Development of Contemplative Education Programme for Enhancing Select Life Habits among D. El. Ed. Students

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

By

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Supervised By

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DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
2026

DECLARATION

I, ARJUN R. S., do hereby declare that this thesis entitled **"Development of Contemplative Education Programme for Enhancing Select Life Habits among D. El. Ed. Students"** is a genuine record of the research work done by me under the supervision of Dr. Bindhu C. M., Professor, Department of Education, University of Calicut, and I also declare that no part of the thesis has been presented earlier for the award of any other Degree, Diploma, Title or Recognition in any other university.

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CERTIFICATE

This is to certify that the thesis entitled **"Development of Contemplative Education Programme for Enhancing Select Life Habits among D. El. Ed. Students"** is a record of bonafide study and research carried out by **Arjun R. S.,** for the degree of Doctor of Philosophy in Education, University of Calicut, under my supervision and guidance and that the content embodied in the thesis has not been submitted for the award of any other Degree, Diploma, Title or Recognition before.

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ACKNOWLEDGEMENTS

First and foremost, I offer my deepest gratitude to my research supervisor, ***Prof. (Dr.) Bindhu C. M.****, for her exceptional guidance, expertise, and unwavering support. Her "parental" care, compassionate attitude, and constructive criticism have been the bedrock of this study and a source of inspiration in my personal life. I am profoundly grateful for her motherly affection, which gave me the strength to overcome every challenge. From the selection of variables to the finalisation of this report, she intervened with perfect timing and wisdom. Her insights into research, the profession, and personal development have shaped me into a better individual. I also extend my heartfelt thanks to her mother,* ***Smt. Thankamani****, and her son,* ***Niraj****, for their kindness and consideration throughout this journey.*

I express my sincere thanks to ***Prof. (Dr.) A. Hameed****, Head of the Department of Education, for providing the necessary facilities, valuable suggestions, and a supportive environment. I also acknowledge the contributions of all previous Heads of the Department who served during my tenure. My gratitude is also extended to* ***Prof. (Dr.) K. Abdul Gafoor****, Dean, School of Education, for his insightful suggestions that enhanced the quality of this work.*

*I am grateful to the faculty members of the Department of Education—****Dr. Vasumathi T., Dr. Manoj Praveen G., Dr. Jibin V. K., and Dr. Reesha K.****—for their constant encouragement. I also owe a debt of gratitude to the retired faculty—****Prof. (Dr.) Usha P., Prof. (Dr.) Naseema C., Prof. (Dr.) Meera K. P., and Prof. (Dr.) Aruna P. K.*** *for their foundational suggestions during the early stages of this study.*

My thanks are due to ***Prof. (Dr.) Bindu R. L.*** *(University of Kerala) and the late* ***Prof. (Dr.) Suresh K. P.*** *(Central University of Kerala) for their expert advice during my SRF and PQE vivas. I also thank* ***Mrs. Prasidha*** *and* ***Ms. Seema M.V.*** *for their library assistance, and* ***Dr. Nasirudheen*** *for his support with the plagiarism check.*

A PhD is a marathon supported by many behind the scenes; I thank the Section Officers ***Nisha Rani, Mukthar, and Rani****—and the office staff,* ***Navamani Chechi and Beena Chechi****, for their administrative help.*

Special thanks go to ***Manju Teacher, Leela Teacher, Haseena Teacher, and Lathif Sir*** *for facilitating my study at the Institutes of Teacher Education, as well as all the participants who took part in the interviews and programme..*

I thank ***Mr. Rajesh, Mrs. Malathy, and Team Bina*** *for their support in formatting the pages and binding the thesis.*

I wish to express special appreciation to my friends and colleagues from our WhatsApp group, ***'Chivid'****, who stood by me with unconditional affection:* ***Dr. Dileesh Ettan, Fathima, Munshidha, Naja, Nasar, Dr. Reshma P. M., Dr. Roopa Gopal V., Shihab, Suma Teacher, and Souda Ponnani****. I am particularly grateful to* ***Dr. Shiva Rahaman, Dr. Prasoon Ettan, Gafoor Sir, Dr. Simjith, Sakir Babu, Anoop, and Devesh*** *for the enriching days spent discussing academics, philosophy, politics, physical fitness, and life. I also thank* ***Manju Madhavi and Rijinlal*** *for their knowledge and suggestions.*

I thank all my teachers and friends at ***Pondicherry University, S.N. College of Teacher Education (Chelannur), and Farook Training College****.*

My gratitude extends to a wide circle of peers and motivators: ***Dr. Athira V., Nimisha, Dr. Rajini N. S., Anjana, Sundus, Dr. Sarabi M. K., Mahitha, Desmin Sister, Dr. Noufal Farook, Anwar, Rasina****, and all the scholars of the department during my time here. I am also grateful to* ***Benila, Dr. Shyma, and Lijin*** *for their support and encouragement.*

On a personal note, I am eternally indebted to my family: my mother ***Sobhana****, my father* ***Radhakrishnan****, my brother* ***Arun****, his wife* ***Chithra****, and their children* ***Adwaith and Arush****, as well as my extended family. Finally, I acknowledge the intellectual influence of* ***Stephen R. Covey****, whose writings guided my life and research.*

Thank God, The Divinity.

Arjun R. S.

Dedicated to

Santhakumari Teacher, Bhavitha Teacher, Sobhana Teacher,
Radha Teacher, Padmaja Teacher & Sulekha Teacher

ABSTRACT

Education based on self-awareness faces challenges in practical implementation due to its subjective nature and limited evidence-based research outputs. Contemplative education is a research area that opens a new path for including such efforts in academia, especially in education. The present study focuses on developing a contemplative education programme to enhance life habits mentioned by Stephen R. Covey among prospective primary school teachers.

Definition of Key terms

Development: In the present study, development involves the construction and implementation of a contemplative education programme with a view to enhancing select life habits among D.El.Ed. students and updating it based on student feedback.

Contemplative Education Programme: Roeser and Peck (2009) defined Contemplative Education as "a set of practices that may foster particular forms of awareness in students, forms conducive to the conscious motivation and regulations of learning and also to freedom and transcendence in life more generally". In this study, Contemplative Education Programme refers to a set of modules designed from the perspective of Contemplative Education, conceptualised around four foundational frameworks: Integrative Education, the Satipatthana (Mindfulness) Framework, Introspection, and Socio-emotional Learning Theory, with the aim of facilitating the learning of select life habits.

Enhancement: In the present study, the term enhancement refers to the strengthening of selected life habits following the implementation of the contemplative education programme.

Select life habits: In the present study, the term Select life habits refers to the habits described by Stephen R. Covey. Namely, the habits are Be Proactive, Begin with the end in Mind, Put First Things First, Think Win-Win, Seek First to understand Then to be understood, Synergise, Sharpen the Saw and Find your voice and Inspire others to Find theirs.

D.El.Ed. Students: D.El.Ed. Students referred to in this study are those undertaking the Diploma in Elementary Education, which prepares prospective primary school teachers in accordance with the SCERT Kerala curriculum.

Objectives

Objective: To design and validate the proposed programme

Phase-wise Objectives:(a) To derive insights into the awareness of contemplative education practices among primary school teachers, in order to integrate them into the proposed programme. **(b)**To identify key focus areas based on the experiences of primary school teachers regarding selected life habits, in order to integrate them into the proposed programme. **(c)**To compare the mean pre test scores and the mean post test scores of Test and Eight Rating Scales on Select Life Habits of students of various groups **(d)**To compare the mean pre test scores, mean post test scores and mean gain scores of Test and Eight Rating Scales on Select Life Habits between students of: (i)First year and Second year (ii) Institute I and II(iii) Execution Type I and II classrooms(iv)Female and male category.**(e)** To understand the gender wise impact and overall impact of the contemplative education programme for enhancing select life habits.

Methodology

Methods & Design: The proposed study adopts a three-phase Mixed Method Intervention (Experimental) Design.

Sample:(a) Thirty six primary school teachers of various government and aided primary schools in Kerala(Phase I) (b)One hundred and tweleve D.El.Ed. students belong to two government Institutes at Kozhikode District,Kerala(Phase II &III).

Tools and Materials: (i)Semi Structured Interview Schedules for primary school teachers (iii)Module of the Programme (v)Test and Eight Rating Scales (vi) Q Sort Ranking Schedules and Observation Schedule

Qualitative Techniques for data analysis: Thematic analysis of three types, Inductive, Deductive and Reflective, is used.

Quantitative techniques for data analysis: (i)Descriptive statistics, (ii)Test of significance of difference between means

Findings

(1) Seven subthemes were identified under the theme *Information on Contemplative Education,* namely (i) Self awareness practices through social experiences and individual efforts, (ii) Practices and information through psychology (iii) Media effects (iv) Information through workshops on motivation (v) Insightful individuals (vi) Books and (vii) Inservice and preservice teacher training programmes. Five subthemes were identified under the theme *Experiences, reflections and suggestions,* namely (i) Practices part of religion and family, (ii) Practices as own experiment (iii) Practices learned from Inservice and preservice teacher training programmes, (iv) Practices done under the guidance of experts and (v) Practices learned from workshops on psychology, motivation and self development practices.**(2)**Six subthemes were identified under the theme *Private victory,* namely (i)Awareness of self, (ii)The role of a teacher, (iii)Individual teacher in a system, (iv)Individual teacher with students, (v)Teacher facing society and (vi)Skills and competencies at individual level. Four subthemes were identified under the theme *Public Victory,* namely (i) Teamwork for Curricular objectives, (ii)School as a whole, (iii)Teamwork with higher educational officials, stakeholders and society and (iv)Teamwork for personal and professional life synergy. Three subthemes were identified under the theme *Self-renewal, habit implementation and life purpose* namely (i) Initiation of new habits, practising a new habit and updating a present habit, (ii)Balancing habits and life style and (iii)Life Purpose.**(3)**There exist significant differences in the mean pre-test scores and the mean post-test scores of (i)Test on Select Life Habits and (ii) Rating scales on Select Life Habits across all groups. Hence, these results suggest participants reported improved knowledge and practice of Select Life Habits following the experiment.**(4)**The comparison of mean scores of rating scales demonstrated that following the programme's implimentation:(a) First-Year students showed significant positive change in practising Habits *Be Proactive*, *Put first Things First*, *Seek to Understand first then to be understood*, *Sharpen the Saw*, and *Listen to your voice and inspire others to find theirs* compared to Second-Year students.(b)Students of Institute I showed significant positive change in practising *Put First Things First*, *Think Win-Win*, and *Sharpen the Saw* compared to Institute II (which includes language D.El.Ed. students).(c)Students of Execution Type I (weekly mode) classrooms showed significant positive change in practising the habit *Synergise* compared to students of Execution Type II.(d)Female participants showed significant positive change in practising Habits *Be Proactive*, *Seek First to Understand Then to Be Understood*, and *Sharpen the Saw* compared to male participants.**(5)** Overall impact of the programme is represented through the six themes, namely (i)Mindful living, (ii)Writing as healing, (iii)Self-transformation, (iv)Team spirit, (v)Family life patterns and (vi)D.El.Ed. life.

Key Words: Contemplative Education, Select Life Habits, Effective Life Habits, Selfawarness based Edication, Mindfulness in Education.

സംഗ്രഹം

ഡി.എൽ.എഡ്. വിദ്യാർത്ഥികൾക്കായി തിരഞ്ഞെടുത്ത ജീവിത ശീലങ്ങൾ മെച്ചപ്പെടുത്തുന്ന തിനുള്ള സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസ പരിപാടിയുടെ വികസനം

ആത്മനിഷ്ഠ സ്വഭാവവും പരിമിതമായ തെളിവുകളും അടിസ്ഥാനമാക്കിയുള്ള ഗവേഷണ ഫലങ്ങൾ കാരണം സ്വയാവബോധത്തെ അടിസ്ഥാനമാക്കിയുള്ള വിദ്യാഭ്യാസം പ്രായോഗിക നിർവ്വഹണത്തിൽ വെല്ലുവിളികൾ നേരിടുന്നുണ്ട്. അക്കാദമിക മേഖലയിൽ, പ്രത്യേകിച്ച് വിദ്യാഭ്യാസവിഭാഗവുമായി ബന്ധപ്പെട്ട ഗവേഷണങ്ങളിൽ അത്തരം ശ്രമങ്ങൾ ഉൾപ്പെടുത്തുന്ന തിനുള്ള പുതിയ പാത തുറക്കുന്ന ഗവേഷണ മേഖലയാണ് സ്വയാവബോധധാരാണാത്മക വിദ്യാഭ്യാസം. പ്രൈമറി സ്കൂൾ അധ്യാപകർക്കിടയിൽ സ്റ്റീഫൻ ആർ. കോവൈ തന്റെ പുസ്തകങ്ങളിൽ പ്രതിപാദിച്ചിട്ടുള്ള ജീവിതശീലങ്ങൾ മെച്ചപ്പെടുത്തുന്നതിനുള്ള സ്വയാവബോധധാരാണാത്മക വിദ്യാഭ്യാസ പരിപാടി വികസിപ്പിക്കുന്നതിലാണ് ഈ പഠനം ശ്രദ്ധ കേന്ദ്രീകരിക്കുന്നത്. റോസർ, പെക്ക് (2009) എന്നിവരുടെ അഭിപ്രായത്തിൽ സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസം എന്നത് "വിദ്യാർത്ഥികളിൽ പ്രത്യേക ബോധതലങ്ങൾ വളർത്തിയെടുക്കുന്ന ഒരു കൂട്ടം പരിശീലനങ്ങളാണ്. ഇവ പഠനത്തെ ബോധപൂർവ്വമായ പ്രചോദനത്തിലൂടെ നിയന്ത്രിക്കാനും ജീവിതത്തിൽ പൊതുവായ സ്വതന്ത്ര്യവും ഉന്നതിയും കൈവരിക്കാനും സഹായിക്കുന്നു." ഈ പഠനത്തിൽ, സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസ പരിപാടി എന്നത് തിരഞ്ഞെടുത്ത ജീവിത ശീലങ്ങൾ ആർജ്ജിക്കാൻ സഹായിക്കുന്ന ലക്ഷ്യത്തോടെ തയ്യാറാക്കിയ പ്രവർത്തനങ്ങളെയാണ് അർത്ഥമാക്കുന്നത്. സംയോജിത വിദ്യാഭ്യാസം, മൈൻഡ്ഫുൾനെസ് ഫ്രെയിംവർക്ക്, ആത്മപരിശോധന, സാമൂഹിക-വൈകാരിക പഠന സിദ്ധാന്തം എന്നീ നാല് അടിസ്ഥാനചട്ടക്കൂടുകളെ ആസ്പദമാക്കിയാണ് സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസത്തിന്റെ മൊഡ്യൂളുകൾ വിഭാവനം ചെയ്തിട്ടുള്ളത്. ഈ പഠനത്തിൽ, ജീവിതശീലങ്ങൾ തിരഞ്ഞെടുക്കുക എന്ന പദം സ്റ്റീഫൻ ആർ. കോവൈ വിവരിച്ച ശീലങ്ങളായ *കർമ്മോദ്യുക്തനാവുക*, *ആവസാനം മനസ്സിൽ കണ്ടുകൊണ്ട് ആരംഭിക്കുക*, *ആദ്യം വേണ്ടതിന് മുൻഗണന നൽകുക*, *പരസ്പരവിജയത്തെക്കുറിച്ച് ചിന്തിക്കുക*, *ആദ്യം മനസ്സിലാക്കാൻ ശ്രമിക്കുക പിന്നീട് മനസ്സിലാക്കപ്പെടാനും*, *യോജിച്ച് പ്രവർത്തിക്കുക*, *വാളിന് മൂർച്ച കൂട്ടുക* (സ്വയം നവീകരണം), *നിങ്ങളുടെ ശബ്ദം കണ്ടെത്തുക*, *മറ്റുള്ളവരെ അവരുടേത് കണ്ടെത്താൻ പ്രചോദിപ്പിക്കുക* എന്നിവയാണ്.

ലക്ഷ്യം: നിർദ്ദിഷ്ട പരിപാടി രൂപകൽപ്പന ചെയ്യുകയും സാധൂകരിക്കുകയും ചെയ്യുക.

ഘട്ടം തിരിച്ചുള്ള ലക്ഷ്യങ്ങൾ: (എ) പ്രൈമറി സ്കൂൾ അധ്യാപകരിൽ സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസ രീതികളെക്കുറിച്ചുള്ള അവബോധത്തെക്കുറിച്ച് ഉൾക്കാഴ്ച നേടുക, അതുവഴി അവയെ നിർദ്ദിഷ്ട പരിപാടിയിൽ സംയോജിപ്പിക്കുക. (ബി) തിരഞ്ഞെടുത്ത ജീവിത ശീലങ്ങളെക്കുറിച്ചുള്ള പ്രൈമറി സ്കൂൾ അധ്യാപകരുടെ അനുഭവങ്ങളെ അടിസ്ഥാനമാക്കി, നിർദ്ദിഷ്ട പരിപാടിയിൽ അവയെ സംയോജിപ്പിക്കുന്ന തിനുള്ള പ്രധാന ശ്രദ്ധാകേന്ദ്രങ്ങൾ തിരിച്ചറിയുക. (സി) തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങളെക്കുറിച്ചുള്ള ടെസ്റ്റ്, എട്ട് റേറ്റിംഗ് സ്കെയിലുകൾ എന്നിവയുടെ ശരാശരി പ്രീ-ടെസ്റ്റ് സ്കോറുകളും ശരാശരി പോസ്റ്റ്-ടെസ്റ്റ് സ്കോറുകളും വിവിധ സാമ്പിളുകളിൽ താരതമ്യം ചെയ്യുക (ഡി) തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങളെക്കുറിച്ചുള്ള ടെസ്റ്റ്, എട്ട് റേറ്റിംഗ് സ്കെയിലുകൾ എന്നിവയുടെ ശരാശരി പ്രീ-ടെസ്റ്റ് സ്കോറുകൾ, പോസ്റ്റ്-ടെസ്റ്റ് സ്കോറുകൾ, മെച്ചപ്പെടുത്തിയ സ്കോറുകൾ എന്നിവ വിവിധ സാമ്പിളുകളിൽ താരതമ്യം ചെയ്യുക (ഇ) പ്രോഗ്രാമിലെ സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസ പ്രവർത്തനങ്ങളുടെയും തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങളുടെയും മൊത്തത്തിലുള്ള സ്വാധീനവും ലിംഗഭേദം തിരിച്ചുള്ള സ്വാധീനവും മനസ്സിലാക്കാൻ.

രീതിശാസ്ത്രം: നിർദ്ദിഷ്ട പഠനം മൂന്ന് ഘട്ടങ്ങളുള്ള മിക്സഡ് മെത്തേഡ് ഇന്റർവെൻഷൻ (പരീക്ഷണാത്മക) ഡിസൈനാണ് സ്വീകരിച്ചിട്ടുള്ളത്. **സാമ്പിൾ:** (എ) കേരളത്തിലെ വിവിധ സർക്കാർ, എയ്ഡഡ് പ്രൈമറി സ്കൂളുകളിലെ മുപ്പത്തിയാറ് അധ്യാപകർ (ഘട്ടം I) (ബി) കേരളത്തിലെ കോഴിക്കോട് ജില്ലയിലെ രണ്ട് സർക്കാർ സ്ഥാപനങ്ങളിൽ നിന്നുള്ള നൂറ്റി പന്ത്രണ്ട് ഡി.എൽ.എഡ്. വിദ്യാർത്ഥികൾ (ഘട്ടം II & III). **ഉപകരണങ്ങളും മെറ്റീരിയലുകളും:** (i)പ്രൈമറി സ്കൂൾ അധ്യാപകർക്കുള്ള സെമി സ്ട്രക്ചേർഡ് ഇന്റർവ്യൂ ഷെഡ്യൂളുകൾ (iii) പ്രോഗ്രാമിന്റെ മോഡ്യൂൾ (v) ടെസ്റ്റും എട്ട് റേറ്റിംഗ് സ്കെയിലുകളും (vi) Q സോർട്ട് റാങ്കിംഗ് ഷെഡ്യൂളുകളും നിരീക്ഷണ ഷെഡ്യൂളും. **ഡാറ്റ വിശകലനത്തിനുള്ള ഗുണപരമായ സാങ്കേതിക വിദ്യകൾ:** ഇൻഡക്റ്റീവ്, ഡിഡക്റ്റീവ്, റിഫ്ലെക്റ്റീവ് എന്നീ മൂന്ന് തരത്തിലുള്ള തീമാറ്റിക് വിശകലനം. **ഡാറ്റ വിശകലനത്തിനുള്ള ക്വാണ്ടിറ്റേറ്റീവ് ടെക്നിക്കുകൾ:** (i)വിവരണാത്മക സ്ഥിതിവിവരക്കണക്കുകൾ, (ii) ടി ടെസ്റ്റ്.

പ്രധാന കണ്ടെത്തലുകൾ: (1) 'സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസത്തെക്കുറിച്ചുള്ള വിവരങ്ങൾ' എന്ന വിഷയത്തിൽ ഏഴ് ഉപവിഷയങ്ങൾ കണ്ടെത്തി : (i) സാമൂഹിക അനുഭവങ്ങളിലൂടെയും വ്യക്തിഗത ശ്രമങ്ങളിലൂടെയും മനസ്സിലാക്കിയ സ്വയാവബോധ രീതികൾ, (ii) മനഃശാസ്ത്രത്തിലൂടെയുള്ള പരിശീലനങ്ങളും വിവരങ്ങളും (iii) മാധ്യമ സ്വാധീനങ്ങൾ (iv) പ്രചോദനത്തെക്കുറിച്ചുള്ള വർക്ക്ഷോപ്പുകൾ വഴിയുള്ള വിവരങ്ങൾ (v) ഉൾക്കാഴ്ചയുള്ള വ്യക്തികൾ (vi) പുസ്തകങ്ങൾ (vii) സേവന, പ്രിസർവീസ് അധ്യാപക പരിശീലന പരിപാടികൾ. 'അനുഭവങ്ങൾ, ചിന്തകൾ, നിർദ്ദേശങ്ങൾ' എന്നീ വിഷയങ്ങളിൽ അഞ്ച് ഉപവിഷയങ്ങൾ കണ്ടെത്തി : (i) മതത്തിന്റെയും കുടുംബത്തിന്റെയും ഭാഗമായ ആചാരങ്ങൾ, (ii) സ്വന്തം ശീലിക്കുന്ന ആചാരങ്ങൾ (iii) അധ്യാപക പരിശീലന പരിപാടികളിൽ നിന്ന് പഠിച്ച രീതികൾ, (iv) വിദഗ്ധരുടെ മാർഗ്ഗനിർദ്ദേശത്താൽ ചെയ്യുന്ന പ്രവർത്തനങ്ങൾ, (v) വിവിധ വർക്ക്ഷോപ്പുകളിൽ നിന്ന് പഠിച്ച സ്വയം വികസനാത്മക പ്രവർത്തനങ്ങൾ. **(2)** 'സ്വകാര്യ വിജയം' എന്ന വിഷയത്തിന് കീഴിൽ ആറ് ഉപവിഷയങ്ങൾ കണ്ടെത്തി : (i) വ്യക്തിഅവബോധം, (ii) അധ്യാപകന്റെ പങ്ക്, (iii) വ്യവസ്ഥാപിത ചട്ടക്കൂടിലെ അധ്യാപകൻ, (iv) വിദ്യാർത്ഥിബന്ധിത ചട്ടക്കൂടിലെ അധ്യാപകൻ, (v) സമൂഹത്തെ അഭിമുഖീകരിക്കുന്ന അധ്യാപകൻ, (vi) വ്യക്തിഗത തലത്തിലുള്ള നൈപുണികളും കഴിവുകളും 'പൊതു വിജയം' എന്ന വിഷയത്തിന് കീഴിൽ നാല് ഉപവിഷയങ്ങൾ തിരിച്ചറിഞ്ഞു, അതായത് (i) പാഠ്യപദ്ധതിയുടെ ലക്ഷ്യങ്ങൾക്കായുള്ള സംഘപ്രവർത്തനം (ii) സ്കൂളിനെ ഒന്നായികണ്ടുള്ള പ്രവർത്തനം, (iii) ഉന്നത വിദ്യാഭ്യാസ ഉദ്യോഗസ്ഥർ, പങ്കാളികൾ, സമൂഹം എന്നിവരുമായുള്ള സംഘപ്രവർത്തനം, (iv) വ്യക്തിപരവും തൊഴിൽപരവുമായ കഴിവുകളെ സമന്വയിപ്പിച്ചുകൊണ്ടുള്ള സംഘപ്രവർത്തനം. 'സ്വയം നവീകരിക്കൽ, ശീലങ്ങൾ നടപ്പിലാക്കൽ, ജീവിതലക്ഷ്യം' എന്ന വിഷയത്തിനു കീഴിൽ മൂന്ന് ഉപവിഷയങ്ങൾ കണ്ടെത്തി. (i) പുതിയ ശീലങ്ങളുടെ ആരംഭവും, പരിശീലനവും, നവീകരണവും. (ii) ശീലങ്ങളുടെയും ജീവിതശൈലിയുടെയും സന്തുലനം (iii) ജീവിത ലക്ഷ്യം. **(3)** എല്ലാ ഗ്രൂപ്പുകളിലുമുള്ള തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങളുടെ (i) ടെസ്റ്റ്, (ii) റേറ്റിംഗ് സ്കെയിലുകൾ എന്നിവയുടെ ശരാശരി പ്രീടെസ്റ്റ് സ്കോറുകളും പോസ്റ്റ്-ടെസ്റ്റ് സ്കോറുകളും തമ്മിൽ കാര്യമായ വ്യത്യാസങ്ങളുണ്ട്. അതിനാൽ, പരീക്ഷണത്തെത്തുടർന്ന് തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങളിൽ മെച്ചപ്പെട്ട അറിവും പരിശീലനവും പങ്കാളികൾ റിപ്പോർട്ട് ചെയ്തതായി ഈ ഫലങ്ങൾ സൂചിപ്പിക്കുന്നു. **(4)** പഠന വർഷം, ഇൻസ്റ്റിറ്റ്യൂട്ട്, എക്സ്റ്റികൃഷൻ രീതി, ലിംഗഭേദം എന്നിവയുടെ അടിസ്ഥാനത്തിൽ ഗ്രൂപ്പുകൾക്കിടയിൽ തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങളുടെ ടെസ്റ്റിന്റെ ശരാശരി പ്രീ-ടെസ്റ്റ് സ്കോറുകൾ, പോസ്റ്റ്-ടെസ്റ്റ് സ്കോറുകൾ, ശരാശരി നേട്ട സ്കോറുകൾ എന്നിവയിൽ കാര്യമായ വ്യത്യാസമില്ല.**(5)** പ്രോഗ്രാമിന്റെ പ്രയോഗത്തെ തുടർന്ന് റേറ്റിംഗ് സ്കെയിലുകളുടെ ശരാശരി സ്കോറുകളുടെ താരതമ്യത്തിൽ നേട്ടം തെളിയിച്ചവ: (എ) ഒന്നാം വർഷ വിദ്യാർത്ഥികൾ താഴെയുള്ള ശീലങ്ങളുടെ പരിശീലനത്തിൽ രണ്ടാംവർഷ വിദ്യാർത്ഥികളെക്കാൾ ഗണ്യമായ പോസിറ്റീവ് മാറ്റം കാണിച്ചു : ശീലം 1, 3, 5, 7, 8. (ബി) ഇൻസ്റ്റിറ്റ്യൂട്ട് I ലെ വിദ്യാർത്ഥികൾ ഇൻസ്റ്റിറ്റ്യൂട്ട് II (ഭാഷാ ഡി.എൽ.എഡ്. വിദ്യാർത്ഥികൾ) നെ അപേക്ഷിച്ച് ശീലം 3,4,7 ന്റെ പരിശീലനത്തിൽ ഗണ്യമായ പോസിറ്റീവ് മാറ്റം കാണിച്ചു.(സി) എക്സ്റ്റികൃഷൻ ടൈപ്പ് I (വാരാന്ത്യ മോഡ്) ക്ലാസ് മുറികളിലെ വിദ്യാർത്ഥികൾ ടൈപ്പ് II നെക്കാൾ ശീലം 6 പരിശീലിക്കുന്നതിൽ ഗണ്യമായ പോസിറ്റീവ് മാറ്റം കാണിച്ചു. (ഡി) പുരുഷ പങ്കാളികളുമായി താരതമ്യപ്പെടുത്തുമ്പോൾ, ശീലം 1, ശീലം 5, ശീലം 7 എന്നിവ പരിശീലിക്കുന്നതിൽ സ്ത്രീ പങ്കാളികൾ ഗണ്യമായ പോസിറ്റീവ് മാറ്റം കാണിച്ചു. **(6)** സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസ പ്രവർത്തനങ്ങളുടെ പോസിറ്റീവ്, നെഗറ്റീവ് ആഘാതം നാല് തീമുകൾക്ക് കീഴിൽ മാപ്പ് ചെയ്തിരിക്കുന്നു (i) ആത്മപരിശോധന, (ii) മൈൻഡ്ഫുൾനെസ്, (iii) സാമൂഹിക വൈകാരിക പഠന സിദ്ധാന്തം, (iv) സംയോജിത വിദ്യാഭ്യാസം. തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങളുടെ പോസിറ്റീവ്, നെഗറ്റീവ് ആഘാതം അഞ്ച് തീമുകൾക്ക് കീഴിൽ മാപ്പ് ചെയ്തിരിക്കുന്നു (i) സ്വകാര്യ വിജയത്തിനായുള്ള ശീലങ്ങൾ, (ii) പൊതു വിജയത്തിനായുള്ള ശീലങ്ങൾ, (iii) ഫലപ്രദമായ ശീലങ്ങളുടെ അടിത്തറ ശക്തിപ്പെടുത്തൽ, (iv) സ്വയം പുതുക്കലിന്റെ തത്വങ്ങൾ, (v) ജീവിത ലക്ഷ്യവും 'നമ്മൾ മനോഭാവവും'. **(7)** പ്രോഗ്രാമിന്റെ ലിംഗഭേദം തിരിച്ചുള്ള സ്വാധീനം രണ്ട് തീമുകൾക്ക് കീഴിൽ പ്രദർശിപ്പിച്ചിരിക്കുന്നു, അതായത് (i) വ്യക്തിഗത വികസനം, (ii) പുരുഷ പങ്കാളികൾക്കും സ്ത്രീകൾക്കും സമഗ്ര പിന്തുണാ സംവിധാനം. പരിപാടിയുടെ മൊത്തത്തിലുള്ള സ്വാധീനം ആറ് വിഷയങ്ങളിലൂടെയാണ് പ്രതിനിധീകരിക്കുന്നത്. (i) മൈൻഡ്ഫുൾ ലിവിംഗ്, (ii) പരിവർത്തനം എഴുത്തിലൂടെ (iii) സ്വയം പരിവർത്തനം, (iv)ടീം സ്പിരിറ്റ്, (v)കുടുംബ ജീവിത രീതികൾ, (vi)ഡി.എൽ.എഡ്. ലൈഫ്.

സൂചക പദങ്ങൾ : സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസം, തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങൾ, പ്രയോഗക്ഷമമായ ജീവിതശീലങ്ങൾ, ശ്രദ്ധാപൂർണ്ണതയും വിദ്യാഭ്യാസവും, സ്വയാവബോധവും വിദ്യാഭ്യാസവും.

CONTENTS

List of Tables

List of Figures

Chapter No.	***Title***	***Page No.***
1	Introduction	1-24
2	Review of Related Literature	25-101
3	Methodology	103-144
4	Analysis and Discussion	145-353
5	Sumamry, Findings and Conclusion	355-368
6	Recommendations	369-372
7	References	373-381
8	Appendices	383-527

LIST OF TABLES

Table No.	*Title*	*Page No.*
1	Principles and Habits Described by Stephen R Cvoey	58
2	Sample distribution of primary school teachers	111
3	Sample distribution of D. El. Ed. students	111
4	Design of the Mixed Method Intervention (Experimental) Design Adpated in this study	113
5	Contemplative education activities and respective categories	122
6	Principles and Respective Habits	125
7	Sample distribution of experts	128
8	Execution Type 1 plans	129
9	Execution Type II plans	129
10	Groups and Combinations of partcipants	136
11	Sample distribution of Phase II	136
12	Composition of Focus Group Participants	142
13	Composition of perosnal Interview	142
14	Codes and Examples of the subtheme I ‘Self awareness practices through social experiences and individual efforts’	146
15	Codes and Examples of the subtheme II ‘Practices and information through Psychology’	147
16	Codes and Examples of the subtheme III ‘Media effects’	149
17	Codes and Examples of the subtheme IV ‘Information through workshops on motivation’	150
18	Codes and Examples of the subtheme V ‘Insightful individuals’	151
19	Codes and Examples of the subtheme VI ‘Books’	152
20	Codes and Examples of the subtheme VII ‘Inservice and preservice teacher training programmes’	153
21	Codes and Examples of the subtheme I ‘Practices part of religion and family’	154
22	Codes and Examples of the subtheme II ‘Practices as own experiment’	155
23	Codes and Examples of the subtheme III ‘Practices learned from Inservice and preservice teacher training programmes’	157
24	Codes and Examples of the subtheme IV ‘Practices done under	158

	the guidance of experts'	
25	Codes and Examples of the subtheme V 'Practices learned from workshops on psychology, motivation self development practices'	159
26	Subthemes and Codes of the Theme I 'Information on Contemplative Education'	161
27	Subthemes and Codes of the Theme II 'Experiences, reflections and suggestions'	161
28	Codes and Examples of the subtheme I 'Awareness of self'	167
29	Codes and Examples of the subtheme II 'The role of a teacher'	169
30	Codes and Examples of the subtheme III 'Individual teacher in a system'	171
31	Codes and Examples of the subtheme IV 'Individual teacher with students'	172
32	Codes and Examples of the subtheme V 'Teacher facing society'	174
33	Codes and Examples of the subtheme VI 'Skills and competencies at individual level'	177
34	Codes and Examples of the subtheme I 'Teamwork for Curricular objectives'	179
35	Codes and Examples of the subtheme II 'School as a whole'	181
36	Codes and Examples of the subtheme III 'Teamwork with higher educational officials, stakeholders and society'	183
37	Codes and Examples of the subtheme IV 'Teamwork for personal and professional life synergy'	184
38	Codes and Examples of the subtheme I 'Initiation of new habits, Practicing a new habit and Updating a present habit'	186
39	Codes and Examples of the subtheme II 'Balancing habits and life style'	188
40	Codes and Examples of the subtheme III 'Life Purpose'	188
41	Subthemes and Codes of the Theme I 'Private victory'	190
42	Subthemes and Codes of the Theme II 'Public Victory'	190
43	Subthemes and Codes of the Theme III 'Self Renewal, Habit Implementation and life purpose'	191
44	Classroomwise Descriptive Statistics based on Scores of Test on Select Life Habits	196
45	Groupwise Descriptive Statistics based on Scores of Test on Select Life Habits	197
46	Classroom 1: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	199

47	Classroom 2: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	201
48	Classroom 3: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	203
49	Classroom 4: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	205
50	First year: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	207
51	Second year: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	208
52	Institute I: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	211
53	Institute II: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	212
54	Execution Type I classrooms: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	214
55	Execution Type II classrooms: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	216
56	Female participants: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	218
57	Male participants: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	220
58	Total partcipants: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits	222
59	Pre-Test Post-Test mean comparison of various groups based on scores of Test on Select Life Habits	224
60	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Classroom 1	225
61	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Classroom 2	226
62	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Classroom 3	227
63	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Classroom 4	228
64	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: First year students and Second year students	229
65	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Students at Institute I and II	230

66	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Students of Execution Type I and II classrooms	232
67	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Female and male participants	234
68	Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Total participants	236
69	Summary of Comparison between Mean Scores of Various Classrooms on the Test of Select Life Habits	237
70	Comparison between Mean Pre-test Scores of First year students and Second year students on the Test of Select Life Habits	238
71	Comparison between Mean Post-test Scores of First year students and Second year students on the Test of Select Life Habits	239
72	Comparison between Mean Gain Scores of First year students and Second year students on the Test of Select Life Habits	239
73	Comparison between Mean Pre-test Scores of students at Institute 1& II on the Test of Select Life Habits	240
74	Comparison between Mean Post-test Scores of students at Institute 1& II on the Test of Select Life Habits	240
75	Comparison between Mean Gain Scores of students at Institute 1& II on the Test of Select Life Habits	241
76	Comparison between Mean Pre-test Scores of students of Execution Type 1& II classrooms on the Test of Select Life Habits	241
77	Comparison between Mean Post-test Scores of students of Execution Type 1& II classrooms on the Test of Select Life Habits	242
78	Comparison between Mean Gain Scores of students of Execution Type 1& II classrooms on the Test of Select Life Habits	242
79	Comparison between Mean Pre-test Scores of Female and Male participants on the Test of Select Life Habits	243
80	Comparison between Mean Post-test Scores of Female and Male participants on the Test of Select Life Habits	243
81	Comparison between Mean Gain Scores of Female and Male participants on the Test of Select Life Habits	244
82	Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 1 and Classroom 2	245
83	Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 1 and Classroom 3	248

84	Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 1 and Classroom 4	252
85	Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 2 and Classroom 3	255
86	Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 2 and Classroom 4	258
87	Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 3 and Classroom 4	260
88	Comparison of Pre-test scores of the Rating scale on Habit 1 between students of First year and Second year	262
89	Comparison of Post-test scores of the Rating scale on Habit 1 between students of First year and Second year	262
90	Comparison of Gain scores of the Rating scale on Habit 1 between students of First year and Second year	263
91	Comparison of Pre-test scores of the Rating scale on Habit 2 between students of First year and Second year	263
92	Comparison of Post-test scores of the Rating scale on Habit 2 between students of First year and Second year	264
93	Comparison of Gain scores of the Rating scale on Habit 2 between students of First year and Second year	264
94	Comparison of Pre-test scores of the Rating scale on Habit 3 between students of First year and Second year	265
95	Comparison of Post-test scores of the Rating scale on Habit 3 between students of First year and Second year	265
96	Comparison of Gain scores of the Rating scale on Habit 3 between students of First year and Second year	266
97	Comparison of Pre-test scores of the Rating scale on Habit 4 between students of First year and Second year	266
98	Comparison of Post-test scores of the Rating scale on Habit 4 between students of First year and Second year	267
99	Comparison of Gain scores of the Rating scale on Habit 4 between students of First year and Second year	267
100	Comparison of Pre-test scores of the Rating scale on Habit 5 between students of First year and Second year	268
101	Comparison of Post-test scores of the Rating scale on Habit 5 between students of First year and Second year	268
102	Comparison of Gain scores of the Rating scale on Habit 5 between students of First year and Second year	269
103	Comparison of Pre-test scores of the Rating scale on Habit 6 between students of First year and Second year	269

104	Comparison of Post-test scores of the Rating scale on Habit 6 between students of First year and Second year	270
105	Comparison of Gain scores of the Rating scale on Habit 6 between students of First year and Second year	270
106	Comparison of Pre-test scores of the Rating scale on Habit 7 between students of First year and Second year	271
107	Comparison of Post-test scores of the Rating scale on Habit 7 between students of First year and Second year	271
108	Comparison of Gain scores of the Rating scale on Habit 7 between students of First year and Second year	272
109	Comparison of Pre-test scores of the Rating scale on Habit 8 between students of First year and Second year	272
110	Comparison of Post-test scores of the Rating scale on Habit 8 between students of First year and Second year	272
111	Comparison of Gain scores of the Rating scale on Habit 8 between students of First year and Second year	273
112	Comparison of Pre-test scores of the Rating scale on Habit 1 between students at Institute I & II	273
113	Comparison of Post-test scores of the Rating scale on Habit 1 between students at Institute I & II	274
114	Comparison of Gain scores of the Rating scale on Habit 1 between students at Institute I & II	274
115	Comparison of Pre-test scores of the Rating scale on Habit 2 between students at Institute I & II	275
116	Comparison of Post-test scores of the Rating scale on Habit 2 between students at Institute I & II	275
117	Comparison of Gain scores of the Rating scale on Habit 2 between students at Institute I & II	276
118	Comparison of Pre-test scores of the Rating scale on Habit 3 between students at Institute I & II	276
119	Comparison of Post-test scores of the Rating scale on Habit 3 between students at Institute I & II	277
120	Comparison of Gain scores of the Rating scale on Habit 3 between students at Institute I & II	277
121	Comparison of Pre-test scores of the Rating scale on Habit 4 between students at Institute I & II	278
122	Comparison of Post-test scores of the Rating scale on Habit 4 between students at Institute I & II	278
123	Comparison of Gain scores of the Rating scale on Habit 4 between students at Institute I & II	279

124	Comparison of Pre-test scores of the Rating scale on Habit 5 between students at Institute I & II	279
125	Comparison of Post-test scores of the Rating scale on Habit 5 between students at Institute I & II	280
126	Comparison of Gain scores of the Rating scale on Habit 5 between students at Institute I & II	280
127	Comparison of Pre-test scores of the Rating scale on Habit 6 between students at Institute I & II	281
128	Comparison of Post-test scores of the Rating scale on Habit 6 between students at Institute I & II	281
129	Comparison of Gain scores of the Rating scale on Habit 6 between students at Institute I & II	282
130	Comparison of Pre-test scores of the Rating scale on Habit 7 between students at Institute I & II	282
131	Comparison of Post-test scores of the Rating scale on Habit 7 between students at Institute I & II	283
132	Comparison of Gain scores of the Rating scale on Habit 7 between students at Institute I & II	283
133	Comparison of Pre-test scores of the Rating scale on Habit 8 between students at Institute I & II	284
134	Comparison of Post-test scores of the Rating scale on Habit 8 between students at Institute I & II	284
135	Comparison of Gain scores of the Rating scale on Habit 8 between students at Institute I & II	285
136	Comparison of Pre-test scores of the Rating scale on Habit 1 between students of Execution Type I & II classrooms	285
137	Comparison of Post-test scores of the Rating scale on Habit 1 between students of Execution Type I & II classrooms	286
138	Comparison of Gain scores of the Rating scale on Habit 1 between students of Execution Type I & II classrooms	286
139	Comparison of Pre-test scores of the Rating scale on Habit 2 between students of Execution Type I & II classrooms	287
140	Comparison of Post-test scores of the Rating scale on Habit 2 between students of Execution Type I & II classrooms	287
141	Comparison of Gain scores of the Rating scale on Habit 2 between students of Execution Type I & II classrooms	288
142	Comparison of Pre-test scores of the Rating scale on Habit 3 between students of Execution Type I & II classrooms	288
143	Comparison of Post-test scores of the Rating scale on Habit 3 between students of Execution Type I & II classrooms	289

144	Comparison of Gain scores of the Rating scale on Habit 3 between students of Execution Type I & II classrooms	289
145	Comparison of Pre-test scores of the Rating scale on Habit 4 between students of Execution Type I & II classrooms	290
146	Comparison of Post-test scores of the Rating scale on Habit 4 between students of Execution Type I & II classrooms	290
147	Comparison of Gain scores of the Rating scale on Habit 4 between students of Execution Type I & II classrooms	291
148	Comparison of Pre-test scores of the Rating scale on Habit 5 between students of Execution Type I & II classrooms	291
149	Comparison of Post-test scores of the Rating scale on Habit 5 between students of Execution Type I & II classrooms	292
150	Comparison of Gain scores of the Rating scale on Habit 5 between students of Execution Type I & II classrooms	292
151	Comparison of Pre-test scores of the Rating scale on Habit 6 between students of Execution Type I & II classrooms	293
152	Comparison of Post-test scores of the Rating scale on Habit 6 between students of Execution Type I & II classrooms	293
153	Comparison of Gain scores of the Rating scale on Habit 6 between students of Execution Type I & II classrooms	294
154	Comparison of Pre-test scores of the Rating scale on Habit 7 between students of Execution Type I & II classrooms	294
155	Comparison of Post-test scores of the Rating scale on Habit 7 between students of Execution Type I & II classrooms	295
156	Comparison of Gain scores of the Rating scale on Habit 7 between students of Execution Type I & II classrooms	295
157	Comparison of Pre-test scores of the Rating scale on Habit 8 between students of Execution Type I & II classrooms	296
158	Comparison of Post-test scores of the Rating scale on Habit 8 between students of Execution Type I & II classrooms	296
159	Comparison of Gain scores of the Rating scale on Habit 8 between students of Execution Type I & II classrooms	297
160	Comparison of Pre-test scores of the Rating scale on Habit 1 between Female & Male Participants	297
161	Comparison of Post-test scores of the Rating scale on Habit 1 between Female & Male Participants	298
162	Comparison of Gain scores of the Rating scale on Habit 1 between Female & Male Participants	298
163	Comparison of Pre-test scores of the Rating scale on Habit 2 between Female & Male Participants	299

164	Comparison of Post-test scores of the Rating scale on Habit 2 between Female & Male Participants	299
165	Comparison of Gain scores of the Rating scale on Habit 2 between Female & Male Participants	300
166	Comparison of Pre-test scores of the Rating scale on Habit 3 between Female & Male Participants	300
167	Comparison of Post-test scores of the Rating scale on Habit 3 between Female & Male Participants	301
168	Comparison of Gain scores of the Rating scale on Habit 3 between Female & Male Participants	301
169	Comparison of Pre-test scores of the Rating scale on Habit 4 between Female & Male Participants	302
170	Comparison of Post-test scores of the Rating scale on Habit 4 between Female & Male Participants	302
171	Comparison of Gain scores of the Rating scale on Habit 4 between Female & Male Participants	303
172	Comparison of Pre-test scores of the Rating scale on Habit 5 between Female & Male Participants	303
173	Comparison of Post-test scores of the Rating scale on Habit 5 between Female & Male Participants	304
174	Comparison of Gain scores of the Rating scale on Habit 5 between Female & Male Participants	304
175	Comparison of Pre-test scores of the Rating scale on Habit 6 between Female & Male Participants	305
176	Comparison of Post-test scores of the Rating scale on Habit 6 between Female & Male Participants	305
177	Comparison of Gain scores of the Rating scale on Habit 6 between Female & Male Participants	306
178	Comparison of Pre-test scores of the Rating scale on Habit 7 between Female & Male Participants	306
179	Comparison of Post-test scores of the Rating scale on Habit 7 between Female & Male Participants	307
180	Comparison of Gain scores of the Rating scale on Habit 7 between Female & Male Participants	307
181	Comparison of Pre-test scores of the Rating scale on Habit 8 between Female & Male Participants	308
182	Comparison of Post-test scores of the Rating scale on Habit 8 between Female & Male Participants	308
183	Comparison of Gain scores of the Rating scale on Habit 8 between Female & Male Participants	309
184	Rankings of Select Life Habits based on preferences to practice	309

185	Rankings of Select Life Habits based on attempts to practice	310
186	Number representation of Contempative Education Activities	310
187	Rankings of Contemplative Education Activities based on preferences to practice	310
188	Rankings of Contemplative Education Activities based on attempts to practice	311
189	Total Student Responses per Session	312
190	Total Student Responses for written activities	312
191	Codes and Examples of the Theme I ‘Introspection’	313
192	Codes and Examples of the Theme II ‘Mindfulness’	315
193	Codes and Examples of the Theme III ‘Socioemotional learning theory ’	319
194	Codes and Examples of the Theme IV ‘Integrative Education’	321
195	Codes and Examples of the Theme I ‘Habits for private victory’	324
196	Codes and Examples of the Theme II ‘Habits for public victory’	325
197	Codes and Examples of the Theme III ‘Strengthening the foundation of effective habits’	326
198	Codes and Examples of the Theme IV ‘Principles of self-renewal’	327
199	Codes and Examples of the Theme V ‘Life purpose and ‘we attitude’’	328
200	Codes and Examples of the Theme I ‘Individual Development’	333
201	Codes and Examples of the Theme I ‘Holistic Supporting System’	334
202	Codes and Examples of the Theme I ‘Mindful living’	337
203	Codes and Examples of the Theme II ‘Writing as healing’	339
204	Codes and Examples of the Theme III ‘Self-transformation’	341
205	Codes and Examples of the Theme IV ‘Team spirit’	343
206	Codes and Examples of the Theme V ‘Family life patterns'	345
207	Codes and Examples of the Theme VI ‘D. El. Ed. Life’	349
208	Subthemes and Themes related to Contemplative Education	355
209	Subthemes and Themes related to Select Life Habits	357
210	Validation of the programme based on Phase II & III	366

LIST OF FIGURES

Figure No.	*Title*	*Page No.*
1	Stephen. R. Covey's Definition of Habits	8
2	Conceptual Foundations of Contemplative Education	26
3	Eisenhower Matrix: Four Quadrants Mentioned by Stephen R Covey	68
4	Sung Diagram: Updated Time Management Matrix	68
5	Diagram of Mixed Method Intervention (Experimental) Design (Sandelowsi, 1996;Cresswell & Cresswell, 2018)	112
6	Framework of the Multi-Phase Research Process	114

LIST OF APPENDICES

Appendix No.	*Title*
1	Interview Schedule on Select Life Habits for Primary School Teachers (Malayalam)
2	Interview Schedule on Select Life Habits for Primary School Teachers (English)
3	Semi Structured Interview Schedule for Primary School Teachers on the Status of Contemplative Education Practices (Malayalam)
4	Semi Structured Interview Schedule for Primary School Teachers on the Status of Contemplative Education Practices (English)
5	Test on Select Life Habits (Malayalam)
6	Test on select Life Habits (English)
7	Rating Scales on Select Life Habits (Malayalam)
8	Rating Scales on Select Life Habits (English)
9	Module model and Activities of The Programme (Malayalam)
10	Module model and Activities of The Programme (English)
11	Q. Sort Ranking Schedules (Malayalam)
12	Q. Sort Ranking Schedules (English)
13	Observation Schedule (Malayalam)
14	Observation Schedule (English)
15	Semi Structured Interview Schedule for D.El.Ed. Students on The Feed Back of Contemplative Education Programme on Enhancing Select Life Habits (Malayalam)
16	Semi Structured Interview Schedule for D.El.Ed. Students on The Feed Back of Contemplative Education Programme on Enhancing Select Life Habits (English)

CHAPTER 1
INTRODUCTION

- *Need and Significance of the Study*
- *Statement of the problem*
- *Definition of Key terms*
- *Variables of the study*
- *Objectives of the Study*
- *Hypotheses*
- *Hypotheses*
- *Methodology*
- *Scope of the study*
- *Limitation and Delimitation of the study*
- *Organisation of the research report*

The education system of any society has the responsibility of cultivating proper life habits among citizen through efficient methods. There are two challenges that arises need to be dealt with great caution to address that. One challenge is determining which habits are worth cultivating, while the other is identifying the most effective ways to cultivate them. There are hundreds of ideologies that indicate the habits, supposed to be part of an individual in order to be an effective person in life. But from time to time, from place to place, from one society to another and person to person these ideologies are questioned due to various reasons. Thus, clearly identifying the essential habits out of this chaos of ideologies will be a good boost to the education field of any society.

Learner's mind is an important aspect in the process of learning. Denial of this aspect can always create learning barriers of various types. Choosing a learning method or procedure which considers the learner's mind with care and awareness is an ideal type of situation in a normal educational environment. Teacher-centered systems of various traditions of world were focused on this aspect of learning by giving training to learners on observing, focusing, experiencing and contemplating various concepts of life. Today's academic community aims to implement these aspects by developing interventions based on the research findings of various streams and rectifying the disadvantages of teacher-centered systems. With the help of various psychological and neurological studies, the modern world identifies specific practices which are helpful for constructing a procedure for learning in tune with learner's mind. These attempts also provide directions about what to be included and what to be excluded in those efforts. The term Contemplative Education is a natural evolution of those studies and practices.

Need and Significance of the Study

Understanding, managing, and transforming the self are processes that form a cornerstone in education, as it leads to self-awareness, emotional intelligence, and flexibility. Such competences help teachers and students to manage issues in an effective way and assist in lifelong learning and all-round growth, which makes education a process of self-development (Goleman, 1995; Mezirow, 1997). Reflective

practices, social-emotional learning, ethical discussions, and collaborative activities are some of the educational practises that equip students with personal development and social contribution (UNESCO, 2021; Kumar, 2021). These efforts are also strengthened by value-based education and community engagement, which are presented in the Kerala Curriculum Framework in Kerala (SCERT Kerala, 2023). However, the introduction of self-understanding education could not be done because of restrictive curricula, inadequate teacher training, limited resources, cultural resistance and the constant controversy on pedagogy and values at various levels. These issues limit reflective practise and making holistic development difficult (UNESCO, 2021; OECD, 2019; SCERT Kerala, 2023; Kumar, 2021).

Among the problems that confront the current efforts to incorporate self-understanding into education, one can distinguish the scarcity of evidence-based pedagogical approaches, lack of expertise in facilitators, management-oriented decision-making, and the slowness of the changing teacher education programme. These limitations hinder reflective and holistic learning among students on the Indian and international levels (National Education Policy, 2020; NCERT, 2022; Kumar, 2021; OECD, 2019; UNESCO, 2021). Though students are entitled to develop themselves, it is the responsibility of educational institutions to provide fair opportunities for their development. Educational equity facilitates inclusivity, well-being, and ethical growth in the students (Rawls, 1971; Noddings, 2013; Banks, 2015). Self-awareness and self-development are extremely personalised issues; the strategies to use on one learner might be inappropriate to a different learner. Self-experience is influenced by cognitive, personality, and neurobiological differences which means that the concept of the self is multi-dimensional and is not limited to the psychic dimension (Neisser, 1988; Markus and Kitayama, 1991; Deci and Ryan, 2000). Subjective experiences can be incorporated into education, to improve self-awareness and personal development. Educational psychology emphasises the significance of subjective views of building productive learning experiences, and integrative solutions that consider subjectivity and promote engagement and growth (He, 2024; Prygodii, 2014; Semetsky, 2020).

Contemplative education is a new area of research, which facilitates self-development and self-awareness by incorporating mindfulness, reflection, subjective experiences in the educational practise. These methods are conducive to individual development, regulation of attention and a complete sense of self (Zajonc, 2006; Roeser et al., 2013). Absence of adequate research means that contemplative education practice may be implemented inappropriately, culturally insensitive or ineffective, thus hampering self-awareness, emotional regulation and ethical reasoning in students. There is also the problem of a lack of evidence which inhibits the adoption of policies, curriculum integration, and educational innovations (Roeser et al., 2013; Zajonc, 2006). The world needs contemplative education research to bring the practices into the realm of constitutional and legal values, cultural pluralism, and scientific rigour. Contemplative practises are evidence-based, leading to the development of ethical, emotional, and cognitive functioning and thus, to global citizenship, intercultural ability, and sustainable well-being (Roeser et al., 2013; Zajonc, 2006; Lutz et al., 2008).

Self-awareness education policies based on the study of the contemplative education research are more effective. Evidence-based approaches like mindfulness, reflection, and ethical thinking improve the level of self-knowledge, emotional regulation, and overall development of the personality. The practises allow teachers and policy-makers to come up with culturally-sensitive and efficient programmes (Roeser et al., 2013; Zajonc, 2006). Also, controversies in the educational systems can be mitigated with the help of contemplative education, which helps achieve self-awareness, moral reasoning, emotional control, and inclusive decision-making, thus helping to promote evidence-based and culturally responsive policies across the world (Roeser et al., 2013; Zajonc, 2006).

Both Peace Education and Holistic Education have similarities in that their practise of contemplation education builds self-awareness, empathy, emotional control, ethical reasoning and reflection processes. Such practises assist learners to resolve conflict, learn to have compassion, attain cognitive, emotional, social, and moral growth; hence, build and maintain harmonious relationships in addition to

holistic growth of the personality (Roeser et al., 2013; Zajonc, 2006; Harris, 2004; Miller, 2007). According to the National Education Policy (NEP) 2020, self-awareness, emotional control, mindfulness, and reflective practices are important in helping students to form a positive habit of life, resiliency, and whole-person development (Government of India, 2020). Through the integration of mindfulness and reflection, contemplative education enhances self-awareness, emotional regulation, and empathy, which are essential skills for both personal and academic achievement (Zajonc, 2016; Weare, 2019).

Roeser and Peck (2009) defined Contemplative Education as "a set of practices that may foster particular forms of awareness in students, forms conducive to the conscious motivation and regulations of learning and also to freedom and transcendence in life more generally".

A student of school or college or any other learning environment is not someone who is supposed to be facing the same life environment outside of it. Thus, a student grasps the experiences of respective learning procedure with a false belief that 'the same protective plot will be there outside too' may lead to struggles in life later. Hence, the education system has to consider a pragmatic way to cultivate awareness about self and society along with curricular experiences. Contemplative education practices and experiments are the significant steps towards such a shift creates awarebess about learner as well as the learned. These efforts indicate that learning through specifically designed approaches or strategies has to be redefined in such a way that the experiences gained from the learning have to be reflected through awareness of the learner. Creating situations to expand awareness towards intended learning outcomes is the heart of contemplative education.

Chano (2012) expresses Contemplative Education as "Learning infused with the experience of awareness, insight and compassion for oneself and others honed through the practice of sitting meditation and other contemplative discipline". Contemplative practices have emerged in curricular settings as a way to activate learning, deepen learning experiences, and enhance academic and social performance (Hart, 2004).

Various methods and procedures from the perspective of contemplative education have been recognised by researchers which are found to give significant effects in academic achievement, well-being and social competence among different categories of students. Studies conducted on Mindfulness, Meditation, breathing exercises, Introspection, critical thinking, visualization, journaling, physical activities, yoga, arts and direct experiences opened up the way for experimenting contemplative practices.

Pizzuto (2018) identified important contemplative education practices in higher education such as Mindfulness-based education, relaxation response, repetition of sound or movement or mantra, neuro-feedback, peace building versus anti-bullying, wellness versus disease programs, exercise and stress relieving movements, spiritual retreats, and deep listening. He also indicated that integrating ideas of connectedness, inclusion, self-awareness, and self-examination in the higher education system will value interdisciplinary approaches to teaching and learning processes along with learning outcomes.

Contemplative pedagogy provides a broad range of pedagogical tools that support the development of student focus, self-regulation, empathy, and emotional and social awareness (Zajonc, 2013). These innovative attempts were tested in both school and higher education environment as a part of their respective pedagogy. The term contemplative pedagogy is representing the insights derived from those studies. It also indicates contemplative practices like meditation is significantly effective in well being, social competence and academic achievement among school students. Integrating contemplative practices along with higher education were also studied and found to have a significant impact in the performance and professional development of college students.

> "Instead of diving immediately into the material, we begin each class session with a centring activity to help students and ourselves become present to the topic of discussion and to each other. Such activities include guided meditation, reflective writing, visualisations, and brief sharing exercises" (Bach & Alexander, 2015).

Since most of the contemplative practices are aimed at self-transformation, practised in a spontaneous proximity of a person or persons, practicing it already. Hence, faculty members were practicing those in their daily life, before introducing all of them in their contemplative classroom. When faculties are not practicing as a part of their lifestyle, it's not easy to present naturally to get the best benefit for students. Hence making an attempt to experiment and introduce concepts and practices about contemplative education to student teachers especially among D. El. Ed. Students, is a fair step to start in the education system of Kerala.

There are often concerns from different persons that the education system of India is not completely in tune with life; and still have tendencies to tie education as something which books alone create citizens than the way a person reads the books create type of citizen. Additionally, such criticisms often became a criticism about the teachers, part of the curriculum. Hence, expanding the teacher training environment as a location of cultivating effective people of life is a need of the hour. Identifying, recommending, cultivating habits which are essential for becoming an effective person in life is something which is highly important for the growth of future teachers from primary level onwards. Stephen. R. Covey has identified specific habits of effective people through his studies, efforts and experiences and presented in his famous books.

The epistemic foundation of contemplative pedagogy is inherently subjective, necessitating a reliance on individual introspection and rigorous self-analysis. The systematic study and evaluation of these subjective, phenomenological experiences is the crucial mechanism for realising the salutary and developmental outcomes associated with contemplative practices. A lot of varied research is currently ongoing across different contemplative practices. This work is being approached from the core fields of Philosophy, Psychology, Neurosciences, Education, and other diverse interdisciplinary areas. Consequently, the future teaching and structure of contemplative education may be conceptualised and delivered using methods quite different from what we use today. It is therefore very important that all future research

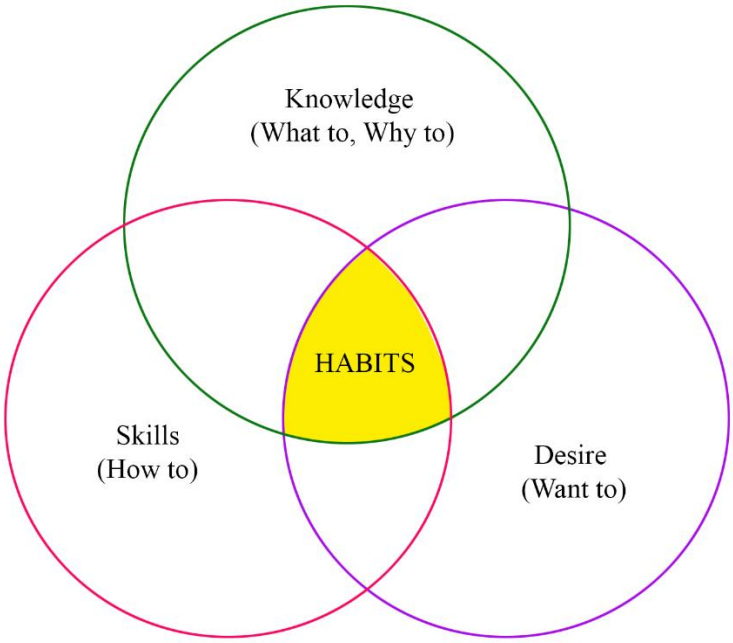
on contemplative practices remains flexible and open to updating and refining its methods to advance this field.

Since contemplative education practices have significant influence on professional development, emotional regulation and cognitive functioning, it will be an interesting attempt to develop a module for enhancing essential life habits through practices of contemplative education. The life habits articulated by Covey (1989, 2004) can be associated with the subjective and scientific nature of contemplative education. Since Covey (1989) integrated these habits with various principles that direct self-initiated practices, the execution of contemplative education practices becomes more organic. Consequently, combining the two offers individuals' actionable daily practices and choices that are both helpful and align with concepts of self-awareness and learning based on that awareness. Some ideas based on the books of Covey are given below:

- Habits are the intersection of the knowledge, skills and desire. (See Figure1)
- Effectiveness is defined as a balance between production and production capacity.
- Practising the habits of private victory helps an individual grow from Dependence to Independence.
- Practising the habits of public victory helps an individual grow from Independence to Interdependence.
- Stephen. R. Covey presents eight habits. He explained the 7 habits and their respective principles in the book The Seven Habits of Highly Effective People. He discussed the eighth habit in the book The 8th Habit.

Figure 1

Stephen. R. Covey's Definition of Habits



Effective Habits

Internalised principles and patterns of behaviour

The NEP (2020) emphasises holistic, multidisciplinary education, which requires active participation from different departments and fields to be implemented effectively. Implementing this can also require cooperation within organisations. Elements of contemplative education and select life habits are required for the sustainable implementation of the NEP's values.

Internationalisation mandates both organisational efforts and skilled professional communication for successful project and programme execution. In teacher education, adopting recommended changes, such as four-year integrated programmes, necessitates robust internal institutional understanding and collaborative efforts to develop courses holistically. Moreover, the implementation of curriculum, syllabus, and subject-specific changes may become a national issue, potentially

requiring additional conferences and expert meetings across academic disciplines. Such dialogue is essential to maximise benefits for the future student cohort.

