

CHAPTER V

DATA ANALYSIS AND INTERPRETATION

5.0 INTRODUCTION

The present study examines how students' life skills can be enhanced through cooperative learning in social sciences. The purpose of this chapter is to analyze and interpret the data gathered in order to determine the extent to which the study's stated objectives have been accomplished. The data gathered from multiple sources have been divided into four sections for analysis.

Section 5.1 To check the initial level of life skills among students

Section 5.2 To study life skills attainment of students during CLT

Section 5.3 To check the level of students after the implementation of CLT

Section 5.4 To study the reaction of students on Cooperative learning techniques

Before highlighting the initial level of life skills present in the students, it is deemed necessary to cast a bird's eye view about their family background which is presented in table 5.1

Table 5.1 Basic information of students

BASIC INFORMATION OF STUDENTS																				
Age			Family Structure		Language spoken at home			Father's Educational Qualification				Mother's educational qualification					Father's Occupation		Mother's Occupation	
11 yrs	12 yrs	13 yrs	Joint	Nuclear	Hindi	Gujarati	Bengali	Higher Secondary	Graduate	Post Graduate	Others	Secondary	Higher Secondary	Graduate	Post Graduate	Others	Self employed/Business	Salaried	Salaried	Houswives
13 st's	14 st's	3 st's	12 st's	18 st's	15 st's	13 st's	2 st's	6 F	17 F	6 F	1 F	3 M	8 M	12 M	6 M	1 M	5 F	25 F	4 F	26 F

Note: St's represents students, F represent Father and M represent Mother

The table above presents the demographic information of grade VI students, showing that nearly all students are of an appropriate age for their grade level. A little more than half of the students come from nuclear families, with Hindi as their home language.

Regarding parental education and employment, most students parent (father) and another parent (mother) have completed their graduation. In terms of employment most of the student's parents (father) are employed, in contrast most students mother are housewives.

The background analysis has clearly revealed that almost all the students hail from educated and salaried class. Table 5.2 presents their initial level of life skills.

SECTION 5.1 Checking the initial level of life skills among students

In order to check their initial level of life skills two tools were used; (i) Life skills assessment scale (LSAS)* (standardized tool, 2010), (ii) situational test (ST)* (developed by the researcher). On the basis of these two test their initial level of life skills were observed.

Note: *Henceforth throughout this section these abbreviation will be used.

From the table 5.2 it can be seen that in both Life Skills Assessment Scale (LSAS) and Situational Test (ST) most of the students fall between low to average level. So far **as self-awareness** is concerned. Thirteen students were at average level, eleven students were at low level and remaining students were at very low level. Only one student (S7) had demonstrated the possession of high level of self-awareness in LSAS. S7 again possessed high level in ST. Four students (S5, S9, S23 and S26) had secured the possession of high level in ST. In ST twelve students were at average level, twelve students were at low level and one at very low level.

With regard to the skill of **Empathy** in LSAS seven students (S4, S7, S14, S19, S28, S29 and S30) were at average level, few students (S10, S13, S18 and S26) were at very low level and remaining students were at low level. In contrast when seen in ST majority of students (23) were at average level and three students (S4, S19 and S22) had showed the presence of high level of empathy and remaining students were at low level.

Regarding **Effective communication**, in LSAS majority of students (21) were at average level and the rest (9) students fall between low or very low level. But in ST a varied difference was seen. S19 possess high level of communication skill. Nine students were at average level and majority of students (18) were at low level, remaining two students were at very low level.

With respect to **Interpersonal skill** in LSAS a little less than half of the students (14) were at average level, seven students (S4, S13, S17, S18, S26, S29 and S30) were at very low level and the rest nine students were at low level. A little variation was seen in ST, where ten students were at average level, 13 students were at low level and seven students (S10, S13, S17, S18, S27, S29 and S30) were at very low level.

With regard to **Critical thinking skill** majority of the students thirteen students were at average level, ten students were at low level and seven students (S2, S18, S23, S25, S26, S27 and S28) were at very low level. A much similarity was observed in ST where, twelve students were at average level and thirteen students were at low level and only four students (S2, S18, S27 and S28) were at very low level.

With regard to **Creative thinking skill** one student (S4) showed the possession of very high level of creative thinking skill. More than half of the students (17) were at average level and (12) students were at low level. A little variation was found in ST, where six

students (S1, S5, S6, S7, S9 and S19) were at a high level, twelve students were at average level and remaining students fall at low level.

Regarding **Problem solving skill** six students (S1, S2, S10, S18, S26 and S27) were at very low level and the remaining students plunge between average level and low level in LSAS. A quiet deviation was found in ST. Four students (S4, S19, S22, S23) had showed the possession of high level of problem-solving skill, a little more than half of the students (16) achieved at average level and ten students were at low level.

With respect to **Decision making skill** majority of students (13) demonstrated a low level of skill, while ten students were at average level and remaining students were at very low level in LSAS. A reversed scenario was found in ST only four students (S1, S4, S7 and S19) scored at high level, thirteen students were at average level and the remaining students at low level.

With respect to **Coping with emotions skill** fourteen students were at average level, twelve students were at low level and four students (S2, S8, S18 and S28) were at very low level in LSAS. A variation was observed in ST, a little more than half of the students (17) were at low level, while only one student (S4) showed the possession at a high level, four students were at very low level and remaining eight students were at average level.

With regard to **Coping with stress skill** majority of students (16) were at average level, eleven students were at low level and only three students (S8, S17 and S18) were at very low level. A huge dissimilarity was found in ST, where majority of the students (21) were at low level, while only two (S4 and S6) were at high level. Four students fall under average level and three students (S8, S10, S17) were at very low level.

OBSERVATION

From the table 5.2 it can be observed that in both the test i.e. Life Skills Assessment Scale (LSAS) and Situational Test (ST), majority of the students fluctuated between average, low and very low level. Performance of two students (S7, S19) fluctuated between high, average and low level and performance of three students (S4, S22, S23) fluctuated between high, average, low and very low level. Significantly three students (S10, S17, S18) performance remained at very low level in most of the skills.

SECTION 5.2 LIFE SKILLS ATTAINMENT OF STUDENTS DURING CLT

This section presents the level of attainment of skill in students through Cooperative Learning Technique (CLT). Each participant's performance was assessed using an evaluative rubric, video recording and through personal observation. The interaction of the students in CLT are analysed in two ways. (i) Students working in groups (ii) students working in pairs. The interaction and involvement of students in the group activity is presented below.

(i) STUDENTS WORKING IN GROUPS- TECHNIQUE 1- ROUND TABLE

DISCRIPTION OF THE ACTIVITY: The purpose of this technique was to enhance critical thinking skill and creative thinking skill of the students in CLT. Students were directed to analyse the information in order to develop unique and original solutions. Researcher gave 10 minutes time to refer the book after posed two questions; one question was related to critical thinking- “list down the raw materials that were brought by the Harappan people” and second question was related to creative thinking- “If you are given the chance, what will you make something new out of these raw materials”. All the students were supposed to answer the question one by one. The responses of the students in this activity have been analysed, tabulated and presented in table 5.3. The performance of the students in round table is mentioned below.

G1

Group 1 comprised of S3, S6, S15, S21, S22 and S28. When the questions were posed, S22 started jotting down some notes while S3 remained focused on her textbook flipping through pages without participating in the discussion. S6 and S28 were engaged in some interaction and S15 remained silent. After 10 minutes of discussion S6, S21, S22 and S28 managed to formulate a response demonstrating their ability to cooperate effectively. But S3 and S15 struggled to generate any input. When prompted by the researcher S3 displayed a little enthusiasm to contribute but couldn't come up with any response while S15 remained silent seemingly unable to recall any thoughts on the question.

This observation highlights the varied levels of engagement and participation within the group with some members actively contributing while others struggled to do so whether due to shyness, disinterest or difficulty recalling information.

G2

Group 2 consisted of S5, S11, S14, S23 and S29. When the questions were posed S23, S14 and S11 immediately began discussing among themselves while S11 listened attentively. Meanwhile, S29 remained absorbed in his textbook displaying minimal interaction with the group. S5 initially remained silent and did not engage with the discussion or open his textbook. However, upon the researcher's prompting he began flipping through the pages and eventually focused on a particular page. At the end of the discussion period S5, S23 and S29 were able to formulate responses indicating some level of engagement with the topic. However, S11 and S14 struggled to provide answers. S11 was seen actively listening to his team mates but he faced difficulty while understanding the viewpoints of his team members when researcher asked his view points he said that he is unable to understand what discussion is going on

This observation underscores the varied engagement levels and communication challenges within the group, with some members actively participating and others encountering difficulties in comprehension and contribution.

G3

Group 3 consisted of S4, S10, S12, S20, S27 and S30. Initially, the group was given 10 minutes to review the material during which S30, S27, S10 and S12 promptly looked into their textbooks. Meanwhile, S20 didn't understand the question so S4 explained the question to him. During the discussion period S30 actively contributed by sharing relevant information. Consequently S4, S20 and S30 were able to provide responses. In contrast, S10, S12 and S27 faced challenges in participation. S10 was seen disturbing others and not taking initiative in discussion with his peers. S12 made an attempt to recall the response, but he forgot what he wanted to say. S27 was observed giggling but when it was his turn to respond he frequently paused and ultimately admitted that he couldn't remember the answer.

This reveals a spectrum of engagement levels within the group, with some members actively contributing and facilitating discussion, while others faced barriers such as disruptive behaviour or difficulty recalling information.

G4

Group 4 comprised of S7, S9, S19, S16, S18 and S24. After receiving the question S7, S9 and S19 started discussing among each other while S16, S18 and S24 focused individually on their textbooks. S18 was observed flipping textbook pages. During the discussion S9 proposed a response that received agreement from S7 and S19 who then shared their own point. S18 was seemingly disengaged from the group's discussion. Following the allotted discussion time S7, S9, S19 and S24 collectively formulated responses indicating their ability to synthesize information and collaborate effectively. In contrast S16 and S18 did not contribute to their group's response unable to generate answers within the given time frame.

This overview underscores the diversity of engagement levels within the group, with some members actively participating in discussion and contributing to the group's progress while others remained disengaged or struggled to formulate responses.

G5

This group comprised of S1, S8, S13, S17, S25 and S26. Initially S1, S8 and S13 formed a subgroup engaging in active discussion among themselves. Concurrently, S17, S25 and S26 did not contribute any ideas and showed little interest in listening to the ideas of their group members. After the allotted time of discussion S1 and S13 independently formulated their responses demonstrating their ability to synthesize information and contribute to the group's progress. However, S17, S25 and S26 did not actively participate in generating ideas or engaging with their peers' contributions. Despite S8's consistent involvement in the discussion he did not propose any ideas himself.

This observation highlights the varied levels of engagement within the group, with some members actively participating and contributing to the discussion, while others remained passive or disengaged, failing to generate ideas or actively listen to their peers' input.

Responses obtained from the group activity have been presented in table 5.3.

Table 5.3 LEVEL OF ATTAINMENT OF SKILLS DURING CLT 1 – ROUND TABLE

		ROUND TABLE (T1)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
C T R H I I T N I K C I A N L G	Understanding	A	A	E	A	A	A	N	E	N	A	A	A	A	A	A	N	N	E	A	A	A	A	A	N	N	A	A	A	A	
	Open minded	A	A	N	E	A	A	A	N	E	N	N	N	A	A	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Creativity	A	A	N	E	A	A	A	N	E	N	N	N	A	N	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Divergent thinking	A	A	N	E	A	A	A	N	E	N	N	N	A	N	N	N	N	N	E	A	A	A	N	A	N	N	N	A	A	A
C T R H E I A N T K I I V N E G	Imaginative	A	A	N	E	A	A	A	N	E	N	N	A	N	N	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Open minded	A	A	N	E	A	A	A	N	E	N	N	N	A	A	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Innovative Thinking	A	A	N	E	A	A	A	N	E	N	N	N	N	N	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Divergent thinking	A	A	N	E	A	A	A	N	E	N	N	N	A	N	N	N	N	N	E	A	A	A	N	A	N	N	N	A	A	A

Note: S1 to S30 indicate codes for students. N indicate Novice, A indicate Approaching, E indicate Emerging

MAJOR OBSERVATIONS

Reading together Table 5.3 and the analysis of the group observations it has been found that initially, a significant number of students (11) exhibited novice-level of abilities in so far as the progression of students' critical and creative thinking skills are concerned. They displayed limited interest in grasping their peers' perspectives and struggled with comprehending key concepts. Their approach to idea generation remained conventional resulting in a scarcity of creative outputs. A larger group, comprising twelve students were at approaching level. These students demonstrated some understanding of main ideas presented in the topic taught, though they struggled to maintain attention in understanding viewpoints kept forward by their members. These students struggled to demonstrate original or innovative ideas. Remarkably, only three students (S4, S9, and S19) attained an emerging level. These students showed understanding of main ideas of the topic taught, they even demonstrated interest in diverse viewpoints kept forward by their members. These students begin to demonstrate innovation in their thought process; they showed some ability to generate creative ideas. Remarkably, two students (S12 and S14) were at the mix of novice and approaching

level in critical thinking and creative thinking skill. Through the observation it showed that in few components their progression was good.

The next CLT conducted was Write around. The description of the student's level of attainment of skills is described in the next paragraph.

TECHNIQUE 2- WRITE AROUND

DESCRIPTION OF THE ACTIVITY

The purpose of this group activity was to enhance self-awareness and interpersonal skills of the students. The group members had to communicate and interact with each other. For this each group was given a question on which they have to discuss within the group and have to come up with final answer. In this group activity students were divided into five groups with six students in each group. This group activity was done when researcher has taught the topic. First researcher gave some time to refer the textbook then researcher gave each group individual question. The question given to each group are stated below:

Group 1: Name three ways in which Samir Ek and Samir Do were different?

Group 2: India is a country of many diversities. Explain giving examples.

Group 3: How was unity in diversity seen during the British rule in India?

Group 4: How does inequality come?

Group 5: Why do you think Samir Do did not attend school?

The involvement of students in the group activity is mention below and the analysis were tabulated and is presented in the table 5.4.

G1

In Group 1 each member showed distinct behaviours and approaches during the discussion. S24, S25 and S30 immediately referred their textbooks indicating a preference for referencing material S16 and S4 talked actively with each other, showing they were working together well. S17 was sitting very quietly. As the discussion progressed S4 and S24 engaged in discussion about the question although S24 disagreed with some of S4's viewpoints showing independence in thought. S16 faced challenges in expressing her ideas but made efforts to ensure her group understood her

perspective. But S17 and S25 appeared to be less engaged neither actively listening to nor seeking input from their group members S24 was found asking inputs from the group members. He (S24) himself put forward his viewpoint and sometimes made sure to be understood by his group members. S30 was unable to maintain focus during conversation, he was sometimes playing with his pencil, sometimes he yawns and sometimes he uses to look to his surroundings.

Overall, each member contributed differently to the group dynamic, showcasing a diverse range of communication styles and engagement levels.

G2

In Group 2 (S1, S7, S14, S18, S22, S29) each member exhibited distinct behaviours and levels of engagement during the discussion. Initially all the members referred their textbooks indicating a tendency to rely on written resources for information. After receiving the question most of the members actively participated in discussing the question except S18, S18 did not listened to his team members discussion. Sometimes he disturbed his team members. Instead of listening to his teammates, S18 seemed more focused on his own thoughts. Meanwhile, S1, S7 and S29 formed a subgroup engaging in discussion among themselves while S22 and S14 did the same forming another subgroup. Upon the researcher's instruction to discuss collectively, they began asking each other for their views on the topic. However, as the discussion progressed all members began to actively seek out and share their viewpoints on the topic demonstrating a willingness to contribute to the group's conversation. Notably, S14's viewpoints aligned closely with S22's.

Although there was an initial disparity in engagement levels, with S18 being less responsive compared to others, overall, all members made an effort to participate in the group's dialogue and contribute their perspectives to the discussion.

G3

Group 3 comprised of S6, S10, S13, S19, S23 and S28. S10 was initially observed to be inactive this prompted the researcher to encourage him to refer his textbook. Following this S10 began to refer his textbook while the others engaged in discussion. S13 and S28 relied on a shared book, while S6 referred his own book and S19 and S23 referred one book. After receiving the question, S13 said "Chalo bolo sab".

Subsequently, S6 expressed his viewpoints which was accepted by the group without opposition. Subsequently, S19 and S23 presented their perspectives both of which were met with collective agreement from the group. Throughout the discussion S19 diligently documented all viewpoints in her notebook reflecting a commitment to record the group's insights. However, S28 remained quiet and struggled when prompted to express his opinions. Conversely, S10 primarily agreed with the viewpoints expressed by others without offering his own input. Despite the group's overall effort to actively participate and engage in discussion, both S28 and S10 encountered challenges in contributing meaningfully to the conversation.

G4

Group 4 comprised of S5, S9, S12, S15, S20 and S27 diverse participation styles were observed during the discussion. S15 and S27 contributed minimally and primarily observing the discussion. S12 was observed constantly murmuring which irritated S9 prompting him (S9) to complain to the researcher. The researcher then instructed S12 to stop murmuring. Subsequently S12 adjusted his behaviour accordingly. Despite being prompted S15 struggled to express her viewpoints and S27 faced difficulties expressing his perspectives even with encouragement from S9. Conversely S5, S9 and S20 demonstrated proficiency in responding to the question posed, actively engaging in the discussion.

Overall, the group comprised members with both active and reserved participation styles, with some facing challenges in expressing their thoughts while others contributed more fluently to the discourse.

G5

During the group session, which included S3, S8, S11, S21 and S26 distinct participation patterns emerged. After receiving the question Initially S3, S8 and S26 were observed sitting silently while S11 and S21 engaged in an exchange of ideas. Upon the researcher's prompt the group collectively began discussing the topic. Throughout the discussion S11 played an active role in fostering dialogue encouraging others to share their perspectives. Despite this encouragement S3, S8 and S26 remained noticeably silent offering no contributions. In contrast S11 and S21 readily shared their viewpoints.

This interaction highlighted varying levels of participation within the group with some members actively engaging in dialogue while others maintained a more reserved stance.

Responses obtained from the group activity have been presented in table 5.4

Table 5.4 LEVEL OF ATTAINMENT OF SKILLS DURING CLT 2- WRITE AROUND

		WRITE AROUND (T2)																													
Criterion		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
INTER PERSONAL SKILL	Communication	A	A	N	E	A	A	A	N	E	N	N	A	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
	Active Listener	A	A	N	E	A	A	A	N	E	N	A	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	A
	Encourage Participation	A	A	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
	Checks for understanding	A	A	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
SELF AWARENESS	Communication	A	A	N	E	A	A	A	N	E	N	N	A	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
	Open minded	A	A	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
	Committed	A	A	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
	Reflective thinker	A	A	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N

MAJOR OBSERVATION

The major observation is made on the basis of Table 5.4 and the analysis of group discussion. On analysis it was found that thirteen students were at the novice level, indicating limited engagement during interactions. These students faced challenges in articulating ideas and comprehending others' viewpoints, demonstrating a lack of initiative in seeking input or understanding. A less than half students were classified at the approaching level struggling to maintain focus during discussions and occasionally seeking input or clarity from peers. Conversely a select few students including S4, S9, S19, S22, and S23, were identified at the emerging level. While they demonstrated attentiveness to team members, occasional distractions were noted. Their communication lacked clarity yet they actively sought input and ensured comprehension within the group. It's noteworthy to observe the growth among two students (S14, S16) transitioning from a novice level to approaching. Additionally, two students (S22 and S23) have shown progress, moving from approaching to emerging level of competency. Unfortunately, S28 and S30's performance decreased from

approaching to novice. Only one student (S13) was at the mix of novice and approaching level. The observation shows the progression of the student.

The next CLT conducted was Structured problem solving. The detail description of the student's level of attainment of skill is presented in the preceding paragraph.

TECHNIQUE 3- STRUCTURED PROBLEM SOLVING

DESCRIPTION OF THE ACTIVITY:

This group activity was conducted to enhance problem solving skills among students. The group members have to identify the problem, brainstorm among themselves, analyze the answer and come up with the best solution. In this group activity students were divided into five groups. This group activity was done when researcher has taught the topic. All the members of the group have to discuss the topic among themselves and have to come up with one solution. The topics given for discussion are:

Group 1- A friend begins to tease a classmate because he is poor.

Group 2- You are watching TV with your family and one of them makes a prejudicial comment about a particular religious community.

Group 3- Children in your class refuse to share their food with a particular person because they think she is dirty.

Group 4- Someone tells you a joke that makes fun of a community because of their accent.

Group 5- Some boys make remarks about girls not being able to play games as well as them

The observation of student's interaction in the group activity is mentioned below and the analysis is tabulated and presented in the table 5.5.

G1

In this group activity, the participants were S1, S10, S12, S18 and S26. Initially after receiving the topic; S10 prompted S18 to share his perspective. S26 seemed to be working independently. S1 then shared his solution with S10 and S12 who both agreed with his approach. At this point the researcher reminded the group of the importance of cooperation prompting them to engage with each other more actively. S1 repeated his

solution to the problem while S18 was observed simply watching his teammates without contributing. Meanwhile, S12 was giggling inexplicably. The researcher then specifically instructed S12 and S18 to participate more actively in the group's efforts. After some time S1 reported a complaint about S18's mentioning an inappropriate comment made about a girl in his society who didn't know how to hold a bat. Throughout the discussion, S26 remained silent and did not contribute to the discussion. S10 was found repeating S1's response rather than offering his own ideas. When the researcher instructed S10 to share his own viewpoints, he took some time to think and reframe the response given by S1. The researcher reminded the group once more of the need to arrive at a consensus. This encouraged the group into a discussion about which solution to adopt. After careful consideration, they all agreed on the solution proposed by S1. Despite this agreement it was noted that both S18 and S26 did not actively participate in the teamwork throughout the activity.

Overall, the group exhibited a mix of engagement levels, with some members actively participating in the discussion, while others struggled to contribute or remained distracted by unrelated matters.

G2

In this group each member displayed distinct behaviours and contributions during the discussion. Initially, all members except S3 engaged in active discussion, while S3 observed her teammates' interactions. As the discussion progressed S7, S19 and then S23 presented their solutions. S11 tried to explain his solution but he struggled to express it clearly. S19, S23 helped him (S11) to frame sentence for his solution. S14 took more time to formulate her solution and received encouragement and support from S19 who assisted in framing her response. S3 struggled to contribute and remained unable to offer her own perspective. Upon not receiving the response from S3, all the members were analysing the answer to get the best solution for the problem. All the them except S3 framed the new solution, by considering few good points given by all the members.

This overview highlights the supportive and co dynamic within the group, with members actively assisting each other in formulating solutions and collectively working towards achieving the best outcome for the task at hand.

G3

This group comprised of S4, S8, S15, S20, S24, S30 each member displayed unique behaviours and levels of engagement during the discussion. Upon receiving the topic most members thought for some time to contemplate possible solutions with the exception of S15 who appeared distracted frequently glancing at her team members and the researcher. Meanwhile, S8 primarily focused on referencing his textbook occasionally shifting attention to the group. S4 asked to all the members if anyone wants to propose any solution. When no one answered she (S4) put forward her perspective. S24 too shared his response. S4 then prompted S20 to share his solution, demonstrating a collaborative approach to the discussion. S30 remained silent through the time not contributing to the discussion. Unfortunately, both S8 and S15 appeared disengaged showing minimal interest in the group discussion and failing to contribute their own solutions. When it was time to come up with one solution S4, S20 and S24 discussed and decided to accept the response given by S4.

Overall, this observation highlights the varied levels of participation within the group, with some members actively engaging in the discussion and proposing solutions, while others remained passive or disinterested.

G4

In this group comprised of S5, S9, S16, S21, S25 and S28 each member demonstrated a unique approach to the discussion. Upon receiving the topic all members engaged in thoughtful reflection except for S25 who appeared engrossed in her book. After taking some time to think S9 took the initiative by sharing his perspective. Subsequently S5 and S28 followed the same and contributed by providing their solutions to the discussion. S9 encouraged further participation from S21 and S25. While S21 took additional time to formulate her solution ultimately sharing her perspective with the group. S16 shared her response by she struggled to explain it. S25 remained silent throughout the discussion. Despite listening to her peers' contributions S25 was unable to propose her own response. While deciding for one solution all the members were discussing which solution to prefer. Upon giving little though S9 told that his response can be accepted to which all the members agreed.

This overview illustrates the diverse levels of engagement within the group, with some members actively participating and contributing solutions, while others remained passive observers or struggled to articulate their thoughts

G5

In this group consisting of S6, S13, S17, S22 and S27 diverse levels of engagement were observed during the discussion. While most members engaged in active discussion upon receiving the topic S13 and S17 remained silent initially. During observation it was found that S17 remained silent upon prompting by researcher she then looked into her textbook. During the discussion S6 and S22 were quick to share their solutions with the group. However, S27 struggled to formulate a response taking an extended period of time without success. Unfortunately, S17 and S27 were unable to contribute meaningfully to the group's discussion. S6, S13 and S22 had only come up with response, so they asked their group members which response to consider to which S6 said to consider S22's response listening this all the members agreed.

This observation highlights the varying degrees of participation within the group, with some members actively contributing ideas while others faced challenges in generating solutions or remained passive observers throughout the discussion.

Responses obtained from the group activity have been presented in table 5.5.

**TABLE 5.5 LEVEL OF ATTAINMENT OF SKILL DURING CLT 3-
STRUCTURED PROBLEM SOLVING**

		STRUCTURED PROBLEM SOLVING (T3)																														
		Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
P S R O L B V L I E N M G	Pragmatic	E	A	N	E	A	A	A	N	E	N	N	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	A	A	N	
	Creative	E	B	S	N	E	A	A	A	N	E	N	A	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	A	B	
	Active listener	E	E	N	N	E	A	A	A	N	E	N	N	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	A	A	E	
	Collaboration	E	T	N	E	A	A	A	N	E	N	N	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	A	T	N	

MAJOR OBSERVATION

Reading together Table 5.5 and analysis of group observations it is found that problem-solving skills a majority of students (12) were categorized at the novice level, indicating significant challenges in applying knowledge and skills, as well as a lack of innovation

in problem-solving tasks. These students demonstrated poor engagement and often worked independently on problem-solving tasks. A smaller proportion of students were classified at the approaching level, showing some awareness of applying knowledge and skills. However, they struggled to consistently demonstrate innovation in problem-solving tasks and hesitated to share ideas with their team members despite attempting to listen. Conversely, few students (S1, S4, S9, S19, S22, and S23) were identified at the emerging level. These students exhibited a growing awareness of applying knowledge and skills, consistently demonstrated innovation, and actively engaged with their team members. They listened attentively, maintained focus during discussions, and contributed ideas effectively, showcasing promising progress in their problem-solving abilities. In this activity, the progression among students was relatively modest with S1 advancing from an approaching level to an emerging level and S13 advancing from mix of novice and approaching to approaching level. This observation suggests a gradual but discernible development in understanding and proficiency within the group.

The next CLT- students teams achievement division display a progression level of the students which is explained in next paragraph.

TECHNIQUE 7 - STUDENTS TEAMS ACHIEVEMENT DIVISION

DISCRIPTION OF THE ACTIVITY

This activity was conducted to enhance effective communication of the students. In this activity students were expected to exchange their ideas, thoughts, opinions with their group members with clarity. In this group activity researcher has first taught the topic after which students have to work in groups to master the topic. Researcher gave 15 minutes for discussion after that students have to give individual test in which they cannot help each other. Students were given multiple choice question. The answer received are tabulated and presented in table 5.6. Below is an overview of each group's performance.

G1

In this group consisting of members S8, S15, S16, S18, S24 and S25 distinct patterns of interaction and engagement were observed during the session. S8 and S24 were discussing the points. S18 on the other hand remained largely unengaged initially. After the researcher gave specific instructions, S18 read from S8's book for a short time but

quickly lost interest and started looking around instead. Meanwhile, S16 and S25 were observed to be diligently revising topics from their textbook. S15 displayed a similar level of inactivity as S18; she was primarily focused on her surroundings. When the researcher instructed S15 to read from S16's book she complied but did not show any further initiative. S24 starting teaching S8 and attempting to engage S18 in the learning process. Despite these efforts S18 continued to show a lack of interest and attention, preferring to look around rather than participate. As time passed the dynamics within the group evolved with all members except S15 and S18 actively discussing and reviewing the points that had been taught. S8 while attentive and listening to everyone did not contribute answers or input to the discussion. S15 remained silent throughout observing the other members without participating in the discourse.

