനുസരിച്ച് ജീവിതശൈലി രൂപപ്പെടുത്തി, ലഭ്യമായ വിഭവങ്ങൾ ഉപയോഗിച്ച് ഞാൻ ലക്ഷ്യങ്ങൾ കൈവരിക്കാൻ ശ്രമിക്കുന്നു.
56. പ്രശ്നങ്ങളുണ്ടായാൽ, ഞാൻ അതിജീവിക്കാൻ പ്രായോഗിക മാർഗങ്ങൾ കണ്ടെത്തുന്നു.
57. ക്ലാസ്സിലെ പുതിയ സാഹചര്യങ്ങൾ എന്നെ മാനസികമായി ബാധിക്കുന്നു.
58. പരാജയം എനിക്ക് നിരാശയുണ്ടാക്കുന്നു.
59. എന്റെ ജീവിതം വളരെ മനോഹരമായ കാര്യങ്ങളാൽ നിറഞ്ഞിരിക്കുന്നു.
60. എന്റെ സുഹൃത്തുക്കൾക്ക് പഠന വസ്തുക്കളിൽ സഹായം നൽകാറില്ല.
61. എന്റെ സുഹൃത്തുക്കളുടെ നേട്ടങ്ങൾ എന്റെ ലക്ഷ്യങ്ങളെ സ്വാധീനിക്കുന്നില്ല.
62. മറ്റുള്ളവരുടെ ചിന്തകളെ വേദനിപ്പിക്കാതിരിക്കാൻ ഞാൻ ശ്രമിക്കുന്നു.
63. പതിവായി പരാജയപ്പെടുകയാണെങ്കിൽ, ഞാൻ അടുത്ത പദ്ധതികളിലേക്ക് ലക്ഷ്യത്തെ തിരിക്കും.
64. പുതിയതോ വെല്ലുവിളികളോടെയുള്ളതോ ആയ സാഹചര്യങ്ങളിൽ പോലും ഞാൻ ഉത്സാഹത്തോടെ മുന്നോട്ട് പോകുന്നു.
65. ജീവിതത്തിലെ എന്റെ നേട്ടങ്ങളിൽ എനിക്ക് ആത്മവിശ്വാസമുണ്ട്.
66. ജീവിതത്തിലെ ഓർമ്മകൾ എനിക്ക് സന്തോഷം നൽകുന്നു.

67. എല്ലാ പ്രവർത്തനങ്ങളിലും ഞാൻ ഉത്സാഹത്തോടെയാണ് സമീപിക്കുന്നത്.
68. എന്റെ ലക്ഷ്യങ്ങൾ ഞാൻ എന്റെ രീതിയിലാണ് നിശ്ചയിക്കുന്നത്.
69. മറ്റുള്ളവർക്കായി നല്ലത് ചെയ്യാൻ ഞാൻ ശ്രമിക്കുന്നു.
70. തോൽവി തുടർന്നാൽ ആത്മവിശ്വാസം കുറയുകയും ശ്രമം നിർത്തുകയും ചെയ്യുന്നു..
71. എന്റെ പഠന പ്രശ്നങ്ങൾ എളുപ്പത്തിൽ പരിഹരിക്കാൻ എനിക്ക് കഴിയും.
72. തുടർച്ചയായ പരാജയങ്ങൾ എനിക്ക് പ്രതീക്ഷ നഷ്ടപ്പെടുത്തുകയും ലക്ഷ്യങ്ങൾ ഉപേക്ഷിക്കാൻ ഇടയാക്കുകയും ചെയ്യുന്നു.
73. സ്കൂളിൽ പ്രശ്നങ്ങൾ നേരിടുമ്പോഴും എനിക്ക് സന്തോഷം കണ്ടെത്താൻ കഴിയുന്നു
74. പരീക്ഷകളിൽ വിജയിക്കുമ്പോൾ, എന്റെ ജീവിതം ഫലപ്രദമെന്ന് എനിക്ക് തോന്നുന്നു.

APPENDIX XVI
STRESS MANAGEMENT SCALE (DRAFT)

Dear friends,

This is a questionnaire designed for a research purpose. You are not required to provide any personal identifying information. Please read the instructions given below carefully and respond to the questions based on how they relate to your personal life experiences.

Instructions:

- Indicate your opinions by putting a tick mark (✓) in the appropriate column.
- You must record your opinion for every statement (from 1 to 70).
- Your responses should be written only on the SCORING PAPER provided along with the questionnaire.
- Please indicate your gender Male Female
- Please indicate your place of residence: Urban Rural

STATEMENTS

1. I can cope with the worry about adhering to the teacher's instructions
2. When people ask about my exam results, I can manage my anxiety effectively
3. The need to be precise in learning tasks makes me feel stressed
4. I can manage the tension that arises when a teacher asks a question in class.
5. If people perceive me as rude, it increases my stress levels, but I can easily manage the stress of feeling unable to achieve my desires.
6. If my friends don't accept me, I can handle that feeling of neglect.
7. I feel stressed when friends come over to my house.
8. I can handle the stress of completing the assignments given to me in class.
9. I manage the pressure of excessive schoolwork effortlessly.
10. I can cope with the stress that makes me feel below-average
11. I can overcome the stress associated with feeling criticized by the teacher.
12. If others view me as worthless, I can manage the stress that comes with that.
13. If my peers have more friends than I do, I can manage the stress that comes with it.
14. I can easily manage the stress of thinking that my peers' homes are better than mine.
15. Even if my friends accomplish more than I do, it doesn't cause me stress
16. Thinking about exam results makes me anxious.
17. The sensation of stagnation in my activities stresses me out.

18. If the teacher assessed my performance in front of me, I could handle that stress with ease.
19. I can easily handle the stress caused by the thought that I am being rude to others.
20. I can overcome the stress that arises from the thought that my friends learn things faster than I do.
21. Receiving criticism from my parents was upsetting.
22. The stress caused by presenting learning activities in the classroom can be managed effectively
23. If I face discrimination from my peers at school, I can manage it effectively.
24. The thought that every task is beset with severe challenges undermines my confidence.
25. I can manage the stress that comes from my parents speaking with my teachers.
26. I struggle to manage the stress that arises from the belief that others think my opinions are bad.
27. I felt nervous while presenting in front of my peers.
28. I can overcome the mental challenges that arise when my parents visit the school.
29. I can manage the stress caused by arriving late to class.
30. I can overcome the shyness that results from low exam marks
31. Achieving a sense of peace in my life brings me joy.
32. The presence of a teacher I dislike during exams makes me anxious.
33. Even if my friends don't see me as a leader, I remain stress-free.
34. I find it challenging to manage the stress when my friends don't attend school regularly.
35. My family's poor living conditions cause me significant stress.
36. When I'm unwell, I feel concerned about how I will manage my responsibilities in the classroom.
37. I can stay calm and focused despite the stress of learning tasks
38. I can effectively manage the stress of worrying that other children might accomplish things before me.
39. Talking with teachers outside of school increases my stress.
40. I can manage the stress that comes from feeling like I can assert myself in society.
41. I can handle the stress of observing my peers interacting with each other.
42. I can manage the stress that comes from criticism by my family.
43. I frequently worry about whether I'll be able to complete my assignment correctly.
44. Academic disagreements with friends don't need to cause me stress

Appendix

45. I can overcome the frustration that comes from not being able to work effectively.
46. The teacher's rapport with other students causes me stress.
47. If others consider me unattractive, I can overcome the stress related to that.
48. I can manage the stress of feeling that other children are criticizing me.
49. I struggle to manage the stress associated with household responsibilities.
50. I find it easy to cope with the stress associated with talking about various learning topics in class
51. My parents' overbearing worry about my academics stresses me out
52. Not completing my work on time upsets me significantly.
53. I can handle the stress of being compared to other students by teachers.
54. I can easily overcome the feeling that others might deceive me.
55. I can cope with the stress of seeing my peers study intensely during exams.
56. I find it difficult to manage the mental stress caused by family illnesses.
57. Engaging in extracurricular activities leads to increased tension.
58. Feeling that I am not learning as well as other students creates stress for me
59. My difficulty in learning causes me stress.
60. New tasks assigned by teachers heighten my stress levels.
61. The thought of not being able to take on responsibilities creates stress for me.
62. I struggle with the shyness of making new friends.
63. I handle the stress from having too many restrictions at home well.
64. I can manage my stress from the first day of work each week.
65. I can handle the stress caused by my demanding study schedule
66. I can manage the stress associated with feeling worthless
67. I feel uneasy when a teacher asks about personal matters.
68. I can effortlessly handle the stress that arises from feeling unable to fulfill my desires.
69. Playing with friends before an exam makes me feel anxious
70. My family's norms make me feel anxious

APPENDIX XVII

STRESS MANAGEMENT SCALE (Draft)