For vocational education policies to be fruitful and effective, specific, creative, and practical support from industry experts and working professionals is essential. Institutionally designed courses focusing on skills and competency should align with current market needs, requiring planning alongside experts in the latest trends.

The National Research Foundation (NRF) will engage in multilevel dealings to enhance research quality. Promoting collaborative research projects among scientists, researchers, and teaching faculty demands innovative strategies to establish a supportive environment regarding facilities, funding, and knowledge sharing. Furthermore, the NRF is expected to encourage inter-institutional research commitments to achieve desired improvements in overall research output.

The proposed Higher Education Commission of India (HECI), structured around four pillars—the Regulatory, Accreditation, Grants, and General Education Councils—is designed for collaborative functioning, requiring innovative competencies from skilled individuals and groups. Planning to curb the commercialisation of education will involve private sector support and representatives. Furthermore, establishing Boards of Governors and strengthening the Central Advisory Board of Education are crucial steps, dependent on the combined and interdependent expertise of various specialists, ultimately benefiting the Indian higher education system.

Effective implementation of key NEP 2020 focus areas—including professional education, lifelong learning, promotion of Indian culture, and digital education—requires a strategic shift to integrate the competency of seasoned experts. The execution of ideas such as optimal learning environments and student support relies significantly on student participation and the understanding of student needs by all institutional stakeholders. This emphasis on student involvement is paramount for fostering conducive campus environments.

The NEP 2020 establishes long-term proposals that necessitate concerted team efforts across diverse areas of Indian education. Achieving high-quality outcomes demands that all personnel—including faculty, researchers, and administrators—embrace collaboration. This partnership must transcend the parent institution, extending to local, national, and international organisations via online and offline modes. Therefore, every institution must establish robust internal systems to ensure seamless collaboration. The realisation of the aforementioned values and vision depends on the collective efforts of individuals who demonstrate self-awareness and a willingness to embrace personal transformation, as described by Covey (1989; 2004).

The implementation of positive and sustainable societal change begins with young children. Consequently, well-prepared prospective primary school teachers are essential for shaping the next generation. Given that the combination of the study's variables introduces a new paradigm, students enrolled in the Diploma in Elementary Education (D. El. Ed.) programme were selected as the sample.

Contemplative Education practices can be researched to study how it impacts various different variables connected to Psychology, Sociology and Education. A variable aimed at the transformation of an individual will be very much organic and in alignment with the nature of Contemplative Education Practices. Concepts and principles explained by Stephen. R. Covey on eight habits are suited to research in this context. Hence, investigator aims to develop a programme consists of contemplative education activities for prospective primary school teachers to boost the practice of above mention eight habits, that can be named as ‘select life habits’ in the context of this study to reach higher level of effectiveness in life as an individual. Executing any contemplative practice requires an understanding of the existing situations of the individuals or context. Since the proposed programme here is for the student teachers at primary school level, investigator has to understand the existing situations of practices of contemplative education and select life habits among primary school teachers and insights have to be integrated. Implemenation of the programme must be flexible in the angle of contemplative education by considering subjective

nature of the variable, importance of dealing with the self of individual and requirement of creating non-judemental learning environment. Evaluating basic content transaction on self life habits is necessary for conducting further investigation on how deeply participants involved in the programme and gained insights on contemplative education and select life habits.

Research Questions

Based on the vision mentioned earlier, following are the research questions identified for this investigation:

1. How do primary school teachers perceive contemplative educational practices? How do they select and integrate these practices into their daily routines? What are their personal experiences of implementing these practices? What recommendations do they have for prospective primary school teachers regarding these methods?

2. What are the insights and suggestions of primary school teachers regarding the practice of select life habits for prospective primary school teachers?

3. How to design a programme for prospective primary school teachers based on the theoretical understanding of contemplative education and select life habits by incorporating the opinion of primary school teachers?

4. How to understand whether the participants of the programme grasped basic content connected to select life habits, recorded a change in attitude to life habits, actively engaged and identified preferences in selecting contemplative practices?

5. What are the impacts of contemplative education activities and selected life habit practices, as discussed in the programme, on the participants? How does it differ gender-wise? How to understand the overall experiences participants felt, changes in perceptions and attitude developed after the programme?

Statement of the problem

It is important to conduct research in contemplative education in the context of Kerala and India for identifying right academic stand on practices while implementing projects and policies in education field. Habits explained by Covey (1989&2004) are very much aligned with recommendations of various policies including NEP (2020). Thus, conducting research for primary school teachers of next generation on developing contemplative education programme for cultivating right perception on select life habits is very much in useful for the coming decades of Indian education system. With this perspective and the research questions mentioned the present study is entitled:

Development of Contemplative Education Programme for Enhancing Select Life Habits among D. El. Ed. Students.

Definition of Key terms

Development

According to Oxford Dictionary, development is a gradual unfolding or a fuller working out of the details of anything. Good (1973) defined it as an "extension of basic or applied research through which laboratory findings are reduced to practice". In the present study, development involves construction of a contemplative education programme and tries out with a view for enhancing select life habits among D. El. Ed. students and updating it based on the feedback of students.

Contemplative Education Programme

Roeser and Peck (2009) defined Contemplative Education as "a set of practices that may foster particular forms of awareness in students, forms conducive to the conscious motivation and regulations of learning and also to freedom and transcendence in life more generally".

In the present study, contemplative education is operationally defined as twelve activities and reflections—Introspective Journaling, Brainstorming, Self-observation Breaks, Mindfulness Meditation, Mindful Body Movements and

Activities, Physical Exercises, Mindful Emotional Writing Schedule, Peer Group Self-reflections, Group Work, Vision Board, Diary Writing, and Logbook Writing conceptualised on four foundational frameworks, namely Integrative Education, the Satipatthana (Mindfulness) Framework, Introspection, and Socio-emotional Learning Theory, with the aim of facilitating the learning of select life habits.

Contemplative Education Programme refers to a set of modules which is designed from the perspective of Contemplative Education

Enhancement

The dictionary meaning of the term 'enhancement' is the act of increasing or further improving the quality, value, or status of someone or something (Oxford Learner's Dictionaries, n. d.).

For the present study the term enhancement means the strengthening of select life habits after the implementation of the contemplative education programme. Enhancement is operationally defined as the positive changes in perceptions on select life habits recognised with the help of responses taken through rating scales, tests and interviews.

Select life habits

In the present study, the term Select life habits indicates the habits described in the books “Seven habits of highly effective people” and “8th Habit” by Stephen R Covey. Namely the habits are Be Proactive, begin with the end in Mind, Put First things First, Think Win-Win, Seek First to understand Then to be understood, Synergise, Sharpen the Saw and Find your voice and Inspire others to Find theirs.

D. El. Ed. students

D. El. Ed. students mean the students of the course Diploma in Elementary Education which is designed to prepare student teachers to teach in primary school level. (SCERT Kerala, 2018)

The D. El. Ed. students referred to in this study are those undertaking the Diploma in Elementary Education course, which is designed to prepare prospective teachers for the primary school level and follows the curriculum set by SCERT Kerala.

Variables of the study

The independent and dependent variables selected for this study are the following:

Independent Variable

Contemplative Education Programme

Dependent variable

Select Life Habits

Objectives of the Study

The objectives of this study are categorised into two levels: Primary Objectives and Phasewise Objectives. The Primary Objectives outline the overarching goals of the research, while the Phasewise Objectives detail the specific milestones to be achieved during each individual stage of the study.

Primary Objectives

1. To design a Contemplative Education Programme for enhancing the Select Life Habits among D. El. Ed. students
2. To validate the Developed Contemplative Education Programme for enhancing Select Life Habits among D. El. Ed. students

Objectives for Phase I

1. To derive insights into the awareness of contemplative education practices among primary school teachers, in order to integrate them into the proposed programme.

2. To identify key focus areas based on the experiences of primary school teachers regarding selected life habits, in order to integrate them into the proposed programme.

Objectives for Phase II

In phase II, students from four classrooms, two from one Institute of Teacher Education and two from another, were selected for the study. The programme was executed in two types, and for each type, two classrooms from different institutes were selected. Hence, the objectives and hypotheses of this phase were identified primarily through comparisons across students' classrooms, year of study, institutes, programme execution types, and gender.

1. To compare the mean pre test scores and the mean post test scores of Test on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

2. To compare the mean pre test scores and the mean post test scores of Test on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

3. To compare the mean pre test score and the mean post test score of Test on Select Life Habits of all the participants of the programme.

4. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

5. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

6. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of all the participants of the programme

7. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

8. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

9. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students at Institute I and students at Institute II

10. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

11. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between Female participants and Male participants of the programme

12. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

13. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

14. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students at Institute I and students at Institute II

15. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

16. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between Female participants and Male participants of the programme

Objectives for Phase III

1. To identify the positive and negative impact of contemplative education activities in the programme.

2. To identify the positive and negative impacts of Select life habits practices.

4. To understand the gender wise impact of the contemplative education programme for enhancing select life habits.

3. To investigate about the overall impact of contemplative education programme for enhancing select life habits.

Hypotheses

Phase I and Phase III of the study are qualitative in nature, whereas Phase II is quantitative in nature. Thus, the hypotheses of Phase II are given as follows:

1. There exist no significant differences in the mean pre test scores and the mean post test scores of Test on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

2. There exists no significant differences in the mean pre test scores and the mean post test scores of Test on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II

(v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

3. There exists no significant difference in the mean pre test score and the mean post test score of Test on Select Life Habits of all the participants of the programme.

4. There exist no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

5. There exists no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

6. There exist no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of all the participants of the programme

7. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

8. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

9. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students at Institute I and students at Institute II

10. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

11. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between Female participants and Male participants of the programme

12. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

13. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

14. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students at Institute I and students at Institute II

15. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

16. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between Female participants and Male participants of the programme

Methodology

Methods

The proposed study adopts mixed research methods.

Design

A three-phase Mixed Method Intervention (Experimental) Design is used for this study.

Population

In this study, the population consists of D. El. Ed students who follow the syllabus of the State Council of Educational Research and Training, Kerala.

Sample

36 primary school teachers working in various government and aided primary schools in Kerala were selected as the Phase I sample.

In Phases II and III, the sample comprises 112 D. El. Ed. students belong to both the first and second year from two government Institutes of Teacher Education in Kozhikode District, Kerala.

Tools, Techniques and Materials

Tools used for data collection are given below as phasewise. Phase I and Phase III are qualitative phases and tools used are for collecting qualitative data. Phase II is mixed phase where tools are used for execution of the programme and collecting quantitative data.

Tools for Phase I

1. Semi Structured Interview Schedule for primary school teachers on the status of contemplative education practices (Arjun & Bindhu, 2022)

2. Semi structured Interview Schedule for primary school teachers on the status of select life habits (Arjun & Bindhu, 2022)

Tools for Phase II

1. Modules of Contemplative Education Programme for enhancing select life habits (Arjun & Bindhu, 2022)

2. Rating scales on Select Life Habits (Arjun & Bindhu, 2022)

3. Test on Select Life Habits (Arjun & Bindhu, 2022)

4. Q Sort Ranking Schedules (Arjun & Bindhu, 2022)

5. Observation Schedule (Arjun & Bindhu, 2022)

Tools for Phase III

1. Semi-structured interview schedule for D. El. Ed students on the feedback of contemplative education programme for enhancing select life habits (Arjun & Bindhu, 2023)

Techniques used for data analysis

Both quantitative and qualitative data analysis is used in this study.

Qualitative Techniques

Following techniques of thematic analysis are used in Phase I and Phase III.

a. Inducitve thematic analysis

b. Deductive thematic analysis

c. Reflective thematic analysis

Quantitative techniques

Following statistical techniques are used for analayis of data collected in phase II.

1. Descriptive statistics
2. Test of significance of difference between means (t-test)

Scope of the study

This study examines aspects of contemplative education that are suitable for integration into the D. El. Ed. curriculum. Techniques, meditations, reflections, and activities associated with contemplative education are analysed and adapted for use in teacher-training programs. The research investigates concepts in educational philosophy to identify elements that facilitate the development and interpretation of contemplative practices. The findings are expected to provide practical strategies for articulating educational philosophy. Incorporating specific life habits, as described by Stephen R. Covey, may lead to modifications in teacher preparation content. The results of this study aim to inform positions on contemplative education research and the implementation of contemplative practices within educational settings in Kerala and India. This study open the scope of conducting more studies on both variables in qualitative, quantitative and mixed methods. Findings also suggest the need to conduct experimental studies in this areas.

Limitation and Delimitation of the study

The interpretation of the study's results is limited by the programme's flexible administration and students' active participation. The investigator selected only contemplative activities deemed appropriate for classroom settings for inclusion in the programme. According to the research, the programme's impact is reflected in changes to participants' thoughts and perceptions and hence generalisations of the results have to be viewed from that perspective. Eight simple rating scales with ten items are used to understand changes in habit practice before and after the sessions, but they have limitations as a long-term assessment.

This study is delimited to D. El. Ed. students. Select life Habits were chosen completely based on the ideas from the books of Stephen R Covey. Nature of the

variable contemplative education demands the subjective mind of an individual and this investigation designed a methodology by considering this fact. The findings of the study is interpreted within the projection of the selected methodology.

Organisation of the research report

Research report of this mixed method study is organised in six chaptersas follows: (1) Introduction to the study (2) Review of related literature 3) Methodology (4) Analyis and Discussion (5) Findings, Summary and Conclusion (6) Educational Implications, Recommendations and Suggestions. Brief description of each chapter is given below.

(1) Introduction to the study

Introduction chapter consists of the need and significance, research questions, statement of the problem, definitions of key terms, variables, objectives, methodology, scope & limitations and the organisation of the research report of the study.

(2) Review of related literature

This chapter consists two sections namely theoretical overview and review of realted studies. First section, theoretical overview explains about the concept of contemplative education and its four conceptual foundations, contemplative practices, concept of select life habits and associated principles and various theories connected to eight habits. In second section of review of related studies, a brief analysis previous studies related to variables are given.

(3) Methodology

This chapter explains the perspectives behind selecting the methodology and provides a detailed description of it.

(4) Analysis and Discussion

This chapter provides analyses of Phases I, II, and III. Phase I presents a thematic analysis of qualitative data collected from primary school teachers.

Phases II and III examine data from programme participants. Phase II focuses on quantitative data analysis, whereas Phase III employs thematic analysis of qualitative data.

(5) Findings, Summary and Conclusion

This chapter summarises the findings related to both primary objectives and presents the overall conclusions.

(6) Educational Implications, Recommendations and Suggestions

This chapter presents the implications, recommendations, and suggestions based on the study's findings.

CHAPTER 2
REVIEW OF RELATED LITERATURE

- *Theoretical overview*
- *Review of related studies*

Theoretical overview

Concept of contemplative education

The word Contemplation refers to thinking based on experience. Roeser and Peck (2009) defined Contemplative Education as "a set of practices that may foster particular forms of awareness in students, forms conducive to the conscious motivation and regulations of learning and also to freedom and transcendence in life more generally". Chano (2012) expresses Contemplative Education as "Learning infused with the experience of awareness, insight and compassion for oneself and others honed through the practice of sitting meditation and other contemplative discipline". Palmer and Zajonc (2010) defined integrative learning as the integration of knowledge and expertise from different fields of education where students are encouraged to make connections across different disciplines. Pizzuto (2018) has identified four conceptual foundations of contemplative education practices, such as satipatthana (mindfulness) framework, integrative education, introspection and socio emotional learning theory. In the present study, the investigator considers these four aspects as the components of contemplative education practices. It has also been indicated that the self-awareness, self-examination, inclusion and connectedness within the higher education system can create considerable values towards interdisciplinary approaches associated with teaching and learning processes.

Integrative education

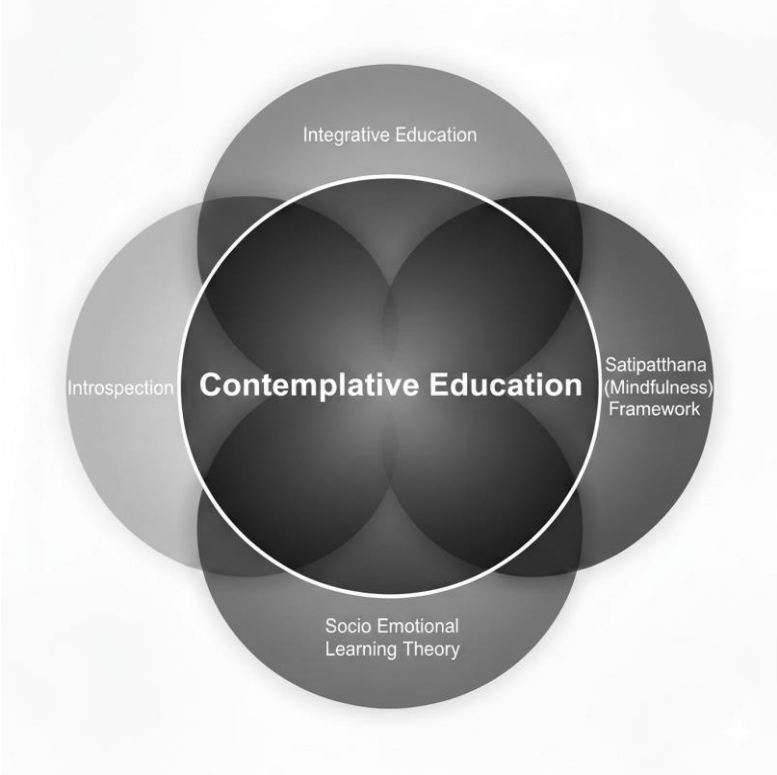
Integrative education can be considered a less fragmented approach associated with the education system. It is sometimes defined as alternative, holistic, transformative, and progressive. It is contrasted with more mainstream, conventional, or traditional forms of education, which tends to focus on the acquisition of knowledge, development of cognitive skills, and individual achievement (Esbjorn-Hargens et al., 2010). Integrative education is nothing but a set of educational method that helps students to focus more on their learning and to find the reason of being within the world by highlighting their purpose of life. It is also an integrative and sustainable approach for promoting a better education while connecting the inner and outer life dimensions appropriately. By considering a student as a part of a

compassionate community of learners, it promotes a higher connectedness between student and their learning mechanism. Often described as "adventuresome, exploratory, and discovery-oriented form of learning" (Palmer et al., 2010), it reaches beyond typical academic benchmarks.

Interdisciplinary nature and connectedness with values and principles present within the education mechanism help students make connections between fragmented areas of knowledge. In tune with integrative education, Whitehead (1967, as cited in Polanowski & Sherburne, 2004, p. 1) stated that "education with inert ideas is not only useless: it is, above all things, harmful". The authors have identified the importance of including interdisciplinary actions and connectedness between education and learning as a tool to improve the ability of student to overcome fragmentation present in the teaching and learning process. In tune with integrative education, Whitehead argued that students should link essential knowledge to many different areas of their own lives thus organically applying them.

Figure 2

Conceptual Foundations of Contemplative Education



Satipatthana (mindfulness)framework

Satipaṭṭhāna is often thought of as the heart of mindfulness in Buddhism, forming the basis for many meditation practices. Drawn from the teachings in the Satipaṭṭhāna Sutta, it provides a clear, step-by-step approach to cultivating awareness (Analayo, 2003). Practitioners learn to tune into their own bodies, feelings, thoughts, and mental patterns, which helps them understand life on a deeper level. It is not only about relaxing the mind; even to most it is a means of attaining true spiritual liberty (Vetter, 1988).

The Pāli Canon, in the Satipaṭṭhana Sutta is generally considered an important source of information on the subject of mindfulness in Theravada Buddhism (Ñāṇamoli & Bodhi, 2009). This sutta explains that mindfulness is cultivated in four primary domains and these include body, feelings, mind, and phenomena. These have been recognised as and called the foundations of mindfulness (satipatthanas). The combination of these foundations presents a systematic way in which the practitioners can learn how to discover themselves and the world around them. In doing so, they develop an understanding of three fundamental concepts of the Buddhist philosophy: the impermanence of everything (anicca), the unsatisfactoriness of experience (dukkha), and the non-existence of a self (anatta) (Harvey, 2013).

The four satipatthanas of mindfulness provide a practical and holistic way of developing mindfulness, which are organised into four interdependent divisions:

Kayayanupassan (Mindfulness of the Body): This dimension focuses on remaining alive in the moment through an observation of the body sensations, postures and movements. Breath awareness and body scanning are some of the practices that are used to relax the mind and establish a closer connection with the body (Kabat-Zinn, 1990). By making such an attentive study of the body, the practitioners are encouraged to develop a soft withdrawal of physical identity, as the body is seen as impermanent (Analayo, 2003).

Vedananupassana (Mindfulness of Feeling): Here the foundation is on the observation of feelings pleasant, unpleasant, or neutral without being attached or

rejecting it. Through such observation, the practitioners are in a good position to interact with their emotional responses in a balanced manner, minimising impulsive reactions (Gethin, 2001). In the present environment, this technique resembles the techniques of emotion regulation, in which expressionless and composed awareness may help in stress management and resilience (Shapiro et al., 2006).

Cittanupassan (Mindfulness of Mind): In this case, the attention is paid to the observation of thoughts and feelings without evaluation so that the practitioners could distinguish the patterns of mental processes more vividly. Knowing how to feel will aid to better the emotional balance and self awareness, which links Cittanupassana with cognitive-behavioural practices that focuses on noticing thought patterns to facilitate personal development (Kabat-Zinn, 1990).

Dhammānupassanā (Mindfulness of Phenomena): The last foundation urges people to think about essential Buddhist teachings, including the five aggregates (khandhas) and the Four Noble Truths. Considering them, the practitioners understand the impermanence of existence, and this idea helps them to build wisdom and minimize suffering (Harvey, 2013). This form of mindfulness is compatible with existential and philosophical views in the psychology community where considerations of the temporality of life may bring about a higher sense of meaning and satisfaction (Carmody et al., 2009).

The mindfulness framework is increasingly becoming acceptable these days and its availability is accurately retrievable in the secular practices. The mindfulness-based stress reduction (MBSR) and mindfulness-based cognitive therapy (MBCT) are becoming increasingly popular (Kabat-Zinn, 1990; Segal et al., 2002). In these adaptation techniques, kayayanupassanay and vedananupassanay are central to the techniques of reducing stress and controlling emotionality. Secular patterns however tend to ignore more introspective matters of cittanupassanak and dharmamupassanak. Though these adaptations can be useful in alleviating symptoms of anxiety, depression and chronic pain, these adaptations have been criticized as making mindfulness simpler and forgetting its ethical and philosophical roots (Grossman, 2010).

The studies into mindfulness have shown a positive effect on functioning, activities and structure of brain that is also marked with a considerable boost in the gray matter density of brain. This will be held accountable to an increased self-regulation accompanied by emotional processing (involving amygdala and prefrontal cortex) (Holzel et al., 2011). These results provide some evidence to the emphasis by Satipatthana on the development of mental strength and equanimity. Through mindfulness in thoughts and feelings, practitioners are able to learn to stop and react more consciously, which makes them less reactant to stress and more mentally healthy (Lutz et al., 2007).

Satipatthana model has had an influence on the therapeutic models like Acceptance and Commitment Therapy (ACT) and Dialectical Behavior Therapy (DBT).

Both methods involve mindfulness to assist them watch and accept their own mental states as opposed to reacting impulsively, which is more consistent with vedananupassana where one is watchful of his or her emotions without attachment (Hayes et al., 1999). ACT, in particular, involves mindfulness to make individuals accept their painful emotions instead of reacting impulsively, which is more consistent with vedananupassana where people observe their emotions without attaching to them.

The Satipaṭṭhana model provides a realistic way of approaching mindfulness, which is a minor improvement on relaxation and allows developing a deeper sense of awareness, self-discipline, and understanding. Through its four foundations, it guides the practitioners to have a better perspective of what they think and feel and can bring about better attention to their focuses and create an emotional strength. Since mindfulness is still taking shape in the contemporary world of psychology, the original teachings of Satipatthana are still vital in interpreting mindfulness in both the traditional and therapeutic sense.

Introspection

Introspection is merely taking some time to address our thoughts, feelings and mindset. It makes us know more about ourselves, learn to be self-aware, and enhance our mental health. Having its origins in philosophy and psychology, it long has been a useful instrument of self-development and emotional stability.

The concept of introspection has its roots in the ancient philosophers, such as Socrates, Plato, and Descartes, because they were convinced that self-reflection was able to help people comprehend their mind and, therefore, self-knowledge (Descartes, 1641/1985). An example of this is Descartes who claimed that we can only be sure of the realization of our thoughts.

Introspection was described in theoretical form by Wilhelm Wundt in his structuralist psychology in the late 1800s. Wundt applied introspection in examining consciousness and dissecting the elements of the mind (Wundt, 1874). Nonetheless, introspection came to be severely criticized with time especially by Edward Titchener and behaviorists such as John Watson. Watson infamously declared introspection a non-scientific method and its use in mainstream psychology declined (Watson, 1913).

The cognitive revolution returned the focus to introspection, but this time it was the mode of thinking and feeling that they were going to understand. Cognitive psychology linked it to metacognition just to realise our thoughts (Flavell, 1979). Nelson and Narens (1990) demonstrated that introspection assists us to check in with ourselves just as the students will stop and ask themselves whether they have mastered something or they will need to study further. However, introspection is not always certain, even though it has its advantages. Some researchers, such as Nisbett and Wilson (1977), have noted that we always tend to derive explanations to what we have done afterwards and not necessarily knowing what is taking place in our minds. This may be especially troublesome with regard to unconscious activities which we do not know all about.

There is also the relationship of introspection with self-awareness theories. According to Duval and Wicklund (1972) it is the introspection that can make us

aware of our actions that are inconsistent with our values that will drive us to change our behaviors. Research indicates that individuals who practice routine self-reflection control their feelings, empathy, and moral judgment more effectively (Morin, 2011). The practice also enhances the clarity of self concept which. Individuals with a better understanding of their self-concept are more emotionally resilient and psychologically healthy (Campbell et al., 1996).

Introspection is not an ideal process. Kahneman (2011) characterizes the two classes of thinking as fast and automatic thoughts (System 1) and more deliberate and conscious thoughts (System 2), which is referred to as a dual-process model. Although introspection is a deliberate process, it nevertheless may be affected by unconscious biases which are likely to affect the way we view ourselves (Pronin, 2008).

Introspection is accompanied by Mindfulness, which implies complete presence and tolerance of our thoughts and feelings. It helps us avoid judging ourselves about our mental and emotional conditions but rather be conscious of them. Kabat-Zinn (2003) has emphasised the role of mindfulness in enabling us to get our emotions on track and learn to accept ourselves, which, in its turn, makes the introspective process more effective. Introspection has been an effective self-awareness tool in therapy and bringing about change. As an example, psychodynamic therapy employs introspection as a way of unraveling some hidden conflicts in our unconscious mind (Freud, 1915). Contrary to this, the cognitive behavioral therapy (CBT) comes out as a more useful element to detect and precipitate the negative thinking pattern in an individual (Beck, 1976). Recent therapies, such as Acceptance and Commitment Therapy (ACT) and Mindfulness-Based Cognitive Therapy (MBCT) involve introspection to encourage acceptance and establish emotional resilience (Hayes et al., 1999).

However, introspection is helpful to some extent. It is prone to cognitive biases (Wilson, 2002) and different in cultures. Western culture tends to introspect oneself whereas the eastern cultures tend to introspect their parting in the greater social system (Markus & Kitayama, 1991).

Hence, self-awareness and mental health although it has its challenges, but introspection is a useful tool of self-awareness. It is subject to biases and it is open to cultural differences that would guide our approach to it. In future, research can provide more information about the interaction of introspection with cultural, social, and biological elements, and provide more approaches to using it personally to grow and recover.

The theory of socio emotional learning.

Socio-emotional learning (SEL) is a developmental model that emphasises the significance of emotion understanding and management, construction of good social skills, development of empathy, and responsible decision-making in the overall well-being and success. The concept of SEL was the result of studies in psychology and education that considered the relation between emotional intelligence, social ability, and academic achievement. SEL is aimed at enabling children and young adults to develop with regard to managing emotions, establishing relationships, and approaching challenges with confidence. It discusses major concepts and the way SEL may be implemented in education and other spheres.

Core Components of SEL

The Collaborative Academic, Social, and Emotional Learning (CASEL), is one of the most prominent organisations in this sphere, and comprised of five major dimensions, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2020). These departments assist children and teenagers to develop emotional and social skills necessary to achieve in their academics and in life.

Self-awareness refers to as an ability to comprehend one's values, thoughts, and emotions of other people and consider their influences on the behavior. The awareness of these feelings is vital for the control of emotions and the manner in which a positive self-image is constructed, that is crucial to mental health (Zimmerman, 2017).

Self-management refers to as the ability of a person to exercise control over personal emotion, actions and thoughts and then the reaction to different situations. It embraces dealing with stress, impulse control, and behavioural setting and goal attainment (Gross, 2015).

Social awareness refers to a particular aversion of a certain person to highlight and comprehend the emotional quotient of other individuals of the same or different background. It teaches one to be empathetic, compassionate, and to put themselves in the position of another person- skills that are essential in creating strong and meaningful relationships (Eisenberg & Lennon, 1983).

The skills relating to relationships are the skills required in the development and sustenance of healthy relationships. Such competencies are communication, conflict resolution, team, and trust-building skills that assist in the creation of positive relationships with other people (Jones & Bouffard, 2012).

Responsible decision making involves positive and moral decisions and is an aspect of social and personal conduct of a human being. It implies critical thinking, knowing the impact that our actions have on others, and choosing those options that can be beneficial to both the community and us (Durlak et al., 2011).

Psychological theories supporting SEL demonstrate how behavior and development are influenced by emotions, social interactions, and thinking.

Emotional Intelligence (EI) Theory: Daniel Goleman advocated the concept of emotional intelligence, the main foundations of SEL. EI is the skill of noticing, comprehending and controlling our emotions and of others. Goleman (1995) further stressed the fact that emotional intelligence is paramount in the context of individual success and adaptation to social circumstances as it influences empathy, communication and conflict resolution. Regarding SEL, EI contributes to the growth of self-awareness, self-management, and relationship skills which are all required to maintain healthy emotional and social functioning.

Social Learning Theory: The social learning theory developed by Albert Bandura (1977) emphasises on the way of learning but reflects on the observation and

imitation of people as the key of learning. This theory states that children acquire behaviors through observing other people and experimenting with them. This concept is frequently applied in SEL programs that provide children with chances to learn and exercise social skills in a secure and favorable environment. Developmental Systems Theory: The ecological systems theory of Urie Bronfenbrenner (1979) is a wider understanding of SEL. He suggested that people grow within a multi-interacting environment that consists of family, school and community. These are the environments that determine the ways children develop. It implies that SEL must be regarded as a dynamic process predisposed by everyone and the environment.

Attachment Theory: According to the attachment theory development proposed by Bowlby (1982), early emotional attachment with caregivers is desirable, as it helps in the creation of the basis of social and emotional growth. Secure attachments ensure children acquire empathy, trust and social competence which are important elements of SEL. Children with secure attachments have high chances of developing positive social and emotional skills that will enable them to establish healthy relationships in adulthood.

SEL in mental Health and Education.

The importance of SEL in education is that it enhances academic achievement, mental well-being, and relationship among students, which results in overall school improvement (Durlak et al., 2011). By applying SEL techniques in their classes, teachers can assist students to control their emotions, minimize their behavior issues and become more interested in studying (Jones & Bouffard, 2012). It was demonstrated by CASEL, (2020) that students enrolled in SEL programs are more likely to perform well in their academics, feel more motivated, and visit school as compared to students who do not engage in SEL programs. SEL programs further enable students to overcome hurdles that are imposed to them by their life, peer pressure, stress and conflict among others. SOE contributes to stress and negative coping skills that students may need to manage and gain resilience by enabling them to learn emotional regulation and resilience. In the long-term, it will result in a

healthier and happier mind, which are imperative to be successful in life, whether personal or professional.

SEL can also be used to improve mental health outcomes. Social emotional learning can curb feelings of anxiety, depression, and aggression since they are all mental health problems that can be inhibited by promoting emotional regulation, self-awareness, and social relationships (Greenberg et al., 2003). The programs of SEL have been identified to decrease emotional distress and enhance positive mental health especially to students with disadvantaged backgrounds that might experience more stress and trauma (Zins et al., 2004).

SEL helps reduce bullying and violence by encouraging empathy and respect, creating a positive and safe school environment. It also builds resilience, supporting students' mental health during tough times.

Socio-emotional learning (SEL) focuses on helping students develop emotional intelligence, social skills, and good decision-making. By promoting emotional and social growth, SEL improves academic performance and also strengthens mental health and overall well-being.

Contemplative education practices

Pizzuto classified contemplative practices in higher education into five categories namely physical, spiritual, creative, awareness-based and interpersonal. She included (a) yoga, mindful walking, retreats, labyrinth walking, camping and prayer in the category of physical (b)Prayer, Mantra repetition, visualisation and feeling energy in the category of spiritual (c) Contemplative photography, Mindful drawing, Weaving, Mindful writing, Journaling and Mandala coloring in the category of creative (d)Sitting meditation, Body scan and Breath work in the category of Awareness-based Mindful listening and Panel discussions in the category of Interpersonal (Pizzuto, 2018). Pizzuto identified important contemplative education practices like Mindfulness-based education, relaxation response, neuro-feedback, peace building versus anti-bullying, wellness versus disease programs, exercise and stress relieving movements, spiritual retreats, and deep listening and more practiced in Higher Education Scenario.

Selected practices

1. Introspective Journaling

2. Brain Storming

3. Self Observation breaks

4. Mindfulness Meditation

5. Mindful Body movements and activities

6. Physical Exercises

7. Mindful emotional writing Schedule

8. Peer group Self Reflections

9. Group Works

10. Vision Board

11. Diary Writing

12. Logbook Writing

Introspective Journaling

Introspective journaling, the practice of recording one's thoughts and emotions, is a valuable tool for the practice of reflecting on and writing down one's thoughts and emotions in contemplative education. It helps individuals develop greater self-awareness, foster personal growth, and strengthen critical thinking skills (Murray, 2019).

Fundamentally, introspective journaling consists of a combination of self-reflection and writing. For students, it is not merely being aware of the facts but an opportunity to view how the classroom instruction is familiar to them, and it can enhance the learning process being personalised and captivating (van der Walt and de Klerk, 2019). The metacognitive skills are also developed by the practice of self-

awareness of how students learn to work on complicated issues, and where they are not sure about something (Murray, 2019).

Journaling in contemplative education is also a mindfulness and emotional awareness development tool. Legally recording thoughts without evaluating them enables students to have a better view of their emotions, which can be beneficial to mental health and balance (Mendelson et al., 2020). Journaling can also stimulate critical thinking, teaches students to arrange their ideas into order, consider problems in multiple perspectives, and to challenge their assumptions. This is an important skill to have, particularly in approaching complicated topics (Boud et al., 2013).

In addition to the academic aspect, journaling develops emotional intelligence because the student learns to express their emotions and empathise with other people (Goleman, 2006). It also promotes resilience and the students know how to think about their challenges in a manner that helps them to grow and bring in self-improvement. Journaling is also considered to be an effective method of stress relief, as well as an opportunity to work through emotions in a safe and healthy manner (Pennebaker, 2018).

Together with such techniques as meditation, journaling helps promote a balanced learning process that helps develop the mind and the heart (Shapiro et al., 2006). Through this approach of fostering self-cognition and self-resilience, journaling provides a means of becoming thoughtful and reflective students a practice that can help them in and outside the classroom.

Brainstorming

The technique of generating ideas is through brainstorming where ideas are generated through an open discussion. It was proposed by Alex Osborn in the 1940s and it allows one to be creative, as judgment is put off and the person gets to think freely. According to Osborn (1953), quantity of ideas is better than quality because it is possible to have various ideas that will eventually generate the best solutions. The principal tenets of brainstorming are no judgment, wildest idea, building on the ideas of others and attention to the development of as many ideas as possible.

Brainstorming is based on the theory of cognitive psychology and group dynamics. The cognitive psychology proves that the brain has the possibility of numerous ideas but limited by the traditional thinking (Hinsz et al., 1997). Brainstorming helps in divergent thinking which results in generation of multiple ideas (Guilford, 1956). It is possible that group brainstorming may work, but a study by Diehl and Stroebe (1987) revealed that groups tend to be ineffective compared to individuals because of the production blocking. However, group interaction has some creative potential.

Recently, mindfulness and reflection were implemented in brainstorming based on contemplative education. This will help participants to stop and think about their thoughts and actually connect with them, then only share (Barbezat & Bush, 2014). As opposed to scrambling to generate ideas, contemplative brainstorming concentrates on the more deliberate and mindful approach.

Contemplative education of education is informed by such theories as constructivism (Piaget, 1970) and mindfulness-based cognitive theory (Kabat-Zinn, 1990). It is used to make the participants meditate and contemplate their thoughts in order not to reject them relying on rules of thumb. Such methods as profound breathing clear the mind enhancing creativity and partnership (Flavell, 1979).

Self-Observation Breaks

Self-observation as a part of contemplative education, are purposeful breaks or time of reflection amongst individual, enabling them to practice deep, conscious examination of their internal experiences in thoughts, emotions, and physical sensations without being judgmental. It is based on the idea of mindfulness practices and contemplative pedagogies, which have been popular over the past years due to their effectiveness in promoting emotional regulation, focusing better, and overall improving well-being. The theoretical foundations of self-observation breaks can be connected to the various psychological, philosophical, and pedagogical theories.

Self-observation breaks are based on the concept of mindfulness which is a common practice in Eastern and Western forms of contemplation. Buddhism

Mindfulness is a form of meditation where one is supposed to be aware and available in the present moment, following closely the attention to thoughts, feelings and physical experiences without clinging or resistance (Kabat-Zinn, 2003). Applied to the field of education, mindfulness has the potential to foster attentiveness and emotional awareness which are fundamental to professional and personal development. Students can be given a chance to take a break in the process and observe their interior lives in a non-judgmental way so that, through self-observation, they can better understand themselves as well as their learning processes.

Self-observation as a form of learning tools is similar to reflective practice which is a fundamental aspect of successful learning and development. According to Dewey (1933), reflection is the key to effective learning since it enables one to thoroughly analyze their experiences, which translates into personal and intellectual development. Breaks in self-observation are organized reflective opportunities, and to enhance understanding as well as personal insight, they prompt the learners to stop and reflect on their experiences in the process of learning. These pauses allow students to process the learnt material, analyze their emotional reactions, and improve the learning strategies, which eventually results in better self-regulation and motivation.

The practice of self-observation breaks is facilitated by contemplative education, which involves a combination of mindfulness, self-awareness, and profound reflection in a learning process. Contemplative education being a pedagogical approach promotes a student not only to get involved with the material but also with their own internal life. This methodology is built on the assumption that learning is a holistic experience and this experience includes the intellectual, emotional and bodily aspect of the experience (Hanh, 1999). The problem of self-observation breaks, in turn, will be proven by which the students are able to develop a higher level of self-awareness and emotional intelligence and both of which are crucial for academic success and in life.

Psychologically, the breaks in self-observation may be regarded as a way to improve metacognition. Metacognition is the understanding and control of one's cognitive process which includes thinking, memory and solving problems. Flavell

(1976) explains that through metacognitive practices, an individual can be able to gain more control over his or her learning and can shift his or her strategies. By ensuring that the students understand their cognitive and emotional reactions, self-observation can encourage metacognitive abilities, as it enables the students to evaluate their thinking patterns and change their attitude to a different one.

In the real world, self-observation breaks have been found to decrease stress, increase emotional control and cognitive focus. Research shows that interventions based on mindfulness which usually involve time of self-observation can result in improvements in attention, empathy and emotional endurance (Zeidan et al., 2010). These pauses may help to provide the educational environment that would allow an individual to learn optimally by creating a balanced mood and minimizing distractions in educational settings. Through the integration of self-observation breaks into the classroom routine, the educators would be able to assist the students in developing the skills required to maintain their focus, emotional intelligence, and self-control.

Self-observation is the type of practice that comes as part of contemplative education and provides a very strong mechanism of improving self-awareness, reflection and metacognition. These breaks are based on the traditions of mindfulness, reflective practices and contemplative pedagogy, and help students to develop a deeper insight into who they are and what they learn. When these practices are implemented into the learning environments, teachers can create more holistic, reflective, and participatory learning environments.

Mindfulness Meditation

Mindfulness Meditation is a session that is based on the ancient concepts of Buddhism, and it entails non-judgmental but targeted attention to the present. In the recent decades, mindfulness has been modified and fitted into the secular fields, particularly psychology and education. The practice will seek to develop the consciousness of thinking, feelings, and body sensations, which will contribute to the feeling of serenity and clarity. The mindfulness meditation research has examined the possibility of its use in improving the psychological well-being, stress reduction and emotional regulation (Kabat-Zinn, 1990).

Mindfulness meditation has a theoretical foundation to the Buddhist doctrine, in which it is believed that the pathway leads to the insight (vipassana) and development of mental discipline. Jon Kabat-Zinn (1990) defines mindfulness as the way of paying attention: attentional, intentionally, here and now, and without assessment. Mindfulness in this sense entails the ability of observing the mind without being attached and this enables people to be independent of thought processes and emotional responses that they have become accustomed to. This has been found to boost emotional intelligence, rumination and ease stress in the individuals (Goleman, 2006).

Mindfulness is commonly connected with such ideas as awareness and acceptance which are the main peculiarities and which make this practice of meditation different. Contrary to the concentration-based meditation, where we focus on one object or thought, mindfulness meditation focuses on being conscious of all the current experiences, both negative and positive, and neutral without being judgmental (Siegel, 2007). This Mindful consciousness helps people to notice thoughts and feelings as temporary thereby diminishing their effect hence creating a feeling of detachment. Through this, the goal of mindfulness meditation may contribute towards higher emotional resilience as people know how to be more equanimous towards their inner experiences.

Mindfulness meditation is applied as a tool in the environment of the contemplative education to support the process of deep learning and personal development. Contemplative education is a method that pushes students to pursue reflective practices that would allow them to improve their levels of self-awareness and critical thinking. This learning approach combines such contemplative actions as meditating on mindfulness to allow students to develop attention, empathy, and emotional awareness (Barbezat & Bush, 2014). Contemplative education as opposed to the traditional approach to education which usually puts more emphasis on cognitive learning acknowledges the significance of the inner aspects of learning including emotional and spiritual growth (Miller, 2005).

Contemplative education is aimed at facilitating holistic learning in which students are involved in activities that will help build their intellectual, emotional and ethical abilities. Mindfulness meditation, within this more general pedagogical approach, helps students be more mindful of the thoughts and feelings they have, allowing them to become more emotionally aware and engaged in the learning process. In this way, students learn how to become reflective, and such a quality will increase their ability to access academic material at a higher level (Shapiro & Mrazek, 2017).

Mindfulness meditation may also enhance concentration within a classroom, and academic performance. Researchers have indicated that mindfulness-based interventions are allied with enhancement in cognitive abilities including attention, memory, and executive functioning (Zeidan et al., 2010). Such cognitive advantages come in especially handy within the school environment, where learners are supposed to control multitasking and multi-informedness. Mindfulness meditation can help students better control distractions and alleviate anxiety, as well as increase their focus through training students to be more conscious of their cognitive processes.

Additionally, mindfulness meditation in the context of contemplative education encourages the growth of emotional intelligence (EI), comprising of self-awareness, empathy and emotion management (Goleman, 2006). Mindfulness contributes to EI because it helps students to become more aware of their emotions and be able to control them, which result in more productive relationships with peers and teachers. Since emotional intelligence is essential to human growth and academic achievement, mindfulness meditation would also be of great use to teachers who want to raise emotionally intelligent and robust students.

Moreover, mindfulness meditation as part of contemplative education promotes the feeling of inter-relationship amongst the students. Mindfulness can help to create a conducive learning atmosphere, as students will be more caring and empathetic to the needs of people by experiencing the present moment and building up empathy (Zinn, 2014). This feeling of belonging and collective welfare promotes the social interactions in the classroom and adds to a pleasant learning environment.

Overall, mindfulness meditation has important applications as a reflective activity and pedagogy in education. It gives students a chance to become more self-aware, emotionally controlled and cognitively focused which are both crucial in academic success and self-development. Mindfulness meditation is an element of contemplative education that promotes a holistic view of learning that appreciates the growth of the mind, the body, and the spirit and nurtures an increased interest in the self and the surrounding environment.

Mindful Body movements and activities

Mindful walking, a type of mindfulness practice, combines the mindfulness principles with exercises, as it prompts people to walk with complete attentiveness regarding their steps, inhalations, and perceptions. Developed on the basis of ancient Buddhist practices, mindful walking has been developed into a secular experience that highlights mindfulness of the moment and establishes clarity of mind, emotional control, and well-being. It is the act of consciously focusing on the physical action of walking, sensations of the feet touching the ground, the action of the legs, and the pace of the breath, but being non-judgmentally receptive to the thoughts and distractions.

Mindful walking, at its most basic level, is an expression of mindfulness which Jon Kabat-Zinn (1990), one of the earliest to introduce mindfulness into secular life defines as the act of mindful paying attention; in other words, paying attention intentionally, in the present moment, and without judgment. The deliberate attention in mindful walking will allow one to develop an awareness of the body movements, thoughts and feelings and a sense of being more present and grounded. The practice is opposite to the automatic or distracted walking which is common in everyday life when people are not focused in the process of walking or experiencing the things surrounding them (Brown & Ryan, 2003).

The theoretical basis of mindful walk is closely related to such a concept as embodiment. The word embodiment can be said to be the experience of living in and through the body. It underlines the unity between mind and body, and says that bodily sensations and actions have a significant impact on mental states (Sheets-Johnstone,

2009). Mindful walking calls upon the participants to open their eyes to their bodies and physical sensations, as well as promote a whole person awareness to embrace the physical, emotional, and mental aspects of experience. Through the act of walking, one is able to obtain more information about their thoughts, feeling and the general state of being. Such awareness has the ability to increase well-being due to self-control, stress reduction, and focus (Kabat-Zinn, 1990).

Additionally, mindful walking may be perceived as a type of contemplative practice, the latter in the recent years has become increasingly popular in educational institutions. Contemplative education is a type of pedagogy that integrates activities which help develop awareness, presence and mindfulness, the goal of which is enhancing the depth of self-reflection and self-connection to the surrounding world in students. Zajonc (2009), one of the most active contributors to the development of the contemplative education, describes contemplative practices as the ones that involve the student in the process of inquiry and self-exploration, and stimulate a more non-linear approach to the comprehension. As a form of contemplation, mindful walking can assist students in moving away from the modes of learning that are entirely cognitive and more embodied and experiential modes of engagement.

Mindful walking can be a transformative device in the education setting as well as in the students and educators. It helps students be more conscious of their inner conditions, which promotes emotional intelligence and resilience. According to Zajonc (2009), the contemplative initiatives, such as mindful walking, can play a crucial role in ensuring that the students develop a feeling of inner calmness, which can improve their focus, learning and relationship with other people. Mindful walking, when included into the classroom, can provide a break to the academic life that is often too busy, and students can be asked to slow down and reflect, to get back to the present moment. This habit may as well develop empathy, compassion, and the feeling of interconnected-ness, which are crucial in the development of moral and ethical consciousness (Zajonc, 2009).

It can also be useful during group walks as mindful walking promotes mutual reflection and group presence. As a collective practice, mindful walking encourages

a feeling of community and group awareness, since participants are walking as a group in silence and they are paying attention to the present moment. This common experience may facilitate collaboration, compassion, and bond between participants and enhance the learning process.

To summarize, mindful walking is a powerful reflective activity, which promotes mindfulness and awareness of the present, embodiment, and regulation of emotions. It is a prominent part of developing mindful, compassionate and resilient students in the educational setting, which is part of the general objectives of contemplative education. Combining mindful walking with the educational practice, the educational institutions can assist students in becoming more conscious, connected, and well-being.

Physical Exercises

Physical exercise can be defined as any activity that involves the body and the activity carried out to enhance health, strength, endurance, as well as fitness. It is simply a broad area of activities that includes aerobic exercises running or cycling, strength training, yoga, and even things a person does every day like walking. Physical exercises in the framework of contemplative education are not merely regarded as a method of preserving physical health but are also incorporated into the practices that contribute to mindfulness and self-awareness as well as emotional wellness.

The connection between physical activities and mindful practices has received significant interest over the recent years, particularly in the academic environment. The idea of contemplative education is to bring mindfulness and self-reflection to the learning events to cultivate a deeper insight, emotional control, and improved concentration. In this connection, physical exercises are known to develop the sense of the present moment, promote mental clarity, as well as, become an instrument of emotional regulation (Shapiro & Carlson, 2009).

Physical practices especially mind-body practices such as yoga, Tai Chi, and mindful walking would go hand in hand with contemplative education due to its association of a connection between the mind and the body. An example is yoga,

which has been known to be used as a practice that improves physical flexibility not just that but also brings out the state of meditation, which promotes mindfulness and emotional stability (Brown & Ryan, 2003). Such exercises are employed in contemplative education to help create a state of awareness that makes students be present with their bodies, thoughts and emotions in a non-judgmental manner.

The advantages of physical exercises are backed by research as constituents of contemplative education. As an illustration, research indicates that the physical exercises like yoga and mindful walking have important benefits of enhancing attention, alleviating stress and improving the emotional strength, which are vital attributes in a learning setting (Zeidan et al., 2010). These are the benefits that help to create an educational environment in which students can focus better, control emotions, and more actively participate in their educational activities. In this meaning, physical exercise is not only a way of developing physically but also as a way of developing cognitively and emotionally.

Another way of facilitating the concept of the idea of embodied learning in which the knowledge is not only processed in the mind but it is experienced and felt physically is by incorporating physical exercises in educational programs. Such holistic way of learning helps in regard to the fact that cognition and emotion are inextricably associated with the physical conditions (Langer, 1997). Students who conduct mindfulness-based physical exercises have been documented to experience a higher level of self-awareness and the feeling of unity with the study and other people living in their community.

Moreover, physical exercises and other forms of contemplative practices create resilience, self-regulation, and compassion. Such practices as mindfulness-based stress reduction (MBSR) that combines both physical exercises such as yoga and meditation allow people to manage stress and develop emotional resilience (Kabat-Zinn, 2003). This is specifically useful in the learning environment where stress and anxiety may cripple the learning process. In such exercises, the students would be able to better understand their self-compassion which would not only be

advantageous to their well-being, but also would positively influence their relationships with the other people.

To sum up, physical activities are instrumental in the contemplative educational process since they result in mindfulness, emotional control, and mental focus. Such exercises can be incorporated into the educational process, and this way, a more comprehensive learning experience will be created in which the students are willing not only to use their brains but also their bodies. Due to the constant emphasis of the cognitive, emotional, and physical advantages of these practices, their use in contemplative education will probably keep growing.

Mindful emotional writing Schedule

Mindful Emotional Writing is an intersectional art form that incorporates the skills of writing with mindfulness to enable one to explore, process and communicate their emotions in a positive and conscious way. This technique is based on the concepts of mindfulness as the realization of being in the present moment and non-judgemental acceptance and transfers them to the act of writing. The definition of mindfulness, as it is offered by Kabat-Zinn (1990), is the awareness that develops due to the paying attention, intentionally, in the present moment and non-judgmentally. Incorporating this practice into writing, the practitioner is able to build a more insightful perspective on their feelings, as a result, allowing emotional management, resilience, and self-development.

Mindful emotional writing is a practice that is deliberately adopted to write in a conscious and reflective way. This is unlike the traditional types of writing where one may be limited to the content or the structure of the writing. In conscious emotional writing, effort is on letting the emotion flow take its course without haste or changing the experience. People tend to start concentrating on sensations and feelings, which relate to a specific event or memory after which they explore on the emotions in more detail using writing as an instrument (Pennebaker, 1997). The writing is a medium through which suppressed feelings and feelings that may be complicated to process are unleashed and may be therapeutic.

Studies indicate that expressive writing, including that carried out in mindful affective writing, may assist individuals to process the trauma, lessen the stress, and gain deeper emotional understanding (Pennebaker & Seagal, 1999). By writing about emotional experiences, people perform some sort of mental and emotional incorporation, which can lead to mental health. Moreover, the mindfulness nature of the practice promotes attention to the present that may allow people to break rumination and judgment of their feelings that can then connect them more with the self.

Each of the techniques will gain more acknowledgment as a very useful method of learning in mindful emotional writing as an important aspect of contemplative education, the process that is characterized by self-awareness, mindfulness, and reflection. Reflective and personal approach to learning material, which is promoted by contemplative education, helps develop critical thinking and emotional intelligence in the student. Writing, in this case, acts as a device of academic reflections and a way of exploring the emotions. When mindful emotional writing is introduced into the school environment, students are welcomed to participate in activities related to emotional literacy, resiliency, and well-being.

The introduction of mindful writing, which entails a careful emotional writing into the contemplative education, can have many advantages. To illustrate, it has been found that the experience of practicing mindfulness and reflection at the classroom leads students to have improved emotional control, empathy, and interpersonal abilities (Meyers, 2009). Moreover, being aware of one emotional writing will bring to the fore a greater understanding of his or her emotions which will result in a greater self-awareness and more holistic kind of learning. This method is in tandem with the objective of contemplative education which is to develop the entire individual as opposed to merely concentrating on cognitive growth.

In addition, conscious emotional writing can be an effective weapon to increase the creativity and problem-solving abilities. The encouragement of students to respond to their feelings and ideas without any indignation can help them to learn something new about their experiences and this could result in innovative thought or

vision. Through such means, mindful emotional writing as such cannot only be a mode of emotional regulation, it may be another channel to creative expression.

In reflective education, it is not just the academic achievement, but the emotional intelligence, empathy, and self-awareness that are to be developed (Scharmer, 2009). With the inclusion of conscious emotional writing into the curriculum, it is possible to guide the students in developing these qualities in the manner that benefits not only their personal but also academic life. As a discipline, it helps to bring about introspection and self-knowledge and thus it helps in creating a compassionate and reflective learner.

Peer group Self Reflections

A self-reflection is an inherent part of the contemplative education where individuals can develop a more profound knowledge about their inner self, thoughts, feelings, and actions. It is an introspective process that involves critical and intentional thought of learners on their experiences, attitudes, and assumptions. Drawing upon different philosophical, psychological, and educational traditions, self-reflection promotes the idea of metacognition, which entails being conscious of how we think, and promotes a reflective attitude which enriches the learning results. This practice is critical in contemplative education because it does not only serve as an intellectual enhancement, but also as a personal growth and emotional intelligence.

The self-reflection theory of education has its basis on the studies of Dewey (1933) who argued that learning is based on reflective thinking. Dewey was of the opinion that self-reflection enables students to actively construct sense out of their experiences and create knowledge based on the reflections. Schön (1983) argues that reflective practice is very beneficial since professionals in whichever field love to know the theory and practice relationship. This process in the education sector develops a deeper interaction with the content, thus, personalizing and ensuring that the learning process is more meaningful.

Self-reflection in the context of contemplative education goes beyond thinking, as it also includes the concept of mindfulness, the act of being conscious of

what is going on at a particular moment without judgment. Kabat-Zinn (1990), a major supporter of mindfulness, reasoned that development of such consciousness improves emotional control, stress management, and cognitive flexibility, which are all useful in learning. Through mindfulness as part of self-reflection, it is possible to get a more holistic view of learners and their education process.

Contemplative practice like self-reflection may be very transformative especially to those in educational environments. It helps learners to make a critical evaluation not only of the intellectual knowledge but of their values, biases, and personal development. Considering the practices, educators in contemplative education adopt journaling, meditation, and discussion in fostering such reflective practices. These application methods assist students to relate to their feelings, determine their inspirations and delve into their ethical systems, which result in deeper learning processes (Miller, 2005).

The self-reflections on the other hand represent a more dynamic and continuous process of interaction with self. It is an ongoing process wherein the reflection process becomes more elaborate with time passing, meaning that the learners can change their mindsets according to the new experiences and knowledge. This cycle of learning promotes lifelong learning in which individuals perfect their beliefs and actions. This constant practice of contemplative education leads to flexibility and resiliency because learners are prompted to reconsider their perceptions concerning emerging challenges or knowledge.

The self-reflections are contemplative and they develop a holistic orientation of learning that incorporates cognitive, emotional and spiritual aspects. The proposed work is supported by Palmer (1998) who suggested that teaching and learning are relational and transformative processes. Self-reflection and self-reflections give educators and students an opportunity to encounter the process of education as personal and collective development, which is not only about imparting knowledge but also about changing the self.

To sum up, the contemplative educational practices of self-reflection and self-reflections encourage learners to become more involved in the process of developing

themselves and gaining deeper insight into themselves. Such practices promote reflective, purposeful, and deliberate conduct towards education that fosters intellectual as well as emotional development.

Group Works

Group activities have long been a cornerstone of educational theory and practice. They refer to collaborative, interactive tasks in which individuals work together to achieve common goals, solve problems, or deepen their understanding of a subject. The theoretical foundation of group activities is rooted in several key educational theories, including Vygotsky's sociocultural theory, Piaget's constructivism, and Dewey's pragmatic approach to learning.

Lev Vygotsky's sociocultural theory emphasises the importance of social interaction in cognitive development. Vygotsky (1978) proposed that learning is a socially mediated process, where individuals develop cognitive skills through interaction with more knowledgeable others (such as peers, teachers, or mentors). In the context of group activities, this suggests that the exchange of ideas, feedback, and perspectives within the group can foster a deeper understanding of the subject matter. Vygotsky's concept of the Zone of Proximal Development (ZPD), which identifies the difference between what a learner can do independently and what they can achieve with guidance, is particularly relevant in group settings. Group activities, where peers assist each other within their ZPD, can lead to accelerated learning and intellectual growth.

Jean Piaget's theory of constructivism also plays a crucial role in understanding the dynamics of group activities. Piaget (1973) posited that individuals actively construct their knowledge through interaction with their environment, including social interactions. Group activities provide an environment where students can engage in problem-solving, negotiate meaning, and reflect on their learning. According to Piaget, cognitive development occurs when individuals are challenged by situations that push them beyond their current level of understanding, an experience often facilitated in group settings. This interaction and reflection foster both individual and collective knowledge construction.

John Dewey, a proponent of experiential learning, argued that education should be a process of active inquiry and reflection (Dewey, 1938). Group activities align with Dewey's principles by creating opportunities for students to engage in hands-on, collaborative problem-solving that connects theory to practice. Dewey's notion of "learning by doing" is particularly pertinent in group activities, where participants actively engage with content and one another, enhancing both cognitive and social development.

In the context of contemplative education, group activities take on a more introspective and mindful role. Contemplative education is an approach that integrates practices of reflection, mindfulness, and deep contemplation into the learning process, with the aim of fostering greater self-awareness, emotional intelligence, and critical thinking (Zeidan et al., 2010). This practice encourages learners to pause, reflect, and engage with content in a manner that transcends surface-level learning, promoting a deeper understanding of themselves and the world around them.

Group activities in contemplative education settings are designed not just to encourage intellectual engagement, but also to promote personal transformation. These activities may involve meditation, dialogue, shared reflection, and other contemplative practices, which allow students to develop a deeper understanding of their own beliefs and values while also being receptive to those of others. According to Palmer (1998), contemplative education invites students to engage in "inner work" that enhances their capacity to be present, attentive, and empathetic toward others. Group settings enhance this process by providing a supportive environment where individuals can share insights and learn from one another in a safe and respectful space.

Moreover, group activities that incorporate contemplative practices can help foster a sense of community and shared purpose. As participants reflect and meditate together, they engage in a collective form of meaning-making that transcends the individual. This aligns with the educational goals of group activities, which aim to foster collaboration, empathy, and mutual understanding. A study by Sharp (2014) found that contemplative group practices led to improved emotional regulation, stress

reduction, and interpersonal communication skills, all of which are important outcomes of group-based contemplative learning.

In summary, group activities, when viewed through the lens of contemplative education, go beyond traditional learning objectives. They provide opportunities for learners to engage in deep, reflective thinking, enhancing both their cognitive and emotional growth. By incorporating contemplative practices into group activities, educators can facilitate a learning environment that nurtures intellectual, emotional, and social development, fostering not only academic success but also personal well-being and community building.

Vision Board

At times having a goal tends to become a mental thing and due to influence of external circumstances in life, an individual or group of individuals may deviate from the goal paradigm they initially choose. Self-motivational devices like vision board can support in dealing with issues of choosing the path of conscious goals already selected by an individual with persistent actions. Concept of Vision Board includes the scope of improving the attitude towards the goals through the process of creative visualisation of intended outcomes.

Vision Board is a collage of images and words representing a person's wishes or goals, intended to serve as inspiration or motivation. Vision boards are a flexible, multipurpose, creative tool exists within the expressive arts and creative counselling tradition (Gladding, 2008) Vision boards can also promote self-reflection without relying heavily on verbal expression and allows for exploration and processing rather than focusing on determining the “correct” answer (Burton & Lent, 2016).

In contemplative education, the vision board goes beyond a collage of images to become a practice of intentionality and episodic simulation. The synergy between the insightful, effortless, receptive awareness and goal-setting directs students to deeper, nondiscursive reasoning and, ultimately, to an immediate awareness of their intrinsic ways of being (Zajonc, 2016). According to neuroscience, Vivid Visual imagery that simulates a goal may activate brain areas as if the event were actually

occurring (McNorgan, 2012). As a result, top-down simulation builds sensorimotor sequences that set them ready to act and establishes neural connections between abstract desire and actual attainment (Pearson, 2019). The functioning of the vision board can be based on the nature of the brain.

In higher education, vision boards have been used to develop professional identity. As a practice, moral imagination encourages students to align their values with current or future professional duties, creating a simultaneous process of information, formation, and transformation (Brucker & Chapple, 2017). Vision boards serve as visual affirmation and bolster a student¡¦s belief in their ability to achieve success (Waalkes et al., 2019). This is supported by the Trans-Contextual Model, which shows that mindfulness and visualisation enable the autonomous motivation level to carry over from the classroom into personal life (Hutmacher et al., 2022).

Diary writing

Diary writing is a practice that has been used for centuries, not only as a means of self-expression but also as a tool for self-reflection and introspection. In the context of education, it holds particular value as a contemplative practice that encourages students to engage in deeper reflection about their learning and personal development. It is not only a practice of recording what happened during the day but rather thinking of the events of the day, feeling about the day, and thinking, so that people can get insights on how they live and how they learn.

Diary writing has been incorporated in educational schools as a source of contemplative practice, which is based on mindfulness and introspection (Barbezat & Bush, 2014). This meditative way is aimed at slowing down the hectic life of the contemporary world and provides a person with a chance to examine their inner world. Through the use of notes, journal entries, and observations, the students can be prompted to meditate on their learning experiences, personal development, and learning difficulties in a purposeful and deliberate manner.

Contemplative education involves writing diaries that can affect cognitive and emotional growth to a large extent. Kellogg (2016) believes that writing in a journal can assist students to process their feelings, clarifying their position on the information they are reading in the classroom. It also offers a medium of self-expression where the students get a channel of expressing their concerns and opinions that otherwise might not be heard in a conventional academic environment. This promotes an integrated type of learning in which emotional intelligence is developed together with academic knowledge.

Diary writing in education is not only the process of making notes but also the process of becoming more aware of the learning process that one is involved in. As Zull (2002) states, the process of reflection within the educational environment is extremely important in creating a more thorough comprehension of the material. Students should be able to do this by reflecting on their cognition by writing, a practice that helps students carry out metacognition and thus determine what they need to improve on as well as what they have done well. The practice also promotes a feeling of ownership to education allowing students to be actively involved in the process of educational control.

Critical thinking may also be developed through writing diaries. In cases where students write about events they experienced, they are required to analyse and judge the situations they were in. This discussion is a critical part of constructing critical thinking because it shapes students to challenge their assumptions, prejudices and the various opinions that can be held on a particular subject matter (Moon, 2006). Diary writing ensures such questioning of thinking by students and thus results in a more subtle and open-minded attitude to learning.