These observations highlight a range of engagement levels and interaction styles within the group, from proactive participation and leadership to passive observation and minimal involvement.

G2

In the group comprising S2, S3, S6, S12, S26 and S29 various patterns of interaction were noted. Initially, S12 and S29 were engaged in reading together while S3 and S26 were discussing content directly from their textbook. Meanwhile, S2 and S6 were involved in a separate discussion among themselves. The researcher observed that the group members were functioning independently rather than cooperatively. In response the researcher instructed the group to engage in a collective discussion. This prompt caused a big change as everyone started joining in a group discussion. S3 and S12 tried to explain the point but they struggled to express their thoughts clearly. S6 and S29 took the initiative during this phase leading the conversation and explaining the content to the rest of the group. The other members S2, S3, S12 and S26 listened attentively to their explanations.

This observation underscores the group's initial preference for working in smaller, isolated units, and the subsequent shift to a more cohesive, interactive approach following the researcher's guidance.

G3

This group comprised of S4, S9, S10, S14, S20 and S23. S4 and S9 engaged in a conversation, S10 focused on reading his book independently, S14 and S23 discussed among themselves and S20 read alone. Following the researcher's intervention, the group transitioned to a more collective mode of engagement. S4, S9 and S23 took on teaching roles explaining the content to the rest of the group. S10 actively listened to his teammates while S14 and S20 also contributed by sharing a few points during the discussion.

This observation highlights the initial fragmented approach to interaction within the group and the subsequent shift towards a collaborative and cohesive discussion prompted by external guidance.

G4

In this group consisting of S5, S7, S13, S17, S22 and S27 diverse patterns of engagement emerged during the initial stages. Each member was initially absorbed in reading from their textbooks. When prompted by the researcher to discuss S5, S7 and S22 immediately began engaging in dialogue amongst themselves. Conversely, S13, S17 and S27 remained focused on their individual reading tasks. Upon further instruction from the researcher the group dynamics shifted. S5, S7 and S22 took the initiative to explain the content to their peers. S13 asked his doubt which was clarified by S5. In contrast, S17 remained silent observer, demonstrating passive engagement by listening to her team members without actively contributing.

The observation demonstrates varying levels of participation, with some members taking active roles in explanation and others contributing through attentive listening and occasional questions.

G5

In this group, consisting of members S1, S11, S19, S21, S28 and S30 a high level of peer teaching and guidance was observed. The group exhibited a collaborative dynamic with each member actively contributing to the discussion. S1 initiated by explaining a few points, followed by S19 who added further explanations. S11 engaged by clarifying his doubts with S1. Additionally, S21, S28 and S30 each took turns explaining various points to their peers.

This observation highlights the group's collective approach to learning, characterized by active participation and mutual support among all members.

After the discussion, researcher gave ten multiple choice questions to the students, students took the test individually. Student's responses along with the observation is presented in table 5.6.

**TABLE 5.6 LEVEL OF ATTAINMENT OF SKILL IN CLT 7- STUDENTS
TEAMS ACHIEVEMENT DIVISION**

		STUDENTS TEAMS ACHIEVEMENT DIVISION (T7)																													
Criterion		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
Effective Communication	Active listener	E	N	A	D	E	E	E	E	D	A	A	A	A	E	N	E	A	N	D	E	A	D	D	E	A	A	E	E	E	E
	Information seeking	E	N	A	D	E	E	E	A	D	A	A	A	A	E	N	E	A	N	D	E	A	D	D	E	A	A	E	E	E	E
	Empathetic	E	N	A	D	E	E	E	A	D	A	A	A	A	E	N	E	A	N	D	E	A	D	D	E	A	A	E	E	E	E
	Concise	E	N	A	D	E	E	E	A	D	A	A	A	A	E	N	E	A	N	D	E	A	D	D	E	A	A	E	E	E	E

MAJOR OBSERVATION

Observing together Table 5.6 and the analysis of group observation in effective communication it is found that only S2, S15 and S18 remain at the novice level. These students displayed inadequacy in listening skills, lacked enthusiasm for seeking information, and struggled to articulate their understanding of the content during group discussions. Approximately ten students were categorized at approaching level. They demonstrated some improvement in listening skills, showed occasional interest in seeking information, and made attempts to present their ideas concisely during discussions. Less than half of the students (12) have reached at the emerging level. These students exhibited signs of active listening, displayed curiosity in seeking additional information, demonstrated empathy towards their peers' emotions, and showcased an enhanced ability to express their thoughts succinctly. Notably, five students (S4, S9, S19, S22, S23) have progressed to the developing level. They demonstrated strong active listening skills, actively sought information, consistently showed empathy towards their peers, and effectively communicated their thoughts to their peers during discussions.

The next CLT demonstrate the progression of students in interpersonal skill. The elaboration of the activity is explained below in next paragraph

TECHNIQUE 8- NUMBERED HEADS TOGETHER

DISCRIPTION OF THE ACTIVITY

The purpose of this group activity was to enhance interpersonal skills of the students. The group members have to communicate and interact with each other. For this each group was given a question that they have to discuss among the group, communicate their thoughts and interact with each other to come up with final answer. In this group activity students were divided into five groups with six students in each group. This group activity was done when researcher has taught the topic. Researcher gave all the member of the group a specific number. Researcher than posed a broader question “Describe three important buildings in your city or village. Are they located in a special part of the settlement (e.g. the centre)? What are the activities that take place in these buildings?”. All the members of the group have to discuss and come up with one answer. After the discussion researcher called out specific number of students to come forward and share their response with the class. The analysis of the students in this activity is tabulated and presented in table 5.7. The interaction of students in Numbered head together is presented below.

G1

This group comprised members S1, S3, S9, S11, S24 and S26. Initially, upon receiving the question S3 and S26 were observed sitting and giggling while S9, S11 and S24 engaged in a discussion. During this discussion S11 inquired if he could consider Inorbit Mall as a building to which the researcher advised him to reread the question and decide. Noticing S3 and S26's inactivity the researcher encouraged them to reflect on the question. After some time of thinking S2 generated a response while S3 struggled to provide one. Meanwhile, S1, S9, S11 and S26 formulated their answers. As they deliberated on whether to accept S11's initial response, S11 proposed an alternative answer that S9 and S26 found agreeable. Subsequently, both S3 and S26 were simply looking at their group members and did not show any sign of agreement with them. Ultimately, S9 documented all the points provided by the group members. All the group members considered S9, S11 and S26's response to consider as the final one.

This observation highlights the varied levels of engagement within the group and the dynamic process of collaboration and individual effort, facilitated by the researcher's guidance.

G2

In this group consisting of S7, S15, S21, S23, S17 and S28 varying levels of involvement were observed. S23 actively engaged in discussions with S7, S21 and S28 while S15 remained idle merely observing her group members. S17 was listening attentively to S23. Noticing the inactivity of S15 and S17 the researcher intervened and motivated them by asking probing questions. This encouragement enabled both S15 and S17 to generate their own points. Meanwhile, S7, S21, S23 and S28 continued their discussion each developing individual answers to the question. They collectively agreed upon the answers given by S7, S17 and S21.

This observation highlights the diverse engagement levels within the group and the positive impact of the researcher's intervention in fostering participation and idea generation among less active members.

G3

This group comprising students S2, S8, S12, S13, S20 and S29 were a question to discuss. Upon hearing the question S8 eagerly proposed considering a haunted building but the researcher advised against such options and encouraged the group to think of a unique alternative. S8 then suggested two old schools while S29 proposed two apartments. Meanwhile, S12 proposed his response and took on the task of listing the names of various buildings, while S13 remained idle not contributing to the group discussion until later suggesting a haunted garden which was also rejected by the researcher. Researcher prompted the group to think of another alternative. Subsequently, all members engaged in discussion with S8 persistently recommended for his preferred alternative which was ultimately rejected by the group. Throughout these interactions S2 and S20 remained silent prompting the researcher to intervene and prompt them with questions. While S20 managed to contribute a response fortunately S2 also made an attempt to contribute to the group by presenting his response. Eventually, through the discussion led by all the group arrived at the answer proposed by S2, S12 and S20.

This observation emphasizes the varied levels of engagement among group members, from active participation to more passive involvement. It also underscores the significant role of the researcher's guidance in directing the discussion towards a more fruitful conclusion

G4

In this group comprising S4, S16, S22, S25, S27 and S30 each member initially engaged in independent thought upon receiving the question. After some time S4 and S22 independently formulated their responses S16 also contribute by her own response. Meanwhile S27 and S30 arrived at similar responses. Throughout this process S25 remained silent opting to listen to her group members' discussions. The researcher intervened upon noticing her lack of contribution prompting her with questions that eventually led to her providing a response. While S4, S16, S22, S27 and S30 deliberated on the answers, S4 took on the role of explaining the pros and cons of each response. Following her explanation the group collectively decided on the responses proposed by S4, S22 and S30.

This observation underscores the diverse engagement levels within the group, from individual contemplation to collaborative decision-making.

Responses obtained from the group activity have been presented in table 5.7.

**TABLE 5.7 LEVEL OF ATTAINMENT OF SKILL DURING CLT 8-
NUMBERED HEADS TOGETHER**

		NUMBERED HEADS TOGETHER (T8)																													
Criterion		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
P E R S O N A L	Communication	E	A	A	D	A	A	E	A	D	A	E	E	E	A	A	E	A	A	A	E	E	D	D	E	A	A	E	E	E	E
	Active					B	B				B				B					B	B										
	Listener	E	A	A	D	S	S	E	A	D	S	E	E	E	S	A	E	A	A	S	S	E	E	D	D	E	A	A	E	E	E
	Encourage					E	E				E				E					E	E										
	Participation	E	A	A	D	N	N	E	A	D	N	E	E	E	N	A	E	A	A	N	N	E	E	D	D	E	A	A	E	E	E
Checks for understanding	E	A	A	D	T	T				T				T					T	T											

MAJOR OBSERVATION

Reading together Table 5.7 and the analysis of group observation in inter personal skill it is found less than half of the students (7) were classified at the approaching level. These students encountered challenges in maintaining focus during conversations and

expressing their ideas. They sought input from their group members and attempted to comprehend their perspectives. Thirteen students were categorized at the emerging level. While they generally listened to their peers, they occasionally experienced distractions. Their articulation of ideas lacked clarity, yet they made efforts to grasp their peers' viewpoints. Only four students achieved the developing level. These individuals demonstrated exemplary listening skills and communicated their ideas clearly, ensuring understanding among group members. They consistently strived for mutual understanding within the group.

The below table presents progression level of students from technique 2- write around to technique 8- numbered heads together.

Table 5.8 PROGRESSION LEVEL OF STUDENTS IN INTERPERSONAL SKILL

		WRITE AROUND (T2)																													
Criterion		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
P L I E N R S T S K E O I R N L A L	Communication	A	A	N	E	A	A	A	N	E	N	N	A	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
	Active Listener	A	B	N	E	A	A	A	N	E	N	A	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
	Encourage Participation	A	N	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
	Checks for understanding	A	N	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
		A	B	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N
		NUMBERED HEADS TOGETHER (T8)																													
Criterion		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
P L I E N R S T S K E O I R N L A L	Communication	E	A	A	D	A	A	E	A	D	A	E	E	E	A	E	A	A	A	A	E	E	D	D	E	A	A	E	E	E	E
	Active Listener	E	A	A	D	A	B	E	A	D	A	B	E	E	E	A	B	S	E	A	A	E	E	D	D	E	A	A	E	E	E
	Encourage Participation	E	A	A	D	E	S	E	A	D	E	S	E	E	E	E	S	E	E	E	E	E	D	D	E	A	A	E	E	E	E
	Checks for understanding	E	A	A	D	E	N	E	A	D	E	N	E	E	E	E	N	E	A	A	E	E	D	D	E	A	A	E	E	E	E
		E	A	A	D	A	B	E	A	D	A	B	E	E	E	A	B	S	E	A	A	E	E	D	D	E	A	A	E	E	E

Looking at both the techniques (T2 and T8) it shows the progression level of the students in interpersonal skill. The students who were at novice level in T2 have been progressed to approaching level in T8, a considerable improvement can be seen in S11, S12, S27, S28 and S30 who have progressed from novice level in T2 to emerging level in T8. Similarly, students who were at approaching level in T2 have progressed in T8 by reaching at emerging level. Students who were at emerging level in T2 have made a considerable progress by reaching at developing level in T8. However, six students (S5, S6, S10, S14, S18 and S19) progress cannot be determine in T8 as they remained absent in T8.

TECHNIQUE 9- THINK WRITE COMPARE

DISCRIPTION OF THE ACTIVITY

This activity was conducted to enhance effective communication of the students. In this activity students were expected to exchange their ideas, thoughts, opinions with their group members with clarity. Researcher has posed one question on which students were expected to discuss, think of the response and write it down within specified time. Since there were six members in each group, three pairs were formed so that they will compare their response among themselves and come out with answers. Interactions within each group have been presented below and the responses have been presented in table 5.9.

G1

This group comprised of three pairs - S16 and S25, S15 and S22 and S11 and S24 - each pair approached the task of responding to the question differently. Initially, all students first thought of the response and wrote it down. During subsequent discussion in the first pair S16 was prepared with her response while S25 struggled to generate any single point. Recognizing S25's difficulty the researcher intervened with probing questions to which S25 simply nodded her head. Along with assistance from S16; S25 was able to formulate her response. The second pair encountered a situation where S22 had written down all the points whereas S15 had not written a single one. S22 assisted by dictating her points to S15 who copied them down. In the third pair both S24 and S11 had written their responses. During discussion S24 read his points while S11 listened silently. However, when it was S11's turn to read his response S24 sought clarification from the researcher leading to the discovery that S11's answer was not appropriate. Upon comparison it was found that the responses of S22, S24 and S16 matched. Conversely, S15, S11 and S25 took help from their partners, their responses were similar with their partners.

This observation highlights the varying levels of preparedness, cooperation, and reliance on peers within the group. It underscores the importance of both individual effort and effective communication in achieving consensus and accuracy in group tasks.

G2

S3 and S29, S12 and S22, S28 and S30, S27 and S29 are the pairs that make up this group. After thinking for some time S28 and S30 wrote the response in their book. When S30 struggled over difficulties writing the response, S28 was able to assist by dictating his own response. S29 took some time to consider his answer before writing it. S3 needed more time to reflect before she could finally write her answers down. After the completion of their written responses, they individually shared them and their answers differ from one another. S12 encountered difficulties in structuring the sentences to which S22 provided assistance. S22 considered her answer and eventually wrote it. Few of S12's and S22's responses coincided when they shared their answers. S29 assisted S27 by answering his question after S27 took additional time to consider his options. They each explained their response to one another. S29 discovered similarities in their responses when comparing them. When it came time to compare the answers S24 said that his answer and those of S30, S29, S24, S22 and S12 generally matched. S30 reported that while S3's response was correct, it did not align with the others' responses. S30 remarked "Madam iska (S28) ka answer mera wala hai,".

This illustrates the importance of cooperation and communication in achieving consensus and accuracy in group tasks.

G3

S1 and S6, S9 and S20, S4 and S14, and S4 and S26 are the pairs in this group. All of the members began to consider the question when they received it and eventually each member began to write their own response. S1 read his response first and S6 listened to him in silence. Following S1's explanation S6 read aloud his response to which S1 listened and said "Okay." A little percentage of S6's response deviates from S1's response when they both gave the same response. S14 listened in silence as S4 read her response in front of her. S4 requested for an explanation when S14 narrated her answer which S14 was able to provide. S20 was listening and smiling as S9 gave his explanation. S20 then gave his response to which S9 said "sab thik hai." S26 exhibited a thoughtful approach observing her surroundings S26 was thinking of the answer and was looking to her surroundings, S4 inquired about her answer, to S26 replied that she hasn't written yet, S4 then explained her the difference between the houses. Though after receiving help from S4, S26 was able to write only one point. Upon comparing

the responses S4 noted that nearly every member's answers were similar in one way or another.

The observation highlights the varying approaches to cooperation and individual contribution within the group, ultimately leading to a convergence of responses with minor differences.

(Note: S4 was paired twice as three students were absent)

G4

Pairs S2 and S5, S8 and S7, S7 and S13, S17 and S21 make up this group. Each student began to consider the question after it was given. S5, S7, S13, and S21 were eventually able to write the response. S2, S8 and S17 took longer than others to come up with the solution. When the researcher noticed that they were taking a long time, she approached them and gave them an explanation of the houses that were covered in chapter 2. The researcher next instructed them to identify the distinction between these two kinds of homes. After giving them more time to reflect the researcher allowed them to eventually jot down a few points of difference. S5 read his response to which S2 listened but did not appear really engaged. S2 hesitated when he read his response. When S5 compare his (S5) response with S2's few of S2's answer matched with S5's. S7 read his response which S8 listened to but didn't pay attention to. S8 then read his response and made a mistake as well. Just one of S8's points matched with S7's response when the responses from S7 were compared. (S7 was paired twice) S7 was ready with his answer, he narrated his answer to S13. S13 listened to him but he lapsed attention. S13 then explained his answer to S7 at few places S7 asked for clarification, as S7 did not understand him. S21 and S27 presented each other an explanation of their responses. S21 discovered a variation in the responses after comparing them. Upon comparing the answers, S5 reported that every member's response was identical with the exception of S17's.

Overall, this highlights the varied levels of engagement, comprehension, and cooperation within the group, as well as the importance of active listening and clear communication in achieving consensus.

Responses obtained from the group activity have been presented in table 5.9.

**TABLE 5.9 LEVEL OF ATTAINMENT OF SKILL DURING CLT 9- THINK
WRITE PAIR COMPARE**

		THINK WRITE PAIR COMPARE (T9)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
EFFECTIVE COMMUNICATION	Active listener	D	A	E	M	E	E	D	E	M	A	E	E	E	D	A	E	A	A	A	E	E	D	D	E	A	A	E	E	D	E
	Information seeking	D	A	E	M	E	E	D	A	M	B	E	E	E	D	A	D	A	B	B	E	E	D	D	E	A	A	E	E	D	E
	Empathetic	D	A	E	M	E	E	D	A	M	E	E	E	E	D	A	D	A	E	E	E	E	D	D	E	A	A	E	E	D	E
	Concise	D	A	E	M	E	E	D	A	M	T	E	E	E	D	A	D	A	T	T	E	E	D	D	E	A	A	E	E	D	E

MAJOR OBSERVATION

Analysing together Table 5.9 and analysis of group observation in effective communication skills it is found that at none of the students were observed at novice level suggesting that all students had surpassed this initial stage of skill development. However, a group including S2, S8, S15, S17, S25, and S26 were still at the approaching level. Despite progress, they encountered challenges such as maintaining attention during interactions, seeking relevant information, and articulating their thoughts effectively. The emerging level comprised less than half of the students (12) indicating a growing proficiency. These students demonstrated intermittent lapses in attention but showed efforts in active listening and seeking information. However, some struggled with conveying ideas coherently, occasionally including irrelevant information. A notable proportion of students seven in total reached the developing level. Here they exhibited refined active listening skills, maintaining focus during interactions. Additionally, they offered meaningful support to their peers and expressed their ideas with clarity and conciseness. Remarkably, two students S4 and S9 attained the mastery level. Their engagement was exemplary, providing insightful feedback to peers and offering substantial support. Their ability to convey ideas with precision underscored their advanced communication skills.

The below table presents the progression of students in effective communication from T7 to T9

TABLE 5.10 PROGRESSION LEVEL OF STUDENTS IN EFFECTIVE COMMUNICATION SKILL

STUDENTS TEAMS ACHIEVEMENT DIVISION (T7)																																	
EFFECTIVE COMMUNICATION	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30		
	Active listener	E	N	A	D	E	E	E	E	D	A	A	A	A	E	N	E	A	N	D	E	A	D	D	E	A	A	E	E	E	E		
	Information seeking	E	N	A	D	E	E	E	A	D	A	A	A	A	E	N	E	A	N	D	E	A	D	D	E	A	A	E	E	E	E		
	Empathetic	E	N	A	D	E	E	E	A	D	A	A	A	A	E	N	E	A	N	D	E	A	D	D	E	A	A	E	E	E	E		
	Concise	E	N	A	D	E	E	E	A	D	A	A	A	A	E	N	E	A	N	D	E	A	D	D	E	A	A	E	E	E	E		
THINK WRITE PAIR COMPARE (T9)																																	
EFFECTIVE COMMUNICATION	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30		
	Active listener	D	A	E	M	E	E	D	E	M	A	B	E	E	E	D	A	E	A	A	B	B	E	E	D	D	E	A	A	E	E	D	E
	Information seeking	D	A	E	M	E	E	D	A	M	S	E	E	E	E	D	A	D	A	S	S	E	E	E	D	D	E	A	A	E	E	D	E
	Empathetic	D	A	E	M	E	E	D	A	M	N	E	E	E	E	D	A	D	A	N	N	E	E	D	D	E	A	A	E	E	D	E	
	Concise	D	A	E	M	E	E	D	A	M	T	E	E	E	E	D	A	D	A	T	T	E	E	D	D	E	A	A	E	E	D	E	

The table shows the progression level of students in T7 and T9 in effective communication skill. Three students (S2, S15 and S18) have progressed from novice level in T7 to approaching level in T9. Very few students (S3, S11, S12, S13, S21) have progressed from approaching level to emerging, while few students (S8, S17, S25, S26) remained at approaching level. Only five students have made progress from emerging level in T7 to developing level in T9. However, seven students (S5, S6, S20, S24, S27, S28, S30) didn't made progress and remained at emerging level in T9. A considerable progression was seen in two students (S4, S9) who progressed from developing level in T7 to mastery level in T9.

The next preceding paragraph reflects the level of progression of the students in CLT 10

TECHNIQUE 10- RECIPROCAL TEACHING

DISCRIPTION OF THE ACTIVITY

This group activity was conducted to enhance critical thinking skill and coping with stress. In this activity students are required to analyze and interpret information critically in order to arrive at an objective conclusion. While working in the group, students have to be aware of stress, manage stress, find support system and be resourceful. In this group activity researcher told that all the students will discuss new topic and each will get a unique role to play. The details of each role in presented in lesson plan in Appendix XI. For this activity researcher has provide a worksheet to be

filled by the students when they will be working in the group. The responses of the students were analysed and tabulated in table 5.11. The performance of students in the group activity is mention below.

G1

In this group consisting of members S7, S14, S18 and S28 each individual played a distinct role in the learning process. Initially, S18 designated as the predictor faced difficulty in predict what they are going to learn in the topic. However, with guidance from the researcher through probing questions S18 understood and successfully predicted the topic's focus. Meanwhile, S14 in the role of the questioner posed questions that resulted in discussion between S7 and S28. Later S7 engaged in discussions with both S14 and S28 regarding the summary content. Although all members contributed in reading and discussing from the textbook it was ultimately S7 who synthesized the topic of the chapter into summary. Throughout the process S18 remained inactive in the group's interactions.

This observation highlights the diverse roles assumed by each member within the group and the varying levels of engagement and contribution.

G2

In this group comprised of S9, S13, S17 and S29 each member played a distinct role in contributing to the discussion. Initially S17 faced difficulty in predicting the topic but with the assistance of probing questions from the researcher she predicted the focus of the topic. S29 being a clarifier was able to clarify the meaning of the difficult word. S9 put forward three questions, only his second question was answered by all the members. S13 was able to summarize all the points though it was incomplete.

This underscores the differing effectiveness of each group member in their designated roles and emphasizes the crucial role of facilitator support in enhancing the group's comprehension and engagement with the topic.

G3

Within this group consisting of members S11, S12, S23 and S24 each individual played a significant role in completing the worksheet task. S11 was predictor, but he was unable to identify the key points to which S24 helped him. S12 was able to identify the main ideas of the contents and wrote two questions which were answerable by all the

members. S24 was unable to understand meaning of a word, to which he asked researcher. After getting clarification from the researcher, he wrote it in the worksheet provided. S23 wrote summary of the topic at her own, without taking help from any member.

This highlights the cooperative effort within the group, the importance of peer support and the valuable role of facilitator intervention in addressing comprehension challenges.

G4

In this group consisting of S1, S16, S27 and S30 each member engaged with the topic in a distinct manner demonstrating varied effectiveness in their roles. S27 assigned as the predictor initially struggled to identify the focus of the topic. With support from S1; S27 was able to understand and predict the main points of the topic. S30 effectively framed questions related to the topic and posed them to the group. All members actively searched for answers in the textbook, demonstrating collaborative engagement in finding solutions. S16 clarified difficult words, raised by S27 and S30. S1 independently read the content from the textbook and successfully summarized it in the worksheet, showcasing his ability to synthesize information effectively.

This highlights the cooperative effort and varied contributions within the group. It underscores the importance of peer support and the roles each member plays in facilitating a comprehensive understanding of the topic.

G5

Within this group comprised of members S2, S5, S10 and S22 each individual played a crucial role in contributing to the collective learning process. Being predictor S2 was unable to predict what they are going to learn in the given topic. S5 helped him in identifying the focus of the topic. Despite encountering challenges, particularly in identifying main ideas S10 in the role of the questioner encountered difficulty in identifying main ideas; however, with guidance from the researcher he crafted questions and asked to his group members. S5's role as a clarifier proved invaluable in enhancing understanding as he skilfully addressed difficult words raised by S10. Meanwhile S22 being a summarizer, solely summarized the topic.

Overall, this underscores the importance of cooperative effort, facilitator support, and individual initiative in enhancing group learning and ensuring that all members can contribute meaningfully to the task.

G6

In this group consisting of members S6, S8, S15, S19 and S21 each participant contributed uniquely to the collaborative effort. S8 being predictor was unable to predict what they are going to discuss in the topic, upon getting guidance from S19, he was able to predict the focus of the topic. S21 being questioner was able to identify the main ideas and framed two question which was answerable by S6 and S19. S15 and S19 were clarifier, though S15 was not able to clarify the difficult words stated by S6, S8 and S21; S19 clarified it. S6 himself read the topic and was able to summarize the content.

This highlights the diverse contributions within the group, the importance of peer support and guidance, and the effective collaboration that enhances collective learning.

G7

Within this group consisting of S3, S4, S20 and S25 each member demonstrated unique contributions and collaborative efforts towards the task at hand. S3 being predictor initially encountered difficulty in identifying the key idea but with input from S4 she successfully arrived at the correct prediction. S25 being questioner was unable to frame single question, researcher intervene and helped S25 to frame questions. S4 being clarifier addressed doubts raised by S3, S20 and S25. Meanwhile, S20's collaboration with S4 during the summary-writing process exemplified teamwork and mutual support contributing to a group dynamic.

This observation underscores the diverse contributions and the importance of peer and facilitator support in enhancing group dynamics and individual performance. It demonstrates how cooperation and mutual support can lead to a comprehensive understanding and successful task completion.

Responses obtained from the group activity have been presented in table 5.11

**TABLE 5.11 LEVEL OF ATTAINMENT OF SKILL DURING CLT 10-
RECIPROCAL TEACHING**

RECIPROCAL TEACHING (T10)																																	
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30		
CRITICAL THINKING	Understanding	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	A	E	D	D	D		
	Open minded	D	A	E	M	D	D	D	A	M	A	D	E	E	D	A	D	E	A	M	E	E	M	M	D	A	A	A	B	E	D	D	D
	Creativity	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	A	A	S	E	D	D	D
	Divergent thinking	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	A	A	N	E	D	D	D
COPING WITH STRESS	Rational thinker	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	A	A	E	D	D	D	
	Stress management	D	A	E	M	D	D	D	A	M	A	D	E	E	D	A	D	E	A	M	E	E	M	M	D	A	A	A	B	E	D	D	D
	Optimistic	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	A	A	S	E	D	D	D
	Reflective thinker	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	A	A	T	E	D	D	D

MAJOR OBSERVATION

The observation made on the basis of the findings from Table 5.11 and analysis of group observation highlight the progression of students' critical thinking skills and their ability to cope with stress. A small subset of students including S2, S8, S10, S15, S18 and S25 showed slower progress often struggling to express creative thoughts and exhibiting signs of stress when faced with individual tasks. A significant portion of the students (8) were observed to be at an emerging level where they displayed interest in diverse perspectives but faced challenges in generating creative ideas effectively. Despite this they showed some capability in identifying and managing sources of stress, albeit with noticeable tension. The majority of students (10) had reached at developing level demonstrating a deeper appreciation for diverse viewpoints and showcasing unique ideas. They also displayed a commendable ability to manage stress by engaging with peers and researchers for support. Five students (S4, S9, S19, S22, and S23) stood out for their mastery level performance. These students exhibited a profound understanding of key concepts, consistently generated original ideas, and adeptly tackled problems with creative solutions. Importantly, they demonstrated exemplary stress management skills, maintaining composure even in challenging situations.