സുഹൃത്തുക്കളേ,

ഇത് ഒരു ഗവേഷണപ്രവർത്തനത്തിനായി തയ്യാറാക്കിയ ചോദ്യാവലിയാണ്. നിങ്ങളുടെ വ്യക്തിഗത വിവരങ്ങൾ ഇവിടെ രേഖപ്പെടുത്തേണ്ടതില്ല. താഴെ നൽകിയിരിക്കുന്ന നിർദ്ദേശങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച്, പ്രസ്താവനകൾക്ക് നിങ്ങളുടെ ജീവിതവുമായി ചേരുന്ന രീതിയിൽ അഭിപ്രായം രേഖപ്പെടുത്തുക

നിർദ്ദേശങ്ങൾ:

- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ അനുയോജ്യമായ കോളത്തിൽ ✓ (ടീക്ക് മാർക്ക്) ഇടുക.
- **1 മുതൽ 70 വരെ** എല്ലാ ചോദ്യങ്ങൾക്കും നിങ്ങളുടെ അഭിപ്രായം രേഖപ്പെടുത്തണം.
- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ ഇതിനോടപ്പം തന്നിരിക്കുന്ന **Response sheet**-ലാണ് എഴുതേണ്ടത്.
- താങ്കൾ ☺ പുരുഷൻ ♂ സ്ത്രീ
- നിങ്ങളുടെ താമസസ്ഥലം സൂചിപ്പിക്കുക ☺ നഗരവാസി ♂ ഗ്രാമവാസി

പ്രസ്താവനകൾ

1. ടീച്ചറുടെ നിർദ്ദേശങ്ങൾ കൃത്യമായി പാലിക്കുന്നതിനെക്കുറിച്ചുള്ള സമ്മർദ്ദങ്ങളെ എനിക്ക് നേരിടാൻ കഴിയും.
2. ആളുകൾ പരീക്ഷാ ഫലങ്ങളെക്കുറിച്ച് ചോദിക്കുമ്പോളുണ്ടാകുന്ന ഉത്കണ്ഠ ഫലപ്രദമായി കൈകാര്യം ചെയ്യാൻ കഴിയും.
3. പഠന ജോലികളിൽ കൃത്യത പുലർത്തേണ്ടതിന്റെ ആവശ്യകത എന്ന സമ്മർദ്ദത്തിലാകുന്നു
4. ക്ലാസ്സിൽ ഒരു ടീച്ചർ ഒരു ചോദ്യം ചോദിക്കുമ്പോൾ ഉണ്ടാകുന്ന ടെൻഷൻ എനിക്ക് മാനേജ് ചെയ്യാൻ കഴിയും.
5. ആളുകൾ എന്നെ പരുഷമായി കാണുകയാണെങ്കിൽ, അത് എന്റെ സമ്മർദ്ദത്തിന്റെ തോത് വർദ്ധിപ്പിക്കും,
6. സുഹൃത്തുക്കൾ എന്നെ അംഗീകരിക്കുന്നില്ലെങ്കിൽ, എനിക്ക് ആ അവഗണനയെ നേരിടാൻ കഴിയും.
7. സുഹൃത്തുക്കൾ എന്റെ വീട്ടിലേക്ക് വരുമ്പോൾ എനിക്ക് പിരിമുറുക്കം അനുഭവപ്പെടുന്നു.
8. ക്ലാസ്സിൽ എനിക്ക് തന്നിരിക്കുന്ന അസൈൻമെന്റുകൾ പൂർത്തിയാക്കുന്നതിന്റെ സമ്മർദ്ദം എനിക്ക് കൈകാര്യം ചെയ്യാൻ കഴിയും.
9. അമിതമായ സ്കൂൾ ജോലിയുടെ സമ്മർദ്ദം ഞാൻ അനായാസമായി കൈകാര്യം ചെയ്യുന്നു.

Appendix

10. ഞാൻ ശരാശരിയിൽ താഴ്ന്നവനാണെന്ന സമ്മർദ്ദത്തെ എനിക്ക് നേരിടാൻ കഴിയും
11. ടീച്ചർ വിമർശിക്കുന്ന വേളയിലെ സമ്മർദ്ദത്തെ എനിക്ക് മറികടക്കാൻ കഴിയും.
12. മറ്റുള്ളവർ എന്നെ വിലകെട്ടവനായി കാണുന്നുവെങ്കിൽ, അതിലൂടെ വരുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും
13. സമപ്രായക്കാർക്ക് എന്നെക്കാൾ കൂടുതൽ സുഹൃത്തുക്കളുണ്ടെങ്കിൽ, അതുമൂലമുണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും
14. സുഹൃത്തുക്കളുടെ വീടുകൾ എന്റേതിനേക്കാൾ മികച്ചതാണെന്ന് ചിന്തിക്കുന്നതിന്റെ സമ്മർദ്ദം എനിക്ക് എളുപ്പത്തിൽ നിയന്ത്രിക്കാനാകും.
15. സുഹൃത്തുക്കൾ എന്നെക്കാൾ കൂടുതൽ നേടിയാലും, അത് എനിക്ക് സമ്മർദ്ദം ഉണ്ടാക്കുന്നില്ല
16. പരീക്ഷാ ഫലങ്ങളെ കുറിച്ച് ചിന്തിക്കുന്നത് എന്നെ ഉത്കണ്ഠാകുലനാക്കുന്നു
17. എന്റെ പ്രവർത്തനങ്ങളിലെ അനിശ്ചിതാവസ്ഥ എന്നെ സമ്മർദ്ദത്തിലാക്കുന്നു
18. ടീച്ചർ എന്റെ പ്രകടനത്തെ എന്റെ മുന്നിൽ വിലയിരുത്തിയാൽ, എനിക്ക് ആ സമ്മർദ്ദം എളുപ്പത്തിൽ കൈകാര്യം ചെയ്യാൻ കഴിയും.
19. ഞാൻ മറ്റുള്ളവരോട് അപമര്യാദയായി പെരുമാറുന്നു എന്ന ചിന്ത മൂലമുണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് എളുപ്പത്തിൽ കൈകാര്യം ചെയ്യാൻ കഴിയും
20. സുഹൃത്തുക്കൾ എന്നെക്കാൾ വേഗത്തിൽ കാര്യങ്ങൾ പഠിക്കുന്നു എന്ന ചിന്തയിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദത്തെ എനിക്ക് മറികടക്കാൻ കഴിയും
21. മാതാപിതാക്കളിൽ നിന്ന് വിമർശനം ഏറ്റുവാങ്ങുന്നത് അസ്വസ്ഥമായിരുന്നു
22. ക്ലാസ് മുറിയിൽ പഠന പ്രവർത്തനങ്ങൾ അവതരിപ്പിക്കുന്നതിലൂടെ ഉണ്ടാകുന്ന സമ്മർദ്ദം ഫലപ്രദമായി കൈകാര്യം ചെയ്യാൻ കഴിയും
23. സ്കൂളിൽ സമപ്രായക്കാരിൽ നിന്ന് എനിക്ക് വിവേചനം നേരിടേണ്ടി വന്നാൽ, അത് എന്നെ പിരിമുറുക്കത്തിലാക്കുന്നു
24. ഓരോ ജോലിയും കടുത്ത വെല്ലുവിളികൾ നിറഞ്ഞതാണെന്ന ചിന്ത ആത്മവിശ്വാസം തകർക്കുന്നു
25. രക്ഷിതാക്കൾ എന്റെ അധ്യാപകരുമായി സംസാരിക്കുമ്പോൾ ഉണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും.
26. എന്റെ അഭിപ്രായങ്ങൾ മോശമാണെന്ന് മറ്റുള്ളവർ കരുതുന്നു എന്ന വിശ്വാസത്തിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദം നിയന്ത്രിക്കാൻ ഞാൻ പാടുപെടുന്നു