Among the most important effects of diary writing as a reflective learning experience, one can distinguish the establishment of the environment of self-compassion and emotional strength.

The writing is a chance to work through the challenging emotions and experience in a safe, non-judgmental manner. This is especially relevant in the school

setting where students are prone to stress, pressure and self-doubt. Diary writing will enable the students to talk about their vulnerabilities and fears, which will lead to emotional control and sustainability to tackle difficulties. With the help of a positive atmosphere that encourages one to be open to self-reflection and express feelings, one can become more emotionally intelligent and well, as Palmer (1998) claims.

Finally, the promising aspect of the diary writing as a contemplative education practice is that it can contribute to the development of self-awareness, critical thinking, and emotional resilience among the students. This practice allows students to become more conscious and purposeful about their learning experiences as it encourages them to consider their learning experiences. Besides, it is a good source of personal expression, as it assists the students to deal with their thoughts and feelings in a productive manner. With the ongoing search by educational institutions to come up with innovative methods of promoting holistic learning, writing diaries is still a strong method of enhancing the learning process.

Logbook Writing

The process of documenting anecdotal records and thoughts concerning personal experience, observations, or activity of an individual with time is known as logbook writing, a practice used in educational and professional fields. It is used as a self-reflection tool, a critical thinking tool, and knowledge consolidation tool. A logbook is typically a combination of both factual and subjective thoughts, in which the writer can describe the process of learning, struggles, and learnings.

History of the logbook writing is founded on the area of navigation and science during which the sailors and researchers wrote about their daily travels and trials in the logbooks (Boud et al., 1985). Gradually, the practice was applied to non-technical areas of education, such as reflective practice in teaching, medicine, and social work (Schön, 1983). Students can use logbooks in educational environments to monitor their learning process, make notes and encourage greater levels of self-reflection.

The concept of contemplative education is used to define pedagogical activities that combine mindfulness, reflection and awareness to improve the learning process. This is a style of great involvement of thoughts, feelings and experiences which is mostly sentient to form of silent and meditation practices. The practice of writing logbooks in contemplative education turns into a crucial element of this education because learners are encouraged to reflect on their inner world and inner processes and interpret their learning experience.

In contemplative learning, logbooks are not merely a place to write down facts, but a tool of developing presence, self-awareness, emotional intelligence. The writing in a logbook can also be regarded as a kind of mindfulness, as non-judgmental aware learners can listen to their experience (Zinn, 2003). The practice helps learners to go slower, contemplate their thoughts and feelings, and integrate their learning more holistically and integratively.

Logbook writing supports some of the important educational objectives as a part of contemplative education. However, to certain extent, it promotes self-reflection, which is a pillar of transformative learning (Mezirow, 1991). Through regular writing in a logbook, the learners are encouraged to take a moment and contemplate upon what they are learning and make links between theory and practice and create a stronger sense of their own progress.

Secondly, the logbook writing leads to emotional and cognitive integration. Students are empowered to examine how they feel about their learning contexts and this would lead to their understanding how to be more empathetic and be emotionally intelligent (Goleman, 1995). It is especially useful in areas in which there must be compassionate interaction in the case of healthcare, teaching, and social work.

Lastly, writing of logbooks is a means of encouraging metacognition, whereby learners get to reflect on their thinking. The frequent use of writing in expressing their ideas helps the learners to gain a greater awareness of how their minds are working, which makes them better reflective practitioners (Flavell, 1979).

Writing logbooks and especially in the framework of contemplative education, can be seen as a potent means of self-reflection, emotional processing, and cognitive integration.

As a contemplative practice, it encourages learners to cultivate mindfulness, deepen their self-awareness, and engage with their learning in a more holistic and reflective manner. This practice not only enriches the educational experience but also contributes to personal growth and transformation through regular recording of events.

Select life habits and associated principles

Covey (1989) posits seven habits of highly effective people to grow from a state of dependence to Interdependence. He explained these habits under the theoretical illustration of seven set of principles. Each principle is addressed with a specific term as the name of habit.

Table 1

Principles and Habits Described by Stephen R Cvoey

Sets of principles	Name of Habit
Principles of personal vision	Be Proactive
Principles of personal leadership	Begin with the End in Mind
Principles of Personal Management	Put First Things First
Principles of Interpersonal leadership	Think Win-Win
Principles of Empathic Communication	Understand first, then to be understood
Principles of Creative cooperation	Synergise
Principles of Balanced Self-Renewal	Sharpen the Saw
Principles for effecticenss to greatness (Based on the ideas described in the book the 8th Habit)	Find your voice and Inspire others to find theirs

An overview of the 7 habits recognised by Stephen. R. Covey as the habits of highly effective people-Concept and Definition of Habits-Concept of Effectiveness-Paradigms and Principles:

Inside-Out, The Power of a Paradigm and Paradigm Shift and The principle centered paradigm-Concept of Maturity Continuum.

Principles of

1. Personal Vision

Concept of Social Mirror-Proactive Model-Reactive and Proactive Language-Circle of Concern and Circle of Influence

2. Personal Leadership

Meaning of 'Begin with the End in Mind'-Concept of Personal Mission statement and organizational mission statement

3. Personal Management

Importance of Independent Will-Four generations of Time Management-Implications of the Quadrant II Paradigm

4. Interpersonal Relationship Six Paradigms of Human Interaction-

Five Dimensions of win/win Habit

5. Empathic Communication

Character and Communication-Concept of Empathic Listening-Autobiographical responses Understanding and Perception-Idea of seek to be understood

6. Creative Cooperation

Synergetic communication-Synergy in classroom-synergy and communication-concept of third alternative-valuing differences-Force field analysis

7. Balanced Self-Renewal

Four Dimensions of Renewal-Scripting others-Balance and Synergy in Renewal-Concept of upward spiral

8. Concept of Discovering of Inner voice and Expressing Inner Voice-Concept of Inspiring others to find their voice-Focus (Modeling and Pathfinding)-Execution (Aligning and Empowering)

Principles of personal vision

Stephen R Covey considers principles of personal visions as one of the three major aspects for the private victory of an individual which will help to grow from dependence to independence. Choosing an inside-out approach, aligning with universal values and character ethics centeredness are essential in preparing a foundation for personal vision. Proactivity is the main theme used to describe this principle and value this principle as a primary step for effective living for a human being. The major components of this principle are based on understanding the social mirror, the gap between stimulus and response, and proactivity. They also include taking initiative; using proactive and reactive language and behavioural patterns; understanding the Circle of Concern and the Circle of Influence; expanding the Circle of Influence; recognising the language and behavioural patterns associated with both circles; understanding the consequences of mistakes; making and keeping commitments; and engaging in regular practice. Proactive Model demonstrates freedom to choose the response to a given stimulus in four ways namely Self Awareness, Imagination, Conscience and Independent Will.

Social identity theory (Tajfel & Turner, 1986) holds that in order to define self-identity, people have a tendency to consider themselves into specific groups matching their beliefs and values to explore own identity. People will compare the group they belong with other groups. Such analysis will form a sense of social identity for their group and take positive steps to protect the interests of their group. Usually leaders symbolise the identity of the group more strongly while others will listen to leaders and influenced by them.

According to the theory of planned behavior, the intention of a person to a particular situation communicates his behavior is implemented or not and the intention of an individual is proportional to the attitude, subjective norms and perceived behavior control of the individual (Ajzen, 1991). The strength of positive attitude and subjective norm one has directly related to the perceptual behavior control and behavioral intention and vice versa (Duan & Jiang, 2008).

Attachment theory explains about the requirement of individuals to obtain a sense of security. In the early relationship with the main caregivers, adults with low attachment security tend to seek an effective alternative attachment character to fulfill the safety and security needs (Bowlby, 1982).

From the view of self-determination theory, control motivation and autonomy motivation are two kinds of work motivation. Autonomous motivation refers to a kind of innate, internal and constructive consciousness tendency of self-improvement and integration. External motivation is called control motivation because it is driven by external factors and lacks of self-determination. Although controlling work motivation will lead to resource consumption, when the autonomous motivation is high, it will not consume resources or even generate action motivation due to the intrinsic recognition of individual value, thus compensating the resources consumed by controlling work motivation (Moller et al., 2006).

Despite personal vision's important role in motivated activity, there have been few empirical studies examining the content of one's personal vision and how it influences proximal goal setting. The studies that have researched the efficacy of vision have been restricted to the leadership vision and its impacts on the employees (Kirkpatrick & Locke, 1996) and goal setting (Locke & Latham, 1990). The results of a study conducted by Schepers and Beach (1998) indicated that high discrepancy between desired future and expected future resulted into revisions in current activities of goal-planning in the participants. In particular, individuals who considered that there was a high difference between their ideal and expected futures reformulated their proximal goals in such a way that they help them to achieve their idealised future. Personal vision is influenced by factors like genetic determinism, psychic

determinism and Environmental determinism. Social conditionings, social situations, social background and recent roles in the social system is having important hand in designing it. In order to escape from wrong elements in a personal vision one has to be aware about own intentions and Self-motivation to transform. It is also evident that self introspection about the real present situations, expected future and ideal future helps to take conscious proactive journey in life by choosing right goals based on better personal vision.

Proactivity is a behavioral disposition of a person, whereby the person is active in supporting others or the surrounding environment (Grant & Ashford, 2008). Proactivity personality refers to as a balanced kind of behavior where people engage in the immediate environment (Bateman & Crant, 1993). Proactive personality is a personality trait that is manifested by individuals spontaneously generating favorable environmental conditions to enhance work performance as opposed to reacting to the environment (Seibert et al., 1999). Along with the personal development one can achieve proactivity enhances employee performances, obtaining clear role positioning, job satisfaction and employee creativity. The characteristics and behaviours of proactivity indicate the extra contribution one can make and the effort one did on oneself to cope better with their surroundings (Grant & Ashford, 2008)

Parker and Collins (2010) illustrate proactive behaviors under three categories namely proactive work behavior, proactive strategic behavior and proactive person-environment fit behavior focus on changing the internal organisation, working for the harmonious balance of organization-external relationship and fixing oneself to fit to the organization well respectively. Earlier the idea was that proactive personality is a stable personality, which will not be changed with respect to situations (Fugate et al., 2012). Behaviors holding plasticity is observed in proactive type personalities which is a challenge in forming genuine character in individuals. (Scollon & Diener, 2006).

The result of proactive behaviour on the experience exhaustion is determined by the motivation an individual has on work. In cases where the resource consumption exceeds the resource productivity, proactive behavior will result in a loss of resource leading to work pressure (Strauss et al., 2017). The energised controlled motivation

of the work, more precisely, takes over the resources of the active behaviour. The autonomous motivation may enable the individual to experience the self-recognition of their own behaviour, not only will not result in the lack of resources, but also increase the sense of energy (Moller et al., 2006). Unless the resources used by the control motivation are compensated by the autonomous motivation on the work, the resources will be lost, resulting in work pressure, setbacks and failures. In summary, according to the theory of self-determination, some scholars suggest that in the event of the high control motivation and low autonomy motivation, the autonomy motivation will lead to corresponding actions by the organization to enhance the autonomous motivation in employees and consequently prevent the work pressure induced by the proactive behaviour (Strauss et al., 2017).

In the practical sense, proactive behavior is more active in teamwork of enterprises. As the organisation itself consists of different formal teams and informal groups, the majority of the behaviors or the work of the employees are executed within the team (Moreland et al., 2001). Certainly, proactivity research tends to concentrate on a general proactivity construct or one type of proactive behaviour, but less done to investigate various proactive behaviors in the same study and thereby identify key similarities and dissimilarities (Bolino et al., 2010). As an example, the transactional theory (Lazarus & Folkman, 1984) would imply that challenge appraisals would allow positive proactivity, and threat appraisals would allow negative proactivity.

Although the limited research has considered several, specific types of proactivity at the same time (Parker & Collins, 2010), even less research has been conducted on the more negative forms of proactivity (Belschak et al., 2010). Partially perhaps because of its overlap with positive psychology and thriving at work studies (cf. Luthans, 2002), proactivity research has traditionally shared the fundamental assumption that proactivity is a desirable trait that can be used to effectively cope with change in employees (Wu & Parker, 2011). Some scholars have criticised the assumption of homogeneous positiveness of proactivity (Belschak et al., 2010). Perhaps even though certain forms of proactive behavior might possess considerable benefits and minimal harm to all groups of stakeholders, other forms of proactive

behavior pose considerable costs to organizations (Bolino et al., 2010). Nevertheless, the negative variants of proactivity are not widely researched, and therefore, there has been a lack of measures.

Proactivity is a key factor behind living with a personal vision, along with social scenarios and the conditioning of an individual. Previous studies indicate the advantages as well as the areas to be rectified while implementing the idea of reactiveness, while taking psychological and wellbeing measures. Additionally, certain studies clearly showcase the map where research has to be initiated in future to get more psychologically relevant inputs in implementing the strategies for developing personal vision and proactive nature. Overall, the studies communicate the healthy nurturing nature that proactivity has on people's lives as an individual as well as a team member.

Understanding principles of personal vision, developing and creating a personal vision and having a genuine proactive attitude in life can contribute to the well-being of a person as an individual and help deal with the challenges in life more creatively. Social determinism and proactivity are the main pillars of personal vision, whereas one has more individual choices to work on proactivity than on social situations. Also, it is important to be aware of the merits and demerits of proactive behavioural nature, negative and positive ways of its execution and the possible effect of one’s own personal vision on the overall level. Even though many research works have been done about this topic at various academic levels, including psychology and management, to reach the essence of those to people of various domains of life is significant in a society like India.

Principles of personal leadership

Conscious and responsible actions can become a habit only through having clarity about the situations and goals in life. Thus, choosing suitable goals upholds values including Responsibility, commitment and persistence in mission. Setting goals for the sake of having targets in life has so much of a qualitative difference in comparison with choosing values that lead to goal setting. Introspection on the abilities, weaknesses, and situations of a person brings internal clarity and

psychological comfort while choosing appropriate goals with the intention of taking right actions and steps.

Personal leadership, often referred to in the academic literature as self-leadership, is how an individual influence their own thinking and behaviour to accomplish personal and organisational objectives (Goldsby et al., 2021). Instead of external influence on others, as in most traditional leadership models, personal leadership is about self-influence, which is fundamental to self-direction and self-motivation (Neck & Houghton, 2006). Based on both Social Cognitive Theory and Self-Determination Theory, which suggest that human behaviour is the result of internal regulation and a dynamic interplay between person and environment, and is not simply driven by external events (Benmira & Agboola, 2021; Goldsby et al., 2021).

A theory of self-leadership initially developed by Charles Manz and Christopher Neck identifies three basic clusters of strategies used by individuals to enhance personal effectiveness: behaviour-focused strategies, natural reward strategies and constructive thought patterns (Goldsby et al., 2021). These behaviour-focused techniques, such as self-observation and goal setting, focus on increasing self-awareness to assist the individual with managing behaviours that must occur but are difficult (Neck & Houghton, 2006). In addition to these, constructive mental patterns replace negative self-talk with positive thinking habits.

On the other hand, real leaders argue that leadership is internal and that fundamental values and an internalised moral framework lead to real leadership rather than external factors (Levesque-Côté et al., 2020). Finally, leaders demonstrate strong integrity through the balanced processing aspect of balanced processing, which the balanced processing dimension incorporates through objective data analysis and self-critique. This inner alignment both generates personal growth and exponentially increases your ability to affect others.

Personal leadership principles are characterised by a shift from passivity to proactivity. The framework presented by Stephen Covey emphasises personal leadership as the 'first creation, ' the mental creation that precedes the 'second creation'

— the physical creation and management of things (Covey, 1989/2013). It is grounded in four human gifts: self-awareness, imagination, conscience, and independent will. By using these gifts, people can restore their belief systems to be more in line with universal truths such as honesty and service to others.

In brief, personal leadership is a multi-faceted self-management process that requires both behavioural and cognitive self-management to develop motivation and persistence from within (Goldsby et al., 2021). Self-leadership's cognitive strategies alongside the authenticity-driven perspective of authentic leadership help individuals craft the 'strong character and selfless devotion' necessary to "be successful in social and organisational arenas" (Benmira & Agboola, 2021).

Principles of Personal Management

According to Covey (2013), personal management principles are part of the three principles that facilitate an individual to acquire a stage of dependence to independence. The other two dimensions to be comprehended that will come in handy to win privately are principles of personal vision and principles of personal leadership. Independent Will, generations of time management awareness, time management matrix and importance of important-not urgent quadrant aka quadrant II, time management as self-management, fourth generation advances of time management and delegation to enhance efficacies are the factors that relate to the principles of personal management. Habit is the name of the principle of practice that is the result of the habit to represent this idea in a regular life manner. The four most important activities of the quadrant II self-management are identifying goals, selecting goals, scheduling, and daily adapting. The concepts of gofer delegation and stewardship delegation are compared to apply appropriately to enhance a better production-production capacity equilibrium and the aforementioned ideas. The time management matrix has four quadrants of activities, which include important-urgent, important not urgent, not important-urgent and not important-not urgent paradigms that guide appropriate choice of priorities as far as the vision of an individual is concerned.

Time management (TM) is an inseparable part of the organisation of schools. It is the art of organising, planning and allocating time to meet set goals (Mohanty,

2003). Time management is a universal phenomenon. It is a process that implies the identification of needs and setting task priorities. It is extremely hard to direct and regulate. Time, according to the majority of us, cannot be self-controlled. Time is not something material, which can easily be disposed of; instead, a man is forced to lean on its course. The need for greater leisure time has been augmented over the previous four to five decades.

Green and Skinner (2005) time management arguments indicate that there is a sharp discrepancy between the estimations of the individual in the use of time and the outputs.

Time management in handling day-to-day tasks is also another effective way of time management. Therefore, to this end, it is required that all his activities be separated and classified based on importance. Handling minor tasks sporadically to get ahead with the big tasks is more appropriate. One should not simply alternate between one large task and another one. These smaller tasks require a milder amount of intention and thought, such that they do not need to be rethought in the next turn again (Whetten, 1995).

Most of the important things are done best when you suggest doing them during your best time. This is because of a rather obvious reason. This is due to the fact that the majority of important tasks demand more energy, and the less important tasks demand less energy or the achievement of the desired objectives. It is the sole factor which makes time management difficult since people ought to be capable of distinguishing the tasks and devote their time to the things that matter and which they encounter daily. People must realise that the outcomes of their actions are not significant issues that they are attempting to concentrate on (Chesser, 1994).

Figure 3

Eisenhower Matrix: Four Quadrants Mentioned by Stephen R Covey

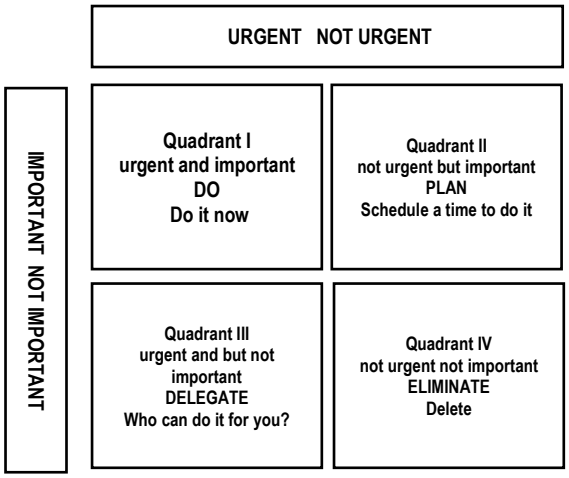
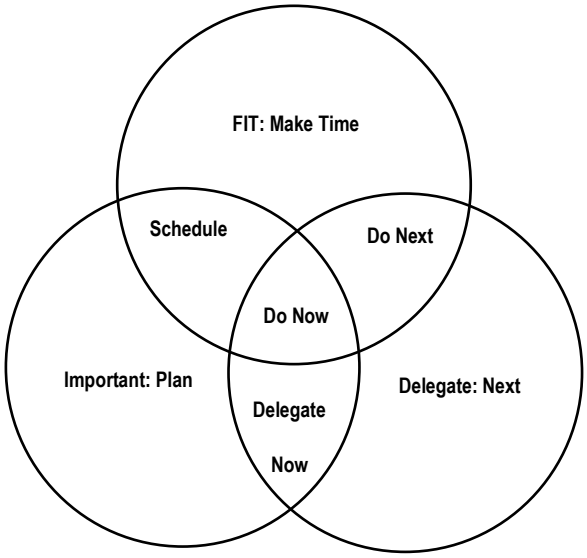


Figure 4

Sung Diagram: Updated Time Management Matrix



Some of the essential time management behaviour skills include short-range and long-range planning. These abilities, plus the partnerships of likings of organisations, are key acting variables that contribute to the time management conduct of individuals at higher levels (Tesser, 1991).

Short-range objectives planning entails the planning of daily and weekly tasks and activities in regard to their time-span. Long-range planning may be expressed in the form of planning of various tasks over a long period of time (Macan, 1994).

The principle of personal management is related to the practices involved in behaviour such as the habit of putting first things first, which is a self-management habit in quadrant II; scheduling, long-term and short-term organisation, and the art of saying no, which is one of the methods of delegation that is being used. The school environment, particularly the educational environment, is one of the plots where personal management of teachers has a great influence. Since D. El. Ed students of Kerala are future primary school teachers, it will be useful to prepare a program based on the status of present primary school teachers. Since personal management is a subject which deals with several abstract concepts, there is relevance in receiving the inputs of experts, especially from the fields of psychology and teacher education.

Principles of Interpersonal Leadership

Efforts to search for the possibility in individuals to create productive space for themselves and others were always part of Educational research. As centuries and awareness changed, each individual is considered an opportunity to contribute to various fields, unlike the olden days when fewer chances for creative participation were available for more individuals. Interpersonal relationships, various human interactions and interpersonal leadership start contributing to several teamwork, creative collaborations and paradigm shifts in several life areas, including science and technology—business, politics and arts. In the last few decades, it has started spreading among more people to create an effect not only at a global level but also at a local level. The education system must not delay introducing these changes among teachers and students through academically guided direction.

Interpersonal leadership generally includes communication, delegation of work, empowerment and involvement in decisions, follow-up and feedback, support, development and interest in others' careers, and encouragement of colleagues and teamwork (Zander, 1997). The Leadership behaviours that fall under interpersonal leadership are delegating, empowering and promoting collective decision-making;

recognising, supporting and developing others; understanding, caring and consideration of others; facilitating and encouraging teamwork and communication, as well as information dissemination (Zander, 2020). Interpersonal leadership is the act of leading other people, and facilitating and enabling them to do their absolute best to bring a shared purpose and achieve those common goals is the challenge. (Bradt, 2020).

In the context of political science, transformational leadership is represented as the phenomenon of encouraging people to achieve goals with values, fulfilling the needs of followers and leaders (Kessler, 2013). Transformational leaders motivate their followers to pursue their higher needs (Jung, 2001). Interactional justice is what determines how the individuals who are impacted by the decision are treated with dignity and respect (Schermerhorn, 2003). Interpersonal leadership has become a comparatively recent term used in the literature of leadership and has been a concept of a higher order of transformational leadership that incorporates the traits of transformational leadership and interactional justice. (Hansen et al., 2014).

According to Covey (2013), Principles of Interpersonal Leadership are one of three key dimensions to be aware of by an individual to evolve from a state of independence to interdependence to attain public victory. Principles of empathic communication and principles of creative cooperation are the other two dimensions. Some theories consider interpersonal leadership as a single explorative idea, and some accommodate it as part of more prominent themes or a structure of various perceptions. Life practices based on the Habit 'Think Win-Win', awareness about six paradigms of human interaction and five dimensions of Win/Win, namely Character, Relationships, Agreements, Supportive Systems and processes, are connected with the term Interpersonal Leadership. Integrity, maturity and abundance mentality are the three traits part of the dimension of Character. The relationship dimension is evolving on the trait emotional bank account. It can lead from transactional leadership to transformational leadership. Desired results, Guidelines, Resources, accountability, and Consequences are the elements of the dimension Agreements. Win-win Management training and performance agreements can be included too. Supportive

Systems and processes have to be organised by recognising both sides' situations, needs and expectations and taking necessary steps in each phase with a sense of mutual growth. Individuals practising habits like being proactive, beginning with the End in mind, and putting first things first can execute practices from the paradigm of principles of interpersonal leadership more systematically.

It is the expectation of the educators of leadership to embrace, or make modifications to, the suggested model in teaching interpersonal leadership. As an example, the comprehensive model can be used as a proper template for creating a semester-long undergraduate curriculum. In other cases, a purposive selection of a specific content area, like the motivation of others, can be useful in conducting non-formal education with professional audiences (Lamm et al., 2016). Over the years, the culturally approved ideal leadership prototypes have been transferred to many other fields of study, including communication, corporate social responsibility, education, ethics, entrepreneurship and sustainability, where the importance and feasibility of interpersonal leadership has been proved. Researchers therefore develop and expand our repertoire of cross-cultural leadership and give greater elucidation to the concepts and contingencies that circumscribe the different forms of interpersonal leadership (Zander, 2020).

Democratic values, sustainable development and an inclusive world will evolve through participatory approaches of individuals. This will be manifested when each individual or each citizen takes responsible initiatives for interpersonal leadership. Habit, namely think win-win, which represents the principles of interpersonal leadership and other related practices, has to be integrated as part of life to see a flux of participatory efforts by people in the coming decades. This can happen through primary school teachers who see the next generation in their classroom at a very young age. Since practice like this requires genuine understanding and patience to be part of the lifestyle, preparing modules for future primary school teachers can be productive when the future is considered. Opinions, experiences and observations of experts and primary school teachers can be included along with theoretical

resources to prepare a more open and pragmatic module. The process of this investigation can help develop and execute the module more effectively.

Education is the best representation of the foundation of life struggles. Outside the classroom, every topic and idea has a unique goal, one that is to prepare people for the unpredictable future on the way. Classroom learning is essential but only just the tip of the iceberg in terms of what one needs in life to prepare them for a complex life. The school-based social activities are part of this preparation, and they are usually omitted in the school curriculum, but they are essential in developing the child. Students' involvement in extracurricular and co-curricular activities has a deep influence on shaping the overall growth of the student. These interactions fall in a continuum, including clubs, sports, cultural events, and community service, which provide avenues of exploration, development of skills and social and personal growth. The development of a holistic approach is one of the key results of such school activities, which has a significant impact on the direction of students.

After-school programs give students an opportunity to pursue their hobbies and acquire new skills. Be it arts, sports or any other form of club, they help in strengthening confidence and enabling the students to identify their strengths. They impart such important life skills as teamwork, leadership and persistence. Collaboration within clubs, teams, or group projects enhances communication and social skills. Mingling with other peers helps students to value the differences and obtain empathy, which forms a more resolute school community. Academic stress is also a break activity, which brings balance to these activities. Also, students get to know the value of social responsibility and empathy in the course of voluntary community service projects. These activities make them open their minds and become dedicated to bettering society in their lives. Modern education is aimed at providing students with unlimited possibilities to develop their talents and interests in different forms of social activities such as community service, clubs, awareness programs, seminars, projects, NSS, NCC, SPC and others (Smith & Johnson, 2020). In simple terms, the social activities provide real-life scenarios depending on how a student is taught in a classroom. It is noteworthy that a balanced portion of theory and practical

education should be in place. Extracurricular activities also had a major impact on the individual, group and community values of leadership development among the student (Kim, 2022).

Leadership development is a process that can increase the skills, ability, and confidence of the leaders, and many programs of this sort may differ dramatically in their complexity levels, prices, and methods of teaching. The quality of the program, support provided by superiors and the learning style of an individual are very important in determining the success of such programs.

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Moreover, school activities are instrumental in fostering leadership skills among students. These engagements provide chances for students to collaborate, work in groups, and take on leadership roles. Numerous studies highlight the importance of social activities in schools. At this juncture, investigators decided to conduct a study based on the topic: Can we predict that participation in school social activities increases the leadership quality of students in higher secondary schools?

Principles of empathic communication

There is no way the assessment of the act of teaching could be imagined without the assessment of the extent to which the message, content, knowledge and wisdom are conveyed among the curious learners. So the upgrading of the skills in the field of effective communication was always a hidden or explicit part of teacher preparation, which could be done with the help of methods or techniques which are relevant in the context of numerous cultures and societies. Principles of Empathic Communication are among three key dimensions that an individual should be mindful of to evolve from independence to interdependence to achieve public victory (Covey, 2013). Principles of Interpersonal Leadership and Principles of creative cooperation

are the other two dimensions. The four autobiographical responses, which are related to this principle and the habit, are evaluate, probe, advise and interpret. ‘Seek first to understand, then to be understood’.

According to Mincemoyer et al. (2001), “communication is the dynamic process by which people exchange thoughts, ideas, and messages. Listening is the act of interpreting sounds and/or visual stimuli and using those interpretations to give them meaning” (Duerdan, et al., 2012, para. 6). Effective communication skills enable an individual to express and share information both in verbal and non-verbal forms for adjusting to existing cultural and social differences. It helps one to share or exchange ideas, opinions, thoughts, desires, beliefs, values, and knowledge in congenial ways.

In fact, with empathic communication, most famously from Stephen R. Covey's saying "Seek first to understand, then to be understood, " there is a true transition from transactional communication to transformational communication (Covey, 1991). Theoretically, Covey states that listening emphatically provides "psychological air, " a fundamental human requirement, and, if fulfilled, allows individuals to drop their defences and work together toward a solution (Covey, 1991). This principle is very close to the basis of active listening, invented by Carl Rogers, whose theoretical background is humanistic. For active listening, he gave a definition based on the constructs of unconditional positive regard, congruence and empathic understanding (Kawamichi et al., 2014). This modal stance is essential to all creative change or development in Rogers' view, as it guarantees that the speaker feels their own private world has been 'seen' and that the listener remains "in possession" of their subject-object "as if" quality (Rogers, 1983).

Apart from the single habit, modern researchers such as Hayakawa and Miyahara (2024) view empathy more as an "embodied action" that is dynamic, in which perspectives are reshaped interactively. This implies that empathic communication is not just a passive receipt of information but a co-creative feedback loop of receptiveness. In addition, Goleman places empathy, which he identifies as one of four social competencies essential to leading complex organisational cultures

and managing the "mood" of an institution, at the centre of his model of Emotional Intelligence (EI) (Hernon & Rossiter, 2006). Covey focuses on empathy as a moral character-based foundation, whereas Goleman positions it more as the ability of "attuning" oneself to others' needs for the purpose of persuading and resolving conflict (Sajip, 2010).

Supporting these notions is neuroscientific research showing that observing active listening activates the ventral striatum, a region of the reward system (Kawamichi et al., 2014). This physiological response indicates that empathy is a core part of the social architecture of human beings, which lays the ground for "Humble Inquiry" and intent-based communication (Sudhan, 2024). Collectively, these views demonstrate that empathic communication is a complex process that involves psychosocial factors, including both affective and cognitive dimensions, as well as a moral component, all of which are necessary to maintain high-quality therapeutic and professional relationships (Ratka, 2018).

Principles of creative cooperation

When viewed through the evolutionary lens, cooperation demands that individuals should sacrifice their interests to those of other individuals or be able to balance their interests with those of other individuals. In this way, collaboration is made complex, which is developed within concrete human interaction settings. People have become so tolerant in their lifestyles as they engage in diverse team endeavours in which they were mutually reliant. Therefore, Collaborative actions are the sources of human morality (Tomasello & Vaish, 2013)

Stephen. R. Covey places Principles of creative cooperation among three major principles to be understood in order to expand public victory in an effective person, which will lead the individual from independence to interdependence. Principles of creative cooperation consist of the following factors: synergistic communication, synergy dynamics in situations, relationship between synergy and communication, fishing for the third alternative, understanding negative synergy, valuing the differences, force field analysis and awareness about how synergy affects the environment. Synergy is an important concept which means that the whole is

greater than the sum of its parts. It represents the relationship which the parts have to each other as a part in and of itself. It is a catalytic, empowering, unifying and exciting part in a meaningful collaboration which one can be developed through the habit of synergising. Applying the principles of creative cooperation that exist in nature and that humans can learn from is a challenge in social interactions.

Our findings indicate that there is a risk of overdoing the advice that one should surface and then address their conflicts to managers. As a safer measure, we would advise managers that open conflict management is a valuable skill that they should aim to acquire. By this we do not mean to underestimate the usefulness of other methods of managing conflict where the degree of conflict in general in the relationship is high or where the involved parties have no time and ability to address their differences constructively. Concisely, we are to suggest a contingency approach to conflict management. This contingency approach would obviously be specified more precisely in the future through research and development (Andrews & Tjosvold, 1983).

The theorising based on the analyses is also in line with the view that positive conflict approaches affect employee performance in terms of their influence on resource interdependence assumptions among members of a team. The presupposition that conflict is beneficial may lead to resource interdependence, which consequently aids team members to give and take as well as cooperate. Employee citizenship behaviour is also apparently promoted by positive conflict values. Nevertheless, findings have shown that interaction and outcome effects of conflict values were more selective and divergent compared to the hypotheses. The positive value of having conflict was discovered to have a stronger predictive value of low competition compared to interdependence. Avoidance of conflict was discovered to be a precursor of competitive interaction and not of interdependence to a great extent. Competitive interaction, in its turn, anticipated team effectiveness but not citizenship behaviour. Interdependence was related to conscientiousness and courtesy but not team effectiveness (Tjosvold et al., 2003).

As outlined in this paper, we have defined an intervention that utilised the methods based on two different traditions: OD and OR. These supplemented each other in the insights which they contributed to the client organisation. The substantive issues of employee involvement in the organisation were partly addressed through the very process it offered. The latter offered a framework which was used in the organisation of an RTSC event, which offered the focal point to the entire project and indicated that holistic solutions would be needed. We have been involved in leading to great change in the organisation and its current upward trend. We would also like to be able to observe additional work being done in the OD and OR interface, particularly given the recognised strengths and weaknesses of both traditions and the possibility of capitalising on the two.

An example is that our practice in work with large groups has a long history due to its combination of multiple LGI methods enhanced by a PSM. This design provided a serviceable solution to our client, and it seems that this multi-faceted solution is as promising as the other development that has its fair share of challenges of adapting PSMs to large groups of people. The project also demonstrates a unique bottom-up strategy-making approach that is at least as unique as viewed through the prism of traditional strategy workshops, which we feel is more aligned to the requirements of modern-day organisations. And, should the argument presented in this paper be taken, it is argued that employee satisfaction is one of the key drivers of organisational performance. There is a likelihood that the measures taken by our client organisation, such as the increased involvement in strategy making throughout the organisation, can be deployed elsewhere beneficially. (Darwin & Booth, 2011)

The right coordination gadgets, collaborative objectives and talent interdepartmentalize and bring about synergy. The teams must possess several indicators that their objectives are collaborative, and they have opportunities to unite their ideas, information and efforts. The frequent use of common tasks, common rewards, common vision, favourable attitudes, and competencies are compelling facts that units possess cooperative objectives and ought to invoke processes to collaborate constructively. The value of cooperative goals is recorded in research; however,

competitive and independent goals also play a role. A lot of work is assigned to one group to accomplish without the participation of other departments; coordination would just be intrusive. Competition is also applied (Tjosvold, 1988)

According to Deutsch (1973), the conflict is constructive in as far as the parties involved believe that they have benefited more than they have lost. They would have to carry out a complicated calculus to estimate the benefits and compare them to the expenses. The effects of conflicts may be quite far-reaching, and it appears that the actors are likely to have different impacts, and the impacts which would be important in the short-term would not be important in the long-term.

Globalisation, which requires global markets, immigration, business partnerships, and other influences, is putting more pressure on individuals across organisations to deal with differences and resolve their conflicts. The fact that we have to handle our conflicts does not go away. Stereotyped conflicts include conflicting interests, as one must struggle against a conflict-free environment; prevention of conflict is a long-term effective solution; conflicts must be discussed maturely with no emotions, and conflicts are only task conflicts, which can be effectively resolved and distract managers and employees. Leaders can make a long-lasting impression on this by organising further debate on conflict management. They can come to understand that an organisation is an unrealistic, dysfunctional illusion; as leaders and employees learn and argue about conflict, they are able to recognise the necessity of confronting the confusion and building a more realistic view of the nature of conflict and relationship skills required to make effective use of it. (Tjosvold, 2008)

Rules of organisational diversity and multiple forms of interaction govern the crisis management system. Numerous forms and types of organisational interaction exist horizontally in the system in a form of stovepipes oriented by commission and vertically in the hierarchy of the administration system. There are then voluntary and private organisations of various forms. Collaboration occurs in inter-organiSational groups such as councils or in less formal arrangements such as initiated networks that are required to coordinate activities between independent parties. Local and regional councils usually liaise well when crises occur, and one reason is that they usually

collaborate on a frequent basis. At the central level, it was discovered that already developed types of collaboration served to facilitate the far-reaching inter-organisational collaboration required when the avian influenza hit Sweden in 2006 (Castenfors, 2006).

Another influential force with respect to cooperation and information flows may be spontaneous networks that happen among agents sharing common interests. The important question is whether the questions of liability and accountability, which are inherent in governmental activities, can exist in other forms, other than those based on hierarchy, such as networks. Organisation context and human interaction ought to be considered as intertwined. What does it look like when organisational context and human interaction are considered to be intertwined? According to the study, there is a contrast between cooperation in acute crisis scenarios, where there is a definite goal and where the actors rely on each other being professional and cooperating with each other in case of planning activities with a vaguely defined goal. There also exist variations between authorities that ordinarily lack mutual interests and consequently experience issues in communicating with authorities that operate within the same industry, where individuals were familiar with each other.

The rivalry between two authorities that are quite close to each other became intense during a crisis and resulted in verging on personal fights. Other reasons reported had to do with the definition of responsibilities and fear of money loss and the interpersonal feeling of disloyalty that undermined not only interpersonal trust but also inter-unit trust in an organisation. Cooperation between authorities should not be considered a mere matter of course; it is, after all, a task of human activity. Cooperation in crisis management implies spending time, money and commitment beyond an organisation. Since there are wide economic pressures on the authorities, the uncertainty regarding sharing of the cost of cooperation causes the parties to withdraw. Nor, on a more personal level, is there a lack of reward regimes to encourage representatives in cooperating groups. The combination of the organisational frames and directions that worked in the crisis management system and the behaviour that was created by the social psychological processes is sometimes

constructive and sometimes contradictory to effective cooperation. Is it always necessary and effective to cooperate? This is likely to be dependent on the circumstances and the participants. An attempt to incorporate military and civil elements in international operations has, among others, been noted to be a challenge given discrepancies in objectives, functions and culture. The findings raise a number of considerations when organising. One of the problems is to overcome the issues of estimating the effectiveness of cooperation. Among the conclusions made is the fact that the efficiency of actions taken in acute crises appears to be determined by what long-term organising and cooperation previously had been capable of making (Odlund, 2010).

This paper indicates that a people-focused and productivity-oriented company could be built through the encouragement of a common vision and working in cooperation. Employees also believe they are benefiting from the company of peers and companionship since they collaborate in accomplishing the organisational tasks. Collaborative work seems to be a substantial means of uniting the demands of people and the necessity of the organisation in terms of productivity. The results show that the interdependence model can be used in companies that operate in Singapore, although almost all existing studies have been conducted in North America and Western Europe. It seems that the correlation between the variables of cooperative interaction, corporate values and commitment is valid in these societies. It is worth noting, though, that there can be significant cultural variations in the degree to which the employees perceive their organisations to have a common vision, to behave in a cooperative way and others (Tjosvold & Tsao, 1989).

The activity that internal audit as well as statutory audit undertakes at the operational level ought to end up at the Board. Among its liaisons with the internal and external audit teams, the Board, through the assistance of its Audit Committee, should embrace systemic improvements that would provide long-term assurance. The self-drive, self-assessment and self-regulation are therefore reiterated at the strategic level, and this completes the circle. During the process, the company gains the trust

to defend itself in the eyes of the entire society as a responsible corporate citizen (Singh, 2007)

Understanding the principles of creative cooperation is very helpful in dealing with conflicts in teamwork and organisational environments. It gives directions on having authenticity in communication and a trustworthy environment to communicate openly, accepting criticism, auditing the action, reworking and modifying the activities. Valuing the roles of other individuals and teams and celebrating the differences for manifesting win-win or win-win plus situations are very important in the activities of organisations where interdepartmental or inter-institutional corporations are the building blocks of functioning. Understanding the objectives, roles and expectations of other organisations along with presenting our own has a vital role in the execution of plans in both long-term and short-term programs. Additionally, principles of creative cooperation are not a concept which has to be implemented just through the strict rules or laws of the constitution of the organisation; rather, it is an attitudinal and self-transformative change that has to be derived organically inside an individual who actually feels an independent role in the team and is willing to work in the form of interdependence for the greater cause of the team.

Principles of Balanced Self-Renewal

The theory of balanced self-renewal, popularised by Stephen R. Covey as ‘Sharpen the Saw’, is a metaphor for the principles of keeping one's greatest asset in good shape: oneself (Covey & Blankenhagen, 1991). It's all based on what's known as the Character Ethic, that effectiveness over the long term is a by-product of internal values based on universal principles which are as old as human nature and therefore are timeless, as opposed to what we call the Personality Ethic that really does end up being little more than image building or public relations (Rehman & Nasir, 2016).

Covey's model of self-renewal is quadripartite, i. e., the four dimensions of human existence: the physical, mental, spiritual, and social/emotional. These dimensions are not incompatible with other psychological and management theories, particularly those of a high-level nature:

Physical: Exercise, Nutrition, Stress management. There is alignment with "Self-Leadership" theory, which posits that strategies targeted within behaviour, such as self-observation and self-cueing, are used as mechanisms for managing one's personal energy or vitality (Liu & Boyatzis, 2021).

Mental: Covey stresses the importance of education through reading and writing. This aligns with the basics of Constructivist Learning Theory, in which the individual is an active participant in the development process through continuous evaluation and the expansion of their mental tools (Bilginoğlu, 2022).

Spiritual: This is a fundamental commitment to your value system. According to scholars, this aspect has much in common with religious character education in which a person subordinates their own will to higher ethical principles (Siregar et al., 2024).

Social/Emotional: Interpersonal Leadership and Empathetic Communication, i. e. Public Victories. Theoretically, it relates to "Social Cognitive Theory" in that humans are active, not passive, constructors of their environment, and that the consequences of behaviour are important sources of motivation (Liu & Boyatzis, 2021).

In addition to Covey, other writers have argued for holistic renewal to avoid "compassion fatigue" and burnout in the profession. For example, In the clinical area researchers stress that self-care is not a luxury but rather a basic biobehavioral need (Slavich, 2009) Similarly, Manz and Sims leadership framework of "Self-Leadership" also supports the idea that leaders need to at all times "continually renew thinking patterns" as the environment demand maintain autonomy and self-efficacy as well as motivations in front of challenging conditions (Liu & Boyatzis, 2021).

Moreover, the P/PC Balance (Productivity vs Productivity Capacity) is the economic foundation of this concept. In that sense, where "Production" (P) is the result, "Production Capability" (PC) is the human being asset that produces those results (Covey & Blankenhagen, 1991). This is also in line with modern economic psychology, and the notion that self-confidence and intrinsic motivation are akin to

capital that must be continuously invested in to combat imperfect will-power and cognitive depletion (Bénabou & Tirole, 2005), and that without feeding PC, P will eventually shrink.

The 8th habit

In The 8th Habit: From Effectiveness to Greatness by Stephen R. Covey, the main thesis is that it is important to go beyond personal effectiveness to organisational and personal greatness. Although his earlier book centred on the how-to of effectiveness, The 8th Habit: Find Your Voice and Inspire Others to find theirs is offered as a reaction to the intricate realities of the Knowledge Worker Age (Covey, 2004). Covey premises that contemporary professionals are usually governed by the rule of the old Industrial Age control models that thwart human potential. The study on the said concepts highlights the Whole Person Paradigm that recognises human beings as four-dimensional beings comprising body, mind, heart, and spirit (Weyers, 2011). According to academic analysis, organisations which lack a leader who is capable of addressing all four dimensions experience acute and chronic issues, including limited trust and lack of engagement, which are only resolved through a change in the leader's mindset from control to the power of empowerment (Weyers, 2011).

Relating the work of Covey to the general organisational studies, the phenomenon of voice-finding fits the studies of employee voice and psychological capital quite well. As an example, recent research suggests that inclusive leadership, which is characterised by respect and seeking active participation of employees in their contributions, is a major predictor of employee voice behaviour (Li et al., 2024). This is similar to the challenge made by Covey to encourage others to express their voice by acknowledging their intrinsic value and capability. Moreover, a study by Lee et al. (2021) shows that positive feedback by a leader directly contributes to the development of voice behaviour that subsequently improves work autonomy and the development of innovation. This empirical data backs up Covey's claim that a leader's role is not only to command, but to provide people with the environment in which

they would feel safe and empowered to bring their own unique talents to the organisational mission.

The second part of the Covey model centres on inspiring others, and in this model, leaders have to demonstrate Leadership greatness by use of four roles, namely modelling, pathfinding, aligning and empowering. It is an extremely strong leadership style that is based on the philosophy of servant leadership, which is focused on sharing power and putting the interests of the followers first (Greenleaf, 1977, as cited in Coetzer, 2019). Research on servant leadership interventions has revealed that these methods have a high impact on improving corporate cultures in terms of the concepts of empowerment and stewardship (Coetzer, 2019). Through the replacement of a Big Boss with a modest servant, leaders may shift their teams, among other things, out of the compliance state and into the state of creative excitement, in which members are inherently motivated to meet the group objectives (Covey, 2004). This is necessary to facilitate the process of execution, and this is necessary to translate high-level strategic objectives into day-to-day activities in the form of a culture of accountability and synergy.

Finally, the 8th Habit is based on the idea of greatness being an option that anyone can choose, and that is not necessarily determined by their official designation. This is through the utilisation of three main birth-gifts, which are the freedom to choose, natural principles like integrity and service and 4 intelligences, namely the mental, physical, emotional and spiritual (Covey, 2004). The study of the so-called shared leadership proves that shared responsibility and rotated power positively affect the perceived organisational status of the employees, which results in more constructive behaviour (Li et al., 2024). Nevertheless, researchers also caution that this should be moderated in order not to cause emotional burnout in case empowerment expectations are not addressed appropriately. Finally, The 8th Habit by Covey offers a comprehensive approach to working in the workplace of the 21st century as it suggests a model of leadership, which considers human dignity, trust, and the mutual search for a Third Alternative that will be effective for everyone involved.

The higher education system, by nature, is a body of shared knowledge, shared efforts and shared functioning at various levels. Sometime, it may be in the form of various specialisations inside a department or as various departments in college or institution or various colleges in a university or various higher education institutions in region or state or as a large body which regulate, advise, give policy directions, support and audit all the higher educational activity in a nation or continent or as international and multinational body which functions for the development one subject or branch or specialisation or to make the higher education system better as a whole. Each of the minute actions happening in this system is always carried out by assigning the responsibility through qualified and competent individuals in that field. Those individuals are assumed to be independent in many studies. In contrast, it is not easy to identify how the individuals feel independent, specifically in the areas they work, as it requires in-depth measures to identify psychological and ideological understanding of their role with respect to their competency in that particular role. Thus, the leadership and governing body of various systems and projects can take efforts to listen to the individuals to understand their true situation inside and the things they can contribute with good quality. This will be helpful in auditing the needs and support system to be added in the project undertaken by those individuals, and the team can direct how it can complement through the new alternatives through the circle of influence of the leadership or by enquiring into the individual's own way of resolving the situation. To make this happen certain changes may have to be made in the rules and functioning of roles to overcome uneasy access, discomforts in coming together with the people of unknown departments or offices, to break inter professional communication barriers and to create trustworthy open space for honest communication to sit together for quality and to develop a mutual respect between individuals to value the differences for getting the desired harmonious outcome of the program or project.

No individual human exists just as a professional being or personal being in his thoughts, actions or life perspectives. Life is a happening of events and experiences of all that life provides. Teaching is a profession that aims to give basic awareness about what life is and how to move in life to young minds. Hence, it is important that teachers grow into the manifestation of life values to transfer effectively to learners with integrity and authenticity.

Contemplative education practices

It should be noted, though, that positive outcomes were identified in several studies to promote wellbeing, stress and burnout management (Bernay, 2014; Hue & Lau, 2015). Other advantages reported include: stress, depression, anxiety, sleep, physical health, and relationships with others; increased clarity of emotions, and self-regulation (Kerr et al., 2017). The utilisation of MBIs as a stress-reducing instrument is scarcely covered in rigorous empirical research (Klassen & Durksen, 2014; Paquette & Rieg, 2016; Vesely, Saklofske, and Nordst). This we should do through further studying what causes stress and what effective tools can be used to fight this, one of which could be mindfulness (Birchinall et al., 2019).

Our work may indicate that the identification of supportive writing networks can be especially helpful in the minimisation of writing anxiety. Moreover, since mindfulness-based practices have been proven to minimise anxiety (Hofmann et al., 2010; Khoury et al., 2013), faculty members and graduate students could obtain mindfulness skills to decrease anxiety when writing and enhance writing output. The findings of this research could also lead to the conclusion that the programs of academic departments should encourage favourable conditions that encourage positive writing habits. Future research ought to also examine the efficacy of mindfulness-based writing workshops in terms of bigger and more varied samples, and quantitative scales that were to gauge change in writing apprehension and anxiety (Stricklanda et al., 2022)

Steed et al. (2022) studied the perception of early childhood teachers of the effectiveness of their approach of elementary schools to SEL (social-emotional learning). The promotion of SEL in elementary schools has significantly increased. However, limited data are available about the view of early childhood teachers regarding the significance of elementary schools' approach to SEL. Researchers have worked on this topic to understand teachers' perceptions critically. Objective: The primary objective of this study is to explore the perception of preschool teachers (second-grade) working in elementary schools about the effectiveness of the SEL approach in schools. Sample: This study followed a mixed-methods methodology to

explore the viewpoint of 1154 preschool teachers. Design: A mixed-methods design was used in this work to collect and analyse 1154 responses from early childhood teachers to open- and closed-ended survey questions.

Methodology: In this work, online surveys were conducted to collect responses from 1154 preschool teachers. Online survey links were shared through email and were available on school websites. Although 7869 were sent the survey link by email, 1313 teachers responded. Among these 1313 teachers, 1154 teachers answered the survey questions correctly. Among the survey questions, there were two types of questions: open- and closed-ended. Thematic analyses were conducted to analyse both qualitative (responses to open-ended questions) and quantitative (responses to closed-ended questions) data. Results: The results section shows that early childhood teachers think their school SEL and classroom approaches are effective. Around eight themes mainly emerged related to key elements of SEL approaches. 21. 64% of respondents strongly agreed and 52. 48% of respondents agreed that the SEL approach of schools is effective. Conclusion: Participating teachers shared their particular concerns about social-emotional learning implementation when the separate context of early childhood classrooms was not included in their SEL approach to school.

Damaiyanti et al. (2020) studied integrative early childhood (EC) education at kindergarten ("Ananda Palembang Kindergarten"). In this work, the evaluation model (CIPP model) was used to evaluate integrative early childhood education. Objective: The primary objective of this study is to evaluate holistic integrative EC education in Indonesia. Design: Descriptive design has been followed in this study to collect and analyse the data about the key subject area. Methodology: In this study, information was collected through observations, interviews and documentation. In order to analyse data, a qualitative approach was employed. The primary reasons behind using qualitative methods in this study are that qualitative methods are easy when dealing with different scenarios, and this method can present a significant relationship between respondents and researchers. Due to these reasons, the descriptive qualitative method was used to investigate the key research problem.

Results: The results section of this study shows that there is no legal foundation for the integrative holistic EC development program in kindergarten. The process evaluation reveals that in this kindergarten, health and nutrition, welfare, and education services were implemented. The input evaluation part states that this kindergarten has been running current services in integrative EC childhood education by having sufficient resources. As per the product evaluation, Ananda Palembang Kindergarten has provided evidence for being accredited A in 2018. Conclusion: Integrative holistic EC education at this kindergarten already has an effective legal foundation. Moreover, they have adequate resources to offer holistic EC education services. Even the procedure of implementing integrative EC services at this kindergarten has been running well. This can help Ananda Palembang Kindergarten to provide quality education to students and develop their skills. This research work contributes to other kindergartens located in Indonesia and other countries to acquire good accreditation and improve their quality of education.

Hamilton (2021) worked on the research topic of "Introspective Faculty Assessment of Self Leadership". This research work mainly explains a faculty self-leadership study and its impact on several outcomes, including effectiveness, satisfaction and extra efforts. In this study, the main research question that was addressed was based on understanding the perceptions of faculty about classroom leadership. Objective: This study aimed to consider avenues to improve faculty performance and student learning experiences. Sample: 75 faculty members were chosen to rate themselves on their leadership outcomes and behaviours. Design: This study followed a correlational design to answer all research questions. Methodology: The quantitative research method was followed in this work. This means surveys were conducted to collect responses from faculty or teachers about their leadership behaviour in their interactions with students. Information was collected with the MLQ (Multifactor Leadership Questionnaire). Afterwards, Laissez-Faire factors were used to analyse the collected data and understand their leadership behaviour by measuring quantitative data.

Results: The results section shows that perceptions of faculty about self-leadership may account for their own efforts to benefit others effectively. The leadership behaviour of faculty was considered a game changer, which can bring innovation, creativity and change within organisations. This can equate leadership with position, authority and status. The concept of transformational leadership has not been widely used, but where it can fit better, faculty use this leadership style to interact with students in classrooms. There is an urgent need to adopt the outside culture and to ask faculties how they can maintain a leadership role. Conclusion: This research work explained the faulty leadership behaviour on the wider range of transactional-transformational leadership spectrum. Responses (faculties) reported higher scores on the dimensions related to transformational leadership than transactional leadership aspects. Through considerations, it is found that faculties pay attention to understanding and closing the difference between students and leaders.

De Carvalho et al. (2021) studied the impacts of a mindfulness-based intervention for teachers. In this study, both teacher and student outcomes will be considered to analyse the effects of the mindfulness-based intervention. Objectives: The stress factor of teachers can impact their occupational health as well as affect students' well-being and classroom climate. This research work aimed to evaluate the distal and proximal effects of a mindfulness-based program, which is particularly developed to promote the social-emotional competencies of teachers, across classroom climates, students' outcomes and teachers. Design: This research work employed a randomised trial design with two points of data collection. Samples: Participants in the EG (Experimental group) included 1503 students, 123 elementary school (ES) teachers, and 1494 parents of the selected students. Besides, the control group included 105 ES teachers, 947 students and their parents (913). Methodology: A mixed data collection strategy was used in this study to understand the classroom behaviour of teachers and their ratings, and parents' reports on students. For non-tested data, a multivariate analysis of the covariance test was performed. Multilevel modelling was also used for clustered data.

Results: The results section of this study shows that the experimental group teachers reported a significant increase in emotional regulation competencies, well-being, self-efficacy, and mindfulness compared to the control group teachers. Moreover, significant improvements were noticed in the classroom behaviours of EG teachers related to the engagement of students. Along with this, significant improvement was also noticed in the perception of experimental group teachers about their involvement in classroom-related social competencies, self-reported effects and classroom relationships. Conclusion: These findings can help readers improve their knowledge of the role played by mindfulness-based SEC interventions in cultivating their well-being and SEC and reducing burnout symptoms of teachers.

A teacher of this era is always part of an organisation as an employee in an organisation or as a member of the teaching community or as part of the Ministry of Public Education. Thus, the 'teacher mind' lifestyle is supposed to be in connection with the mission and desired outcome of their school or Educational environment. Goals: In Institutional contexts that have diverse demands in terms of time and resources, goals denote the types of purposes, as well as the type of activities that outweigh others (Goldring and Pasternak, 1994). Their connection with mission and goals is important since their driving force is their motivation, which is based on their representation of larger ideals to which the goal achievers are already devoted (Barth, 1990).

The rationale for counsellors in using a vision board is to promote communication of internal ideas and express future goal setting (Burton & Lent, 2016). Vision boards can be used to identify and explore educational and career aspirations, which is very useful for young learners and youngsters (Wiggins & Tingley, 2015). A vision board is helpful in discovering the identity and interests of an individual (Skovholt et al., 1989). Exploration is a proper career development activity among the youth who are yet to have their identity fixed but not yet willing to have a sole career aim. (Turner & Lapan, 2005).

The advantage of involving discussions and programs on self-help techniques with a psychological background from teachers is that it can lead to creating

educational environments evolving as a mentally hygienic one. In terms of the Social Cognitive Career Theory (Lent et al., 1994), exploration is one of the learning experiences constructs; school counsellors can carefully design these learning experiences to develop self-efficacy beliefs and positive outcome expectations of the interest and goals of their students. As a young person or an adolescent seeks self-awareness and prepares themselves to orient towards the future, career and academic exploration become a valuable constituent of that developmental process. The prompts in vision boards can enable students to see their strengths and successes; their self-efficacy beliefs will be boosted. The boards may also expand a student's perception of possibilities in the future since the students can discover and express their interests, consider the impact of their decisions, and imagine the career paths that would be appropriate to their identity. In line with the second case study below, learners are able to challenge and demystify their identities and reinforce their supportive relationships by defining to key people in their lives what is meant by their vision boards (Geertshuis, 2014)

Roeser and DeCollibus (2023) explore the integration of Contemplative Education (CE) in Indian secondary schools, specifically examining how adolescents perceive these practices and their role in holistic development. In an era where education is viewed as a catalyst for social renewal, CE moves beyond academics to cultivate "inner" skills—such as sustained attention, emotional regulation, and ethical groundedness—to help students flourish.

The study used a mixed-methods approach, involving 949 urban, middle-class students (aged 12–15) across four private schools. Through principal interviews, surveys, and focus groups, researchers investigated how different pedagogical philosophies influence student engagement and mental well-being.

The participating schools demonstrated diverse methods of implementing contemplative traditions, reflecting various Indian educational philosophies:

Open Awareness Model: One institution focused on "open awareness" through astachal (sunset silence). While it helped students clear their minds, many felt a lack of clear instruction, leading to only "somewhat" positive engagement.

Social Responsibility Model: Another school successfully linked spiritual prayers to prosocial motivation. This approach saw the highest engagement, as students connected their practice to a sense of national and social responsibility.

Breath Meditation Model: A third school utilised anapana sati (breath awareness) to build concentration. However, students often struggled with distractions, viewing the sessions more as a relaxation tool than a transformative exercise.

Traditional Recitation Model: The final school emphasised the rote recitation of prayers. Although students reported "liking" the sessions, they often lacked an understanding of the deeper meanings, sometimes viewing prayer as a shortcut to better academic marks.

The research revealed that while students value CE for relaxation and improved focus, there is a notable gap between practice and purpose. About 51% of participants were actively engaged, but a significant portion reported boredom or a lack of clarity. A vital insight is the distinction between procedural and declarative learning. Schools that provided a clear "why" (the purpose behind the practice) saw deeper student connection than those relying on mechanical recitation or unguided silence.

Mlern (2012) observes modern American education is increasingly shifting focus toward the development of holistic mental skills and socioemotional health. The integration of contemplative practices—such as mindfulness, meditation, and yoga—offers a promising framework for enhancing student well-being. By drawing on traditions that emphasise self-regulation, attention, and compassion, these methods aim to provide students with the psychological tools necessary for success in the 21st century.

The adoption of these practices is grounded in a deep understanding of neurobiology. During childhood and adolescence, the brain is highly plastic, undergoing significant changes in areas responsible for emotional regulation and cognitive control. Contemplative exercises leverage this neuroplasticity to improve executive function and attention regulation. By training the mind to remain present

and focused, students can better manage the cognitive and emotional demands of the school environment.

Contemplative practices serve as a practical extension of Social-Emotional Learning (SEL). While SEL programs teach the importance of interpersonal relationships and emotional understanding, mindfulness provides the "internal toolkit" to execute these skills. This synergy helps students build resilience against stress, fostering a classroom culture rooted in empathy and self-control.

Integrating these practices into public education requires navigating complex legal and cultural landscapes. Concerns regarding the separation of church and state are common, as many contemplative techniques have roots in Buddhist traditions. To address this, proponents emphasise secular, evidence-based applications that focus strictly on psychological health and academic performance. Ensuring that these programs remain inclusive and worldview-neutral is essential for their broad acceptance.

To move beyond anecdotal success, the document calls for rigorous scientific inquiry. Future progress depends on randomised controlled trials and qualitative research to validate the effectiveness of these programs across diverse student populations. Ultimately, embedding contemplative practices into education offers a transformative pathway for student development. By balancing academic rigour with emotional intelligence, schools can better prepare students to lead balanced, compassionate, and productive lives.

Stewart and Alrutz (2012) examine the impact of reflection and contemplation on the cognitive and affective mindfulness of fifth-grade service-learners. Service-learning combines community service with academic study, traditionally using reflection—like journals and discussions—to deepen the experience. This research explores whether contemplative practices, which are often marginalised in secular schooling, can further enhance a student's non-judgmental awareness.

The researchers used a two-group, randomised quasi-experimental design. Participants were split into:

1. Dialogue Reflection: Guided group discussions on environmental science topics.

2. Contemplative Practice: Individual labyrinth-walking activities to foster presence.

Changes in mindfulness were tracked using the Cognitive and Affective Mindfulness Scale-Revised (CAMS-R).

Both groups showed significant increases in mindfulness scores. The study highlighted that while both methods are effective, developmental stages matter; fifth-graders are highly social, making group dialogue particularly engaging, while the labyrinth provided a unique internal experience. Some limitations were noted, such as different classroom environments for the groups, which may have influenced the results. The findings suggest that contemplative strategies do more than increase mindfulness—they may also reduce student stress and anxiety. The study recommends that future research include diverse samples and measure broader outcomes like civic responsibility and self-efficacy. Ultimately, the study advocates for a "balanced approach" to education. By integrating both rational reflection and contemplative practice, educators can support both the spiritual and cognitive development of students, leading to more holistic growth.

Select Life Habits

To summarise our findings, to varying degrees, proactivity measures were found to be predictors of proactive learning behaviours, self-directed learning, mastery orientation, and academic performance. In short, students who are more proactive are more likely to score high on indicators of success. For example, students with more proactive personalities are more likely to engage in self-directed learning than those who are less proactive. However, reassuringly, students' confidence to perform proactive behaviours and proactive behaviours increased over the semester, demonstrating that proactivity, as indicated by these two measures at least, is amenable to change. Our work supports and extends previous findings showing that proactivity can be developed. (Kirby et al., 2002)

The purpose of the study conducted by Akin (2014) was to observe the predictive value of self-compassion on proactivity, and the results showed that there exist significant correlations between the two variables. This is the first research that examines the connections between self-compassion and proactivity to my knowledge. Proactivity was positively predicted by expected self-kindness and mindfulness - adaptive aspects of self-compassion. Nonetheless, recognition of shared humanity was not found to be of any significance as a predictor in the regression model. Such findings are consistent with the prior research that revealed that proactivity is also aligned with the measures of psychological adjustment, including life satisfaction, positive affect, optimism, social acumen, altruism, interpersonal influence, autonomy and vitality (Sohl & Mover, 2009; Shi et al., 2011; Tummers et al., 2013). Results can also be compared to the literature that proved the correlation between self-kindness and mindfulness and such psychological strengths as optimism, positive affect, life satisfaction, extraversion, and agreeableness (Neff et al., 2007), and psychological well-being (Akiny, 2008a).

The study explores how teachers' goal orientations—mastery, work-avoidance, and ability-approach—influence their professional attitudes through the mediating factors of self-efficacy and burnout. Descriptive results indicated that most teachers are driven by a mastery-goal orientation, characterised by a desire for professional growth and skill development, while work-avoidance remains low. Analysis revealed that mastery-oriented teachers possess significantly higher self-efficacy; because they are committed to learning, they feel more capable of managing classrooms and implementing effective strategies. Conversely, work-avoidance is linked to lower self-efficacy and higher burnout, as these teachers lack the motivation to adapt to challenges, eventually leading to a negative perception of the profession.