The below table presents the progression of students in critical thinking skill from T1 to T10

TABLE 5.12 PROGRESSION LEVEL OF STUDENTS IN CRITICAL THINKING

ROUND TABLE (T1)																															
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
CRITICAL THINKING	Understanding	A	B	A	E	A	A	A	N	E	N	A	A	A	A	A	A	N	N	E	A	A	A	A	A	N	N	A	A	A	
	Open minded	A	S	N	E	A	A	A	N	E	N	N	N	A	A	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Creativity	A	E	N	E	A	A	A	N	E	N	N	N	A	N	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Divergent thinking	A	N	N	E	A	A	A	N	E	N	N	A	N	N	N	N	N	N	E	A	A	A	N	A	N	N	N	A	A	A
RECIPROCAL TEACHING (T10)																															
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
CRITICAL THINKING	Understanding	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	B	E	D	D	D
	Open minded	D	A	E	M	D	D	D	A	M	A	D	E	E	D	A	D	E	A	M	E	E	M	M	D	A	S	E	D	D	D
	Creativity	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	E	E	D	D	D
	Divergent thinking	D	A	E	M	D	D	D	A	M	A	E	E	E	D	A	D	E	A	M	E	E	M	M	D	A	N	E	D	D	D

The table shows the progression of students from T1 to T10 in critical thinking skill. Four students (S8, S10, S15, S18, S25) who was at novice level in T1 have reached to approaching level in T10. Remarkably, many students (S3, S11, S12, S13, S17, S27) who were at novice level in T1 have reached to emerging level in T10. A sudden progression was seen in S14 and S16 who were at a mix of novice and approaching level in T1 has progressed to developing level in T10. A remarkable progression was seen in S22 and S23 who were at approaching level in T1 have attend the level of mastery in T10.

The next CLT- Quiz-quiz trade elaborates students' attainment level and their progression, which is present in below paragraphs.

TECHNIQUE 11- QUIZ-QUIZ TRADE

DISCRIPTION OF THE ACTIVITY

This group activity was conducted to enhance decision making skill of the students. Students were expected to choose the possible solution by considering various factors. Each student received a flashcard. Question was written on front of the flashcard and answer was written on back side of the flashcard. Students have to hold the flashcard and find a partner to answer the question within the group. This activity continues until

all the students have answered all the questions. Students were divided into groups with six students in each group.

1. Where does North Temperate Zone lie?
2. Where does Torrid Zone lie?
3. Between which parallels of latitudes is the Torrid Zone situated?
4. What divides the earth into the eastern and the western hemispheres?
5. What time does earth take, rotating from one degree longitude to next longitude?
6. Which of the following zone is situated between $66^{\circ}30'$ S and poles?

The responses were analysed and tabulated in the table 5.13. The performance of the students in this group activity is mention below.

G1

In this group composed of S1, S2, S3, S8, S19 and S22 each student held different sets of question cards for a collaborative activity. Initially, S1, S2 and S3 asked questions to S8, S19 and S22 respectively. While S8, S19 and S22 were able to respond to the questions. S8's response though it turned out to be incorrect. After completing this round S8, S19 and S22 assumed the role of questioners asking questions to S1, S2 and S3 respectively. In this round, S2's response proved to be correct while S3's response was incorrect and S1 was unable to answer the question. Following this the students exchanged their flashcards pairing up with new partners within the group until all members had the opportunity to respond to all questions.

This underscores the collaborative nature of the activity, where each member had the chance to both ask and answer questions, promoting engagement and interaction within the group. It also highlights the importance of careful consideration in responding to questions to ensure accuracy.

G2

In this group consisting of S7, S11, S15, S16, S17 and S24 each member held unique sets of flashcards for a collaborative activity. Initially, S7, S15 and S17 asked questions to S11, S16 and S24 respectively. While S16 and S24 provided correct answers S11's response was inappropriate. Upon switching roles S11, S16 and S24 assumed the role of questioners posing questions to S7, S15 and S17. In this round S7's response was correct but S17's answer was incorrect. Meanwhile, S15 attempted to formulate a

response but ultimately couldn't provide an answer. Following this the students exchanged their flashcards pairing up with new partners within the group until all members had the opportunity to both ask and answer questions.

This highlights the interactive nature of the activity, promoting engagement and participation among group members. It also underscores the importance of careful consideration in providing responses to ensure accuracy.

G3

In this group consisting of S5, S9, S13, S27, S28 and S30 each member engaged in a cooperative activity using unique sets of flashcards. Initially, S5, S9 and S13 asked questions to S27, S28 and S30 respectively. While S28 and S30 provided correct answers S27's initial response was incorrect. However, upon further thinking S27 provided a correct response. Upon switching roles S27, S28 and S30 posed questions to S5, S9 and S13. In this round all three members provided correct answers. Following this the students exchanged their flashcards pairing up with new partners within the group until all members had the opportunity to both ask and answer questions.

This highlights the cooperative nature of the activity where each member had the chance to both ask and answer questions, promoting engagement and interaction within the group. It also underscores the importance of persistence and careful consideration in arriving at correct responses.

G4

In this group consisting of S4, S6, S10, S20, S21 and S23 each member participated in a collaborative activity using unique sets of flashcards. Initially S4, S6 and S10 posed questions to S20, S21 and S23 respectively. Among them S20, S21 and S23 provided correct answers demonstrating their understanding of the material. Upon switching roles S20, S21 and S23 then posed questions to S4, S6 and S10. In this round both S4 and S6 provided correct responses while S10 faced difficulty in providing an accurate answer. Following this the students exchanged their flashcards pairing up with new partners within the group until all members had the opportunity to both ask and answer questions.

This emphasizes the cooperative nature of the activity, where each member had the chance to both ask and answer questions, fostering engagement and interaction within

the group. It also underscores the importance of accuracy and understanding in providing responses to ensure successful completion of the task.

G5

In this group consisting of S12, S19, S25 and S29 each member participated in a collaborative activity using unique sets of flashcards. Initially S12 asked a question to S25 and S19 posed a question to S29. While S29 provided a correct answer S25 encountered difficulty in formulating a response. Following this session S25 took on the role of questioner and posed a question to S12 while S29 asked a question to S19. In this round both S12 and S19 were able to provide correct answers. Following the completion of this round the students exchanged their flashcards pairing up with new partners within the group until all members had the opportunity to both ask and answer questions.

This highlights the cooperative nature of the activity, where each member had the opportunity to contribute and engage with the material. It also underscores the importance of support and cooperation within the group to ensure successful completion of the task.

Responses obtained from the group activity have been presented in table 5.13.

TABLE 5.13 LEVEL OF ATTAINMENT OF SKILL DURING CLT 11- QUIZ QUIZ TRADE

		QUIZ QUIZ TRADE (T11)																																
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30			
DECISION MAKING	Think out of Box	D	A	E	M	D	D	D	E	M	A	E	E	D	A	A	D	E	A	M	D	D	M	M	D	A	A	E	D	D	D			
	Logical Analysis	D	A	E	M	D	D	D	E	M	A	E	E	D	B	S	A	D	E	B	S	M	D	D	M	M	D	A	B	S	E	D	D	D
	Risk Taker	D	A	E	M	D	D	D	E	M	A	E	E	D	E	N	A	D	E	E	N	M	D	D	M	M	D	A	E	N	E	D	D	D
	Communication	D	A	E	M	D	D	D	E	M	A	E	E	D	T	A	D	E	T	M	D	D	M	M	D	A	T	E	D	D	D	D		

MAJOR OBSERVATION

Reading together Table 5.13 and the analysis of group observations in decision making skill it is found that few students (S2, S10, S15, and S25) were observed to be at the approaching level. During question-answer sessions these students occasionally demonstrated creativity, albeit relying mostly on traditional methods. They displayed some logical reasoning but often overlooked available evidence. While answering

questions they occasionally considered the pros and cons of different approaches but lacked depth in communicating their ideas with expert knowledge. Approximately five students (S3, S8, S11, S17 and S27) were also categorized at the approaching level. These students struggled to generate creative ideas, often providing direct answers without considering the advantages and disadvantages of various approaches. Less than half of the students (10) had progressed to the developing level. These individuals showcased creative ways of presenting answers, employed logical reasoning, and confidently weighed the pros and cons of their responses. Their communication style was notably effective in conveying ideas.

Five students (S4, S9, S19, S22, S23) had reached mastery level. These students consistently exhibited exceptional creativity and applied logical reasoning while answering questions. Their responses were exceptionally clear and articulate.

TECHNIQUE 12 - GROUP PROBLEM SOLVING

DESCRIPTION OF THE ACTIVITY

This activity was conducted to enhance problem solving skill and decision-making skills of the students. Students were supposed to identify the problem, brainstorm it, analyse the solution and decide the best possible solution. Researcher has posed one question to which all the students in the group have to discuss among themselves and arrive at a solution. The question posed was “How can the stereotype, that girls are a burden on their parents affects the life of a daughter? Imagine this situation and list at least two different effects that this stereotype can have on the way daughters get treated in the house”. The response has been analysed, tabulated and presented in table 5.14. The progress of the students in this group activity is mention below.

G1

This group consisted of S1, S8, S10, S14 and S20. After receiving the question all the members individually started thinking. After some time, they engaged in group discussion where each member explained their own solution. Adhering to the activity rule which mandated selecting only two solutions; the group collectively discussed on the solutions put forward by each member. S14 took on the role of writing all suggested solutions. All the member were deciding which solution is the best, so they all asked among each other by saying “*kaunsa answer thik hai?*”. (“Which answer to consider?”) among themselves. After reflecting for some time, S14 recommended adopting the

solution proposed by S1 while S1 advocated for considering the solution offered by S20. The group ultimately decided to consider the solutions presented by both S1 and S20.

This highlights the cooperative decision-making process within the group, characterized by open dialogue, active participation, and collective decision-making.

G2

In this group comprising S5, S7, S15, S17 and S23 the researcher was present actively listening to their discussions. Initially, S5 and S7 presented their solutions followed by S15 sharing her thoughts. The researcher intervened with a question when S15's response lacked clarity to this she remained silent. When S17 put forward her solution it too lacked clarity leading the researcher to pose questions to both S15 and S17 to which they provided answers. Subsequently, S23 presented her solution to the group. During the discussion to select two solutions both S7 and S5 advised to consider their own solutions. However, when S23 objected and proposed her solution S7 asked for clarification. In response S23 reflected on her solution and eventually agreed with S5 and S7. S15 and S17 also agreed with the solutions proposed by S5 and S7.

This underscores the dynamic interaction within the group, characterized by active participation, thoughtful consideration, and constructive dialogue. It highlights the role of the researcher in facilitating clarity and guiding the discussion towards a consensus, ultimately leading to a cooperative decision-making process.

S3

In this group comprising S4, S9, S16, S18, S19 and S30 each member initially took some time to think on the question. S4 took the initiative and shared her response with the group followed by contributions from S9, S19, S16 and S30. However, S18 remained silent initially. The researcher intervened by asking few questions to S18 to express his preference on what he will do in such a situation. With encouragement, S18 was able to articulate an answer. During the discussion to select only two solutions all members were actively engaged while S18 was observed laughing. S4 wrote all the solutions proposed by the members. Eventually, S4 suggested considering her solution and that of S9 to which everyone agreed.

This highlights the importance of inclusive participation and facilitation in ensuring that all group members feel empowered to contribute their ideas. It also underscores the role of cooperative decision-making in reaching a consensus that satisfies the group as a whole.

G4

In this group consisting of S2, S11, S21, S22 and S28; S22 took the initiative to present her solution upon receiving the question, followed by contributions from S21 and S28. Seeing S2 and S11 not contributing researcher has to intervene and enquired about their difficulty. Upon knowing their problem of not understanding the question, researcher explained them the question by giving example of their own. Throughout the discussion S22 wrote all proposed solutions. Eventually both S22 and S28 suggested considering their solutions to which everyone in the group readily agreed.

It also demonstrates the effectiveness of cooperative decision-making in reaching a consensus that satisfies the group as a whole.

G5

In this group comprising S3, S6, S12, S13, S25 and S27; upon receiving the question active engagement was observed from some members. S6 was the first to propose a solution followed by contributions from S12 and S13. However, S3, S25 and S27 remained inactive initially. Recognizing their lack of participation the researcher approached them to understand their preferences in the given situation. While S3 and S27 managed to formulate solutions and shared it with the group, S25 struggled to come up with any solution. Subsequently, when discussing which solutions to consider both S6 and S12 advised for considering their own solutions which was met with opposition from S13. After thorough discussion the group ultimately agreed to accept the solutions proposed by S12 and S13.

This observation underscores the importance of active participation and open communication in group dynamics. It also highlights the role of facilitation in ensuring that all members are included in the decision-making process.

Response obtained from the group activity have been presented in table 5.14.

**TABLE 5.14 LEVEL OF ATTAINMENT OF SKILL DURING CLT 12- GROUP
PROBLEM SOLVING**

		GROUP PROBLEM SOLVING (12)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
PROBLEM SOLVING	Pragmatic	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	A	A	E	D	D		
	Creative	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	A	A	A	E	D	D	
	Active listener	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	E	A	E	E	D	D	
	Collaboration	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	E	A	E	D	D		
DECISION MAKING	Think out of Box	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	A	A	E	D	D		
	Logical Analysis	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	A	A	A	E	D	D	
	Risk Taker	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	E	A	E	E	D	D	
	Communication	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	E	A	E	D	D		

MAJOR OBSERVATION

Analysing both Table 5.14 and analysis of the group observation in problem solving skill and decision-making is it found that only three students (S10, S18 and S25) were categorized at the approaching level. While they applied their knowledge inconsistently and sometimes listened to their peers, they struggled with maintaining focus and engaging with their peers. Moreover, they failed to consider logical reasoning in decision-making. Less than half of the students were classified at the emerging level. They displayed a basic understanding of problem-solving and demonstrated some innovation. Although they engaged with their peers and shared ideas, they encountered difficulties in generating creative solutions. However, they showed willingness to take risks by considering different approaches to decision-making. Similarly, less than half of the students reached the developing level. They effectively applied their knowledge and showed originality in problem-solving with minimal guidance. Engaging actively with peers, they contributed ideas with focus and confidence. In decision-making, they consistently generated creative solutions and showed confidence in taking risks. A handful of students achieved mastery level. They exhibited a high level of originality and innovation in problem-solving, demonstrating empathy and meaningful

engagement with peers. Proposing solutions fearlessly, they embraced risk-taking and considered various approaches to decision-making with exceptional creativity.

The table below shows the progression of students in decision making skill in T11 and T12.

TABLE 5.15 PROGRESSION LEVEL OF STUDENTS IN DECISION MAKING SKILL

QUIZ QUIZ TRADE (T11)																																		
DECISION MAKING	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30			
	Think out of Box	D	A	E	M	D	D	D	E	M	A	E	E	D	A	B	A	D	E	A	B	M	D	D	M	M	D	A	A	B	E	D	D	D
	Logical Analysis	D	A	E	M	D	D	D	E	M	A	E	E	D	E	A	D	E	E	S	E	M	D	D	M	M	D	A	E	E	D	D	D	
	Risk Taker	D	A	E	M	D	D	D	E	M	A	E	E	D	N	A	D	E	N	M	D	D	M	M	D	A	A	N	E	D	D	D	D	
	Communication	D	A	E	M	D	D	D	E	M	A	E	E	D	T	A	D	E	T	M	D	D	M	M	D	A	A	T	E	D	D	D	D	
GROUP PROBLEM SOLVING (12)																																		
DECISION MAKING	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30			
	Think out of Box	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	A	B	A	B	E	D	B	D		
	Logical Analysis	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	E	A	E	E	D	E	D	D		
	Risk Taker	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	N	A	N	E	D	N	D	D		
	Communication	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	T	A	T	E	D	T	D	D		

Table 5.15 shows the progression level of students in decision making skill. Not much progression is seen in T11 and T12. Only S2 and S15 progressed from approaching level in T11 to emerging level in T12. All the students remained at the same level where they were in T11. As no other activity was conducted between T11 and T12, it could be the reason that students did not progress to higher level.

TABLE 5.16 PROGRESSION LEVEL OF STUDENTS IN PROBLEM SOLVING SKILL

STRUCTURED PROBLEM SOLVING (T3)																															
PROBLEM SOLVING	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
	Pragmatic	E	B	N	E	A	A	A	N	E	N	N	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	A	B	N
	Creative	E	S	N	E	A	A	A	N	E	N	A	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	A	S	N
	Active listener	E	E	N	E	A	A	A	N	E	N	N	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	A	A	E	N
	Collaboration	E	N	N	E	A	A	A	N	E	N	N	N	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	A	N	N
GROUP PROBLEM SOLVING (12)																															
PROBLEM SOLVING	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
	Pragmatic	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	S	A	S	E	D	S	D
	Creative	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	E	A	E	E	D	E	D
	Active listener	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	N	A	N	E	D	N	D
	Collaboration	D	E	E	M	D	D	D	E	M	A	E	E	D	M	E	D	E	A	M	D	D	M	M	T	A	T	E	D	T	D

Table 5.16 shows the progression of the students in problem solving skill in T3 and T12. From the table it can be seen that students shown a great progress as students who were at approaching level (S5, S6, S7, S16, S20, S21, S28) in T3 have reached at developing level in T12. Notably, S14 who was at approaching level in T3 have reached at mastery level in T12. Few students (S3, S8, S11, S12, S15, S17, S27) made a slow progress as they were at novice level in T3 and have reached at emerging level in T12.

TECHNIQUE 14- THREE STAY ONE STRAY

DISCRIPTION OF THE ACTIVITY

This group activity was conducted to enhance self-awareness skill and interpersonal skill of the students. Through this group activity students were expected to communicate effectively with their peers in diverse environment, have to demonstrate high ability to think of multiple perspective, have to make sure that all group members contribute to major points. This activity was conducted after researcher has taught the topic. Researcher has then posed five different questions for five groups.

Group 1) Why is a person driving without licence jailed or fined large amount of money?

Group 2) Do you think it is important for people to be involved in decisions that affect them? Give two reasons for your answer.

Group 3) Which type of government would you prefer to have in the place you live in? Why?

Group 4) According to you who should get voting rights?

Group 5) What are the three main features of a democracy?

Students were expected to individually think on the question and then to discuss in the group. After the discussion and formulation of response one member has to go to other groups to the share their groups response. The responses received have been tabulated and presented in the table 5.17. The performance of students in this group activity is mention below. (Note: as the activity was too long and the available time limited the activity was cut shot and limited to group discussion only and one group member to voluntarily become the spoke person (stray).

G1

In this group comprising S1, S13, S17, S19, S25 and S28 each member initially took time to reflect upon the question posed. S19 then assumed a leadership role by sharing

her viewpoints followed by contributions from S13, S17, S1 and S28. S25 took more time to think and was able to put forward her view points. Now the group has to compile the viewpoints that was put forward by all. S19 took the initiative to jot down all the points and with collaborative input from S1, S13, S25 and S28 she reframed the group's response. Recognizing her contributions, the group unanimously chose S28 as the spokesperson ("stray") a role he willingly accepted.

The observation underscores the importance of self-awareness in recognizing individual strengths and areas for improvement, as well as the value of interpersonal skills in facilitating constructive group interactions

G2

This group comprised of S3, S6, S18, S21, S23 and S29. S6 demonstrated leadership and initiative by sharing his viewpoints first. His contribution was followed by S21, S23, S29 and S3. Noticing S18's lack of participation the researcher intervened and posed a few questions to him. Although S18 responded his answer was not appropriate. To compile the group's points, S6 took the initiative to jot down the responses with the assistance of S23 and S21. When the researcher inquired about who would take on the role of the spokesperson (stray), the group initially remained silent, reflecting hesitation or uncertainty in taking up the responsibility. After a brief pause, S6 volunteered to be the stray.

This highlights the significance of self-awareness in recognizing one's ability to lead and the value of interpersonal skills in facilitating effective cooperation. Although few students responded to the question their answer lacked depth.

G3

In this group comprising S2, S4, S14, S24 and S30 each member initially took time to think on the posed question. S4 was the first to present her viewpoints setting the stage for the discussion. Her contributions were followed by S14, S24 and S30 who actively engaged in sharing their perspectives. S2 exhibited hesitation in presenting his response due to uncertainty. He seeks clarification from S24. After receiving the necessary guidance S2 articulated his viewpoints that lack clarity. When it came time to decide who would take on the role of the stray (spokesperson), no member volunteered indicating a reluctance or lack of confidence in assuming the responsibility. Observing

this the researcher intervened and designated S30 as the stray ensuring that the group had a representative to communicate their collective insights.

This scenario illustrates the dynamics of group interaction, highlighting the importance of individual initiative, the necessity of seeking clarification, and the crucial role of facilitation in guiding group roles and responsibilities.

G4

This group consisting of members S5, S7, S10, S11, S16 and S26. After receiving the question all the members started thinking. After some time S7 initiated the discussion by presenting his perspectives which was subsequently joined by contributions from S5, S11 and S26. However, S10 and S26 encountered challenges in formulating their responses. Researcher observed this and approached towards S10 with a different question to which he was able to provide a response though not appropriate. Meanwhile, S26 turned to S16 for help in refining her thoughts and with S16's guidance she eventually found clarity. When the group was prompted to identify spokesperson (stray) S7 stepped forward.

This dynamic interaction illustrates the cooperative process within the group, where members supported each other in navigating complex discussions and reaching consensus.

G5

Within this group consisting of S9, S12, S15, S20, S22 and S27 all members engaged in thoughtful reflection. S9 was ready with his response and eagerly wanted to share his response followed by contributions from S12, S20 and S22. Meanwhile, S27 did not respond and told researcher that he needs some more time, he discussed it with S20 and was ready with the response. S15 remained notably silent this prompted the researcher to directly inquire about her perspective. She maintained her silence even when asked for her preference on a different question. However, when prompted again about the original question she offered her thoughtful response though her response seems incomplete. Interestingly, S9 ultimately volunteered to become spokesperson (stray) to which everyone readily agreed.

This narrative reflects the varied dynamics within the group, with members demonstrating different levels of participation and engagement, ultimately leading to a harmonious resolution.

Response obtained from the group activity have been presented in table 5. 17

TABLE 5.17 LEVEL OF ATTAINMENT OF SKILLS IN CLT 14 – THREE STAY ONE STRAY

		THREE STAY ONE STRAY (T14)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
SELF AWARENESS	Communication	M	E	D	M	D	D	M	A	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Open minded	M	E	D	M	D	D	M	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Committed	M	E	D	M	D	D	M	S	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Reflective thinker	M	E	D	M	D	D	M	E	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
INTER PERSONAL SKILL	Communication	M	E	D	M	D	D	M	A	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Active Listener	M	E	D	M	D	D	M	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Encourage Participation	M	E	D	M	D	D	M	E	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Checks for understanding	M	E	D	M	D	D	M	N	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M

MAJOR OBSERVATION

Reading together table 5.17 and the analysis of group observation it was found, that in the self-awareness and interpersonal skills only one student remained at the approaching level, struggling to express ideas and maintain attention during group discussions. This student sought input from peers to aid comprehension. One third of the students reached the emerging level, thinking through responses within their own experiences and making efforts to seek input from peers while striving for mutual understanding. Less than half of the students (10) progressed to the developing level displaying a deep interest in and respect for their peers' viewpoints. They consistently demonstrated effective listening skills and actively sought input from others. Another less than half of the students achieved mastery (11) exhibiting a strong commitment to tasks and an advanced ability to consider multiple perspectives. They not only understood their peers but also effectively conveyed their own viewpoints for mutual understanding.

The below table 5.18 presents the progression level of students in self-awareness

TABLE 5.18 PROGRESSION LEVEL OF STUDENTS IN SELF-AWARENESS

WRITE AROUND (T2)																																
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
SELF AWARENESS	Communication	A	B	N	E	A	A	A	N	E	N	N	A	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N	
	Open minded	A	B	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N	
	Committed	A	B	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N	
	Reflective thinker	A	B	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N	
THREE STAY ONE STRAY (T14)																																
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
SELF AWARENESS	Communication	M	E	D	M	D	D	M	A	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Open minded	M	E	D	M	D	D	M	A	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Committed	M	E	D	M	D	D	M	A	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Reflective thinker	M	E	D	M	D	D	M	A	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M

Table 5.18 shows the progression level of students in self-awareness from T2 to T14. A considerable progression was seen in S30 who was at novice level in T2 and reached at the level of mastery in T14. Notably, S3, S11, S12, S13, S28 who were at novice level in T2 have reached at developing level in T14.

TABLE 5.19 PROGRESSION LEVEL OF STUDENTS IN INTERPERSONAL SKILL

WRITE AROUND (T2)																																
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
INTER PERSONAL SKILL	Communication	A	B	N	E	A	A	A	N	E	N	N	A	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N	
	Active Listener	A	B	N	E	A	A	A	N	E	N	N	A	A	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	A	
	Encourage Participation	A	B	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N	
	Checks for understanding	A	B	N	E	A	A	A	N	E	N	N	N	N	A	N	A	N	N	E	A	A	E	E	A	N	N	N	N	A	N	
NUMBERED HEADS TOGETHER (T8)																																
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
INTER PERSONAL SKILL	Communication	E	A	A	D	A	A	E	A	D	A	E	E	E	A	A	E	A	A	A	A	E	E	D	D	E	A	A	E	E	E	
	Active Listener	E	A	A	D	A	B	S	E	A	D	A	B	S	E	E	E	A	E	A	A	B	S	S	E	E	D	D	E	A	A	
	Encourage Participation	E	A	A	D	E	E	E	A	D	E	E	E	E	E	N	T	A	E	A	E	E	E	D	D	E	A	A	E	E	E	
	Checks for understanding	E	A	A	D	E	T	T	E	A	D	E	E	E	E	T	A	E	A	A	E	E	E	D	D	E	A	A	E	E	E	
THREE STAY ONE STRAY (T14)																																
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
INTER PERSONAL SKILL	Communication	M	E	D	M	D	D	M	A	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Active Listener	M	E	D	M	D	D	M	A	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Encourage Participation	M	E	D	M	D	D	M	A	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M
	Checks for understanding	M	E	D	M	D	D	M	A	B	M	E	D	D	D	M	E	M	E	A	M	D	D	M	M	D	E	E	E	D	M	M

Table 5.18 shows the progression level of students in interpersonal skill in T1, T8 and T14. Considerable progression can be seen in S30 who was at novice level in T1 reached at emerging level in T8 and attained the level of mastery in T14. A similar kind of progression can be seen in S1, S7, S14, S16, S29 who were at approaching level in T1 reached at emerging level in T8 and attained the level of mastery in T14. Few students (S3, S11, S12, S13, S28) were at novice level in T1 reached at emerging level in T8 and attained the level of developing in T14. Remaining students (S2, S10, S15, S17, S25, S26, S27) showed a slow progress as they acquired novice level in T1 gradually progressed in T8; reached at approaching level and could reached at emerging level in T14

TECHNIQUE 15- JIGSAW II

DISCRIPTION OF THE ACTIVITY

This activity was conducted to enhance empathy skill and coping with emotion skills among the students. In this group activity students were expected to demonstrate active listening skill, show excellent consideration of their peers wants and needs and demonstrated exemplary ability to understand their peer's viewpoint. Students were also expected to demonstrates a strong inclination to express feelings and thoughts to someone they trust, consistently recognizes and acknowledges thoughts, feelings, and actions and to show exceptional empathy towards others' emotions, creating a supportive environment for all group members. This activity was conducted after researcher has taught the chapter. Research gave six different questions to each student in the group. The questions are:

- 1- Describe Gram Sabha
- 2- Describe the composition of Gram Panchayat
- 3- How is Gram Sabha a key factor in making the Gram Panchayat play its role and be responsible?
- 4- Who forms Gram Panchayat? For what term they are elected?
- 5- Describe the three level of Gram Panchayat
- 6- In some states Gram Sabha form committees. Why?

Students with similar questions were instructed to sit together and discuss upon the question by taking help from the text book. This group was known as expert group. After 10 mins of discussion all the members have to get back to their respective home group. Students with six different answers have to share their responses with the group members. The responses of the students have been tabulated and presented in table 5.20. The performance of students in their home group is mention below.