27. സമപ്രായക്കാരുടെ മുന്നിൽ കാര്യങ്ങൾ അവതരിപ്പിക്കുമ്പോൾ എനിക്ക് പരിഭ്രമം തോന്നി
28. മാതാപിതാക്കൾ സ്കൂൾ സന്ദർശിക്കുമ്പോൾ ഉണ്ടാകുന്ന മാനസിക പിരിമുറക്കത്തെ തരണം ചെയ്യാൻ കഴിയും.
29. ക്ലാസിൽ വൈകിയെത്തുന്നത് മൂലമുണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും.
30. കുറഞ്ഞ പരീക്ഷാ മാർക്കിന്റെ ഫലമായുണ്ടാകുന്ന ലജ്ജയെ എനിക്ക് മറികടക്കാൻ കഴിയും
31. ജീവിതത്തിൽ സമാധാനബോധം കൈവരിക്കുന്നത് എനിക്ക് സന്തോഷം നൽകുന്നു
32. പരീക്ഷാ സമയത്ത് എനിക്ക് ഇഷ്ടപ്പെടാത്ത ഒരു അധ്യാപകന്റെ സാന്നിധ്യം എന്നെ ഉത്കണ്ഠാകുലനാക്കുന്നു
33. സുഹൃത്തുക്കൾ എന്നെ ഒരു നേതാവായി കാണുന്നില്ലെങ്കിൽ പോലും, ഞാൻ സമ്മർദ്ദമില്ലാതെ തുടരുന്നു.
34. സുഹൃത്തുക്കൾ പതിവായി സ്കൂളിൽ വരാത്തപ്പോൾ ഉണ്ടാകുന്ന സമ്മർദ്ദം നിയന്ത്രിക്കുന്നത് വെല്ലുവിളിയായി ഞാൻ കാണുന്നു.
35. കുടുംബത്തിന്റെ മോശം ജീവിത സാഹചര്യങ്ങൾ എനിക്ക് കാര്യമായ സമ്മർദ്ദം ഉണ്ടാക്കുന്നു.
36. എനിക്ക് സുഖമില്ലാതായിരിക്കുമ്പോൾ, ക്ലാസ്റൂമിലെ എന്റെ ഉത്തരവാദിത്തങ്ങൾ എങ്ങനെ കൈകാര്യം ചെയ്യുമെന്നതിനെക്കുറിച്ച് എനിക്ക് ഉത്കണ്ഠ തോന്നുന്നു
37. പഠന പ്രവർത്തനം പിരിമുറക്കം ഉണ്ടെങ്കിലും എനിക്ക് ശാന്തമായും ശ്രദ്ധ കേന്ദ്രീകരിച്ചും തുടരാൻ കഴിയും
38. മറ്റ് കുട്ടികൾ എന്നേക്കാൾ വേഗത്തിൽ നേടിയേക്കാം എന്ന ആശങ്കയുടെ സമ്മർദ്ദം എനിക്ക് ഫലപ്രദമായി കൈകാര്യം ചെയ്യാൻ കഴിയും
39. സ്കൂളിന് പുറത്ത് അധ്യാപകരുമായി സംസാരിക്കുന്നത് എന്റെ സമ്മർദ്ദം വർദ്ധിപ്പിക്കുന്നു.
40. എനിക്ക് സമൂഹത്തിൽ സ്വയം ഉറപ്പിക്കാൻ കഴിയുമെന്ന തോന്നലിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദം നിയന്ത്രിക്കാൻ എനിക്ക് കഴിയും.
41. സമപ്രായക്കാർ പരസ്പരം ഇടപഴകുന്നത് നിരീക്ഷിക്കുന്നതിന്റെ സമ്മർദ്ദം എനിക്ക് കൈകാര്യം ചെയ്യാൻ കഴിയും.
42. കുടുംബത്തിൽ നിന്നുള്ള വിമർശനങ്ങളിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാൻ കഴിയും.
43. അസൈൻമെന്റ് ശരിയായി പൂർത്തിയാക്കാൻ കഴിയുമോ എന്നതിനെക്കുറിച്ച് ഞാൻ പലപ്പോഴും ആശങ്കപ്പെടുന്നു.

Appendix

44. സുഹൃത്തുക്കളുമായുള്ള അക്കാദമിക അഭിപ്രായവ്യത്യാസങ്ങൾ എന്ന സമ്മർദ്ദത്തിലാക്കില്ല
45. ഫലപ്രദമായി പ്രവർത്തിക്കാൻ കഴിയാതെ വരുന്ന നിരാശയെ എനിക്ക് മറികടക്കാൻ കഴിയും.
46. മറ്റ് വിദ്യാർത്ഥികളുമായുള്ള അധ്യാപകന്റെ ബന്ധം എനിക്ക് സമ്മർദ്ദം ഉണ്ടാക്കുന്നു
47. മറ്റുള്ളവർ എന്നെ അനുകർഷകനായി കണക്കാക്കിയാൽ, അതുമായി ബന്ധപ്പെട്ട സമ്മർദ്ദത്തെ എനിക്ക് മറികടക്കാൻ കഴിയും.
48. മറ്റ് കുട്ടികൾ എന്നെ വിമർശിക്കുന്നു എന്ന തോന്നലിന്റെ സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാൻ കഴിയും.
49. ഗാർഹിക ഉത്തരവാദിത്തങ്ങളുമായി ബന്ധപ്പെട്ട സമ്മർദ്ദം നിയന്ത്രിക്കാൻ കഴിയും
50. ക്ലാസിലെ വിവിധ പഠന വിഷയങ്ങളെക്കുറിച്ച് സംസാരിക്കുന്നതുമായി ബന്ധപ്പെട്ട സമ്മർദ്ദത്തെ നേരിടാൻ എനിക്ക് എളുപ്പമാണെന്ന് തോന്നുന്നു
51. വിദ്യാഭ്യാസത്തെക്കുറിച്ചുള്ള മാതാപിതാക്കളുടെ അമിതമായ ഉത്കണ്ഠ എന്ന സമ്മർദ്ദത്തിലാക്കുന്നു
52. കൃത്യസമയത്ത് ജോലി പൂർത്തിയാക്കാത്തത് എന്ന കാര്യമായി വിഷമിപ്പിക്കുന്നു
53. അധ്യാപകർ മറ്റ് വിദ്യാർത്ഥികളുമായി താരതമ്യപ്പെടുത്തുന്നതിന്റെ സമ്മർദ്ദം എനിക്ക് കൈകാര്യം ചെയ്യാൻ കഴിയും
54. മറ്റുള്ളവർ എന്നെ വഞ്ചിച്ചേക്കാമെന്ന തോന്നൽ എനിക്ക് എളുപ്പത്തിൽ മറികടക്കാൻ കഴിയും
55. പരീക്ഷാവേളയിൽ സമപ്രായക്കാർ തീവ്രമായി പഠിക്കുന്നത് കാണുമ്പോഴുള്ള പിരിമുറുക്കം എനിക്ക് നേരിടാൻ കഴിയും
56. കുടുംബ രോഗങ്ങൾ മൂലമുണ്ടാകുന്ന മാനസിക പിരിമുറുക്കം നിയന്ത്രിക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്
57. പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുന്നത് പിരിമുറുക്കത്തിന് കാരണമാകുന്നു.
58. മറ്റ് വിദ്യാർത്ഥികളെപ്പോലെ ഞാൻ പഠിക്കുന്നില്ല എന്ന തോന്നൽ എന്നിൽ സമ്മർദ്ദം സൃഷ്ടിക്കുന്നു
59. പഠിക്കാനുള്ള ബുദ്ധിമുട്ട് എന്ന സമ്മർദ്ദത്തിലാക്കുന്നു
60. അധ്യാപകർ ഏൽപ്പിക്കുന്ന പുതിയ ജോലികൾ എന്റെ സമ്മർദ്ദം വർദ്ധിപ്പിക്കുന്നു.
61. ഉത്തരവാദിത്തങ്ങൾ ഏറ്റെടുക്കാൻ കഴിയുന്നില്ല എന്ന ചിന്ത എന്നെ സമ്മർദ്ദത്തിലാക്കുന്നു

62. പുതിയ ചങ്ങാതിമാരെ ഉണ്ടാക്കുന്നതിനുള്ള പരാജിതനാണ്
63. വീട്ടിൽ വളരെയധികം നിയന്ത്രണങ്ങൾ ഉള്ളതിനാൽ ഞാൻ സമ്മർദ്ദം നന്നായി കൈകാര്യം ചെയ്യുന്നു
64. ഓരോ ആഴ്ചയുടെയും ആദ്യ ദിവസത്തെ സമ്മർദ്ദങ്ങളെ നിയന്ത്രിക്കാൻ കഴിയും
65. പഠന ഭാരം മൂലമുണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് കൈകാര്യം ചെയ്യാൻ കഴിയും
66. വിലകെട്ടതായി തോന്നുന്നതുമായി ബന്ധപ്പെട്ട സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും
67. ഒരു അധ്യാപകൻ വ്യക്തിപരമായ കാര്യങ്ങളെക്കുറിച്ച് ചോദിക്കുമ്പോൾ എനിക്ക് അസ്വസ്ഥത തോന്നുന്നു.
68. ആഗ്രഹങ്ങൾ നിറവേറ്റാൻ കഴിയുന്നില്ല എന്ന തോന്നലിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് അനായാസം കൈകാര്യം ചെയ്യാൻ കഴിയും
69. പരീക്ഷയ്ക്ക് മുമ്പ് സുഹൃത്തുക്കളുമായി കളിക്കുന്നത് എന്നെ ഉത്കണ്ഠാകുലനാക്കുന്നു
70. കുടുംബത്തിലെ ചില രീതികൾ എന്നെ ഉത്കണ്ഠാകുലനാക്കുന്നു

APPENDIX XVIII

STRESS MANAGEMENT SCALE (Final)

Dear friends,

This is a questionnaire designed for a research purpose. You are not required to provide any personal identifying information. Please read the instructions given below carefully and respond to the questions based on how they relate to your personal life experiences.