The research further identifies burnout as a critical predictor of teacher attitudes, acting as a bridge between a teacher's goals and their emotional exhaustion. Teachers with a mastery mindset are more resilient against burnout because they derive satisfaction from student progress and personal development. In contrast, those who prioritise work-avoidance experience higher emotional sensitivity and stress,

which accelerates burnout and sours their attitude toward teaching. Interestingly, the ability-approach orientation (teaching to demonstrate superiority) showed no significant impact on self-efficacy or burnout. This lack of influence is attributed to the Turkish public-school context, where a lack of competitive mechanisms and cultural norms against "showing off" prevent this orientation from manifesting in professional behaviours.

Ultimately, the study suggests a clear motivational chain: high mastery-goal orientation boosts self-efficacy, which in turn reduces burnout and fosters a positive, enduring attitude toward the teaching profession. This "success loop" highlights that a teacher's belief in their own efficiency is the most meaningful indicator of their ability to resist professional exhaustion. The findings emphasise that for teaching and learning outcomes to reach desired levels, school environments must support professional development and mastery-based goals. This approach not only helps teachers endure the inherent difficulties of the job but also ensures they remain motivated and open to the continuous change required in modern education. (Yildizli, 2019)

On four grounds, time management behaviours are incorporated: 1. Time assessment behaviour: This is a behaviour that is connected with past, present and future orientations. 2. Time management and self-awareness: This involves the acceptance of tasks and activities and responsibilities of the same 3. Planning behaviour: Planning such as goal setting, prioritisation of the tasks and the management of the group tasks. 4. Observation: It involves how one spends their time in executing activities. This creates a path to feedback that reduces other interruptions (2016)

The sparse literature on the impact of time management training has been mainly research into the impact of different forms of time management training (e.g., manuals and personal instruction). The results indicate that training has the potential to influence the duration of time spent in different activities that the subjects had previously categorised as high priority, which included executing projects and reading books (Hall & Hursch, 1982; King et al., 1986).

Overall, research and teaching the introduction of time management for students in the administrative staff preparation process could help boost the learning process of the higher educational establishment and would allow the future directors to build their career more easily (2015?)

First of all, time is managed by self-organisation. Hence, to self-organise, one needs the same skills as in self-management of people: one should know how to plan and organise, how to motivate and control (Vinogradova et al., 2014, p. 3).

The findings of Tsai et al. (2015) demonstrate the favourable results of group learning. Specifically, this paper examines how learning contributes to collaboration within temporary groups, as well as illuminates the process of transformation whereby the behaviour of the individuals is influenced towards win-win collaboration. Nevertheless, the results can be applied to practice because of three experimental settings. First, the motivation of the students in the classroom can be easily guided by providing them with certain guidance. Motivation of people in a real-world situation is far harder to understand and manage. It is therefore not known how people would respond in case their counterparts had little intention of returning the favour, and the effects of this experience on their interpretive frames. These problems lead to two significant gaps in future studies: a detailed comprehension of the connection between motivation and interpretive frames and the way to influence the motivation of individuals to cooperate and trust in temporary organisations. Second, despite the fact that there exists a relationship between individual learning, the relationship and conditions observed in group learning that influence this relationship (such as personal traits and organisational culture) were unclear. The interaction of individual learning and group learning needs to be researched in the future to determine how the two influence each other. This sheds light on the way education can develop managers and engineers who can mediate cooperation in projects (Tsai et al., 2015).

Check out emotional pre-communication and during the communication, guaranteeing leadership presence; the development of a constructive space during conversation; and building cohesive moments to enhance empathic relationships are the four steps for empathic communication (Nakamura & Milner, 2023). In this

article, the authors presented the way leaders can empathise in communication in the light of different communication modalities. Leaders may find it difficult to really be able to perceive their communication styles. The interpretation of verbal and non-verbal communication signs can be applied to enhance the interpersonal skills of leaders through enlarging self-knowledge, presence in leadership and the ability to build a positive and constructive zone. Since the modern global world is actively evolving, characterised by the growing use of technologies, empathic communication competencies are gaining greater importance in the formation of a leader.

In both professional and educational contexts, teamwork is defined by "collective creativity" and the method of co-activity, which allows for greater innovation and flexibility than solitary work. According to Anderson (2012) and McClellan (2016), the primary strength of this approach lies in the strategic identification of individual strengths and weaknesses, allowing managers to distribute workloads in a way that ensures tasks are completed with speed and efficacy. This collaborative framework promotes a fluid environment where ideas can evolve through interaction, enabling teams to realise objectives and develop viable solutions during crises. By fostering an enabling environment where input is recognised, organisations not only increase their productivity but also achieve higher levels of employee satisfaction, as shared responsibilities often lead to greater outcomes than individuals could achieve alone (Driskell et al., 2018).

In the learning environment, teamwork serves as a vital social process where knowledge is co-constructed through dialogue and mutual enquiry. Drawing on Wenger’s (1998) social theory of learning, these interactions occur within "practice communities" where students often communicate and understand concepts more effectively through peer-to-peer exchange than through traditional instructor-led lectures. Lecturers play a crucial role by transitioning from authoritarian figures to guides who provide structure and support, ensuring students take ownership of their tasks. This interaction challenges learners to defend their views with professional arguments and trust colleagues even amidst disagreement, which significantly

enhances their cognitive abilities, design literacy, and interpersonal communication skills (McCutcheon et al., 2015; Kvellestad, 2018).

Looking toward the future of education and professional development, the integration of teamwork aligns with global frameworks like the OECD's Education 2030, which prioritises cognitive skills such as problem-solving and social competences. The "Working Together" project demonstrates that "collaboration"—where ideas are deeply integrated—is far more effective than mere "cooperation" for stimulating creative abilities and achieving higher aesthetic goals. By engaging in interdisciplinary and interprofessional projects, such as OsloMet's INTERACT, students gain practical experience in coordination and democratic citizenship. Ultimately, mastering these collaborative competences allows individuals to transform their academic knowledge into professional expertise, preparing them to manage complex social and professional tasks throughout their careers. (Kvellestad et all, 2021).

The empirical and theoretical data presented in this paper imply that individuals are better placed to pursue their goals with success in the long run as they pay attention to superordinate and subordinate goals. Although the opinion gained about the subject matter is that of the field. The goal research is focused on specific and concrete knowledge. There is no better way to realise the goals than by subordinate goals. The convincing theoretical and empirical data on the strengths of superordinate goals can make a difference in this context. In particular, emphasis should be put on superordinate goals. The goals have the potential to generate long-term goal pursuits that are broad. It fosters more long-term motivation and effort for the goal; blockage of conflicting goals, distractions, behavioural consistency, as it is stimulated; temptations; can prevent effects of compensation; resilience strengthening, since it helps to deal with challenges, defeat, and disappointments and aids goal conflicts solution since there is greater flexibility of goal.

All these possibilities are supposed to become effective, especially when higher-level goals are compounded with subordinate goals, integrating objectives at varying levels. Levels are a strong strategy towards effective goal achievement; this

is because it is promising. Advantages of the superior and the inferior goals emerge, where the drawbacks are compensated. An integral part of knowing the working of the goals is to know how the goals at goal pursuit are affected by different hierarchical levels and interact with each other (Höchli, 2018)

Conclusion

Based on the various studies and theoretical understanding of contemplative education practices, it is evident that the awareness of self, subjective nature of individuals, flexibility in implementation, qualitative understanding of the responses, efforts to find contemplative activities which are easy to adapt in daily life, modification of existing practices and selection of unique research designs are present. Concepts of select life habits can be approached psychologically and philosophically. When considered individually, a specific habit in a select life habit can be considered as a single psychological variable and studied. In parallel, approaching it as a set of principles gives it a characteristic of philosophy. Thus, conducting a study connecting these variables through the frameworks of qualitative or mixed methods can be useful for providing direction in this research area, especially in the Indian context. Based on an analysis of various studies, there is a gap in research on prospective teachers in India within the theoretical framework of contemplative education, and select life habits can be a suitable focus for such research to enhance individuals.

CHAPTER 3
METHODOLOGY

- *Introduction*
- *Philosophy of the Methodology and Standpoint*
- *Methodolgy*
- *Objectives of the study*
- *Population and Sample of the study*
- *Design of the study*
- *Phase 1*
- *Phase 2*
- *Phase 3*
- *Triangulation*

Introduction

According to Crotty (1998), in developing a research proposal, the investigator has to put effort into finding answers to two questions:

1. What methodology and methods will we employ in the research we propose to do?

2. How do we justify this choice and use of methodologies and methods?

Methods can be defined as the techniques or procedures used to gather and analyse data related to some research question or hypothesis. Methodology is the strategy, plan of action, process or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes.

Schwardt (2007) defines research methodology as a theory of how an inquiry should proceed. It involves analysis of the assumptions, principles and procedures in a particular approach to inquiry. According to Schwardt (2007), Creswell and Tashakkori (2007), and Teddlie and Tashakkori (2007), methodologies explicate and define the kinds of problems that are worth investigating; what constitutes a researchable problem; testable hypotheses; how to frame a problem in such a way that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data.

Crotty (1998) further indicates the importance of finding answers to the following questions in order to select suitable methodology.

1. What theoretical perspective lies behind the methodology in question?

2. What epistemology informs this theoretical perspective?

Theoretical perspective refers to the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria. Epistemology represents the theory of knowledge embedded in the theoretical perspective and thereby in the methodology.

Philosophy of Methodology and Standpoint

The present study adopted the ideas of pragmatic philosophy for choosing the research design and methodological procedures. Since the context of the present research is developing a programme, it requires treatments and organisation which can be suited for changes and modification. Flexibility with respect to practical situations and environments while implementing and updating the module can be assured through a pragmatic angle sensibly. Contemplative education by nature is an idea which is open to changes and transformation through evolving self-awareness. It is important to approach the whole process of the contemplative education programme and collecting feedback by acknowledging that nature. On the other side, practising select life habits will transform one when practised regularly and applied in daily life. Thus, a methodology which is open to adapting to the unique requirements for the practices of contemplative education and select life habits can be a strength in this research.

Knowledge of an individual in any aspect of life is based on how much an individual knows about his capacity to know about it in a given situation and the status of knowledge about it that exists in him. One can learn about many things through books, institutes, teachers, the internet and many other sources. But what knowledge he grasped from those learning attempts will also depend upon his status at the present in relation to the nature of the content he wants to know. Thus, the connection between the learner and alignment with the nature of the content in him is important in knowledge production. Hence, the process of constructing knowledge cannot proceed by excluding the knower. The present investigation holds this view throughout the investigation for constructing knowledge.

Based on the theoretical understanding of contemplative education, previous studies on contemplative education practices and principles behind the select life habits mentioned above are appropriate for choosing a methodology. Research questions mentioned in Chapter I can fit with this vision fairly.

Methodology

Contemplative education as an academic discipline is evolving and updating based on the new research investigations happening all over the world. New types of practices and experiments are happening, and the outputs are studied through various techniques. Studies are conducted among individuals, groups and organisations. Practices in formal as well as informal settings are studied. Sometimes, experiences of individuals are studied deeply, and new ways of executing contemplative practices are designed.

Subjective experiences are reported, and common experiences of various individuals are collectively formed to give directions to the stream of contemplative education and its research activities.

Individuals practice contemplative education activities in their own customised ways, and sometimes it is integrated with several other practices. For example, a person who goes for a morning walk regularly and finds an additional 10 min for mindful walking before or after the walk starts by being conscious of each step he takes.

A person who has more experience in contemplative activities can have better insights on how to make an effective contemplative education practice or even a lifestyle out of it. In a sense, it is the awareness of an individual about himself that leads to choosing a practice or how to modify it based on his situations in life.

Suggesting a contemplative practice for a group of people like a classroom will be challenging because the mindset and situation of each individual in a group can vary, and the same practice may not suit all. Thus, selecting a contemplative practice for a group requires an understanding of the nature and needs of each individual. In practical conditions like a classroom of thirty members who are doing the same academic course, implementing contemplative practices with a structured schedule has its own challenges. Thus, choosing a methodology that considers all the above elements is necessary in conducting research on contemplative education for a group of individuals.

Systematic organisation of research procedures is an essential part of research methodology. Hence, a continuous and sequential arrangement is followed in this research. Since the nature of the variables requires flexibility based on the situations that occur, events in the sequence have to be renewed or modified, without losing the systematic nature. Also, as the investigation proceeds, based on cues received from subjects about contemplative practices, methodology has to evolve its own to ensure the purpose of the research is retained with respect to the nature of the study.

Mixed methods involve combining or integrating qualitative and quantitative research and data in a research study. Qualitative data tends to be open-ended without predetermined responses, while quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments (Creswell & Creswell, 2018). Thus, a flexible mixed method opens a scope for this investigation.

Educator's Paradox: Presence vs Planning

Theoretical descriptions of contemplative practices recommend that these practices should be taught by a practitioner. On many occasions, a contemplative educator must live in the present, follow their self-awareness and insights within the current context, and interact with learners based on their own self-experience.

This situation raises two critical questions:

(1) Can we plan actions for tomorrow based on our self-awareness today?

(2) If so, how does that apply to planning such events for others, given their focus on self-experience?

And the answer is yes as well as no!

The responses to these questions indicate the need for a methodology for this study that is flexible and open to modification based on instantaneous happenings in the classroom. Considering the variables, existing research, and disciplinary evolution, a mixed-methods approach was chosen for a more authentic study stance.

The study uses pragmatic philosophy to ensure a flexible research design for the investigation. This approach is vital as it accommodates the inherent change and personal transformation central to both contemplative education and the application of life habits. A carefully selected mixed-method design is suited to the view mentioned previously, ie process of constructing knowledge must include the awareness of the knower and choices of learning have to be based on that awareness.

This research adopts a Continuous-Sequential, Flexible Mixed Method inspired by Pragmatism. This evolving methodology is necessary because contemplative education is constantly updated by global research and must accommodate the personalised, subjective experiences and situational adaptation of individual practices and self-awareness.

Objectives of the Study

The objectives of this study are categorised into two levels: Primary Objectives and Phasewise Objectives. The Primary Objectives outline the overarching goals of the research, while the Phasewise Objectives detail the specific milestones to be achieved during each individual stage of the study.

Primary Objectives

1. To design a Contemplative Education Programme for enhancing the Select Life Habits among D. El. Ed. students

2. To validate the developed Contemplative Education Programme for enhancing Select Life Habits among D. El. Ed. students

Objectives for Phase I

1. To derive insights into the awareness of contemplative education practices among primary school teachers, in order to integrate them into the proposed programme.

2. To identify key focus areas based on the experiences of primary school teachers regarding selected life habits, in order to integrate them into the proposed programme.

Objectives for Phase II

1. To compare the mean pre-test scores and the mean post-test scores of the Test on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

2. To compare the mean pre test scores and the mean post test scores of Test on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

3. To compare the mean pre-test score and the mean post-test score of the test on Select Life Habits of all the participants of the programme.

4. To compare the mean pre-test scores and the mean post-test scores of Rating Scales on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

5. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

6. To compare the mean pre-test scores and the mean post-test scores of Rating Scales on Select Life Habits of all the participants of the programme

7. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom

4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

8. To compare the mean pre-test scores, mean post-test scores and mean gain scores of the Test on Select Life Habits between first-year students and second-year students of D. El. Ed. Course

9. To compare the mean pre-test scores, mean post-test scores and mean gain scores of the Test on Select Life Habits between students at Institute I and students at Institute II

10. To compare the mean pre-test scores, mean post-test scores and mean gain scores of the Test on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

11. To compare the mean pre-test scores, mean post-test scores and mean gain scores of the Test on Select Life Habits between Female participants and Male participants of the programme

12. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

13. To compare the mean pre-test scores, mean post-test scores and mean gain scores of Rating Scales on Select Life Habits between first-year students and second-year students of D. El. Ed. Course

14. To compare the mean pre-test scores, mean post-test scores and mean gain scores of Rating Scales on Select Life Habits between students at Institute I and students at Institute II

15. To compare the mean pre-test scores, mean post-test scores and mean gain scores of Rating Scales on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

16. To compare the mean pre-test scores, mean post-test scores and mean gain scores of Rating Scales on Select Life Habits between Female participants and Male participants of the programme

Objectives for Phase III

1. To identify the positive and negative impact of contemplative education activities in the programme.

2. To identify the positive and negative impacts of Select life habit practices.

4. To understand the gender wise impact of the contemplative education programme for enhancing select life habits.

3. To investigate the overall impact of the contemplative education programme for enhancing select life habits.

Population and Sample of the study

In this study, the Phase I population consists of primary school teachers working in government and aided schools in Kerala.

For Phase II and Phase III, the population consists of Diploma in Elementary Education (D. El. Ed.) students who follow the syllabus of the State Council of Educational Research and Training, Kerala.

Sample for Phase I

Thirty-six primary school teachers working in 12 various government and aided primary schools in five districts of Kerala were selected for the data collection through interviews in Phase I. During the first phase of the investigation, due to the COVID-19 pandemic, convenience sampling was used to select interview participants. Out of those 36 teachers,

- 19 are working at the Lower Primary (LP) level and 17 at the Upper Primary (UP) level.

- 17 senior teachers have service of ten or more years, and 19 teachers have less than 10 years of service
- 21 are female teachers, and 16 are male teachers.

26 teachers have qualifications either D. El. Ed. or TTC or equivalent, and 10 qualify for B. Ed.

Table 1 given below displays the above details of sample distribution in brief.

Table 2

Sample distribution of primary school teachers

LP	19	Govt	18	≥10 years of service	17	Female	21	TTC/D. El. Ed.	26
UP	17	Aided	18	<10 years of service	19	Male	16	B. Ed.	10
Total	36	Total	36	Total	36	Total	36	Total	36

Sample for Phase II & Phase III

The sample is comprised of 112 students of D. El. Ed. course belong to both first and second year from two Government Institute of Teacher Education (ITE) situated at Kozhikode city, Kozhikode District, Kerala. Table 2 given below displays the Number of students belongs to each year of study in both Institutes of Teacher Education (ITE).

Table 3

Sample distribution of D. El. Ed. students

Institute	Batch	Number of students
ITE 1	First year	26
ITE 2	First year	29
ITE 1	Second Year	28
ITE 2	Second Year	29

Design of the study

Mixed methods intervention design is used to conduct this investigation. In this design Researchers add the qualitative data to the experiment in different ways: before the experiment begins, during the experiment, or after the experiment (Sandelowsi, 1996). This study employs a design adapted and expanded from the Mixed Methods Intervention Design, building on Sandelowski's (1996) mixed-methods experimental intervention framework. This intervention design supports to integrate qualitative methods in all the three phases of the investigation as given in the Figure 1. First and third phases of present study is qualitative in nature and the second phase is predominantly quantitative. That is, second phase is modified by adding quantitative methods when compaed to Sandelowski's design.

Figure 5

Diagram of Mixed Method Intervention (Experimental) Design (Sandelowsi, 1996;Cresswell & Cresswell, 2018)

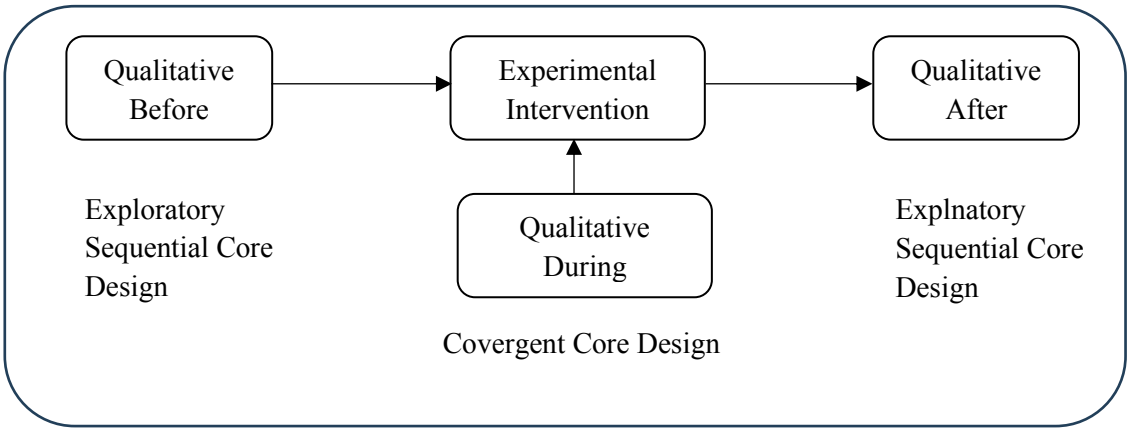


Table 3 given below, represent the Mixed Method Intervention Design adapted and expanded from Sandelowski (1996) for this study. As per the research questions and objectives of the study, investigator followed a three phased reseach procedure. In first phase, data is collected from primary school teachers as interview responses and derived insight to develop the programme by synergising with theoretical knowledge on variables, opinion of experts and experience got through training programmes attended by investigator. Hence, it's a qualitative phase leading to the

development of the proposed programme. Thus, first phase is a exploratory sequential phase. The second phase collected quantitative responses through tests, rating scales, Q-sort, and an observation schedule to determine how much content was grasped, changes in perceptions of habits, the priority of practices, and participation, respectively. Data collected through Q-Sort and observation schedule was used to qualitative analysis too in third phase. Hence, second phase can be mentioned as convergent parallel phase. Third phase analyse the impact of the programme and also attempt to enquire the outputs of seond phase through interview and focus group discussion. This qualitative phase is an explanatory phase in the context of the study. The three phases identified above are also considered as the pre-experimental, experimental, and post-experimental phases. The programme was developed and structured by the investigator during the pre-experimental phase. During the experimental phase, the programme was conducted using a quasi-experimental design, and both pre-tests and post-tests were administered. During the post-experimental phase, responses are gathered through interviews and focus group discussions conducted several weeks after the experiment to facilitate a comprehensive assessment of the programme's impact.

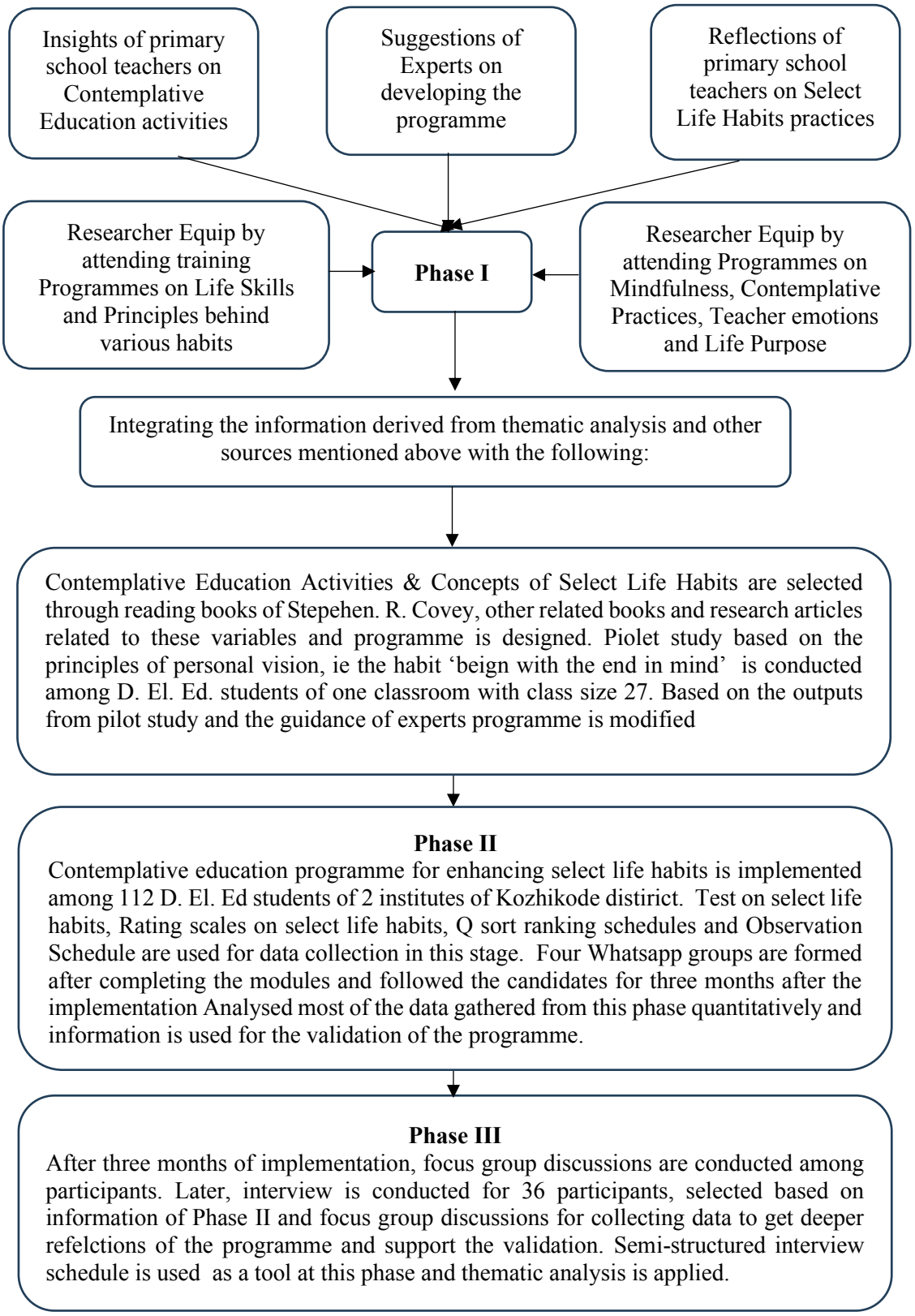
Table 4

Design of the Mixed Method Intervention (Experimental) Design Adpated in this study

Phase I	Phase II	Phase III
Exploratory Sequential	Convergent Parallel	Explanatory Sequential
QUAL to QUAN *QUAL dominant Qualitative Before (Pre-Experiemental Phase)	QUAN + QUAL (simultaneous) *QUAN dominant Quantitative During (Experimental Phase)	QUAN+QUAL to QUAL *QUAL dominant Qualitative After (Post-Experimental Phase)
To use qualitative data to develop the programme.	To use quantitative data to study about knowledge acquired about concepts and gain occurred in perception on practicing habits.	To use qualitative data to explain and elaborate on initial quantitative findings.

Figure 6

Framework of the Multi-Phase Research Process



Phase I

For designing the programme, it is important to understand primary school teachers' current understanding of the concepts of contemplative education and select life habits. Their insights, suggestions, and experience-sharing on these variables are important for developing the programme for prospective primary school teachers. In Phase I, incorporating teachers' responses, theoretically derived content, expert guidance, and the pilot study's experiences shaped the programme.

Sample

36 primary school teachers working in government and aided primary schools of Kerala were selected for the interview. Due to covid 19 pandemic happened during the first phase of the investigation, convenient sampling is used for selecting subjects for the interview.

Descriptions based on research questions

First Phase of this research addresses three reseach questions. Based on each research question, objectives, tools and techniques of analysis are selected.

Research question 1:

- How do primary school teachers perceive contemplative educational practices? How do they select and integrate these practices into their daily routines? What are their personal experiences of implementing these practices? What recommendations do they have for prospective primary school teachers regarding these methods?

Objective

- To derive insights into the awareness of contemplative education practices among primary school teachers, in order to integrate them into the proposed programme.

Tool

- Semi Structured Interview Schedule for primary school teachers on the status of contemplative education practices (Arjun & Bindhu, 2022)

Eight questions with an option to share extra details, experience and reflections in the context of introspection, mindfulness, socio-emotional learning theory and integrative education are given in this tool. Those four dimensions of contemplative education was explained to subject briefly before administrating the tool. This Semistructured interview schedule is designed to get responses through a duration of approximately 25 min-45 min.

Thematic analysis

Inductive thematic analysis is used to analyse interview responses of the above tool, yielding insights and suggestions from the experiences of existing primary school teachers. Inductive thematic analysis is a "bottom-up, " data-driven qualitative method used to identify and analyse patterns of meaning (Braun & Clarke, 2006). Researchers code data without a pre-existing framework, ensuring themes are strongly linked to the actual content (Dawadi, 2020).

The following six steps of the inductive thematic analysis process are adapted from the widely recognised framework established by Braun and Clarke (2006):

1. Familiarisation: This step entails transcribing the data, thoroughly reading and re-reading the text, and documenting initial observations.

2. Generating Initial Codes: This stage involves systematically coding significant features throughout the entire data set.

3. Searching for Themes: Codes are organised into potential themes, and all relevant data for each theme is collected.

4. Reviewing Themes: The coherence of themes is evaluated in relation to the coded extracts and the entire data set.

5. Defining and Naming Themes: Ongoing analysis further refines each theme and clarifies the overarching narrative.

6. Producing the Report: This final stage involves selecting vivid and compelling extract examples and conducting a comprehensive analysis of the selected extracts.

Based on the above procedure themes are identified with respect to the research question 1. Research question 1 consists of four sentences and first two sentences are considered as part 1 and next two as part 2.

First part of the research question:

- How do primary school teachers perceive contemplative educational practices?
- How do they select and integrate these practices into their daily routines?

Second part of the research question:

- What are their personal experiences of implementing contemplative education practices?
- What recommendations do they have for prospective primary school teachers regarding these methods?

Based on the first part of the research question, one theme is identified and the second part, lead to another theme. Themes were identified on the basis of subthemes and codes derived based on the patterns of responses of school teachers.

Research question 2:

- What are the insights and suggestions of primary school teachers regarding the practice of select life habits for prospective primary school teachers?

Objective

- To identify key focus areas based on the experiences of primary school teachers regarding selected life habits, in order to integrate them into the proposed programme.

Tool

- Semi structured Interview Schedule for primary school teachers on the status of select life habits (Arjun & Bindhu, 2022)

Ten questions with an option to add extra comments or remarks related to each life habit practice in the context of personal life, professional life, social life and life with friends are given part of this tool. Additional questions, clarifications and reflections especially related to school environment and teaching are added as additional questions based on the reponses of the subject. This Semistructured interview schedule is designed to get responses through a duration of 25 min -50 min.

Thematic analysis

Deductive thematic analysis is used to analyse the responses collected through above tool. "Deductive thematic analysis tends to be driven by the researcher's theoretical or analytic interest in the area, and is thus more explicitly analyst-driven" (Braun & Clarke, 2006, p. 84). Deductive thematic analysis follows a top-down approach using a pre-defined coding frame based on existing theory and follow the six-step procedure given below (Boyatzis, 1998)

1. Familiarisation: Immerse in data.

2. Coding: Apply predetermined codes to text segments.

3. Theme Development: Group codes into theory-driven themes.

4. Reviewing: Refine themes against data.

5. Defining: Finalise theme names.

6. Reporting: Relate findings back to theory.

Through above procedure three themes are identified with respect to the research question 2. Based on principles of life habits (Covey, 1989) habits can be classified into the category of private victory and public victory. Investigator added foundation of habits, principles of self renewal and ideas from the book 8th habit (Covey, 2004) together a third category. Hence research question is made to three parts based on these cateogories.

First part of the research question:

- What are the insights and suggestions of primary school teachers regarding the practice of 'Private Victory' habits for prospective primary school teachers?

Second part of the research question:

- What are the insights and suggestions of primary school teachers regarding the practice of 'Public Victory' habits for prospective primary school teachers?

Third part of the research question:

- What insights and suggestions do primary school teachers offer regarding the following practices for prospective primary school teachers: (a) the foundation of selected life habits, (b) habits of self-renewal, and (c) life purpose?

Each of these three themes represent each of part of a research question 2. Subthemes and codes are determined with respect to these themes based on the context of study and the nature of the sample.

Techniques used for data collection

The interview technique is used to collect data using the two semi-structured interview schedules mentioned above. Data collection took place just after the Covid-19 pandemic, and there were restrictions on travel to some localities. Thus, interviews were conducted offline, online and in hybrid ways. Data is gathered using interviews, telephone conversations, and WhatsApp audio responses. Teachers who had time constraints for responding to questions continuously were given responses via the

audio recording feature on WhatsApp. Audios of those who expressed concern were recorded and kept confidential.

Research question 3:

- How to design a programme for prospective primary school teachers based on the theoretical understanding of contemplative education and select life habits by incorporating the opinion of primary school teachers?

Objective

- To integrate the response of primary school teachers to the content of the contemplative education programme on enhancing select life habits among D. El. Ed. students based on the guidance of experts, preparation of the investigator and experiences of the pilot study?

Based on the research question and objective mentioned above, activities representing the subthemes and codes of the responses of primary school teachers were included in each of the ten topics of the programme. Topics were selected based on the concepts of select life habits. Thus, activities were developed based on the responses of primary school teachers on select life habits and added in each topic. Subthemes and codes derived based on the responses of primary school teachers on contemplative education were synergised with the contemplative education activities planned in the programme. Activities in the programme are designed based on the suggestions of experts, and modifications in the programme were made based on their suggestions throughout the study, including at the stage of execution in the classroom. While developing the programme, experts supported making the programme easy to implement and participant-friendly. Even though contemplative education is a variable which can be considered as a term connected with educational philosophy, suggestions of experts helped to develop it as a programme incorporating the vision of psychology, mindfulness, pedagogy, management and experimental research in education.

Theories and reviews emphasise that teaching contemplative practices can be effective when the teacher practices them himself. Thus, the investigator attended courses, workshops, and training programs suited to develop and execute the proposed programme.

Contemplative practices require the mindset of an individual to align with the practice. Thus, a contemplative education activity must be suited to the mindset of an individual at the given moment. But, in a classroom environment, there are challenges to ensure this. Even though the present study selected a flexible methodology to consider that aspect of participants, planning of the programme required necessary inputs. Thus, a pilot study is conducted among one class of D. El. Ed students on one topic and modifications are made in the programme.

Contemplative education activities

Twelve contemplative education activities are designed to execute the 40 concepts connected to practising selected life habits. Contemplative education activities are designed with flexibility in such a way that student teachers can practice comfortably in their daily life. Insights associated with two themes, namely 'information on contemplative education' and 'Experiences, reflections and suggestions', identified based on the interview conducted among teachers on contemplative education, are integrated with activities.

The four dimensions of contemplative practices are prioritised during the planning and structuring of activities. Twelve activities are organised into four categories, each corresponding to one of the four dimensions. Each category contains three contemplative education activities that specifically address its respective dimension as given in Table 5.

Table 5

Contemplative education activities and respective categories

Activities of Category 1 {Introspection}	Activities of Category 2 {Mindfulness}	Activities of Category 3 {Socioemotional Learning Theory}	Activities of Category 3 {Integrative Education}
(i)Introspective Journaling	(i)Mindfulness Meditations	(i)Mindful Emotional Writing Schedule	(i)Vision Board
(ii)Brain Storming	(ii)Mindful Body Movements and Activities	(ii)Peer Group Self Reflections	(ii)Diary Writing
(iii)Self Observation breaks	(iii)Physical Excercises	(iii)Group Works	(iii)Logbook Writing

Introspective Journaling

Introspective Journaling is a chart where an individual in guided to respond to the various aspects of an issue through a set of questions which are arranged systematically to aid for finding a solution of the issue to be addressed. It helps to understand the facts of the present situation, identification of the exact areas to be addressed, importance of finding a solution, Possible solutions of the issue, identifiaction of the most suitable solution, finding out the important first step for the implementation of the solution, possible difficulties in executing the solution, plans for overcoming the difficulties, planning the implimenation, fixing the time or situation for implementing the solution and method of evaluating the evaluation.

Brain storming

Brain storming is a group interactive method for understading various aspects of an idea, concept or situation through refecltions, arguments or comments of different individuals.

Self Observation breaks

In contemplative education, self-observational breaks are deliberate pauses in the learning process that redirect students' attention from acquiring information to observing their internal experiences.

Mindfulness Meditations

Guided Body Scan Meditation is recommended to candidates. 7 Minute Self Observation of body parts from feet to head without judgement with compassion is introduced to the candiates. They are encouraged to do the same process in home too.

Mindful body movements and activities

Mindful Walking is an activity where an individual is aware of each foot step while walking by being in the present. Mindful walking is practiced by counting the steps or feeling the touch in the floor or soil, by observing the sensations in fingers and skin under the feet. Eating and drinking consciously by being in this moment by observing without judgement.

Physical Excercises

Normal Physical excercises or physical movements are done to do by being aware of inhalation and exhalation. Regular Physical Excercises, Dance, Yoga, Karatte and other activites which require body movements are advised to do with the awareness of present moment and breath.

Mindful Emtional Writing Schedule

It’s a set of directive questions to be aware of one’s own emotional patterns and how it is affecting our mind and body in a situation through writing as responses. Emotions and it effects in body, thoughts and mind is observed without judgment with compassion.

Peer group self Reflections

As a contemplative education practice, Peer Group Self-Reflection is a structured way for participants to work with a supportive peer group to build self-awareness. This group helps each person reflect on themselves and lets participants look closely at their own thoughts, biases, and feelings, with feedback from others. Learning takes place based on that feedback.

Group works

Contemplative Group Work is defined as the simultaneous pursuit of a tangible collective goal and a high state of interpersonal awareness, where the quality of the collaborative process is as significant as the final output. Such Group Work is a collective practice where achieving a shared goal serves as a primary site for applied mindfulness and ethical communication. In this framework, success is measured equally by the technical completion of the task and the group's ability to maintain a sustained quality of presence and relational awareness.

Vision Board

Vision Board is a conscious portrayal of a desired output or behaviour using creative and artistic methods using pictures, drawings, paintings, paper cuttings, colours and words after a senisible introspection about the needed change in the present life style.

Diary Writing

Diary Writing is a personal record of reflections on subjective experiences felt in daily. It can be considered as notes about self either in regularly or whenever felt to do so intrinsically. It is important that secret of nature of it has to be kept in one's own privacy.

In the present investigation, Diary Writing is directed to make as a commitment for reflecting on inrernal emotional experiences, behaviours in social situations and triggers associated with boosting or challenging Socioemotional Balance.

Logbook writing

Logbook writing, as a contemplative educational practice, involves systematically documenting experiences alongside active self-reflection. This method includes the elements of the natural narrative and deliberate prompts, so the students are encouraged to go beyond the description and create a more deliberate and purposeful perception of what they learn. In the current research, conscious prompts to indicate that the habit is being practised are employed in the programme.

Concepts of Select life habits

Table 6

Principles and Respective Habits

Principles	Habits
Principles of Personal Vision	Be Proactive
Principles of Personal Leadership	Begin with the end in Mind
Principles of Personal Management	Put First things First
Principles of Interpersonal Leadership	Think Win-Win
Principles of Empathic Communication	Seek First to understand Then to be understood
Principles of Creative Cooperation	Synergise
Principles of Self Renewal	Sharpen the Saw
Set of principles mentioned in the Book '8th Habit'	Find your voice and Inspire others to Find theirs

Slection and execution of the activities associated with select life habits in the module are organised based the reflections of primary school teachers collected through semistructured interview schedule on the status of seleclt habits. Activities direct the participants to practice the habits in four aspects namely Personal life, Professional life, Life with friends and Social life based on the experiences shared by teachers in these aspects. Module is scripted from a perception that D. El. Ed. students are prospective primary school teachers, ie possible teachers of the future.

Researcher's Preparations for Developing Module and Execution

Preparation of researcher

Research attended programmes on Mindfulness, Life Skills, Courseera courses and ResearchMethodology workshops to learn about module preparation, execution and evaluation.

Four key dimensions of Contemplative Education are Introspection, Mindfulness, Integral Education and Socio emotional learning theory. Investigator has the awareness about the certain dimensions of these topics through the familiarity and discussions happened while enrolled as a student of Bachelor of Education and Master of Education especially while exploring topics related to Educational Psychology and Educational Philosophy.

After starting the present investigation, an eight-week program on Mindful life Management was conducted through online and leanred about various theories and activities connected with Mindfulness. Parcipants of that program was trained and motivated to keep logbook of Mindful activities and share time to time. It helped the investigator to practice mindfulness related activities for himself and get a subjective idea how the practices are working inside an Individual. Theories related to psychological and academic aspects of Mindfulness and its connection with Life skills are discussed in this program.

A course titled Teacher's Emotions through Course Era is completed to study the socio-emotional patterns of teachers. Theories and insights discussed in this course opened a scope for better perspective in connection with developing ideas for dealing the socio-emotional dimension of contemplative activities among prospective teachers. Emotional patterns of school students and connecting that with the school environment and teachers derive the awareness of specific situations which required to be addressed psychologically.

A course titled finding meaning and purpose in life offered by Michigan University through Courseera platform helped to get develop sensible and innovative series of transaction style to convey ideas for linking self awareness and life purpose.

Connectedness between life experiences and our own self towards learning about ourself and choosing our commitments are explained in this course with the help of evidences from Neuro Science Field. Activitis like Mindfulness and Journaling are used in this course. Course was useful to design activities related to Integrative education dimension of Contemplative Education.

Partcipated in two courses related to Life skills and ceratin aspects related to preparing a training programme connected with topics like like skills have been noted with the intention of preparing Contemplative Education Programme for enhancing select life habits as part of this investigation. Concept of Selected life habits proposed by Stephen. R. Covey has several layers of interconnection at theoretical and conceptual level.

Pilot Study

A pilot study of the contemplative education program is conducted based on the habit 'Begin with the End in Mind" and principles of personal leadership for 28 D. El. Ed students and the feedback is collected. Modifications are made based on the feedback of the the piolet study. Try out procedureThe Habit "Begin with the End in Mind" which is organised as part of Principles of Personal Leadership is selected for the sample execution of the Contemplative Education Programme for enhancing select life among D. El. Ed students.

Guidance of experts

The investigator gathered suggestions from experts through unstructured interviews and conversations, and consulted them at various stages of the study. Activities in the module are made more specific and explicit to facilitate evaluation in line with expert suggestions.

Twenty-six experts, including four clinical psychologists, two experts in mindfulness, four teacher educators, four experts in Management, Four Educational Researchers, 8 D. El. Ed. Teachers (4 of whom belong to the institutes where the experiment is conducted) are selected. The sample distribution of experts is shown in Table 7 below.

Table 7

Sample distribution of experts

Type of Expert	Number
Clinical Psychologists Working in State and Central Government institutes, Private hospitals and Government funded clinic	4
Experts in Mindfulness	2
Teacher Educators of Central and State unuiversities in Kerala	4
Educational Researchers of Central and State universities in Kerala	4
Experts in Management	4
D. El. Ed Teachers of ITEs where experiment is conducted	4
D. El. Ed Teachers of DIETs	4
Total number of experts	26

Phase II

Research Question 4:

Second phase of this study is quantitative dominant and followed mixed-method approach and the analysis of the data was done based on the following research question:

- How to understand whether the participants of the programme grasped basic content connected to select life habits, recorded a change in attitude to life habits, actively engaged and identified preferences in selecting contemplative practices?

Based on the results of activities of phase 1, the Contemplative Education Programme was designed to enhance Select life habits among D. El. Ed students. Programme is envisioned as 10-week program consist of 20 hours. Each week two different days are selected and one hour is invested in each day.

Table 8

Execution Type 1 plans

Week Number	Hours planned	Days Per week	Topics
1	2	2 Days	Introduction, Concept of Inside out, Right paradigm, Various Perceptions
2	2	2 Days	Principles of Personal Vision
3	2	2 Days	Principles of Personal Leadership
4	2	2 Days	Principles of Personal Management
5	2	2 Days	Principles of Interpersonal Leadership
6	2	2 Days	Principles of Empathic Communication
7	2	2 Days	Principles of Creative Cooperation
8	2	2 Days	Principles of Self Renewal
9	2	2 Days	The habit 'listen to your inner voice and inspire others to find theirs'
10	2	2 Days	Conclusion, Direction for further practices and Follow up procedure

Table 9

Execution Type II plans

Session Number	Hours planned	Days Per week	Topics
1	2	1 day in 45 days	Introduction, Concept of Inside out, Right paradigm, Various Perceptions
2	6	1 day in 45 days	Principles of Personal Vision Principles of Personal Leadership Principles of Personal Management
3	6	1 day in 45 days	Principles of Interpersonal Leadership Principles of Empathic Communication Principles of Creative Cooperation
4	4	1 day in 45 days	Principles of Self Renewal The habit 'listen to your inner voice and inspire others to find theirs'
5	2	1 day in 45 days	Conclusion, Direction for further practices and Follow up procedure

Module was executed from 2022 June to 2023 March. Follow up procedure was continued for 8 months. A whatsapp group is created for each batch and reminders are provided to practice in daily situation, contemplate about the topics and to encourage to practice the recommended activities.

Objectives for Phase II

1. To compare the mean pre test scores and the mean post test scores of Test on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

2. To compare the mean pre test scores and the mean post test scores of Test on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

3. To compare the mean pre test score and the mean post test score of Test on Select Life Habits of all the participants of the programme.

4. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

5. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

6. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of all the participants of the programme

7. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

8. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

9. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students at Institute I and students at Institute II

10. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

11. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between Female participants and Male participants of the programme

12. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

13. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

14. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students at Institute I and students at Institute II

15. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

16. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between Female participants and Male participants of the programme

Hypotheses

Phase I and Phase III of the study are qualitative in nature, whereas Phase II is quantitative in nature. Therefore, the hypotheses of Phase II are given as follows:

1. There exist no significant differences in the mean pre test scores and the mean post test scores of Test on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

2. There exists no significant differences in the mean pre test scores and the mean post test scores of Test on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

3. There exists no significant difference in the mean pre test score and the mean post test score of Test on Select Life Habits of all the participants of the programme.

4. There exist no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

5. There exists no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II

classrooms (vii)Female participants of the programme (viii)Male participants of the programme

6. There exist no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of all the participants of the programme

7. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

8. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

9. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students at Institute I and students at Institute II

10. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

11. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between Female participants and Male participants of the programme

12. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and

Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

13. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

14. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students at Institute I and students at Institute II

15. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

16. There exist no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between Female participants and Male participants of the programme

Design

A pretest-post-test quasi-experimental design is used. Four single experimental groups are selected for the study. The same test and rating scales are is given as a pre-test and post-test for all the four groups. Pre-test is given before the implementation of contemplative education programme and post test is given after the implimentation

G1: TPre X TPost

G2: TPre X TPost

G3: TPre X TPost

G4: TPre x TPost

Sample

One hundred and Twelve D. El. Ed. Students from two government Institutes of teacher education in the Kozhikode District who participated in the contemplative education programme for enhancing select life habits are selected as the sample for this phase.

Students at the First Government Institute of Teacher Education offer the D. El. Ed. without any specialisation in language teaching is termed as 'Students at Institute I', and students of two classrooms, one from the first year and another from the second year, are selected from here. Students at the Second Government Institute of Teacher Education offer the D. El. Ed. with specialisation in language teaching, in Arabic and Urdu, which is termed as 'Students at Institute II', and students of two classrooms, one from the first year and another from the second year, are selected from here.

In this study, first-year students at Institute I are termed students of classroom 1, first-year students at Institute II are termed students of classroom 2, second-year students at Institute I are termed students of classroom 3, and second-year students at Institute II are termed students of classroom 4.

For First-year students of the Institute I and second-year students of the Institute II, programmes were delivered on a weekly basis, and that mode of execution is termed as Execution Type I and students are referred to as 'Students of Execution Type I classrooms. For First-year students of the Institute II and Second-year students of the Institute I, programmes were delivered on a once every forty-five days basis, and that mode of execution is termed as Execution Type II and students are referred to as 'Students of Execution Type II classrooms.

Table 10

Groups and Combinations of partcipants

Groups	Combinations
Students of Classroom 1	First-year students at the Institute I; Execution type 1 was administered
Students of Classroom 2	First-year students at the Institute II; Execution type 2 was administered
Students of Classroom 3	Second-year students at the Institute I; Execution type 2 was administered
Students of Classroom 4	Second-year students at the Institute II; Execution type 1 was administered
First-year students	Students of Classroom 1 + Students of Classroom 2
Second-year students	Students of Classroom 3 + Students of Classroom 4
Students at Institute I	Students of Classroom 1 + Students of Classroom 3
Students at Institute II	Students of Classroom 2 + Students of Classroom 4
Students of Execution Type I Classrooms	Students of Classroom 1 + Students of Classroom 4
Students of Execution Type II Classrooms	Students of Classroom 2 + Students of Classroom 4
Female Participants	Female participants of classroom 1, classroom 2, classroom 3 and classroom 4
Male Participants	Male participants of classroom 1, classroom 2, classroom 3 and classroom 4

Table 11

Sample distribution of Phase II

	Classroom 1	Classroom 2	Classroom 3	Classroom 4	Total
First year students	26	29	-	-	55
Second year students	-	-	28	29	57
Students at Institute I	26	-	28		54
Students at Institute II	-	29	-	29	58
Students of Execution Type 1 classrooms	26	-	-	29	55
Students of Execution Type II classrooms	-	29	28	-	57
Female participants	19	20	18	17	74
Male participants	7	9	10	12	38

Tools, Techniques and Materials

Tools used for data collection are given below as phasewise. Phase I and Phase III are qualitative phases and tools used are for collecting qualitative data. Phase II is mixed phase where tools are used for execution of the programme and collecting quantitative data.

Tools for Phase II

1. Module of Contemplative Education Programme for enhancing select life habits (Arjun & Bindhu, 2022)
2. Rating scales on Select Life Habits (Arjun & Bindhu, 2022)
3. Test on Select Life Habits (Arjun & Bindhu, 2022)
4. Q Sort Ranking Techniques (Arjun & Bindhu, 2022)
5. Observation Schedule (Arjun & Bindhu, 2022)

Test on Select Life Habits (Arjun & Bindhu, 2022)

An objective-type test titled "Test on Select Life Habits" is used, with 40 items carrying 1 mark each. Four options are given for each question, including the only correct answer. Five items for each of the eight life habits are included in the Test. The test lasts 1 hour.

Statistical analysis

Statistical analysis of the scores of Test on Select Life Habits is done based on the the paired t-test is applied between mean the pre-test scores and mean post-test scores of the students of all four classrooms, first year studetns, second year students, students at Institute 1, students at Institute II, students of execution type I classrooms, Students of execution type II classrooms, female participants, male partcipants and all 112 partipants.

Also, Statistical analysis of the scores of Test on Select Life Habits is done based on the independent sample t-test is applied to compare the mean pre-test scores,

mean-post scores and mean gain scores of between the students of classroom 1 and 2, students of classroom 1 and classroom 3, students of classroom 1 and classroom 4, students of classroom 2 and classroom 3, students of classroom 2 and classroom 4, studnets of classroom 3 and classroom 4, first year students and second year students, students at Institute I and Institute II, students of Execution type I classrooms and Execution type II classrooms, female participants and male participants.

Rating scales on Select Life Habits (Arjun & Bindhu, 2022)

Eight simple rating scales are used to assess changes in the practice of select life habits among D. El. Ed students. Eight 11-point rating scales, one for each habit, consisting of 10 items, are administered. Participants are requested to mark a score ranging from 0 to 10. Based on the framework of the Personal Effectiveness Quotient (Franklin Covey, 2014), modified rating scales were developed for the current study.

Statistical analysis

Statistical analysis of the scores of Rating Scales on Select Life Habits is done based on the the paired t-test is applied between mean the pre-test scores and mean post-test scores of the students of all four classrooms, first year studetns, second year students, students at Institute 1, students at Institute II, students of execution type I classrooms, Students of execution type II classrooms, female participants, male partcipants and all 112 partipants.

Also, Statistical analysis of the scores of Rating Scales on Select Life Habits is done based on the independent sample t-test is applied to compare the mean pre-test scores, mean-post scores and mean gain scores of between the students of classroom 1 and 2, students of classroom 1 and classroom 3, students of classroom 1 and classroom 4, students of classroom 2 and classroom 3, students of classroom 2 and classroom 4, studnets of classroom 3 and classroom 4, first year students and second year students, students at Institute I and Institute II, students of Execution type I classrooms and Execution type II classrooms, female participants and male participants. Statistical techniques

Q Sort Ranking Schedules (Arjun & Bindhu, 2022)

Four types of Q sort tools are administrated after the implementation of contemplative education programme.

Judgement in Q technique is among various behaviours for a single individual rather than among several individuals for a given behaviour. In this sense, Q-Sort is like the forced choice approach. (Helmstadter, 1964)

Twelve contemplative activities are marked in 12 individual boxes represented with capital letters of english alphabet in single slide (sheet) and partcipants are requested to rank the activites in the order which they attempted to do more in the first Q sort.

Twelve contemplative activities are marked in 12 individual boxes represented with a letter in capitals English alphabet and participants are requested to rank the activities in the order which they prefer to do more through second Q sort.

Eight select life habits are marked in 8 individual boxes represented with a capital letter of the english alphabet and participants are requested to rank the habits in the order they prefer to make part of life style, through the third Q sort.

Eight select life habits are marked in 8 individual boxes represented with a capital letter of the English alphabet and participants are requested to rank the habits in the order they attempted to do more already in life, through the fourth Q sort.

Analysis

Students with the same preferences for activities and habits are identified. Students with the same preferences of attempted activities and habits are identified. Activities and habits preferred and attempted by a greater number of participants and a smaller number of participants are listed.

Results from these lists are used for analysis and for executing the semi structured interview schedule in the phase III.

Observation Schedule (Arjun & Bindhu, 2022)

This Tool is designed to maintain an observation record of classroom responses of the programme. Observable responses during the sessions and participation in written activities are noted through Observation Schedule.

Phase III

Research Question

Third phase of this study is qualitative in nature and the analysis of the data was done based on the following research question:

- What are the impacts of contemplative education activities and selected life habit practices, as discussed in the programme, on the participants? How does it differ gender-wise? How to understand the overall experiences participants felt, changes in perceptions and attitude developed after the programme?

Objectives for Phase III

Based on the research question, following objectives are formed to analyse the reponses of the partipants of the programme.

1. To identify the positive and negative impact of contemplative education activities in the programme.
2. To identify the positive and negative impacts of Select life habit practices.
3. To understand the gender wise impact of the contemplative education programme for enhancing select life habits.
4. To investigate about the overall impact of contemplative education programme for enhancing select life habits.

Sample

- 112 D. El. Ed students who participated in contemplative education programme for enhancing select life habits were participated in Focus group Discussions.
- 32 out of 112, were selected for Interview. 8 members from each class participated in interview.

Tool

Tool is designed based on direction of research questions and objectives. The following interview schedule is designed to get the responses of the participants of the programme.

- Semi-structured interview schedule for D. El. Ed students on the feedback of contemplative education programme for enhancing select life habits (Arjun & Bindhu, 2023)

10 items with an additional space for expressing reflections, comments and opinions is a part of this interview schedule. Experiences on contemplative education activities of each category namely introspection, mindfulness, socio-emotional learning theory and integrative education were part of the Interview schedule. Similary, changes happened through the practices of select life habits in the areas of personal life, professional life, social life and life with friends were also included. Items to understand the genderwise experiences about the programme and overall impact of the programme are part of this tool. This Semistructured interview schedule is designed to get responses through a duration of 25 min -50 min.

Techniques used for data collection

Focus group discussion

Responses of foucs group discussion is used for identifying the partcipants who practiced contemplative education activities and habits more frequently and selecting them for the interview for deeper reflections. Responses from the focus group discussion is also helped to ask extra questions to specific individuals.

Table 12

Composition of Focus Group Participants

Group	Number of students
Classroom 1	9
Classroom 1	9
Classroom 1	8
Classroom 2	10
Classroom 2	10
Classroom 2	9
Classroom 3	10
Classroom 3	9
Classroom 3	9
Classroom 4	10
Classroom 4	10
Classroom 4	9

Interview

Table 13

Composition of perosnal Interview

Group	Number of students
Clasroom 1	8
Clasroom 2	8
Clasroom 3	8
Clasroom 4	8

Analysis

Deductive thematic analysis based on the responses to three semi-structured interview schedules is used to find the codes connected to Objective 1. 4 themes are identified, namely personal life, professional life, Social life and life with friends, based on Covey's (1989) book. Themes are classified into subthemes and codes. Reflections of practising select life habits through focus group discussions, interviews

with teacher educators of the D. El. Ed institute and interviews with participants are analysed.

Deductive thematic analysis based on the responses to three semi-structured interview schedules is used to find the codes connected to Objective 2. 4 themes are identified, namely Introspection, Mindfulness, Socioemotional learning theory and Integrative education, based on the classification of Pizutto (2018). Themes are classified into subthemes and codes. Reflections of the contemplative education activities from the focus group discussions, interviews with teacher educators of the D. El. Ed institute and interviews with participants are analysed.

Inductive thematic analysis based on the responses to three semi-structured interview schedules is used to find the themes connected to Objective 3. Impact of the contemplative education programme for enhancing select life habits among D. El. Ed students on the basis of gender is analysed and identified codes and subthemes. Based on the codes and subthemes, the theme based on the Category of boys is termed as Individual Development and the theme based on the Category of girls is termed as Holistic Supporting system.

Inductive thematic analysis is based on the responses to three semi-structured interview schedules and is used to find the themes connected to Objective 4. Impact of the contemplative education programme for enhancing select life habits among D. El. Ed students. Based on the codes and subthemes, five themes are identified, namely mindful living, writing as healing, Self-transformation, Team spirit, Family life patterns and D. El. Ed life.

Reflective thematic analysis is used to analyse the data in terms of interview responses to get insights and suggestions from the experiences of existing primary school teachers.

Traingulation

Triangulation involves using multiple data sources, methods, or theories to study a single phenomenon (Saunders et al., 2023). It is essential for enhancing the validity and credibility of research findings. By converging different perspectives,

researchers can overcome the inherent biases of a single method, effectively "cross-checking" results to ensure a more comprehensive and trustworthy conclusion.

To ensure the validity and trustworthiness of the study, triangulation was employed across data sources, collection methods, and analytical techniques. The data sources included diverse theoretical literature, related studies, subject matter experts, and primary school teachers. Data were collected using both qualitative and quantitative techniques, while the analysis followed a mixed-methods approach, integrating both qualitative and quantitative data.

CHAPTER 4
ANALYSIS AND DISCUSSION

- *Phase 1*
- *Phase 2*
- *Phase 3*

This chapter is organised in three phases. The first phase is to identify the elements based on the responses of primary school teachers to integrate into the contemplative education programmes for enhancing select life habits among D. El. Ed students. The second phase displays the results derived based on quantitative data collected through tests, rating scales, Q-sort and observation schedule. The third phase presents the impact of the programme through thematic analysis. While analysis and interpretations of the first phase lead to the development of the programme, the second and third phases together validate the programme.

Phase 1

- **Status of awareness about contemplative education among primary school teachers**
- **Insights from primary school teachers on select life habits**

Status of awareness about contemplative education among primary school teachers

Researh Question 1

How do primary school teachers perceive contemplative educational practices? How do they select and integrate these practices into their daily routines? What are their personal experiences of implementing these practices?What recommendations do they have for prospective primary school teachers regarding these methods?

Objective:

- To derive insights into the awareness of contemplative education practices among primary school teachers, in order to integrate them into the proposed programme.

Based on the research question 1 and the respective research objective, two themes are identified through inductive thematic analysis of responses from primary school teachers. (1). Infromation on contemplative education, (2) Experiences, reflections and suggestions.

Theme 1: Information on contemplative education

Research question:

How do primary school teachers perceive contemplative educational practices? How do they select and integrate these practices into their daily routines?

Based on the above research question seven sub themes are derived under the theme of information on contemplative education. The following seven tables will demonstrate the codes and examples that constitute these sub themes.