G1

In a group consisting of S15, S20, S22, S25, S26 and S29 the members started working together upon returning from their expert group. S22 took the initiative to share her response with the group but she spoke so quickly that no one could write it down. Seeing the difficulty S29 politely asked her to read slowly. When S15 struggled with writing she asked for help and S22 patiently guided her through dictating her answer word by word. S26 on the other hand presented her response in a clear and concise manner ensuring that everyone could easily jot down the answer. However, she didn't elaborate on her answer. When it was S15's turn she faced challenges articulating her thoughts clearly but with the researcher's guidance she found a method that worked for her dictating her answer two words at a time and assisting with spelling difficult words.

Next S25 nervously shared her response taking care to ensure everyone had written it down. Finally, S29 confidently presented his answer explaining it thoroughly to the group and ensuring everyone had the chance to write it down word by word. Lastly S20 shared his response similarly explaining his answer and making sure it was accessible for everyone to write down. In the expert group S20, S22, S29 had actively participated, while S15, S25 and S26's participation was low.

Each member demonstrated different communication styles and levels of engagement, contributing to a collaborative and supportive group dynamic.

G2

In this group comprised up of S1, S5, S9, S13, S18 and S24. Upon returning to their home group S1 took charge. He shared his question and explained his answer to everyone ensuring they understood before dictating it for them to write. S18 faced difficulty with spelling but S1 and S13 assisted him. In the expert group S1 was active and expressed his opinions. Then, S9 presented his question and answer clarifying it

for everyone when needed. He dictated his answer for the group with everyone writing it down except S18, who copied from S13's notebook. Next, both S5 and S24 shared their questions and explained their answers clearly, dictating them in a way that everyone could write them down. In the expert group S5 and S24 had actively participated in the discussion. S13 told his question and dictated his answer. S5 asked for clarification on few words, which he provided. However, when it was S18's turn he struggled with reading his question and stumbled through explaining his answer. Eventually, the researcher asked S9 to dictate the answer for clarity. In the expert group, S18 didn't actively participate in discussions, while S5, S9, S13 and S24 all contributed actively.

G3

In this group consisting of S2, S6, S10, S14, S19 and S27 upon returning to their home group, S19 took the lead and told her question and dictated her answer, she even explained her answer and asked everyone whether everyone understood or not. She dictated her answer in a manner where everyone was able to write, she even dictated difficult words. S10 faced challenges with writing occasionally referring to S6's book. Both S6 and S14 shared their questions and explained their answers thoroughly ensuring everyone comprehended. They even took the time to dictate difficult words for clarity. Next, S2 shared his question and answer but didn't elaborate. Everyone quickly wrote down the answer. However, when S10 read his question and answer he stumbled unable to explain it clearly causing difficulty for everyone in writing it down. The researcher then asked S19 to dictate the answer for clarity. When it was S27's turn he struggled to explain his answer adequately. S6 stepped in using his book to clarify and then dictating the answer for the group to write. In the expert group S2, S10 and S27 didn't actively contribute while S6, S14, and S19 were actively engaged in discussions, sharing viewpoints and participating actively.

G4

In this group comprising S3, S7, S11, S16, S21 and S30 upon returning to their home group each member first reviewed their own responses individually. When the researcher prompted them to discuss collectively S7 took the initiative. He sought permission to share his answer then proceeded to read his question and explain his response comprehensively to the group. His dictation was clear allowing everyone to promptly jot down his answer. Following S7's lead S11 also shared his question and

answer providing a detailed explanation to ensure everyone grasped his response. Like S7 he dictated his answer for the group to write down immediately. Subsequently, both S16 and S30 engaged the group by presenting their questions and answers, elaborating on their responses and even dictating difficult words for clarity. However, S3 and S21 simply shared their questions and answers without offering explanations. This led to a rushed process as everyone hurriedly wrote down the answers. In the expert group all the members had contributed actively in the discussion.

G5

In this group comprised of S4, S8, S12, S17 and S23 upon returning to their home group S4 took the initiative for discussion. She shared her question and then meticulously explained her answer dictating it slowly for everyone to write down. When S8 requested the spelling of a word she readily provided it ensuring clarity for all. Next, S23 followed suit sharing her question and dictating her answer to the group taking care to articulate difficult words for everyone's benefit. However, when it was S12's turn he only shared his question and provided his answer without further explanation. Nevertheless, he dictated his answer in a manageable pace, two words at a time. Similarly, both S8 and S17 shared their questions and answers without elaborating but they dictated their responses slowly allowing everyone to jot them immediately. All the member except S8 contributed actively in the group. S8 made attempt to discuss in the group.

Response obtained from the group activity have been presented in table 5.20

TABLE 5.20 LEVEL OF ATTAINMENT OF SKILL DURING CLT 15 – JIGSAW II

		JIGSAW II (T15)																														
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	
EMPATHY	Active listener	M	E	D	M	M	M	M	E	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	E	A	M	M	
	Reflective thinking	M	E	D	M	M	M	M	E	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	E	E	B	M	M
	Responsible	M	E	D	M	M	M	M	E	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	E	E	N	M	M
	Understanding	M	E	D	M	M	M	M	E	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	E	E	T	M	M
COPING WITH EMOTIONS	Self-controlled	M	E	D	M	M	M	M	E	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	E	A	M	M	
	Expression	M	E	D	M	M	M	M	E	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	E	E	S	M	M
	Self Reflection	M	E	D	M	M	M	M	E	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	E	E	N	M	M
	Empathy	M	E	D	M	M	M	M	E	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	E	E	T	M	M

MAJOR OBSERVATION

Observing together Table 5.20 and the analysis of group observation it is found in empathy and coping with emotion skills that S18 remained at the approaching level showing moderate understanding of others' viewpoints and some engagement in conversations. He began expressing thoughts and feelings with peers, occasionally recognizing emotions. The majority of students progressed and reached at emerging level. These students actively listening to team members and consider various perspectives within their experiences. They demonstrated willingness to express thoughts and feelings, alongside developing awareness of their own emotions during group work. Five students (S3, S12, S13, S21, S24) reached the developing level, showcasing excellent active listening skills and advanced understanding of peers' viewpoints. They articulated difficult emotions constructively and consistently demonstrated empathy, offering support and understanding to others. Half of the students attained the mastery level, displaying exceptional active listening skills and exemplary understanding of peers' viewpoints. They expressed thoughts and feelings openly and consistently acknowledged their own emotions, showcasing a strong inclination for emotional expression and recognition.

TECHNIQUE 17 - WRITE PAIR SHARE

DISCRIPTION OF THE ACTIVITY

This activity was conducted to enhance creative thinking skills of the students. In this activity students were expected to generate creative ideas. This activity was conducted after researcher has taught the topic. Students were instructed to write one point on the given question then have to sit with their partner and discuss with them, finally they have to discuss among the group. The question posed was “Imagine you are creating a map for a new amusement park. Draw the map and include at least one unique attraction or area beside amusement park. Describe each attraction or area and explain how it adds to the overall fun and excitement of the park”. The responses received have been tabulated and presented in table 5.21. The performance of students in this group activity is mention below.

G1

In this group consisting of pairs S3 and S9, S23 and S26, and S27 and S29, each pair took their time to reflect and write down their responses. When it came time to share

their points with the group S29 took the lead followed by S9, S23, S3, S27 and finally S26. Upon comparing the points by S9 it was noticed that all the members' points were different in nature. During the subsequent class discussion S9 stepped forward and shared all the points as proposed by his team mates with the whole class.

(S29 suggested- wild life safari, S9 suggested -treasure land, S23 suggested- cultural village, S3 suggested- Dinosaurs-park, S27 suggested- adventure land, S26 suggested- rock climbing wall)

G2

Within this group pairs were formed with S7 and S8, S4 and S17, and S16 and S25. Each pair dedicated time for brainstorming after which all members wrote down their responses. After writing the responses all the students then paired with their peers and share their responses. Stepping into a leadership role S4 took charge and compared all the responses provided by the members. Upon review, S4 concluded that the responses from all members were remarkably different while few responses were similar in nature. S4 shared all the responses with the whole class.

(S4 suggested – educational park, S7 suggested – underground water park, S8 suggested- roller coaster mountain, S16 suggested- educational park, S17 suggested- water park, S25- water park)

This observation highlighted a consensus among the group, indicating shared perspectives or common understandings among the members.

G3

In this group comprised of pairs S1 and S10, S6 and S14, and S20 and S24, each member engaged in thoughtful reflection before jotting down their responses. After spending some time for reflection students paired with their respective partners and shared their ideas with each other. While most members were able to articulate points. Taking initiative S6 led the discussion and sought out variation among the responses. He shared all the responses with the whole class

(S1 suggested- echo park, S6 suggested- rose garden, S10 suggested- water park, S14 suggested- VR zone, S20 suggested- robotic museum, S24 suggested- mini zoo with artificial animals)

G4

Within this group consisting of pairs S2 and S7, S15 and S21, and S12 and S28 each member dedicated ample time to thoughtful reflection before jotting down their responses. After jotting down the response, they paired with their partners and exchanged their ideas. A sudden surprise was in the air when pairs found similar kind of responses. When it came time to analyse the frequency of responses, no member initially stepped forward to take the lead. Consequently, the researcher prompted S28 to facilitate the process. S28 found similarity in few members' answers. He shared the responses of his group members in the class.

(S2 suggested- water park, S7 suggested- underground water park, S15 suggested- water park, S12 suggested- VR zone, S21 suggested- space museum, S28 suggested- space adventure land)

G5

In this paired group consisting of S11 and S13, S18 and S19, and S22 and S30 each member engaged in thoughtful reflection before recording their responses. After writing the responses the members got paired with their peers and shared the responses. After this all the members shared their responses. S19 assumed a leadership role by examining the frequency of responses.

(S11 suggested- robotic museum, S13 suggested educational centre, S18 suggested- game zone, S19 suggested- knowledge centre, S22 suggested- maze game, S30 suggested- educational game zone)

Responses obtained from the group activity have been presented in table 5.21.

TABLE 5.21 LEVEL OF ATTAINMENT OF SKILL DURING CLT 17 – WRITE PAIR SHARE

		WRITE PAIR SHARE (T17)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
CREATIVE THINKING	Imaginative	M	E	D	M	A	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Open minded	M	E	D	M	B	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Innovative Thinking	M	E	D	M	E	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Divergent thinking	M	E	D	M	N	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
		M	E	D	M	T	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M

MAJOR OBSERVATION

Reading together Table 5.21 and analysis of group observation in creative thinking it is found that S18 remained at the approaching level, while six students (S2, S10, S15, S17, S25, S26) lingered at the emerging level, showing some capacity for generating creative ideas. Less than half of the students (8) advanced to the developing level, consistently generating creative ideas and showcasing innovation through implementation. Half of the students attained mastery, demonstrating high levels of independent innovation by effectively implementing creative ideas.

TABLE 5.22 PROGRESSION LEVEL OF STUDENTS IN CREATIVE THINKING SKILL

ROUND TABLE (T1)																															
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
CREATIVE THINKING	Imaginative	A	A	N	E	A	A	A	N	E	N	N	A	N	N	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Open minded	A	A	N	E	A	A	A	N	E	N	N	N	A	A	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Innovative Thinking	A	A	N	E	A	A	A	N	E	N	N	N	N	N	N	N	N	N	E	A	A	A	A	A	N	N	N	A	A	A
	Divergent thinking	A	A	N	E	A	A	A	N	E	N	N	A	N	N	N	N	N	N	E	A	A	A	N	A	N	N	N	A	A	A
WRITE PAIR SHARE (T17)																															
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
CREATIVE THINKING	Imaginative	M	E	D	M	A	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Open minded	M	E	D	M	B	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Innovative Thinking	M	E	D	M	S	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Divergent thinking	M	E	D	M	N	M	M	D	M	E	M	D	D	M	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M

The table 5.22 presents the progression level of students in creative thinking skill from T1 to T17 in group activity. A vast amount of progression can be seen in all the students with half of the students (15) attained the level of mastery with eight students reaching at the developing level. However, six students were able to reach till emerging level. Only S18 didn't show much progression as he started from novice level in T1 and could reached till approaching level in T17.

The preceding paragraph shows the attainment level of students working in pairs.

(ii) STUDENTS WORKING IN PAIRS – TECHNIQUE 4- NOTE TAKING PAIRS

DESCRIPTION OF THE ACTIVITY- The purpose of this activity was to enhance critical thinking skills and coping with emotion skills of the students. In this activity

students were formed in the pair of two. Students were instructed to make notes on the lecture delivered. Partner A was to summarise the points; for Partner B to offer suggestion. Then the role gets reversed. For this activity fifteen pairs were made. The responses received have been tabulated and presented in table 5.23. The performance of the students in this activity is mention below.

P1

In this pair activity S15 and S21 were paired together. After researcher had delivered the lecture S15 and S21 took some time to make the notes. After some time of reflection S15 identified as partner A read her notes aloud while reading, she spoke incomplete sentences which indicated some missing points. To this partner B quickly provided feedback pointing out that S15 had missed a few points. S15 accepted this suggestion and collaborated with her partner to generate additional ideas. After S15's turn S21 read her own notes while S15 listened attentively but did not offer any suggestions. Instead, S15 simply remarked that “all the points are ok”. Despite this S15 made an effort to understand S21's contributions. S21 on her part not only listened to S15 but also actively provided constructive suggestions.

P2

In this pair activity S28 and S13 worked as partners. S28 took S13's book and began reviewing his notes. S13 attempted to retrieve his book from S28 to this S28 remarked, "Tu mera check karega, mein tera check karunga." During this interaction S13 discovered an error in his own notes and told S28, "mein likh sakta hu," to which S28 responded, "nahi likh sakta hai." The researcher instructed them to read their notes and offer suggestions. Following this S28 pointed out errors in S13's notes. S13 however found all of S28's points acceptable and although he listened attentively to S28's notes he did not offer any suggestions. Conversely, S28 showed a degree of engagement by listening to his partner and providing feedback.

P3

In this pair activity S17 and S30 were paired as partners. S17 read her notes but S30 was unable to offer any corrections. When it was S30's turn he read his notes by breaking the words into segments S17 did not identify any errors or offer suggestions to S30. Both S17 and S30 were attentive and curious listeners, showing a genuine

interest in each other's contributions. However, they did not examine the question from multiple perspectives. Although they worked together their interaction lacked true collaboration as neither provided feedback or alternative viewpoints to enhance their partner's understanding.

P4

In this pair activity, S1 and S29 worked as partners, with S1 as partner A and S29 as partner B. S1 read his written notes aloud while S29 listened attentively. After S1 finished reading, he asked S29, "Koi mistake hai," to which S29 responded, "Nahi hai." When it was S29's turn, he read his handwritten notes. After he (S29) finished S1 pointed out that S29 had missed two points and specified which points were missing. S1 demonstrated basic engagement in listening though his suggestions lacked some clarity. S29 on the other hand struggled to generate original ideas and expressed his thoughts with limited clarity.

P5

In this pair activity S3 and S19 worked together with S3 as partner A and S19 as partner B. The researcher approached them and asked S3 to read her written points. After listening S19 remarked that S3's points were not clear and that he did not understand what she was trying to convey. When it was S19's turn to read her points S3 was unable to offer any suggestions simply stating that all of S19's points were acceptable. Throughout the interaction S19 consistently listened attentively and provided appropriate feedback to S3. In contrast S3 struggled to generate diverse ideas and failed to offer constructive suggestions for S19's points.

P6

In this pair activity S25 and S4 worked together with S25 as partner A and S4 as partner B. S25 began by reading her notes while S4 listened attentively. After S25 finished S4 suggested that she had not mentioned the main key points. When it was S4's turn to read her notes the researcher asked S25 if there were any corrections needed. S25 responded that all of S4's points were okay. S4 demonstrated a clear understanding of the main ideas whereas S25 struggled to identify and articulate the key points

P7

In pair seven S5 and S20 worked together, with S5 as partner A and S20 as partner B. S5 read his notes covering all the points he had written. S20 then asked the researcher

for permission to respond which was granted. S20 indicated that all of S5's points were acceptable. Next S20 read his notes. After he finished S5 also remarked that all of S20's points were acceptable. Both S5 and S20 demonstrated a basic understanding of the main ideas or key concepts, but they missed some important details in their analyses which was observed by the researcher.

P8

In this partnership S6 and S27 worked together with S6 as partner A and S27 as partner B. S6 read his notes while S27 listened attentively. After S6 finished the researcher asked S27 if any corrections were needed. S27 responded "all ok ma'am." S27 then read his points. S6 commented that the points were acceptable but admitted he didn't know which points might be missing. S27 struggled to grasp and articulate the main ideas, omitting several important points and finding it difficult to consider alternative ways to present his ideas. While S6 demonstrated an understanding of the main ideas, he missed important details, particularly in explaining the purpose of yajanas. While S27 missed key points and showed a limited ability to think critically or present his ideas from alternative viewpoints.

P9

In this pair activity S7 and S8 worked together with S7 as partner A and S8 as partner B. S7 read his notes while S8 listened attentively. Afterward S8 remarked, "ma'am sab ok hai." The researcher then gave S8 the opportunity to read his notes. S8's notes were incomplete a fact that S7 promptly informed the researcher about mentioning that S8 had only written about the horses. The researcher suggested additional topics for S8 to include to which S7 added that S8 should write about the war. When the researcher asked if anything else needed to be mentioned S7 admitted he didn't remember. S7 showed a lack of effort in exploring different ideas on the topic taught while S8 struggled to think critically and provide a comprehensive account in his notes.

P10

In this pair activity S10 and S9 worked together with S10 as partner A and S9 as partner B. Initially, S10 read his notes although his pronunciation was not clear he managed to cover all the points. The researcher then asked S9 if all the points were acceptable to which S9 indicated "no" through a nod. Subsequently, the researcher prompted S9 to

provide suggestions on S10's mistakes. S9 proceeded to list all the main points taught in the class. As S9 had already conveyed the main points, he was not asked to read his own notes. S10 on the other hand struggled to generate new ideas and articulate the main concepts. He also found it challenging to grasp the key ideas presented in the material. In contrast, S9 demonstrated a strong comprehension of the main ideas discussed, indicating a clear understanding of the material.

P11

In this pair activity S16 and S23 collaborated with S16 as Partner A and S23 as Partner B. Initially, S16 read her written notes encountering difficulty in pronouncing some words. Upon finishing S23 suggested that S16 had not explained the use of yajanas. After S16's turn S23 began explaining her own notes to S16. The researcher then asked S16 if all the points mentioned by S23 were covered to which she responded affirmatively. However, upon observation it became evident that S16 had omitted several important points which were not addressed by S23 indicating that both partners had missed crucial details in their notes. Additionally, S16 struggled to maintain attention to S23's viewpoints. Conversely, S23 demonstrated initial interest in S16's viewpoints but appeared to lose interest over time.

P12

In this pair activity S11 and S24 collaborated with S11 as Partner A and S24 as Partner B. S11 read his written notes although he struggled with word pronunciation by breaking them down. After he finished S24 was unable to offer any suggestions as he believed S11 had covered all the points. When it was S24's turn to read his points, he read them very quickly. The researcher prompted him to slow down and after another attempt, he read them again. However, even after the clarification S11 still couldn't offer any suggestions. Observations revealed that both S11 and S24 lacked creative thought. Although they both mentioned some points from the topic taught, they missed important details.

P13

In this pair activity S12 and S22 collaborated with S12 as Partner A and S22 as Partner B. Initially, S12 read his notes and upon finishing S22 commented that he had missed several points. When it was S22's turn to read her notes S12 showed little interest in her viewpoints and was unable to offer any suggestions. Observation revealed that S12

failed to mention key points from the topic taught and did not contribute additional ideas. On the other hand, S22 demonstrated an understanding of the main ideas of the topic but appeared to lose some focus on S12's explanation of his notes.

P14

In this pair activity S26 and S14 collaborated with S26 as Partner A and S14 as Partner B. S26 began by reading her notes which contained only two points. S14 then commented that S26 had missed several important points from the topic taught. When it was S14's turn to read her notes S26 remained very silent after listening. She neither offered any suggestions nor pointed out any errors in S14's notes. Observation revealed that S26 showed little interest in understanding S14's viewpoints and did not contribute additional ideas. On the other hand S14 demonstrated interest in the viewpoints presented by S26 but appeared to lose focus at times.

P15

In this pair activity S4 was paired with S18 due to the absence of another student as decided by the researcher. When it was S18's turn to read his notes he struggled with pronunciation errors and broke down words. His notes consisted of disjointed words such as "chariot, travel, fight with enemies, horses, children, cattle." When asked by S4 about the meaning of these words S18 admitted he didn't know. Later, when S4 read her notes S18 did not provide any suggestions or comments. Observation revealed that S18 faced difficulty in grasping the key ideas from the topic taught. Additionally, it was noted that he seemed to have copied words from his neighbour's notes without understanding their purpose.

Responses obtained from the pair activity have been presented in table 5.23.

TABLE 5.23 LEVEL OF ATTAINMENT OF SKILL DURING CLT 4- NOTE TAKING PAIRS

		NOTE TAKING PAIRS (T4)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
CRITICAL THINKING	Understanding	E	A	E	D	A	A	A	N	E	A	A	N	A	E	N	A	A	N	D	A	A	E	E	A	N	N	N	A	A	A
	Open minded	E	B	N	D	A	A	A	N	E	A	A	A	A	E	N	A	A	N	D	A	A	E	E	A	N	N	N	A	A	A
	Creativity	E	S	N	D	A	A	A	N	E	N	N	A	A	E	N	A	A	N	D	A	A	E	E	A	N	N	N	A	A	N
	Divergent thinking	E	T	N	D	A	A	A	N	E	N	N	A	A	E	N	A	A	N	D	A	A	E	E	A	N	N	N	A	A	N
COPING WITH EMOTIONS	Self-controlled	E	A	N	D	A	A	A	N	E	N	A	N	A	E	N	A	N	N	D	A	A	E	E	A	N	N	N	A	A	N
	Expression	E	B	N	D	A	A	A	N	E	N	A	N	A	E	N	A	N	N	D	A	A	E	E	A	N	N	N	A	A	N
	Self Reflection	E	S	N	D	A	A	A	N	E	N	A	N	A	E	N	A	N	N	D	A	A	E	E	A	N	N	N	A	A	N
	Empathy	E	T	N	D	A	A	A	N	E	N	A	N	A	E	N	A	N	N	D	A	A	E	E	A	N	N	N	A	A	N

MAJOR OBSERVATION

By looking into Table 5.23 and analysis of pair observation in critical thinking skills and coping with emotions it is found that seven students (S3, S8, S15, S18, S25, S26, S27) were at the novice level. These students struggled to grasp the main ideas presented in the content and showed little interest in understanding viewpoints different from their own. They demonstrated limited awareness of others' thoughts, feelings, and actions, and exhibited minimal empathy towards others' emotions. Less than half of the students (10) were at the approaching level. These students demonstrated some understanding of the main ideas but often missed important details. They occasionally had creative thoughts but struggled to express them effectively. They attempted to understand others' emotions but often fell short in providing support. A very small number of students (S1, S9, S14, S22, S23) reached the emerging level. These students showed an understanding of the main ideas presented but required guidance. They demonstrated interest and respect for diverse viewpoints, although they were occasionally interrupted in their thoughts. Only two students S4 and S19 achieved at the developing level. These students demonstrated a clear understanding of the main ideas in the content. They showed deep interest and respect for diverse viewpoints and effectively avoided interruptions. They exhibited consistent awareness of others' thoughts, feelings, and actions, and consistently showed empathy and support for

others' emotions. A few students (S10, S11, S12, S17, S30) displayed a mix of novice and approaching levels. The observation shows that these students are progressing from novice level to approaching level.

The next paragraph presents students attainment of skill in CLT - think pair share.

TECHNIQUE 5- THINK PAIR SHARE

DISCRIPTION OF THE ACTIVITY

This group activity was conducted to enhance creative thinking skill and decision-making skill of the students. In this activity students have to think in a manner to examine and interpret the information to come to an impartial conclusion by generating innovation and novel solutions to the given problem and to decide on the novel solution. In this activity students were given a problem on which they have to think individually then they have to pair with their partner discuss with them and lastly, they have to share their responses in front of the whole class. First researcher has taught the topic to the students, then researcher has posed one question to the whole class and gave five minutes to think. The question was: "Imagine you found a magical library where books from different times and places are kept. You discover a book written today and another one called the Rigveda, written thousands of years ago. How do you think the stories, language, and purposes of these two books might be different? The responses are tabulated and presented in table 5.24. The performance of the students in using their critical thinking and creative thinking skill in CLT of Think pair share is mention below.

P1

In the first pair S1 and S12 after receiving the question both of them took the contemplated time to think. When the researcher instructed to share the ideas with their partner both of them came together. S1 elaborated his response in detail when sharing with S12 while S12 struggle to articulate his response at first, he stressed more to think and then provide the explanation. He again put more stress to think and provided the explanation. Although both students were able to express their perspectives, it was observed that S12's response lacked innovation compared to S1's more detailed explanation. Moreover, S12 was not able to provide proper explanation of the question posed.

P2

In the second pair S2 and S29 collaborated on the task. After taking considerable time to think S29 shared his response with S2. However, S2 struggled to maintain attention on the given question. Despite his efforts to engage with the question S2 was unable to provide any perspective. Consequently, it was only S29 who contributed a response while S2 listened silently without offering any input.

It was observed that though S29 formulated a response with his understanding towards concepts lack depth. Whereas S2 lacks in generating creative ideas.

P3

S3 and S28 constituted the third pair. After the stipulated thinking time S28 shared his perspective with S3. However, S3 struggled to comprehend her response properly resulting in a lack of mutual understanding. Although S3 attempted to answer her response was not clear to S28. S28 then reiterated his response but S3 without paying much attention listened passively. This interaction highlighted difficulties in communication and understanding between the pair.

P4

In the fourth pairing involving S4 and S27; S4 engaged in substantial reflection before sharing her response with S27. However, S27 took ample of time to think but was unable to formulate a response. Upon asking by S4 what his (S27) response is he said “nahi pata”. Notably, only S4 actively contributed by sharing her perspective with S27, while S27 remained unable to reciprocate or offer additional insights, indicating a challenge in generating novel ideas.

P5

In the pairing of S5 and S26 both students took time to contemplate the task. S26 was sitting very silent seeing her sitting silent researcher approached and asked whether she has given any thought to the question to which she replied she is thinking. Eventually S5 formulated his response while S26 seemed passive and inactive. Despite encouragement from S5; S26 found it challenging to generate a response. Notably S5 was the primary contributor to provide the answer actively sharing his perspective with S26, while S26 remained silent and did not offer any input or response.

P6

During the pairing of S6 and S25 both students dedicated a significant amount of time to reflect on the task at hand. S25 was found sitting and glaring her surroundings sometimes looking at researcher. S6 was ready with his response and informed researcher that he has done with thought process. Researcher asked S25 if she is ready with her response to which she replied “no”. S25 took more time to think. When it was time to share the response S6 shared his perspective with S25. Despite S25's additional time spent in deep thought she encountered difficulty in formulating a response. Despite receiving encouragement from the researcher S25 continued to struggle in generating any ideas.

P7

In this pair S7 and S17 both students spent a significant amount of time understanding the task. After thorough consideration S7 formulated his response. However, S17 appeared to be sitting and writing the question. Researcher instructed her to think of the response quickly as they have to discuss then. After some time S7 shared his response with S17 who silently listen. When prompted by S7 to share her response she struggled to formulate any response. Consequently, S7 took the initiative to share his response with S17.

P8

The eight pair comprised of S18 and S10. Initially S8 was found coping down the question from the black board. Researched approached to him after a contemplated amount of time and instructed him to think fast and not to write anything to this he asked “*sochna hai*” to this researcher replies “yes”. Researcher observed that he was not able to reflect properly and provided him guidance:

Researcher: “*Veda kya hoti hai, koi computer hai kya?*”

S18: “*Nahi*”

Researcher: “*toh kya hoti hai*”

S18: “*Book hoti hai*”

Researcher: “*Usamy kya likha jata hai*”

S18: “*Usmay Sanskrit likha jata hai*”

Researcher again posed few other questions to which he was not able to respond. S10 was also found writing something in his book, researcher approached to him and inquired about the response to which he remained silent. Researcher asked him “what is written in veda” to which he replied “Veda ek old book hai aur wo *Sanskrit may likhi jata hai*”. Researcher again asked him what else is written in the Rigveda, still he was not able to comprehend the response.

Both S18 and S10 struggle to understand and engage with the task, they requiring significant prompting and guidance from the researcher.