Instructions:

- Indicate your **opinions** by putting a **tick mark (✓)** in the appropriate column.
- You must record your opinion for **every statements**(from 1 to 60).
- Your responses should be written only on the **SCORING PAPER** provided along with the questionnaire.
- Please indicate your gender Male Female
- Please indicate your place of residence: Urban Rural

STATEMENTS

1. I can cope with the worry about adhering to the teacher's instructions
2. When people ask about my exam results, I can manage my anxiety effectively
3. I can manage the tension that arises when a teacher asks a question in class.
4. If people perceive me as rude, it increases my stress levels, but I can easily manage the stress of feeling unable to achieve my desires.
5. If my friends don't accept me, I can handle that feeling of neglect.
6. I feel stressed when friends come over to my house.
7. I can handle the stress of completing the assignments given to me in class.
8. I manage the pressure of excessive schoolwork effortlessly.
9. I can cope with the stress that makes me feel below-average
10. I can overcome the stress associated with feeling criticized by the teacher.
11. If others view me as worthless, I can manage the stress that comes with that.
12. I can easily manage the stress of thinking that my peers' homes are better than mine.
13. Thinking about exam results makes me anxious.
14. The sensation of stagnation in my activities stresses me out.
15. I can overcome the stress that arises from the thought that my friends learn things faster than I do.
16. Receiving criticism from my parents was upsetting.
17. If I face discrimination from my peers at school, I can manage it effectively.

18. The thought that every task is beset with severe challenges undermines my confidence.
19. I can manage the stress that comes from my parents speaking with my teachers.
20. I struggle to manage the stress that arises from the belief that others think my opinions are bad.
21. I felt nervous while presenting in front of my peers.
22. I can overcome the mental challenges that arise when my parents visit the school.
23. I can manage the stress caused by arriving late to class.
24. The presence of a teacher I dislike during exams makes me anxious.
25. I find it challenging to manage the stress when my friends don't attend school regularly.
26. My family's poor living conditions cause me significant stress.
27. When I'm unwell, I feel concerned about how I will manage my responsibilities in the classroom.
28. I can stay calm and focused despite the stress of learning tasks
29. I can effectively manage the stress of worrying that other children might accomplish things before me.
30. Talking with teachers outside of school increases my stress.
31. I can manage the stress that comes from feeling like I can assert myself in society.
32. I can handle the stress of observing my peers interacting with each other.
33. I can manage the stress that comes from criticism by my family.
34. I frequently worry about whether I'll be able to complete my assignment correctly.
35. Academic disagreements with friends don't need to cause me stress
36. I can overcome the frustration that comes from not being able to work effectively.
37. The teacher's rapport with other students causes me stress.
38. If others consider me unattractive, I can overcome the stress related to that.
39. I can manage the stress of feeling that other children are criticizing me.
40. I struggle to manage the stress associated with household responsibilities.
41. I find it easy to cope with the stress associated with talking about various learning topics in class
42. My parents' overbearing worry about my academics stresses me out
43. Not completing my work on time upsets me significantly.
44. I can easily overcome the feeling that others might deceive me.
45. I can cope with the stress of seeing my peers study intensely during exams.

Appendix

46. I find it difficult to manage the mental stress caused by family illnesses.
47. Engaging in extracurricular activities leads to increased tension.
48. Feeling that I am not learning as well as other students creates stress for me
49. My difficulty in learning causes me stress.
50. New tasks assigned by teachers heighten my stress levels.
51. The thought of not being able to take on responsibilities creates stress for me.
52. I struggle with the shyness of making new friends.
53. I handle the stress from having too many restrictions at home well.
54. I can manage my stress from the first day of work each week.
55. I can handle the stress caused by my demanding study schedule
56. I can manage the stress associated with feeling worthless
57. I feel uneasy when a teacher asks about personal matters.
58. I can effortlessly handle the stress that arises from feeling unable to fulfill my desires.
59. Playing with friends before an exam makes me feel anxious
60. My family's norms make me feel anxious

APPENDIX XIX

STRESS MANAGEMENT SCALE

സുഹൃത്തുക്കളേ,

ഇത് ഒരു ഗവേഷണപ്രവർത്തനത്തിനായി തയ്യാറാക്കിയ ചോദ്യാവലിയാണ്. നിങ്ങളുടെ വ്യക്തിഗത വിവരങ്ങൾ ഇവിടെ രേഖപ്പെടുത്തേണ്ടതില്ല. താഴെ നൽകിയിരിക്കുന്ന നിർദ്ദേശങ്ങൾ ശ്രദ്ധാപൂർവ്വം വായിച്ച്, പ്രസ്താവനകൾക്ക് നിങ്ങളുടെ ജീവിതവുമായി ചേരുന്ന രീതിയിൽ അഭിപ്രായം രേഖപ്പെടുത്തുക

നിർദ്ദേശങ്ങൾ:

- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ അനുയോജ്യമായ കോളത്തിൽ √ (ടിക്ക് മാർക്ക്) ഇടുക.
- **1 മുതൽ 60 വരെ** എല്ലാ ചോദ്യങ്ങൾക്കും നിങ്ങളുടെ അഭിപ്രായം രേഖപ്പെടുത്തണം.
- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ ഇതിനോടപ്പം തന്നിരിക്കുന്ന **Response sheet**-ലാണ് എഴുതേണ്ടത്.
- താങ്കൾ ☺ പുരുഷൻ ♂ സ്ത്രീ
- നിങ്ങളുടെ താമസസ്ഥലം സൂചിപ്പിക്കുക ☺ നഗരവാസി ♂ ഗ്രാമവാസി

പ്രസ്താവനകൾ

1. ടീച്ചറുടെ നിർദ്ദേശങ്ങൾ കൃത്യമായി പാലിക്കുന്നതിനെക്കുറിച്ചുള്ള സമ്മർദ്ദങ്ങളെ എനിക്ക് നേരിടാൻ കഴിയും.
2. ആളുകൾ പരീക്ഷാ ഫലങ്ങളെക്കുറിച്ച് ചോദിക്കുമ്പോഴുണ്ടാകുന്ന ഉത്കണ്ഠ ഫലപ്രദമായി കൈകാര്യം ചെയ്യാൻ കഴിയും.
3. ക്ലാസ്സിൽ ഒരു ടീച്ചർ ഒരു ചോദ്യം ചോദിക്കുമ്പോൾ ഉണ്ടാകുന്ന ടെൻഷൻ എനിക്ക് മാനേജ് ചെയ്യാൻ കഴിയും.
4. ആളുകൾ എന്നെ പരുഷമായി കാണുകയാണെങ്കിൽ, അത് എന്റെ സമ്മർദ്ദത്തിന്റെ തോത് വർദ്ധിപ്പിക്കും,
5. സുഹൃത്തുക്കൾ എന്നെ അംഗീകരിക്കുന്നില്ലെങ്കിൽ, എനിക്ക് ആ അവഗണനയെ നേരിടാൻ കഴിയും.
6. സുഹൃത്തുക്കൾ എന്റെ വീട്ടിലേക്ക് വരുമ്പോൾ എനിക്ക് പിരിമുറുക്കം അനുഭവപ്പെടുന്നു.
7. ക്ലാസ്സിൽ എനിക്ക് തന്നിരിക്കുന്ന അസൈൻമെന്റുകൾ പൂർത്തിയാക്കുന്നതിന്റെ സമ്മർദ്ദം എനിക്ക് കൈകാര്യം ചെയ്യാൻ കഴിയും.
8. അമിതമായ സ്കൂൾ ജോലിയുടെ സമ്മർദ്ദം ഞാൻ അനായാസമായി കൈകാര്യം ചെയ്യുന്നു.
9. ഞാൻ ശരാശരിയിൽ താഴ്ന്നവനാണെന്ന സമ്മർദ്ദത്തെ എനിക്ക് നേരിടാൻ കഴിയും
10. ടീച്ചർ വിമർശിക്കുന്ന വേളയിലെ സമ്മർദ്ദത്തെ എനിക്ക് മറികടക്കാൻ കഴിയും.