Table 14

Codes and Examples of the subtheme I 'Self awareness practices through social experiences and individual efforts'

Codes	Examples
Religion	"When I had struggles in family life for three months, deepest emotions in me came to awareness and healed themselves when I did namas and prayers. I overcame that difficult phase like that. "
	"Prayer helps me to be clear about what I want at that moment in life. Sometimes it gives hope and a state of peace in tense situations. "
Spirituality	"Religious scriptures I read motivate me to think of myself and the truth. But some people misinterpret the scriptures. I like to call my own enquiries and practices spiritual. I think about life, myself, and truth. These are my practices. "
	"My spiritual practices are connecting with god. We do not know anything about. Many things in the universe are unknown to us. Thinking of God, connecting with God helps me to think in the direction of truth. "
	"Thinking beyond the traditions of religions gives us a sense of acceptance of all. Unity in diversity, secularism, and inclusivity arise in people's minds through thinking about life, mind, and perception in this direction. I choose practices based on such thinking. "
Self development practices	"I often take time to think about my mistakes and try to improve. I use ways like getting feedback from others, reading books, listening to talks of experts and sharing my problems with close friends. "
	"I believe in actions and results. To do the right thing, I put effort into it with commitment. Focusing on commitment is

	my way of self-empowerment. ”
Family values	“Father taught me to maintain neatness and complete the assigned work on time. These two habits will make us think to choose wisely, make decisions clearly and plan effectively. ”
	“The patience of my mother is an inspiration to face the challenges. My mother tells me to listen to people give us ideas for dealing with challenges. Also, over time, people’s moods change. So patience saves us from many situations. ”
school	“The idea of doing homework regularly for reaching a goal was internalised in my life through the advice of my maths teacher in eighth standard. ”
	“When we write exams to get marks, we will try to write the right answer with fewer mistakes in fewer words. When I write, I get better clarity about things. I was motivated to write about myself, my diary, and my life by my English II teacher in high school. She suggested many books to read, also. ”
	“The importance of keeping time for organising life is learned from school. ”
Personal experiences	“I learned about communicating properly with others from an experience I had with my school friends at the age of sixteen. I was heavily criticised by friends for my attitude toward talking. After that incident, I improved my communication by being careful about my overreacting nature. ”
	“I realised deep lessons from my close friends in college. We need to be critical about who we choose in our circle and why. Hence, communicating our values to our friends sends a message about our value system. It helps in developing a healthy circle around me. ”

Table 15

Codes and Examples of the subtheme II ‘Practices and information through Psychology’

Codes	Examples
Awareness on psychological theories	“Everybody has an ideal self and a real self. I keep these two aspects in mind when analysing myself. What I am doing in reality, in life, part of professional and personal life, and how I like to be in mind, gives conflicts, and it supports me in growth. ”
	“I used the techniques of sublimation. Whenever I feel negative tendencies that distract me from my goals, I consciously think of turning that feeling into a positive idea or

	creative activity. I overcome unnecessary sexual thoughts by choosing activities like exercises, planning a trip with friends and singing. I used visualisation techniques learned from an NLP class to set a template of my desired self. ”
Interactions with psychologists	“When I was not getting sleep for a few days due to personal issues with my husband, I called my teacher, who is also a psychologist. She suggested some breathing techniques to relax, calm my mind, stay in the present, and help me sleep. Whenever I have issues of overthinking or disturbed sleep, I use this technique to stay in the present and calm mind. ” “I faced a phase of slight depression for 5 years. I was recommended to write about my feelings and thoughts regularly in a notebook. That practice helped me to overcome that state. Whenever I feel low, I do that practice and get better. It gives us clarity on the patterns of our emotions and feelings. It will give clarity to make perceptions on self and others. ”
Information about facts in psychology	“When some serious mind issues happen in life, we can not treat ourselves, or we can not always move based on the suggestions of friends and family members. We must take official help from an authorised psychologist. Some cases of mind patterns can only be addressed by psychologists. ” “Tools like intelligence tests, aptitude tests are available to understand our mind and nature. It's very useful to apply among students too. ”
Information about practices to apply in life based on psychology	“Practice of life skills recommended by WHO is helpful in life to practice as a teacher as well as a human. I have the habit of giving myself a break, which I learned from a class on coping with stress skills. ” “I learned light self-counselling techniques from the psychology course of IGNOU. Whenever I have upsets in life, I use them to overcome the situation. ”

Table 16

Codes and Examples of the subtheme III 'Media effects'

Codes	Themes
Reels and videos of social media apps	"I followed the channel of a psychologist on Instagram and listened to relationship advice and techniques to improve communication, especially active listening. " "When I faced postpartum, I followed YouTube channels of psychologists and psychiatrists, and followed their suggestions. I learned to give time for my body and mind, by communicating clearly with my husband and relatives for their support. "
Programs in TV channels and Movies	"Watching movies and discussing with friends is one thing I like a lot. It helps with open discussions with husband, family members, and colleagues, and opens the possibility of discussing things in a healthy way. Discussion of the movies like 'The Great Indian Kitchen' opened healthy discussions and made more positive perceptions and a healthy relationship environment. " "I often watch the Safari TV channel. Some programs on that channel gave me insight into history, cultures, and human perceptions. Sometimes I get motivation to update myself and think differently when I come to know how various cultures and people made the way it is, irrespective of the differences."
Digital writings	"I read the Facebook pages of various influencers and writers on various issues of society like politics, gender, caste, sports, ethics, science, health and movie reviews. I think about the content of the selected pages and relate it to myself and the people around me. I sometimes get clarity and confidence in myself and my choices, and correct and update too on unhealthy patterns in me" "Reading scientific literature related to the brain and new developments in neuroscience through various sites helps me to grasp how I have to frame my thoughts and mind. "
Print Media	"Sunday supplements in the newspaper give me inspiration from great people and events. The lives of several persons, their missions and challenges help us to think wider and show more commitment to our development too. " "I read weekly like Mathrubhumi Azhchapathipu, which keeps me updated with my intellectual strength and expands my vision on life. Articles like this help shape readers' perceptions of free thinking, evidence-based thinking, rational thinking, scientific thinking, aesthetics, and values. We get insights into how great minds respond to life and its phenomena. "

Table 17

Codes and Examples of the subtheme IV 'Information through workshops on motivation'

Codes	Examples
Practices for holding positive thoughts and attitude	"Writing affirmations to establish a positive mindset over a negative mindset is a practice I learned from a workshop on motivation and NLP, and I apply that in life sometimes. " "As a visual person, I visualise goals I want to achieve in the morning or before sleep. I started practising this based on the suggestion from a programme on goal setting. "
Emotional management	"We experienced an emotional building exercise through observation, listening and eye contact in a one-day camp of stress management. I apply the insights of that camp in building connection and emotion with people. " "Observing breath patterns and changes in the body helps to stay present when anger comes. I learned this technique from a meditation camp. "
Passion formation	"When we do what we love, it gives us a sense of excitement and makes us feel good. But sometimes we have to do things we do not love as part of achieving long-term goals. In such situations, applying the feeling of love to what we do can completely change our attitude toward our work. Loving what we do will give us strength and excitement to do it with more interest. In a self-development and motivation workshop, they advised the participants to love the things they want to do and achieve from the heart. " "I like the opinion of the trainer in his goal-setting workshop that adding value and realising the importance of what we do and aim for will create passion for achieving it. Passion will help us to consistently work and take the pain of hard work comfortably to reach the goal. "
Instantaneous shifts of mood	"I have an experience from a self-development workshop that the practice of gratitude writing helped to change the mood quickly. We have to be able to feel good and grateful for what we already have, irrespective of the challenges facing us. " "Observing breath, feelings, words and body sensations helped me to stay in present when I did in a stress management event. If we can remember this technique in a low mood or body pains, it's helpful to feel better. "
long term practices	"I learned that writing goals for the long-term and splitting them into short-term helps to audit our progress. It's a long-term practice to do in life, as we evolve, we change our long-

	term and short-term goals. ” “Doing physical exercises has to be a lifelong commitment to make our mindset strong to practice any self-transformative techniques. Body exercises, walking, running, gym workouts, yoga, zumba dance and several body exercises are there for us to make our body healthy. ”

Table 18

Codes and Examples of the subtheme V ‘Insightful individuals’

Codes	Examples
Mentors	“‘Be attentive to all situations’ is advice from a person, my seventh-class football coach, whom I considered as my life guide, and I always keep that in mind. It helps to get insights into what the situation is and what I have to do about it”
	“Finding an ideology suited and staying in that ideology till we find a better one will be giving direction, and decision-making in life always was the lesson I learned from an experienced person who is like a mentor to me during my politically active days in college. ”
Elders	“Keeping an eye on income and expenditure, maintaining a healthy daily lifestyle and being watchful of our friend circle make us strong, according to my grandfather. It made some sense to me”
	“As long as we have the attitude to work hard and be useful to others, we can make our head stand even when we are not well physically. My grandmother says ‘*ellu muriye pani eduthale pallumuriye thinnavu*’ *(Malayalam usage; Meaning: Only after we work till bones break, we should eat till teeth break)*. I think once we create that mindset, we can act, lead and decide in any circumstances. ”
Parents	“According to my mother, we can listen to anyone, but we should make a decision by ourselves and take responsibility by ourselves”
	“In my father’s words, we will think sometime we can stand by ourselves. Up to an extent, it's true. But our idea of standing on our own is also inspired by some other humans. We will not easily understand that point, but we need life experiences for that. Never underestimate the experience of others whom we can trust. It helps oneself well”
Teachers	“My TTC teacher made me aware of the importance of standing on one's own feet. That lesson from her inspired me to improve myself to become a better person”
	“Classes of my physics teacher in college opened my eyes to know about a world and thoughts of completely different dimensions. The way science is developed and how it has changed the world as we see

	it today. We need to think scientifically and develop ourselves and work on our questions and thoughts in life. ”
Friends	“In my college days, I had adventurous friends. I travelled and enjoyed a free-flow lifestyle with them. I believe life is unpredictable, and what we build can be damaged at any time. Sometimes unexpected situations can happen in life. Hence, a person must make sure they can live in the moment inside by understanding this life flow. ”
	“In my friends' circle, we motivate each other, and all have various goals to achieve. I developed an attitude of doing until success was achieved through interactions with such friends. We can develop ourselves only through understanding ourselves, and till we work to reach the goal we aimed. ”
Role models	“Thinking in multiple dimensions and dreaming big requires the greatest self-analysing strength and vision. I consider people like Dr APJ Abdul Kalam as my role model, who talked and motivated several individuals. ”
	“I follow my father as a role model who has great self-strength to face extraordinary challenges. He was able to smile and keep his own peace, and did his best for his job and family. I will be successful if I can be in that state as an individual. ”

Table 19

Codes and Examples of the subtheme VI ‘Books’

Codes	Examples
Specialised books	“I read the Malayalam translation of the interpretation of dreams by Sigmund Freud. What I understand from that book is that each of our thoughts and dreams is very crucial in studying about ourselves. ”
	“I delivered a small talk and led a discussion about the book Frames of Mind. It opens the gates to various types of intelligence that exist in all of us. Awareness of our type of intelligence and the variations can be impactful in several decisions of ours, including learning style and career. ”
Non fiction books	“Books by Swami Vivekananda, Mahatma Gandhi, and Marx gave me various dimensions of self and life. How our self, surroundings, and world have to be viewed can be derived from it. ”
	“The Holy Koran talks clearly that God helps those who help themselves. It talks and motivates humanity to work on themselves and do good for others. ”
Fictions	“Novels of MT, OV Vijayan and M. Mukundan create so many philosophical questions in the mind about humans. ”

	"English novels in our degree classes gave me ideas about relationships and life. "
Poems	"The poem Geethanjali of Tagore, which I learned in 10th class, is an inspiration to think of oneself and his vision on life. "
	"I like the Malayalam poems and songs of Vayalar, Onv, Changpuzha, and many more. It shaped my mindset to be compassionate and progressive. It makes our heart wider, and we get the meaning and meaninglessness of life in those lines"

Table 20

Codes and Examples of the subtheme VII 'Inservice and preservice teacher training programmes'

Codes	Examples
Inservice programmes	"An inclusive attitude is a must inside our hearts while being a teacher. We have to enhance our awareness about the differences between children and humans. "
	"Shift of roles without losing effectiveness is required in life to give productive roles. Being aware of small roles and big roles is important for a teacher. "
Preservice programmes	"Teachers must be role models, and we have to develop ourselves in that direction. "
	"We need to adapt qualities of parents like father, mother or a guardian to the child. But it should not be artificial. It happens through a mindset change"
Faculties, resource persons and materials of training programmes	"A resource person in a workshop said that the ability to communicate is a byproduct of the ability to fix vision and values inside us"
	"According to a faculty member in a preservice programme, each curricular objective represents a moral, ethical or creative value. When a teacher tries to hold those aspects in life, then the job of a teacher will be more enjoyable. "
	"I learned from a teacher training event that teachers reflecting and listening to each other make a jump in perception not only about curriculum but also about life. "

Theme 2: Experiences, reflections and suggestions

Research question:

What are their personal experiences of implementing contemplative education practices? What recommendations do they have for prospective primary school teachers regarding these methods?

Based on the above research question five sub themes are derived under the theme of Experiences, reflections and suggestions. The following five tables will demonstrate the codes and examples that constitute these sub themes.

Table 21

Codes and Examples of the subtheme I 'Practices part of religion and family'

Codes	Examples
Prayers and rituals	"I pray in a sitting posture after namas. Before praying, I select a prayer after considering all sides of my situation. I keep a non-judgmental attitude and a full-hearted mode while praying. I feel relaxed and confident after prayer. Since it is connected to religious rituals and beliefs, I sometimes can't suggest to others how I pray. But in many struggling situations, it gave me relief. "
	"Dinner together after common prayer is a regular practice in our home and in the religion we belong to. We are unable to do that regularly. But many times, the family gets a refreshing feeling, and open communication is possible in our home. But it depends on the attitude of people who practice that. "
Adaptation of parental practices	"My father has a habit of keeping a record of all expenditure in a notebook. He even filed the invitations and receipts in different files. I followed that practice and was able to avoid unwanted activities and focus on the necessary ones over the years. Some may mistake it for money-making, but, in my opinion, it helps with self-discipline. If we aim for positive change in ourselves, it's a good practice. If I only think about making money, it may not have the same effect I felt. Depends on person to person. "
	"My mother believes in keeping things clean. Whether in the kitchen, room, veranda, garden or dressing style, whatever. Sometimes I am influenced by that because of the aesthetic feeling it gives me. She feels that keeping a clean environment will give our thoughts and minds a clear vision and comfort. But if we overdo such practices, it can create patterns similar

	to OCD and a mindset to make just material things perfect, neglecting the other sides. ”
Practices based on visiting places	“Visiting temples in a calm environment and standing near a pond is a self-loving experience. ”
	“I like simply sitting in the church hall under a great tree. It makes me feel vastness in my mind”
	“Enjoying the seaside near the beach gives so much peace and is connected to oneself. ”
	“I enjoy togetherness when we wander with family in parks, restaurants, movies, exhibitions and shopping, and that helps me to have a mood to self-reflect later. Experiences of togetherness of this kind give us a variety of experiences. It gives kids the possibility of interactions and parents a time for change and scope for being free inside. ”
Derived based on the family environment	“Celebrations often happen among our family members and relatives. Hence, I have a liking for clubbing together and engaging in positive group activities. That process of gathering together helps to audit my progress as an individual. Sometimes we only realise our faults when we deal closely with people. Otherwise, we may be blind about it. ”
	“Sometimes unexpected brainstorming on topics like politics, relationships and culture happens among relatives and family members. These debates and discussions mostly take place in a positive environment. But sometimes it can reflect unhealthy patterns and views held by individuals and ourselves. It helps us to be critical of ourselves and be motivated to change. I feel every member who takes those discussions in such spirit gets benefits personally, and a bond of good respect and relationship develops. ”

Table 22 *Codes and Examples of the subtheme II ‘Practices as own experiment’*

Codes	Examples
Life lessons	“In my predegree time, I made so many mistakes, including bunking classes, disrespecting teachers and giving less care to studies. That time I got several arrears and lost opportunities for better higher studies. It was a lesson in my life that made me think about my aimless state and how I take care of my family. I started to adapt discipline from that age. ”
	“My mother and I were facing continuous challenges from my father’s habits of alcohol and anger issues. It disturbed my mind

	a lot during my teenage years. I learned a lot about life in that era. I created an aim for self-sustainability and aligned my thoughts and mindset with it. I earned money through taking tuitions from my first year of degree onwards as part of my plan to support my mother. ”
Responses from others	“My way of talking and conversations improved based on the criticisms and feedback given by my friends in college. I started paying attention to my words and practising active listening. I started reading Malayalam novels to improve word selection. ”
	“I often get overly anxious and worry thoughts at important events like exams and social functions. When my friends pointed out these patterns in me, I started observing and analysing my thoughts about when I am alone and when I am in functions. That process revealed so much about my subconscious and unconscious mind. ”
Emergency situations	“My father’s death at my 19 gave me so many challenges in life. That sudden shift in life brought challenges and forced me to make immediate changes in my life and myself. I started making priorities and plans for job, finances and house maintenance”
	“I daily wrote my progress in a paper like a diary while I was preparing for PSC exams for two years. I developed and transformed into a new personality through that practice. But I am able to function in that mode when a competition, a prestigious achievement to be attained or a deadline to finish, when a chance to question the effectiveness of my work is present. ”
Environment	“My hostel friends were very creative and energetic individuals. We started a daily habit of exercising and running on the ground. That group developed a way of doing things together, including studying, preparing for a seminar, and planning events. Those habits greatly strengthened my confidence and mental strength. But sometimes we will end up doing many unwanted activities too”
	“PSC coaching centre and its social media groups are places that make us systematic and force us to change our attitude and lifestyle. But it focuses only on achieving a high rank in PSC and securing a government job. So some may feel pressure from competition, stress, and disappointment in the process when the results do not turn out as intended. But some take it in a sportsman spirit, stay in the process and commit to the target till it's achieved. ”

Table 23

Codes and Examples of the subtheme III 'Practices learned from Inservice and preservice teacher training programmes'

Codes	Examples
Life skills practices	"I practice deep breathing techniques as part of coping with emotion and stress. It helps us be calm instantly and connect with ourselves. But at times of high challenge, we may not even feel like doing it. But on normal days, it's helpful to stay calm and composed. "
	"I learned a flowchart-based technique from a workshop on life skills to enhance decision-making skills. That helps note down the consequences of possible decisions and choose the best one for the situation. Even though I do not often do it in writing, I keep that strategy in mind. But if one can take time to write it and do it, it's more effective. "
Inspired from theories in education	"I am attracted to adapting a naturalistic way of viewing the phenomenon in the world, including myself. I walk in nature and enjoy greenery. It gives us a feeling that we are a small part of a big machine. I practice this way when I'm in school or at home, so I can understand people and situations from a broad perspective, without bias. But sometimes, I feel it's difficult to stay in that mood when I see something completely unacceptable in my mind. "
	"Humans need to apply various types of intelligence to deal with their situations, regardless of profession. I follow the ideas of multiple intelligences and try to sharpen all dimensions of my intelligence. I like to sing, and I do whenever I get the chance. When we understand our strengths and areas to improve in intelligence, we can develop based on our situations and preferences. "
Objective oriented practices	"Based on the results required, I commit to changing my lifestyle and investing time to get that result. If something needs to change in me, I work on it myself. I believe in efforts. But sometimes we need to take a lot of pain, sometimes we may not get results. We cannot always know how to make the right effort. But as we start taking effort, we find the right efforts from wrong efforts too. "
	"A clearly defined target will make our lives easier always. I target not only increasing my savings and building a new home, but also making personality changes. Challenges in this practice are choosing the right target by thinking from different sides. "
Insights of other teachers and	"Metacognition is a way I learned from an expert in an in-service programme. I practice that. When we think of our own

resource persons	thoughts and awareness, we can change our negative attitude toward ourselves. It's a long-term process to follow, till death may be. ” “After interacting with resource persons of various training programmes of the last 12 years, I follow that thinking rationally, scientifically and with a humanitarian attitude will make us good teachers and humans. When I make any change in myself or my thoughts, I follow that ideology. The challenge in this practice is that we have to accept ‘I do not know’ at times. We get the right answers after enquiring for more days or months from a YouTube channel, a book, another expert, or our own intuition, in some situations. An effort to enquire is needed. ”

Table 24

Codes and Examples of the subtheme IV ‘Practices done under the guidance of experts’

Codes	Examples
Consultation with psychologist	“My psychologist recommended keeping a diary to note my feelings, emotions and reflections of a day regularly when I had a depressed state in life, where I was not even feeling like going to school and taking classes for two weeks. But writing with my hand about myself gave me strength over the period, and I still practice it once in a while. This practice requires patience and a non-judgmental attitude about oneself, in my opinion. ” “When I had issues in relationships with people, my psychologist made me practice assertiveness in communication. As I started doing that, my thoughts and awareness of my communication patterns began to change positively. It gives me a new sense of self-confidence at school and in my family. We need to be careful and make sure we are not keeping a rude attitude towards others in this practice. ”
Experts in Education	“In B. Ed. class, I learned about Primary traits, cardinal traits and secondary traits from educational psychology. I am a man of simplicity, maybe it is my primary trait. I like to keep things simple. So I do self-analysis based on simplicity and like to work out in that way. In some situations, we need extraordinary knowledge to keep things simple. Friends told me that my attitude of dealing with things makes people less tense in situations. ” “The pragmatic philosophy of John Dewey helps us to think in

	practical and experimental ways about life. In my experience, life is also like that. We may succeed or fail in the experiments. But we need to stop doing too much of addictive happiness or sadness and be realistic and practical and take the next steps. ”
Experienced School Teachers	“Duties assigned in school should be completed as much as possible within school. Then definitely we will have time at home and holidays. So when we put schoolwork first and finish on time, we can have time for ourselves. We also have to make sure we understand the nature of the duties and how we plan to execute them. If we take too many duties without having a plan to execute, we will be stressed and will not have time to think of ourselves. ” “If we plan and execute classes well, conducting tests and correcting papers on time and doing all the work for students based on need, we can develop a lifestyle based on that and can allocate time for self-development. Focusing on primary commitment to service will make our character better, I feel. ”

Table 25

Codes and Examples of the subtheme V ‘Practices learned from workshops on psychology, motivation and self development practices’

Codes	Examples
Psychological	“I attended an NLP workshop and learned about visualising techniques. I practice and reframe my future through visualisation. When I visualise, I can become aware of the negative possibilities about myself and reimagine the future in a positive direction by emotionally overcoming negative feelings and thoughts. But one needs to be guided by an expert to learn the steps of the NLP visualisation process, and it requires proper understanding and preparation. ” “I apply self counselling techniques and steps to guide myself in challenging situations. I practised while I was doing a course in psychology. We need to learn from experts or authentic courses in psychology to practice that. The advantage of this technique is that the mind easily gets clarity about the process. We can not expect impossible results through this technique, but doing it consistently gives positive results. ”
Motivational	“I work on my thoughts. We need to focus on the possibilities, even if the chance is small and constraints exist. We cannot

	achieve a positive result by focusing on negative outcomes. We should not fall into a world of wishful thinking or fantasies by always thinking too positively. We need to put efforts too. ”
	“Positive attitude, effective communication, right body language and maintaining a good character are the ways for improving myself. I read motivational books related to these topics. These books give me a space for metacognition, and I introspect on the content, make notes and analyse with my life. ”
Self transformative	“I participate in 21-day physical exercise challenges once in a while to keep my body fit and healthy. Also, I participated in the 5 am club online group meetings for 30 days to get up at 5 am daily, start the day with a positive mindset, and plan a productive day. The practice of the 5 am club gives me more time to work for myself and my family in the morning. I read stuff like novels, motivational books, science books, and academic books. I respect good in all ideologies. Total transformation is a long-term goal that requires short-term, sustainable efforts. We can do it by ourselves. But to do certain actions, we require a team to support us. If we do not have a team around, we need to either find one or make one. I learned spoken English too in that way. ”
	“Understanding our own self and seeking the right knowledge are very relevant in wide terms. I believe in choosing the right ideologies and updating them. We need to consider not only ourselves but also the society in which people live. All mutually dependent. I was inspired by communist ideology during my teenage years. I also take good from the religion I was born into and from other religions. Later, I expanded my ideology by adding new philosophies and perspectives, such as the pedagogy of the oppressed, naturalism, and positivist psychology. I believe changing our perception needs a first step. Through perception change, we choose actions and a lifestyle. But perception change does not always happen through self-effort. Sometimes through self and sometimes through others. In the name of practicality and utility, we should not neglect right thinking. The right practical steps come from right thinking and actions based on that. ”

Summarising the above subthemes and codes under the two themes as given in the following tables.

Table 26

Subthemes and Codes of the Theme I 'Information on Contemplative Education'

Subthemes	Codes
Self awareness practices through social experiences and individual efforts	(1)Religion(2)Spirituality(3) Self development practices(4)Family values(5)School(6)Personal experiences
Personal experiencesPractices and information through Psychology	(1)Awareness on psychological theories(2)Interactions with psychologists(3)Information about facts in psychology(4)Information about practices to apply in life based on psychology
Media effects	(1)Reels and videos of social media apps(2)Programs in TV channels and Movies(3)Digital writings(4)Print Media
Information through workshops on motivation	(1)Practices for holding positive thoughts and attitude(2)Emotional management(3)Passion formation(4)Instantaneous shifts of mood(5)long term practices
Insightful individuals	(1)Mentors(2)Elders(3)Parents(4)Teachers(5)Friends(6)Role models
Books	(1)Specalised books (2)Non fiction books(3)Fictions(4)Poems
Inservice and preservice teacher training programmes	(1)Inservice programmes(2)Preserive programmes(3)Faculties,resource persons and materials of training programmes

Table 27

Subthemes and Codes of the Theme II 'Experiences, reflections and suggestions'

Subthemes	Codes
Practices part of religion and family	(1) Prayers and rituals(2) Adaptation of parental practices(3) Practices based on visiting places(4) Derived based on the family environment
Practices as own experiment	(1)Life lessons(2)Responses from others(3)Emergency situations(4)Environment
Practices learned from Inservice and preservice teacher training programmes	(1)Life skills practices (2) Inspired from theories in education(3) Objective oriented practices(4) Insights of other teachers and resource persons
Practices done under the guidance of experts	(1) Consultation with psychologist(2) Experts in Education(3) Experienced School Teachers
Practices learned from workshops on psychology, motivation self development practices	(1) Psychological(2) Motivational(3) Self transformative

This data reflects how primary school teachers saw and responded to the idea of Contemplative Education. Perhaps most interestingly, many educators may have never heard of the term 'Contemplative Education'; however, they are clearly engaged in a variety of practices designed to promote self-awareness, emotional awareness (i. e., the affective domain), and professional development.

Awareness of these practices comes from a collection of not just professional but also traditional and personal experiences. Teachers draw on their childhoods, religious upbringings, and social experiences to help build that base. It is further developed or refined through professional training and engagement in pre-service and in-service programmes, psychological literacy, and modern media.

The responses of most teachers indicate that they see contemplative practices as a means of developing holistically—aligning their inner emotional landscapes with their outer professional duties. Many teachers consider the prayers, rituals, pilgrimages, excursions, and habits that parents, family members, and relatives prescribe during childhood to be contemplative practices. They practice what they learned in childhood by incorporating values and principles they have discovered later.

Mistakes, lessons learned, and unforgettable experiences in challenging life situations over time lead to contemplative practices, as teachers reported. They went on to say that criticism and praise from others, emergency situations, and challenging life environments pushed them to independently explore and develop such practices in their own right. practices. They also noted that criticism and praise from others, emergency situations faced and difficult life environments forced them to discover and experiment with contemplative practices in their own unique ways.

The first theme focuses on how teachers acquire information about contemplative practices and their existing level of awareness.

- Teachers frequently mention religion and spirituality as primary sources of self-awareness practices. They are used as emotional healing mechanisms during life's struggles. For some teachers, spiritual practices are part of personal enquiry into truth beyond traditional religious structures and into the cultivation of social values. But some view spiritual practices as a way of promoting values of secularism and inclusivity. In both cases, a contemplative way of thinking and perceiving is felt, as per teacher feedback. Teachers often internalise habits such as time management and self-development from their

own s former teachers in schools, suggesting a generational transfer of contemplative values. Values learned in childhood from family members and positive qualities developed through interactions with friends and classmates at school and college were part of the integrated learning of teachers.

- There is a significant awareness of psychological theories as a framework for self-analysis. Teachers use concepts like comparisons between the ideal self and the real self to navigate professional conflicts. Techniques such as sublimation, i. e., turning negative triggers into creative acts, and visualisation techniques learned from Neuro-Linguistic Programming workshops are practised by teachers. Teachers who consult psychologists to manage overthinking and stress value such professional help as a self-revealing process, and they derive contemplative values and insights.

- Modern information channels play a crucial role in shaping contemporary awareness, and how that awareness is interpreted is important for contemplative thinking. Various digital platforms, including those of psychologists and experts, offer advice on active listening, relationships, and mental health from a perspective of self-improvement. According to teachers, certain write-ups published on online or offline platforms lead to deep self-analysis.

- Motivation and goal-setting workshops provide awareness of practical tools such as visualisation techniques, gratitude journaling, affirmations, and physical exercises. The process of using such tools opens the mind to introspection and provides indications about socio-emotional patterns in the self, helping one work better on oneself.

- Interactions with insightful individuals from various streams of life, connected to an individual in different situations, provide direct and indirect knowledge of contemplative practices. Though it may not be for teaching anything connected to contemplative education, it could be the need of a specific situation.

- Teachers engage with diverse texts, ranging from religious texts to Freud's Interpretation of Dreams and Howard Gardner's Frames of Mind. This suggests a high level of intellectual engagement, and it often requires an integrative aspect of contemplative practices to process.

- In-service Training: Programmes emphasise "inclusive attitudes" and "metacognition"—thinking about one's own thoughts to correct negative patterns. Teacher training programmes emphasised expanding the idea of self as a medium to cultivate an inclusive attitude, role clarity in the profession, ethical perspectives, a responsible mindset, communication skills with vision, and creative qualities for teachers. Metacognition, i. e., thinking about one's own thoughts to correct negative patterns, was often necessary to carry out the above efforts in real life, and teachers observed that they naturally had to apply contemplative practices to do so.

The second theme examines the specific activities teachers practice, their perceived merits, and the challenges involved.

- Many teachers adapted rituals and value-based family practices learned in childhood into contemplative practices in their own ways. Sitting in silence after prayer or having communal family dinners are seen as refreshing and conducive to open communication. Nature-based contemplative activities, such as sitting in a church courtyard or visiting a beach, offered experiences of vastness in the mind. Teachers report feeling relaxation and a non-judgmental state through such practices, though they were not clear where they would lead in life later.

- Teachers reported that contemplation often arises as a response to life crises. Challenges like a parent's alcoholism or the sudden death of a family member forced some teachers to develop self-sustainability and priority planning in life, where they tend to study about themselves as a need. Criticism from friends about communication styles often prompts a shift toward active listening and self-analysis. Teachers emphasised the importance of connecting

with the right individuals and staying in healthy circles to adapt to the needed introspective and socio-emotional changes in life. Teachers warn that over-relying on habits learned in childhood can lead to rigid patterns, such as obsessive-compulsive tendencies toward neatness.

- Teachers naturally learn contemplative techniques as part of their teaching job and apply them directly to their school environment. Some teachers believe that completing duties on time and planning classes well are forms of service-based contemplative practice that improve character and reduce stress. Concepts like John Dewey's pragmatism help teachers view life as an experiment of self, allowing them to move past addictive sadness toward practical next steps. Ideas of Life Skills Education and talks by resource persons introduced practices like mindfulness, and a few teachers practised breath exercises for a few days and felt better for their well-being.

- According to teachers, experts like psychologists, teacher educators, and senior teachers introduced practices such as journaling, goal-setting methods, techniques in transactional analysis, and lifestyle modifications, along with contemplative insights.

- The teachers participated in fitness clubs, activities like the 21-day challenge or ‘5 AM wake-up’ WhatsApp groups, to develop a positive habit. They observed that they were doing contemplative practices naturally through those. WhatsApp groups like 5 AM Club or 21-Day Challenges provide a structured team environment for total transformation at both the physical and mental levels. Teachers often felt a shift from singular ideologies like religion or political affiliation toward a more positivist, inclusive and pluralistic worldview through such group platforms. Teachers practice contemplative activities learned from various workshops on mind and mindset, and feel they can better perceive these practices through such group workshops. They also added that we must be careful when selecting the right groups and a suitable system for ourselves when joining such events.

The research highlights several key findings regarding awareness of information on contemplative education. Teachers possess a sophisticated, though often unlabelled, understanding of contemplative education through the lens of life experiences, psychology and spirituality. Practices lead to increased confidence, well-being, emotional calm, better communication, and improved professional efficiency. Certain practices, like spiritual, religious, or individual-oriented ones, are hard to suggest to others when childhood conditioning and the individual's subjective suitability are considered. In highly stressful moments, teachers find it difficult to initiate practices they learned that would help. For some practices, like NLP or practices suggested from motivation workshops, without expert guidance, there is a risk of falling into wishful thinking or unhealthy patterns. Overall, the data suggests that for contemplative education to be successfully formalised among primary school teachers, it must consider the existing personal frameworks and practices that teachers already value. These reflections can be applied while developing interventions on contemplative education for prospective teachers, especially at the primary school level.

Insights from primary school teachers on select life habits

Research Question 2

- What are the insights and suggestions of primary school teachers regarding the practice of select life habits for prospective primary school teachers?

Objective

- To identify key focus areas based on the experiences of primary school teachers regarding selected life habits, in order to integrate them into the proposed programme.

- Based on Research Question 2 and the respective objective, three themes are identified through deductive thematic analysis of responses from primary school teachers: (1) Private victory, (2) Public Victory, (3) self-renewal, habit implementation and life purpose.

Theme 1: Private Victory

1. What are the insights and suggestions of primary school teachers regarding the practice of 'Private Victory' habits for prospective primary school teachers?

Subtheme I: Awareness of self

Table 28

Codes and Examples of the subtheme I 'Awareness of self'

Codes	Examples
Thinking patterns	"My thoughts were positive and optimistic while I was preparing for the PSC exam for a teaching post. " "Thinking too much about my son's exam and future makes me feel exhausted while reaching home. " "Some teachers' thoughts got fixed that creative changes are not possible in students, even if we put so much effort into preparing before the class. " "Some teachers try to please parents somehow to avoid problems, rather than looking for a real solution. " "Thoughts like 'not having enough time' arise sometimes when multiple priorities come inside the school, outside the school and both. "
Emotional patterns	"I get too many negative emotions, like fear, when I try to have a vision of new and creative output in my commitments. " "I get hurt when close relatives and friends disrespect my initiatives. " "Feeling good is important for me when I plan an activity. Otherwise, I can not feel motivated to do it. " "Certain criticism can create bad feelings in me and disturb my mood for several days, especially when no one understands the truth from my side. " "Managing students requires extraordinary emotional strength based on my school experience. " "I connect to students by understanding their emotional state. "
Communication style	"My interactions with my husband often become fights, and it changes my mood for the worse. " "When I taught my child with patience, he learned better. Similarly, each child requires such an approach while interacting. "

	"I shout high when I get triggered in the classroom. "
	"Some days, my sound modulation changes in the classroom after 3 pm. "
Relationship mechanism	"When I present the rules of KER-KSR for the right functioning of the school, some colleagues mistake me as someone who is relating with them just officially. It would be more effective if a family-like feel is created with staff. "
	"I tend to open up a lot about myself to colleagues and family members. This can sometimes lead to boundary issues and misinterpretations of my views. "
Life style	"I follow my own lifestyle and feel good about myself in school, in front of teachers and parents. I was inspired by my role model teachers, maybe my dressing style, keeping a pen inside my pocket, etc., gives me a simple feel like someone in their neighbourhood, approachable. "
	"I have a habit of not maintaining order and discipline, especially books, clothes, etc., in my room. But whenever I maintained neatness in my home, it helped to have the right vision in conducting classrooms too. "
	"My lifestyle is based on my ideology; it gives me the strength to deal with family and school with a fruitful vision. "
	"I am still finding my life path, by my own experiences, reading, listening to others, and experts may help to get my own life path; I guess reading good books can support in shaping a better life routine. "
Physical and Mental Health	"I daily walk with my wife, because I am a sugar patient. "
	"My WhatsApp alumni group is energy for my mental health. "
	"My B. Ed teacher supported me by sharing techniques to get sleep when I had issues with not getting sleep. "
	"I practice dance and gym to maintain my health and fitness. "
Personal goals	"Based on my life circumstances, including my family, children, and life partner, we need to enhance our financial strength and maintain generational wealth. "
	"Building a home, buying a personal car and visiting the places on the bucket list require sufficient money and sometimes beyond that. "
	"If major surgery or treatment were unavoidable for us or any of our close family members, a huge amount of money would be required to meet hospital expenditures. Thus, savings and insurance are a must in today's World. Every teacher and citizen must be aware of this. "

Hobbies	"My family has a background in business. Developing business skills has been natural to me since childhood. I like to do activities connected to business as a hobby. " "I like reading books; Sometime I write poems and attend discussions related to Malayalam literature. I like to contribute what I can through this artistic taste of mine. " "Travelling is my hobby. I like to visit places in North India with friends and family. I have to develop a positive and confident lifestyle and mindset to work out that passion. I have a connection with a group of bikers, too. "

Table 29

Codes and Examples of the subtheme II 'The role of a teacher'

Codes	Examples
Subject Mastery	"First five years, I was determined to search and find all higher-order problems and compile them, and I did; my students got great output in various exams too. " "Any concept requires a content-wise breakdown in order to be presented in classrooms. This process requires knowledge and imagination. " "Teaching lower standards must be aligned with a vision that children will have to learn the higher versions in later classes. Thus, subject knowledge is a key to sustainable learning outcomes in a learner. "
Concept clarity	"A teacher can choose the right and effective methods and activities only if they can understand the concept well. Concept clarity enables a teacher to explain an idea in various contexts. It also determines the priority of the content presentation. " "Content transaction and order of presenting information is designed based on how clearly a topic can be communicated quickly within 40 minutes. "
Content transaction	"Selecting appropriate activities, learning aids and organisation of group activities suitable to the topic and age group of children, can change the feel and rhythm of the classroom. It is an art as well as a science, as we learned in our teacher training programmes. " "We need to plan the impact of a class before we enter the class, so that we can fix a style of teaching by including various styles of interaction to get that output. If we need children to feel relaxed and tension-free in a classroom, we have to add jokes to help them

	understand the concepts better. ”
	“A teacher must have the attitude and awareness to check whether the intended output of the interaction is reached by students through small questions, tests or innovative ways. Based on that, a teacher can instantly modify explanations and present them in a more effective form. Sometimes we have to find a new way to interact and attend the next class. It all depends upon what exact output we need to see in students. ”
Connecting with young learners	“Detached way of teaching can be helpful in establishing impartial feel among learners. But we need to connect to the minds and heart of learners for a sincere education to take place. A content has to be presented such that a student has to feel that it is telling for him personally. Sometime, while teaching maths or science we can not easily do that, but we can call the name of a student or give eye contact or ask a student to come to board and give appreciations to him can be attempted. Thinking from the view of children is necessary quality to be developed by all teacher and student teachers. ”
	“If a teacher teach with less concern attitude, students may tend to believe this subject is not that important to learn. Sometime views created in the mind of student on the subject maths depended on the way maths teacher approached students in his class. "
Ability to transact values	“My former Head Master used to tell that discipline of the teachers outside the classroom automatically reflect in the discipline of the students in that school. Humanitarian values of a teacher will be a message of life to children especially in the activities outside of classroom. Providing tea and mental support to children who is waiting for their turn to dance in a youth festival at late evening can be an act of consideration. Understanding the differences of situations and individuals helps a teacher to act with values. ”
	“Sports festival, School Kalotsav, Club activities, School Escursion, Sevanawaram and Junior Red Cross activities are events where teachers have to be more social with children. The way a teacher works in a team, lead a group, Communicate with others, coordinating smoothly and attitude of inclusion and consideration will be evident for students. Knowingly or unknowingly students will get influenced in positive and negative way by teachers in these circumstances. ”
	“The way a classroom is conducted by a teacher, discipline felt in presentation and class, interative patterns and selection of words can be a way of communicating values among children. Among primary school students, such minute points will ave great significance in the minds. ”
Classroom	“Classroom is a social gathering of future citizen with subjective individual mind. Each may have their talents, unique individual

management	background, diffrences in parental income and health. 1: 35 or 1: 30 student teacher ratio can be a challenging for a teacher to plan the classroom based on the principles of psychology. But a govt teacher is expected to have the ability to manage that classroom well. Its requires patience, communication skills and social skills. ” “Classroom management is an art performed through discipline. We need a knack but we have to ensure discipline. ”
Alignment with Curriculum	School education work is based on the curricular objectives, which are holistic and specific based on the context. A teacher carry a role of role model as well as educator. Life skills, self-development, self-transformation and an updated set of skills are required always. ” “Capacity to switch the roles effectively and quickly is needed to implement a wide curriculum in school. ”
Social commitment	“Interaction with stalk holders like parents, local self government officials, elected representatives and local persons are necessary for an school to ensure social responsibility and social support. Every teacher need to be democratic and socially approachable in attitude. This can be developed only through a deep mindset change. Thus teacher preparation must be capable to address how to change the mindset to society not only in general sense but also in specific social contexts. ” “Interactions with government primary health centers, police officials and media persons are also happening related to school. Teachers have to be keen in watching social situations and developments happening in society. Information from media and identifying authentic information is also important in dealing society”

Table 30

Codes and Examples of the subtheme III ‘Individual teacher in a system’

Codes	Examples
Relationship with HM	“Sharing opinion and comments to the head of the school is very much easier in my school. It helps in making decisions and correcting any steps in the task assigned. ” “In the earlier school I worked, communicating with HM was little tricky. He had a tendency to assign same task to the teachers who already doing commitments require extra attention. ” “Distribution of responsibilities must be shared among all teachers

	in best possible practical ways. ”
Relationship with staff and Teachers	“Democratic environment is the key for all respectable communication patterns in a staffroom”
	“As an head of the institution it’s a challenge to deal the variety of behaviors of teachers. ”
	“Taste and talents of each teacher is different. Capacity of leading an educational institution determine how well an HM can recognize the individual talent and make utilize the best in team work for the benefit of learners. ”
Relationship with officials in Education	“Awareness about laws and rules related to teaching profession is very helpful in dealing with the staff of Assistant Educational Officers. ”
	“I take advice and support from a retired teacher who is expert in tax fixation, accounts and income tax whenever I have doubts in auditing and salary related task. Studying these tasks at a young stage of teaching career will help a teacher to act with more conscious and managing goods and services will be more easy for him and school in his later years. ”
Relationshp with parents, stakeholders and society	“Each parent has their own personal views and social background. A teacher has to develop a capacity to be open hearted and recogonise the pulse of their objectives and emotions. ”
	“Developing effective communication life skills will be very helpful while conducting the meeting with parents in class, school and at individual level. A teacher must be careful about presenting the information about the class must not insult any specific student or parent. ”
	“Frustration of the teacher must not reflect in any communication with parents, elected representatives or social communities connected to school. Frustration of the society must not create any instant anger or emotional imbalance while having any communication connected to complaints on school or children. Sticking on the facts happening in an event can support in dealing such situations. Also remembering that anger of other person can change in few hours or days in 99% of cases will give strength to stay in patience in interactions. ”

Table 31

Codes and Examples of the subtheme IV ‘Individual teacher with students’

Codes	Examples
Awareness about family	“Each child is influenced by parents and home. Facilities in home, educational background of the parents, relationship

background	with parents and financial situations must be in the awareness of teachers, at least by class teacher. This will help to design a plan of action for a child in individual level. But a teacher has to develop compassion and sense of extra sincerity to practically make such attempts a success. ” “How child feel about his family must be listened with patience. Many teachers are capable of remembering all the details of parents and family well. But, how child feels about his family require patience from the side of a teacher. Talking softly with parents and shouting at the children may make life easier for the teacher. But, if teachers do not remember child psychology, who will remember then and why we studied this in our TTC and B. Ed”
Challenges of students in personal life	“Health issues occurred, trauma faced or abused happened in childhood can make the mindset of a kid difficult for having learning attitude alone or in class. ” “Comments of relatives, teachers, friends or family members can deeply effect the mood of a kid. Teachers must act like therapist in some situations to address in such situations. ” “Students with learning disability, differently abled children, slow learners, gifted students and students with great art and sports skills etc must be addressed based on their uniqueness. Each student have their own individual challenge if a teacher enquire. ” “Studying pg diploma courses on subjects like counselling psychology, learning disability must be encouraged among teachers to function effective in an inclusive classroom”
Individual emotional connection	“Respecting a child, remembering their name, encouraging their good acts and necessary eye contact will bring a healthy connection in classroom as well as outside. ” “Listening and giving attention to the emotions of a child for a sensible duration will build good relationship with a child and he/she will feel space to communicate with teacher comfortably. ” “Since I am also a mother of two kids, same way I can connect with children. Affection and a motherly hug can calm a student who is feeling sad or disappointments. ” “Some male teachers may require special training programme to deal effectively with emotions of kids. ” “My daughter’s class teacher was lady in first standard. But some of their behaviours were not proper and respectful to her. Her voice and shouting mentality hurt the emotions of her and

	she felt insulted. I changed her school to a government school after she expressed a series of negative faces to go to schools. ”
Awareness of personal needs	“I found five students whose voice is suited to music and recognised a taste in them for music. I communicated with their parents and made them joined for learning music. All of them won prizes in school youth festivals later. ” “Identifying talents and giving guidance to shape those gifts of children require knowledge, experiences and contact with right supporting system in that area where talent exist. ” “Some needs of children may be temporary for his nature. But teacher with wisdom to guide and abilty to give support a healthy need of nature can make changes in the life of child. I sent a child to swimming coaching and won grace mark later in higher classes. His parents did not have good financial status earlier. My financial support to learn that sport brought good to him. He still visits me whenever he can because of that support I gave him on time. ”

Table 32

Codes and Examples of the subtheme V ‘Teacher facing society’

Codes	Examples
Parents Teacher Association	“Always prepare before having any official meeting with parent. If a teacher has to speak in PTA meeting or interact with parent for signing the progress card, its important to write down main points in mind or paper and plan speech. An unprepared word will bring controversy in meetings and create conflict not only among parents but also teachers. Any concern of a student is always connected with one or other teacher in school. So one must be prepared in advance. ” “A teacher has to develop a mindset of keeping long term commitment with parents from the beginning of joining first standard. So that parents can feel a trust on teacher and interactions will be smooth at tough situations. A parent has to feel trust in teacher. ”
Local self government officials	“Respectable dealing give creative output of collaborations with panchayath offices for the benefit of school. The teacher who interact with official of any government office can make it best or worst depends on his skills. Atttitude of respect and openness is necessary. ”

	"A government offices sometime has limitations in providing support to a teacher and a school. But being aware about possibilities of a government office can help to direct a conversation to bring certain specific support to school within the provision of that office. In such situations a teacher has to keep a perspective which benefit all the schools in that locality. "
Elected representatives	"If we build right connection and approach to elected representatives and associated politicians at individual level, we can bring or accelerate the infrastructure work of the school. Sanction of funds for building a new block and renovation of existing buildings went smooth with the support of them when I am in charge as HM. "
	"We got two computers through MP fund after meeting him for 2-3 times. "
	"Our ward member is a good friend of mine even though i am not a native of this place. He support school and help us to connect with other ward members, local politicians and social workers. These factors can helps to maintain a good fame of school and attracting more children to join in our school. "
Local community	"School teacher has to maintain a healthy bond with locals around school. It helps in the functioning of the school in several situations. When we conducted subdistrict youth festival in our school, we got a remarkable support from school neighborhood and local citizens."
	"Conducting important events like School anniversary, sportsmeet, youth festivals at sub distritct and district level, the connection of a teacher with local people can be helpful."
	"In evenings, some displinary issues done while students returning back to school were observed by nearby people in locality Three boys of sixth standard went to swim with friends in school uniform on a working day. A lady living near that pool told her husband, and he informed our HM by phone. This information helped us to improve the attendance marking system and regular interactions with students along with giving awareness for children on the importance of attending classes and safety. "
Higher Education Officials	"Right attitude to persons who represent Education department for the improvement of learning process of students can lead to a platform of teacher supporting system. Mathblog site etc came into existence due to the continuous and sincere efforts of individual teachers."
	"Some teachers always find negativity in all the inservice training programmes and often pass comments like these all

	became mechanical over the period of years and education system is not changing as a product of these efforts. But, I believe a sincere individual teacher get opportunity to interact with experts and teachers in same sub district or block through these programmes. So a teacher need not think like a shy student. They can take responsibility and make creative actions for the benefit of their students. When such actions happens, they get confidence to demand more fruitful and effective preservice programmes to higher authorities. In my opinion and experience, feedback of active participants are considered and made revisions in the next term or academic years. ”
	“Some teachers miss a point that, sometime resource persons are also a teacher like us. In many occasions, a teacher who have talent and interest are welcomed to do the role of resource persons via right channels. When we aim to improve the learning experience of a student, we will definitely try different things in our classrooms and will have an urge to share what feedback received to other teachers or experts. A teacher has to approach the meetings with other teachers and experts conducted by department with this perception. Then we will get several inputs from different ways to enhance learning experience of our classroom. ”
Health, Media and Police	“Good events conducted by school and students, have to be presented to public through media. That will give an opportunity to share the message of the event as well as useful for the promotion of school activtites. In our school, I ensure all the important updates are shared through local tv channel, news paper, whatsapp groups and facebook, winners of LSS and USS exams, quiz winners, best results in school youthfestival, campaigns for social causes, parenting awareness classes and special achivements, talents and news of students are shared for public information.”
	“Private schools promote their events and achievements greatly. They can bring costly guests such that media attention and school promotion happen automatically. But our school has limitations we have to arrange through our individual connections, contacts and efforts.”
	“Unfortuante events happens to students or school once in while. Teacher must be careful in briefing matters to media over a direct bite or phone call of any reporter. Some media reportings can cause the damage to the life of students or their family. POCSO case reporting through schools is one example where a teachers has to be conscious while addressing media directly and indirectly.”
	“I keep good relationship with doctors and staff of nearest

	health center of our school. They always support whenever we go with students and include our children in many useful health events for them and school."
Alumni	"Many of my old students visit me since i am about to retire. Six of them gave a good donation to the school for its development. One student gifted a projector and another person donated a laptop for the school. " "Many of our alumni are the promoters of our school as well as part of the school protection group out of their love for the school. Sometimes, an existing teacher may not know them or their connection with the school and their teachers. But the present teacher in charge and HM have to deal with them with respect and love by understanding their emotions at school. " "When an old student makes his son or daughter join the same school, that itself is a good feeling for a teacher who taught both. I experienced this many times from my school. "

Table 33

Codes and Examples of the subtheme VI 'Skills and competencies at individual level'

Codes	Examples
Technological skills	"I have to learn how to use AI for making good demonstrations to show my students. Technology changes fast and difficult to cope with that sometime. " "Covid time was a challenging time for many of the teachers in our class. But young teachers could adapt it fast and they supported us well. After few months, attitude of all age group teachers attitude changed fast and adjust the situation. I personally find various possibilities in of new technologies in teaching field and other areas of life. I started singing in smule after started teaching in online mode. Covid changed the attitude of teachers in learning technology. " "Learing technology require our own individual efforts. We can not learn that just from short days of in service programs. But, many teachers who are very comfortable in using the advanced smart phone devices do not know how to use that for improving learning experiences in school. May be they do not have that attitude to think in that way. "
Social skills	"I saw teachers, junior as well as senior, who are not even willing to have an introductory smile to students in their class or in general meetings. I think giving a slight smile is basic communication skills especially when we want to get a

	positive outcome with the help of others like parents, students or colleagues. ”
	“healthy socialising attitude is helpful while visiting the home of parents, parents meetings and other public events”
	“usage of right gestures, beahviours and keeping respect with people is an extra advantage when we interact with stakeholders of a school. ”
	“Skills in public speaking, usage of social media etc can be useful for any teacher, earlier days it was the burden put only on HM. But nowadays any teacher may be assigned with such roles”
Life skills	“i learned about life skills of UN through training porgrammes. All teachers require to get trained in those 10 skills. School is a miniature of the society where all type of skills and experiences are required. ”
	“Teachers require continuous support in managing stress, strain, emotions, anger and disappointments as they face multifaceted challenges in school. ”
	“I faced multiple situations in life where I need to take quick decisions and solve the problems immediately in school as well as family. Sometime I felt tired and dispappointed due to lack of efficiency in managing the situations like a machine. ”
Administrative skills and capacities	“Ability to lead and run a system of teachers, staff, students and others as per the guidance of curriculum and rules is an added advantage to teacher. ”
	“some teachers theoretically know how administration has to be executed. But practical situations and responding to a present question is the real strength in leading an institution or an school committee. ”
	“If I look at activities of calendar year in an school, we can understand easily that its series of events to be conducted under the leadership of me or other teachers. ”
Capacities for perception on Education	“The job of a teacher can not be viewed as a mechanical routine with the same set of tasks daily. On the outside, it may be a 10 to 5 job on five days in a week. But, mind of kid, the way he learn and objective of developing all round drawn out of the best make it a job has to be done with a long term vision and holistic approach. ”
	“Tuition centers, recorded classes, Apps, youtube channels etc can replace certain activities inside a school. But, how can we install any transferable value in the heart of a child?I think I am a teacher who like to give something in the brain of student through his heart. ”

Theme 2: Public Victory

1. What are the insights and suggestions of primary school teachers regarding the practice of 'Public Victory' habits for prospective primary school teachers?

Subtheme I: Teamwork for Curricular objectives

Table 34

Codes and Examples of the subtheme I 'Teamwork for Curricular objectives'

Codes	Examples
Assessment management	"We make subject wise committees and assign charge to different teachers for making question papers and answer key of each standard. We divide these duties well at the time of mid term and internal examinations. " "I collaborate with teachers of other schools at common platoform and programmes for teachers for learning good practices on assessment, exchange ideas and using digital system for assesement. How to identify and include the talents as part of internal assessment require experience and ideas from experts and teachers in other school. " "Valuations camps activities need ability to take decision and lead;And also need an attitude to respect the views of other teachers especially in deciding value points and deciding the marks. "
Subject wise team formation	"We have subject wise committee in our school for discussing and deciding plan of action for teaching a particular subject that year. This can be creative platform if teachers utilise with full heart and mind. After few months it become routine in some situations. Team work and listening the opinion of teachers with repect can bring fruitful collective learning events in school. " has contact with people who are expert in shortfilm making. With the support of him our schools langague club lead by by language teachers subject committee did a shortfilm based on the text book content. It was an innovative activity for students and school. Teachers of other school and public also appreciated this team effort. "
Co-Scholastic activities	"Various programmes we conducted in school starting from pravesanolsavam and environmental day from the first week of academic year to farewell day of teachers and senior students in school, we try to make it innovative for children

	and school through discussions and team efforts. Contacts of teachers bring notable guests and create different experiences. We try the possibilities of linking with curricular objectives and make the events effective in all sense. ”
	“to make subject club events, arts festival, sports festivals, science festivals (Sastramela) a success unique ideas and different talents of each teacher is required. Creative ideas and experiences come through such brain storming and group works. ”
	“Democratic attitude and understanding communication is required in staffroom to appreciate the different talents of fellow teachers. ”
Specific capacity building for learners	“Three teachers who are interested in arts identify the artistic talents of children from first standard and encourage them to learn singing, poems, drawing and dance. Some of these students happened to be winners and good performers in balakalosavam. These teachers do great collective effort to make them prepare for participating in arts and creative activities. ”
	“Special coaching is giving to students for passing LSS and USS exams by our teacher. Teacher in charge make a long term plan for two to three months and divide portions and execute well with the support of parents. ”
	“identifying talents in sports and giving facilities for learning and practicing their sport item is a collective commitment of teachers. We need the support from coach, parents and experts not only the financial support but also cooperation with patience”
Differentiated Support for Exceptional Children	“Collective efforts of teachers, parents and management brought many positive changes in school to make the environment truly inclusive. Special learning sessions and care is provided with the help of expert advice. ”
	“We communicate our observations about students with parent if find any primary difficulties in learning, reading, calculating which can be a sign of possible learning disability. We consult with psychologists who are expert in learning disability to identify the issues at an early stage. In some situations if parents have some difficulty in managing teachers make plan together to support kids. ”

Table 35

Codes and Examples of the subtheme II 'School as a whole'

Codes	Examples
Maintenance of infrastructure	"Coming in good term and communication with management supports to bring good infrastructure facilities. Good buildings, playground, ICT facilities are arranged smoothly through friendly connection with our manager. "
	"In aided schools, there are situations where manager has to decide things and teachers require support of management. Unlike government schools, aided school management has more role in infrastructure development of school and teachers has to work in alignment with manager. "
	"I shared my vision about school and its building to our manager, he accepted several views of mine in designing compound and classrooms. Infrastructure can be created by manager, but what to be and why it is necessary has to be presented by teachers to manager. "
School promotional activities	"School promotional activities are necessary not only for public support of school but also for attracting children and parents to choose the school to take admission. Collective efforts of all teachers of months even in vacation may be required to promote the school.we conduct celebrations for acknowledging the success and achievements of leaners in various aspects. Achievements in sports, arts and sasthramelas are celebrated. Last month we celebrated the medal of Ajin in 100 meter run race."
	"When our school won overall championship and runner up tropy in recent years of sub district youth festivals we conducted rally. "
Admission procedures	"Visiting home and enquiring the financial and social background of students who take new admission is needed in some cases. Sometime teachers and school has to support them to prepare for new academic year. "
	"Teachers divide the duties and assign days for each teacher in vacation for smooth conduct of admission. "
	"conforming requirement of transport facility for students and fixing the routes are done by teachers with the help of parents and drivers. Communication between drivers and parents and maintaining this system for the whole year is an important commitment. If any emergency leave for driver or students teachers in charge has to make immediate communication and fix the situation quick. Sometime different teahers has to exchange the responsibilities in scuh

	situations depends on the duties or leave of other teacher. ”
Parents Teachers Collaborations	“Parents teacher association is a key piller of our school in programme conducted by school. ” “Fund raising for the development of the school is supported greatly through parents. ” “All the official public functions including school anniversary, youth festivals and farewll functions of teachers are organised with the support of PTA in terms of man power and resources. ” “PTA supported us greatly when sub district event is hosted by our school. Volunteered in the food services for all three days for the smooth conduct of the programmes by 60 parents was appreciated by officials and participants” “Listening the opinion of parents and PTA representative on time will be solving many critical issues in school including miscommunication with students and parents. ”
Sports, Art festivals and Excursions	“Planning, proper distributionof duties, leadership skills, efforts of teachers and creative ideas are required for the successful conducting of sports, youth festival and escursions. ” “As number of students increase in participating in excursion, number of vehicles and managing actions require more planning. Leadership and communiation skills are required to manage a tour with less complaints and discomforts of children. ” “Sports and youth festival is an event consist of several small events with requie small teams for all programmes. In sport a team has to be there to conduct shot put, whereas another team required to conduct running race. In art festival, stage items like dance need a team of stage managers and judges where as for items like recitation and elocution another team is needed. Sometime events happens parallel. Teachers may have to act as a s co-judge in arts and a referee in sports meet. ”

Table 36

Codes and Examples of the subtheme III 'Teamwork with higher educational officials, stakeholders and society'

Codes	Examples
Sub-District and Educational District level activities	"conducting programas like inservice trainings, science festivals, quiz, scholarship exams, sport, school kalolstav require understanding, respect and attitude of team with the teachers in other schools and staff and experts of educational offices. "
	"Often we need to deal with officers of sub district and various teachers of other schools related to sudden implementation of plans, administrative tasks, text book distiribution, noon meal programmes and financial auditing. I was asked to give suggestions by other teahers in several times in my career. "
School kalolsav, Sports meets and Science festivals	"i was invited to be part of food committee, reception committee and programme committee of school kalolsav and sports meet. Last three years i was in the lead role too"
	"conducting sasthramela require contacts and connections with various experts of different subjects. Choosing right judges, some time a school teacher from another district or south kerala, sometime a college professor will be needed for the smooth and transparent organsing. So, a team with awareness about this field is necessary. "
	"cirtical mistake in conducting of school kalosav bring questions not only among schools but also in public and media. "
In-service training programmes	"success of in service training programmes require sincere and collective effort of teachers and resource persons with their minds and physical actions. "
	"Two way communication between BRC officials, DIET faculties, resource persons and teachers has to happen before, during and after the implementation of training programmes. Its a work of unity. Situations of different teachers and school differ, therefore the need and nature of training programme differs. "
	"maths teaching is an area where detail team work and continuous interventions are needed as part of programmes. "
Public examinations	"Conducting public examination happens through the collaborative work of teachers in various schools. LSS, USS exams are also done through team work and leadership of various teachers where each is assigned responsible duties. "
	"setting question papers for various stages of an academic year

	and preparing answer key and marking scheme are the works to be done with carefulness and seriousness. Teachers with experience. teachers with content knowledge and Teachers who is understanding the mind of learners must be there in the team"
	"transparency require professionalism among the team of teachers who are assigned with duties"
Stakeholders	
	"Public education department is large system working with the support of various stakholders. Role of stakeholder sometime active in school or sometime at state level. When schools decide to plant trees or do farming as part of environment day or other projets, we need to associate with horticulture department. Then in that aspect of activities, they are our stakeholders. "
	"if government want to make a campaign success overall the state through school, support of all parents in the state is needed. "
Local community and politicians	"As the head of the institution, I am in contact with politicians of all parties of local and district level for the support and growth of school. MLA visited our school twice in last 2 years"
	"Residence association members nearby our school, support us in various activities. They put cctv for the safety of school students and pubic on the road to school. They also sponsor resources for the important functions in school. "
	"we need the cooperation of local citizens near school for various occasions. Sometime they provide space for conducting functions like anniversary. "
	"before few years students who come with bicycle keep cycles in the home of school neighborhood. "

SubthemeIV: Teamwork for personal and professional life synergy

Table 37

Codes and Examples of the subtheme IV 'Teamwork for personal and professional life synergy'

Codes	Examples
Sharing of family commitments	"Communication with husband and family members in husband home must be in right terms to have appropriate mindset to do the extra roles or unexpected duty arise in

	home.”
	“I have small kids of age 2 and age 5, a girl and a boy. I need proper support of my family members to balance the responsibilities of schools and home. ”
	husband and wife in home, can be a booster to work better in school. ”
	“Way of communication and understanding the different nature of each family member act as a key base for family support in career. ”
Social activities	“as a teacher as well as a citizen, opportunities arise for participating in many social events connected to people related to school, family and neighbourhood. Activities of charity, fund raising for social issues, festival and conducting cultural progeammes are few of them. ”
	“l am interested in social work and works connected to development of the society. I watch news and social media to understand the situaions and involve in creative social events for the development of people. Sometime I attend workshop of story writers, events conducted by artists like film makers, workshop on self development and online group awareness programs on health. ”
Friendship goals	“Some teachers in school are my close friends too. We go to tour with our families at vacation time. It helpds to build our friendship to as life support in school as well as family. ”
	“I enjoy going to trekking with my friends in Kerala and outside Kerala. On two occasions of such trekking, I invited fellow teachers and they came. Those were beautiful experiences in forest and mountains with friends. ”
	“Watching movies together, going to restaurants and creating beautiful memories with friends balance emotional state especially at difficult times. We have an active Alumni group of our degree and we meet at various places in some holidays. Also make online calls and enquire about each others. If any death happened to close family member of our friends, some of us visit their home console. Also we visit home of friends on important family functions like marriage. ”
Teamwork for Personal Growth	“My friends in neighborhood come with me for morning walk for maintaining health and physical fitness of all of us. ”
	“I have 6 friends whom we share about books we read. it helps us to discuss each other about the books and how its connected to real life today and enhance our awareness. It also helps me as a teacher to understand the mind of people, parents, teachers, staff and students. Its helpful for all of the six to build our personality and improve our skills of creativity. ”

Theme 3: Self Renewal, Habit Implimentation and life purpose

1. What insights and suggestions do primary school teachers offer regarding the following practices for prospective primary school teachers: (a) the foundation of selected life habits, (b) habits of self-renewal, and (c) life purpose?