P9

In this pair S9 and S23 both students engaged in thoughtful consideration. After a stipulated amount of time S9 asked S23 if she has thought of the response to which she was ready with. S9 then first proposed his response to S23 who listened patiently. When it was time for S23 to share her response, she spoke her response S9 raised his eyes so S23 again started explaining her response. While she was explaining she was making sure that S9 is able to understand. S9 pointed out that her explanation was not proper.

P10

In the pairing of S11 and S16 both students devoted a considerable amount of time to consider the given question. Both of them started sharing their responses starting with S16 who eventually disclosed her response with S11. S16 displayed confidence and clarity in presenting her viewpoints to S11. S11 listen to her silently. S11 in turn shared his own response with S16 albeit with some difficulty in framing it properly. While explaining he stumbled a lot. Though he shared his response without putting much effort to construct the response properly and with lack of creativity.

P11

S13 and S22 constituted this pair. After some time of reflection S22 and S1 were ready with their responses, S22 explained her perspective to S13 who listened carefully. When it was S13’s turn he struggled to articulate his viewpoints. With encouragement from S22 he was able to frame his response appropriately. S22 demonstrated strong communication skills and clarity in presenting her perspectives. S13 initially faced difficulty in expressing his viewpoints but showed improvement with encouragement highlighting his willingness to engage and learn from his partner.

P12

In the pairing of S14 and S8 both students devoted a significant amount of time to ponder the question at hand. After some time of reflection both the pairs engaged in discussion. S14 shared her response with S8 while S8 also unable to generated his own perspective. Despite encouragement given by S14, he was able to answer that “*Veda may Sanskrit is likha jata hai*” but was unable to share what is written in Veda and how it is different from today’s book. Though S14 mentioned about the Veda she couldn’t link properly the difference between today’s book and Vedic book.

P13

In the pairing of S15 and S19 both students dedicated a specific amount of time to contemplate the question provided. Following this period of reflection S19 took the initiative to share her response with S15. When S19 shared her response with S15 she listened it patiently. However, when it came time for S15 to articulate her own perspective she encountered difficulty in framing her response initially. With encouragement from the S19; S15 shared about the types of Vedas but couldn’t explain the difference between Vedic book and today’s book.

P14

In the pairing of S20 and S30 both were initially found writing the response. Researcher instructed them to stop writing and think of the response then both students dedicated a specific amount of time to contemplate the given question. After some time of reflection S30 and S20 then turn in exchanging their responses with each other. S20 took the lead and shared his perspective first stating that “*good things are written in Veda*”, *in today’s book we ready about story but in Veda we don’t read about story*”. When it was S30’s turn to share the response, he stated that “Veda may God kay bare may likha jata hai”, but couldn’t present the difference between today’s book and Vedic book.

P15

In the pairing of S21 and S22; S22 was paired twice due to the absence of one student. As S22 was ready with her response S21 took her initial time to reflect on the question. After a specific amount of time S21 and S22 engaged in a reciprocal exchange of responses with S21 sharing her perspective with S22 and vice versa. S21 could not

systematically explained what is written in Vedic book neither she was able to explained properly the difference between today’s book and Vedic book.

After this activity one student from each group was called to share the response.

The below table show the students level of attainment in critical thinking skill and creative thinking skill in CLT 5- think pair share.

Responses obtained from the pair activity have been presented in table 5.24

TABLE 5.24 LEVEL OF ATTAINMENT OF SKILL DURING CLT 5- THINK PAIR SHARE

		THINK PAIR SHARE (T5)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
C T R I C I A L T H I N K I N G S K I L L	Imaginative	E	A	A	D	A	A	A	N	D	N	A	A	A	E	N	E	N	N	D	E	A	E	E	A	N	N	N	E	E	A
	Open minded	E	N	N	D	A	A	A	N	D	N	A	A	A	E	N	E	N	N	D	E	A	E	E	A	N	N	A	E	E	A
	Innovative Thinking	E	N	N	D	A	A	A	N	D	N	A	A	A	E	N	E	N	N	D	E	A	E	E	N	N	N	E	E	A	
	Divergent thinking	E	A	A	D	A	A	A	N	D	N	A	A	A	E	N	E	N	N	D	E	A	E	E	N	N	N	E	E	A	
D E M O N S T R A T I O N A L T H I N K I N G S K I L L	Think out of Box	E	N	A	D	A	A	A	N	D	N	A	A	A	E	N	E	N	N	D	E	A	E	E	A	N	N	N	E	E	A
	Logical Analysis	E	N	N	D	A	A	A	N	D	N	A	A	A	E	N	E	N	N	D	E	A	E	E	A	N	N	A	E	E	A
	Risk Taker	E	N	N	D	A	A	A	N	D	N	A	A	A	E	N	E	N	N	D	E	A	E	E	N	N	N	E	E	A	
	Communication	E	A	A	D	A	A	A	N	D	N	A	A	A	E	N	E	N	N	D	E	A	E	E	N	N	N	E	E	A	

MAJOR OBSERVATION

Taking into consideration Table 5.24 and analysis of pair observation in interpersonal skill and empathy skills it was found that few students S2, S10, S15, S17, S18 and S25 remained at a novice level. These students encountered challenges in articulating their thoughts and demonstrated limited interest and understanding in their peers' contributions. Approximately eight students S3, S8, S11, S12, S13, S21, S26 and S27 were positioned at an approaching level. They faced hurdles in expressing themselves and often sought assistance from the researcher. While they engaged with their peers, yet they struggled to sustain attention during discussions. Less than half of the students reached the emerging level, where they listened to their peers but occasionally became distracted. They actively engaged in listening, generated new ideas although not always relevant, and demonstrated a growing understanding of their peers' viewpoints. Five students reached the developing level, demonstrating commendable listening skills and

a deep understanding of their peers. They effectively communicated their thoughts using appropriate language and expressions, while also offering encouragement to their peers and displaying a keen awareness of their wants and needs.

The next CLT describe the attainment of skill in turn to your neighbour, which is presented below.

TECHNIQUE 6- TURN TO YOUR NEIGHBOUR

DISCRIPTION OF THE ACTIVITY

This activity is conducted to enhance interpersonal skill and empathy skills of the students. The members have to communicate and interact with each other in a way to imagine how their peers feel and understand each other. This activity was done when researcher has taught the topic. Researcher has posed one question to the whole class on which they have to work individually then have to discuss with their partner and then frame a new response by using collective thoughts of both the partners. The question posed was “How does time vary with longitudes around the earth?” The responses received have been tabulated and presented and in table 5.25. The performance of students in this pair activity is mention below.

P1

In the first pair S4 and S11 individually contemplated the response. S11 was found facing difficulty in formulating the response. After some time of collaboration on the task. S4 initially presented her response followed by S11. However, S4 noticed some missing points in S11's response and pointed out the omission of calculations. S11 faced difficulty in providing appropriate explanation to S4. When S4 explained the process of calculation to S11, S11 demonstrated some engagement in the conversation. Taking the lead in formulating a new response S4 provided a revised perspective to which S11 agreed.

This illustrates a collaborative dynamic within the pair with S4 assuming a proactive role in addressing gaps and facilitating agreement between both participants.

P2

In the second pair comprising S26 and S3 both participants engaged in an extended period of reflection before attempting to calculate the time required. However, they encountered some difficulty during the calculation process so they seek assistance from

the researcher. Researcher then clarified and guided them how to calculate. S26 and S3 made an effort to calculate the time though their response was not appropriate. During discussion it was observed that both the students demonstrated some engagement in conversation and sometimes asked each other for the inputs.

P3

In the partnered interaction between S22 and S23 both participants engaged in a period of individual reflection upon receiving the question. Each of them independently conducted calculations in their respective notebooks. During the explanation phase S22 took the lead in explaining her answer to S23 who attentively listened to the explanation provided. Subsequently, S23 explained her own response with S22 demonstrating active listening in return. Both the partner's explanation was different, now they have to come with a newer explanation. When it was time to frame a new response, they collaboratively refine their responses and present the newer way of explaining the answer.

P4

S14 and S16 constituted the fourth pair. S14 and S16 individually worked on their task. After spending considerable time calculating S16 took the lead in explaining her answer to S14. S14 also shared her answer with S16. Upon observation by the researcher, it was found that their response lack explanation. So, they consulted each other discussed the question and collaboratively framed a revised answer with S16 taking the responsibility to write it. S14 and S16 demonstrated flexibility and teamwork by consulting each other and discussing the question to develop a more comprehensive response

P5

Initially, both participants appeared focused, each immersed in their own calculations. However, when the time came for discussion, an unexpected silence ensued. This lack of interaction prompted the researcher to intervene and inquire about the apparent lack of coordination. Upon questioning S13 pointed out that S25 was not taking the initiative for discussion. However, when the researcher approached S25 for her perspective she remained silent offering no explanation. Recognizing the need to clarify the nature of the activity the researcher proceeded to explain the task to both of them. Subsequently,

S13 took the lead sharing his answer with S25 who passively listened. However, when it was S25's turn to articulate her understanding of the problem she struggled to express herself adequately. S13 patiently guided S25 providing explanations and assistance to aid her understanding. Despite S25's initial struggles both participants eventually arrived at a revised solution through combined efforts.

P6

This pair comprising students S8 and S30 approached the task with individual methods of calculation. When the discussion phase commenced S30 took the lead in explaining his response to which S8 immediately agreed with. Subsequently, S8 presented his own calculations to S30 who promptly identified an error in S8's calculation. S30 patiently guided S8 through the correct process for calculating time. Together they recalculated and arrived at a revised explanation for the answer.

P7

Pair S1 and S5 both demonstrated proactive engagement by independently calculating the answer to the given problem. When the discussion phase commenced S5 took the initiative to explain his reasoning and solution to S1 who attentively listened. During the discussion S1 presented his own interpretation of the solution demonstrating effective collaboration. S1 and S5 worked together to refine their understanding and formulate a revised explanation of the answer. They engaged in a constructive exchange of ideas consulting each other's work to enhance their comprehension and arrive at a more comprehensive solution.

P8

In this pair of S12 and S20, S12 initially encountered a challenge in his calculations he approached the researcher for guidance. With the researcher's support S12 successfully recalculated the time. Meanwhile S20 also encountered difficulties in his calculations and sought validation from the researcher regarding the accuracy of his answer. Upon receiving feedback from the researcher S20 demonstrated adaptability by promptly rectifying his error. During the subsequent discussion period both S12 and S20 shared their respective approaches to the calculation which were notably different. They synthesized their perspectives to construct a new solution. Ultimately, S12 and S20 collaboratively articulated their revised solution.

P9

In this pair of S18 and S28 distinct patterns of engagement emerged. While S28 actively participated in the task of calculation seeking guidance from researcher when needed; S18 appeared disengaged initially struggling to comprehend the question. Despite the researcher's intervention and explanation S18 remained unable to make progress. The proactive engagement enabled S28 to successfully work through the question and arrive at a solution. With S18's non-involvement S28's answer was the only one that was presented.

P10

In this pair of S2 and S29 distinct differences in engagement levels were evident. While S29 actively participated in the calculation process seeking feedback and validation from the researcher S2 remained inactive and struggled to comprehend the task despite seeking guidance. S2's lack of participation was notable as he appeared unable to grasp the requirements of the task even after receiving assistance from the researcher. In contrast S29 demonstrated initiative and confidence in his calculations seeking confirmation of his answer from the researcher. S29 solely presented his answer.

P11

This pair consisted of S9 and S21. Both the partners individually calculated the time. S9 demonstrated quick comprehension and efficient calculation providing an immediate solution to the task at hand. In contrast S21 encountered difficulty in computation, struggling to arrive at an answer independently. Through S9's assistance and guidance S21 was able to overcome her difficulties and successfully completed the computation. During the discussion phase S9 actively engaged in explaining the process of computation to S21 displaying S21's agreement with the response. Only S9's answer was presented as final response.

P12

This pair of S6 and S17 had a distinct pattern of engagement in the activity with S17 appearing passive while S6 actively engaged in computational tasks. The researcher noticing S17's lack of participation approached her to understand why. S17 expressed difficulty in comprehending the question posed prompting the researcher to provide clarification and guidance on what was expected. Despite this assistance S17 remained

silent and inactive not making any attempt to compute. Even when S6 offered explanations and assistance S17 remained unresponsive with only S6's contributions being accepted as a newer answer.

P13

The partnership between S10 and S19 showcased distinct engagement styles. S19 was notably immersed in computational tasks while S10 seemed more preoccupied with observing his surroundings. When prompted by the researcher to focus on his work S10 made some calculations in his book but remained relatively passive. During the discussion phase S10 struggled to articulate his reasoning behind his answers in contrast to S19 who confidently presented her explanations. Despite S19's encouragement for S10 to contribute he remained silent. Ultimately, S19's explanation was accepted as the final answer

P14

S7 and S27 formed this pair. A distinct engagement styles was evident between S7 and S27. S7 exhibited a reflective approach investing considerable time in contemplating and computing the question. Conversely, S27 initially expressed no difficulty with the question but engaged in calculations in his book. During the discussion S7 took the lead in presenting his explanation to S27 who found it convincing and agreed. However, when it was S27's turn to explain S7 expressed reservations about the accuracy of the answer. With the researcher's intervention it became apparent that S27's response was incorrect. Ultimately S7's response was found to be accurate and it was accepted.

P15

In the final pairing S15 and S24 approached the activity with distinct methods. S15 demonstrated a reflective attitude investing significant time in deep thought. Conversely, S24 was actively involved in calculating the time. When S15 appeared inactive the researcher approached her to inquire about her progress. S15 expressed difficulty in performing the calculations. Despite receiving guidance from the researcher S15 struggled to arrive at a solution. In contrast, S24 confidently came up with his answer. During the subsequent discussion phase S24 elaborated on his solution to S15 who acknowledged his explanation with a nod. As S24 was the sole participant to present an answer his answer was accepted as the final response.

Table 5.25 presents the students attainment level of interpersonal skill and empathy skills in CLT- turn to your neighbour.

Response obtained from the pair activity have been presented in table 5.25.

TABLE 5.25 LEVEL OF ATTAINMENT OF SKILL IN CLT 6 – TURN TO YOUR NEIGHBOUR

		TURN TO YOUR NEIGHBOUR (T6)																													
Skill	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
P E R S O N A L S K I L S	Communication	E	N	A	D	E	E	E	A	D	N	A	A	A	E	N	E	N	N	D	E	A	D	D	E	N	A	A	E	E	E
	Active Listener	E	A	A	D	E	E	E	A	D	N	A	A	A	E	N	E	N	N	D	E	A	D	D	E	N	A	A	E	E	E
	Encourage Participation	E	N	A	D	E	E	E	A	D	N	A	A	A	E	N	E	N	N	D	E	A	D	D	E	N	A	A	E	E	E
	Checks for understanding	E	N	A	D	E	E	E	A	D	N	A	A	A	E	N	E	N	N	D	E	A	D	D	E	N	A	A	E	E	E
E M P A T H Y	Active listener	E	A	A	D	E	E	E	A	D	N	A	A	A	E	N	E	N	N	D	E	A	D	D	E	N	A	A	E	E	E
	Reflective thinking	E	N	A	D	E	E	E	A	D	N	A	A	A	E	N	E	N	N	D	E	A	D	D	E	N	A	A	E	E	E
	Responsible	E	N	A	D	E	E	E	A	D	N	A	A	A	E	N	E	N	N	D	E	A	D	D	E	N	A	A	E	E	E
	Understanding	E	N	A	D	E	E	E	A	D	N	A	A	A	E	N	E	N	N	D	E	A	D	D	E	N	A	A	E	E	E

MAJOR OBSERVATION

On the basis of Table 5.25 and the analysis of pair observation it is found that in interpersonal skill and empathy skills few students S2, S10, S15, S17, S18 and S25 remained at a novice level. These students encountered challenges in articulating their thoughts and demonstrated limited interest and understanding in their peers' contributions. Approximately eight students, S3, S8, S11, S12, S13, S21, S26 and S27 were positioned at an approaching level. They faced hurdles in expressing themselves and often sought assistance from the researcher. While they engaged with their peers, yet they struggled to sustain attention during discussions. Less than half of the students reached the emerging level where they listened to their peers but occasionally became distracted. They actively engaged in listening generated new ideas although not always relevant and demonstrated a growing understanding of their peers' viewpoints. Five students reached the developing level demonstrating commendable listening skills and a deep understanding of their peers. They effectively communicated their thoughts using appropriate language and expressions while also offering encouragement to their peers and displaying a keen awareness of their wants and needs.

Below present analysis of student's observation in pairs in CLT 13 highlight the attainment level of skills.

TECHNIQUE 13- RALLY COACH

DISCRIPTION OF THE ACTIVITY

This pair activity was conducted to enhance self-awareness and coping with stress skills among students. Students were expected to communicate with their peers, prioritize their task effectively. While working with their peers' students have to identify the source of stress and recognize the support system. This activity was conducted when researcher has taught the topic. Researcher gave 10 minutes time to refer the text book and she posed questions for the partners. In this activity each pair of students will get two sets of questions. Partner 1 will answer the question while partner two watches, listens, checks, coaches and praises. Then the two switch roles and partner one becomes the coach while partner 2 answer the question. Partners repeat this process until the assignment is completed.

Question for Partner B

Q1) Give some examples of the institutions of the Government.

Q2) At which level does government take decision to construct a big children park in

Questions for partner A

Q1) What do governments do for their people?

Q2) Why are some rules made?

The responses received have been tabulated and presented in table 5.26. The performance of students in this pair activity is mention below.

P1

In Pair 1 S2 was partner A and S28 was partner B. After receiving the question from S2; S28 successfully answered all of S2's questions. When it was S2's turn to answer the question posed by S28; S2 was able to answer the first question only he did not know the answer for the second question. To this S28 provided the correct answer for the second question to S2. S28 knew the answers to both questions posed to S2 but S2

knew the answer of the first question only and took researcher's help for second question.

P2

In Pair 2 S17 partner A and S5 was B. After receiving the question S5 adeptly answered both questions posed by S17; S17 however needed help from the researcher for the second question's answer as she did not know the answer. For S17 the answer provided by S5 was correct. She did not offer any suggestion or correction. When it was S5's turn to ask questions S17 managed to answer the second question she did not know the answer of the first question. So, S5 had provide the answer for the first question. Notably, S5 knew the answers to both questions directed at S17.

P3

In Pair 3 S10 was partner A and S4 was partner B. Initially, S10 posed a question to S4 who promptly responded. However, S10 required assistance from the researcher as he didn't know the answer for both the questions. When it was S4's turn to ask questions S10 managed to answer the first one but with a grammatical error which S4 corrected. However, S10 couldn't answer the second question prompting S4 to provide the correct response. Notably, S4 knew the answers to all the questions she posed to S10.

P4

In this pair S22 was partner A and S21 was partner B. During the question-and-answer session both S22 and S21 were able to provide answers to each other's questions without difficulty. They demonstrated a strong grasp of the subject matter, as they knew the answers to the questions they posed. Interestingly, there was no need for either of them to offer corrections.

P5

In Pair 5 S3 was partner A and S29 was partner B. They both engaged in an insightful exchange of question and answer. Initially, S3 asked question to S29 who confidently answered both the questions. Remarkably, S3 knew the answers to both questions she posed. When it was S29's turn to ask the question S3 answered the first question correctly but for second question she made little error to which S29 offered correction.

P6

In Pair 6 S1 was partner A and S20 was partner B. Both collaborated effectively showcasing a mutual understanding of the subject matter. They effortlessly answered each other's questions without requiring any corrections. S20 made a little error in first question to which S1 immediately provided correction. Notably, both partners knew the answers to the questions they posed.

P7

In Pair 7, S6 was partner A and S16 was partner B. Both the partners engaged in a productive exchange where they both successfully answered each other's questions. They demonstrated a solid understanding of the material, as evidenced by their ability to respond accurately. Additionally, S16 knew the answers to the questions she posed. However, S6 faced little difficult in second question to which he took researcher's help.

P8

In Pair 8 S7 was partner A and S18 was partner B. Initially, S7 posed questions to S18 who faced difficulty in providing answers despite encouragement from S7. Eventually S18 asked a question to S7 with some hesitation. In response S7 swiftly provided an answer. Recognizing S18's need for assistance the researcher stepped in to provide guidance ensuring clarity and facilitating learning.

P9

In Pair 9 S8 was partner A and S19 was partner B. They both engaged in a cooperative exchange. Initially, when S8 posed a question to S19 she promptly provided answers to all the questions showcasing her understanding of the topic. However, when S8 encountered difficulty with the second question as he did not know the answer the researcher intervened to offer assistance. When it was S19's turn to ask the question S8 struggled to answer the second question. In a supportive gesture S19 stepped in and provided the answer.

P10

Pair 10 involved S9 as partner A and S25 as partner B, who also demonstrated collaboration. Initially, S9 posed a question to S25 who encountered difficulty in responding both the questions. When S25 posed a question to S9 he promptly provided

an answer showcasing his knowledge of the subject matter. Recognizing S25's need for support as she did not know the answer of the second question the researcher intervened to provide the correct answer.

P11

In Pair 11; S11 was partner A and S27 was partner B. S11 initiated the interaction by posing questions to S27 who answered the first question and for the second question he struggled to frame a correct response. S11 helped him by providing the correct answer. S11 however know the answers of both the questions he asked. When the roles were reversed S11 swiftly answered S27's questions. S11 though knew the answer but seek researcher's assistance for second question.

P12

In this Pair S12 was partner A and S24 was partner B. S12 asked his questions to S24 who immediately responded. S12 took researcher's help for second question as he was not knowing it. When S24 asked his questions to S12 he replied the answer but lacked clarity in the response. S24 provided clarification and guidance to S12.

P13

Both partners S13 Partner A and S14 Partner B interacted in smooth interaction S13 asked his questions to S14 to which she replied promptly; S13 did not provided any suggestions as for him the response given by S14 was correct. When S14 asked her questions to S13 he immediately answered for the first question, for second question he though for some time and then provided the correct answer. Neither S13 nor S14 needed to offer any corrections

P14

In Pair 14; S14 was partner A and S26 was partner B. S14 initiated the exchange by posing a question to S26 who managed to respond to the first question but struggled with the second question. S14 then offered her correct answer. When the roles reversed S14 promptly answered S26's question indicating their proficiency in the subject matter. However, S26 required assistance from researchers when unable to know the answer of the second question.

P15

In this pair S15 was partner A and S30 was partner B. S15 showcased a contrasting interaction with S15 stumbling when asking question to S30; S30 promptly responded to her question. However, S15 found herself in need of assistance from researchers as she did not know the answer of her own questions. When S30 posed questions to S15 she took time to respond and could answer to the first question only. For the second question S30 provided the correct explanation.

Responses obtained from the pair activity have been presented in table 5.26

TABLE 5.26 LEVEL OF ATTAINMENT IN SKILL DURING CLT 13– RALLY COACH

		RALLY COACH(T13)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
SELF AWARENESS	Communication	M	E	D	M	D	D	M	E	M	A	D	E	D	M	E	M	E	A	M	D	D	M	A	D	E	E	E	D	M	M
	Open minded	M	E	D	M	D	D	M	E	M	A	D	E	D	M	E	M	E	A	M	D	D	M	A	D	E	E	E	D	M	M
	Committed	M	E	D	M	D	D	M	E	M	A	D	E	D	M	E	M	E	A	M	D	D	M	A	D	E	E	E	D	M	M
	Reflective thinker	M	E	D	M	D	D	M	E	M	A	D	E	D	M	E	M	E	A	M	D	D	M	A	D	E	E	E	D	M	M
COPING WITH STRESS	Rational thinker	M	E	D	M	D	D	M	E	M	A	D	E	D	M	E	M	E	A	M	D	D	M	A	D	E	E	E	D	M	M
	Stress management	M	E	D	M	D	D	M	E	M	A	D	E	D	M	E	M	E	A	M	D	D	M	A	D	E	E	E	D	M	M
	Optimistic	M	E	D	M	D	D	M	E	M	A	D	E	D	M	E	M	E	A	M	D	D	M	A	D	E	E	E	D	M	M
	Reflective thinker	M	E	D	M	D	D	M	E	M	A	D	E	D	M	E	M	E	A	M	D	D	M	A	D	E	E	E	D	M	M

MAJOR OBSERVATION

Table 5.26 illustrates the progression of students in developing empathy and coping with stress skills. A small group of students (S10, S18, and S25) remained at the approaching level. While they engaged in conversations with their peers and showed some understanding of their viewpoints, they also displayed signs of stress that affected their interactions. Seeking support from their peers, they sought ways to alleviate their stress. Six students (S2, S8, S15, S17, S25, S26) reached the emerging level, actively listening to their peers and considering their perspectives. Although their responses were rooted in their own experiences, they demonstrated a solid grasp of their peers' viewpoints and managed stress effectively, showing no outward signs of it. Less than half of the students progressed to the developing stage, showcasing excellent active

listening skills and a deep consideration for their peers' needs and viewpoints. They exhibited advanced understanding and stayed composed even under pressure, effectively managing stress. A smaller subset of students achieved mastery, displaying exceptional ability in crafting thoughtful responses and deeply empathizing with their peers. They could intuitively sense and understand their peers' emotions, demonstrating unparalleled stress management skills and maintaining calmness even in challenging situations.

The next activity three step interview describe students attainment level in effective communication and problem solving skill.

TECHNIQUE 16- THREE STEP INTERVIEW

DISCRIPTION OF THE ACTIVITY

This activity was conducted to enhance effective communication skills and problem-solving skills. In this pair activity students were expected to exhibit exemplary active listening skills, consistently demonstrating full engagement and providing appropriate feedback to their peers and exhibit exemplary conciseness in communication, conveying complex ideas clearly. Students were also expected to consistently demonstrates high levels of originality and innovation in problem-solving tasks, independently generating creative solutions. This activity was conducted when researcher has taught the topic. Partner has to take turn as interviewer and interviewee. Each partner had received two sets of different questions. The questions are:

Question for Partner B

- 1) According to you what happens after the death of a person?
- 2) According to you what is the true meaning of life?
- 3) Do you think the teachings of great thinkers should be recorded? Why?

Question for Partner A

- 1) Do you think the ideas of great thinkers should be taught in school? Why?
- 2) What could be the reason that now a days people steal things, fights and kill someone?

- 3) What would have happened to women in today's date if women were not given any rights, freedom, knowledge in past?

The responses of the students have been analysed and tabulated in table 5.27. The performance of students in this activity is mention below.

P1

In this partnership between S17 and S1; S17 took the role of interviewer and S1 took the role of interviewee. S17 interviewed S1 by asking the questions to which S1 consistently provided prompt and accurate responses. When it was S1's turn to interview S17 she took some time to think on each question before responding. Her responses were not precise.

P2

In this pair activity S12 and S21 were partners. First S21 interviewed S12 for which S12 took some time to consider his responses for the first two questions, he shared personal experiences for the second question but remained silent when prompted by the researcher. However, he promptly responded to the third question. When S12 interviewed S21 she also took some time for reflection on the first two questions but promptly responded to the third question.

P3

In this pair activity S3 and S27 were partners. S3 was interviewer and S27 was interviewee. First S3 was called to interview S27, when S3 asked questions to S27 he responded to her questions. When it was S27's turn to interview S3, he asked his questions to S3 who faced little difficulty in understanding the first question to which researcher help her with explanation, for the second question she replied hesitantly.

P4

In this partnership between S30 and S2 first S30 was interviewer and S2 was interviewee. S30 took the role of interviewer and asked his questions to S2 who took time to reflect on and then respond hesitantly. He frequently paused while speaking and sought clarification from S30 when framing his responses. Conversely, when S2 took the role of interviewer and asked questions to S30 he (S30) promptly replied without hesitation.

P5

In this pair S29 was interviewer and S15 was interviewee first. When S29 took the role of interviewer and asked questions to S15 she carefully considered each question and attempted to explain her responses although one of her answers was irrelevant and the other two answers proposed by her lack clarity. When S15 took the role of interviewer she asked questions to S29 who immediately provided responses without much deliberation.

P6

In this partnership between S28 and S4 first S4 was interviewer and S28 was interviewee. S4 in the role of interviewer asked questions to S28 who promptly replied to the first and third questions. Yet, his response to the second question lacked clarity prompting S4 to ask for clarification. When S28 interviewed S4 and asked question she responded promptly without much reflection.