Appendix

11. മറ്റുള്ളവർ എന്നെ വിലകെട്ടവനായി കാണുന്നുവെങ്കിൽ, അതിലൂടെ വരുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും
12. സുഹൃത്തുക്കളുടെ വീടുകൾ എന്റേതിനേക്കാൾ മികച്ചതാണെന്ന് ചിന്തിക്കുന്നതിന്റെ സമ്മർദ്ദം എനിക്ക് എളുപ്പത്തിൽ നിയന്ത്രിക്കാനാകും.
13. പരീക്ഷാ ഫലങ്ങളെ കുറിച്ച് ചിന്തിക്കുന്നത് എന്നെ ഉത്കണ്ഠാകുലനാക്കുന്നു
14. എന്റെ പ്രവർത്തനങ്ങളിലെ അനിശ്ചിതാവസ്ഥ എന്നെ സമ്മർദ്ദത്തിലാക്കുന്നു
15. സുഹൃത്തുക്കൾ എന്നെക്കാൾ വേഗത്തിൽ കാര്യങ്ങൾ പഠിക്കുന്നു എന്ന ചിന്തയിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദത്തെ എനിക്ക് മറികടക്കാൻ കഴിയും
16. മാതാപിതാക്കളിൽ നിന്ന് വിമർശനം ഏറ്റുവാങ്ങുന്നത് അസ്വസ്ഥമായിരുന്നു
17. സ്കൂളിൽ സമപ്രായക്കാരിൽ നിന്ന് എനിക്ക് വിവേചനം നേരിടേണ്ടി വന്നാൽ, അത് എന്നെ പിരിമുറുക്കത്തിലാക്കുന്നു
18. ഓരോ ജോലിയും കടുത്ത വെല്ലുവിളികൾ നിറഞ്ഞതാണെന്ന ചിന്ത ആത്മവിശ്വാസം തകർക്കുന്നു
19. രക്ഷിതാക്കൾ എന്റെ അധ്യാപകരുമായി സംസാരിക്കുമ്പോൾ ഉണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും.
20. എന്റെ അഭിപ്രായങ്ങൾ മോശമാണെന്ന് മറ്റുള്ളവർ കരുതുന്നു എന്ന വിശ്വാസത്തിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദം നിയന്ത്രിക്കാൻ ഞാൻ പാടുപെടുന്നു
21. സമപ്രായക്കാരുടെ മുന്നിൽ കാര്യങ്ങൾ അവതരിപ്പിക്കുമ്പോൾ എനിക്ക് പരിഭ്രമം തോന്നി
22. മാതാപിതാക്കൾ സ്കൂൾ സന്ദർശിക്കുമ്പോൾ ഉണ്ടാകുന്ന മാനസിക പിരിമുറുക്കത്തെ തരണം ചെയ്യാൻ കഴിയും.
23. ക്ലാസിൽ വൈകിയെത്തുന്നത് മൂലമുണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും.
24. പരീക്ഷാ സമയത്ത് എനിക്ക് ഇഷ്ടപ്പെടാത്ത ഒരു അധ്യാപകന്റെ സാന്നിധ്യം എന്നെ ഉത്കണ്ഠാകുലനാക്കുന്നു
25. സുഹൃത്തുക്കൾ പതിവായി സ്കൂളിൽ വരാത്തപ്പോൾ ഉണ്ടാകുന്ന സമ്മർദ്ദം നിയന്ത്രിക്കുന്നത് വെല്ലുവിളിയായി ഞാൻ കാണുന്നു.
26. കുടുംബത്തിന്റെ മോശം ജീവിത സാഹചര്യങ്ങൾ എനിക്ക് കാര്യമായ സമ്മർദ്ദം ഉണ്ടാക്കുന്നു.
27. എനിക്ക് സുഖമില്ലാതായിരിക്കുമ്പോൾ, ക്ലാസ്റൂമിലെ എന്റെ ഉത്തരവാദിത്തങ്ങൾ എങ്ങനെ കൈകാര്യം ചെയ്യുമെന്നതിനെക്കുറിച്ച് എനിക്ക് ഉത്കണ്ഠ തോന്നുന്നു
28. പഠന പ്രവർത്തനം പിരിമുറുക്കം ഉണ്ടെങ്കിലും എനിക്ക് ശാന്തമായും ശ്രദ്ധ കേന്ദ്രീകരിച്ചും തുടരാൻ കഴിയും
29. മറ്റ് കുട്ടികൾ എന്നേക്കാൾ വേഗത്തിൽ നേടിയേക്കാം എന്ന ആശങ്കയുടെ സമ്മർദ്ദം എനിക്ക് ഫലപ്രദമായി കൈകാര്യം ചെയ്യാൻ കഴിയും

30. സ്കൂളിന് പുറത്ത് അധ്യാപകരുമായി സംസാരിക്കുന്നത് എന്റെ സമ്മർദ്ദം വർദ്ധിപ്പിക്കുന്നു.
31. എനിക്ക് സമൂഹത്തിൽ സ്വയം ഉറപ്പിക്കാൻ കഴിയുമെന്ന തോന്നലിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദം നിയന്ത്രിക്കാൻ എനിക്ക് കഴിയും.
32. സമപ്രായക്കാർ പരസ്പരം ഇടപഴകുന്നത് നിരീക്ഷിക്കുന്നതിന്റെ സമ്മർദ്ദം എനിക്ക് കൈകാര്യം ചെയ്യാൻ കഴിയും.
33. കുടുംബത്തിൽ നിന്നുള്ള വിമർശനങ്ങളിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാൻ കഴിയും.
34. അസൈൻമെന്റ് ശരിയായി പൂർത്തിയാക്കാൻ കഴിയുമോ എന്നതിനെക്കുറിച്ച് ഞാൻ പലപ്പോഴും ആശങ്കപ്പെടുന്നു.
35. സുഹൃത്തുക്കളുമായുള്ള അക്കാദമിക അഭിപ്രായവ്യത്യാസങ്ങൾ എന്ന സമ്മർദ്ദത്തിലാക്കില്ല
36. ഫലപ്രദമായി പ്രവർത്തിക്കാൻ കഴിയാതെ വരുന്ന നിരാശയെ എനിക്ക് മറികടക്കാൻ കഴിയും.
37. മറ്റ് വിദ്യാർത്ഥികളുമായുള്ള അധ്യാപകന്റെ ബന്ധം എനിക്ക് സമ്മർദ്ദം ഉണ്ടാക്കുന്നു
38. മറ്റുള്ളവർ എന്നെ അനുകർഷകനായി കണക്കാക്കിയാൽ, അതുമായി ബന്ധപ്പെട്ട സമ്മർദ്ദത്തെ എനിക്ക് മറികടക്കാൻ കഴിയും.
39. മറ്റ് കുട്ടികൾ എന്നെ വിമർശിക്കുന്നു എന്ന തോന്നലിന്റെ സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാൻ കഴിയും.
40. ഗാർഹിക ഉത്തരവാദിത്തങ്ങളുമായി ബന്ധപ്പെട്ട സമ്മർദ്ദം നിയന്ത്രിക്കാൻ കഴിയും
41. ക്ലാസിലെ വിവിധ പഠന വിഷയങ്ങളെക്കുറിച്ച് സംസാരിക്കുന്നതുമായി ബന്ധപ്പെട്ട സമ്മർദ്ദത്തെ നേരിടാൻ എനിക്ക് എളുപ്പമാണെന്ന് തോന്നുന്നു
42. വിദ്യാഭ്യാസത്തെക്കുറിച്ചുള്ള മാതാപിതാക്കളുടെ അമിതമായ ഉത്കണ്ഠ എന്ന സമ്മർദ്ദത്തിലാക്കുന്നു
43. കൃത്യസമയത്ത് ജോലി പൂർത്തിയാക്കാത്തത് എന്ന കാര്യമായി വിഷമിപ്പിക്കുന്നു
44. മറ്റുള്ളവർ എന്നെ വഞ്ചിച്ചേക്കാമെന്ന തോന്നൽ എനിക്ക് എളുപ്പത്തിൽ മറികടക്കാൻ കഴിയും
45. പരീക്ഷാവേളയിൽ സമപ്രായക്കാർ തീവ്രമായി പഠിക്കുന്നത് കാണുമ്പോഴുള്ള പിരിമുറുക്കം എനിക്ക് നേരിടാൻ കഴിയും
46. കുടുംബ രോഗങ്ങൾ മൂലമുണ്ടാകുന്ന മാനസിക പിരിമുറുക്കം നിയന്ത്രിക്കാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്
47. പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുന്നത് പിരിമുറുക്കത്തിന് കാരണമാകുന്നു.
48. മറ്റ് വിദ്യാർത്ഥികളെപ്പോലെ ഞാൻ പഠിക്കുന്നില്ല എന്ന തോന്നൽ എന്നിൽ സമ്മർദ്ദം സൃഷ്ടിക്കുന്നു
49. പഠിക്കാനുള്ള ബുദ്ധിമുട്ട് എന്ന സമ്മർദ്ദത്തിലാക്കുന്നു