Subtheme I: Initiation of new habits, Practicing a new habit and Updating a present habit

Table 38

Codes and Examples of the subtheme I 'Initiation of new habits, Practicing a new habit and Updating a present habit'

Codes	Examples
Social life	"All teachers and individuals have to get updated on their social skills. Teachers have to understand the young generation of students and the new generation of parents in the digital era and deal with them by recognising the pulse and trends"
	"Communication patterns in social platforms like WhatsApp, Facebook, Instagram, etc., are getting updated and changing regularly. New APPs are getting introduced too. A flexible and learning attitude is needed to update skills in this era"
	"Dealing with a mass or group of members must be democratic. Hence, usage of words and attitude must reflect the democratic vision. "
Spiritual life	"We need to make time for ourselves and think about our progress and setbacks. Looking at ourselves honestly helps us see where we can do better. We can become more aware by reading books, listening to helpful talks, and asking questions about the world. The more aware we are, the more useful our self-reflection becomes. "
	"We should update our personal growth habits to strengthen our values and those of our society. It's essential to find ways to maintain inner peace each day, whether through prayer, a religious practice, or simply by thinking about how to make the world better. "
Socio-emotional Contexts	"The ability to be empathetically responsive to the emotions of others has to be cultivated by doing it. It makes a teacher heart-oriented. Such skills are helpful in family life too. "
	"We can improve our communication with individuals and groups by listening carefully and focusing on facts instead of emotions. A good way to start is by having these kinds of conversations with

	our children, spouses, and friends. ”
	“I often have issues with communication habits. It created problems at home and at school. My facial expression and voice can be a reason for this. I am unable to change this pattern completely. But people like my public speech. I prepare them well. I watch YouTube videos and apply techniques like listening without judgment and cultivating patience without letting emotions get in the way too much. I like to learn about communication in depth”
	“Thinking before using words and careful selection of words are the ways to improve communication within groups and meetings. ”
Mindset Formation	“Keeping a list of daily expenditure gives us clarity on what to do and not. It gives me the right mindset to act in certain situations. I use a mobile phone for this. Ten years ago, I used to write. Being conscious about finances can create awareness of the benefits of the actions we are choosing to take in a day. ”
Daily efforts	“Practising good habits every day helps teachers do well at school and at home. Reading a good book each day also keeps our minds fresh. ”
Commitment to practices	“Starting a new habit takes small steps and some changes in our environment. For example, if a teacher or student usually wakes up at 7 am, it’s hard to wake up at 5 am suddenly. Instead, they can try waking up at 6: 45 am as a first step toward positive change. ”
Commitment to practices	“I set daily alarms on my phone to remind myself to drink water. ”
	“After weeks of effort, I stopped using my phone after 10: 30 pm. This change has improved my sleep, personal life, and work. ”
New version of a present habit	"I enjoy listening to music and cooking, but sometimes I get irritated, especially in the mornings. To make cooking more enjoyable, I made a playlist of my favourite songs and played it in the kitchen. It helped me feel better. I also created different playlists for different times of the day. "
	"For the past few years, I have made morning walks a habit. Last year, I started spending a few minutes gardening right after my walk. Now, I do both and have created a small garden in front of my home. "

Subtheme II: Balancing habits and life style

Table 39

Codes and Examples of the subtheme II 'Balancing habits and life style'

Codes	Examples
Specific daily plans	"When I plan my day well in the morning, I get better results and relief that day. At least I get 60% success, which gives me happiness. But some days, due to overthinking and emotions, I forget to plan. "
	"When I was getting ready for the PSC exam, I made it a habit to set daily and weekly goals. This helped me develop a more organised way of doing things. I remind myself to use this approach in school as well, since I know it helps there, too. "
Attitude change	"When we try to change a habit or start a new one, it can be hard to stick with it. We should give up or take a break while building a new habit. But we need to stay positive and keep trying. We should remember what was missing before, why we want to change, and what we hope to achieve. "
	"We need to enjoy the process of making positive changes. If we don't enjoy it, it's hard to keep up the actions needed for change. "
Selection of healthy circle	"My morning walk circle is a very positive circle; we remind each other by ringing on the phone in the morning. "
	"Many times, we get into trouble through the interpretations of people in our own circle. So we need to choose the person who really hopes for our growth from the heart. "
Realistic implementation	"When I tried to change many habits all of a sudden, I got stuck. So implement one change at a time in the beginning. That will give comfort in executing and clear encouragement. "

Subtheme III: Life Purpose

Table 40

Codes and Examples of the subtheme III 'Life Purpose'

Codes	Examples
Following inner guidance	"I like to travel to various places after retirement. I often read novels and travel-related writings. I like to create beautiful travelling moments with my friends and family inside India and abroad. "

	"There is a social worker or politician inside me. I happened to be part of many social events happening near my home, and people appreciated my efforts there. "
Urge for unique contribution	"I like art and acting. I enjoy being part of great plays or movies. My secret wish is to become famous by playing influential roles in dramas or films, like Actor Thilakan. "
	"I want to help improve the area where I live. Our community has problems with schools, getting clean water, and travel because of the hilly land. "
	"My friends are very creative, and each of us has a unique talent and vision. Together, we can organise events to help others. During the flood, we supported 80 families in Wayanad and continued to help them for several months. I want to keep doing these kinds of activities with my friends. "
Attitude of growing together	"In our group of friends, we encourage one another. We help each other out and get involved in each other's projects by offering our time, resources, and ideas. "
	"My husband and I encourage each other to grow as individuals. We appreciate honest feedback, support each other during tough times, and keep track of our progress together. "
Creation of better world	"Whenever I try something new for myself or others, I want it to benefit everyone in society. "
	" According to the definition of Gandhi, all-round development of an individual is the aim of education. If all citizens live life in that direction, our nation will be more great and a model to the world. "
	"I hope the songs I sing will go viral and become famous someday. That can happen if people enjoy my performances and feel good listening to them. "
Collaborative Platforms for Mutual Support	"Today we have WhatsApp groups and Facebook groups of like-minded people for supporting each other on our true interests. "
	"I use the Smule platform for singing. I got many friends and supporters through that. "
	"I belong to several WhatsApp groups where I get good resources and information about doing social service from some active members of those groups. "
	"In our staffroom, we all support each other for our own new initiatives in life"

Table 41

Subthemes and Codes of the Theme I 'Private victory'

Subthemes	Codes
Awareness of self	(1) Thinking patterns (2) Emotional patterns(3) Communication style(4) Relationship mechanism(5) Life style(6) Physical and Mental Health(7) Personal goals(8) Hobbies
The role of a teacher	(1) Subject Mastery (2) Concept clarity(3) Content transaction(4) Connecting with young learners(5) Ability to transact values(6) Classroom management(7)Alignment with Curriculum(8) Social commitment
Individual teacher in a system	(1)Relationship with HM (2) Relationship with staff and Teachers (3) Relationship with officials in Education(4) Relationship with parents, stakeholders and society
Individual teacher with students	(1) Awareness about family background (2) Challenges of students in personal life(3) Individual emotional connection (4) Awareness of personal needs
Teacher facing society	(1) Parents Teacher Association(2) Local self government officials(3) Elected representatives(4) Local community(5) Higher Education Officials(6) Health, Media and Police(7) Alumni
Skills and competencies at individual level	(1) Technological skills (2) Social skills (3) Life skills (4) Administrative skills and capacities(5) Capacities for perception in Education

Table 42

Subthemes and Codes of the Theme II 'Public Victory'

Subthemes	Codes
Teamwork for Curricular objectives	(1) Assessment management(2) Subject wise team formation(3)Co-Scholastic activities(4) Specific capacity building for learners(5) Differentiated Support for Exceptional Children
School as a whole	(1) Maintenance of infrastructure(2) School promotional activities(3) Admission procedures(4) Parents Teachers Collaborations(5) Sports, Art festivals and Excursions
Teamwork with higher educational officials , stakeholders and society	(1) Sub-District and Educational District level activities(2) School kalolsav, Sports meets and Science festivals(3) In-service training programmes(4) Public examinations (5) Stakeholders(6) Local community and politicians
Teamwork for personal and professional life synergy	(1) Sharing of family commitments (2) Social activities (3) Friendship goals (4) Teamwork for Personal Growth

Table 43

Subthemes and Codes of the Theme III 'Self Renewal, Habit Implementation and life purpose'

Subthemes	Codes
Initiation of new habits, Practicing a new habit and Updating a present habit	(1) Social life (2) Spiritual life (3) Socio-emotional Contexts(4) Mindset Formation(5) Daily efforts(6) Implementing a new habit(7) Commitment to practices(8) New version of a present habit
Balancing habits and life style	(1) Specific daily plans(2) Attitude change (3) Selection of a healthy circle(4) Realistic implementation
Life Purpose	(1) Following inner guidance(2) Urge for unique contribution(3) Attitude of growing together(4) Creation of better world(5) Collaborative Platforms for Mutual Support

This research analysis synthesises the qualitative responses of primary school teachers regarding their professional and personal development through the lens of three core themes: Private Victory, Public Victory, and Self Renewal, Habit Implementation and life purpose.

Private Victory

Based on the responses of teachers, private Victory for a teacher is achieved through the balancing of thinking styles, emotional regulation, and lifestyle choices. Internal mindset is the predominant factor in success; for instance, optimism and positive visualisation make one work hard to prepare for a career; at other times, cognitive overload makes it difficult to separate personal anxieties from professional tasks. In addition, a more insidious struggle within the profession emerges: the fight against fixed mindsets, or professional inertia, when educators declare that systemic or student growth is an impossible feat too early in the process. Hence, to remain effective in the long run, mastering the self requires a mindful shift toward thinking positively.

Teachers indicated that it takes so much strength to breathe through triggers, the anger and judgment of others, on both the emotional and the physical level, that comes often for a teacher. Women teachers emphasised the connection between the

domestic atmosphere and classroom performance, noting that stress from home often influences school performance, especially during mood swings. In the face of these pressures, effective teachers with emotional intelligence engage and relate to students while maintaining distance from colleagues. Physical fitness and mental health support systems, such as mentor networks and peer groups, can be useful as a holistic toolkit for success. Another view teachers shared was that they needed to be aware of their own thinking processes and intentionally transform them. Reading good literature, taking proper advice, and interacting with the right people, including experts with a sound mind, helped them maintain their psychological well-being. Teachers also recommended consultations with psychologists if overthinking and similar issues were associated with depression or trauma, based on the experiences that happened to colleagues. Teachers added that Proper financial planning and making the right investments can also be brought to a teacher's attention for their well-being.

Teachers view achieving mastery in a subject as a journey that takes at least 5 years, requiring knowledge of advanced concepts and the ability to simplify fundamental learning to sustain it. Content Transaction is an artistic, rhythmic 40-minute process that tempers academic clarity with learning aids and even occasional humour to keep the atmosphere relaxed. The philosophy of teaching from the heart asks teachers to pause from methods for a moment and focus on relational depth, such as knowing who their students are and calling them by name, and on relational coverage. Teachers are silent communicators of values, such that little acts of kindness during extracurriculars carry more weight than any formal lessons. Teachers will also need to go outside the classroom and adopt a democratic mindset of engagement with parents, officials, the media, etc., which we call Social Commitment. The relationship between the headmaster and teachers has a key role in the school's internal climate; a democratic relationship distributes responsibility within an appropriate context, where everyone is equitably involved. Teaching is ultimately the holistic blending of academic depth, emotional engagement and community-driven leadership. Hence, teachers must consciously develop the qualities associated with the above-mentioned factors.

The data indicate that a teacher’s effectiveness depends largely on their attention to the “whole child” in their classroom and their ability to navigate the larger

social ecosystem. Teachers underscored the relevance of understanding a child's family background, financial circumstances and emotional distress. One major finding is that in some contexts, teachers need to play the role of "therapist, " contextualising issues like childhood abuse or learning disabilities through a lens of empathy. Some teachers recommend that both general and special education teachers pursue postgraduate diplomas in subjects such as counselling or learning disabilities, if they wish to work effectively in inclusive classrooms.

Teachers see the mere act of engaging with parents as a very important task, and they must be very careful with their words when speaking personally or at a function. Teachers have to know how to connect not only with parents but also with elected representatives, as one teacher did when they interacted with an MP and secured funding for school computers. The teacher has to maintain connections with Local residents, too, so he can inform the school if students are skipping school or getting into trouble outside of it, a sort of informal security and information network.

Teachers reported that, in addition to making efforts to improve in the areas mentioned above, they also have to take the initiative to update their skills and competencies in technology, administrative attitude, knowledge in the discipline of Education, and self-development, including life skills and general social skills. In a way, the areas mentioned earlier by teachers align well with these aspects, which require constant upgradation at the individual level for each teacher.

Public Victory

The idea of Public Victory involves practising a win-win mindset, empathic communication, and the synergy of differences within the school and beyond.

According to teacher responses, the need for teamwork is most evident in assessment management teams and subject Committees. Teachers collaborate across schools to share digital assessment practices and exchange ideas to improve the learning environment. Co-scholastic activities, such as environmental days or school festivals, are planned through teacher brainstorming, in which unique talents of teachers, such as a teacher's skill in videomaking, are utilised to produce innovative outputs. Preparation for special exams like LSS and USS, Quiz competitions, special

academic support for exceptional children, and special programmes to upgrade learners' academic standards require a team mindset among teachers.

The responses of teachers indicate that school survival sometimes depends on collective promotion of its achievements, and that teachers have to work together to make new achievements for learners as well as promote them. In aided schools, teachers require a strong relationship with the management team to ensure the school's infrastructure development and other support. Admission procedures are a collective effort, involving home visits to understand new students' backgrounds and coordinating transport routes with parents and drivers. School activities, such as youth festivals, sports, and excursions, require mutual support among teachers. Teachers had to be prepared to work in that spirit in advance for the effective running of their school. Often, parent-teacher collaboration is required for the smooth functioning of many school events, and in such situations, teachers have a key responsibility to lead group work effectively.

Every individual must know how to build healthy relationships with others. It is very difficult to build the right connection with some people. Yet in official situations, we have to learn how to deal with them for the common good of students and the school. A strong, understanding relationship within the family can help foster a peaceful school life. Teachers reported that when relationships with colleagues are unhealthy or disrespectful, they can sometimes affect the family environment too. They added that communication plays a key role in both the classroom and the school environment. Teachers must be equipped to communicate with students at the individual, classroom, and school levels, teaching and non-teaching staff, parents, and stakeholders of the school and society. Public speaking skills and social communication are highly relevant in today's world. Communication in online mode also requires skills and awareness. Teachers added that Sound, modulation and eye contact are the basic factors to be noted in all forms of classroom communication, and they are all part of connecting well with students.

Teachers reported that the system sometimes neglects teachers' emotions in the course of implementing its plans. Hence, any training programme or intervention must equip every student teacher to manage their emotions in a psychologically healthy way. Teachers' emotional strength can shape the staffroom environment and

their family harmony, too. Teachers who faced trauma or accidents in life individually may have their own emotional issues, and these can reflect in their profession, too. Family conditioning, childhood experiences, religious sentiments, and the influence of media, literature, and movies can shape an individual's emotional dynamics positively and negatively. Good classroom management requires the right, respectful emotional capacity in teachers. To cultivate the ability to deal with the above-mentioned scenarios, teachers had to acquire competencies for working in groups with the right mindset, along with individual-level qualities.

Self Renewal, Habit Implementation and life purpose.

The third theme addresses the principles of balanced self-renewal, the foundation of effective life habit practices, and life purpose among teachers.

Teachers believe they must update their social skills to match the digital era of students and parents. This includes mastering communication on platforms like WhatsApp and Facebook. Spiritual renewal is achieved through self-analysis and the cultivation of internal peace through prayer, affirmations or introspection. Habit implementation is most successful when done incrementally; for example, shifting a wake-up time by 15 minutes rather than 2 hours.

Teachers revealed their struggles to maintain a healthy and productive lifestyle. They responded that they were not satisfied with either their schoolwork or their home, given their current work schedules. Teachers reported that they are doing their duties in schools because the government is giving them a salary, not always by using their own inner mind or conscious choices. Thus, aiming for a lifestyle they want may be impossible to achieve.

Beyond the classroom, teachers felt a deep desire for unique contributions. This may include performing in dramas, working socially for backward localities and aiding environmental causes. The teachers' responses point out that collaborative platforms, such as a circle of friends or a dedicated WhatsApp group, where motivation and intellectual growth can go hand in hand, can be helpful. Teachers emphasised the importance of gaining observer perspectives to understand the complexities of life and of preparing to contribute, guided by their true passions and talents, to society and the nation in various ways, so that they can experience all-round development for their own benefit and the benefit of the world.

Phase II

Descriptive Statistics

In this section of Phase II, quantitative data analysis using statiscal techniques are displayed majorly.

Table 44

Classroomwise Descriptive Statistics based on Scores of Test on Select Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Classroom 1 Pre-test	26	8.15	8	5	2.81	-0.15	-1.27
Classroom 1 Post-test	26	26.92	27	32	6.30	-0.29	-1.04
Classroom 1 Gain	26	18. 77	20	20	4. 92	-0. 68	-0. 14
Classroom 2 Pre-test	29	8.45	8	12	3.12	0. 22	-1.12
Classroom 2 Post-test	29	27.28	26.	24	5.11	0.41	-0.98
Classroom 2 Gain	29	18. 83	19	19	4. 41	-0. 05	-0. 68
Classroom 3 Pre-test	28	9.07	9	8	2.09	-0.15	-0.27
Classroom 3 Post-test	28	26.32	26	26	4.06	0.89	1.10
Classroom 3Gain	28	17. 25	17	16	3. 25	0. 27	0. 01
Classroom 4 Pre-test	29	9.17	9	9	2.27	0.10	-0.12
Classroom 4 Post-test	29	27.24	27	23	4.65	0.06	-0.94
Classroom 4 Gain	29	18. 07	18	17	3. 95	-0. 29	-0. 86

Table 44 shows that for all four classrooms, the mean, median, and mode of pre-test, post-test, and gain scores on the test of select life habits are approximately equal in most cases. Skewness values fall within the range (-1, 1) and kurtosis values within the range (-2, 2), indicating that the distributions do not deviate significantly from normality. Although the sample sizes across all four classrooms are less than 30, the similarity in central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as the datasets in Table 44 appear approximately normal.

Table 45

Groupwise Descriptive Statistics based on Scores of Test on Select Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
First Year Pre-test	55	8. 31	8	12	2. 96	0. 20	-1. 13
First Year Post-test	55	27. 11	27	24	5. 66	-0. 05	-0. 9
First Year Gain	55	18. 80	20	19	4. 61	-0. 39	-0. 41
Second Year Pre-test	57	9. 12	9	10	2. 16	0. 001	-0. 24
Second Year Post-test	57	26. 79	26	23	4. 35	0. 41	-0. 38
Second Year Gain	57	17. 67	17	17	3. 61	-0. 03	-0. 67
Execution Type I Pre-test	55	8. 69	9	9	2. 57	-0. 004	-0. 79
Execution Type I Post-test	55	27. 09	27	32	5. 44	-0. 21	-0. 81
Execution Type I Gain	55	18. 40	19	17	4. 40	-0. 47	-0. 44
Execution Type II Pre-test	57	8. 75	9	8	2. 66	0. 003	-0. 77
Execution Type II Post-test	57	26. 81	26	26	4. 61	0. 63	-0. 34
Execution	57	18. 05	18	16	3. 93	0. 21	-0. 43

Type II Gain							
Institute I Pre-test	54	8. 63	9	8	2. 48	-0. 11	-0. 90
Institute I Post-test	54	26. 61	26	26	5. 22	0. 05	-0. 43
Institute I Gain	54	17. 98	18	16	4. 17	-0. 23	-0. 22
Institute II Pre-test	58	8. 81	9	9	2. 73	0. 06	-0. 76
Institute II Post-test	58	27. 26	27	23	4. 84	0. 25	-0. 96
Institute II Gain	58	18. 45	19	17	4. 16	-0. 12	-0. 71
Female participants Pre-test	74	8. 65	8. 50	8	2. 72	0. 05	-0. 86
Female participants Post-test	74	26. 95	26. 50	23	5. 27	0. 12	-0. 79
Female participants Gain	74	18. 29	18. 50	17	4. 26	-0. 17	-0. 27
Male participants Pre-test	38	8. 87	9	10	2. 38	-0. 08	-0. 65
Male participants Post-test	38	26. 95	26	26	4. 54	0. 13	-0. 22
Male participants Gain	38	18. 08	18	23	3. 99	-0. 17	-1. 05
Total participants Pre-test	112	8. 72	9	10	2. 60	0. 001	-0. 79
Total participants Post-test	112	26. 95	26	23	5. 02	0. 13	-0. 65
Total participants Gain	112	18. 22	18	17	4. 15	-0. 17	-0. 49

Table 45 shows that for students of first and second year, students at Institute I and II, students of Execution Type I and II classrooms, Female and Male participants, and all the participants, the mean, median, and mode of pre-test, post-test, and gain scores on the test on select life habits are approximately equal in most cases. Skewness values fall within the range (-1, 1) and kurtosis values within the range (-2, 2), indicating that the distributions do not deviate significantly from normality. The similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as the datasets in Table 45 appear approximately normal.

Table 46

Classroom 1: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	26	43. 89	43. 13	42. 5	8. 19	0. 19	-0. 78
Habit 1 Post-test	26	56. 93	56. 88	57. 5	5. 99	0. 40	-0. 30
Habit 1 Gain	26	13. 04	11. 25	3. 75	9. 74	-0. 47	0. 352
Habit 2 Pre-test	26	47. 72	50	55. 0	8. 68	-0. 46	-1. 04
Habit 2 Post-test	26	57. 02	58. 75	62. 5	8. 60	-0. 84	-0. 16
Habit 2 Gain	26	9. 29	7. 5	7. 5	10. 26	-0. 23	0. 75
Habit 3 Pre-test	26	44. 52	42. 5	42. 5	9. 42	0. 73	0. 002
Habit 3 Post-test	26	55. 79	55. 38	51. 25	9. 60	-0. 33	-0. 42
Habit 3 Gain	26	11. 28	10. 63	3. 75	8. 41	1. 01	0. 45

Habit 4 Pre-test	26	47. 31	50	50	9. 18	-0. 29	-1. 09
Habit 4 Post-test	26	57. 77	61. 25	57. 5	11. 86	-0. 85	-0. 23
Habit 4 Gain	26	10. 46	8. 13	3. 75	8. 30	0. 36	-1. 24
Habit 5 Pre-test	26	49. 36	46. 25	35	11. 01	0. 39	-0. 81
Habit 5 Post-test	26	60. 96	61. 25	60	9. 55	-0. 81	0. 68
Habit 5 Gain	26	11. 61	13. 75	13. 75	12. 87	-0. 97	1. 95
Habit 6 Pre-test	26	49. 89	51. 63	60	8. 69	-0. 41	-1. 24
Habit 6 Post-test	26	59. 86	60. 63	63. 75	7. 45	-0. 56	0. 37
Habit 6 Gain	26	9. 97	10	1. 25	6. 04	0. 36	-0. 37
Habit 7 Pre-test	26	47. 73	46. 25	40	10. 24	0. 40	-0. 55
Habit 7 Post-test	26	59. 43	59. 38	57. 5	8. 78	0. 13	0. 08
Habit 7 Gain	26	11. 70	9. 38	2. 5	9. 41	0. 15	-1. 18
Habit 8 Pre-test	26	47. 31	43. 75	35	11. 12	0. 57	-1. 05
Habit 8 Post-test	26	57. 32	55	51. 25	8. 85	-0. 09	-0. 49
Habit 8 Gain	26	10. 01	8. 75	2. 5	9. 17	1. 09	1. 49

Table 47

Classroom 2: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	29	43. 97	41. 25	41. 25	8. 91	1. 29	1. 94
Habit 1 Post-test	29	56. 97	57. 5	57. 5	8. 11	0. 37	-0. 63
Habit 1 Gain	29	13	13. 75	7. 5	9. 17	0. 49	-0. 37
Habit 2 Pre-test	29	50. 82	50	50	8. 36	0. 17	-0. 23
Habit 2 Post-test	29	58. 02	60	55	7. 67	0. 02	-0. 51
Habit 2 Gain	29	7. 19	3. 75	2. 5	7. 42	1. 34	1. 02
Habit 3 Pre-test	29	48. 28	50	47. 5	9. 30	-0. 12	-0. 74
Habit 3 Post-test	29	53. 10	50	50	10. 54	0. 07	-1. 39
Habit 3 Gain	29	4. 83	3. 75	2. 5	6. 25	-0. 86	3. 74
Habit 4 Pre-test	29	49. 78	50	50	7. 09	-0. 19	-0. 11
Habit 4 Post-test	29	53. 57	55	45	12. 65	-2. 34	8. 97
Habit 4 Gain	29	3. 78	5	2. 5	10. 72	-4. 06	19. 99
Habit 5 Pre-test	29	48. 15	50	55	9. 51	-0. 36	-0. 96
Habit 5 Post-test	29	56. 22	55	55	10. 96	-0. 37	-0. 59
Habit 5	29	8. 07	6. 25	2. 5	6. 99	0. 76	-0. 16

Gain							
Habit 6 Pre-test	29	47. 66	50	50	10. 19	0. 25	-0. 41
Habit 6 Post-test	29	54. 17	51. 25	51. 25	9. 74	0. 24	-0. 67
Habit 6 Gain	29	6. 52	5	1. 25	7. 11	1. 47	2. 95
Habit 7 Pre-test	29	49. 69	47. 5	42. 5	7. 80	0. 79	0. 72
Habit 7 Post-test	29	55. 22	53. 75	51. 25	7. 61	0. 81	0. 16
Habit 7 Gain	29	5. 53	3. 75	2. 5	4. 38	0. 87	-0. 16
Habit 8 Pre-test	29	45. 99	47. 5	50	9. 83	-0. 16	-1. 08
Habit 8 Post-test	29	52. 59	51. 25	51. 25	8. 50	-0. 12	-0. 36
Habit 8 Gain	29	6. 59	3. 75	1. 25	7. 93	2. 54	8. 97

Table 46 shows that for classroom 1, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. Skewness values fall within the range of (-2, 2) and kurtosis values fall within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. Although the sample size is 26, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as the datasets in Table 46 appear approximately normal.

Table 47 shows that for classroom 2, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. Post-test scores and the gain

score for Habit 4, and the gain score for Habit 8 showed skewness values greater than 2 and kurtosis values greater than 3. The gain score for Habit 3 showed a kurtosis value greater than 3. Hence, the above four datasets, which exhibit deviations from symmetry, may limit further statistical analysis and interpretations done based on them. Although the sample size is 29, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 47 appear approximately normal.

Table 48

Classroom 3: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	28	50. 05	51. 25	55	9. 85	-0. 15	-.0 60
Habit 1 Post-test	28	55. 63	55. 63	47. 5	9. 59	-0. 20	-0. 29
Habit 1 Gain	28	5. 58	5	5	4. 03	0. 59	-0. 43
Habit 2 Pre-test	28	49. 82	52. 5	55	8. 98	-0. 65	-0. 42
Habit 2 Post-test	28	57. 86	58. 75	62. 5	8. 44	-0. 66	0. 72
Habit 2 Gain	28	8. 04	6. 25	2. 5	5. 56	1. 36	2. 05
Habit 3 Pre-test	28	51. 07	51. 88	55	9. 16	0. 37	0. 49
Habit 3 Post-test	28	57. 28	56. 25	51. 25	9. 28	0. 29	-0. 65
Habit 3 Gain	28	6. 21	5. 63	1. 25	4. 47	0. 49	-0. 75
Habit 4 Pre-test	28	47. 41	50	50	9. 36	-0. 05	-1. 29

Habit 4 Post-test	28	54. 89	55	60	8. 61	0. 12	0. 12
Habit 4 Gain	28	7. 48	7. 5	7. 5	6. 70	1. 59	2. 93
Habit 5 Pre-test	28	48. 84	50	50	9. 19	0. 26	0. 16
Habit 5 Post-test	28	56. 25	55	51. 25	9. 38	0. 13	-0. 71
Habit 5 Gain	28	7. 41	7. 5	7. 5	6. 46	1. 15	2. 53
Habit 6 Pre-test	28	49. 11	50. 63	55	8. 32	-0. 75	-0. 11
Habit 6 Post-test	28	56. 5	55. 38	55	9. 37	-0. 24	0. 25
Habit 6 Gain	28	7. 39	7. 5	7. 5	4. 85	0. 79	0. 72
Habit 7 Pre-test	28	47. 55	50	50. 0	9. 39	0. 01	0. 25
Habit 7 Post-test	28	53. 88	54. 38	51. 25	8. 78	-0. 40	1. 12
Habit 7 Gain	28	6. 34	4. 38	1. 25	7. 52	2. 25	5. 41
Habit 8 Pre-test	28	50. 22	50. 63	45	9. 24	-0. 27	0. 09
Habit 8 Post-test	28	56. 13	55. 38	51. 25	8. 96	-0. 37	0. 28
Habit 8 Gain	28	5. 90	4. 75	7. 5	4. 59	1. 16	1. 76

Table 49

Classroom 4: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	29	48. 62	50	55	10. 07	-0. 17	-0. 26
Habit 1 Post-test	29	54. 47	53. 75	71. 25	9. 94	-0. 18	-0. 18
Habit 1 Gain	29	5. 85	4. 5	1. 25	5. 39	0. 85	-0. 45
Habit 2 Pre-test	29	49. 87	50	55	8. 97	0. 35	-0. 17
Habit 2 Post-test	29	56. 49	55. 75	62	10. 86	0. 32	0. 004
Habit 2 Gain	29	6. 62	6. 25	2. 5	4. 97	1. 29	1. 24
Habit 3 Pre-test	29	52. 11	52. 5	52. 5	7. 93	0. 57	0. 08
Habit 3 Post-test	29	55. 87	55	55	8. 18	0. 44	-0. 54
Habit 3 Gain	29	3. 76	2. 5	2. 5	3. 02	1. 32	2. 98
Habit 4 Pre-test	29	49. 48	52. 5	55	8. 58	-0. 84	-0. 33
Habit 4 Post-test	29	55. 33	55. 75	45	7. 43	-0. 28	-0. 87
Habit 4 Gain	29	5. 85	5	2. 5	6. 02	0. 09	2. 27
Habit 5 Pre-test	29	50. 39	51. 25	42. 5	9. 25	-0. 05	-0. 27
Habit 5 Post-test	29	56. 03	55	51. 25	9. 89	0. 19	-0. 79
Habit 5 Gain	29	5. 64	4. 5	1. 25	6. 95	-0. 26	3. 69
Habit 6 Pre-test	29	50. 78	51. 25	52. 5	8. 82	0. 13	0. 05

Habit 6 Post-test	29	57. 67	57. 5	57. 5	9. 01	0. 38	-0. 14
Habit 6 Gain	29	6. 89	6. 25	5	4. 58	0. 74	-0. 14
Habit 7 Pre-test	29	50. 52	51. 25	55	8. 44	0. 13	0. 01
Habit 7 Post-test	29	55. 85	55. 75	51. 25	9. 75	-0. 16	-0. 61
Habit 7 Gain	29	5. 34	3. 75	2. 5	4. 32	1. 27	1. 04
Habit 8 Pre-test	29	49. 39	50	50	9. 46	0. 01	-0. 12
Habit 8 Post-test	29	54. 61	55	51. 25	10. 01	-0. 09	-0. 08
Habit 8 Gain	29	5. 22	2. 5	2. 5	6. 09	1. 93	5. 61

Table 48 shows that for classroom 3, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain score for Habit 7 showed skewness exceeding 2 and kurtosis exceeding 3. Hence, the above dataset of Habit 7, which exhibits deviations from symmetry, may limit further statistical analysis and interpretations done based on it. Although the sample size is 28, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 48 appear approximately normal.

Table 49 shows that for classroom 4, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain scores for Habit 5

and Habit 8 showed kurtosis values greater than 3. Hence, the above two datasets, which exhibit deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 29, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 49 appear approximately normal.

Table 50

First year: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	55	43. 93	42. 5	41. 25	8. 49	0. 82	0. 74
Habit 1 Post-test	55	56. 95	57. 5	57. 5	7. 12	0. 38	-0. 40
Habit 1 Gain	55	13. 02	11. 25	7. 5	9. 36	-0. 003	-0. 09
Habit 2 Pre-test	55	49. 36	50	55	8. 58	-0. 15	-0. 41
Habit 2 Post-test	55	57. 55	58. 75	62. 5	8. 07	-0. 47	-0. 23
Habit 2 Gain	55	8. 19	5	3. 75	8. 86	0. 35	0. 69
Habit 3 Pre-test	55	46. 49	46. 25	40	9. 46	0. 25	-0. 76
Habit 3 Post-test	55	54. 38	53. 75	62. 5	10. 11	-0. 13	-1. 08
Habit 3 Gain	55	7. 88	6. 25	2. 5	7. 97	0. 63	2. 29
Habit 4 Pre-test	55	48. 61	50	50	8. 16	-0. 37	-0. 57
Habit 4 Post-test	55	55. 56	57. 5	57. 5	12. 35	-1. 63	5. 06
Habit 4 Gain	55	6. 94	5	5	10. 14	-2. 54	14. 85
Habit 5 Pre-test	55	48. 72	50	55	10. 17	0. 09	-0. 75
Habit 5 Post-test	55	58. 46	60	55	10. 50	-0. 57	-0. 27
Habit 5 Gain	55	9. 74	9. 5	13. 75	10. 26	-0. 44	1. 99

Habit 6 Pre-test	55	48. 71	50	46. 25	9. 49	-0. 04	-0. 79
Habit 6 Post-test	55	56. 86	57. 5	62. 5	9. 12	-0. 21	-0. 66
Habit 6 Gain	55	8. 15	6. 25	1. 25	6. 79	0. 84	0. 79
Habit 7 Pre-test	55	48. 77	47. 5	40	9. 01	0. 43	-0. 09
Habit 7 Post-test	55	57. 21	56. 25	51. 25	8. 38	0. 48	-0. 18
Habit 7 Gain	55	8. 45	6. 25	2. 5	7. 78	0. 89	-0. 04
Habit 8 Pre-test	55	46. 61	46. 25	50	10. 38	0. 27	-0. 93
Habit 8 Post-test	55	54. 82	54	51. 25	8. 91	-0. 06	-0. 41
Habit 8 Gain	55	8. 21	6. 25	2. 5	8. 63	1. 65	3. 45

Table 51

Second year: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	57	49. 32	50	55	9. 89	-0. 16	-0. 48
Habit 1 Post-test	57	55. 04	55	47. 5	9. 70	-0. 19	-0. 32
Habit 1 Gain	57	5. 72	5	1. 25	4. 73	0. 81	-0. 25
Habit 2 Pre-test	57	49. 85	51. 25	55	8. 89	-0. 13	-0. 37
Habit 2 Post-test	57	57. 16	57. 5	62. 5	9. 69	-0. 04	0. 13
Habit 2 Gain	57	7. 32	6. 25	2. 5	5. 27	1. 31	1. 61
Habit 3 Pre-test	57	51. 59	52. 5	55	8. 49	0. 41	0. 27

Habit 3 Post-test	57	56. 56	55	55	8. 69	0. 38	-0. 61
Habit 3 Gain	57	4. 96	3. 75	2. 5	3. 97	0. 93	0. 27
Habit 4 Pre-test	57	48. 47	50	55	8. 95	-0. 41	-1. 03
Habit 4 Post-test	57	55. 11	55	45	7. 96	-0. 05	-0. 29
Habit 4 Gain	57	6. 65	6. 25	2. 5	6. 36	0. 94	2. 76
Habit 5 Pre-test	57	49. 63	50	50	9. 18	0. 10	-0. 22
Habit 5 Post-test	57	56. 14	55	51. 25	9. 56	0. 16	-0. 79
Habit 5 Gain	57	6. 51	7. 5	8. 75	6. 71	0. 31	3. 09
Habit 6 Pre-test	57	49. 96	51. 25	55	8. 54	-0. 24	0. 05
Habit 6 Post-test	57	57. 09	56. 25	55	9. 12	0. 05	0. 04
Habit 6 Gain	57	7. 14	7. 5	7. 5	4. 68	0. 75	0. 22
Habit 7 Pre-test	57	49. 06	50	50	8. 97	0. 003	0. 10
Habit 7 Post-test	57	54. 89	55	51. 25	9. 25	-0. 22	0. 01
Habit 7 Gain	57	5. 83	3. 75	1. 25	6. 07	2. 33	6. 89
Habit 8 Pre-test	57	49. 80	50	45	9. 28	-0. 12	-0. 15
Habit 8 Post-test	57	55. 36	55	51. 25	9. 45	-0. 22	-0. 05
Habit 8 Gain	57	5. 55	3. 75	2. 5	5. 37	1. 64	4. 42

Table 50 shows that for first-year students, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain scores for Habit 4 showed a skewness value lesser than -2. The gain scores for Habit 4 and Habit 8, and the post-test score for Habit 4, have kurtosis values greater than 3. Hence, the above three datasets, which exhibit deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 55, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 50 appear approximately normal.

Table 51 shows that for second-year students, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain scores for Habit 7 showed skewness values greater than 2. The gain scores for Habit 5, Habit 7 and Habit 8 have kurtosis values greater than 3. Hence, the above three datasets, which exhibit deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 57, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 51 appear approximately normal.

Table 52

Institute I: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	54	47. 08	45	55	9. 52	0. 14	-0. 69
Habit 1 Post-test	54	56. 26	56. 25	53. 75	8. 02	-0. 20	0. 22
Habit 1 Gain	54	9. 17	7. 5	3. 75	8. 19	0. 49	0. 42
Habit 2 Pre-test	54	48. 81	51. 25	55	8. 82	-0. 52	-0. 78
Habit 2 Post-test	54	57. 45	58. 75	62. 5	8. 45	-0. 73	0. 16
Habit 2 Gain	54	8. 64	7. 5	7. 5	8. 11	0. 14	1. 67
Habit 3 Pre-test	54	47. 92	46. 25	42. 5	9. 77	0. 42	-0. 15
Habit 3 Post-test	54	56. 57	55. 38	51. 25	9. 38	-0. 02	-0. 48
Habit 3 Gain	54	8. 65	7. 5	2. 5	7. 08	1. 38	2. 13
Habit 4 Pre-test	54	47. 36	50	50	9. 18	-0. 16	-1. 20
Habit 4 Post-test	54	56. 28	57. 5	57. 5	10. 31	-0. 42	-0. 35
Habit 4 Gain	54	8. 92	7. 5	7. 5	7. 59	0. 88	-0. 15
Habit 5 Pre-test	54	49. 09	48. 75	50	10. 02	0. 35	-0. 44
Habit 5 Post-test	54	58. 52	60	47. 5	9. 67	-0. 28	-0. 56
Habit 5 Gain	54	9. 43	8. 75	7. 5	10. 19	-0. 37	2. 25
Habit 6	54	49. 48	51. 25	55	8. 43	-0. 55	-0. 72

Pre-test							
Habit 6 Post-test	54	58. 12	59. 38	55	8. 59	-0. 45	0. 27
Habit 6 Gain	54	8. 63	7. 5	7. 5	5. 56	0. 62	-0. 02
Habit 7 Pre-test	54	47. 63	50	50	9. 72	0. 22	-0. 27
Habit 7 Post-test	54	56. 56	56. 88	51. 25	9. 14	-0. 12	0. 66
Habit 7 Gain	54	8. 92	6. 25	1. 25	8. 82	0. 96	-0. 04
Habit 8 Pre-test	54	48. 82	47. 5	35	10. 19	0. 16	-0. 87
Habit 8 Post-test	54	56. 69	55	51. 25	8. 84	-0. 23	-0. 14
Habit 8 Gain	54	7. 88	6. 25	2. 5	7. 39	1. 56	3. 48

Table 53

Institute II: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	58	46. 29	45. 63	55	9. 71	0. 47	-0. 16
Habit 1 Post-test	58	55. 72	55. 38	57. 5	9. 08	-0. 07	-0. 13
Habit 1 Gain	58	9. 42	7. 5	1. 25	8. 29	0. 96	0. 47
Habit 2 Pre-test	58	50. 35	50	55	8. 61	0. 25	-0. 29
Habit 2 Post-test	58	57. 25	56	62. 5	9. 35	0. 16	0. 05
Habit 2	58	6. 91	5	2. 5	6. 27	1. 41	1. 59

Gain							
Habit 3 Pre-test	58	50. 19	50. 63	55	8. 78	0. 03	-0. 16
Habit 3 Post-test	58	54. 48	55	50	9. 45	0. 07	-0. 94
Habit 3 Gain	58	4. 29	3. 1	2. 5	4. 89	-0. 49	5. 15
Habit 4 Pre-test	58	49. 63	50	55	7. 79	-0. 61	-0. 21
Habit 4 Post-test	58	54. 45	55. 38	45	10. 32	-2. 22	10. 15
Habit 4 Gain	58	4. 82	5	2. 5	8. 68	-3. 79	23. 27
Habit 5 Pre-test	58	49. 27	50	55	9. 37	-0. 21	-0. 58
Habit 5 Post-test	58	56. 12	55	51. 25	10. 35	-0. 13	-0. 71
Habit 5 Gain	58	6. 85	5	2. 5	7. 02	0. 24	1. 75
Habit 6 Pre-test	58	49. 22	50	50	9. 58	0. 12	-0. 32
Habit 6 Post-test	58	55. 92	55. 38	51. 25	9. 46	0. 24	-0. 44
Habit 6 Gain	58	6. 71	5	5	5. 93	1. 32	2. 94
Habit 7 Pre-test	58	50. 11	50	55	8. 06	0. 43	0. 14
Habit 7 Post-test	58	55. 54	55	51. 25	8. 67	0. 18	-0. 37
Habit 7 Gain	58	5. 43	3. 75	2. 5	4. 31	1. 04	0. 26
Habit 8 Pre-test	58	47. 69	50	50	9. 71	-0. 09	-0. 58
Habit 8 Post-test	58	53. 59	52. 5	51. 25	9. 26	-0. 04	-0. 19
Habit 8 Gain	58	5. 91	3. 13	2. 5	7. 04	2. 38	8. 31

Table 52 shows that for students at Institute I, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are

approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain scores for Habit 8 showed a kurtosis value greater than 3. Hence, the above dataset of Habit 8, which exhibits deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 54, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 52 appear approximately normal.

Table 53 shows that for students at Institute II, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The post-test and gain scores for Habit 4 showed skewness values less than -2, whereas the gain score for Habit 8 showed skewness greater than 2. The gain scores for Habit 3, Habit 4, and Habit 8 and the post-test scores for Habit 4, have kurtosis values greater than 3. Hence, the above four datasets, which exhibit deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 58, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 53 appear approximately normal.

Table 54

Execution Type I classrooms: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	55	46. 39	46. 25	55	9. 45	0. 09	-0. 49
Habit 1 Post-test	55	55. 64	55	57. 5	8. 34	-0. 29	0. 44

Habit 1 Gain	55	9. 25	8. 75	1. 25	8. 49	0. 39	-0. 04
Habit 2 Pre-test	55	48. 86	50	55	8. 82	0. 01	-0. 38
Habit 2 Post-test	55	56. 74	58. 75	62. 5	9. 77	-0. 05	-0. 04
Habit 2 Gain	55	7. 89	7. 5	7. 5	7. 97	0. 27	1. 73
Habit 3 Pre-test	55	48. 52	47. 5	42. 5	9. 39	0. 31	-0. 32
Habit 3 Post-test	55	55. 83	55	60	8. 79	-0. 01	-0. 46
Habit 3 Gain	55	7. 32	5	2. 5	7. 19	1. 72	2. 93
Habit 4 Pre-test	55	48. 46	50	55	8. 85	-0. 55	-0. 85
Habit 4 Post-test	55	56. 48	57. 5	57. 5	9. 76	-0. 57	-0. 22
Habit 4 Gain	55	8. 03	6. 25	3. 75	7. 49	0. 52	0. 12
Habit 5 Pre-test	55	49. 9	50	55	10. 04	0. 18	-0. 65
Habit 5 Post-test	55	58. 36	60	51. 25	9. 96	-0. 25	-0. 67
Habit 5 Gain	55	8. 46	7. 5	13. 75	10. 52	-0. 37	1. 88
Habit 6 Pre-test	55	50. 36	51. 25	60	8. 69	-0. 12	-0. 54
Habit 6 Post-test	55	58. 71	60	57. 5	8. 31	-0. 01	-0. 23
Habit 6 Gain	55	8. 35	7. 5	7. 5	5. 49	0. 65	-0. 12
Habit 7 Pre-test	55	49. 2	50	40	9. 35	0. 19	-0. 45
Habit 7 Post-test	55	57. 55	57. 5	57. 5	9. 39	-0. 10	-0. 26
Habit 7 Gain	55	8. 35	5	2. 5	7. 81	0. 94	-0. 02
Habit 8 Pre-test	55	48. 41	47. 5	35	10. 24	0. 28	-0. 82
Habit 8 Post-test	55	55. 89	55	51. 25	9. 49	-0. 14	-0. 25
Habit 8 Gain	55	7. 48	5	2. 5	8	1. 49	2. 72

Table 55

Execution Type II classrooms: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	57	46. 95	45	45	9. 79	0. 49	-0. 44
Habit 1 Post-test	57	56. 31	56. 25	47. 5	8. 82	-0. 02	-0. 32
Habit 1 Gain	57	9. 36	7. 5	1. 25	7. 99	1. 15	1. 02
Habit 2 Pre-test	57	50. 33	51. 25	55	8. 61	-0. 28	-0. 29
Habit 2 Post-test	57	57. 94	60	62. 5	7. 99	-0. 36	0. 12
Habit 2 Gain	57	7. 61	5	2. 5	6. 53	1. 29	1. 21
Habit 3 Pre-test	57	49. 65	50	55	9. 26	0. 09	-0. 09
Habit 3 Post-test	57	55. 15	55	50	10. 08	0. 07	-0. 93
Habit 3 Gain	57	5. 50	5	1. 25	5. 44	-0. 63	3. 38
Habit 4 Pre-test	57	48. 62	50	50	8. 29	-0. 21	-0. 83
Habit 4 Post-test	57	54. 22	55	60	10. 78	-1. 87	8. 44
Habit 4 Gain	57	5. 60	5	2. 5	9. 09	-3. 19	21. 22
Habit 5 Pre-test	57	48. 49	50	50	9. 28	-0. 07	-0. 47
Habit 5 Post-test	57	56. 23	55	51. 25	10. 13	-0. 18	-0. 62
Habit 5	57	7. 75	7. 5	2. 5	6. 69	0. 91	0. 76

Gain							
Habit 6 Pre-test	57	48. 37	50	55	9. 27	-0. 14	-0. 43
Habit 6 Post-test	57	55. 32	55	51. 25	9. 55	0. 01	-0. 44
Habit 6 Gain	57	6. 95	6. 25	1. 25	6. 07	1. 25	2. 63
Habit 7 Pre-test	57	48. 64	50	50	8. 61	0. 22	0. 51
Habit 7 Post-test	57	54. 57	53. 75	51. 25	8. 16	0. 05	0. 85
Habit 7 Gain	57	5. 93	3. 75	1. 25	6. 09	2. 23	6. 57
Habit 8 Pre-test	57	48. 07	50	50	9. 69	-0. 23	-0. 59
Habit 8 Post-test	57	54. 33	55	51. 25	8. 83	-0. 20	-0. 21
Habit 8 Gain	57	6. 25	4. 5	2. 5	6. 46	2. 54	10. 43

Table 54 shows that for Execution Type 1 classrooms, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. Skewness values fall within the range of (-2, 2) and kurtosis values fall within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. Although the sample size is 55, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as the datasets in Table 54 appear approximately normal.

Table 55 shows that for Execution Type II classrooms, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain scores for

Habit 7 and Habit 8 showed skewness values greater than 2, and the gain score for Habit 4 showed a skewness value less than -2. The gain scores for Habit 3, Habit 4, Habit 7, and Habit 8, and the post-test scores for Habit 4, have kurtosis values greater than 3. Hence, the above five datasets, which exhibit deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 57, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 55 appear approximately normal.

Table 56

Female participants: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	74	45. 51	45	46. 25	9. 88	0. 43	-0. 34
Habit 1 Post-test	74	56. 07	57. 5	57. 5	8. 59	-0. 35	0. 57
Habit 1 Gain	74	10. 56	8. 75	2. 5	8. 07	0. 74	-0. 05
Habit 2 Pre-test	74	49. 50	51. 63	55	8. 73	-0. 29	-0. 58
Habit 2 Post-test	74	57. 07	58. 75	62. 5	8. 45	-0. 62	-0. 02
Habit 2 Gain	74	7. 57	5. 88	2. 5	7. 69	0. 58	1. 65
Habit 3 Pre-test	74	48. 76	47. 5	42. 5	10. 45	0. 34	-0. 55
Habit 3 Post-test	74	55. 29	54. 38	50	9. 62	0. 12	-0. 72
Habit 3 Gain	74	6. 54	5	2. 5	5. 94	1. 86	4. 79
Habit 4	74	48. 89	50	50	8. 50	-0. 43	-0. 77

Pre-test							
Habit 4 Post-test	74	55. 73	57. 5	60	11. 32	-1. 59	5. 49
Habit 4 Gain	74	6. 85	6. 25	2. 5	9. 31	-2. 33	15. 44
Habit 5 Pre-test	74	47. 83	46. 25	42. 5	9. 79	0. 18	-0. 62
Habit 5 Post-test	74	57. 29	58. 13	55	9. 62	-0. 28	-0. 49
Habit 5 Gain	74	9. 46	8. 75	2. 5	8. 64	0. 63	0. 36
Habit 6 Pre-test	74	49. 46	50	55	9. 14	-0. 08	-0. 21
Habit 6 Post-test	74	57. 18	56. 88	47. 5	9. 21	-0. 08	-0. 31
Habit 6 Gain	74	7. 72	7. 5	1. 25	6. 03	1. 02	1. 79
Habit 7 Pre-test	74	47. 09	46. 25	42. 5	9. 45	0. 58	0. 26
Habit 7 Post-test	74	55. 19	55	51. 25	9. 36	0. 19	0. 08
Habit 7 Gain	74	8. 11	5	1. 25	8. 01	1. 17	0. 65
Habit 8 Pre-test	74	48. 29	50	50	10. 28	0. 12	-0. 69
Habit 8 Post-test	74	55. 33	55	51. 25	8. 81	-0. 01	-0. 22
Habit 8 Gain	74	7. 04	3. 88	2. 5	8. 07	1. 99	4. 74

Table 57

Male participants: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	38	48. 95	50	55	8. 66	0. 25	-0. 56
Habit 1 Post-test	38	55. 79	53. 75	46. 25	8. 58	0. 30	-1. 04
Habit 1 Gain	38	6. 85	5	1. 25	8. 02	0. 91	1. 88
Habit 2 Pre-test	38	49. 80	50	55	8. 76	0. 18	-0. 02
Habit 2 Post-test	38	57. 89	58. 75	62. 5	9. 78	0. 29	-0. 02
Habit 2 Gain	38	8. 09	6. 25	5	6. 33	0. 99	1. 08
Habit 3 Pre-test	38	49. 74	51. 25	55	6. 59	-0. 49	-0. 15
Habit 3 Post-test	38	55. 86	55	55	9. 17	-0. 19	-0. 70
Habit 3 Gain	38	6. 12	4. 38	2. 5	7. 29	0. 30	3. 15
Habit 4 Pre-test	38	47. 86	50	50	8. 66	-0. 33	-0. 91
Habit 4 Post-test	38	54. 55	55. 38	45	8. 06	0. 08	0. 02
Habit 4 Gain	38	6. 69	5	2. 5	6. 34	1. 13	1. 59
Habit 5 Pre-test	38	51. 81	51. 88	55	8. 89	0. 03	-0. 08
Habit 5 Post-test	38	57. 26	55	51. 25	10. 99	-0. 12	-0. 89
Habit 5	38	5. 45	5. 63	2. 5	8. 45	-1. 58	5. 13

Gain							
Habit 6 Pre-test	38	49. 11	50. 63	60	8. 85	-0. 31	-1. 04
Habit 6 Post-test	38	56. 59	57. 5	57. 5	8. 92	-0. 09	-0. 29
Habit 6 Gain	38	7. 47	6. 88	1. 25	5. 43	0. 70	-0. 52
Habit 7 Pre-test	38	52. 47	52. 5	50	6. 65	-0. 12	0. 38
Habit 7 Post-test	38	57. 65	56. 88	51. 25	7. 69	-0. 2	0. 41
Habit 7 Gain	38	5. 18	3. 75	2. 5	4. 12	0. 94	0. 16
Habit 8 Pre-test	38	48. 13	47. 5	60	9. 31	-0. 18	-0. 82
Habit 8 Post-test	38	54. 63	53. 75	51. 25	9. 90	-0. 31	-0. 32
Habit 8 Gain	38	6. 5	6. 88	1. 25	5. 39	0. 62	0. 18

Table 56 shows that for female participants, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain scores for Habit 4 showed a skewness value less than -2. The gain scores for Habit 3, Habit 4 and Habit 8, and the post-test score for Habit 4, have kurtosis values greater than 3. Hence, the above four datasets, which exhibit deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 74, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 56 appear approximately normal.

Table 57 shows that for male participants, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain scores for Habit 3 and Habit 5 have kurtosis values greater than 3. Hence, the two datasets mentioned above, which exhibit deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 38, the similarity among the central tendency measures supports the use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 57 appear approximately normal.

Table 58

Total partcipants: Descriptive Statistics based on Scores of Rating Scales on Selected Life Habits

	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Habit 1 Pre-test	112	46. 67	45	55	9. 59	0. 31	-0. 47
Habit 1 Post-test	112	55. 98	56	57. 5	8. 55	-0. 13	-0. 02
Habit 1 Gain	112	9. 30	7. 5	1. 25	8. 21	0. 73	0. 39
Habit 2 Pre-test	112	49. 61	51. 25	55	8. 70	-0. 14	-0. 42
Habit 2 Post-test	112	57. 35	58. 75	62. 5	8. 89	-0. 20	0. 05
Habit 2 Gain	112	7. 75	6. 25	2. 5	7. 24	0. 65	1. 59
Habit 3 Pre-test	112	49. 09	50	55	9. 30	0. 19	-0. 28
Habit 3 Post-test	112	55. 49	55	5. 5	9. 43	0. 02	-0. 75
Habit 3 Gain	112	6. 39	5	2. 5	6. 40	1. 09	3. 97
Habit 4 Pre-test	112	48. 54	50	50	8. 53	-0. 39	-0. 84
Habit 4	112	55. 33	56. 88	45	10. 31	-1. 32	5. 09

Post-test							
Habit 4	112	6. 79	5	2. 5	8. 39	-1. 91	15. 32
Gain							
Habit 5	112	49. 18	50	50	9. 64	0. 08	-0. 54
Pre-test							
Habit 5	112	57. 28	55. 75	51. 25	10. 06	-0. 21	-0. 67
Post-test							
Habit 5	112	8. 09	7. 5	2. 5	8. 75	-0. 05	2. 34
Gain							
Habit 6	112	49. 34	50	55	9. 00	-0. 15	-0. 47
Pre-test							
Habit 6	112	56. 98	57. 5	62. 5	9. 08	-0. 08	-0. 34
Post-test							
Habit 6	112	7. 64	7. 5	1. 25	5. 81	0. 93	1. 22
Gain							
Habit 7	112	48. 92	50	50	8. 95	0. 21	-0. 07
Pre-test							
Habit 7	112	56. 03	55. 38	51. 25	8. 87	0. 03	0. 09
Post-test							
Habit 7	112	7. 11	5	2. 5	7. 06	1. 44	1. 79
Gain							
Habit 8	112	48. 24	50	50	9. 92	0. 04	-0. 71
Pre-test							
Habit 8	112	55. 09	55	51. 25	9. 15	-0. 14	-0. 25
Post-test							
Habit 8	112	6. 86	5	2. 5	7. 25	1. 89	5. 11
Gain							

Table 58 shows that for all participants, the mean, median, and mode of pre-test, post-test, and gain scores on the rating scales for each of the eight habits are approximately equal in most cases. In most cases, Skewness values fall within the range of (-2, 2) and kurtosis values within the range of (-3, 3), indicating that the distributions do not deviate significantly from normality. The gain scores for Habit 3, Habit 4 and Habit 8 and the post-test scores for Habit 4 have kurtosis values greater than 3. Hence, the four datasets mentioned above, which exhibit deviations from symmetry, may limit further statistical analysis and interpretation. Although the sample size is 112, the similarity among the central tendency measures supports the

use of parametric tests, such as t-tests, for further analysis of this quasi-experimental phase, as most of the datasets in Table 58 appear approximately normal.

Discussion based on Paired sample t tests of scores on test on select life habits

Table 59

Pre-Test Post-Test mean comparison of various groups based on scores of Test on Select Life Habits

		M	N	SD	r	Correlated t-Test	Remarks
Classroom I	Pre-Test	8. 15	26	2. 81	. 66	19. 46	p < 0. 01
	Post-Test	26. 92	26	6. 31			
Classroom 2	Pre-Test	8. 45	29	3. 12	. 52	22. 99	p < 0. 01
	Post-Test	27. 28	29	5. 11			
Classroom 3	Pre-Test	9. 07	28	2. 09	. 61	28. 08	p < 0. 01
	Post-Test	26. 32	28	4. 06			
Classroom 4	Pre-Test	9. 17	29	2. 27	. 53	24. 66	p < 0. 01
	Post-Test	27. 24	29	4. 65			
First-year Students	Pre-Test	8. 31	55	2. 96	. 58	30. 23	p < 0. 01
	Post-Test	27. 11	55	5. 66			
Second-year Students	Pre-Test	9. 12	57	2. 16	. 56	36. 93	p < 0. 01
	Post-Test	26. 79	57	4. 35			
Students at Institute I	Pre-Test	8. 63	54	2. 48	. 62	31. 69	p < 0. 01
	Post-Test	26. 61	54	5. 22			
Students at Institute II	Pre-Test	8. 81	58	2. 73	. 51	33. 74	p < 0. 01
	Post-Test	27. 26	58	4. 84			
Students of the Execution Type I Classrooms	Pre-Test	8. 69	55	2. 57	. 60	30. 99	p < 0. 01
	Post-Test	27. 09	55	5. 44			
Students of the Execution Type II Classrooms	Pre-Test	8. 75	57	2. 66	. 53	34. 68	p < 0. 01
	Post-Test	26. 81	57	4. 61			
Female Participants	Pre-Test	8. 65	74	2. 72	. 59	36. 94	p < 0. 01
	Post-Test	26. 95	74	5. 27			
Male Participants	Pre-Test	8. 87	38	2. 38	. 48	27. 94	p < 0. 01
	Post-Test	26. 95	38	4. 54			
Total	Pre-Test	8. 72	112	2. 60	. 56	46. 43	p < 0. 01
	Post-Test	26. 95	112	5. 02			

Table 59 shows that mean post-test scores on the Test on Select Life Habits were significantly higher than mean pre-test scores across all groups—including four classrooms, two years of study, two institutes, two execution types, two genders, and the total sample. These results suggest participants reported improved knowledge of Select Life Habits following the experiment.

Discussion based on Paired sample t tests of scores on rating scales

Table 60

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Classroom 1

	Testing	M	N	SD	r	Correlated t-Test	Remarks
Habit 1	H1Pre	43. 89	26	8. 19	. 08	6. 82	p < 0. 01
	H1Post	56. 93	26	5. 99			
Habit 2	H2Pre	47. 72	26	8. 68	. 29	4. 62	p < 0. 01
	H2Post	57. 02	26	8. 60			
Habit 3	H3Pre	44. 52	26	9. 42	. 61	6. 84	p < 0. 01
	H3Post	55. 79	26	9. 60			
Habit 4	H4Pre	47. 31	26	9. 18	. 72	6. 42	p < 0. 01
	H4Post	57. 77	26	11. 86			
Habit 5	H5Pre	49. 36	26	11. 01	. 22	4. 59	p < 0. 01
	H5Post	60. 96	26	9. 55			
Habit 6	H6Pre	49. 89	26	8. 69	. 73	8. 41	p < 0. 01
	H6Post	59. 86	26	7. 45			
Habit 7	H7Pre	47. 73	26	10. 24	. 52	6. 34	p < 0. 01
	H7Post	59. 43	26	8. 78			
Habit 8	H8Pre	47. 31	26	11. 12	. 59	5. 57	p < 0. 01
	H8post	57. 31	26	8. 85			

Table 60 shows that the mean post-test scores of students of Classroom I on the rating scales for each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest that students in Classroom I reported improvement in practising all eight habits following the experiment.

Table 61

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Classroom 2

	Testing	M	N	SD	r	Correlated t-Test	Remarks
Habit 1	H1Pre	43. 97	29	8. 91	. 42	7. 63	p < 0. 01
	H1Post	56. 97	29	8. 11			
Habit 2	H2Pre	50. 82	29	8. 36	. 57	5. 22	p < 0. 01
	H2Post	58. 02	29	7. 67			
Habit 3	H3Pre	48. 28	29	9. 30	. 81	4. 16	p < 0. 01
	H3Post	53. 10	29	10. 54			
Habit 4	H4Pre	49. 78	29	7. 09	. 53	1. 98	p < 0. 05
	H4Post	53. 57	29	12. 65			
Habit 5	H5Pre	48. 15	29	9. 51	. 78	6. 21	p < 0. 01
	H5Post	56. 22	29	10. 96			
Habit 6	H6Pre	47. 66	29	10. 19	. 75	4. 93	p < 0. 01
	H6Post	54. 17	29	9. 74			
Habit 7	H7Pre	49. 69	29	7. 80	. 84	6. 79	p < 0. 01
	H7Post	55. 22	29	7. 61			
Habit 8	H8Pre	45. 99	29	9. 83	. 63	4. 48	p < 0. 01
	H8post	52. 59	29	8. 50			

Table 61 shows that the mean post-test scores of students of Classroom II on the rating scales for each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest that students in Classroom II reported improvement in practising all eight habits following the experiment.

Table 62

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Classroom 3

	Testing	M	N	SD	r	Correlated t-Test	Remarks
Habit 1	H1Pre	50. 05	28	9. 85	. 91	7. 32	p < 0. 01
	H1Post	55. 63	28	9. 59			
Habit 2	H2Pre	49. 82	28	8. 98	. 79	7. 65	p < 0. 01
	H2Post	57. 86	28	8. 44			
Habit 3	H3Pre	51. 07	28	9. 16	. 88	7. 35	p < 0. 01
	H3Post	57. 28	28	9. 28			
Habit 4	H4Pre	47. 41	28	9. 36	. 73	5. 91	p < 0. 01
	H4Post	54. 89	28	8. 61			
Habit 5	H5Pre	48. 84	28	9. 19	. 76	6. 07	p < 0. 01
	H5Post	56. 25	28	9. 38			
Habit 6	H6Pre	49. 11	28	8. 32	. 86	8. 07	p < 0. 01
	H6Post	56. 50	28	9. 37			
Habit 7	H7Pre	47. 55	28	9. 39	. 66	4. 46	p < 0. 01
	H7Post	53. 88	28	8. 78			
Habit 8	H8Pre	50. 22	28	9. 24	. 87	6. 79	p < 0. 01
	H8post	56. 13	28	8. 96			

Table 62 shows that the mean post-test scores of students of Classroom III on the rating scales for each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest that students in Classroom III reported improvement in practising all eight habits following the experiment.

Table 63

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Classroom 4

	Testing	M	N	SD	r	Correlated t-Test	Remarks
Habit 1	H1Pre	48. 62	29	10. 07	. 86	5. 84	p < 0. 01
	H1Post	54. 47	29	9. 94			
Habit 2	H2Pre	49. 87	29	8. 97	. 89	7. 18	p < 0. 01
	H2Post	56. 49	29	10. 86			
Habit 3	H3Pre	52. 11	29	7. 93	. 93	6. 71	p < 0. 01
	H3Post	55. 87	29	8. 18			
Habit 4	H4Pre	49. 48	29	8. 57	. 73	5. 23	p < 0. 01
	H4Post	55. 33	29	7. 43			
Habit 5	H5Pre	50. 39	29	9. 25	. 74	4. 37	p < 0. 01
	H5Post	56. 03	29	9. 89			
Habit 6	H6Pre	50. 78	29	8. 82	. 87	8. 12	p < 0. 01
	H6Post	57. 67	29	9. 01			
Habit 7	H7Pre	50. 52	29	8. 44	. 89	6. 65	p < 0. 01
	H7Post	55. 85	29	9. 75			
Habit 8	H8Pre	49. 39	29	9. 46	. 81	4. 61	p < 0. 01
	H8post	54. 61	29	10. 01			

Table 63 shows that the mean post-test scores of students of Classroom IV on the rating scales for each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest that students in Classroom IV reported improvement in practising all eight habits following the experiment.

Table 64

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: First year students and Second year students

		Testing	M	N	SD	r	Correlated t-Test	Remarks
First Year Habit 1		Pre	43. 93	55	8. 49	. 29	10. 32	p < 0. 01
		Post	56. 95	55	7. 12			
First Year Habit 2		Pre	49. 36	55	8. 58	. 44	6. 86	p < 0. 01
		Post	57. 55	55	8. 07			
First Year Habit 3		Pre	46. 49	55	9. 46	. 67	7. 33	p < 0. 01
		Post	54. 38	55	10. 11			
First Year Habit 4		Pre	48. 61	55	8. 16	. 58	5. 08	p < 0. 01
		Post	55. 56	55	12. 35			
First Year Habit 5		Pre	48. 72	55	10. 17	. 51	7. 04	p < 0. 01
		Post	58. 46	55	10. 50			
First Year Habit 6		Pre	48. 71	55	9. 49	. 73	8. 89	p < 0. 01
		Post	56. 86	55	9. 12			
First Year Habit 7		Pre	48. 77	55	9. 01	. 60	8. 05	p < 0. 01
		Post	57. 21	55	8. 38			
First Year Habit 8		Pre	46. 61	55	10. 38	. 61	7. 05	p < 0. 01
		Post	54. 82	55	8. 91			
Second Year Habit 1		Pre	49. 32	57	9. 89	. 88	9. 12	p < 0. 01
		Post	55. 04	57	9. 70			
Second Year Habit 2		Pre	49. 85	57	8. 89	. 84	10. 49	p < 0. 01
		Post	57. 16	57	9. 69			
Second Year Habit 3		Pre	51. 59	57	8. 49	. 89	9. 45	p < 0. 01
		Post	56. 56	57	8. 69			
Second Year Habit 4		Pre	48. 47	57	8. 95	. 72	7. 89	p < 0. 01
		Post	55. 11	57	7. 96			
Second Year Habit 5		Pre	49. 63	57	9. 18	. 74	7. 32	p < 0. 01
		Post	56. 14	57	9. 56			
Second Year Habit 6		Pre	49. 96	57	8. 54	. 86	11. 53	p < 0. 01
		Post	57. 09	57	9. 12			

Second Year Habit 7	Pre	49. 06	57	8. 97	. 78	7. 25	p < 0. 01
	Post	54. 89	57	9. 25			
Second Year Habit 8	Pre	49. 80	57	9. 28	. 84	7. 81	p < 0. 01
	Post	55. 36	57	9. 45			

Table 64 shows that the mean post-test scores of first-year students on the rating scales on each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest participants of the first year reported improvement in practising all eight habits following the experiment.