P7

In this pair first S26 was interviewer and S5 was interviewee. S26 took the role of interviewer first and asked questions to S5 who responded immediately without taking time for reflection. When S5 took the role of interviewer and asked questions to S26 she responded but her responses lacked precision.

P8

In this partnership between S25 and S6, S25 took the role of interviewer first and asked questions to S6 who responded instantly without hesitation. However, when S6 took the role of interviewer and questions to S25 she faced difficulties in forming sentences. S6 patiently encouraged and assisted her in sentence formation with S25 attentively listening to the suggestions.

P9

In this partnership first S24 took the role of interviewer and asked questions to S7 who swiftly replied to S24. When S7 took the role of interviewer and asked questions to S24 he sought guidance from the researcher for the third question, as he was unsure about certain terms and needed clarification. After researcher's clarification he was able to respond the question.

P10

In this partnership S23 acted as interviewer first who asked his questions to S8. S8 took some time to reflect on each question, he paused to consider before responding. Despite the pauses S8 managed to respond to all the questions. When S8 took the role of interviewer he asked questions to S23 she rapidly answered all the questions without hesitation.

P11

In this partnership S13 first acted as interviewer and asked questions to S22 who swiftly responded to questions. When S22 acted as interviewer he asked questions to S13 he faced challenges in framing sentences and paused while responding. With the assistance of S22 he managed to formulate his responses.

P12

In this pair S20 acted as interviewer first who asked questions to S10. S10 responded but his responses lacked authenticity this prompted S20 to seek clarification. Despite the struggle for providing clarification S10 eventually provided justifiable responses still his responses lack clarity. When S10 took the role of interviewer and asked question to S20; S20 skilfully responded to S10's questions without requiring much time for reflection.

P13

In this partnership S19 acted as interviewer first and asked questions to S11 who promptly replied to each question. When S11 took the charge as interviewer and asked questions to S19 she also promptly replied to all the question. While receiving responses they patiently listened to each other fostering effective communication and understanding.

P14

In this pair S18 was with partnered with S29. Initially S29 took the role of interviewer and asked questions to S11 struggled to answer all the questions. The researcher intervened and rephrased the questions enabling S18 to answer the first question only. He faced difficulty expressing his ideas clearly for the other two questions. In contrast

when S18 asked question to S29 he swiftly responded to S18's questions without any difficulty.

P15

In this partnership between S16 and S4. S4 first took the role of interviewer and asked questions to S16 who gave prompt responses without hesitation. When S16 took the role of interviewer and asked questions to S4 she also replied promptly to all the questions. Both partners meticulously replied to each other's questions demonstrating exemplary conciseness in communication. They conveyed their ideas clearly and effectively contributing to a smooth exchange of information.

Responses obtained from the pair activity have been presented in table 5.27.

TABLE 5.27 LEVEL OF ATTAINMENT OF SKILL DURING CLT 16 – THREE STEP INTERVIEW

		THREE STEP INTERVIEW (T16)																													
	Criterion	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30
EFFECTIVE COMMUNICATION	Active listener	M	E	D	M	M	M	M	D	M	E	M	D	D	A	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Information seeking	M	E	D	M	M	M	M	D	M	E	M	D	D	A	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Empathetic	M	E	D	M	M	M	M	D	M	E	M	D	D	A	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Concise	M	E	D	M	M	M	M	D	M	E	M	D	D	A	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
PROBLEM SOLVING	Pragmatic	M	E	D	M	M	M	M	D	M	E	M	D	D	A	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Creative	M	E	D	M	M	M	M	D	M	E	M	D	D	A	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Active listener	M	E	D	M	M	M	M	D	M	E	M	D	D	A	E	M	E	A	M	M	D	M	M	D	E	E	D	D	M	M
	Collaboration	M	E	D	M	M	M	M	D	M	E	M	D	D	A	E	M	E	A	M	M	D	M	M	D	E	E	E	D	M	M

MAJOR OBSERVATION

The observations made from Table 5.27 and analysis of pair observations in effective communication and problem-solving skills it is found that S18 remained at the approaching level struggling to articulate thoughts clearly and provide additional information for responses, albeit inconsistently. Six students (S2, S10, S15, S17, S25, and S26) were still at the emerging level, relying on peer support to convey ideas and demonstrating active listening skills while sharing innovative ideas. Less than half of the students (7) advanced to the developing level, actively seeking information and displaying empathy by supporting peers when needed. They showcased originality and innovation in problem-solving tasks with minimal guidance. Half of the students achieved mastery, demonstrating exemplary empathy by consistently showing

sensitivity to peers' emotions and offering meaningful support. They exhibited a high level of originality and innovation in problem-solving tasks independently.

Students' overall performance

In this study, every student was observed in all the seventeen CLT. The skills were observed during the activities. The previous section showed the analysis of all students' performances in all the CLT. In this section, the overall performance of each student in all ten core life skills is shown between tables 5.28 and 5.51.

TABLE 5.28 PERFORMANCE PROFILE OF S1 AND S29

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17	
Self Awareness	Communication		A											M	M				
	Open minded		A											M	M				
	Committed		A											M	M				
	Reflective thinker		A											M	M				
Empathy	Active listener						E										M		
	Reflective thinking						E										M		
	Responsible						E										M		
	Understanding						E										M		
Effective communication	Active listener							E		D								M	
	Information seeking							E		D								M	
	Empathetic							E		D								M	
	Concise							E		D								M	
Interpersonal Skill	Communication		A				E		E									M	
	Active Listener		A				E		E									M	
	Encourage Participation		A				E		E									M	
	Checks for understanding		A				E		E									M	
Critical Thinking	Understanding	A			E						D								
	Open minded	A			E						D								
	Creativity	A			E						D								
	Divergent thinking	A			E						D								
Creative Thinking	Imaginative	A				E													M
	Open minded	A				E													M
	Innovative Thinking	A				E													M
	Divergent thinking	A				E													M
Problem Solving	Pragmatic			E									D						M
	Creative			E									D						M
	Active listener			E									D						M
	Collaboration			E									D						M
Decision Making	Think out of Box					E						D	D						
	Logical Analysis					E						D	D						
	Risk Taker					E						D	D						
	Communication					E						D	D						
Coping with Emotions	Self-controlled				E														M
	Expression				E														M
	Self Reflection				E														M
	Empathy				E														M
Coping with stress	Rational thinker										D			M					
	Stress management										D			M					
	Optimistic										D			M					
	Reflective thinker										D			M					

The analysis of Table 5.28 shows that participants S1 and S29 exhibited consistent improvement across all ten skills. Specifically, both students progressed from approaching to mastery levels critical thinking skill and creative thinking skill. Ultimately, S1 and S29 achieved mastery in all ten skills.

Throughout the implementation of Cooperative Learning Techniques (CLT) the researcher closely observed S1 and S29 through video recordings and personal observations. Initially, both participants encountered difficulties while expressing their ideas clearly among the group members. S1 remained actively engaged throughout all seventeen CLT activities but struggled to generate meaningful ideas.

In contrast, S29 showed lapses in attention in some to the activities S1 and S29 demonstrated exceptional active listening skill, demonstrated exemplary ability to understand others viewpoint, demonstrated high ability to think of multiple perspectives, consistently demonstrates high level of originality and innovation. They demonstrated a high level of awareness that consistently reflected in their learning. They even demonstrated deep interest and respect for diverse viewpoints. They exhibited exemplary conciseness in communication while convey complex ideas clearly.

They showed excellent consideration of others wants and needs while communicating ideas clearly, using appropriate verbal and non-verbal cues while exhibiting exceptional divergent thinking abilities. They independently generated high creative ideas while applying knowledge effectively in various practical situations. They fearlessly embrace risk-taking by considering advantage and disadvantage of different approaches to decision making. They demonstrated a strong inclination to express feelings and thoughts to their peers to reduce stress. This peer support and engagement were crucial in enhancing their overall skills.

TABLE 5.29 PERFORMANCE PROFILE OF S2

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		A B S E N T											E	E			
	Open minded													E	E			
	Committed													E	E			
	Reflective thinker													E	E			
Empathy	Active listener						A									E		
	Reflective thinking						N									E		
	Responsible						N									E		
	Understanding						N									E		
Effective communication	Active listener							N		A							E	
	Information seeking							N		A							E	
	Empathetic							N		A							E	
	Concise							N		A							E	
Interpersonal Skill	Communication		A B S E N T				N		A						E			
	Active Listener						A		A						E			
	Encourage Participation						N		A						E			
	Checks for understanding						N		A						E			
Critical Thinking	Understanding	A B S E N T			A B S E N T						A							
	Open minded										A							
	Creativity										A							
	Divergent thinking										A							
Creative Thinking	Imaginative	A B S E N T				A												E
	Open minded					N												E
	Innovative Thinking					N												E
	Divergent thinking					A												E
Problem Solving	Pragmatic		A B S E N T										E				E	
	Creative												E				E	
	Active listener												E				E	
	Collaboration												E				E	
Decision Making	Think out of Box					N					A		E					
	Logical Analysis					N					A		E					
	Risk Taker					N					A		E					
	Communication					A					A		E					
Coping with Emotions	Self-controlled				A B S E N T											E		
	Expression															E		
	Self Reflection															E		
	Empathy															E		
Coping with stress	Rational thinker										A		E					
	Stress management										A		E					
	Optimistic										A		E					
	Reflective thinker										A		E					

The analysis of Table 5.29 shows that participant S2 did not achieve mastery in any of the ten life skills. However, S2 did make gradual progress from the mix of novice level and approaching level to the emerging level across all ten life skills. Notably, S2 was absent until the fourth technique and it was only from the fifth technique that he involved working with his peers. In fifth activity he was at the mix of novice and approaching level but his performance decreased and he was fully at novice level in seventh activity. From eighth activity he rose and reached at approaching level and finally reached at emerging level in the twelfth activity.

Throughout the implementation of Cooperative Learning Techniques (CLT) the researcher closely monitored S2 and identified several challenges. Initially, S2 was never seen stressed in his work as he did not take the task seriously. He demonstrated some engagement in conversation displaying a moderated understanding of his peer's viewpoints. In the group work and pair activity he was able to maintain focus on the task though for a shorter period of time. S2 struggled to generate meaningful and creative ideas and had difficulty consistently applying logical reasoning, often making decisions influenced by personal biases. His communication skills were particularly lacking in group settings; his contributions were often unclear and lacked depth.

By working in groups and with pairs S2 progressed a little and showed a basic awareness of own thoughts and feelings, demonstrated improving ability to convey ideas concisely, often made sure to be understood by the rest of the group, began to consider others wants and needs, demonstrated basic ability to think divergently, began to demonstrate innovation in generating creative ideas, demonstrated basic ability to apply knowledge in practical situations with occasional guidance, demonstrated willingness in taking risk by considering advantage and disadvantage of different approaches to decision making, expressed difficult emotions with some effort to communicate them constructively, managed stress well but showed signs of tension.

TABLE 5.30 PERFORMANCE PROFILE OF S3

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N									E		D	D			
	Open minded		N									E		D	D			
	Committed		N									E		D	D			
	Reflective thinker		N									E		D	D			
Empathy	Active listener			A												D		
	Reflective thinking			A												D		
	Responsible			A												D		
	Understanding			A												D		
Effective communication	Active listener						A		E								D	
	Information seeking						A		E								D	
	Empathetic						A		E								D	
	Concise						A		E								D	
Interpersonal Skill	Communication		N				A		A						D			
	Active Listener		N				A		A						D			
	Encourage Participation		N				A		A						D			
	Checks for understanding		N				A		A						D			
Critical Thinking	Understanding	A			E						E							
	Open minded	N		N							E							
	Creativity	N		N							E							
	Divergent thinking	N		N							E							
Creative Thinking	Imaginative	N				A												D
	Open minded	N			N													D
	Innovative Thinking	N			N													D
	Divergent thinking	N			A													D
Problem Solving	Pragmatic			N									E				D	
	Creative			N									E				D	
	Active listener			N									E				D	
	Collaboration			N									E				D	
Decision Making	Think out of Box					A					E	E						
	Logical Analysis					N					E	E						
	Risk Taker					N					E	E						
	Communication					A					E	E						
Coping with Emotions	Self-controlled				N											D		
	Expression				N											D		
	Self Reflection				N											D		
	Empathy				N											D		
Coping with stress	Rational thinker										E			D				
	Stress management										E			D				
	Optimistic										E			D				
	Reflective thinker										E			D				

The analysis of Table 5.30 showed S3's improvement across all ten skills progressing from the novice level to the developing level. However, S3 did not reach the mastery level in any of the skills. Through video recordings and personal observation, the researcher noted several challenges faced by S3 especially in her initial stages.

S3 struggled to communicate effectively in diverse environments and showed limited interest in understanding different viewpoints. She had difficulty staying focused on tasks, often becoming distracted and viewing situations solely through her own ideas and feelings. Additionally, S3 struggled to apply logical reasoning during group activities and was often inactive in the group work. The researcher provided frequent assistance and guidance to S3, particularly when she was not active or cooperative in the group. Constant reminders of her accountability to the group and probing questions were necessary to encourage her participation.

Gradually when S3 started participating in group activity and pair activity she demonstrated clear awareness of her own thoughts and feelings, communicated clearly and effectively expressing her thoughts and ideas concisely while providing relevant details to support understanding, she even demonstrated advanced understanding of viewpoints of others and consistently made sure to be understood by the rest of the group. She consistently demonstrated divergent thinking abilities and demonstrated innovation in implementing creative ideas effectively by consistently applying knowledge effectively in practical situations. She even applied logical reasoning effectively to decision making and expressed her feelings and thoughts openly she recognised the clear advantage of talking to her peer to reduce stress.

TABLE 5.31 PERFORMANCE PROFILE OF S4, S9, S19

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		E											M	M			
	Open minded		E											M	M			
	Committed		E											M	M			
	Reflective thinker		E											M	M			
Empathy	Active listener						D										M	
	Reflective thinking						D										M	
	Responsible						D										M	
	Understanding						D										M	
Effective communication	Active listener							D		M								M
	Information seeking							D		M								M
	Empathetic							D		M								M
	Concise							D		M								M
Interpersonal Skill	Communication		E				D		D						M			
	Active Listener		E				D		D						M			
	Encourage Participation		E				D		D						M			
	Checks for understanding		E				D		D						M			
Critical Thinking	Understanding	E			D									M				
	Open minded	E			D									M				
	Creativity	E			D									M				
	Divergent thinking	E			D									M				
Creative Thinking	Imaginative	E				D												M
	Open minded	E				D												M
	Innovative Thinking	E				D												M
	Divergent thinking	E				D												M
Problem Solving	Pragmatic			E										M				M
	Creative			E										M				M
	Active listener			E										M				M
	Collaboration			E										M				M
Decision Making	Think out of Box					D						M	M					
	Logical Analysis					D						M	M					
	Risk Taker					D						M	M					
	Communication					D						M	M					
Coping with Emotions	Self-controlled				D													M
	Expression				D													M
	Self Reflection				D													M
	Empathy				D													M
Coping with stress	Rational thinker										M			M				
	Stress management										M			M				
	Optimistic										M			M				
	Reflective thinker										M			M				

Based on the observations from Table 5.31 students S4, S9, and S19 demonstrated remarkable improvement across all ten skills. Initially starting at the emerging level, they progressed to the developing level from the fourth activity and consistently achieved mastery from ninth activity.

These students were notably active throughout the activities. They demonstrated high level of awareness that consistently reflected on their own learning. They also exhibited conciseness in communication while conveying complex ideas clearly. They even showed excellent consideration of others wants and needs. They demonstrated deep understanding of maid ideas and made sure that all group members contributed to decisions about major points. They consistently demonstrated exceptional creativity by frequently proposing innovative ideas. Their deep interest and respect for diverse viewpoints were evident as they effectively avoided interrupting others and showed a strong ability to consider multiple perspectives. Additionally, they expressed complex emotions articulately and constructively. They remained enthusiastic, provided assistance to their group members and consistently took the initiative, whether working in groups or pairs. They demonstrated a high level of awareness that consistently reflected in their learning. They demonstrated deep interest and respect for diverse viewpoints. They exhibited exemplary conciseness in communication while convey complex ideas clearly. They showed excellent consideration of others wants and needs while communicating ideas clearly, using appropriate verbal and non-verbal cues while exhibiting exceptional divergent thinking abilities. They independently generated high creative ideas while applying knowledge effectively in various practical situations. They fearlessly embrace risk-taking by considering advantage and disadvantage of different approaches to decision making. They demonstrated a strong inclination to express feelings and thoughts to their peers to reduce stress. Their leadership and cooperative skills were exemplary, contributing positively to the group's dynamic and overall success.

TABLE 5.32 PERFORMANCE PROFILE OF S5 AND S6

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		A											D	D			
	Open minded		A											D	D			
	Committed		A											D	D			
	Reflective thinker		A											D	D			
Empathy	Active listener						E										M	
	Reflective thinking						E										M	
	Responsible						E										M	
	Understanding						E										M	
Effective communication	Active listener							E		E								M
	Information seeking							E		E								M
	Empathetic							E		E								M
	Concise							E		E								M
Interpersonal Skill	Communication		A				E		A						D			
	Active Listener		A				E		B						D			
	Encourage Participation		A				E		S						D			
	Checks for understanding		A				E		E	N					D			
Critical Thinking	Understanding	A			A								D					
	Open minded	A			A								D					
	Creativity	A			A								D					
	Divergent thinking	A			A								D					
Creative Thinking	Imaginative	A				A												M
	Open minded	A				A												M
	Innovative Thinking	A				A												M
	Divergent thinking	A				A												M
Problem Solving	Pragmatic			A									D					M
	Creative			A									D					M
	Active listener			A									D					M
	Collaboration			A									D					M
Decision Making	Think out of Box					A						D	D					
	Logical Analysis					A						D	D					
	Risk Taker					A						D	D					
	Communication					A						D	D					
Coping with Emotions	Self-controlled				A													M
	Expression				A													M
	Self Reflection				A													M
	Empathy				A													M
Coping with stress	Rational thinker										D		D					
	Stress management										D		D					
	Optimistic										D		D					
	Reflective thinker										D		D					

From the observations in Table 5.32 students S5 and S6 showed notable improvement across all ten skills. Initially, they were at the approaching level and reached the mastery level in the fifteenth activity. Their progression began from the approaching level moving to the emerging level by the fifth activity and reaching the developing level by the tenth activity.

Through video recordings and classroom observations, the researcher noted that S5 and S6 initially struggled with expressing their ideas clearly and often required assistance. They found it challenging to maintain attention and demonstrated limited interest in understanding different viewpoints, often becoming easily distracted and showing only occasional consideration of alternative perspectives. While they exhibited some logical reasoning abilities, they frequently failed to consider all available evidence.

Initially, earlier in few activities S5 was sitting alone and working at his own, while S6 did not take initiative in group work. Gradually while working in pair activity and group activity both S5 and S6 demonstrated a high level of awareness that consistently reflected in their learning. They even demonstrated deep interest and respect for diverse viewpoints. They exhibited exemplary conciseness in communication while convey complex ideas clearly. They showed excellent consideration of others wants and needs while communicating ideas clearly, using appropriate verbal and non-verbal cues while exhibiting exceptional divergent thinking abilities. They independently generated high creative ideas while applying knowledge effectively in various practical situations. They fearlessly embrace risk-taking by considering advantage and disadvantage of different approaches to decision making. They demonstrated a strong inclination to express feelings and thoughts to their peers to reduce stress.

TABLE 5.33 PERFORMANCE PROFILE OF S7

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		A											M	M			
	Open minded		A											M	M			
	Committed		A											M	M			
	Reflective thinker		A											M	M			
Empathy	Active listener						E										M	
	Reflective thinking						E										M	
	Responsible						E										M	
	Understanding						E										M	
Effective communication	Active listener						E		D									M
	Information seeking						E		D									M
	Empathetic						E		D									M
	Concise						E		D									M
Interpersonal Skill	Communication		A				E		E						M			
	Active Listener		A				E		E						M			
	Encourage Participation		A				E		E						M			
	Checks for understanding		A				E		E						M			
Critical Thinking	Understanding	A			A							D						
	Open minded	A			A							D						
	Creativity	A			A							D						
	Divergent thinking	A			A							D						
Creative Thinking	Imaginative	A				A												M
	Open minded	A				A												M
	Innovative Thinking	A				A												M
	Divergent thinking	A				A												M
Problem Solving	Pragmatic			A									D					M
	Creative			A									D					M
	Active listener			A									D					M
	Collaboration			A									D					M
Decision Making	Think out of Box					A						D	D					
	Logical Analysis					A						D	D					
	Risk Taker					A						D	D					
	Communication					A						D	D					
Coping with Emotions	Self-controlled				A													M
	Expression				A													M
	Self Reflection				A													M
	Empathy				A													M
Coping with stress	Rational thinker										D			M				
	Stress management										D			M				
	Optimistic										D			M				
	Reflective thinker										D			M				

Table 5.33 demonstrate that participant S7 has shown significant improvement across all ten life skills. S7 made considerable progress starting at the approaching level and ultimately reaching at mastery level. Initially, S7 remained at the approaching level until the fourth activity and advanced to the emerging level by the fifth activity he then progressed to the developing level by the ninth activity and achieved mastery level in thirteen activity.

Through close observation during classroom interactions and video recordings, the researcher noted several initial challenges faced by S7. These included difficulties in expressing ideas clearly, maintaining attention, and occasionally considering alternative perspectives. S7 also showed intermittent originality in problem-solving tasks and occasionally sought support when dealing with stress. Additionally, S7 demonstrated limited consideration for peers' needs and made efforts to be concise but often struggled to express thoughts and ideas clearly. However, while working in cooperative groups S7 managed to overcome these difficulties.

He developed a high ability to consider multiple perspectives and exhibited exemplary conciseness in communication by conveying ideas clearly using verbal and non-verbal cues. He demonstrated high ability to prioritize the task for the longer period of time. He showed excellent consideration of others wants and needs. He also demonstrated deep interest and respect for diverse viewpoints. He consistently demonstrated high level of innovation in problem solving task and applied logical analysis making well-reasoned decision. He consistently recognized and acknowledged thoughts and feelings. This progression highlights S7's significant development and ultimate achievement of mastery in all ten skills.

TABLE 5.34 PERFORMANCE PROFILE OF S8

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											E	E			
	Open minded		N											E	E			
	Committed		N											E	E			
	Reflective thinker		N											E	E			
Empathy	Active listener						A									E		
	Reflective thinking						A									E		
	Responsible						A									E		
	Understanding						A									E		
Effective communication	Active listener							E		E								D
	Information seeking							A		A								D
	Empathetic							A		A								D
	Concise							A		A								D
Interpersonal Skill	Communication		N				A		A							A		
	Active Listener		N				A		A							S		
	Encourage Participation		N				A		A							E		
	Checks for understanding		N				A		A							N		
Critical Thinking	Understanding	N			N						A							
	Open minded	N			N						A							
	Creativity	N			N						A							
	Divergent thinking	N			N						A							
Creative Thinking	Imaginative	N				N												D
	Open minded	N				N												D
	Innovative Thinking	N				N												D
	Divergent thinking	N				N												D
Problem Solving	Pragmatic			N									E					D
	Creative			N									E					D
	Active listener			N									E					D
	Collaboration			N									E					D
Decision Making	Think out of Box					N						E	E					
	Logical Analysis					N						E	E					
	Risk Taker					N						E	E					
	Communication					N						E	E					
Coping with Emotions	Self-controlled				N											E		
	Expression				N											E		
	Self Reflection				N											E		
	Empathy				N											E		
Coping with stress	Rational thinker										A			E				
	Stress management										A			E				
	Optimistic										A			E				
	Reflective thinker										A			E				

Table 5.34 shows that student S8 showed significant improvement across all ten skills. S8 made considerable progress, starting at the novice level from the first to the fifth activity, advancing to the approaching level by the sixth activity, and continuing to progress to the developing level by the sixteenth activity.

Through close observation, the researcher noted several initial challenges faced by S8. These included difficulties in maintaining focus on tasks, a limited understanding of peers' viewpoints and a lack of interest in seeking additional information. S8 faced challenges in expressing ideas, understanding teammates, and rarely sought input from group members. Additionally, S8 seldom demonstrated innovation in problem-solving tasks, struggled to apply logical reasoning and often made decisions based on personal biases.

In the early stages S8 showed little active interest in others' contributions and had a limited understanding of how to apply knowledge and skills in practical situations. The researcher frequently had to intervene when S8 was inactive providing guidance through reframing activities questions with probing with additional questions and explaining the activity requirements. Gradually, S8 showed improvement while working in cooperative learning groups. S8 demonstrating deep interest and respect for diverse viewpoints.

He consistently considers others wants and needs and communicates clearly and effectively while expressing thoughts and ideas concisely while providing relevant details to support understanding. He also exhibited excellent active listening skills. He often comes up with fresh and unique ideas. S8 applies logical reasoning effectively and consistently applied knowledge effectively in practical situations with minimal guidance. This progression highlights S8's significant development in all ten skills.

TABLE 5.35 PERFORMANCE PROFILE OF S10

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											A	E			
	Open minded		N											A	E			
	Committed		N											A	E			
	Reflective thinker		N											A	E			
Empathy	Active listener						N										E	
	Reflective thinking						N										E	
	Responsible						N										E	
	Understanding						N										E	
Effective communication	Active listener							A		A								E
	Information seeking							A		A								E
	Empathetic							A		A								E
	Concise							A		A								E
Interperaoanal Skill	Communication		N				N		A						E			
	Active Listener		N				N		B						E			
	Encourage Participation		N				N		S						E			
	Checks for understanding		N				N		E						E			
									N									
Critical Thinking	Understanding		N		A						A							
	Open minded		N		A						A							
	Creativity		N		N						A							
	Divergent thinking		N		N						A							
Creative Thinking	Imaginative		N			N												E
	Open minded		N			N												E
	Innovative Thinking		N			N												E
	Divergent thinking		N			N												E
Problem Solving	Pragmatic			N									A				E	
	Creative			N									A				E	
	Active listener			N									A				E	
	Collaboration			N									A				E	
Decision Making	Think out of Box					N						A	A					
	Logical Analysis					N						A	A					
	Risk Taker					N						A	A					
	Communication					N						A	A					
Coping with Emotions	Self-controlled				N												E	
	Expression				N												E	
	Self Reflection				N												E	
	Empathy				N												E	
Coping with stress	Rational thinker										A		A					
	Stress management										A		A					
	Optimistic										A		A					
	Reflective thinker										A		A					

The analysis of Table 5.35 shows that S10 did not progress significantly. He could reach till emerging level. S10 remained at the novice level until the sixth activity then advanced to the approaching level by the seventh activity and remained there until the thirteenth activity. It was only from the fourteenth activity that S10 progressed to the emerging level in all ten life skills.

S10 faced various challenges in the initial stages. He struggled to communicate in diverse environments often lost focus on tasks and became easily distracted. His understanding of others' viewpoints was limited and he tended to view situations solely through his own ideas and feelings. S10 rarely showed active interest in others' contributions and demonstrated poor listening skills. He seldom generated new ideas neither did he seek input from others during group work and had a limited understanding of applying knowledge and skills in practical situations. Additionally, S10 struggled to identify sources of stress and did not express his feelings and thoughts by talking with someone.

The researcher frequently provided assistance, offering guidance by probing with different questions, reframing tasks, giving clues about what needed to be done, and emphasizing his accountability for group progress. During group activity and pair activity he received significant efforts from his group members due to which S10 was eventually able to reach the emerging level. S10 demonstrating interest and respect for diverse viewpoints, but occasionally got interrupted and lose focus. He began to consider others wants and needs. He demonstrated curiosity in seeking out information though require guidance. He communicated adequately but needed clarification at times. S10 demonstrated basic ability to think divergently and generally applied logical reasoning but occasionally jumps to conclusions prematurely. He Began to develop awareness of thoughts, feelings, and actions.