Appendix

50. അധ്യാപകർ ഏൽപ്പിക്കുന്ന പുതിയ ജോലികൾ എന്റെ സമ്മർദ്ദം വർദ്ധിപ്പിക്കുന്നു.
51. ഉത്തരവാദിത്തങ്ങൾ ഏറ്റെടുക്കാൻ കഴിയുന്നില്ല എന്ന ചിന്ത എന്നെ സമ്മർദ്ദത്തിലാക്കുന്നു
52. പുതിയ ചങ്ങാതിമാരെ ഉണ്ടാക്കുന്നതിനുള്ള പരാജിതനാണ്
53. വീട്ടിൽ വളരെയധികം നിയന്ത്രണങ്ങൾ ഉള്ളതിനാൽ ഞാൻ സമ്മർദ്ദം നന്നായി കൈകാര്യം ചെയ്യുന്നു
54. ഓരോ ആഴ്ചയുടെയും ആദ്യ ദിവസത്തെ സമ്മർദ്ദങ്ങളെ നിയന്ത്രിക്കാൻ കഴിയും
55. പഠന ഭാരം മൂലമുണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് കൈകാര്യം ചെയ്യാൻ കഴിയും
56. വിലകെട്ടതായി തോന്നുന്നതുമായി ബന്ധപ്പെട്ട സമ്മർദ്ദം എനിക്ക് നിയന്ത്രിക്കാനാകും
57. ഒരു അധ്യാപകൻ വ്യക്തിപരമായ കാര്യങ്ങളെക്കുറിച്ച് ചോദിക്കുമ്പോൾ എനിക്ക് അസ്വസ്ഥത തോന്നുന്നു.
58. ആഗ്രഹങ്ങൾ നിറവേറ്റാൻ കഴിയുന്നില്ല എന്ന തോന്നലിൽ നിന്ന് ഉണ്ടാകുന്ന സമ്മർദ്ദം എനിക്ക് അനായാസം കൈകാര്യം ചെയ്യാൻ കഴിയും
59. പരീക്ഷയ്ക്ക് മുമ്പ് സുഹൃത്തുക്കളുമായി കളിക്കുന്നത് എന്നെ ഉത്കണ്ഠാകുലനാക്കുന്നു
60. കുടുംബത്തിലെ ചില രീതികൾ എന്നെ ഉത്കണ്ഠാകുലനാക്കുന്നു

APPENDIX XX

SOCIAL SCIENCE AWARENESS TEST

Class : 8

Maximum Mark: 50

Maximum Time: 30 minutes

Instructions

- Attempt all the questions.
 - Each Questions 2 marks
1. **Vasco da Gama landed at which port in Kerala in 1498?**
 - A) Kochi
 - B) Muziris
 - C) Calicut
 - D) Kollam
 2. **Who led the famous Salt Satyagraha in India?**
 - A) Jawaharlal Nehru
 - B) Subhash Chandra Bose
 - C) Mahatma Gandhi
 - D) Bhagat Singh
 3. **Which river is known as ‘Nila’ in Kerala?**
 - A) Periyar
 - B) Pamba
 - C) Bharathapuzha
 - D) Chaliyar
 4. **What is the capital of Kerala?**
 - A) Kochi
 - B) Thiruvananthapuram
 - C) Kozhikode
 - D) Alappuzha
 5. **Who introduced English education in Travancore?**
 - A) Velu Thampi Dalawa
 - B) Swathi Thirunal
 - C) Col. Munro
 - D) Ayilyam Thirunal
 6. **Which is the highest peak in Kerala?**
 - A) Agasthyarkoodam
 - B) Anamudi
 - C) Meesapulimala
 - D) Ponmudi
 7. **Who was the founder of the Indian National Congress?**
 - A) Bal Gangadhar Tilak
 - B) Dadabhai Naoroji

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- C) A.O. Hume
 - D) Motilal Nehru
8. **India became independent in the year:**
- A) 1945
 - B) 1946
 - C) 1947
 - D) 1950
9. **The Indian Constitution came into force on:**
- A) January 26, 1950
 - B) August 15, 1947
 - C) October 2, 1949
 - D) November 14, 1947
10. **Which is the longest river in Kerala?**
- A) Bharathapuzha
 - B) Pamba
 - C) Periyar
 - D) Chalakudy
11. **Who is the head of a state government?**
- A) Governor
 - B) Chief Minister
 - C) President
 - D) Prime Minister
12. **Which reformer is known for the Temple Entry Proclamation of 1936 in Kerala?**
- A) Marthanda Varma
 - B) Sree Chithira Thirunal
 - C) Ayyankali
 - D) Velu Thampi
13. **Which is the currency of India?**
- A) Rupee
 - B) Dollar
 - C) Yen
 - D) Dirham
14. **What symbol appears on Indian currency notes?**
- A) Peacock
 - B) Ashoka Pillar
 - C) Lotus
 - D) Banyan Tree
15. **Who issues currency in India?**
- A) Ministry of Finance
 - B) Reserve Bank of India
 - C) State Bank of India
 - D) Election Commission

16. **Which organization conducts elections in India?**
 - A) Parliament
 - B) Lok Sabha
 - C) Election Commission
 - D) Supreme Court
17. **Who led the civil disobedience movement in Kerala against British taxes?**
 - A) K. Kelappan
 - B) Ayyankali
 - C) Sree Narayana Guru
 - D) Vaikunda Swamikal
18. **Which city was the capital of the Chera kingdom?**
 - A) Kanchi
 - B) Vanchi
 - C) Poompuhar
 - D) Madurai
19. **Which soil type is common in midland Kerala?**
 - A) Alluvial
 - B) Sandy
 - C) Laterite
 - D) Black
20. **Which festival is celebrated as a harvest festival in Kerala?**
 - A) Vishu
 - B) Onam
 - C) Deepavali
 - D) Pongal
21. **Who was known as the 'Father of the Nation'?**
 - A) Nehru
 - B) Subhash Bose
 - C) Mahatma Gandhi
 - D) B.R. Ambedkar
22. **Which monsoon brings heavy rainfall to Kerala between June and September?**
 - A) North-East Monsoon
 - B) South-West Monsoon
 - C) Winter Monsoon
 - D) Cyclone Monsoon
23. **Which foreign traveler gave accounts of Kerala in medieval times?**
 - A) Marco Polo
 - B) Al-Biruni
 - C) Ibn Battuta
 - D) Megasthenes
24. **Which law book governs Indian citizens?**
 - A) Constitution

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- B) Penal Code
- C) Civil Code
- D) Criminal Code

25. **What is the minimum age for voting in India?**

- A) 21
- B) 16
- C) 18
- D) 20

ANSWER KEY

Q.No	Answer	Q.No	Answer	Q.No	Answer
1	C	2	C	3	C
4	B	5	C	6	B
7	C	8	C	9	A
10	C	11	B	12	B
13	A	14	B	15	B
16	C	17	A	18	B
19	C	20	B	21	C
22	B	23	C	24	A
25	C				

APPENDIX XXI
SOCIAL SCIENCE AWARENESS TEST

Class : 8

Maximum Mark: 50

Maximum Time: 30 minutes

Instructions

- Attempt all the questions.
- Each Questions 2 marks

1. **1498-ൽ വാസ്കോ ഡ ഗാമ കേരളത്തിൽ ഇറങ്ങിയ തുറമുഖം ഏതാണ്?**
A) കൊച്ചി
B) മുസരീസ്സ്
C) കോഴിക്കോട്
D) കൊല്ലം
2. **ഇന്ത്യയിൽ പ്രശസ്തമായ ഉപ്പ് സത്യാഗ്രഹം നയിച്ചത് ആരാണ്?**
A) ജവാഹർലാൽ നെഹ്റു
B) സുഭാഷ് ചന്ദ്രബോസ്
C) മഹാത്മാഗാന്ധി
D) ഭഗത് സിംഗ്
3. **കേരളത്തിൽ 'നിള' എന്ന് അറിയപ്പെടുന്നത് ഏത് നദിയാണ്?**
A) പെരിയാർ
B) പമ്പ
C) ഭാരതപ്പുഴ
D) ചാലിയാർ
4. **കേരളത്തിന്റെ തലസ്ഥാനം ഏതാണ്?**
A) കൊച്ചി
B) തിരുവനന്തപുരം
C) കോഴിക്കോട്
D) ആലപ്പുഴ
5. **തിരുവിതാംകൂറിൽ ഇംഗ്ലീഷ് വിദ്യാഭ്യാസം ആരംഭിച്ചത് ആര്?**
A) വേലുതമ്പി ദളവ
B) സ്വാതി തിരുനാൾ
C) കർണൽ മൺറോ
D) ആയില്യം തിരുനാൾ
6. **കേരളത്തിലെ ഏറ്റവും ഉയർന്ന മലശിഖരം ഏതാണ്?**
A) അഗസ്ത്യർക്കുടം
B) അനമുടി
C) മീശപ്പുലിമല
D) പൊന്മുടി
7. **ഇന്ത്യൻ നാഷണൽ കോൺഗ്രസ് സ്ഥാപിച്ചത് ആര്?**
A) ബാലഗംഗാധർ തിലക്