Table 64 shows that the mean post-test scores of second-year students on the rating scales on each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest participants of the second year reported improvement in practising all eight habits following the experiment.

Table 65

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Students at Institute I and II

		Testing	M	N	SD	r	Correlated t-Test	Remarks
Institute I Habit 1	I	Pre	47. 08	54	9. 52	. 58	8. 22	p < 0. 01
		Post	56. 26	54	8. 02			
Institute I Habit 2	I	Pre	48. 81	54	8. 82	. 56	7. 83	p < 0. 01
		Post	57. 45	54	8. 45			
Institute I Habit 3	I	Pre	47. 92	54	9. 77	. 72	8. 98	p < 0. 01
		Post	56. 57	54	9. 38			
Institute I Habit 4	I	Pre	47. 36	54	9. 18	. 70	8. 63	p < 0. 01
		Post	56. 28	54	10. 31			
Institute I Habit 5	I	Pre	49. 09	54	10. 02	. 46	6. 79	p < 0. 01
		Post	58. 52	54	9. 67			
Institute	I	Pre	49. 48	54	8. 43	. 79	11. 42	p < 0. 01

Habit 6		Post	58. 12	54	8. 59			
Institute Habit 7	I	Pre	47. 63	54	9. 72	. 56	7. 43	p < 0. 01
		Post	56. 56	54	9. 14			
Institute Habit 8	I	Pre	48. 82	54	10. 19	. 71	7. 83	p < 0. 01
		Post	56. 69	54	8. 84			
Institute Habit 1	II	Pre	46. 29	58	9. 71	. 61	8. 66	p < 0. 01
		Post	55. 72	58	9. 08			
Institute Habit 2	II	Pre	50. 35	58	8. 60	. 76	8. 39	p < 0. 01
		Post	57. 25	58	9. 35			
Institute Habit 3	II	Pre	50. 19	58	8. 78	. 86	6. 68	p < 0. 01
		Post	54. 48	58	9. 45			
Institute Habit 4	II	Pre	49. 63	58	7. 79	. 57	4. 23	p < 0. 01
		Post	54. 45	58	10. 32			
Institute Habit 5	II	Pre	49. 27	58	9. 37	. 75	7. 44	p < 0. 01
		Post	56. 12	58	10. 35			
Institute Habit 6	II	Pre	49. 22	58	9. 58	. 81	8. 61	p < 0. 01
		Post	55. 92	58	9. 46			
Institute Habit 7	II	Pre	50. 11	58	8. 06	. 87	9. 59	p < 0. 01
		Post	55. 54	58	8. 67			
Institute Habit 8	II	Pre	47. 69	58	9. 71	. 73	6. 39	p < 0. 01
		Post	53. 59	58	9. 26			

Table 65 shows that the mean post-test scores of students at the Institute I classrooms on the rating scales on each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest participants at the Institute I classrooms reported improvement in practising all eight habits following the experiment.

Table 65 shows that the mean post-test scores of students at the Institute II classrooms on the rating scales on each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest participants in the Institute

II classrooms reported improvement in practising all eight habits following the experiment.

Table 66

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Students of Execution Type I and II classrooms

	Testing	M	N	SD	r	Correlated t-Test	Remarks
Execution Type I Habit 1	Pre	46. 39	55	9. 45	. 55	8. 07	p < 0. 01
	Post	55. 64	55	8. 34			
Execution Type I Habit 2	Pre	48. 86	55	8. 82	. 64	7. 35	p < 0. 01
	Post	56. 74	55	9. 77			
Execution Type I Habit 3	Pre	48. 52	55	9. 39	. 69	7. 53	p < 0. 01
	Post	55. 83	55	8. 79			
Execution Type I Habit 4	Pre	48. 46	55	8. 85	. 68	7. 95	p < 0. 01
	Post	56. 48	55	9. 76			
Execution Type I Habit 5	Pre	49. 90	55	10. 04	. 45	5. 96	p < 0. 01
	Post	58. 36	55	9. 96			
Execution Type I Habit 6	Pre	50. 36	55	8. 69	. 79	11. 28	p < 0. 01
	Post	58. 71	55	8. 31			
Execution Type I Habit 7	Pre	49. 20	55	9. 35	. 65	7. 93	p < 0. 01
	Post	57. 55	55	9. 39			
Execution Type I Habit 8	Pre	48. 41	55	10. 24	. 67	6. 94	p < 0. 01
	Post	55. 89	55	9. 49			
Execution Type II Habit 1	Pre	46. 95	57	9. 79	. 64	8. 83	p < 0. 01
	Post	56. 31	57	8. 82			
Execution	Pre	50. 33	57	8. 61	. 69	8. 80	p < 0. 01

Type II Habit 2	Post	57. 94	57	7. 99			
Execution Type II Habit 3	Pre	49. 65	57	9. 26	. 85	7. 64	p < 0. 01
	Post	55. 15	57	10. 08			
Execution Type II Habit 4	Pre	48. 62	57	8. 29	. 57	4. 65	p < 0. 01
	Post	54. 22	57	10. 78			
Execution Type II Habit 5	Pre	48. 49	57	9. 28	. 77	8. 74	p < 0. 01
	Post	56. 23	57	10. 13			
Execution Type II Habit 6	Pre	48. 37	57	9. 27	. 79	8. 64	p < 0. 01
	Post	55. 32	57	9. 55			
Execution Type II Habit 7	Pre	48. 64	57	8. 61	. 74	7. 35	p < 0. 01
	Post	54. 57	57	8. 16			
Execution Type II Habit 8	Pre	48. 07	57	9. 69	. 76	7. 31	p < 0. 01
	Post	54. 33	57	8. 83			

Table 66 shows that the mean post-test scores of students in the Execution Type I classrooms on the rating scales on each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest participants of the Execution Type I classrooms reported improvement in practising all eight habits following the experiment.

Table 66 shows that the mean post-test scores of students in the Execution Type II classrooms on the rating scales on each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest participants of the Execution Type II classrooms reported improvement in practising all eight habits following the experiment.

Table 67

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Female and male participants

		Testing	M	N	SD	r	Correlated t-Test	Remarks
Female Habit 1	participants	Pre	45. 51	74	9. 88	. 63	11. 26	p < 0. 01
		Post	56. 07	74	8. 59			
Female Habit 2	participants	Pre	49. 50	74	8. 73	. 59	8. 46	p < 0. 01
		Post	57. 07	74	8. 45			
Female Habit 3	participants	Pre	48. 76	74	10. 45	. 83	9. 47	p < 0. 01
		Post	55. 29	74	9. 62			
Female Habit 4	participants	Pre	48. 89	74	8. 50	. 59	6. 32	p < 0. 01
		Post	55. 73	74	11. 32			
Female Habit 5	participants	Pre	47. 83	74	9. 79	. 60	9. 41	p < 0. 01
		Post	57. 29	74	9. 62			
Female Habit 6	participants	Pre	49. 46	74	9. 13	. 78	11. 01	p < 0. 01
		Post	57. 18	74	9. 21			
Female Habit 7	participants	Pre	47. 09	74	9. 45	. 64	8. 70	p < 0. 01
		Post	55. 19	74	9. 36			
Female Habit 8	participants	Pre	48. 29	74	10. 28	. 65	7. 51	p < 0. 01
		Post	55. 33	74	8. 81			
Male Habit 1	participants	Pre	48. 95	38	8. 66	. 57	5. 27	p < 0. 01
		Post	55. 79	38	8. 58			
Male Habit 2	participants	Pre	49. 80	38	8. 76	. 77	7. 89	p < 0. 01
		Post	57. 89	38	9. 78			
Male	participants	Pre	49. 74	38	6. 59	. 61	5. 17	p < 0. 01

Habit 3		Post	55. 86	38	9. 17			
Male Habit 4	participants	Pre	47. 86	38	8. 66	. 71	6. 50	
		Post	54. 55	38	8. 06			p < 0. 01
Male Habit 5	participants	Pre	51. 81	38	8. 89	. 66	3. 97	
		Post	57. 26	38	10. 99			p < 0. 01
Male Habit 6	participants	Pre	49. 11	38	8. 85	. 81	8. 48	
		Post	56. 58	38	8. 92			p < 0. 01
Male Habit 7	participants	Pre	52. 47	38	6. 65	. 85	7. 76	
		Post	57. 65	38	7. 69			p < 0. 01
Male Habit 8	participants	Pre	48. 13	38	9. 31	. 84	7. 42	
		Post	54. 63	38	9. 90			p < 0. 01

Table 67 shows that the mean post-test scores of female participants on the rating scales on each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest female participants reported improvement in practising all eight habits following the experiment.

Table 67 shows that the mean post-test scores of male participants on the rating scales on each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest male participants reported improvement in practising all eight habits following the experiment.

Table 68

Pre-Test Post-Test mean comparison based on scores of Rating Scales on Select Life Habits: Total participants

	Testing	M	N	SD	r	Correlated t-Test	Remarks
Habit 1	H1Pre	46. 67	112	9. 59	. 59	11. 99	p < 0. 01
	H1Post	55. 98	112	8. 55			
Habit 2	H2Pre	49. 61	112	8. 70	. 66	11. 33	p < 0. 01
	H2Post	57. 35	112	8. 89			
Habit 3	H3Pre	49. 09	112	9. 30	. 77	10. 57	p < 0. 01
	H3Post	55. 49	112	9. 43			
Habit 4	H4Pre	48. 54	112	8. 53	. 62	8. 56	p < 0. 01
	H4Post	55. 33	112	10. 31			
Habit 5	H5Pre	49. 18	112	9. 64	. 61	9. 79	p < 0. 01
	H5Post	57. 28	112	10. 06			
Habit 6	H6Pre	49. 34	112	9. 003	. 79	13. 91	p < 0. 01
	H6Post	56. 98	112	9. 08			
Habit 7	H7Pre	48. 92	112	8. 95	. 69	10. 67	p < 0. 01
	H7Post	56. 03	112	8. 87			
Habit 8	H8Pre	48. 24	112	9. 92	. 71	10. 01	p < 0. 01
	H8post	55. 09	112	9. 15			

Table 68 shows that the mean post-test scores of all programme participants on the rating scales for each of the eight life habits were significantly higher than the mean pre-test scores. These results suggest that all the participants reported improvement in practising all eight habits following the experiment.

Results of the Independent Samples t-test of Mean Scores on the Test on Select Life Habits

Objectives

1. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on life habits of Institute I and Institute II

2. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on life habits of Execution Type I and Execution Type II

3. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on life habits of First year Students and Second year students of D. El. Ed Course

4. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on life habits of Boys and Girls

Table 69

Summary of Comparison between Mean Scores of Various Classrooms on the Test of Select Life Habits

		N	M	SD	t value	Degrees of Freedom	P value	Level of Significance
Pair 1	Pre-test	26 29	8. 15 8. 45	2. 81 3. 12	0. 37	53	. 72	NS
Classroom 1 and Classroom 2	Post-test	26 29	26. 92 27. 26	6. 31 5. 11	0. 23	53	. 82	NS
	Gain	26 29	18. 77 18. 83	4. 92 4. 41	0. 05	53	. 96	NS
Pair 2	Pre-test	26 28	8. 15 9. 07	2. 81 2. 09	1. 35	46. 03	. 18	NS
Classroom 1 and Classroom 3	Post-test	26 28	26. 92 26. 32	6. 31 4. 06	0. 41	42. 14	. 68	NS
	Gain	26 28	18. 77 17. 25	4. 92 3. 25	1. 33	42. 87	. 19	NS
Pair 3	Pre-test	26 29	8. 15 9. 17	2. 81 2. 27	1. 49	53	. 14	NS
Classroom 1 and Classroom 4	Post-test	26 29	26. 92 27. 24	6. 31 4. 65	0. 22	53	. 83	NS
	Gain	26 29	18. 77 18. 07	4. 92 3. 95	0. 59	53	. 56	NS
Pair 4	Pre-test	29 28	8. 45 9. 07	3. 12 2. 09	0. 89	49. 04	. 38	NS
Classroom 2 and	Post-test	29 28	27. 28 26. 32	5. 11 4. 06	0. 78	55	. 44	NS
	Gain	29	18. 83	4. 41	1. 53	55	. 13	NS

Classroom 3		28	17. 25	3. 25				
	Pre-test	29	8. 45	3. 12	1. 01	51. 11	. 32	NS
Pair 5		29	9. 17	2. 27				
	Post-test	29	27. 28	5. 11	0. 03	56	. 98	NS
Classroom 2 and Classroom 4		29	27. 24	4. 65				
	Gain	29	18. 83	4. 41	0. 69	56	. 49	NS
		29	18. 07	3. 95				
	Pre-test	28	9. 07	2. 09	0. 18	55	. 86	NS
Pair 6		29	9. 17	2. 27				
	Post-test	28	26. 32	4. 06	0. 79	55	. 43	NS
Classroom 3 and Classroom 4		29	27. 24	4. 65				
	Gain	28	17. 25	3. 25	0. 85	55	. 39	NS
		29	18. 07	3. 95				

Table 69 shows that the mean pretest scores, posttest scores and gain scores for any pair of classrooms were not significantly different. This suggests all six pairs of classrooms had comparable baseline knowledge of Select Life Habits before the experiment, comparable level of knowledge of Select Life Habits after the exeperiment and comparable gains in knowledge of Select Life Habits from the experiment.

Table 70

Comparison between Mean Pre-test Scores of First year students and Second year students on the Test of Select Life Habits

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre-test scores	8. 31	2. 96	55	9. 12	2. 16	57	1. 65	NS

Table 70 shows that the mean pretest score of second-year students (M = 9. 12, SD = 2. 16) was not significantly different from that of first-year students (M = 8. 31, SD = 2. 96), t (98. 81) = 1. 65, p =. 10. This suggests that participants in both years of study had comparable baseline knowledge of Select Life Habits before the experiment.

Table 71

Comparison between Mean Post-test Scores of First year students and Second year students on the Test of Select Life Habits

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	27. 11	5. 66	55	26. 79	4. 35	57	0. 33	NS

Table 71 shows that the mean posttest score of first-year students (M = 27. 11, SD = 5. 66) was not significantly different from that of second-year students (M = 26. 79, SD = 4. 35), t (101. 43) = 0. 33, p =. 74. Although first-year students had a slightly higher mean score, the difference was not statistically significant. This suggests that both groups demonstrated a comparable level of knowledge regarding Select Life Habits following the experiment.

Table 72

Comparison between Mean Gain Scores of First year students and Second year students on the Test of Select Life Habits

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	18. 80	4. 61	55	17. 67	3. 61	57	1. 44	NS

Table 72 shows that the mean gain score of first-year students (M = 18. 80, SD = 4. 61) was not significantly different from that of second-year students (M = 17. 67, SD = 3. 61), t (102. 28) = 1. 44, p =. 15. Although first-year students had a slightly higher mean gain score, the difference was not statistically significant. This suggests that both groups demonstrated comparable gains in knowledge regarding Select Life Habits following the experiment.

Table 73

Comparison between Mean Pre-test Scores of students at Institute 1& II on the Test of Select Life Habits

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 37	NS
Pre-test scores	8. 63	2. 48	54	8. 81	2. 73	58		

Table 73 shows that the mean pretest score of students of Institute II (*M* = 8. 81, *SD* = 2. 73) was not significantly different from that of students of Institute I (*M* = 8. 63, *SD* = 2. 48), *t* (110) = 0. 37, *p* =. 72. This suggests that participants in both Institute had comparable baseline knowledge of Select Life Habits before the experiment.

Table 74

Comparison between Mean Post-test Scores of students at Institute 1& II on the Test of Select Life Habits

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 68	NS
Post-test scores	26. 61	5. 22	54	27. 26	4. 84	58		

Table 74 shows that the mean posttest score of students of Institute II (*M* = 27. 26, *SD* = 4. 84) was not significantly different from that of students of Institute I (*M* = 26. 61, *SD* = 5. 22), *t* (110) = 0. 68, *p* =. 50. Although students of Institute II had a slightly higher mean score, the difference was not statistically significant. This suggests that both groups demonstrated a comparable level of knowledge regarding Select Life Habits following the experiment.

Table 75

Comparison between Mean Gain Scores of students at Institute 1& II on the Test of Select Life Habits

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain Scores	17. 98	4. 17	54	18. 45	4. 16	58	0. 59	NS

Table 75 shows that the mean gain score of students of Institute II (*M* = 18. 45, *SD* = 4. 16) was not significantly different from that of students of Institute I (*M* = 17. 98, *SD* = 4. 17), *t* (110) = 0. 59, *p* =. 56. Although students of Institute II had a slightly higher mean gain score, the difference was not statistically significant. This suggests that both groups demonstrated comparable gains in knowledge regarding Select Life Habits following the experiment.

Table 76

Comparison between Mean Pre-test Scores of students of Execution Type 1& II classrooms on the Test of Select Life Habits

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre-test scores	8. 69	2. 57	55	8. 75	2. 66	57	0. 13	NS

Table 76 shows that the mean pretest score of students undergoing Execution Type II (*M* = 8. 75, *SD* = 2. 66) was not significantly different from that of students undergoing Execution Type I (*M* = 8. 69, *SD* = 2. 57), *t* (110) = 0. 13, *p* =. 09. This suggests that participants in both execution types had comparable baseline knowledge of select life habits before the experiment.

Table 77

Comparison between Mean Post-test Scores of students of Execution Type 1& II classrooms on the Test of Select Life Habits

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post-test scores	27. 09	5. 44	55	26. 81	4. 61	57	0. 30	NS

Table 77 shows that the mean posttest score of students undergoing Execution Type I (M = 27. 09, SD = 5. 44) was not significantly different from that of students undergoing Execution Type II (M = 26. 81, SD = 4. 61), t (110) = 0. 30, p =. 77. Although students undergoing Execution Type I had a slightly higher mean score, the difference was not statistically significant. This suggests that both groups demonstrated a comparable level of knowledge regarding Select Life Habits following the experiment.

Table 78

Comparison between Mean Gain Scores of students of Execution Type 1& II classrooms on the Test of Select Life Habits

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	18. 40	4. 40	55	18. 05	3. 93	57	0. 44	NS

Table 78 shows that the mean gain score of students undergoing Execution Type I (M = 18. 40, SD = 4. 40) was not significantly different from that of students undergoing Execution Type II (M = 18. 05, SD = 3. 93), t (110) = 0. 44, p =. 66. Although students undergoing Execution Type I had a slightly higher mean gain score, the difference was not statistically significant. This suggests that both groups

demonstrated comparable gains in knowledge regarding Select Life Habits following the experiment.

Table 79

Comparison between Mean Pre-test Scores of Female and Male participants on the Test of Select Life Habits

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre-test scores	8. 65	2. 72	74	8. 87	2. 38	38	0. 42	NS

Table 79 shows that the mean pretest score of Male participants (M = 8. 87, SD = 2. 38) was not significantly different from that of Female participants (M = 8. 65, SD = 2. 72), t (110) = 0. 42, p =. 67. This suggests that participants of both genders had comparable baseline knowledge of select life habits before the experiment.

Table 80

Comparison between Mean Post-test Scores of Female and Male participants on the Test of Select Life Habits

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post-test scores	26. 95	5. 27	74	26. 95	4. 54	38	0. 00	NS

Table 80 shows that the mean posttest score of Male participants (M = 26. 95, SD = 4. 54) was not significantly different from that of Female participants (M = 26. 95, SD = 5. 27), t (110) = 0. 00, p =. 10. This suggests that both groups demonstrated a comparable level of knowledge regarding Select Life Habits following the experiment.

Table 81

Comparison between Mean Gain Scores of Female and Male participants on the Test of Select Life Habits

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 26	NS
Gain scores	18. 30	4. 26	74	18. 08	3. 99	38		

Table 81 shows that the mean gain score of Female participants (M = 18. 30, SD = 4. 26) was not significantly different from that of Male participants (M = 18. 08, SD = 3. 99), t (110) = 0. 26, p =. 79. This suggests that both groups demonstrated comparable gains in knowledge regarding Select Life Habits following the experiment.

Results of Independent Samples t-test of mean scores on Rating Scales

Objective

1. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Habits of Institute I and Institute II

2. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Habits of Execution Type I and Execution Type II

3. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Habits of First year Students and Second year students of D. El. Ed Course

4. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Habits of Boys and Girls

Table 82

Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 1 and Classroom 2

	N	M	SD	t value	Degrees of Freedom	P value	Level of Significance
Habit 1 Pre-test	26 29	43. 89 43. 97	8. 19 8. 91	0. 03	53	. 98	NS
Habit 1 Post-test	26 29	56. 93 56. 97	5. 99 8. 11	0. 02	53	. 99	NS
Habit 1 Gain	26 29	13. 04 13. 00	9. 75 9. 17	0. 02	53	. 99	NS
Habit 2 Pre-test	26 29	47. 72 50. 82	8. 68 8. 37	1. 35	53	. 19	NS
Habit 2 Post-test	26 29	57. 02 58. 02	8. 60 7. 67	. 46	53	. 65	NS
Habit 2 Gain	26 29	9. 29 7. 19	10. 26 7. 42	. 88	53	. 39	NS
Habit 3 Pre-test	26 29	44. 52 48. 28	9. 42 9. 30	1. 49	53	. 14	NS
Habit 3 Post-test	26 29	55. 79 53. 10	9. 61 10. 54	. 99	53	. 33	NS
Habit 3 Gain	26 29	11. 28 4. 83	8. 41 6. 25	3. 25	53	. 002	p ≤ 0. 01 (Sig at 0. 01)
Habit 4 Pre-test	26 29	47. 31 49. 78	9. 18 7. 09	1. 11	46. 91	. 27	NS
Habit 4 Post-test	26 29	57. 77 53. 57	11. 86 12. 65	1. 27	53	. 21	NS
Habit 4 Gain	26 29	10. 46 3. 78	8. 30 10. 72	2. 56	53	. 013	p ≤ 0. 05 (Sig at 0. 05)
Habit 5 Pre-test	26 29	49. 36 48. 15	11. 01 9. 51	. 44	53	. 66	NS
Habit 5 Post-test	26 29	60. 96 56. 22	9. 55 10. 96	1. 70	53	. 09	NS
Habit 5 Gain	26 29	11. 61 8. 07	12. 87 6. 99	1. 25	37. 64	. 22	NS
Habit 6	26	49. 89	8. 69	. 87	53	. 39	NS

Pre-test	29	47. 66	10. 19				
Habit 6	26	59. 86	7. 45	2. 41	53	. 02	$p \leq 0.05$ (Sig at 0. 05)
Post-test	29	54. 17	9. 74				
Habit 6	26	9. 97	6. 04	1. 93	53	. 06	NS
Gain	29	6. 52	7. 11				
Habit 7	26	47. 73	10. 24	0. 79	46. 53	. 43	NS
Pre-test	29	49. 69	7. 80				
Habit 7	26	59. 43	8. 78	1. 90	53	. 06	NS
Post-test	29	55. 22	7. 61				
Habit 7	26	11. 70	9. 41	3. 06	34. 50	. 004	$p \leq 0.01$ (Sig at 0. 01)
Gain	29	5. 53	4. 38				
Habit 8	26	47. 31	11. 12	. 47	53	. 64	NS
Pre-test	29	45. 99	9. 83				
Habit 8	26	57. 32	8. 85	2. 02	53	. 048	$p \leq 0.05$ (Sig at 0. 05)
Post-test	29	52. 59	8. 50				
Habit 8	26	10. 01	9. 17	1. 48	53	. 15	NS
Gain	29	6. 59	7. 93				

Table 82 shows that, for the rating scales on Habit 3, the mean gain score of students of Classroom 1 (M = 11. 28, SD = 8. 41) was significantly higher than that of students of Classroom 2 (M = 4. 83, SD = 6. 25), t (53) = 3. 25, p =. 002. This suggests that, following the experiment, students of Classroom 1 reported higher gains in practising Habit 3 than students of Classroom 2.

Table 82 shows that, for the rating scales on Habit 4, the mean gain score of students of Classroom 1 (M = 10. 46, SD = 8. 30) was significantly higher than that of students of Classroom 2 (M = 3. 78, SD = 10. 72), t (53) = 2. 56, p =. 013. This suggests that, following the experiment, students of Classroom 1 reported higher gains in practising Habit 4 than students of Classroom 2.

Table 82 shows that, for the rating scales on Habit 6, the mean post-test score of students of Classroom 1 (M = 59. 86, SD = 7. 45) was significantly higher than that of students of Classroom 2 (M = 54. 17, SD = 9. 74), t (53) = 2. 41, p =. 02. This

suggests that, after the experiment, students of Classroom 1 reported higher improvement in practising Habit 6 than students of Classroom 2.

Table 82 shows that, for the rating scales on Habit 7, the mean gain score of students of Classroom 1 (M = 11. 70, SD = 9. 41) was significantly higher than that of students of Classroom 2 (M = 5. 53, SD = 4. 38), t (34. 50) = 3. 06, p =. 004. This suggests that, following the experiment, students of Classroom 1 reported higher gains in practising Habit 7 than students of Classroom 2.

Table 82 shows that, for the rating scales on Habit 8, the mean post-test score of students of Classroom 1 (M = 57. 32, SD = 8. 85) was significantly higher than that of students of Classroom 2 (M = 52. 59, SD = 8. 50), t (53) = 2. 02, p =. 048. This suggests that, after the experiment, students of Classroom 1 reported higher improvement in practising Habit 8 than students of Classroom 2.

There were no significant differences in the mean pre-test scores of students in Classroom 1 and Classroom 2 for any of the Select Life Habits. This suggests that students in both classrooms demonstrated similar levels in practising Select Life Habits before the experiment.

There were no significant differences in the mean post-test scores of students in Classroom 1 and Classroom 2 for the Select Life Habits, except Habits 6 and 8. This suggests that students in both classrooms demonstrated similar levels in practising each of the habits, except Habit 6 and Habit 8, after the experiment.

There were no significant differences in the mean gain scores of students in Classroom 1 and Classroom 2 for the Select Life Habits, except Habits 3, 4, and 7. This suggests that students in both classrooms demonstrated similar gains in practising each of the habits, except Habit 3, Habit 4, and Habit 7, following the experiment.

Table 83

Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 1 and Classroom 3

	N	M	SD	t value	Degrees of Freedom	P value	Level of Significance
Habit 1 Pre-test	26	43. 89	8. 19	2. 48	52	. 02	p ≤ 0. 05 (Sig at 0. 05)
	28	50. 05	9. 85				
Habit 1 Post-test	26	56. 93	5. 99	. 61	45. 75	. 55	NS
	28	55. 63	9. 59				
Habit 1 Gain	26	13. 04	9. 74	3. 63	32. 81	. 001	p ≤ 0. 01 (Sig at 0. 01)
	28	5. 58	4. 03				
Habit 2 Pre-test	26	47. 72	8. 68	0. 87	52	. 39	NS
	28	49. 82	8. 98				
Habit 2 Post-test	26	57. 02	8. 60	0. 36	52	. 72	NS
	28	57. 86	8. 44				
Habit 2 Gain	26	9. 29	10. 26	. 56	37. 87	. 58	NS
	28	8. 04	5. 56				
Habit 3 Pre-test	26	44. 52	9. 42	2. 59	52	. 012	p ≤ 0. 05 (Sig at 0. 05)
	28	51. 07	9. 16				
Habit 3 Post-test	26	55. 79	9. 60	0. 58	52	. 57	NS
	28	57. 28	9. 28				
Habit 3 Gain	26	11. 28	8. 41	2. 74	37. 44	. 009	p ≤ 0. 01 (Sig at 0. 01)
	28	6. 21	4. 47				
Habit 4 Pre-test	26	47. 31	9. 18	0. 04	52	. 97	NS
	28	47. 41	9. 36				
Habit 4 Post-test	26	57. 77	11. 86	1. 03	52	. 31	NS
	28	54. 89	8. 61				
Habit 4 Gain	26	10. 46	8. 30	1. 44	48. 09	. 16	NS
	28	7. 48	6. 70				
Habit 5	26	49. 36	11. 01	0. 19	52	. 85	NS

Pre-test	28	48. 84	9. 19				
Habit 5	26	60. 96	9. 55	1. 83	52	. 07	NS
Post-test	28	56. 25	9. 38				
Habit 5	26	11. 61	12. 87	1. 49	36. 24	. 14	NS
Gain	28	7. 41	6. 46				
Habit 6	26	49. 89	8. 69	. 34	52	. 74	NS
Pre-test	28	49. 11	8. 32				
Habit 6	26	59. 86	7. 45	1. 45	52	. 15	NS
Post-test	28	56. 50	9. 37				
Habit 6	26	9. 97	6. 04	1. 74	52	. 09	NS
Gain	28	7. 39	4. 85				
Habit 7	26	47. 73	10. 24	. 07	52	. 95	NS
Pre-test	28	47. 54	9. 39				
Habit 7	26	59. 43	8. 78	2. 32	52	. 02	$p \leq 0.05$ (Sig at 0. 05)
Post-test	28	53. 88	8. 78				
Habit 7	26	11. 70	9. 41	2. 30	47. 88	. 03	$p \leq 0.05$ (Sig at 0. 05)
Gain	28	6. 34	7. 52				
Habit 8	26	47. 31	11. 12	1. 05	52	. 29	NS
Pre-test	28	50. 22	9. 24				
Habit 8	26	57. 32	8. 85	0. 49	52	. 63	NS
Post-test	28	56. 13	8. 96				
Habit 8	26	10. 01	9. 17	2. 06	36. 21	. 047	$p \leq 0.05$ (Sig at 0. 05)
Gain	28	5. 90	4. 59				

Table 83 shows that, for the rating scales on Habit 1, the mean pre-test score of students of Classroom 3 (M = 50. 05, SD = 9. 85) was significantly higher than that of students of Classroom 1 (M = 43. 89, SD = 8. 19), t (52) = 2. 48, p =. 02. This suggests that, prior to the experiment, students of Classroom 3 reported higher level in practising Habit 1 than students of Classroom 1.

Table 83 shows that, for the rating scales on Habit 1, the mean gain score of students of Classroom 1 (M = 13. 04, SD = 9. 74) was significantly higher than that of students of Classroom 3 (M = 5. 58, SD = 4. 03), t (32. 81) = 3. 63, p =. 001. This suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 1 than students of Classroom 3.

For Habit 1, there were no significant differences in the mean post-test scores between students in Classroom 1 and Classroom 3, and they demonstrated comparable levels in practising Habit 1 after the experiment. When Students of Classroom 3 recorded higher mean pre-test scores on the rating scales for Habit 1 than Students of Classroom 1, Students of Classroom 1 recorded higher mean gain scores than Students of Classroom 3.

Table 83 shows that, for the rating scales on Habit 3, the mean pre-test score of students of Classroom 3 (M = 51. 07, SD = 9. 16) was significantly higher than that of students of Classroom 1 (M = 44. 52, SD = 9. 42), t (52) = 2. 59, p =. 012. This suggests that, prior to the experiment, students of Classroom 3 reported higher level in practising Habit 3 than students of Classroom 1.

Table 83 shows that, for the rating scales on Habit 3, the mean gain score of students of Classroom 1 (M = 11. 28, SD = 8. 41) was significantly higher than that of students of Classroom 3 (M = 6. 21, SD = 4. 47), t (37. 44) = 2. 74, p =. 009. This suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 3 than students of Classroom 3.

For Habit 3, there were no significant differences in the mean post-test scores between students in Classroom 1 and Classroom 3, and they demonstrated comparable levels in practising Habit 3 after the experiment. When Students of Classroom 3 recorded higher mean pre-test scores on the rating scales for Habit 3 than Students of Classroom 1, Students of Classroom 1 recorded higher mean gain scores than Students of Classroom 3.

Table 83 shows that, for the rating scales on Habit 7, the mean post-test score of students of Classroom 1 (M = 59. 43, SD = 8. 78) was significantly higher than that

of students of Classroom 3 (M = 53. 88, SD = 8. 77), t (52) = 2. 32, p =. 02. This suggests that, after the experiment, students of Classroom 1 reported higher level in practising Habit 7 than students of Classroom 3.

Table 83 shows that, for the rating scales on Habit 7, the mean gain score of students of Classroom 1 (M = 11. 70, SD = 9. 41) was significantly higher than that of students of Classroom 3 (M = 6. 34, SD = 7. 52), t (47. 88) = 2. 30, p =. 03. This suggests that, following the experiment, students of Classroom 1 reported higher gains in practising Habit 7 than students of Classroom 3.

For Habit 7, there were no significant differences in the mean pre-test scores between students in Classroom 1 and Classroom 3, and they demonstrated comparable levels in practising Habit 7 before the experiment. Students in Classroom 1 recorded higher mean post-test and mean gain scores on the rating scales for Habit 7 than Students in Classroom 3.

Table 83 shows that, for the rating scales on Habit 8, the mean gain score of students of Classroom 1 (M = 10. 01, SD = 9. 17) was significantly higher than that of students of Classroom 3 (M = 5. 90, SD = 4. 60), t (36. 21) = 2. 06, p =. 047. This suggests that, following the experiment, students of Classroom 1 reported higher gains in practising Habit 8 than students of Classroom 3.

For Habit 8, there were no significant differences in the mean pre-test scores and mean post-test scores between students in Classroom 1 and Classroom 3, and they demonstrated comparable levels in practising Habit 8 before and after the experiment.

There were no significant differences in the mean pre-test, post-test, and gain scores of students in Classroom 1 and Classroom 3 for Habits 2, 4, 5, and 6. This suggests that students in both classrooms demonstrated similar levels in practicing Habit 2, Habit 4, Habit 5 and Habit 6 before and after the experiment.

Table 84

Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 1 and Classroom 4

	N	M	SD	t value	Degrees of Freedom	P value	Level of Significance
Habit 1 Pre-test	26 29	43. 89 48. 62	8. 19 10. 07	1. 89	53	. 06	NS
Habit 1 Post-test	26 29	56. 93 54. 47	5. 99 9. 94	1. 13	46. 72	. 27	NS
Habit 1 Gain	26 29	13. 04 5. 85	9. 74 5. 39	3. 33	38. 05	. 002	p ≤ 0. 01 (Sig at 0. 01)
Habit 2 Pre-test	26 29	47. 72 49. 87	8. 68 8. 97	0. 90	53	. 37	NS
Habit 2 Post-test	26 29	57. 02 56. 49	8. 60 10. 86	0. 19	53	. 84	NS
Habit 2 Gain	26 29	9. 29 6. 62	10. 26 4. 97	1. 21	35. 22	. 24	NS
Habit 3 Pre-test	26 29	44. 52 52. 11	9. 42 7. 93	3. 24	53	. 002	p ≤ 0. 01 (Sig at 0. 01)
Habit 3 Post-test	26 29	55. 79 55. 87	9. 60 8. 18	0. 03	53	. 98	NS
Habit 3 Gain	26 29	11. 28 3. 76	8. 41 3. 02	4. 32	30. 73	. 000	p ≤ 0. 01 (Sig at 0. 01)
Habit 4 Pre-test	26 29	47. 31 49. 48	9. 18 8. 57	0. 91	53	. 37	NS
Habit 4 Post-test	26 29	57. 77 55. 33	11. 86 7. 43	0. 90	41. 13	. 37	NS
Habit 4 Gain	26 29	10. 46 5. 85	8. 30 6. 02	2. 34	45. 16	. 02	NS p ≤ 0. 05 (Sig at 0. 05)
Habit 5 Pre-test	26 29	49. 36 50. 39	11. 01 9. 25	0. 38	53	. 71	NS
Habit 5 Post-test	26 29	60. 96 56. 03	9. 55 9. 89	1. 88	53	. 07	NS
Habit 5 Gain	26 29	11. 61 5. 64	12. 87 6. 95	2. 11	37. 48	. 04	p ≤ 0. 05 (Sig at 0. 05)

Habit 6	26	49. 89	8. 69	0. 38	53	. 71	NS
Pre-test	29	50. 78	8. 82				
Habit 6	26	59. 86	7. 45	0. 97	53	. 34	NS
Post-test	29	57. 67	9. 01				
Habit 6	26	9. 97	6. 04	2. 14	53	. 04	$p \leq 0.05$
Gain	29	6. 89	4. 58				(Sig at 0. 05)
Habit 7	26	47. 73	10. 24	1. 11	53	. 28	NS
Pre-test	29	50. 52	8. 44				
Habit 7	26	59. 43	8. 78	1. 42	53	. 16	NS
Post-test	29	55. 85	9. 75				
Habit 7	26	11. 70	9. 41	3. 16	34. 27	. 003	$p \leq 0.01$
Gain	29	5. 34	4. 32				(Sig at 0. 01)
Habit 8	26	47. 31	11. 12	0. 75	53	. 46	NS
Pre-test	29	49. 39	9. 46				
Habit 8	26	57. 32	8. 85	1. 06	53	. 29	NS
Post-test	29	54. 61	10. 01				
Habit 8	26	10. 01	9. 17	2. 31	53	. 03	$p \leq 0.05$
Gain	29	5. 22	6. 09				(Sig at 0. 05)

Table 84 shows that, for the rating scales on Habit 1, the mean gain score of students of Classroom 1 (M = 13. 04, SD = 9. 75) was significantly higher than that of students of Classroom 4 (M = 5. 85, SD = 5. 39), t (38. 05) = 3. 33, p =. 002. This suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 1 than students of Classroom 4.

Table 84 shows that, for the rating scales on Habit 3, the mean pre-test score of students of Classroom 4 (M = 52. 11, SD = 7. 93) was significantly higher than that of students of Classroom 1 (M = 44. 52, SD = 9. 42), t (53) = 3. 24, p =. 002. This suggests that, prior to the experiment, students of Classroom 4 reported higher levelin practising Habit 1 than students of Classroom 1.

Table 84 shows that, for the rating scales on Habit 3, the mean gain score of students of Classroom 1 (M = 11. 28, SD = 8. 41) was significantly higher than that of students of Classroom 4 (M = 3. 76, SD = 3. 02), t (30. 73) = 4. 32, p =. 000. This

suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 3 than students of Classroom 4.

For Habit 3, there were no significant differences in the mean post-test scores between students in Classroom 1 and Classroom 4, and they demonstrated comparable levels in practising Habit 3 after the experiment. When Students of Classroom 4 recorded higher pre-test scores on the rating scales for Habit 3 than Students of Classroom 1, Students of Classroom 1 recorded higher gain scores than Students of Classroom 4.

Table 84 shows that, for the rating scales on Habit 4, the mean gain score of students of Classroom 1 (M = 10. 46, SD = 8. 30) was significantly higher than that of students of Classroom 4 (M = 5. 85, SD = 6. 02), t (45. 16) = 2. 34, p =. 02. This suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 4 than students of Classroom 4.

Table 84 shows that, for the rating scales on Habit 5, the mean gain score of students of Classroom 1 (M = 11. 61, SD = 12. 87) was significantly higher than that of students of Classroom 4 (M = 5. 64, SD = 6. 95), t (37. 48) = 2. 11, p =. 04. This suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 5 than students of Classroom 4.

Table 84 shows that, for the rating scales on Habit 6, the mean gain score of students of Classroom 1 (M = 9. 97, SD = 6. 04) was significantly higher than that of students of Classroom 4 (M = 6. 89, SD = 4. 58), t (53) = 2. 14, p =. 04. This suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 6 than students of Classroom 4.

Table 84 shows that, for the rating scales on Habit 7, the mean gain score of students of Classroom 1 (M = 11. 70, SD = 9. 41) was significantly higher than that of students of Classroom 4 (M = 5. 34, SD = 4. 32), t (34. 27) = 3. 16, p =. 003. This suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 7 than students of Classroom 4.

Table 84 shows that, for the rating scales on Habit 8, the mean gain score of students of Classroom 1 (M = 10. 01, SD = 9. 17) was significantly higher than that of students of Classroom 4 (M = 5. 22, SD = 6. 09), t (53) = 2. 31, p =. 03. This suggests that, after the experiment, students of Classroom 1 reported higher gains in practising Habit 8 than students of Classroom 4.

There were no significant differences in the mean pre-test scores of students in Classroom 1 and Classroom 4 for any of the Habits except Habit 3. This suggests that students in both classrooms demonstrated similar levels in practising Select Life Habits except Habit 3 before the experiment. There were no significant differences in the mean post-test scores of students in Classroom 1 and Classroom 4 for any of the Habits. This suggests that students in both classrooms demonstrated similar levels in practising each of the eight habits after the experiment. There were no significant differences in the mean gain scores of students in Classroom 1 and Classroom 4 for Habit 2. This suggests that students in both classrooms demonstrated similar gains in practising Habit 2 following the experiment.

Table 85

Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 2 and Classroom 3

	N	M	SD	t value	Degrees of Freedom	P value	Level of Significance
Habit 1 Pre-test	29 28	43. 97 50. 05	8. 91 9. 85	2. 45	55	. 02	p ≤ 0. 05 (Sig at 0. 05)
Habit 1 Post-test	29 28	56. 97 55. 63	8. 11 9. 59	0. 57	55	. 57	NS
Habit 1 Gain	29 28	13. 00 5. 58	9. 17 4. 03	3. 98	38. 72	. 000	p ≤ 0. 01 (Sig at 0. 01)
Habit 2 Pre-test	29 28	50. 82 49. 82	8. 36 8. 98	0. 4	55	. 67	NS
Habit 2 Post-test	29 28	58. 02 57. 86	7. 67 8. 44	0. 08	55	. 94	NS

Habit 2	29	7. 19	7. 42	0. 48	55	. 63	NS
Gain	28	8. 04	5. 56				
Habit 3	29	48. 28	9. 30	1. 14	55	. 26	NS
Pre-test	28	51. 07	9. 16				
Habit 3	29	53. 10	10. 54	1. 58	55	. 12	NS
Post-test	28	57. 28	9. 28				
Habit 3	29	4. 83	6. 25	0. 96	55	. 34	NS
Gain	28	6. 21	4. 47				
Habit 4	29	49. 78	7. 09	1. 08	50. 30	. 29	NS
Pre-test	28	47. 41	9. 36				
Habit 4	29	53. 57	12. 65	0. 46	55	. 65	NS
Post-test	28	54. 89	8. 61				
Habit 4	29	3. 78	10. 72	1. 56	55	. 13	NS
Gain	28	7. 48	6. 70				
Habit 5	29	48. 15	9. 51	0. 28	55	. 78	NS
Pre-test	28	48. 84	9. 19				
Habit 5	29	56. 22	10. 96	0. 01	55	. 99	NS
Post-test	28	56. 25	9. 38				
Habit 5	29	8. 07	6. 99	0. 37	55	. 71	NS
Gain	28	7. 41	6. 46				
Habit 6	29	47. 66	10. 19	0. 59	55	. 56	NS
Pre-test	28	49. 11	8. 32				
Habit 6	29	54. 17	9. 74	0. 92	55	. 36	NS
Post-test	28	56. 50	9. 37				
Habit 6	29	6. 52	7. 11	0. 54	55	. 59	NS
Gain	28	7. 39	4. 85				
Habit 7	29	49. 69	7. 80	0. 94	55	. 35	NS
Pre-test	28	47. 54	9. 39				
Habit 7	29	55. 22	7. 61	0. 62	55	. 54	NS
Post-test	28	53. 88	8. 78				
Habit 7	29	5. 53	4. 38	0. 50	55	. 62	NS
Gain	28	6. 34	7. 52				
Habit 8	29	45. 99	9. 83	1. 67	55	. 10	NS

Pre-test	28	50. 22	9. 24				
Habit 8	29	52. 59	8. 50	1. 53	55	. 13	NS
Post-test	28	56. 13	8. 96				
Habit 8	29	6. 59	7. 93	0. 40	55	. 69	NS
Gain	28	5. 90	4. 59				

Table 85 shows that, for the rating scales on Habit 1, the mean pre-test score of students of Classroom 3 (M = 50. 05, SD = 9. 85) was significantly higher than that of students of Classroom 2 (M = 43. 97, SD = 8. 91), t (55) = 2. 45, p =. 02. This suggests that, prior to the experiment, students of Classroom 3 reported higher levelin practising Habit 1 than students of Classroom 3.

Table 85 shows that, for the rating scales on Habit 1, the mean gain score of students of Classroom 2 (M = 13. 00, SD = 9. 17) was significantly higher than that of students of Classroom 3 (M = 5. 58, SD = 4. 03), t (38. 72) = 3. 98, p =. 000. This suggests that, after the experiment, students of Classroom 2 reported higher gains in practising Habit 1 than students of Classroom 3.

For Habit 1, there were no significant differences in the mean post-test scores between students in Classroom 2 and Classroom 3, and they demonstrated comparable levels in practising Habit 1 after the experiment. When Students of Classroom 3 recorded higher pre-test scores on the rating scales for Habit 1 than Students of Classroom 2, Students of Classroom 2 recorded higher gain scores than Students of Classroom 3.

There were no significant differences in the mean pretest, mean posttest, and mean gain scores of students in Classroom 2 and Classroom 3 for any of the Habits except Habit 1. This suggests that students in both classrooms demonstrated similar levels in practising all eight habits, except Habit 3, before and after the experiment.

Table 86

Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 2 and Classroom 4

	N	M	SD	t value	Degrees of Freedom	P value	Level of Significance
Habit 1	29	43. 97	8. 91	1. 86	56	. 07	NS
Pre-test	29	48. 62	10. 07				
Habit 1	29	56. 97	8. 11	1. 05	56	. 29	NS
Post-test	29	54. 47	9. 94				
Habit 1	29	13. 00	9. 17	3. 62	45. 28	. 001	$p \leq 0.01$ (Sig at 0. 01)
Gain	29	5. 85	5. 39				
Habit 2	29	50. 82	8. 36	. 42	56	. 68	NS
Pre-test	29	49. 87	8. 97				
Habit 2	29	58. 02	7. 67	. 62	56	. 54	NS
Post-test	29	56. 49	10. 86				
Habit 2	29	7. 19	7. 42	. 35	48. 89	. 73	NS
Gain	29	6. 62	4. 96				
Habit 3	29	48. 28	9. 30	1. 69	56	. 09	NS
Pre-test	29	52. 11	7. 93				
Habit 3	29	53. 10	10. 54	1. 12	52. 75	. 27	NS
Post-test	29	55. 87	8. 18				
Habit 3	29	4. 83	6. 25	0. 83	40. 38	. 41	NS
Gain	29	3. 76	3. 02				
Habit 4	29	49. 78	7. 09	0. 15	56	. 88	NS
Pre-test	29	49. 48	8. 57				
Habit 4	29	53. 57	12. 65	0. 65	56	. 52	NS
Post-test	29	55. 33	7. 43				
Habit 4	29	3. 78	10. 72	0. 90	56	. 37	NS
Gain	29	5. 85	6. 02				
Habit 5	29	48. 15	9. 51	0. 91	56	. 37	NS

Pre-test	29	50. 39	9. 25				
Habit 5	29	56. 22	10. 96	0. 07	56	. 95	NS
Post-test	29	56. 03	9. 89				
Habit 5	29	8. 07	6. 99	1. 33	56	. 19	NS
Gain	29	5. 64	6. 95				
Habit 6	29	47. 66	10. 19	1. 25	56	. 22	NS
Pre-test	29	50. 78	8. 82				
Habit 6	29	54. 17	9. 74	1. 42	56	. 16	NS
Post-test	29	57. 67	9. 01				
Habit 6	29	6. 52	7. 11	0. 24	56	. 81	NS
Gain	29	6. 89	4. 58				
Habit 7	29	49. 69	7. 80	0. 38	56	. 70	NS
Pre-test	29	50. 52	8. 44				
Habit 7	29	55. 22	7. 61	0. 27	56	. 79	NS
Post-test	29	55. 85	9. 75				
Habit 7	29	5. 53	4. 38	0. 17	56	. 87	NS
Gain	29	5. 34	4. 32				
Habit 8	29	45. 99	9. 83	1. 34	56	. 18	NS
Pre-test	29	49. 39	9. 46				
Habit 8	29	52. 59	8. 50	0. 83	56	. 41	NS
Post-test	29	54. 61	10. 01				
Habit 8	29	6. 59	7. 93	0. 74	56	. 46	NS
Gain	29	5. 22	6. 09				

Table 86 shows that, for the rating scales on Habit 1, the mean gain score of students of Classroom 2 (M = 13. 00, SD = 9. 17) was significantly higher than that of students of Classroom 4 (M = 5. 85, SD = 5. 39), t (45. 28) = 3. 62, p =. 001. This suggests that, after the experiment, students of Classroom 2 reported higher gains in practising Habit 1 than students of Classroom 4.

Except for the mean gain scores for Habit 1, there were no significant differences in the mean pretest, mean posttest, and mean gain scores of students in

Classroom 2 and Classroom 4 for any of the Eight Habits. This suggests that students in both classrooms demonstrated similar levels in practicing all eight habits before and after the experiment. Regarding gains following the experiment, except for Habit 1, students from both classrooms showed comparable improvements in practicing the habits.

Table 87

Comparison of mean scores of the Rating scales on Select Life Habits between students of Classroom 3 and Classroom 4

	N	M	SD	t value	Degrees of Freedom	P value	Level of Significance
Habit 1 Pre-test	28	50. 05	9. 85	. 54	55	. 59	NS
	29	48. 62	10. 07				
Habit 1 Post-test	28	55. 63	9. 59	. 45	55	. 66	NS
	29	54. 47	9. 94				
Habit 1 Gain	28	5. 58	4. 03	. 21	55	. 84	NS
	29	5. 85	5. 39				
Habit 2 Pre-test	28	49. 82	8. 97	0. 02	55	. 98	NS
	29	49. 87	8. 97				
Habit 2 Post-test	28	57. 86	8. 44	. 53	55	. 59	NS
	29	56. 49	10. 86				
Habit 2 Gain	28	8. 04	5. 56	1. 01	55	. 32	NS
	29	6. 62	4. 97				
Habit 3 Pre-test	28	51. 07	9. 16	0. 46	55	. 65	NS
	29	52. 11	7. 93				
Habit 3 Post-test	28	57. 28	9. 28	0. 61	55	. 55	NS
	29	55. 87	8. 18				
Habit 3 Gain	28	6. 21	4. 47	2. 42	47. 18	. 02	$p \leq 0.05$ (Sig at 0. 05)
	29	3. 76	3. 02				
Habit 4 Pre-test	28	47. 41	9. 36	0. 87	55	. 39	NS
	29	49. 48	8. 58				

Habit 4 Post-test	28 29	54. 89 55. 33	8. 61 7. 43	0. 20	55	. 84	NS
Habit 4 Gain	28 29	7. 48 5. 85	6. 70 6. 02	. 97	55	. 34	NS
Habit 5 Pre-test	28 29	48. 84 50. 39	9. 19 9. 25	0. 63	55	. 53	NS
Habit 5 Post-test	28 29	56. 25 56. 03	9. 38 9. 89	. 09	55	. 93	NS
Habit 5 Gain	28 29	7. 41 5. 64	6. 46 6. 95	. 99	55	. 32	NS
Habit 6 Pre-test	28 29	49. 11 50. 78	8. 32 8. 82	0. 73	55	. 47	NS
Habit 6 Post-test	28 29	56. 50 57. 67	9. 37 9. 01	. 48	55	. 63	NS
Habit 6 Gain	28 29	7. 39 6. 89	4. 85 4. 58	. 39	55	. 69	NS
Habit 7 Pre-test	28 29	47. 54 50. 52	9. 39 8. 44	1. 26	55	. 21	NS
Habit 7 Post-test	28 29	53. 88 55. 85	8. 78 9. 75	. 80	55	. 43	NS
Habit 7 Gain	28 29	6. 34 5. 34	7. 52 4. 32	. 62	55	. 54	NS
Habit 8 Pre-test	28 29	50. 22 49. 39	9. 24 9. 46	. 33	55	. 74	NS
Habit 8 Post-test	28 29	56. 13 54. 61	8. 96 10. 01	. 60	55	. 55	NS
Habit 8 Gain	28 29	5. 90 5. 22	4. 59 6. 09	. 48	55	. 63	NS

Table 87 shows that, for the rating scales on Habit 3, the mean gain score of students of Classroom 3 (M = 6. 21, SD = 4. 47) was significantly higher than that of students of Classroom 4 (M = 3. 76, SD = 3. 02), t (47. 18) = 2. 42, p =. 02. This

suggests that, after the experiment, students of Classroom 3 reported higher gains in practising Habit 3 than students of Classroom 4.

Except for the mean gain scores for Habit 3, there were no significant differences in the mean pretest, mean posttest, and mean gain scores of students in Classroom 3 and Classroom 4 for any of the Eight Habits. This suggests that students in both classrooms demonstrated similar levels in practicing all eight habits before and after the experiment. Regarding gains following the experiment, except for Habit 3, students from both classrooms showed comparable improvements in practicing the habits.

Table 88

Comparison of Pre-test scores of the Rating scale on Habit 1 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test scores	43. 93	8. 50	55	49. 32	9. 90	57	3. 09	$p \leq 0.01$ (Sig at 0. 01)

Table 88 shows that the mean pre-test score of second-year students (M = 49. 32, SD = 9. 90) was significantly higher than that of first-year students (M = 43. 93, SD = 8. 50), t (110) = 3. 09, p =. 003. This suggests that, prior to the experiment, second-year students reported higher level in practising Habit 1 than first-year students.

Table 89

Comparison of Post-test scores of the Rating scale on Habit 1 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	56. 95	7. 12	55	55. 04	9. 71	57	1. 19	NS

Table 89 shows that the mean post-test score of first-year students (*M* = 56. 95, *SD* = 7. 12) was not significantly different from that of second-year students (*M* = 55. 04, *SD* = 9. 71), *t* (102. 77) = 1. 19, *p* =. 24. This suggests that both groups demonstrated comparable levels in practising Habit 1 after the experiment.

Table 90

Comparison of Gain scores of the Rating scale on Habit 1 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	5. 18	p ≤ 0. 01 (Sig at 0. 01)
Gain scores	13. 02	9. 36	55	5. 72	4. 73	57		

Table 90 shows that the mean gain score of first-year students (*M* = 13. 02, *SD* = 9. 36) was significantly higher than that of second-year students (*M* = 5. 72, *SD* = 4. 73), t (79. 27) = 5. 18, p =. 000. This suggests that, after the experiment, first-year students reported higher gains in practising Habit 1 than second-year students.

Table 91

Comparison of Pre-test scores of the Rating scale on Habit 2 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 30	NS
Pre test	49. 36	8. 58	55	49. 85	8. 90	57		

Table 91 shows that the mean pretest score of second-year students (*M* = 49. 85, *SD* = 8. 90) was not significantly different from that of first-year students (*M* =

49. 36, *SD* = 8. 58), *t* (110) = 0. 30, *p* =. 77. This suggests that both groups demonstrated comparable levels in practising Habit 2 before the experiment.

Table 92

Comparison of Post-test scores of the Rating scale on Habit 2 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 23	NS
Post test	57. 55	8. 07	55	57. 16	9. 69	57		

Table 92 shows that the mean post-test score of first-year students (*M* = 57. 55, *SD* = 8. 07) was not significantly different from that of second-year students (*M* = 57. 16, *SD* = 9. 69), *t* (110) = 0. 23, *p* =. 82. This suggests that both groups demonstrated comparable levels in practising Habit 2 after the experiment.

Table 93

Comparison of Gain scores of the Rating scale on Habit 2 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 63	NS
Gain scores	8. 19	8. 86	55	7. 32	5. 27	57		

Table 93 shows that the mean gain score of first-year students (*M* = 8. 19, *SD* = 8. 86) was not significantly different from that of second-year students (*M* = 7. 32, *SD* = 5. 27), *t* (87. 33) = 0. 63, *p* =. 53. This suggests that both groups demonstrated comparable gains in practising Habit 2 following the experiment.

Table 94

Comparison of Pre-test scores of the Rating scale on Habit 3 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	3. 00	$p \leq 0.01$ (Sig at 0. 01)
Pre test scores	46. 50	9. 46	55	51. 59	8. 50	57		

Table 94 shows that the mean pre-test score of second-year students (M = 51. 59, SD = 8. 50) was significantly higher than that of first-year students (M = 46. 50, SD = 9. 46), t (110) = 3. 00, p =. 003. This suggests that, prior to the experiment, second-year students reported higher level in practising Habit 3 than first-year students.

Table 95

Comparison of Post-test scores of the Rating scale on Habit 3 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 23	NS
Post test scores	54. 38	10. 11	55	56. 56	8. 69	57		

Table 95 shows that the mean post-test score of second-year students (M = 56. 56, SD = 8. 69) was not significantly different from that of first-year students (M = 54. 38, SD = 10. 11), t (110) = 1. 23, p =. 22. This suggests that both groups demonstrated comparable levels in practising Habit 3 after the experiment.

Table 96

Comparison of Gain scores of the Rating scale on Habit 3 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	2. 44	$p \leq 0.05$ (Sig at 0. 05)
Gain Scores	7. 88	7. 97	55	4. 96	3. 96	57		

Table 96 shows that the mean gain score of first-year students (M = 7. 88, SD = 7. 97) was significantly higher than that of second-year students (M = 4. 96, SD = 3. 96), t (78. 50) = 2. 44, p =. 017. This suggests that, after the experiment, first-year students reported higher gains in practising Habit 3 than second-year students.

Table 97

Comparison of Pre-test scores of the Rating scale on Habit 4 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 09	NS
Pre test	48. 61	8. 16	55	48. 47	8. 95	57		

Table 97 shows that the mean pretest score of first-year students (M = 48. 61, SD = 8. 16) was not significantly different from that of second-year students (M = 48. 47, SD = 8. 95), t (110) = 0. 09, p =. 93. This suggests that both groups demonstrated comparable levels in practising Habit 4 before the experiment.

Table 98

Comparison of Post-test scores of the Rating scale on Habit 4 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 22	NS
Post test	55. 55	12. 35	55	55. 11	7. 96	57		

Table 98 shows that the mean post-test score of first-year students (M = 55. 55, SD = 12. 35) was not significantly different from that of second-year students (M = 55. 11, SD = 7. 96), t (91. 75) = 0. 22, p =. 82. This suggests that both groups demonstrated comparable levels in practising Habit 4 after the experiment.

Table 99

Comparison of Gain scores of the Rating scale on Habit 4 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	6. 94	10. 14	55	6. 65	6. 36	57	0. 18	NS

Table 99 shows that the mean gain score of first-year students (M = 6. 94, SD = 10. 14) was not significantly different from that of second-year students (M = 6. 65, SD = 6. 36), t (110) = 0. 18, p =. 86. This suggests that both groups demonstrated comparable gains in practising Habit 4 following the experiment.

Table 100

Comparison of Pre-test scores of the Rating scale on Habit 5 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 50	NS
Pre test	48. 72	10. 17	55	49. 63	9. 18	57		

Table 100 shows that the mean pretest score of second-year students (M = 49. 63, SD = 9. 18) was not significantly different from that of first-year students (M = 48. 72, SD = 10. 17), t (110) = 0. 50, p =. 62. This suggests that both groups demonstrated comparable levels in practising Habit 5 before the experiment.

Table 101

Comparison of Post-test scores of the Rating scale on Habit 5 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 23	NS
Post test	58. 46	10. 50	55	56. 14	9. 56	57		

Table 101 shows that the mean post-test score of first-year students (M = 58. 46, SD = 10. 50) was not significantly different from that of second-year students (M = 56. 14, SD = 9. 56), t (110) = 1. 23, p =. 22. This suggests that both groups demonstrated comparable levels in practising Habit 5 after the experiment.

Table 102

Comparison of Gain scores of the Rating scale on Habit 5 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 97	$p \leq 0.05$ (Sig at 0. 05)
Gain Score	9. 74	10. 26	55	6. 51	6. 71	57		

Table 102 shows that the mean gain score of first-year students (M = 9. 74, SD = 10. 26) was significantly higher than that of second-year students (M = 6. 51, SD = 6. 71), t (92. 59) = 1. 97, p =. 052. This suggests that, after the experiment, first-year students reported higher gains in practising Habit 5 than second-year students.

Table 103

Comparison of Pre-test scores of the Rating scale on Habit 6 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 73	NS
Pre test	48. 71	9. 50	55	49. 96	8. 54	57		

Table 103 shows that the mean pretest score of second-year students (M = 49. 96, SD = 8. 54) was not significantly different from that of first-year students (M = 48. 71, SD = 9. 50), t (110) = 0. 73, p =. 47. This suggests that both groups demonstrated comparable levels in practising Habit 6 before the experiment.

Table 104

Comparison of Post-test scores of the Rating scale on Habit 6 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 14	NS
Post test	56. 86	9. 12	55	57. 10	9. 12	57		

Table 104 shows that the mean post-test score of second-year students (M = 57. 10, SD = 9. 12) was not significantly different from that of first-year students (M = 56. 86, SD = 9. 12), t (110) = 0. 14, p =. 89. This suggests that both groups demonstrated comparable levels in practising Habit 6 after the experiment.

Table 105

Comparison of Gain scores of the Rating scale on Habit 6 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 91	NS
Gain scores	8. 15	6. 80	55	7. 14	4. 68	57		

Table 105 shows that the mean gain score of first-year students (M = 8. 15, SD = 6. 80) was not significantly different from that of second-year students (M = 7. 14, SD = 4. 68), t (95. 42) = 0. 91, p =. 36. This suggests that both groups demonstrated comparable gains in practising Habit 6 following the experiment.

Table 106

Comparison of Pre-test scores of the Rating scale on Habit 7 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 17	NS
Pre test	48. 77	9. 01	55	49. 06	8. 97	57		

Table 106 shows that the mean pretest score of second-year students (M = 49. 06, SD = 8. 97) was not significantly different from that of first-year students (M = 48. 77, SD = 9. 01), t (110) = 0. 17, p =. 87. This suggests that both groups demonstrated comparable levels in practising Habit 7 before the experiment.

Table 107

Comparison of Post-test scores of the Rating scale on Habit 7 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 39	NS
Post test	57. 21	8. 38	55	54. 89	9. 26	57		

Table 107 shows that the mean post-test score of first-year students (M = 57. 21, SD = 8. 38) was not significantly different from that of second-year students (M = 54. 89, SD = 9. 26), t (110) = 1. 39, p =. 17. This suggests that both groups demonstrated comparable levels in practising Habit 7 after the experiment.

Table 108

Comparison of Gain scores of the Rating scale on Habit 7 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 98	p ≤ 0. 05 (Sig at 0. 05)
Gain scores	8. 45	7. 78	55	5. 83	6. 07	57		

Table 108 shows that the mean gain score of first-year students (M = 8. 45, SD = 7. 78) was significantly higher than that of second-year students (M = 5. 83, SD = 6. 07), t (102. 10) = 1. 98, p =. 051. This suggests that, after the experiment, first-year students reported higher gains in practising Habit 7 than second-year students.

Table 109

Comparison of Pre-test scores of the Rating scale on Habit 8 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 72	NS
Pre test	46. 61	10. 38	55	49. 80	9. 28	57		

Table 109 shows that the mean pretest score of second-year students (M = 49. 80, SD = 9. 28) was not significantly different from that of first-year students (M = 46. 61, SD = 10. 38), t (110) = 1. 72, p =. 09. This suggests that both groups demonstrated comparable levels in practising Habit 8 before the experiment.

Table 110

Comparison of Post-test scores of the Rating scale on Habit 8 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 31	NS
Post test	54. 82	8. 92	55	55. 36	9. 45	57		

Table 110 shows that the mean post-test score of second-year students (*M* = 55. 36, *SD* = 9. 45) was not significantly different from that of first-year students (*M* = 54. 82, *SD* = 8. 92), *t* (110) = 0. 31, *p* =. 76. This suggests that both groups demonstrated comparable levels in practising Habit 8 after the experiment.