TABLE 5.36 PERFORMANCE PROFILE OF S11

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											D	D			
	Open minded		N											D	D			
	Committed		N											D	D			
	Reflective thinker		N											D	D			
Empathy	Active listener						A										M	
	Reflective thinking						A										M	
	Responsible						A										M	
	Understanding						A										M	
Effective communication	Active listener							A		E								M
	Information seeking							A		E								M
	Empathetic							A		E								M
	Concise							A		E								M
Interpersonal Skill	Communication		N		N		A			E					D			
	Active Listener		A		A		A			E					D			
	Encourage Participation		N		N		A			E					D			
	Checks for understanding		N		N		A			E					D			
Critical Thinking	Understanding	N			A							E						
	Open minded	N			A							D						
	Creativity	N			N							E						
	Divergent thinking	N			N							E						
Creative Thinking	Imaginative	A				A												M
	Open minded	N				A												M
	Innovative Thinking	N				A												M
	Divergent thinking	N				A												M
Problem Solving	Pragmatic			N										E				M
	Creative			A										E				M
	Active listener			N										E				M
	Collaboration			N										E				M
Decision Making	Think out of Box					A						E	E					
	Logical Analysis					A						E	E					
	Risk Taker					A						E	E					
	Communication					A						E	E					
Coping with Emotions	Self-controlled				A													M
	Expression				A													M
	Self Reflection				A													M
	Empathy				A													M
Coping with stress	Rational thinker										E			D				
	Stress management										D			D				
	Optimistic										E			D				
	Reflective thinker										E			D				

The analysis of Table 5.36 shows that S11 has shown remarkable progress across all ten life skills. Initially, S11 started at a novice level in the first activity then reached at approaching level in the fifth activity and continued to progress to the emerging level in the eighth activity ultimately achieved mastery level in the fifteenth activity.

In the beginning, S11 exhibited significant challenges in several areas. He struggled to communicate effectively in diverse environments and had a limited understanding of others' viewpoints. His explanations were often vague, making it difficult for him to convey his ideas clearly. S11 also had trouble grasping main ideas and rarely came up with new ideas. He seldom sought input from his peers when working in a group. His ability in innovation in problem-solving tasks was minimal and he found it challenging to apply logical reasoning. Furthermore, S11 rarely expressed his thoughts and feelings to others and had difficulty identifying specific sources of stress.

S11 received support and encouragement from his group members. His peers played a crucial role in helping him navigate difficulties by offering advice and encouragement. Through continuous support from his peers S11 was able to make significant strides in his life skills, culminating in his mastery level in the fifteenth activity. S11 demonstrated the ability to prioritize the task for a longer period of time. He showed excellent consideration of others wants and needs. S11 exhibited exemplary conciseness in communication by conveying complex ideas clearly. He carefully made sure that all group members contributed to decisions about major points and exhibited exceptional divergent thinking abilities. He independently applied knowledge effectively in various practical situations. He also demonstrated exceptional ability in applying logical analysis by consistently making well-reasoned decisions. He demonstrated empathy towards others' emotions, creating a supportive environment for all group members.

TABLE 5.37 PERFORMANCE PROFILE OF S12

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication	A												E	D			
	Open minded	N												E	D			
	Committed	N												E	D			
	Reflective thinker	N												E	D			
Empathy	Active listener						A										D	
	Reflective thinking						A										D	
	Responsible						A										D	
	Understanding						A										D	
Effective communication	Active listener						A			E								D
	Information seeking						A			E								D
	Empathetic						A			E								D
	Concise						A			E								D
Interpersonal Skill	Communication	A					A			E					D			
	Active Listener	N					A			E					D			
	Encourage Participation	N					A			E					D			
	Checks for understanding	N					A			E					D			
Critical Thinking	Understanding	A			N								E					
	Open minded	N			A								E					
	Creativity	N			A								E					
	Divergent thinking	A			A								E					
Creative Thinking	Imaginative	A					A											D
	Open minded	N					A											D
	Innovative Thinking	N					A											D
	Divergent thinking	A					A											D
Problem Solving	Pragmatic			N									E					D
	Creative			N									E					D
	Active listener			N									E					D
	Collaboration			N									E					D
Decision Making	Think out of Box					A						E	E					
	Logical Analysis					A						E	E					
	Risk Taker					A						E	E					
	Communication					A						E	E					
Coping with Emotions	Self-controlled				N													D
	Expression				N													D
	Self Reflection				N													D
	Empathy				N													D
Coping with stress	Rational thinker										E		E					
	Stress management										E		E					
	Optimistic										E		E					
	Reflective thinker										E		E					

Table 5.37 shows the progression of S12 across ten life skills. Initially, S12 was at the novice level at the first activity. In the seventh activity he had advanced to the approaching level. He reached the emerging level in the eighth activity and maintained this progress till the thirteenth activity. At fourteenth activity S12 attained at the developing level though he did not fully achieve mastery level.

The researcher observed that at the initial stage S12 showed minimal interest in understanding his teammates' viewpoints. He often lost focus and became easily distracted primarily viewing situations through his own perspectives and emotions. During interactions he seldom displayed an active interest in his peers' contributions and demonstrated limited understanding of others' viewpoints. He rarely sought additional information. Initially, he was often seen giggling which disrupted group dynamics. His behaviour was noted by his group members who reported it to the researcher.

Over time S12 began to show a gradual and steady improvement. He started paying attention during group work and recognized the value of collaborative efforts. His engagement in group discussions increased and he began to demonstrate a genuine interest and respect for diverse viewpoints making efforts to avoid interruptions. He demonstrating deep interest and respect for diverse viewpoints by consistently considers others wants and needs. He communicated clearly and effectively while expressing thoughts and ideas concisely while providing relevant details to support understanding. He consistently asks inputs from others and consistently demonstrated innovation by implementing creative ideas effectively. S11 consistently applied knowledge effectively in practical situations with minimal guidance. He Effectively managed stress in most situations and stays relatively calm under pressure.

TABLE 5.38 PERFORMANCE PROFILE OF S13

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		A											D	D			
	Open minded		N											D	D			
	Committed		N											D	D			
	Reflective thinker		N											D	D			
Empathy	Active listener						A									D		
	Reflective thinking						A									D		
	Responsible						A									D		
	Understanding						A									D		
Effective communication	Active listener							A		E							D	
	Information seeking							A		E							D	
	Empathetic							A		E							D	
	Concise							A		E							D	
Interpersonal Skill	Communication		A				A		E						D			
	Active Listener		A				A		E						D			
	Participation		N				A		E						D			
	Checks for understanding		N				A		E						D			
Critical Thinking	Understanding	A			A								D					
	Open minded	A			A								D					
	Creativity	A			A								D					
	Divergent thinking	N			A								D					
Creative Thinking	Imaginative	N				A												D
	Open minded	A				A												D
	Innovative Thinking	N				A												D
	Divergent thinking	N				A												D
Problem Solving	Pragmatic			A									D				D	
	Creative			A									D				D	
	Active listener			A									D				D	
	Collaboration			A									D				D	
Decision Making	Think out of Box					A							D	D				
	Logical Analysis					A							D	D				
	Risk Taker					A							D	D				
	Communication					A							D	D				
Coping with Emotions	Self-controlled				A												D	
	Expression				A												D	
	Self Reflection				A												D	
	Empathy				A												D	
Coping with stress	Rational thinker										E			D				
	Stress management										E			D				
	Optimistic										E			D				
	Reflective thinker										E			D				

Table 5.38 illustrates S13's performance across all ten life skills. Initially, S13 was at a mix of novice and approaching level in the first activity gradually progressing to the approaching level in the fourth activity. In the eighth activity S13 reached at the emerging level and advanced to the developing level in the tenth activity. However, S13 did not reach at the mastery level.

In the beginning, S13 showed minimal interest in understanding viewpoints different from his own often perceiving situations solely through his own ideas and feelings. He did not actively listen to his peers and tended to think linearly rarely generating creative ideas. S13 preferred to work independently avoiding engagement with others in problem-solving tasks and seldom demonstrated innovation in these tasks. His communication was often unclear and lacked coherence. Additionally, he expressed difficult emotions inappropriately or aggressively often without understanding their impact on others and struggled to manage stress which affected his performance during group work. Over time as he continued working in the group, he began to show a deep interest and respect for diverse viewpoints and avoided interrupting others. In group work and pair activity he gradually exhibited active listening skills and consistently applied his knowledge and skills effectively in practical situations with minimal guidance.

He demonstrating deep interest and respect for diverse viewpoints and effectively avoids interruption. He demonstrates advanced understanding of viewpoints of others by Communicating clearly and effectively expressing thoughts and ideas concisely while providing relevant details to support understanding. He consistently demonstrated divergent thinking abilities showcasing confidence in taking risk by considering advantage and disadvantage of different approaches to decision making. He showed awareness of thoughts, feelings and actions with increasing consistency. S13 recognizes the clear advantage of talking to somebody to reduce stress.

TABLE 5.39 PERFORMANCE PROFILE OF S14

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		A											M	M			
	Open minded		A											M	M			
	Committed		A											M	M			
	Reflective thinker		A											M	M			
Empathy	Active listener						E									M		
	Reflective thinking						E									M		
	Responsible						E									M		
	Understanding						E									M		
Effective communication	Active listener							E		D								A
	Information seeking							E		D								B
	Empathetic							E		D								S
	Concise							E		D								E
Interpersonal Skill	Communication		A				E								M			
	Active Listener		A				E		A	B					M			
	Encourage Participation		A				E		A	B					M			
	Checks for understanding		A				E		A	B					M			
Critical Thinking	Understanding	A			E							D						
	Open minded	A			E							D						
	Creativity	N			E							D						
	Divergent thinking	N			E							D						
Creative Thinking	Imaginative	N				E												M
	Open minded	A				E												M
	Innovative Thinking	N				E												M
	Divergent thinking	N				E												M
Problem Solving	Pragmatic			A									M					A
	Creative			A									M					B
	Active listener			A									M					S
	Collaboration			A									M					E
Decision Making	Think out of Box					E						A	M					
	Logical Analysis					E						B	M					
	Risk Taker					E						S	M					
	Communication					E						E	M					
Coping with Emotions	Self-controlled				E											M		
	Expression				E											M		
	Self Reflection				E											M		
	Empathy				E											M		
Coping with stress	Rational thinker										D		M					
	Stress management										D		M					
	Optimistic										D		M					
	Reflective thinker										D		M					

Table 5.39 illustrates S14's progress across ten life skills. S14 began her development journey from a mix of novice and approaching levels. In the third activity she had reached at the approaching level. She progressed to the emerging level in the fourth activity and achieved the developing level by the ninth activity ultimately reaching at the mastery level in the twelfth activity.

Initially, S14 rarely generated new ideas and tended to think in a linear manner. She occasionally considered alternative viewpoints and faced difficulties in expressing her ideas clearly and often required assistance. She sometimes actively listened to others and struggled to maintain focus. S14 hesitated to actively engage with team members, sharing her ideas occasionally and mostly relied on traditional solutions rather than creative ones.

While working in group activity and pair activity S14 gradually improved by learning from her group members how to communicate ideas clearly. In cooperative learning she consistently sought input from others and began to demonstrate innovation. S14 demonstrating deep interest and respect for diverse viewpoints and effectively avoids interruption. She demonstrated exemplary ability to understand others viewpoint by communicates clearly and effectively expressing thoughts and ideas concisely while providing relevant details to support understanding. She carefully made sure that all group members contributed to decisions about major points. She exhibited exceptional divergent thinking abilities by consistently demonstrates high levels of originality and innovation in problem-solving tasks and independently generating creative solutions. S14 demonstrated exceptional ability in applying logical analysis consistently making well-reasoned decisions. She consistently recognized and acknowledges thoughts, feelings and actions and demonstrated exceptional resourcefulness in managing stress creatively.

TABLE 5.40 PERFORMANCE PROFILE OF S15 AND S25

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											E	E			
	Open minded		N											E	E			
	Committed		N											E	E			
	Reflective thinker		N											E	E			
Empathy	Active listener						N										E	
	Reflective thinking						N										E	
	Responsible						N										E	
	Understanding						N										E	
Effective communication	Active listener							A		A								E
	Information seeking							A		A								E
	Empathetic							A		A								E
	Concise							A		A								E
Interpersonal Skill	Communication		N				N		A						E			
	Active Listener		N				N		A						E			
	Encourage Participation		N				N		A						E			
	Checks for understanding		N				N		A						E			
Critical Thinking	Understanding	N			N							A						
	Open minded	N			N							A						
	Creativity	N			N							A						
	Divergent thinking	N			N							A						
Creative Thinking	Imaginative	N				N												E
	Open minded	N				N												E
	Innovative Thinking	N				N												E
	Divergent thinking	N				N												E
Problem Solving	Pragmatic			N									A					E
	Creative			N									A					E
	Active listener			N									A					E
	Collaboration			N									A					E
Decision Making	Think out of Box					N						A	A					
	Logical Analysis					N						A	A					
	Risk Taker					N						A	A					
	Communication					N						A	A					
Coping with Emotions	Self-controlled				N													E
	Expression				N													E
	Self Reflection				N													E
	Empathy				N													E
Coping with stress	Rational thinker										A			E				
	Stress management										A			E				
	Optimistic										A			E				
	Reflective thinker										A			E				

Table 5.40 analyse S15 and S25's performance across ten life skills showing limited progress in all ten life skills. Starting at the novice level in the first activity S15 and S25 remained at this level until the seventh activity. They progressed to the approaching level in the eighth activity and reached at the emerging level in the thirteenth activity. Throughout the observation period, the researcher noted that S15 and S25 were often disengaged and inactive during group discussions. They frequently required guidance and assistance including probing questions, explanations and clues from the researcher. Their team members also provided encouragement and guidance.

Despite these efforts S15 and S25 struggled to communicate effectively showing little interest in others' contributions and demonstrating poor listening skills. They had difficulty grasping the main ideas in discussions rarely demonstrated innovation in problem-solving tasks and seldom generated new ideas. Logical reasoning was a challenge for them and their communication was often unclear and lacked coherence. In group settings S15 and S25's inability to keep up with discussions caused them significant stress which they did not express nor seek help for affecting their overall contribution to the group's success. Despite the considerable efforts of their peers S15 and S25 reached at the emerging level. At this stage they began to consider a few perspectives though not far outside of their own experiences and showed some signs of attentive listening. When prompted, they were able to think of new ideas, indicating a gradual but limited improvement.

TABLE 5.41 PERFORMANCE PROFILE OF S16

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		A											M	M			
	Open minded		A											M	M			
	Committed		A											M	M			
	Reflective thinker		A											M	M			
Empathy	Active listener						E										M	
	Reflective thinking						E										M	
	Responsible						E										M	
	Understanding						E										M	
Effective communication	Active listener							E		E								M
	Information seeking							E		E								M
	Empathetic							E		E								M
	Concise							E		E								M
Interpersonal Skill	Communication		A				E		E							M		
	Active Listener		A				E		E							M		
	Encourage Participation		A				E		E							M		
	Checks for understanding		A				E		E							M		
Critical Thinking	Understanding	A			A							D						
	Open minded	N			A							D						
	Creativity	N			A							D						
	Divergent thinking	N			A							D						
Creative Thinking	Imaginative	N				E												M
	Open minded	N				E												M
	Innovative Thinking	N				E												M
	Divergent thinking	N				E												M
Problem Solving	Pragmatic			A									D					M
	Creative			A									D					M
	Active listener			A									D					M
	Collaboration			A									D					M
Decision Making	Think out of Box					E						D	D					
	Logical Analysis					E						D	D					
	Risk Taker					E						D	D					
	Communication					E						D	D					
Coping with Emotions	Self-controlled				A													M
	Expression				A													M
	Self Reflection				A													M
	Empathy				A													M
Coping with stress	Rational thinker										D			M				
	Stress management										D			M				
	Optimistic										D			M				
	Reflective thinker										D			M				

Table 5.41 analyses S16's performance across ten life skills showing remarkable progress in all areas ultimately reaching at the mastery level. Initially at the novice level in the first activity S16 advanced to the approaching level by the second activity. In the fifth activity she had reached at the emerging level and continued to progress attaining the developing level in the tenth activity. From the eleventh activity onwards S16 consistently performed at the mastery level. S16's advancement was notably rapid. Initially, she struggled to maintain attention and focus on tasks for extended periods. While she made efforts to be concise, she often found it challenging to express her thoughts clearly. She occasionally ensured her ideas were understood by the group and demonstrated some innovation but generating ideas in problem-solving tasks remained a struggle for her. S16's progress accelerated as she engaged more in group work. S16 demonstrating deep interest and respect for diverse viewpoints and effectively avoids interrupting.

She demonstrated exemplary ability to understand others viewpoint and exhibited exemplary empathy consistently showing sensitivity to others' emotions and offering meaningful support in interactions. She carefully made sure that all group members contribute to decisions about major points. S16 exhibited exceptional divergent thinking abilities and consistently demonstrated high levels of innovation by independently implementing highly creative ideas. She proactively interacted with team members, encouraged open discussion and exchange of ideas. S16 demonstrated exceptional ability in applying logical analysis consistently making well-reasoned decisions. She even demonstrated exceptional resourcefulness in managing stress creatively. Her involvement and contributions became more consistent and effective leading to her overall mastery of the life skills.

TABLE 5.42 PERFORMANCE PROFILE OF S17

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											E	E			
	Open minded		N											E	E			
	Committed		N											E	E			
	Reflective thinker		N											E	E			
Empathy	Active listener						N									E		
	Reflective thinking						N									E		
	Responsible						N									E		
	Understanding						N									E		
Effective communication	Active listener							A		A							E	
	Information seeking							A		A							E	
	Empathetic							A		A							E	
	Concise							A		A							E	
Interpersonal Skill	Communication		N				N		A						E			
	Active Listener		N				N		A						E			
	Encourage Participation		N				N		A						E			
	Checks for understanding		N				N		A						E			
Critical Thinking	Understanding	N			A						E							
	Open minded	N			A						E							
	Creativity	N			N						E							
	Divergent thinking	N			N						E							
Creative Thinking	Imaginative	N				N												E
	Open minded	N				N												E
	Innovative Thinking	N				N												E
	Divergent thinking	N				N												E
Problem Solving	Pragmatic			N									E				E	
	Creative			N									E				E	
	Active listener			N									E				E	
	Collaboration			N									E				E	
Decision Making	Think out of Box					N						E	E					
	Logical Analysis					N						E	E					
	Risk Taker					N						E	E					
	Communication					N						E	E					
Coping with Emotions	Self-controlled				N												E	
	Expression				N												E	
	Self Reflection				N												E	
	Empathy				N												E	
Coping with stress	Rational thinker										E		E					
	Stress management										E		E					
	Optimistic										E		E					
	Reflective thinker										E		E					

Table 5.42 showcases the performance of S17 across ten life skills indicating that S17 did not progress at the desired rate. Initially, S17 was at the novice level until the sixth activity. She slightly progressed to the approaching level in the seventh activity and reached the emerging level in the eleventh activity. Initially, S17 struggled to communicate with her group members and showed limited understanding of others' viewpoints. She rarely listened to her teammates and seldom contributed ideas, prompting the researcher to probe her frequently. Her attention and engagement were poor. She faced significant challenges in expressing ideas and understanding her group members. She rarely come up with new ideas. She even struggled to grasp the main ideas presented in the topic. She was unable to generate creative ideas. She never demonstrated originality or innovation in problem solving tasks. She even struggled to apply logical reasoning. S17 never expressed her feelings and thoughts by talking with anyone.

However, after participating in several activities S17 began to pay more attention and became more involved in group work. Her group members' consistent demand for her input helped her gradually realize her responsibilities. S17 demonstrated interest and respect for diverse viewpoints but occasionally got interrupted and lost focus. S17 demonstrate understanding of viewpoints of others by showcasing improving ability to convey ideas concisely though occasionally irrelevant information were included. She communicated adequately but need clarification at times from her peers. She demonstrates basic ability to think divergently and made efforts to engage with team members and share ideas. She generally applied logical reasoning but occasionally jumps to conclusions prematurely.

TABLE 5.43 PERFORMANCE PROFILE OF S18

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											A	A			
	Open minded		N											A	A			
	Committed		N											A	A			
	Reflective thinker		N											A	A			
Empathy	Active listener						N									A		
	Reflective thinking						N									A		
	Responsible						N									A		
	Understanding						N									A		
Effective communication	Active listener							N		A							A	
	Information seeking							N		A							A	
	Empathetic							N		A							A	
	Concise							N		A							A	
Interpersonal Skill	Communication		N				N			A					A			
	Active Listener		N				N			A					A			
	Encourage Participation		N				N			A					A			
	Checks for understanding		N				N			A					A			
Critical Thinking	Understanding		N		N						A							
	Open minded		N		N						A							
	Creativity		N		N						A							
	Divergent thinking		N		N						A							
Creative Thinking	Imaginative		N			N												A
	Open minded		N			N												A
	Innovative Thinking		N			N												A
	Divergent thinking		N			N												A
Problem Solving	Pragmatic			N									A				A	
	Creative			N									A				A	
	Active listener			N									A				A	
	Collaboration			N									A				A	
Decision Making	Think out of Box					N						A	A					
	Logical Analysis					N						A	A					
	Risk Taker					N						A	A					
	Communication					N						A	A					
Coping with Emotions	Self-controlled				N												A	
	Expression				N												A	
	Self Reflection				N												A	
	Empathy				N												A	
Coping with stress	Rational thinker										A		A					
	Stress management										A		A					
	Optimistic										A		A					
	Reflective thinker										A		A					

Table 5.43 analysis S18's performance across ten life skills showing limited progression. S18 began at the novice level and could advance to the approaching level in the tenth activity, maintaining this level through the seventeenth activity.

The researcher faced significant challenges in engaging S18. Initially, S18 did not show any interest in group activities and did not understand others' viewpoints. He didn't show active interest in what other students are saying and he rarely participated in interactions or contributed in generating new ideas. S18 struggled to apply knowledge and skills in practical situations and had difficulty with logical reasoning. Throughout group activities he appeared indifferent showing no signs of stress or emotional engagement. S18 demonstrated poor listening skills and often gets distracted while participating in the activities. He never showed awareness of others' feelings. He even ignored others' wants and needs.

The researcher had to frequently prompt S18 with questions and his responses were inconsistent. Despite the support and assistance from his group members during pair and group activities S18 did not put in much effort. In the tenth activity S18 showed some progress reaching at the approaching level. At this level he struggled to maintain attention and did not show genuine interest in understanding different viewpoints though he demonstrated some engagement in conversations. He made some effort to be concise but struggled to express thoughts or ideas clearly. S18 showed limited understanding of the concept and occasionally demonstrated originality and innovation in problem-solving tasks. He could occasionally generate somewhat unique ideas.

TABLE 5.44 PERFORMANCE PROFILE OF S20

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		A											D	D			
	Open minded		A											D	D			
	Committed		A											D	D			
	Reflective thinker		A											D	D			
Empathy	Active listener						E										M	
	Reflective thinking						E										M	
	Responsible						E										M	
	Understanding						E										M	
Effective communication	Active listener							E		E								M
	Information seeking							E		E								M
	Empathetic							E		E								M
	Concise							E		E								M
Interpersonal Skill	Communication		A				E		E						D			
	Active Listener		A				E		E						D			
	Encourage Participation		A				E		E						D			
	Checks for understanding		A				E		E						D			
Critical Thinking	Understanding	A			A						E							
	Open minded	A			A						E							
	Creativity	A			A						E							
	Divergent thinking	A			A						E							
Creative Thinking	Imaginative	A				E												M
	Open minded	A				E												M
	Innovative Thinking	A				E												M
	Divergent thinking	A				E												M
Problem Solving	Pragmatic			A										D				M
	Creative			A										D				M
	Active listener			A										D				M
	Collaboration			A										D				M
Decision Making	Think out of Box					E							D	D				
	Logical Analysis					E							D	D				
	Risk Taker					E							D	D				
	Communication					E							D	D				
Coping with Emotions	Self-controlled				A													M
	Expression				A													M
	Self Reflection				A													M
	Empathy				A													M
Coping with stress	Rational thinker										E			D				
	Stress management										E			D				
	Optimistic										E			D				
	Reflective thinker										E			D				

Table 5.44 showcases S20's performance across ten life skills highlighting significant progress from the novice level to the mastery level. S20 started at the novice level in the first activity and advanced to the approaching level in the second activity. He continued to progress through the emerging and developing levels, ultimately reaching the mastery level. Initially, S20 faced difficulties in clearly expressing ideas and often needed assistance. He struggled to stay focused on tasks for extended period and showed only some engagement in conversations.

During group and pair activities S20 made efforts to listen but was frequently distracted. He occasionally sought input from group members and demonstrated some innovation, although he struggled to implement creative ideas consistently. His ability to apply logical reasoning was limited and he only occasionally recognized sources of stress, displaying inconsistency in managing them. S20's progression can be attributed to the group and pair settings. Working in group and pair activities he felt accountable to his peers which motivated him to put in more effort.

Over time S20 demonstrated the ability to prioritize tasks for longer period and exhibited exceptional divergent thinking abilities. He demonstrated deep interest and respect for diverse viewpoints and effectively avoids interruption. He exhibited exemplary ability to understand others viewpoint and exhibited exemplary conciseness in communication conveying complex ideas clearly. He communicates ideas clearly using appropriate verbal and non-verbal cues and also exhibits exceptional divergent thinking abilities. He demonstrates exceptional ability in applying logical analysis and consistently making well-reasoned decisions.

TABLE 5.45 PERFORMANCE PROFILE OF S21

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		A											D	D			
	Open minded		A											D	D			
	Committed		A											D	D			
	Reflective thinker		A											D	D			
Empathy	Active listener						A										D	
	Reflective thinking						A										D	
	Responsible						A										D	
	Understanding						A										D	
Effective communication	Active listener							A		E								D
	Information seeking							A		E								D
	Empathetic							A		E								D
	Concise							A		E								D
Interpersonal Skill	Communication		A				A		E						D			
	Active Listener		A				A		E						D			
	Encourage Participation		A				A		E						D			
	Checks for understanding		A				A		E						D			
Critical Thinking	Understanding	A			A								E					
	Open minded	A			A								E					
	Creativity	A			A								E					
	Divergent thinking	A			A								E					
Creative Thinking	Imaginative	A				A												D
	Open minded	A				A												D
	Innovative Thinking	A				A												D
	Divergent thinking	A				A												D
Problem Solving	Pragmatic			A										D				D
	Creative			A										D				D
	Active listener			A										D				D
	Collaboration			A										D				D
Decision Making	Think out of Box					A							D	D				
	Logical Analysis					A							D	D				
	Risk Taker					A							D	D				
	Communication					A							D	D				
Coping with Emotions	Self-controlled				A													D
	Expression				A													D
	Self Reflection				A													D
	Empathy				A													D
Coping with stress	Rational thinker										E			D				
	Stress management										E			D				
	Optimistic										E			D				
	Reflective thinker										E			D				

Table 5.45 highlights the performance of S21 across ten life skills showing a swift progression from the novice to the approaching level. In the second activity S21 reached at the approaching level, progressed to the emerging level in the eighth activity and achieved the developing level in the eleventh activity. Initially, S21 made efforts to listen but was frequently distracted. She occasionally sought additional information but struggled to do so effectively. In group and pair settings she made some efforts to be concise but found it challenging to express her thoughts clearly. She sometimes ensured her ideas were understood by her group members and occasionally had creative thoughts though she struggled to implement them effectively. S21 occasionally demonstrated innovation but found it difficult to apply creative ideas consistently. She also showed signs of stress which occasionally impacted her performance in group activities.

The researcher observed that S21 made significant efforts to communicate effectively while working in groups and pairs. She demonstrated active interest and respect for diverse viewpoints and effectively avoids interruption. She demonstrated advanced understanding of viewpoints of others while communicating clearly and effectively, expressing thoughts and ideas concisely while providing relevant details to support understanding. She communicated ideas clearly using appropriate language and expression. S21 consistently demonstrated divergent thinking abilities and consistently demonstrated innovation implementing creative ideas effectively. S21 applied logical reasoning effectively and consistently demonstrated innovation while implementing creative ideas effectively. This proactive approach and her growing ability to engage with others contributed to her steady progress in enhancing her life skills.

TABLE 5.46 PERFORMANCE PROFILE OF S22 AND S23

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		E											M	M			
	Open minded		E											M	M			
	Committed		E											M	M			
	Reflective thinker		E											M	M			
Empathy	Active listener						D									M		
	Reflective thinking						D									M		
	Responsible						D									M		
	Understanding						D									M		
Effective communication	Active listener							D		D							M	
	Information seeking							D		D							M	
	Empathetic							D		D							M	
	Concise							D		D							M	
Interpersonal Skill	Communication		E				D		D						M			
	Active Listener		E				D		D						M			
	Encourage Participation		E				D		D						M			
	Checks for understanding		E				D		D						M			
Critical Thinking	Understanding	A			E								M					
	Open minded	A			E								M					
	Creativity	A			E								M					
	Divergent thinking	A			E								M					
Creative Thinking	Imaginative	A				E												M
	Open minded	A				E												M
	Innovative Thinking	A				E												M
	Divergent thinking	A				E												M
Problem Solving	Pragmatic			E										M				M
	Creative			E										M				M
	Active listener			E										M				M
	Collaboration			E										M				M
Decision Making	Think out of Box					E							M	M				
	Logical Analysis					E							M	M				
	Risk Taker					E							M	M				
	Communication					E							M	M				
Coping with Emotions	Self-controlled				E													M
	Expression				E													M
	Self Reflection				E													M
	Empathy				E													M
Coping with stress	Rational thinker											M			M			
	Stress management											M			M			
	Optimistic											M			M			
	Reflective thinker											M			M			

Table 5.46 provides an analysis of the performance of S22 and S23 across ten life skills illustrating their significant progress from an initial approaching level to achieving mastery in the tenth activity.