- B) ദാദാഭായി നൗറോജി
 - C) എ.ഒ. ഹ്യൂം
 - D) മോതിലാൽ നെഹ്റു
8. ഇന്ത്യക്ക് സ്വാതന്ത്ര്യം ലഭിച്ച വർഷം ഏത്?
- A) 1945
 - B) 1946
 - C) 1947
 - D) 1950
9. ഇന്ത്യൻ ഭരണഘടന പ്രാബല്യത്തിൽ വന്നത് എപ്പോഴാണ്?
- A) ജനുവരി 26, 1950
 - B) ഓഗസ്റ്റ് 15, 1947
 - C) ഒക്ടോബർ 2, 1949
 - D) നവംബർ 14, 1947
10. കേരളത്തിലെ ഏറ്റവും നീളമുള്ള നദി ഏതാണ്?
- A) ഭാരതപ്പുഴ
 - B) പമ്പ
 - C) പെരിയാർ
 - D) ചാലക്കുടി
11. ഒരു സംസ്ഥാനത്തിലെ ഭരണഘടനാപ്രകാരമുള്ള തലവൻ ആര്?
- A) ഗവർണ്ണർ
 - B) മുഖ്യമന്ത്രി
 - C) രാഷ്ട്രപതി
 - D) പ്രധാനമന്ത്രി
12. 1936-ലെ ക്ഷേത്രപ്രവേശന പ്രഖ്യാപനം നടത്തിയത് ആരാണ്?
- A) മാർത്താണ്ഡവർമ്മ
 - B) ശ്രീചിതിരതിരുനാൾ
 - C) അയ്യങ്കാളി
 - D) വേലുതമ്പി
13. ഇന്ത്യയുടെ നാണയം ഏതാണ്?
- A) രൂപി
 - B) ഡോളർ
 - C) യെൻ
 - D) ദിർഹം
14. ഇന്ത്യൻ നാണയത്തിൽ കാണുന്ന ചിഹ്നം ഏതാണ്?
- A) മയിൽ
 - B) അശോകസ്തംഭം
 - C) താമര
 - D) ആൽമരം
15. ഇന്ത്യയിൽ നാണയം ഇറക്കിവിടുന്നത് ആരാണ്?
- A) ധനവകുപ്പ്
 - B) റിസർവ് ബാങ്ക് ഓഫ് ഇന്ത്യ
 - C) സ്റ്റേറ്റ് ബാങ്ക്
 - D) തെരഞ്ഞെടുപ്പ് കമ്മീഷൻ

16. ഇന്ത്യയിൽ തിരഞ്ഞെടുപ്പുകൾ നടത്താൻ ഉത്തരവാദിത്വമുള്ളത് ഏതു സ്ഥാപനത്തിനാണ്?
 - A) പാർലമെന്റ്
 - B) ലോക്സഭ
 - C) തെരഞ്ഞെടുപ്പ് കമ്മീഷൻ
 - D) സുപ്രീം കോടതി
17. ബ്രിട്ടീഷുകാർക്കെതിരെ നികുതി വിരുദ്ധ സമരത്തിന് കേരളത്തിൽ നേതൃത്വം നൽകിയതാര്?
 - A) കെ. കെലപ്പൻ
 - B) അയ്യങ്കാളി
 - C) ശ്രീനാരായണഗുരു
 - D) വൈകുണ്ഠസ്വാമികൾ
18. ചേര രാജവംശത്തിന്റെ തലസ്ഥാനം ഏത് നഗരമായിരുന്നു?
 - A) കാഞ്ചി
 - B) വഞ്ചി
 - C) പുന്യുഹാർ
 - D) മധുര
19. കേരളത്തിന്റെ മധ്യഭാഗത്ത് കാണുന്ന പ്രധാന മണ്ണിനം ഏതാണ്?
 - A) പള്ളി മണ്ണ് (Alluvial)
 - B) മണൽ മണ്ണ്
 - C) ലാറ്ററൈറ്റ്
 - D) കറുത്ത മണ്ണ്
20. കേരളത്തിൽ വിളവെടുപ്പിനോടനുബന്ധിച്ച് ആഘോഷിക്കുന്ന ഉത്സവം ഏതാണ്?
 - A) വിഷു
 - B) ഓണം
 - C) ദീപാവലി
 - D) പൊങ്കൽ
21. 'ദേശത്തിന്റെ പിതാവ്' എന്നറിയപ്പെടുന്നത് ആര്?
 - A) നെഹ്റു
 - B) സുഭാഷ് ബോസ്
 - C) മഹാത്മാഗാന്ധി
 - D) ബി.ആർ. അംബേദ്കർ
22. ജൂൺ മുതൽ സെപ്റ്റംബർ വരെ കേരളത്തിൽ കനത്ത മഴ നൽകുന്ന മൺസൂൺ ഏതാണ്?
 - A) വടക്കുകിഴക്കൻ മൺസൂൺ
 - B) തെക്കുപടിഞ്ഞാറൻ മൺസൂൺ
 - C) ശീതകാല മൺസൂൺ
 - D) ചുഴലിക്കാറ്റ് മൺസൂൺ
23. മധ്യകാലത്ത് കേരളത്തെക്കുറിച്ച് വിവരങ്ങൾ നൽകിയ വിദേശ യാത്രികൻ ആരായിരുന്നു?
 - A) മാർക്കോ പോളോ
 - B) അൽ-ബിറൂനി

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- C) ഇബ്ൻ ബത്തൂത്ത
 - D) മെഗസ്തനീസ്
24. ഇന്ത്യൻ പൗരന്മാരെ നിയന്ത്രിക്കുന്ന നിയമപുസ്തകം ഏതാണ്?
- A) ഭരണഘടന
 - B) ശിക്ഷാനിയമം
 - C) സിവിൽ കോഡ്
 - D) ക്രിമിനൽ കോഡ്
25. ഇന്ത്യയിൽ വോട്ടു ചെയ്യാനുള്ള കുറഞ്ഞ പ്രായം എത്രയാണ്?
- A) 21
 - B) 16
 - C) 18
 - D) 20

APPENDIX XXII

SOCIAL SCIENCE ACHIEVEMENT TEST (Draft)

Standard 8

Maximum Mark: 30 marks

Maximum Time: 1 Hr.

Instructions

- Attempt all the questions.
- Each questions carries 1 marks.

Questions

1. Which literary source provides major information about ancient Tamilakam?
A. Vedas
B. Sangam literature
C. Arthashastra
D. Jain scriptures
2. **What does the term ‘Megalithic’ refer to?**
a) A type of script
b) Large stone monuments
c) Ancient coins
d) Temple architecture
Answer: b) Large stone monuments
3. **Which literary work gives information about ancient Tamilakam?**
a) Vedas
b) Akam Nannoor
c) Upanishads
d) Arthashastra
Answer: b) Sangam literature
4. Why were the Cheras, Cholas, and Pandyas collectively called the Moovendans in ancient Tamilakam?
A. They built megalithic monuments
B. They ruled simultaneously and controlled trade and power
C. They wrote Sangam literature
D. They were the only dynasties of India
5. If a student is asked to identify trade activities in ancient Tamilakam, which source should they refer to for both local and foreign trade evidence?
A. Rock edicts of Ashoka
B. Ancient Tamil songs and megalithic monuments
C. Vedic hymns
D. Buddhist Tripitakas

Appendix

6. Which of the following is not a method used to represent scale in maps?
 - A. Statement of scale
 - B. Contour line
 - C. Linear scale
 - D. Representative fraction
7. Why are conventional signs and symbols important for reading maps effectively?
 - A. They reduce the cost of making maps
 - B. They help in locating physical features quickly
 - C. They standardize the representation of features for easy interpretation
 - D. They show the actual color of landforms
8. Which of the following combinations is essential for reading a map effectively, and why?
 - A. Title, date, and colour**
 - B. Scale, direction, and conventional signs**
 - C. Latitude, longitude, and time zone**
 - D. Altitude, temperature, and population density**
9. A map has accurate scale and direction, but lacks conventional signs. What would most likely be the result?
 - A. Users can easily find the route
 - B. Users will understand the symbols better
 - C. Users may struggle to interpret the features shown
 - D. Users will still get correct distances
10. If you are creating a documentary on the trade practices of ancient Tamilakam, which two sources would be most useful to gather authentic information?
 - A. Vedic texts and Buddhist scriptures
 - B. Sangam literature and megalithic monuments
 - C. Folk tales and foreign travelogues
 - D. Stone inscriptions and coins from North India
11. As a historian studying trade in ancient Tamilakam, which source would be most useful?
 - A. Modern newspapers
 - B. Sangam literature
 - C. Television programs
 - D. Science textbooks
12. **Why is Sangam literature important for studying ancient Tamilakam?**
 - A. It talks only about kings
 - B. It gives information on daily life, trade, and society
 - C. It is written in English
 - D. It focuses on modern history

13. **Which of the following makes Sangam literature a *reasonably reliable* historical source?**
 - A. It is entirely fictional
 - B. It was written by foreign travelers
 - C. It reflects contemporary social and economic life
 - D. It ignores real events
14. **Which of the following is a limitation of Sangam literature?**
 - A. It contains no poems
 - B. It sometimes exaggerates events
 - C. It was written in stone
 - D. It gives no information about rulers
15. **Which were the three major dynasties of ancient Tamilakam?**
 - A. Maurya, Gupta, Harsha
 - B. Chola, Chera, Pandya
 - C. Pallava, Chalukya, Rashtrakuta
 - D. Mughal, Rajput, Maratha
16. **The rulers of the Chola, Chera, and Pandya dynasties were collectively known as:**
 - A. Samudraguptas
 - B. Velirs
 - C. Moovendans
 - D. Nayaks
17. **Why were the Moovendans important in ancient Tamilakam?**
 - A. They introduced foreign rule
 - B. They controlled trade, politics, and culture
 - C. They abolished agriculture
 - D. They ruled only villages
18. **Which of the following was a major source of information about ancient Tamilakam?**
 - A. Cinema
 - B. Sangam literature
 - C. Social media
 - D. Television serials
19. **Archaeological sources include:**
 - A. Poems and songs
 - B. Myths and legends
 - C. Coins, inscriptions, and pottery
 - D. Novels

Appendix

20. **What are the two major sources of information about ancient Tamilakam?**
 - A. Literature and television
 - B. Archaeology and Sangam literature
 - C. Maps and globes
 - D. Folk tales and films
21. **Which of the following is NOT a method of representing scale on a map?**
 - A. Statement scale
 - B. Graphic scale
 - C. Ratio scale
 - D. Color scale
22. **A scale written as “1 cm = 1 km” is called:**
 - A. Ratio scale
 - B. Graphic scale
 - C. Statement scale
 - D. Symbol scale
23. **Which method of scale uses a line divided into equal parts?**
 - A. Statement scale
 - B. Graphic scale
 - C. Verbal scale
 - D. Compass scale
24. **What do conventional signs and symbols on a map represent?**
 - A. Weather conditions
 - B. Real features using drawings and signs
 - C. Only directions
 - D. Distances only
25. **Why are conventional symbols useful?**
 - A. They make maps colorful
 - B. They help save space and make maps easy to read
 - C. They confuse readers
 - D. They show imaginary places
26. **Which symbol usually represents a hospital on a map?**
 - A. Tree sign
 - B. Cross (+) sign
 - C. Triangle
 - D. Circle
27. **Which direction is usually shown at the top of a map?**
 - A. South
 - B. East

- C. North
- D. West

28. **While planning a route between two towns, the scale of the map helps you to:**
- A. Find directions
 - B. Identify symbols
 - C. Calculate distance
 - D. Locate rivers
29. **Direction indicators like a compass help us to:**
- A. Measure population
 - B. Understand which way to travel
 - C. Identify symbols
 - D. Draw maps
30. **Which of the following elements should be included while designing a simple map?**
- A. Scale, direction, and symbols
 - B. Only pictures
 - C. Long descriptions
 - D. Bright colors only

APPENDIX XXIII
SOCIAL SCIENCE ACHIEVEMENT TEST (Final)

Standard 8

Maximum Mark: 28 marks

Maximum Time: 1 Hr.

Instructions

- Attempt all the questions.
- Each questions carries 1 marks.

Questions

1. Which literary source provides major information about ancient Tamilakam?
A. Vedas
B. Sangam literature
C. Arthashastra
D. Jain scriptures
2. **What does the term ‘Megalithic’ refer to?**
a) A type of script
b) Large stone monuments
c) Ancient coins
d) Temple architecture
Answer: b) Large stone monuments
3. **Which literary work gives information about ancient Tamilakam?**
a) Vedas
b) Akam Nannoor
c) Upanishads
d) Arthashastra
Answer: b) Sangam literature
4. Why were the Cheras, Cholas, and Pandyas collectively called the Moovendans in ancient Tamilakam?
A. They built megalithic monuments
B. They ruled simultaneously and controlled trade and power
C. They wrote Sangam literature
D. They were the only dynasties of India
5. If a student is asked to identify trade activities in ancient Tamilakam, which source should they refer to for both local and foreign trade evidence?
A. Rock edicts of Ashoka
B. Ancient Tamil songs and megalithic monuments

- C. Vedic hymns
 - D. Buddhist Tripitakas
6. Which of the following is not a method used to represent scale in maps?
- A. Statement of scale
 - B. Contour line
 - C. Linear scale
 - D. Representative fraction
7. Why are conventional signs and symbols important for reading maps effectively?
- A. They reduce the cost of making maps
 - B. They help in locating physical features quickly
 - C. They standardize the representation of features for easy interpretation
 - D. They show the actual color of landforms
8. Which of the following combinations is essential for reading a map effectively, and why?
- A. Title, date, and colour**
 - B. Scale, direction, and conventional signs**
 - C. Latitude, longitude, and time zone**
 - D. Altitude, temperature, and population density**
9. A map has accurate scale and direction, but lacks conventional signs. What would most likely be the result?
- A. Users can easily find the route
 - B. Users will understand the symbols better
 - C. Users may struggle to interpret the features shown
 - D. Users will still get correct distances
10. If you are creating a documentary on the trade practices of ancient Tamilakam, which two sources would be most useful to gather authentic information?
- A. Vedic texts and Buddhist scriptures
 - B. Sangam literature and megalithic monuments
 - C. Folk tales and foreign travelogues
 - D. Stone inscriptions and coins from North India
11. As a historian studying trade in ancient Tamilakam, which source would be most useful?
- A. Modern newspapers
 - B. Sangam literature
 - C. Television programs
 - D. Science textbooks
12. **Why is Sangam literature important for studying ancient Tamilakam?**
- A. It talks only about kings
 - B. It gives information on daily life, trade, and society

- C. It is written in English
 - D. It focuses on modern history
13. **Which of the following makes Sangam literature a *reasonably reliable* historical source?**
- A. It is entirely fictional
 - B. It was written by foreign travelers
 - C. It reflects contemporary social and economic life
 - D. It ignores real events
14. **Which of the following is a limitation of Sangam literature?**
- A. It contains no poems
 - B. It sometimes exaggerates events
 - C. It was written in stone
 - D. It gives no information about rulers
15. **The rulers of the Chola, Chera, and Pandya dynasties were collectively known as:**
- A. Samudraguptas
 - B. Velirs
 - C. Moovendans
 - D. Nayaks
16. **Why were the Moovendans important in ancient Tamilakam?**
- A. They introduced foreign rule
 - B. They controlled trade, politics, and culture
 - C. They abolished agriculture
 - D. They ruled only villages
17. **Which of the following was a major source of information about ancient Tamilakam?**
- A. Cinema
 - B. Sangam literature
 - C. Social media
 - D. Television serials
18. **Archaeological sources include:**
- A. Poems and songs
 - B. Myths and legends
 - C. Coins, inscriptions, and pottery
 - D. Novels
19. **What are the two major sources of information about ancient Tamilakam?**
- A. Literature and television
 - B. Archaeology and Sangam literature
 - C. Maps and globes
 - D. Folk tales and films

20. **Which of the following is NOT a method of representing scale on a map?**
- A. Statement scale
 - B. Graphic scale
 - C. Ratio scale
 - D. Color scale
21. **A scale written as “1 cm = 1 km” is called:**
- A. Ratio scale
 - B. Graphic scale
 - C. Statement scale
 - D. Symbol scale
22. **Which method of scale uses a line divided into equal parts?**
- A. Statement scale
 - B. Graphic scale
 - C. Verbal scale
 - D. Compass scale
23. **Why are conventional symbols useful?**
- A. They make maps colorful
 - B. They help save space and make maps easy to read
 - C. They confuse readers
 - D. They show imaginary places
24. **Which symbol usually represents a hospital on a map?**
- A. Tree sign
 - B. Cross (+) sign
 - C. Triangle
 - D. Circle
25. **Which direction is usually shown at the top of a map?**
- A. South
 - B. East
 - C. North
 - D. West
26. **While planning a route between two towns, the scale of the map helps you to:**
- A. Find directions
 - B. Identify symbols
 - C. Calculate distance
 - D. Locate rivers
27. **Direction indicators like a compass help us to:**
- A. Measure population
 - B. Understand which way to travel

Appendix

- C. Identify symbols
 - D. Draw maps
28. **Which of the following elements should be included while designing a simple map?**
- A. Scale, direction, and symbols
 - B. Only pictures
 - C. Long descriptions
 - D. Bright colors only

To Whomesoever It may concern

From

**The Head Mistress,
G.H.S.S.Varavoor
Varavoor 680585**

This is to certify that Mr.Aji Narayanan K.K. Research Scholar , N.S.S Training College Ottappalam Reg.No.U.O.No.17214/2022/Admn)has conducted an experimental study in in social science among 8th standard students.(Experimental Group)

**varavoor
07.2.2025**




JEENA.C.K
Pen Number: 344031
Headmistress
Govt. HSS Varavoor
Thrissur Dist. 680585

Appendix

To Whomsoever It May Concern

From

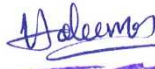
Head Master

S.M.T Govt.High School

Chelakkara

This is to certify that Mr. Aji Narayanan K K, Research Scholar, N.S.S Training College Ottapalam (Reg. No. U.O.No. 17214/2022/Admn) has conducted an experimental study in social science among 8th standard students (Control Group) of this school.



For

Head Master
S.M.T. Govt. High School
Chelakkara