At the beginning S22 and S23 frequently assumed leadership roles, sometimes dominating their group members by deciding who would present which points. Initially, they occasionally considered alternative perspectives and made efforts to be concise but often struggled to express their thoughts and ideas clearly. Their consideration for different viewpoints was limited and although they sometimes thought of new ideas this was not consistent. They showed some innovative abilities and a capacity to implement creative ideas but this was not yet fully developed.

Through working in group and pair settings they gradually learned to understand and respect diverse viewpoints. S22 and S23 demonstrating deep interest and respect for diverse viewpoints and effectively avoids interruption. They demonstrated exemplary ability to understand others viewpoint and exhibited exemplary conciseness in communication conveying complex ideas clearly. They Communicated ideas clearly using appropriate verbal and non-verbal cues. They Consistently demonstrated high levels of innovation by independently implementing highly creative ideas. They even consistently demonstrated high levels of originality and innovation in problem-solving tasks by independently generating creative solutions. S22 and S23 were able to demonstrate exceptional ability in applying logical analysis by consistently making well-reasoned decisions. This progression highlights their journey from dominant leaders to empathetic collaborators, demonstrating significant growth in their ability to work cohesively within a team and master the essential life skills.

TABLE 5.47 PERFORMANCE PROFILE OF S24

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17	
Self Awareness	Communication		A											D	D				
	Open minded		A											D	D				
	Committed		A											D	D				
	Reflective thinker		A											D	D				
Empathy	Active listener						E									D			
	Reflective thinking						E									D			
	Responsible						E									D			
	Understanding						E									D			
Effective communication	Active listener							E		E							D		
	Information seeking							E		E							D		
	Empathetic							E		E							D		
	Concise							E		E							D		
Interpersonal Skill	Communication		A				E		E						D				
	Active Listener		A				E		E						D				
	Encourage Participation		A				E		E						D				
	Checks for understanding		A				E		E						D				
Critical Thinking	Understanding	A			A							D							
	Open minded	A			A							D							
	Creativity	A			A							D							
	Divergent thinking	A			A							D							
Creative Thinking	Imaginative	A				A	B	S	E	N	T							D	
	Open minded	A																D	
	Innovative Thinking	A																D	
	Divergent thinking	A																D	
Problem Solving	Pragmatic			A									A	B	S	E	N	T	
	Creative			A														D	
	Active listener			A														D	
	Collaboration			A														D	
Decision Making	Think out of Box					A	B	S	E	N	T	D		A	B	S	E	N	T
	Logical Analysis											D							
	Risk Taker											D							
	Communication											D							
Coping with Emotions	Self-controlled				A													D	
	Expression				A													D	
	Self Reflection				A													D	
	Empathy				A													D	
Coping with stress	Rational thinker										D			D					
	Stress management										D			D					
	Optimistic										D			D					
	Reflective thinker										D			D					

Table 5.47 demonstrates S24's notable progress across all ten life skills. Initially, S24 was at the approaching level. In the sixth activity he had reached at the emerging level and by the tenth activity he had progressed to the developing level.

In the beginning S24 demonstrated a moderate understanding of others' viewpoints. While he made efforts to listen but was often distracted and struggled to maintain focus during conversations. He occasionally sought information but had difficulty staying engaged. When working in groups he would sometimes ask for input from members and occasionally think of creative ideas. Although he shared his ideas he hesitated to actively engage with his teammates. S24 also made attempts to understand others' emotions but frequently fell short in providing support.

While working in group and pair activities S24 showed significant improvement. S24 demonstrated the ability to prioritize tasks effectively. He also demonstrated advanced understanding of viewpoints of others by Communicating clearly and effectively expressing thoughts and ideas concisely while providing relevant details to support understanding. He could communicate his ideas clearly using appropriate language and expression. He consistently demonstrated divergent thinking abilities and demonstrated consistent originality and innovation in problem-solving tasks with minimal guidance. He was able to apply logical reasoning effectively by considering evidence and evaluating options systematically.

TABLE 5.48 PERFORMANCE PROFILE OF S26

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											E	E			
	Open minded		N											E	E			
	Committed		N											E	E			
	Reflective thinker		N											E	E			
Empathy	Active listener						A										E	
	Reflective thinking						A										E	
	Responsible						A										E	
	Understanding						A										E	
Effective communication	Active listener							A		A								E
	Information seeking							A		A								E
	Empathetic							A		A								E
	Concise							A		A								E
Interpersonal Skill	Communication		N				A		A						E			
	Active Listener		N				A		A						E			
	Encourage Participation		N				A		A						E			
	Checks for understanding		N				A		A						E			
Critical Thinking	Understanding	N			N							A						
	Open minded	N			N							B						
	Creativity	N			N							S						
	Divergent thinking	N			N							E						
Creative Thinking	Imaginative	N				N												E
	Open minded	N				N												E
	Innovative Thinking	N				N												E
	Divergent thinking	N				N												E
Problem Solving	Pragmatic			N									A					E
	Creative			N									B					E
	Active listener			N									S					E
	Collaboration			N									E					E
Decision Making	Think out of Box					N						A		A				
	Logical Analysis					N						B		B				
	Risk Taker					N						S		S				
	Communication					N						E		E				
Coping with Emotions	Self-controlled				N													E
	Expression				N													E
	Self Reflection				N													E
	Empathy				N													E
Coping with stress	Rational thinker											A		E				
	Stress management											B		E				
	Optimistic											S		E				
	Reflective thinker											E		E				

Table 5.48 demonstrates S26's performance in all the ten core life skills. S26 was at novice level in the first activity and reached at approaching level in sixth activity, she then reached at emerging level in thirteenth activity. Initially S26 remained silent and did not interact in the first three activities. She neither made efforts to generate any idea nor did she understand her group members' discussion. Initially researcher had to probe her a lot with various questions. In the fourth activity her performance remained very low. She showed little interest in others' viewpoints and did not contribute additional ideas.

She faced significant challenges in expressing ideas and understanding her group members. She rarely came up with new ideas. She even struggled to grasp the main ideas presented in the topic. She was unable to generate creative ideas. She never demonstrated originality or innovation in problem-solving tasks. She even struggled to apply logical reasoning. S26 never expressed her feelings and thoughts by talking with anyone.

However, after participating in several activities S26 started paying more attention and participating more in group work. Her group members consistently asked for her input which helped her realize her responsibilities over time. S26 showed interest and respect for different viewpoints but sometimes got interrupted and lost focus. She demonstrated a good understanding of others' viewpoints by improving her ability to express ideas clearly, although she occasionally included irrelevant information. She communicated adequately but sometimes needed clarification from her peers. S26 showed basic ability to think creatively and made efforts to engage with team members and share ideas. She generally used logical reasoning but sometimes reached conclusions too quickly.

TABLE 5.49 PERFORMANCE PROFILE OF S27

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											E	E			
	Open minded		N											E	E			
	Committed		N											E	E			
	Reflective thinker		N											E	E			
Empathy	Active listener						A									E		
	Reflective thinking						A									E		
	Responsible						A									E		
	Understanding						A									E		
Effective communication	Active listener							E		E								D
	Information seeking							E		E								D
	Empathetic							E		E								D
	Concise							E		E								D
Interpersonal Skill	Communication		N				A		E						E			
	Active Listener		N				A		E						E			
	Encourage Participation		N				A		E						E			
	Checks for understanding		N				A		E						E			
Critical Thinking	Understanding	A			N						E							
	Open minded	N			N						E							
	Creativity	N			N						E							
	Divergent thinking	N			N						E							
Creative Thinking	Imaginative	N				N												D
	Open minded	N				A												D
	Innovative Thinking	N				N												D
	Divergent thinking	N				N												D
Problem Solving	Pragmatic			N									E					D
	Creative			N									E					D
	Active listener			A									E					D
	Collaboration			N									E					D
Decision Making	Think out of Box					N						E	E					
	Logical Analysis					A						E	E					
	Risk Taker					N						E	E					
	Communication					N						E	E					
Coping with Emotions	Self-controlled				N											E		
	Expression				N											E		
	Self Reflection				N											E		
	Empathy				N											E		
Coping with stress	Rational thinker										E		E					
	Stress management										E		E					
	Optimistic										E		E					
	Reflective thinker										E		E					

Table 5.48 shows the performance of S27 across ten life skills revealing a slow but steady progression. S27 remained at the novice level until the fifth activity, reached at emerging level in the seventh activity and advanced to the developing level in the sixteenth activity. Close observation by the researcher highlights S27's gradual development in both group and pair activities.

Initially, S27 showed limited interest in group discussions and had difficulty maintaining focus on tasks for extended periods. His understanding of others' viewpoints was moderate and he often struggled to stay engaged in conversations despite his efforts to listen. S27 occasionally demonstrated innovative thinking but had challenges implementing creative ideas, usually relying on logical reasoning during discussions.

In the beginning, S27 was often giggling and inactive. When prompted by his group members to contribute, S27 felt a sense of accountability and made earnest efforts to provide solutions. S27 then demonstrated the ability to prioritize tasks effectively he even demonstrated advanced understanding of viewpoints of others. He was able to communicate clearly and effectively while expressing thoughts and ideas concisely and provided relevant details to support understanding. He Exhibited excellent active listening skills, divergent thinking abilities and demonstrated innovation in implementing creative ideas effectively. S27 Demonstrated consistent originality and innovation in problem-solving tasks with minimal guidance. He was able to apply logical reasoning effectively while considering evidence and evaluating options systematically. This shift in behaviour marked the beginning of his slow but steady progress in enhancing his life skills.

TABLE 5.50 PERFORMANCE PROFILE OF S28

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											D		D		
	Open minded		N											D		D		
	Committed		N											D		D		
	Reflective thinker		N											D		D		
Empathy	Active listener						E											A B S E N T
	Reflective thinking						E											
	Responsible						E											
	Understanding						E											
Effective communication	Active listener							E		E								D
	Information seeking							E		E								D
	Empathetic							E		E								D
	Concise							E		E								D
Interpersonal Skill	Communication		N				E		E							D		
	Active Listener		N				E		E							D		
	Encourage Participation		N				E		E							D		
	Checks for understanding		N				E		E							D		
Critical Thinking	Understanding	A			A							D						
	Open minded	A			A							D						
	Creativity	A			A							D						
	Divergent thinking	A			A							D						
Creative Thinking	Imaginative	A				E												D
	Open minded	A				E												D
	Innovative Thinking	A				E												D
	Divergent thinking	A				E												D
Problem Solving	Pragmatic			A									D					D
	Creative			A									D					D
	Active listener			A									D					D
	Collaboration			A									D					D
Decision Making	Think out of Box					E						D	D					
	Logical Analysis					E						D	D					
	Risk Taker					E						D	D					
	Communication					E						D	D					
Coping with Emotions	Self-controlled				A													A B S E N T
	Expression				A													
	Self Reflection				A													
	Empathy				A													
Coping with stress	Rational thinker											D			D			
	Stress management											D			D			
	Optimistic											D			D			
	Reflective thinker											D			D			

Table 5.49 showcases the performance of S28 across ten life skills. S28 reached at the emerging level in the fifth activity and advanced to the developing level in the eleventh activity but did not attain mastery. Through close observation the researcher noted that in the initial stages S28 inconsistently applied knowledge in practical situations. He occasionally demonstrated innovative problem-solving abilities and sometimes actively listened to others but struggled to maintain focus.

S28 was sporadically able to share ideas but often hesitated to engage actively with team members. While he applied logical reasoning, he often failed to consider all available evidence, and his communication with team members lacked clarity and depth. Initially, S28 was largely inactive during group discussions. However, over time, he recognized his responsibilities within the group and began to take more initiative in discussions. This gradual realization and the support of his group were crucial in helping him cope with and overcome his difficulties. Although his progress slowed after the initial successes S28's growing engagement and initiative marked significant improvements in his life skills development.

While working in group and pair activities S28 demonstrated the ability to prioritize tasks effectively he even demonstrated advanced understanding of viewpoints of others. He was able to communicate clearly and effectively while expressing thoughts and ideas concisely and provided relevant details to support understanding. He Exhibited excellent active listening skills, divergent thinking abilities and demonstrated innovation in implementing creative ideas effectively. S28 Demonstrated consistent originality and innovation in problem-solving tasks with minimal guidance. He was able to apply logical reasoning effectively while considering evidence and evaluating options systematically. This shift in behaviour marked the beginning of his slow but steady progress in enhancing his life skills.

TABLE 5.51 PERFORMANCE PROFILE OF S30

Life Skills	Components	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	T15	T16	T17
Self Awareness	Communication		N											M	M			
	Open minded		N											M	M			
	Committed		N											M	M			
	Reflective thinker		N											M	M			
Empathy	Active listener						E										M	
	Reflective thinking						E										M	
	Responsible						E										M	
	Understanding						E										M	
Effective communication	Active listener							E		E								M
	Information seeking							E		E								M
	Empathetic							E		E								M
	Concise							E		E								M
Interpersonal Skill	Communication		N				E		E						M			
	Active Listener		A				E		E						M			
	Encourage Participation		N				E		E						M			
	Checks for understanding		N				E		E						M			
Critical Thinking	Understanding	A			A							D						
	Open minded	A			A							D						
	Creativity	A			N							D						
	Divergent thinking	A			N							D						
Creative Thinking	Imaginative	A				A												M
	Open minded	A				A												M
	Innovative Thinking	A				A												M
	Divergent thinking	A				A												M
Problem Solving	Pragmatic			N									D					M
	Creative			N									D					M
	Active listener			N									D					M
	Collaboration			N									D					M
Decision Making	Think out of Box					A						D	D					
	Logical Analysis					A						D	D					
	Risk Taker					A						D	D					
	Communication					A						D	D					
Coping with Emotions	Self-controlled				N													M
	Expression				N													M
	Self Reflection				N													M
	Empathy				N													M
Coping with stress	Rational thinker										D			M				
	Stress management										D			M				
	Optimistic										D			M				
	Reflective thinker										D			M				

Table 5.49 highlights the performance of S30 across ten life skills. S30 began at the novice level reached at the approaching level by the fifth activity and achieved mastery by the thirteenth activity. In the initial stages S30 struggled to grasp the main ideas presented he could rarely generate new ideas and showed little interest in understanding differing viewpoints. His thinking was often linear and he failed to actively listen to others demonstrating poor attention and engagement. He preferred to work independently avoiding collaboration in problem-solving tasks and struggled with consistent logical reasoning. Additionally, he did not consider the advantages and disadvantages of different decision-making approaches.

However, as S30 continued to work in group and pair settings demonstrated the ability to prioritize tasks for longer period and exhibited exceptional divergent thinking abilities. He demonstrated deep interest and respect for diverse viewpoints and effectively avoids interruption. He exhibited exemplary ability to understand others viewpoint and exhibited exemplary conciseness in communication conveying complex ideas clearly. He communicates ideas clearly using appropriate verbal and non-verbal cues and also exhibits exceptional divergent thinking abilities. He demonstrates exceptional ability in applying logical analysis and consistently making well-reasoned decisions. This progression reflects S30's growing ability to work collaboratively, engage with different perspectives, and maintain sustained focus, culminating in his attainment of mastery in the life skills.

SECTION 5.3 LEVEL OF STUDENTS AFTER THE IMPLEMENTATION OF COOPERATIVE LEARNING TECHNIQUE (CLT)

In the present study the researcher conducted two tests to assess the initial level of life skills among elementary students. The study aimed to enhance these life skills through the implementation of Cooperative Learning Techniques (CLT). After applying CLT, the researcher administered the same two tests to evaluate the enhancement of the students' life skills. The following table provides an analysis of the students' life skill levels before and after the implementation of CLT. The students' initial skill levels are indicated by red ticks, while their improved skill levels are marked by green ticks.

Note: ✓ indicate initial level of life skills of the students, ✓ indicate post level of life skills after implementation of CLT.

Table 5.52 highlights the levels of life skills among students after the implementation of Cooperative Learning Techniques (CLT). The analysis of LSAS and ST after the implementation of CLT in all the life skills after the implementation of cooperative learning technique (CLT) has been mention below.

With regard to **Self-Awareness**:

- In LSAS S7 was at high level in pre status have reached at very high level in post status. S5 and S22 were at average level in pre status and have reached at a very high level in the post status.
- Slightly more than half of the students (16 students) were at average level in pre status have achieved a high level in post status in the LSAS.
- Rest of the students (16) who were at very low or low level in pre status have reached at average level, except S18 who was at very low and have reached at low level in LSAS
- Eleven students were at low or average or high level in pre status have attained a very high level in post status and fourteen students were at average level in pre status have reached a high level in post status in the ST.
- Five students were at low level in pre status have reached at an average level in post status in ST.

As far as **Empathy** skill is concerned:

- Seventeen students were at low or average level in pre status have reached at a high level in post status in the LSAS.
- Eleven students who were at low or very low level in pre status have reached at average level in post status in LSAS.
- S10 and S18 were at very low level in pre status and have reached a low level in post status in LSAS.
- S4, S19, S22, S23 were at high or average level in pre status have reached at very high level in post status in LSAS.
- More than half of the students (22 students) were at average level have reached at a high level in the ST.
- Four students (S10, S17, S17, S18) were at low level in pre status have reached at an average level in post status in ST.

With respect to **Effective Communication:**

- A few students (S4, S5, and S14) were at average level in pre status have reached at a very high level in post status in the LSAS.
- More than half of the students (19 students) were at average level in in pre status have achieved a high level in post status in the LSAS.
- Seven students who were at low or very low level in pre status have reached at average level in post status in LSAS.
- Only one student (S19) who was at high level in pre status have reached at very high level in post status in the ST.
- More than half of the students (22 students) were at average level in pre status have achieved at a high level in post status in the ST.
- The remaining students (7) who were at low or very low level in pre status were at an average level in post status in ST.

With regard to **Interpersonal Skill:**

- Very few students (S1, S4, S14, S19) were at average level in pre status have reached at very high level in post status in the LSAS.
- Less than half of the students (14) were at average level in pre status have achieved at a high level in post status in the LSAS.
- Nine students who were at low or very low level in pre status have reached at average level in ST.
- S17, S18 and S26 were at very low level in pre status were able to reach at low level in post status in LSAS.
- Similarly, a small number of students (S1, S4, S14, S19, S24) were at average level in pre status have reached at a very high level in post status in the ST.
- A little more than half of the students (16) were at average or low level in pre status have attained a high level in post status in the ST.
- The remaining students (7) were at low or very low level in pre status were at an average level in post status in ST.
- S17 and S18 were at very low level in pre status could reached at low level in post status in the ST.

With respect to **Critical Thinking Skill**

- Slightly more than half of the students (16) were at low or average level in pre status have reached at a high level in post status in the LSAS. Seven students were at low level in pre status have reached at average level in post status. Five students who were at low level have reached at average level in LSAS.
- In the ST, slightly fewer than half of the students (11) were at average or low level in pre status have reached at very high level in post status.
- Slightly fewer than half of the students (13) were at average or low level in pre status have attained a high level in post status in the ST.
- The rest of the students (7) were at low or very low level in pre status reached at an average level in post status in ST.

With regard to **Creative Thinking Skill:**

- Very few students (S4, S5, S9, S14, S19, S23) were at high or average or low level in pre status have reached at very high level in post status in the LSAS.
- Slightly more than half of the students (17) were at average level in pre status achieved a high level in post status in the LSAS.
- Seven students who were at low level in pre status have reached at average level in post status in LSAS.
- A larger number of students (27) were at high or average or low have attained at very high level in post status in the ST.
- S6 who was at average level in pre status have reached at high level in post status in ST.
- S2 was at low level reached at average level in post status.

Regarding **Problem Solving Skill**

- Very few students (S5, S7, S19, S23) were at average or low level in pre status have reached a very high level in post status in the LSAS.
- Slightly fewer than half of the students (14) were at average or level in pre status have reached a high level in post status in the LSAS.
- Twelve students who were at low or very low level have reached at average level in post status in LSAS.

- In the ST, a small number of students (S4, S5, S22, S23) were at high or average level in pre status have reached a very high level in post status.
- Slightly more than half of the students (16) were at average level in pre status have achieved a high level in post status in the ST.
- Nine students who were at low level in pre status have reached at average level in post status in ST.

With respect to **Decision Making Skill:**

- Fewer than half of the students (7) were at average or low level in pre status have reached a very high level in post status in the LSAS.
- Fewer than half of the students (8) were at average or low level in pre status achieved a high level in post status in the LSAS.
- Fourteen students who were at low or very low level in pre status have reached at average level in LSAS.
- S18 who was at very low level in pre status have reached at average level in post status.
- In the ST, a small number of students (S1, S4, S5, S6, S7, S19) were at high or low level in pre status reached a very high level in post status.
- More than half of the students (18) were at average or low level in pre status attained a high level in post status in the ST.
- Six students who were at low level in pre status have reached at average level in post status in ST.

With regard to **Coping with Emotions Skill**

- Only three students (S1, S7, S19) were at average level in pre status reached a very high level in post status in the LSAS.
- Slightly fewer than half of the students (12) were at average level in pre status achieved a high level in post status in the LSAS.
- Fourteen students who were at low or very low level in pre status have reached at average level in post status in LSAS.
- In the ST, very few students (S1, S4, S7, S19) were at high or average level in pre status reached a very high level in post status.

- Slightly fewer than half of the students (12) were at average or low level in pre status attained a high level in post status in the ST.
- Thirteen students who were at low or very low level in pre status have reached at average level in post status in ST.

With respect to **Coping with Stress Skill**

- Very few students (6) were at average level in pre status reached a very high level in post status in the LSAS.
- Slightly fewer than half of the students (11) were at average level in pre status achieved a high level in post status in the LSAS.
- Thirteen students were at low or very low level in pre status have reached at average level in post status in LSAS.
- In the ST, very few students (S4, S5, S6, S7, S19) were at high or average or low in pre status have reached a very high level in post status.
- Half of the students (15) were average or low level in pre status attained a high level in post status in the ST.
- Ten students who were at low or very low level have reached at average level in post status in ST.

Overall, the results show varied levels of improvement in different life skills among the students after the implementation of CLT with some students reaching very high and high levels while others remained at an average level.

SECTION 5.4 REACTION OF THE STUDENTS ON COOPERATIVE LEARNING TECHNIQUES

This section refers to know the reaction of the students on cooperative learning techniques (CLT). Table 5.53 present the reaction of the students on the statements. The analysis of the reaction scale has been presented below

**TABLE 5.53 INTENSITY INDEX OF REACTION SCALE ON
COOPERATIVE LEARNING TECHNIQUES**

Sr. No.	Statements	SA	A	UD	DA	SDA	No, of St's
		Freq	Freq	Freq	Freq	Freq	
		%	%	%	%	%	
1	I liked all the activities conducted during the class.	25	5	0	0	0	30
		83%	17%	0%	0%	0%	4.83
2	Participating in activities had made the learning of S.S. easier.	16	14	0	0	0	30
		53%	47%	0%	0%	0%	4.53
3	Studying through activities was interesting rather than regular teaching.	20	10	0	0	0	30
		67%	33%	0%	0%	0%	4.66
4	Through activities I was able to share my thoughts.	13	13	4	0	0	30
		43.33%	43.33%	13.33%	0%	0%	4.3
5	I felt all the activities used in the class was boring.	1	0	1	5	23	30
		3%	0%	3%	17%	77%	4.63
6	I did not understand the activities; therefore, I was not able to work in group.	1	4	9	16	0	30
		3%	13%	30%	53%	0%	4.3
7	While participating in activities my peers have helped me to complete my task.	11	15	2	1	1	30
		37%	50%	7%	3%	3%	4.13
8	I was always excited to participate in activities.	18	12	0	0	0	30
		60%	40%	0%	0%	0%	4.6
9	Few of the activities I didn't find interesting.	0	0	0	15	15	30
		0%	0%	0%	50%	50%	4.5
10	While participating in activities I felt my peers gave importance to my viewpoints.	16	10	1	0	3	30
		53%	33%	3%	0%	10%	4.2
11	I felt that while participating in activities I have developed interpersonal relations with my peers.	14	12	3	1	0	30
		47%	40%	10%	3%	0%	4.26
12	I felt participating in activities was a waste of time.	0	1	1	7	21	30
		0%	3%	3%	23%	70%	4.6
13	I felt participating in activities has helped me to improve my communication skill	16	13	1	0	0	30
		53%	43%	3%	0%	0%	4.5
14	I felt participating in activities has made me independent to work on my own.	10	18	1	1	0	30
		33%	60%	3%	3%	0%	4.23

15	I felt that working with peers has helped me to understand the content of S.S.	18	9	0	3	0	30
		60%	30%	0%	10%	0%	4.4
16	I have never understood the content of S.S. learned through activities.	1	1	1	7	20	30
		3%	3%	3%	23%	67%	4.46
17	I like to work alone rather than working in a group.	0	0	0	10	20	30
		0%	0%	0%	33%	67%	4.66
18	My viewpoint on looking at others has changed.	12	15	2	0	1	30
		40%	50%	7%	0%	3%	4.26
19	I felt that participating in activities has helped me to think innovatively	20	7	2	0	1	30
		67%	23%	7%	0%	3%	4.5
20	Participating in activities has helped me to understand my likes and dislikes.	13	14	0	2	1	30
		43%	47%	0%	7%	3%	4.2
21	I always felt pressured to work in activities	0	4	1	5	20	30
		0%	13%	3%	17%	67%	4.36
22	I feel there was too much responsibility while participating in activities	0	0	4	13	13	30
		0%	0%	13%	43%	43%	4.3
23	I liked to discuss with my peers during group work.	18	10	1	0	1	30
		60%	33%	3%	0%	3%	4.46
24	After participating in activities, now I am able to make a good decision.	13	15	0	2	0	30
		43%	50%	0%	7%	0%	4.3
25	I felt while participating in activities the class was too noisy.	7	9	3	4	7	30
		23%	30%	10%	13%	23%	2.83
26	Now I want to learn all the subjects through activities.	20	9	1	0	0	30
		67%	30%	3%	0%	0%	4.63
27	I enjoyed participating with my peers in activities.	21	6	3	0	0	30
		70%	20%	10%	0%	0%	4.6
28	I felt that engaging in activities for a long duration was very difficult for me	0	0	0	11	19	30
		0%	0%	0%	37%	63%	4.63
29	I felt dominated by my group members while participating in activities.	0	0	6	11	13	30
		0%	0%	20%	37%	43%	4.23
30	Working in groups has helped me build friendship with my peers.	18	10	1	1	0	30
		60%	33%	3%	3%	0%	4.54

Table 5.53 reveals insightful perspectives on students' reaction on cooperative learning (CL) activities in the classroom. A significant 83% of students strongly expressed that they liked all the activities that were conducted in the class. A majority 70% students found pleasure in cooperating with peers. 67% students preferred learning all subjects through activities. Moreover, 60% of students felt that working with peers not only facilitated their understanding of social science content but also fostered friendships. Conversely, 10%, struggled to grasp the social science material through peer learning and 10% students couldn't decide whether they enjoyed working with their peers in activities.

67% students strongly agreed that activities had enhancement their ability to think innovatively. 47% students strongly agreed that activities had helped them to develop interpersonal skill. 53% students strongly agreed that activities had helped them improved their communication skills. 47% students agreed that activities had helped them to know their likes and dislikes. 50% students agreed that activities had helped them to make good decision.

The average intensity index score of 4.43 underscores that the majority of students enjoyed group work. They found that working with peers was beneficial for learning social science content, building interpersonal relationships and improving communication skills. Their high preference for this method over traditional teaching indicate the need for inculcating CL in daily teaching learning process.

5.5 CONCLUSION

This chapter highlighted the analysis and interpretation on the attainment of skills during cooperative learning technique, enhancement of students in all the ten life skills and the reaction of students towards cooperative learning technique. The preceding chapter manifest findings and subsequent discussion.