Table 111

Comparison of Gain scores of the Rating scale on Habit 8 between students of First year and Second year

	First year students			Second year students			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 95	p ≤ 0. 05 (Sig at 0. 05)
Gain scores	8. 21	8. 63	55	5. 55	5. 37	57		

Table 111 shows that the mean gain score of first-year students (*M* = 8. 21, *SD* = 8. 63) was significantly higher than that of second-year students (*M* = 5. 55, *SD* = 5. 37), *t* (89. 79) = 1. 95, *p* =. 055. This suggests that, after the experiment, first-year students reported higher gains in practising Habit 8 than second-year students.

Table 112

Comparison of Pre-test scores of the Rating scale on Habit 1 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 43	NS
Pre test	47. 08	9. 52	54	46. 29	9. 71	58		

Table 112 shows that the mean pre-test score of students at Institute I (*M* = 47. 08, *SD* = 9. 52) was not significantly different from that of students at Institute II (*M* = 46. 29, *SD* = 9. 71), *t* (110) = 0. 43, *p* =. 67. This suggests that both groups demonstrated comparable levels in practising Habit 1 before the experiment.

Table 113

Comparison of Post-test scores of the Rating scale on Habit 1 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	56. 26	8. 02	54	55. 72	9. 08	58	0. 33	NS

Table 113 shows that the mean post-test score of students at Institute I (*M* = 56. 26, *SD* = 8. 02) was not significantly different from that of students at Institute II (*M* = 55. 72, *SD* = 9. 08), *t* (110) = 0. 33, *p* =. 74. This suggests that both groups demonstrated comparable levels in practising Habit 1 after the experiment.

Table 114

Comparison of Gain scores of the Rating scale on Habit 1 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	9. 17	8. 20	54	9. 42	8. 29	58	0. 16	NS

Table 114 shows that the mean gain score of students at Institute II (*M* = 9. 42, *SD* = 8. 29) was not significantly different from that of students at Institute I (*M* = 9. 17, *SD* = 8. 20), *t* (110) = 0. 16, *p* =. 87. This suggests that both groups demonstrated comparable gains in practising Habit 1 following the experiment.

Table 115

Comparison of Pre-test scores of the Rating scale on Habit 2 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 93	NS
Pre test	48. 81	8. 82	54	50. 35	8. 61	58		

Table 115 shows that the mean pre-test score of students at Institute II (*M* = 50. 35, *SD* = 8. 61) was not significantly different from that of students at Institute I (*M* = 48. 81, *SD* = 8. 82), *t* (110) = 0. 93, *p* =. 35. This suggests that both groups demonstrated comparable levels in practising Habit 2 before the experiment.

Table 116

Comparison of Post-test scores of the Rating scale on Habit 2 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 12	NS
Post test scores	57. 45	8. 45	54	57. 25	9. 35	58		

Table 116 shows that the mean post-test score of students at Institute I (*M* = 57. 45, *SD* = 8. 45) was not significantly different from that of students at Institute II (*M* = 57. 25, *SD* = 9. 35), *t* (110) = 0. 12, *p* =. 91. This suggests that both groups demonstrated comparable levels in practising Habit 2 after the experiment.

Table 117

Comparison of Gain scores of the Rating scale on Habit 2 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 64	8. 12	54	6. 91	6. 27	58	1. 27	NS

Table 117 shows that the mean gain score of students at Institute I (M = 8. 64, SD = 8. 12) was not significantly different from that of students at Institute II (M = 6. 91, SD = 6. 27), t (110) = 1. 27, p =. 21. This suggests that both groups demonstrated comparable gains in practising Habit 2 following the experiment.

Table 118

Comparison of Pre-test scores of the Rating scale on Habit 3 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	47. 92	9. 77	54	50. 19	8. 79	58	1. 30	NS

Table 118 shows that the mean pre-test score of students at Institute II (M = 50. 19, SD = 8. 79) was not significantly different from that of students at Institute I (M = 47. 92, SD = 9. 77), t (110) = 1. 3, p =. 20. This suggests that both groups demonstrated comparable levels in practising Habit 3 before the experiment.

Table 119

Comparison of Post-test scores of the Rating scale on Habit 3 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	56. 57	9. 38	54	54. 48	9. 45	58	1. 17	NS

Table 119 shows that the mean post-test score of students at Institute I (*M* = 56. 57, *SD* = 9. 38) was not significantly different from that of students at Institute II (*M* = 54. 48, *SD* = 9. 45), *t* (110) = 1. 17, *p* =. 25. This suggests that both groups demonstrated comparable levels in practising Habit 3 after the experiment.

Table 120

Comparison of Gain scores of the Rating scale on Habit 3 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 65	7. 08	54	4. 29	4. 89	58	3. 76	$p \leq 0.01$ (Sig at 0. 01)

Table 120 shows that the mean gain score of students at Institute I (*M* = 8. 65, *SD* = 7. 08) was significantly higher than that of students at Institute II (*M* = 4. 29, *SD* = 4. 89), *t* (93. 44) = 3. 76, *p* =. 000. This suggests that, after the experiment, students at Institute I reported higher gains in practising Habit 3 than students at Institute II.

Table 121

Comparison of Pre-test scores of the Rating scale on Habit 4 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 41	NS
Pre test	47. 36	9. 19	54	49. 63	7. 80	58		

Table 121 shows that the mean pre-test score of students at Institute II (*M* = 49. 63, *SD* = 7. 80) was not significantly different from that of students at Institute I (*M* = 47. 36, *SD* = 9. 19), *t* (104. 32) = 1. 41, *p* =. 16. This suggests that both groups demonstrated comparable levels in practising Habit 4 before the experiment.

Table 122

Comparison of Post-test scores of the Rating scale on Habit 4 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 94	NS
Post test scores	56. 28	10. 31	54	54. 45	10. 32	58		

Table 122 shows that the mean post-test score of students at Institute I (*M* = 56. 28, *SD* = 10. 31) was not significantly different from that of students at Institute II (*M* = 54. 45, *SD* = 10. 32), *t* (110) = 0. 94, *p* =. 35. This suggests that both groups demonstrated comparable levels in practising Habit 4 after the experiment.

Table 123

Comparison of Gain scores of the Rating scale on Habit 4 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 92	7. 60	54	4. 82	8. 68	58	2. 65	$p \leq 0.01$ (Sig at 0. 01)

Table 123 shows that the mean gain score of students at Institute I (M = 8. 92, SD = 7. 60) was significantly higher than that of students at Institute II (M = 4. 82, SD = 8. 68), t (110) = 2. 65, p =. 009. This suggests that, after the experiment, students at Institute I reported higher gains in practising Habit 4 than students at Institute II.

Table 124

Comparison of Pre-test scores of the Rating scale on Habit 5 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	49. 09	10. 02	54	49. 27	9. 37	58	0. 10	NS

Table 124 shows that the mean pre-test score of students at Institute II (M = 49. 27, SD = 9. 37) was not significantly different from that of students at Institute I (M = 49. 09, SD = 10. 02), t (110) = 0. 10, p =. 92. This suggests that both groups demonstrated comparable levels in practising Habit 5 before the experiment.

Table 125

Comparison of Post-test scores of the Rating scale on Habit 5 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	58. 52	9. 67	54	56. 12	10. 35	58	1. 26	NS

Table 125 shows that the mean post-test score of students at Institute I (*M* = 58. 52, *SD* = 9. 67) was not significantly different from that of students at Institute II (*M* = 56. 12, *SD* = 10. 35), *t* (110) = 1. 26, *p* =. 21. This suggests that both groups demonstrated comparable levels in practising Habit 5 after the experiment.

Table 126

Comparison of Gain scores of the Rating scale on Habit 5 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	9. 43	10. 19	54	6. 85	7. 02	58	1. 57	NS

Table 126 shows that the mean gain score of students at Institute I (*M* = 9. 43, *SD* = 10. 19) was not significantly different from that of students at Institute II (*M* = 6. 85, *SD* = 7. 02), *t* (110) = 1. 57, *p* =. 12. This suggests that both groups demonstrated comparable gains in practising Habit 5 following the experiment.

Table 127

Comparison of Pre-test scores of the Rating scale on Habit 6 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 16	NS
Pre test	49. 48	8. 43	54	49. 22	9. 58	58		

Table 127 shows that the mean pre-test score of students at Institute I (M = 49. 48, SD = 8. 43) was not significantly different from that of students at Institute II (M = 49. 22, SD = 9. 58), t (110) = 0. 16, p =. 88. This suggests that both groups demonstrated comparable levels in practising Habit 6 before the experiment.

Table 128

Comparison of Post-test scores of the Rating scale on Habit 6 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 28	NS
Post test scores	58. 12	8. 59	54	55. 92	9. 46	58		

Table 128 shows that the mean post-test score of students at Institute I (M = 58. 12, SD = 8. 59) was not significantly different from that of students at Institute II (M = 55. 92, SD = 9. 46), t (110) = 1. 28, p =. 20. This suggests that both groups demonstrated comparable levels in practising Habit 6 after the experiment.

Table 129

Comparison of Gain scores of the Rating scale on Habit 6 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 63	5. 56	54	6. 71	5. 93	58	1. 77	NS

Table 129 shows that the mean gain score of students at Institute I (*M* = 8. 63, *SD* = 5. 56) was not significantly different from that of students at Institute II (*M* = 6. 71, *SD* = 5. 93), *t* (110) = 1. 77, *p* =. 08. This suggests that both groups demonstrated comparable gains in practising Habit 6 following the experiment.

Table 130

Comparison of Pre-test scores of the Rating scale on Habit 7 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	47. 63	9. 72	54	50. 11	8. 07	58	1. 47	NS

Table 130 shows that the mean pre-test score of students at Institute II (*M* = 50. 11, *SD* = 8. 07) was not significantly different from that of students at Institute I (*M* = 47. 63, *SD* = 9. 72), *t* (110) = 1. 47, *p* =. 15. This suggests that both groups demonstrated comparable levels in practising Habit 7 before the experiment.

Table 131

Comparison of Post-test scores of the Rating scale on Habit 7 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	56. 56	9. 14	54	55. 54	8. 68	58	0. 60	NS

Table 131 shows that the mean post-test score of students at Institute I (M = 56. 56, SD = 9. 14) was not significantly different from that of students at Institute II (M = 55. 54, SD = 8. 68), t (110) = 0. 60, p =. 55. This suggests that both groups demonstrated comparable levels in practising Habit 7 after the experiment.

Table 132

Comparison of Gain scores of the Rating scale on Habit 7 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 92	8. 82	54	5. 43	4. 32	58	2. 63	$p \leq 0.01$ (Sig at 0. 01)

Table 132 shows that the mean gain score of students at Institute I (M = 8. 92, SD = 8. 82) was significantly higher than that of students at Institute II (M = 5. 43, SD = 4. 32), t (75. 73) = 2. 63, p =. 010. This suggests that, after the experiment, students at Institute I reported higher gains in practising Habit 7 than students at Institute II.

Table 133

Comparison of Pre-test scores of the Rating scale on Habit 8 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 60	NS
Pre test	48. 82	10. 20	54	47. 69	9. 71	58		

Table 133 shows that the mean pre-test score of students at Institute I (M = 48. 82, SD = 10. 20) was not significantly different from that of students at Institute II (M = 47. 69, SD = 9. 71), t (110) = 0. 60, p =. 55. This suggests that both groups demonstrated comparable levels in practising Habit 8 before the experiment.

Table 134

Comparison of Post-test scores of the Rating scale on Habit 8 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 81	NS
Post test scores	56. 70	8. 84	54	53. 60	9. 26	58		

Table 134 shows that the mean post-test score of students at Institute I (M = 56. 70, SD = 8. 84) was not significantly different from that of students at Institute II (M = 53. 60, SD = 9. 26), t (110) = 1. 81, p =. 07. This suggests that both groups demonstrated comparable levels in practising Habit 8 after the experiment.

Table 135

Comparison of Gain scores of the Rating scale on Habit 8 between students at Institute I & II

	Institute I			Institute II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	7. 88	7. 40	54	5. 91	7. 04	58	1. 45	NS

Table 135 shows that the mean gain score of students at Institute I (*M* = 7. 88, *SD* = 7. 40) was not significantly different from that of students at Institute II (*M* = 5. 91, *SD* = 7. 04), *t* (110) = 1. 45, *p* =. 15. This suggests that both groups demonstrated comparable gains in practising Habit 8 following the experiment.

Table 136

Comparison of Pre-test scores of the Rating scale on Habit 1 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	46. 39	9. 46	55	46. 95	9. 79	57	0. 31	NS

Table 136 shows that the mean pre-test score of students in the Execution Type II classrooms (*M* = 46. 95, *SD* = 9. 79) was not significantly different from that of students in the Execution Type I classrooms (*M* = 46. 39, *SD* = 9. 46), *t* (110) = 0. 31, *p* =. 76. This suggests that both groups demonstrated comparable levels in practising Habit 1 before the experiment.

Table 137

Comparison of Post-test scores of the Rating scale on Habit 1 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 42	NS
Post test scores	55. 63	8. 34	55	56. 31	8. 82	57		

Table 137 shows that the mean post-test score of students in the Execution Type II classrooms (M = 56. 31, SD = 8. 82) was not significantly different from that of students in the Execution Type I classrooms (M = 55. 63, SD = 8. 34), t (110) = 0. 42, p =. 68. This suggests that both groups demonstrated comparable levels in practising Habit 1 after the experiment.

Table 138

Comparison of Gain scores of the Rating scale on Habit 1 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 07	NS
Gain scores	9. 25	8. 50	55	9. 36	8. 00	57		

Table 138 shows that the mean gain score of students in the Execution Type II classrooms (M = 9. 36, SD = 8. 00) was not significantly different from that of students in the Execution Type I classrooms (M = 9. 25, SD = 8. 50), t (110) = 0. 07, p =. 94. This suggests that both groups demonstrated comparable gains in practising Habit 1 following the experiment.

Table 139

Comparison of Pre-test scores of the Rating scale on Habit 2 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 90	NS
Pre test	48. 86	8. 82	55	50. 33	8. 61	57		

Table 139 shows that the mean pre-test score of students in the Execution Type II classrooms (M = 50. 33, SD = 8. 61) was not significantly different from that of students in the Execution Type I classrooms (M = 48. 86, SD = 8. 82), t (110) = 0. 90, p =. 37. This suggests that both groups demonstrated comparable levels in practising Habit 2 before the experiment.

Table 140

Comparison of Post-test scores of the Rating scale on Habit 2 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 71	NS
Post test scores	56. 74	9. 77	55	57. 94	7. 99	57		

Table 140 shows that the mean post-test score of students in the Execution Type II classrooms (M = 57. 94, SD = 7. 99) was not significantly different from that of students in the Execution Type I classrooms (M = 56. 74, SD = 9. 77), t (110) = 0. 71, p =. 48. This suggests that both groups demonstrated comparable levels in practising Habit 2 after the experiment.

Table 141

Comparison of Gain scores of the Rating scale on Habit 2 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	7. 89	7. 96	55	7. 61	6. 53	57	0. 20	NS

Table 141 shows that the mean gain score of students in the Execution Type I classrooms (M = 7. 89, SD = 7. 96) was not significantly different from that of students in the Execution Type II classrooms (M = 7. 61, SD = 6. 53), t (110) = 0. 20, p =. 84. This suggests that both groups demonstrated comparable gains in practising Habit 2 following the experiment.

Table 142

Comparison of Pre-test scores of the Rating scale on Habit 3 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	48. 51	9. 40	55	49. 65	9. 26	57	0. 64	NS

Table 142 shows that the mean pre-test score of students in the Execution Type II classrooms (M = 49. 65, SD = 9. 26) was not significantly different from that of students in the Execution Type I classrooms (M = 48. 51, SD = 9. 40), t (110) = 0. 64, p =. 52 This suggests that both groups demonstrated comparable levels in practising Habit 3 before the experiment.

Table 143

Comparison of Post-test scores of the Rating scale on Habit 3 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	55. 83	8. 80	55	55. 15	10. 08	57	0. 38	NS

Table 143 shows that the mean post-test score of students in the Execution Type I classrooms (M = 55. 83, SD = 8. 80) was not significantly different from that of students in the Execution Type II classrooms (M = 55. 15, SD = 10. 08), t (110) = 0. 38, p =. 71. This suggests that both groups demonstrated comparable levels in practising Habit 3 after the experiment.

Table 144

Comparison of Gain scores of the Rating scale on Habit 3 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	7. 32	7. 20	55	5. 50	5. 44	57	1. 50	NS

Table 144 shows that the mean gain score of students in the Execution Type I classrooms (M = 7. 32, SD = 7. 20) was not significantly different from that of students in the Execution Type II classrooms (M = 5. 50, SD = 5. 44), t (110) = 1. 50, p =. 14. This suggests that both groups demonstrated comparable gains in practising Habit 3 following the experiment.

Table 145

Comparison of Pre-test scores of the Rating scale on Habit 4 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 10	NS
Pre test	48. 46	8. 85	55	48. 62	8. 29	57		

Table 145 shows that the mean pre-test score of students in the Execution Type II classrooms (M = 48. 62, SD = 8. 29) was not significantly different from that of students in the Execution Type I classrooms (M = 48. 46, SD = 8. 85), t (110) = 0. 10, p =. 92 This suggests that both groups demonstrated comparable levels in practising Habit 4 before the experiment.

Table 146

Comparison of Post-test scores of the Rating scale on Habit 4 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 16	NS
Post test scores	56. 48	9. 76	55	54. 22	10. 78	57		

Table 146 shows that the mean post-test score of students in the Execution Type I classrooms (M = 56. 48, SD = 9. 76) was not significantly different from that of students in the Execution Type II classrooms (M = 54. 22, SD = 10. 78), t (110) = 1. 16, p =. 25. This suggests that both groups demonstrated comparable levels in practising Habit 4 after the experiment.

Table 147

Comparison of Gain scores of the Rating scale on Habit 4 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 03	7. 49	55	5. 60	9. 09	57	1. 54	NS

Table 147 shows that the mean gain score of students in the Execution Type I classrooms (M = 8. 03, SD = 7. 49) was not significantly different from that of students in the Execution Type II classrooms (M = 5. 60, SD = 9. 09), t (110) = 1. 54, p =. 13. This suggests that both groups demonstrated comparable gains in practising Habit 4 following the experiment.

Table 148

Comparison of Pre-test scores of the Rating scale on Habit 5 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	49. 90	10. 04	55	48. 49	9. 28	57	0. 77	NS

Table 148 shows that the mean pre-test score of students in the Execution Type I classrooms (M = 49. 90, SD = 10. 04) was not significantly different from that of students in the Execution Type II classrooms (M = 48. 49, SD = 9. 28), t (110) = 0. 77, p =. 44 This suggests that both groups demonstrated comparable levels in practising Habit 5 before the experiment.

Table 149

Comparison of Post-test scores of the Rating scale on Habit 5 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	58. 36	9. 96	55	56. 23	10. 13	57	1. 12	NS

Table 149 shows that the mean post-test score of students in the Execution Type I classrooms (M = 58. 36, SD = 9. 96) was not significantly different from that of students in the Execution Type II classrooms (M = 56. 23, SD = 10. 13), t (110) = 1. 12, p =. 27. This suggests that both groups demonstrated comparable levels in practising Habit 5 after the experiment.

Table 150

Comparison of Gain scores of the Rating scale on Habit 5 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 46	10. 52	55	7. 75	6. 69	57	0. 43	NS

Table 150 shows that the mean gain score of students in the Execution Type I classrooms (M = 8. 46, SD = 10. 52) was not significantly different from that of students in the Execution Type II classrooms (M = 7. 75, SD = 6. 69), t (90. 96) = 0. 43, p =. 67. This suggests that both groups demonstrated comparable gains in practising Habit 5 following the experiment.

Table 151

Comparison of Pre-test scores of the Rating scale on Habit 6 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 17	NS
Pre test	50. 36	8. 69	55	48. 37	9. 27	57		

Table 151 shows that the mean pre-test score of students in the Execution Type I classrooms (M = 50. 36, SD = 8. 69) was not significantly different from that of students in the Execution Type II classrooms (M = 48. 37, SD = 9. 27), t (110) = 1. 17, p =. 25 This suggests that both groups demonstrated comparable levels in practising Habit 6 before the experiment.

Table 152

Comparison of Post-test scores of the Rating scale on Habit 6 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	2. 00	$p \leq 0.05$ (Sig at 0. 05)
Post test scores	58. 71	8. 31	55	55. 32	9. 55	57		

Table 152 shows that the mean post-test score of students in the Execution Type I classrooms (M = 58. 71, SD = 8. 31) was significantly higher than that of students in the Execution Type II classrooms (M = 55. 32, SD = 9. 55), t (110) = 2. 00, p =. 048. This suggests that, after the experiment, students in the Execution Type I classrooms reported higher level in practising Habit 6 than students in the Execution Type II classrooms.

Table 153

Comparison of Gain scores of the Rating scale on Habit 6 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	1. 28	NS
Gain scores	8. 35	5. 49	55	6. 95	6. 07	57		

Table 153 shows that the mean gain score of students in the Execution Type I classrooms (M = 8. 35, SD = 5. 49) was not significantly different from that of students in the Execution Type II classrooms (M = 6. 95, SD = 6. 07), t (110) = 1. 28, p =. 20. This suggests that both groups demonstrated comparable gains in practising Habit 6 following the experiment.

Table 154

Comparison of Pre-test scores of the Rating scale on Habit 7 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 33	NS
Pre test	49. 20	9. 35	55	48. 64	8. 61	57		

Table 154 shows that the mean pre-test score of students in the Execution Type I classrooms (M = 49. 20, SD = 9. 35) was not significantly different from that of students in the Execution Type II classrooms (M = 48. 64, SD = 8. 61), t (110) = 0. 33, p =. 74. This suggests that both groups demonstrated comparable levels in practising Habit 7 before the experiment.

Table 155

Comparison of Post-test scores of the Rating scale on Habit 7 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	57. 55	9. 40	55	54. 57	8. 16	57	1. 79	NS

Table 155 shows that the mean post-test score of students in the Execution Type I classrooms (M = 57. 55, SD = 9. 40) was not significantly different from that of students in the Execution Type II classrooms (M = 54. 57, SD = 8. 16), t (110) = 1. 79, p =. 08. This suggests that both groups demonstrated comparable levels in practising Habit 7 after the experiment.

Table 156

Comparison of Gain scores of the Rating scale on Habit 7 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 35	7. 81	55	5. 93	6. 09	57	1. 83	NS

Table 156 shows that the mean gain score of students in the Execution Type I classrooms (M = 8. 35, SD = 7. 81) was not significantly different from that of students in the Execution Type II classrooms (M = 5. 93, SD = 6. 09), t (102. 07) = 1. 83, p =. 07. This suggests that both groups demonstrated comparable gains in practising Habit 7 following the experiment.

Table 157

Comparison of Pre-test scores of the Rating scale on Habit 8 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 18	NS
Pre test	48. 41	10. 24	55	48. 07	9. 70	57		

Table 157 shows that the mean pre-test score of students in the Execution Type I classrooms (M = 48. 41, SD = 10. 24) was not significantly different from that of students in the Execution Type II classrooms (M = 48. 07, SD = 9. 70), t (110) = 0. 18, p =. 86. This suggests that both groups demonstrated comparable levels in practising Habit 8 before the experiment.

Table 158

Comparison of Post-test scores of the Rating scale on Habit 8 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 91	NS
Post test scores	55. 89	9. 49	55	54. 33	8. 83	57		

Table 158 shows that the mean post-test score of students in the Execution Type I classrooms (M = 55. 89, SD = 9. 49) was not significantly different from that of students in the Execution Type II classrooms (M = 54. 33, SD = 8. 83), t (110) = 0. 91, p =. 37. This suggests that both groups demonstrated comparable levels in practising Habit 8 after the experiment.

Table 159

Comparison of Gain scores of the Rating scale on Habit 8 between students of Execution Type I & II classrooms

	Execution Type I			Execution Type II			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	7. 48	8. 00	55	6. 25	6. 46	57	0. 90	NS

Table 159 shows that the mean gain score of students in the Execution Type I classrooms (M = 7. 48, SD = 8. 00) was not significantly different from that of students in the Execution Type II classrooms (M = 6. 25, SD = 6. 46), t (110) = 0. 90, p =. 37. This suggests that both groups demonstrated comparable gains in practising Habit 8 following the experiment.

Table 160

Comparison of Pre-test scores of the Rating scale on Habit 1 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	45. 51	9. 88	74	48. 95	8. 66	38	1. 82	NS

Table 160 shows that the mean pre-test score of Male Participants (M = 48. 95, SD = 8. 66) was not significantly different from that of Female Participants (M = 45. 51, SD = 9. 88), t (110) = 1. 82, p =. 07. This suggests that both groups demonstrated comparable levels in practising Habit 1 before the experiment.

Table 161

Comparison of Post-test scores of the Rating scale on Habit 1 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 16	NS
Post test scores	56. 07	8. 60	74	55. 80	8. 58	38		

Table 161 shows that the mean post-test score of Female Participants (M = 56. 07, SD = 8. 60) was not significantly different from that of Male Participants (M = 55. 80, SD = 8. 58), t (110) = 0. 16, p =. 87. This suggests that both groups demonstrated comparable levels in practising Habit 1 after the experiment.

Table 162

Comparison of Gain scores of the Rating scale on Habit 1 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	2. 31	$p \leq 0.05$ (Sig at 0. 05)
Gain scores	10. 56	8. 07	74	6. 85	8. 02	38		

Table 162 shows that the mean gain score of Female Participants (M = 10. 56, SD = 8. 07) was significantly higher than that of Male Participants (M = 6. 85, SD = 8. 02), t (110) = 2. 31, p =. 02. This suggests that, after the experiment, Female Participants reported higher gains in practising Habit 1 than Male Participants.

Table 163

Comparison of Pre-test scores of the Rating scale on Habit 2 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 17	NS
Pre test	49. 50	8. 73	74	49. 80	8. 77	38		

Table 163 shows that the mean pre-test score of Male Participants (*M* = 49. 80, *SD* = 8. 77) was not significantly different from that of Female Participants (*M* = 49. 50, *SD* = 8. 73), *t* (110) = 0. 17, *p* =. 86. This suggests that both groups demonstrated comparable levels in practising Habit 2 before the experiment.

Table 164

Comparison of Post-test scores of the Rating scale on Habit 2 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 46	NS
Post test scores	57. 07	8. 45	74	57. 90	9. 78	38		

Table 164 shows that the mean post-test score of Male Participants (*M* = 57. 90, *SD* = 9. 78) was not significantly different from that of Female Participants (*M* = 57. 07, *SD* = 8. 45), *t* (110) = 0. 46, *p* =. 64. This suggests that both groups demonstrated comparable levels in practising Habit 2 after the experiment.

Table 165

Comparison of Gain scores of the Rating scale on Habit 2 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	7. 57	7. 70	74	8. 09	6. 33	38	0. 36	NS

Table 165 shows that the mean gain score of Male Participants (M = 8. 09, SD = 6. 33) was not significantly different from that of Female Participants (M = 7. 57, SD = 7. 70), t (110) = 0. 36, p =. 72. This suggests that both groups demonstrated comparable gains in practising Habit 2 following the experiment.

Table 166

Comparison of Pre-test scores of the Rating scale on Habit 3 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	48. 76	10. 45	74	49. 74	6. 59	38	0. 60	NS

Table 166 shows that the mean pre-test score of Male Participants (M = 49. 74, SD = 6. 59) was not significantly different from that of Female Participants (M = 48. 76, SD = 10. 45), t (110) = 0. 60, p =. 55. This suggests that both groups demonstrated comparable levels in practising Habit 3 before the experiment.

Table 167

Comparison of Post-test scores of the Rating scale on Habit 3 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	55. 30	9. 62	74	55. 86	9. 17	38	0. 30	NS

Table 167 shows that the mean post-test score of Male Participants (M = 55. 86, SD = 9. 17) was not significantly different from that of Female Participants (M = 55. 30, SD = 9. 62), t (110) = 0. 30, p =. 77. This suggests that both groups demonstrated comparable levels in practising Habit 3 after the experiment.

Table 168

Comparison of Gain scores of the Rating scale on Habit 3 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	6. 54	5. 94	74	6. 12	7. 30	38	0. 33	NS

Table 168 shows that the mean gain score of Female Participants (M = 6. 54, SD = 5. 94) was not significantly different from that of Male Participants (M = 6. 12, SD = 7. 30), t (110) = 0. 33, p =. 75. This suggests that both groups demonstrated comparable gains in practising Habit 3 following the experiment.

Table 169

Comparison of Pre-test scores of the Rating scale on Habit 4 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	48. 89	8. 50	74	47. 86	8. 67	38	0. 60	NS

Table 169 shows that the mean pre-test score of Female Participants (M = 48. 89, SD = 8. 50) was not significantly different from that of Male Participants (M = 47. 86, SD = 8. 67), t (110) = 0. 60, p =. 55. This suggests that both groups demonstrated comparable levels in practising Habit 4 before the experiment.

Table 170

Comparison of Post-test scores of the Rating scale on Habit 4 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	55. 73	11. 32	74	54. 55	8. 06	38	0. 57	NS

Table 170 shows that the mean post-test score of Female Participants (M = 55. 73, SD = 11. 32) was not significantly different from that of Male Participants (M = 54. 55, SD = 8. 06), t (110) = 0. 57, p =. 57. This suggests that both groups demonstrated comparable levels in practising Habit 4 after the experiment.

Table 171

Comparison of Gain scores of the Rating scale on Habit 4 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	6. 85	9. 31	74	6. 69	6. 35	38	0. 09	NS

Table 171 shows that the mean gain score of Female Participants (M = 6. 85, SD = 9. 31) was not significantly different from that of Male Participants (M = 6. 69, SD = 6. 35), t (110) = 0. 09, p =. 93. This suggests that both groups demonstrated comparable gains in practising Habit 4 following the experiment.

Table 172

Comparison of Pre-test scores of the Rating scale on Habit 5 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	47. 83	9. 79	74	51. 81	8. 90	38	2. 09	$p \leq 0.05$ (Sig at 0. 05)

Table 172 shows that the mean pre-test score of Male Participants (M = 51. 81, SD = 8. 90) was significantly higher than that of Female Participants (M = 47. 83, SD = 9. 79), t (110) = 2. 09, p =. 04. This suggests that, prior to the experiment, Male Participants reported higher level in practising Habit 5 than Female Participants.

Table 173

Comparison of Post-test scores of the Rating scale on Habit 5 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	57. 29	9. 62	74	57. 26	10. 99	38	0. 02	NS

Table 173 shows that the mean post-test score of Female Participants (M = 57. 29, SD = 9. 62) was not significantly different from that of Male Participants (M = 57. 26, SD = 10. 99), t (110) = 0. 02, p =. 99. This suggests that both groups demonstrated comparable levels in practising Habit 5 after the experiment.

Table 174

Comparison of Gain scores of the Rating scale on Habit 5 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	9. 46	8. 64	74	5. 45	8. 45	38	2. 34	$p \leq 0.05$ (Sig at 0. 05)

Table 174 shows that the mean gain score of Female Participants (M = 9. 46, SD = 8. 64) was significantly higher than that of Male Participants (M = 5. 45, SD = 8. 45), t (110) = 2. 34, p =. 02. This suggests that, after the experiment, Female Participants reported higher gains in practising Habit 5 than Male Participants.

Table 175

Comparison of Pre-test scores of the Rating scale on Habit 6 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 19	NS
Pre test	49. 46	9. 14	74	49. 11	8. 85	38		

Table 175 shows that the mean pre-test score of Female Participants (M = 49. 46, SD = 9. 14) was not significantly different from that of Male Participants (M = 49. 11, SD = 8. 85), t (110) = 0. 19, p =. 85. This suggests that both groups demonstrated comparable levels in practising Habit 6 before the experiment.

Table 176

Comparison of Post-test scores of the Rating scale on Habit 6 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 33	NS
Post test scores	57. 18	9. 21	74	56. 59	8. 92	38		

Table 176 shows that the mean post-test score of Female Participants (M = 57. 18, SD = 9. 21) was not significantly different from that of Male Participants (M = 56. 59, SD = 8. 92), t (110) = 0. 33, p =. 74. This suggests that both groups demonstrated comparable levels in practising Habit 6 after the experiment.

Table 177

Comparison of Gain scores of the Rating scale on Habit 6 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	7. 72	6. 03	74	7. 47	5. 43	38	0. 21	NS

Table 177 shows that the mean gain score of Female Participants (M = 7. 72, SD = 6. 03) was not significantly different from that of Male Participants (M = 7. 47, SD = 5. 43), t (110) = 0. 21, p =. 83. This suggests that both groups demonstrated comparable gains in practising Habit 6 following the experiment.

Table 178

Comparison of Pre-test scores of the Rating scale on Habit 7 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Pre test	47. 09	9. 45	74	52. 47	6. 65	38	3. 49	$p \leq 0.01$ (Sig at 0. 01)

Table 178 shows that the mean pre-test score of Male Participants (M = 52. 47, SD = 6. 65) was significantly higher than that of Female Participants (M = 47. 09, SD = 9. 45), t (99. 39) = 3. 49, p =. 001. This suggests that, prior to the experiment, Male Participants reported higher level in practising Habit 7 than Female Participants.

Table 179

Comparison of Post-test scores of the Rating scale on Habit 7 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Post test scores	55. 20	9. 36	74	57. 65	7. 69	38	1. 39	NS

Table 179 shows that the mean post-test score of Male Participants (M = 57. 65, SD = 7. 69) was not significantly different from that of Female Participants (M = 55. 20, SD = 9. 36), t (110) = 1. 39, p =. 17. This suggests that both groups demonstrated comparable levels in practising Habit 7 after the experiment.

Table 180

Comparison of Gain scores of the Rating scale on Habit 7 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	8. 11	8. 01	74	5. 18	4. 12	38	2. 55	$p \leq 0.05$ (Sig at 0. 05)

Table 180 shows that the mean gain score of Female Participants (M = 8. 11, SD = 8. 01) was significantly higher than that of Male Participants (M = 5. 18, SD = 4. 12), t (109. 99) = 2. 55, p =. 012. This suggests that, after the experiment, Female Participants reported higher gains in practising Habit 7 than Male Participants.

Table 181

Comparison of Pre-test scores of the Rating scale on Habit 8 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 09	NS
Pre test	48. 29	10. 28	74	48. 13	9. 31	38		

Table 181 shows that the mean pre-test score of Female Participants (M = 48. 29, SD = 10. 28) was not significantly different from that of Male Participants (M = 48. 13, SD = 9. 31), t (110) = 0. 09, p =. 93. This suggests that both groups demonstrated comparable levels in practising Habit 8 before the experiment.

Table 182

Comparison of Post-test scores of the Rating scale on Habit 8 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2	0. 39	NS
Post test scores	55. 33	8. 81	74	54. 63	9. 90	38		

Table 182 shows that the mean post-test score of Female Participants (M = 55. 33, SD = 8. 81) was not significantly different from that of Male Participants (M = 54. 63, SD = 9. 90), t (110) = 0. 39, p =. 7. This suggests that both groups demonstrated comparable levels in practising Habit 8 after the experiment.

Table 183

Comparison of Gain scores of the Rating scale on Habit 8 between Female & Male Participants

	Female Participants			Male Participants			t value	Level of Significance
	M1	Sd1	N1	M2	Sd2	N2		
Gain scores	7. 04	8. 07	74	6. 50	5. 40	38	0. 37	NS

Table 183 shows that the mean gain score of Female Participants (M = 7. 04, SD = 8. 07) was not significantly different from that of Male Participants (M = 6. 50, SD = 5. 40), t (110) = 0. 37, p =. 71. This suggests that both groups demonstrated comparable gains in practising Habit 8 following the experiment.

Responses of Q Sort Ranking Schedules

Table 184

Rankings of Select Life Habits based on preferences to practice

Ranks given by Students	Habit1	Habit2	Habit3	Habit4	Habit5	Habit6	Habit7	Habit8	Total
Rank 1	20	19	25	12	15	5	7	9	112
Rank 2	21	18	20	13	14	7	9	10	112
Rank 3	24	20	23	12	20	3	4	6	112
Rank 4	20	15	21	14	16	7	9	10	112
Rank 5	18	18	17	15	17	10	9	8	112
Total mentions	103	90	106	66	82	32	38	43	560

Table 185

Rankings of Select Life Habits based on attempts to practice

Ranks given by Students	Habit1	Habit2	Habit3	Habit4	Habit5	Habit6	Habit7	Habit8	Total
Rank 1	24	21	17	13	18	2	14	3	112
Rank 2	20	18	20	14	16	3	16	5	112
Rank 3	21	17	18	12	15	9	12	8	112
Rank 4	17	20	16	13	13	12	10	11	112
Rank 5	19	19	14	13	14	8	15	10	112
Total mentions	101	95	85	65	76	34	67	37	560

Table 186

Number representation of Contempative Education Activities

Introspection (1)	Mindfulness (2)	Socio-emotioanl learning theory (3)	Integrative education (4)
1 (a) Introspective Journaling	**2 (a)** Mindfulness Meditations	**3 (a)**Mindful emotional writing Schedule	**4 (a)**Vision Board
1 (b) Brain Storming	**2 (b)**Mindful Body movements and activities	**3 (b)** Peer group self Reflections (?)	**4 (b)**Diary Writing
1 (c) Self Observation breaks	**2 (c)** Physical Excercises	**3 (c)** Group works	**4 (c)** Log book writing

Table 187

Rankings of Contemplative Education Activities based on preferences to practice

Ranks given by Students	1 (a)	1 (b)	1 (c)	2 (a)	2 (b)	2 (c)	3 (a)	3 (b)	3 (c)	4 (a)	4 (b)	4 (c)	Total
Rank 1	4	4	9	13	14	19	3	2	13	15	10	6	112
Rank 2	10	7	7	10	13	18	8	6	9	12	8	4	112
Rank 3	6	8	6	12	14	14	5	4	13	11	9	10	112
Rank 4	6	5	11	8	12	18	7	6	12	14	7	6	112
Rank 5	7	8	8	9	14	13	6	6	10	12	10	9	112
Total mentions	33	32	41	52	67	82	29	24	57	64	44	35	560

Table 188

Rankings of Contemplative Education Activities based on attempts to practice

Ranks given by Students	1 (a)	1 (b)	1 (c)	2 (a)	2 (b)	2 (c)	3 (a)	3 (b)	3 (c)	4 (a)	4 (b)	4 (c)	Total
Rank 1	2	7	6	11	9	23	2	12	18	14	5	3	112
Rank 2	4	10	12	8	11	17	3	8	15	11	8	5	112
Rank 3	7	8	8	10	9	18	5	9	13	10	7	8	112
Rank 4	7	8	9	6	8	14	7	13	13	9	11	7	112
Rank 5	9	9	11	8	10	13	9	7	10	8	10	8	112
Total mentions	29	42	46	43	47	85	26	49	69	52	41	31	560

Findings

- Habits of private victory (Habit 1,2 & 3) was mentioned by more candidates in both categories of planning to do and attempting to do.
- Habits 6, 7, and 8 are mentioned as ranks with the least number of participants in the category of ‘Prefer to do’.
- Habits 6 and 8 are mentioned as ranks with the least number of participants in the category of ‘practising’.
- Activity to connected to mindfulness (2(a),2(b) & 2(c)) is preferred by most participants in both aspects. Physical exercise was the highest preferred activity in both cases.
- Activity 1(a),1(b),3(a),3(b) and 4(c) are mentioned as ranks with the least number of participants in the category of ‘Prefer to do’.
- Activity 1(a),3(a), and 4(c) are mentioned as ranks with the least number of participants in the category of ‘practising’.

Reflections based on Observation Schedule

Table 189

Total Student Responses per Session

Sessio Number	Periods or hours	Number of students Responded	Percentage
1	2	24	21. 43%
2	2	32	28. 57%
3	2	28	25. 00%
4	2	32	28. 57%
5	2	44	39. 29%
6	2	48	42. 86%
7	2	40	35. 71%
8	2	32	28. 57%
9	2	48	42. 86%
10	2	64	57. 14%

Table 190

Total Student Responses for written activities

Number of students completed Vision Board in Class	Number of students who completed Introspective Journaling activities in class	Number of students who completed Mindful emotional writing in class	Number of students who maintained Logbook	Students practicing Diary writing
106 (89. 29%)	75 (66. 96%)	71 (63. 39%)	52 (46. 43%)	36 (32. 14%)

- There is an increase in the number of observable responses towards the final sessions of the programme.
- More than half of the participants did not maintain log book and diary writing practices.

Phase III

Impact of contemplative education activities

1. What are the positive and negative impact of contemplative education activities ?

Within Contemplative Education, Introspection, Mindfulness, Socioemotional learning theory and Integrative education are the four themes, based on which theoretical construct is developed.

Theme 1: Introspection

Table 191

Codes and Examples of the Theme I 'Introspection'

Codes	Examples
Introspective Journaling	● "It helps me respond thoughtfully instead of reacting in tense situations. " ● "After practising a few times at home, this way of thinking started happening automatically in real situations. " ● "I could not continue it regularly because it requires mental readiness. " ● "This activity demands deep thinking and intellectual effort. "
Brain Storming	● "It was exciting to do in class, and within a few minutes we could see many solutions to one problem. " ● "Doing this with friends helped me understand different sides of my behaviour. " ● "When done alone, it felt confusing and sometimes turned into unstructured discussion. " ● "Without teacher guidance, it can lose direction. "
Self Observation breaks	● "I like this practice, especially during conflicts at home. " ● "It is simple and gives instant relaxation. " ● "It does not solve the problem, but gives temporary emotional relief. " ● "In highly emotional situations, I find it difficult to practise this. "
Intrspective aspect in other contemplative education activities	● "Activities like diary writing and emotional writing require introspective thinking. " ● "Introspective thinking helps in selecting realistic goals while preparing a vision board. " ● "Mindfulness activities do not need deep thinking, but reflection afterwards requires some introspection. " ● "In fast group activities, there is limited time for thinking, which has both positive and negative effects. "

The results within the theme of Introspection suggest that introspective practices are important in assisting student teachers to self-regulate emotional states, processes of self-reflection about behaviour, and the development of thoughtful reactions to everyday situations. The participants interpreted introspection as a process that enables one to take time to reflect on their thoughts, reconsider their actions before responding to the situation, more so when they are stressed or in there situations that are emotionally-charged.

Instructional journaling became a significant exercise of converting instinctive responses into meditative responses. The participants have also stated that frequent writing assisted them in organising their thoughts and also having some sense of their emotional patterns. Certain participants had observed that, with frequency of practising, introspective thinking started to take place automatically in real-life situations. Nevertheless, most of them also admitted that it was hard to maintain this practice on their own, because it takes mental preparedness, time, and some degree of intellectual interaction. This indicates that introspective journaling is good, but it requires systematic instructions and slow integration into routine.

Brainstorming was viewed as a social and interesting reflective activity, which broadened horizons and stimulated critical thinking. The respondents noted it to be especially useful in the classroom environment, where an instructor's instruction helped to keep attention and the course on track. Brainstorming helped students to find a variety of solutions and receive feedback regarding their own behavioural patterns. Meanwhile, the participants raised fears that in the absence of facilitation, brainstorming may end up as a confusing or unrestricted conversation. This brings out the need for guided implementation, particularly in case of student teachers who are yet to acquire reflective skills.

Self-observation breaks were found to be easy and instant emotional regulation practices. The respondents said that such breaks came in handy during minor conflicts and everyday stress since they offered immediate relaxation and knowledge of their emotional state. Nevertheless, weak points are also evident in the results. Under very emotional circumstances, the participants struggled to practise

self-observation, and many of them believed that the practice was only a temporary relief and not a lasting solution. This implies that self-observation breaks are advisable to serve as auxiliary measures other than interventions on their own.

Participants also identified that other forms of contemplation education, including diary writing, emotional writing, vision board making, and mindfulness practices, also possess introspection as part of them. The thinking aspect that worked well was the introspective thinking that assisted in minimizing the errors in making decisions and also promoted realistic planning. Simultaneously, respondents said that overthinking might disrupt spontaneous activities like group work or mindfulness exercises, during which the participant has to be on the spot.

In general, the results indicate that introspective exercises can be used to improve the awareness of self, emotional stability, and reflexivity among student teachers. Nevertheless, they should be effective through guided structure, timely implementation, and moderation of deep thinking and action. Regarding the suggested contemplative education programme among the D. El. Ed students, these results suggest the necessity to create introspective tasks, which will be facilitated, time-limited, and scaffolded. The combination of introspection, social interaction, and practical activities could help student teachers to use reflective skills not in vain, but both personally and professionally.

Theme 2: Mindfulness

Table 192

Codes and Examples of the Theme II 'Mindfulness'

Codes	Examples
Mindfulness Meditation	● "I felt deep relaxation and a peaceful state when I practised this in class and at home. " ● "It helped me manage physical pain and release stress. " ● "The practice requires patience and focus, which is not always easy. " ● "I was initially afraid to practise with closed eyes, but felt comfortable in a group. "

	● "Simple instructions made the practice easier and more effective. "
Mindful Body movements and activities	● "I became more aware of taste, body sensations, and tiredness. " ● "I was able to give better attention and care to body. it helped to understand the language of body. " ● "Mindful breathing helped me stay in the present moment. " ● "I could practise this in simple daily actions, but not during multitasking. " ● "Sometimes I felt awkward while practising, but found it interesting. "
Physical Exercises	● "Mindful exercises helped me observe body stress and relaxation clearly. " ● "I felt better balance between body and mind when I focused on breath. " ● "I could not maintain mindful attention throughout the exercise. " ● "It was difficult to practise mindfulness during sports due to focus on winning. "
Mindfulness aspect in other contemplative education activities	● "Self-observation breaks require a non-judgemental attitude. " ● "Emotional writing needs awareness of feelings similar to mindfulness. " ● "Mindfulness helps in accepting peer feedback without taking it personally. " ● "Mindful goal setting helped me align vision boards with present abilities. "

The results presented in the theme of Mindfulness show that mindfulness training can help student teachers become more aware of the current moment, learn to manage their emotions, and be more attuned to body and mind experiences. The answers indicate that mindfulness is not seen as a totally new idea by the participants, but an organised and systematic continuation of mindfulness-based practices that many teachers were already exposed to through religion, psychology, and personal life experiences, as revealed in Phase I.

Mindfulness meditation was realised as an activity that created instant stress-relieving and calming effects. Respondents also expressed that they have experienced relaxation after meditation in classrooms and at home, as well as feeling more at peace and having a better balance of emotions. These experiences are in line with Phase I, where teachers reported using prayer, breathing exercises, and contemplative silence to overcome emotional distress. Nevertheless, the participants also critically stated that mindfulness meditation is patient, focused, and mentally prepared, which restricts its practice on a regular and independent basis. The fear of working with eyes closed and the inability to maintain attention points to the gradual introduction and facilitating group conditions of teacher training programs.

Tai chi and everyday exercises enabled the participants to become more conscious of body sensations, including taste, fatigue, pain, breath cycles, and so forth. Participants appreciated the mindfulness in this manner since it could be incorporated into daily activities, and therefore, it was more convenient than formal meditation. Simultaneously, they accepted obvious restrictions. Mindfulness was hard to sustain when multitasking or in complicated activities, and it is a sign of the difficulty between the hectic lives of nowadays and long-term awareness. This observation is consistent with the Phase I observations and reports, in which teachers reported problems with the ability to use reflective practices consistently in the course of challenging professional and personal tasks.

Awareness of physical exercises was seen as helpful in creating a balance between physical exertion and mindfulness. Respondents reported that paying attention to breath when exercising helped them reduce stress and become more conscious of their bodies. The results, however, also show that mindfulness is more likely to collapse when there is competition, like in sports or games, where performance objectives take the centre stage. This implies that mindfulness can be maintained more easily when it involves non-competitive and self-paced activities. These insights can be valuable in the development of contemplative practices to be used with D. El. Ed students, as they suggest, the circumstances under which mindfulness is most likely to work.

Mindfulness was also identified by the participants as a background attitude to other contemplative education activities. Self-observation breaks, emotional writing, peer reflections, and vision board preparation were found to demand a non-judgmental and attentive state of mind. Mindfulness helped the participants to listen to the peer feedback without being defensive and to make goals that were challenging and relevant to their current capacities and constraints. This is similar to the results of Phase I, during which non-judgmental listening, emotional awareness, and reflective thinking were highlighted by teachers as key professional attributes.

More importantly, the results indicate that although mindfulness has excellent short-term effects regarding emotional regulation and mindfulness, it is not viewed as a full-fledged solution to complicated individual or professional issues. The participants perceived mindfulness as an orienting process and not an orienting technique. Its success is determined by the contextual aspect of instructions, social support, and pragmatic expectations of results.

On the whole, the results suggest that mindfulness interventions may become significant in personal and professional growth of student teachers when presented in a framework of a systematic, accessible, and context-based way. In the contemplative education programme that is proposed to be applied to D. El. Ed students, mindfulness activities need to be scaffolded, embedded into everyday activities, and connected to reflective and socio-emotional learning activities. This will facilitate continuity of the informal awareness and lived practices that were observed among the teachers in Phase I and enhance their use in formal teacher education situations.

Theme 3: Socioemotional learning theory

Table 193

Codes and Examples of the Theme III 'Socioemotional learning theory '

Codes	Examples
Mindful emotional writing Schedule	● "This activity helped me address my emotional issues in a structured way. " ● "I realised for the first time that emotional patterns can be managed step by step. " ● "It was effective with teacher and peer guidance, but difficult to practise alone. " ● "It requires time and cannot be applied during emergency situations. "
Peer group Self Reflections	● "Friends motivated and corrected me in a supportive way. " ● "I became aware of positive qualities in myself that I had not noticed before. " ● "The effectiveness depends on the attitude and maturity of peer group members. " ● "Close and long-term friends contribute more meaningfully to this activity. "
Group Works	● "Group activities helped us learn from different talents and perspectives. " ● "Applying these ideas in D. El. Ed group tasks increased empathy among members. " ● "It is difficult to practise with unsuitable or unwilling group members. " ● "Such activities may work better in social or outdoor contexts than in casual groups. "
Socioemotional learning theory aspect in other contemplative education activities	● "Brainstorming reflects socioemotional learning through shared thinking. " ● "Vision board activities require awareness of others' values in social goals. " ● "Group-based mindfulness activities become more engaging when socioemotional aspects are included. " ● "Sharing reflective writings helps in receiving constructive suggestions. "

The results of the theme of Socioemotional Learning show that student teachers believe emotional development and self-knowledge to be processes rather than buried in social relations or individual attempts. This view is consistent with the findings of Phase I, in which schoolteachers placed learning in the context of family interactions, peer feedback, and shared experiences as the key role in personal and professional development.

The Mindful Emotional Writing Schedule was considered a systematic method of learning emotional patterns and finding the potential reactions to personal difficulties. The participants stated that the step-by-step flexibility of the activity helped them to be clear and emotionally controlled when guided by teachers or peers. Nonetheless, it has a limitation to the findings as well. Most of the participants said that they were unsure when trying the practice on their own, which implies that they relied on social or teaching assistance. This implies that the socioemotional practices are better guided in a guided learning setting.

Self-reflections with peers became an effective motivational and self-discovery source. The respondents appreciated honest criticism and feedback of close friends that enabled them to identify strong points and areas of weakness. Meanwhile, the success of the practice given was also discovered to be closely related to the emotional maturity and the attitude of the group members. Lack of supportive or shallow interactions with peers minimised the activity worth, and it is significant to provide safe and trusting learning environments.

The inclusion of group work supported further the socioemotional learning, as the participants were exposed to different views and talents. Group tasks facilitated empathetic, cooperative and collective responsibility when used as structured academic activities. Nonetheless, respondents admitted that they had some problems using these practices in non-formal or inappropriate social groups, where they could not expect to cooperate.

On the whole, the results indicate that socioemotional learning can be the most effective when it is implemented in a structured, guided, and relational environment. To the suggested D. El. Ed programme, these findings indicate that it is necessary to

develop socioemotional exercises, which focus on peer support, reflective guidance, and intentional cooperation to enhance the emotional competence and professional preparedness of future teachers.

Theme 4: Integrative Education

Table 194

Codes and Examples of the Theme IV 'Integrative Education'

Codes	Examples
Vision Board	"I got so much of clarity about the goals in my life and got a confidence to walk in life further.. "
	"The process of making vision board made me think of aiming not only for goals like job and house, but also values I want to manifest"
	"it helps to improve my creative and imaginative brain to apply for my future life with the helps, colours, words and pictures.. "
	"I sometime feel we are so childlike to do activities like this.. we teachers must go beyond the normal goals and ways ideologically…may be we must create vision based on great ideologies of thinkers or scientists or poets.. "
	"I am able to work out goal setting aspects of vision board.. but difficult to create interest in board creating aspect of it"
Diary Writing	"It was useful for me to connect my own thinking and my present life experiences through diary writing. it increase our awareness about self, life and others"
	"Diary writing is a true self expression space in my opinion. It helped to sharpen my thought to be more specific and allowed to bring hidden thoughts inside to outside. "
	"Practically easy to execute on regular basis.. "
	"we may get emotional so much to ourself by writing our stories. Difficult to audit when its kept secret for ourself.. "
	"Just dairy writing may not help us to grow.. we need to consciously explore for new experiences or reading a new book, to make diary writing a life changing practice.. otherwise it can be a mechanical note writing.. "
Logbook Writing	"It helped me to remind about the practices and habits "
	"Its useful to link daily life experiences with what we learned from the programmes especially the concept of self-awareness.. "

	"Its useful for focusing on one task in life with more alertness. I was able to assess progress by myself.. "
	"I used it like an attendance sheet on few occasions. some of my friends also did like that I guess.. but we should have used more sincerely to get better results. "
	"It will be difficult to remember all the 12 activities and connecting with experiences for noting down the way directed.. few activities I could do that way.. i think one or two specific practice we can connect with our daily life. "
Integrative education aspect in other contemplative education activities	"Introspective journaling activity requires life connecting attitude for deriving right conclusion"
	"Many mindfulness activities are based on sensory experiences like pain, feelings and sensations. "
	"Peer group reflections can be guided to conduct based on life experiences and scientific knowledge, so that passing of wrong guidances can be prevented"
	"Writing and journaling activities requires a skill in connecting with various life situations to get the suitable solutions for individual"

The results of the theme of Integrative Education show that student teachers tend to view integrative practises in this way when they can manage to relate personal experiences, reflective thinking, and professional learning. These activities give credence to the overlap of inner awareness and outer activities, which are the results of the Phase I results in which teachers explained the learning process in terms of lived experiences, social interactions, and constant self-reflection. It was established that vision board activities facilitate clarity in goal setting and inculcate confidence as they help participants reconsider both personal values and future aspirations. The participants also enjoyed the fact that they could stop focusing on material desires and think about moral and personal aspects of life. Nevertheless, there were also participants who were not so much interested in the creative side of creating the vision board, implying that the process might be more productive if it is focused on reflective goal planning, instead of artistic representation.

The aspect of writing a diary became an easily available and habitually followed practise where participants were able to relate thoughts and feelings and

everyday experiences. The results show that writing diaries helps in self-reflection and self-emotion. Writing of logbooks was considered to be an effective means of habit-making and self-observation. The participants found it helpful to trace the progress and associate everyday activities with the ideas of self-awareness. However, others cited mechanical use, which involves it as an act of record-keeping as opposed to a reflective act. This explains why there is a need to have clear guidance in purposeful engagement. Altogether, the results may indicate that integrative education practises may work in case meaningful links exist between reflective activities and the real-life situations and professional duties. To the proposed D. El. Ed programme, the practises must be designed in such a way that they promote meaningful reflections, facilitated integration, and sustained practise in personal and professional spaces.

Finally, Integrative Education activities, such as introspective journaling and mindfulness, were found to rely heavily on sensory experiences and life-connecting attitudes. Peer reflections were highlighted as a necessary component, provided they are guided by scientific knowledge to ensure accuracy.

Conclusion

The findings indicate that these practices are highly effective for fostering professional and personal integration among student teachers. While these tools facilitate clarity and self-expression, their success depends on moving beyond mechanical execution. To ensure pedagogical depth, such activities should be anchored in ideological frameworks and sincere, scientifically-guided reflection.

Impact of select life habit practices

2. What are the positive and negative impacts of Select life habit practices?

Personal life, professional life, Social life and are the four common subthemes mentioned under each theme.

Theme 1: habits for private victory

Table 195

Codes and Examples of the Theme I 'Habits for private victory '

Codes	Examples
Personal life	"I consciously opened the conversation with others to improve my communication skills. "
	"many time I observed the usage of the word "better do not attempt that now" and consciously changed to "let me try in simple way" or "what are the possbilties available etc. "
	"I used to imagine too much of dangers in my thought which is no way connected to my reality. But made sensible analysis of evident risks present and dealt those and felt ease"
	"i am realising I am money centered person. "
Professional life	"studying for KTET and preparing LPSA/UPSA exam is kept in priority as a long term goal. "
	"I postpone things like assignment to last minute and make emergency situations several times"
Social life	"I proactively participated in the residence association annual celebration activities conducted in our neighborhood. "
	"three of us started working for blood donation camp actively, we could help relative of one of our classmates who was in serious condition"
	"become at least a local politician to do service to people and develop qualities for that is one of my long term goal. now itself I have to develop qualities for that with the help of friends and classmates. "
Life with Friends	"I imagined the tour we conducted at institute at the time of planning itself. "
	"i planned a good feel meeting of our 12 th friends at our old school and we made it happen and created good moments as wished. Teachers and old classmates appreciated and gave good feedback. "

Theme 2: Habits for public victory

Table 196

Codes and Examples of the Theme II 'Habits for public victory '

Codes	Examples
personal life	"win-win attitude helped me to think about the interests and aims of my friends and family members and communicate in that way. "
	"helped me in dealing my brother when events are assigned to us to do together. i started respecting his interests, opinion and experiences than before. "
	"I attempted to listen to my mother in law with an attitude of non-judgmental attitude. I was able to think from her position easily than before and to communicate my situations of managing institute and family more effectively. "
professional life	"I observed and enquired about the talents of group mates when assigned group tasks to us by teachers. Based on that I suggest to divide the tasks and friends appreciated me. "
	"we four made a team to study for KTET and other Kerala PSC, UPSC and KV exams among classmates. we planned this in the group activity conducted in the program of habits. Our aim is to settle together with a permanent job. "
social life	"we five planned an event in Onam celebration in our hostel with variety of activities where differences of each district of Kerala is reflected under a theme unity and secularism. "
	"three of us visited to volunteer the new year programme of an old age home and we talked to them and listened compassionately and they all wished good for us…we also talked about us to the inmates a lot that day. One of the inmates children died and we felt touched by their life story... (One of the three's brother volunteered ;they joined as the invitation of that brother)."
life with friends	"I initiated to plan three events (film, waterfalls visiting and turf football) with classmates in institute by asking their interests in those events"
	"we planned a cultural and game activity in the prewedding day of one of our friend's sister's marriage. we do not have any idea about the taste of their family members related to such events before. but we studied quickly about them, planned funny activities and incorporated varietes and his family members appreciated all of us. So much of fun and laughter happened there. It was a different experience for us as well as his family. "

Theme 3: Strengthening the foundation of effective habits

Table 197

Codes and Examples of the Theme III 'Strengthening the foundation of effective habits'

Codes	Examples
personal life	"a permanent government job, good family life and nice friend circle is my paradigm now. "
	"my thoughts and body language have inferiority patterns. Nowadays I am working to change it through by changing to thoughts of right attitude. "
professional life	"I felt sad very much about the performance of 10 th class and 12 th class board examinations. i felt low about my future…these days I'm looking to the positive side of the present situation and the possibilities to grow in career using all the skills I have in my future. "
	"i have fears in communicating in front of a gathering in a stage. But when i was looking logically into fears changes started happening in my mind set of fears and I was able to make attempts to talk for 2-3 mins. "
social life	"many times I used to get tensed and agitated by listening to the news and social media posts on many sensitive issues…i was able to be patient and looking those news from different perspectives of different stake holders.. it helps to find the truth of an issue and the how the patterns of justice and injustice distributed. "
	"practice of checking various sides motivate me to check the fact behind news and helped me to identify fake news sources. "
	"I added politically, socially and logically correct person as one part of my life goals. "
life with friends	"patience to listen to the opinion friends and attitude to find the truth behind their view of any topic of our discussion is improved especially on topics like politics and culture. "
	"most of my friends have a perception that friendship is for time pass and entertainment only. But when I opened the topic like vision and direction in life and shared my views, my friends responded seriously and I felt that creative support for growing together is possible through friendship"

Theme 4: Principles of self-renewal

Table 198

Codes and Examples of the Theme IV 'Principles of self-renewal'

Codes	Examples
personal life	"I daily workout and maintain my physical weight with the help of a gym trainer"
	"Nowadays i do reading Malayalam novels regularly. it helps me to make my mind and thoughts more aware about world. "
professional life	"I read the books related to our subject especially educational psychology and prepare notes regularly. i update my skills in writing and perform better in government job exams. "
	"Whenever I get an opportunity, I talk in the group, speak in a stage, take a class, give a seminar and sing in a function to improve my communication skills. I was shy or afraid to go stage while in school. but nowadays trying to improve the communication skills to become a better teacher. "
social life	"I am usually a passive participant in social activities and also in the usage of social media. But I started watching videos and articles related on how to use social media effectively and made my social media (Instagram, facebook and whatsapp) accounts active by posting new contentand I was getting good support from the followers. i am learning more about the scope and skills required to expand this for good cause of society. "
life with friends	"I interact more easily with friends these days. i have a' starting trouble'in interacting with friends. i initiate conversations, listen better, choose words wisely and take feedback from close friends. i work on messaging skills in Whatsapp groups too. "
	"I initiated planning events with friends and executed it. i visualised plan in advance and presented with friends. we are able to plan better after each event through brain storming. we learnt to make tents, studied about hiking, collected information about safety measures while driving in bullets and came to know about bulk booking in train."

Theme 5: Life purpose and 'we attitude'

Table 199

Codes and Examples of the Theme V 'Life purpose and 'we attitude''

Codes	Examples
personal life	"I like to build a good house for myself and my parents. i wish to support my parents in their dreams of travelling by taking them to beautiful places. whatever I do now like studying and preparing government job are small steps to that dream. "
	"I discussed with my family members and decided to modify my room to place a canvas for painting and keeping related facilities to nurture my talents and interests in painting. after few years I can conduct an exhibition of paintings on different concepts I drew. "
professional life	"I wish to be person and a teacher who stand strong for the values and empowerment of woman. i like to support and inspire all students especially girls to stay in strength. i read the autobiographies of inspiring woman and get motivated. i take steps to do the D. El. Ed course with good mark and get govt job in LPSA/UPSA of kerala psc. "
	"I follow several articles and videos related scientific thinking and science popularisation. i like to develop skills and competency to teach students in such a way to transact scientific temper. To live as a good citizen and make fruitful contributions to society in coming decades scientific thinking is essential for our students in school. "
social life	"I have interests in social service, politics and do good for people. I volunteer more proactively nowadays in activities related these interests. Earlier I was blindly doing things or following people;But nowadays i am conscious about what to do, what is the priority and whom to approach. "
	"I wish to support the people who serve the people in need of urgent money support due to medical emergency. l like to create transparent system for collecting, saving and transferring to right persons on time. i read and enquire about the merits and demerits of existing system for such supports. "
life with friends	"We planned to travel various places in India and abroad. We started to explore the unique places in Kozhikode districts together. Even if we will be in various places at a later stage of

	life, we will plan trips together. ” “We four decided to continue as friends after our marriages too. we will become family friends. we are able to understand each other in institute. We can motivate each other for our growth, support to achieve goals, stay strong at the time of challenges and celebrate small victories. ”

This research analysis report synthesises the qualitative responses of student teachers who participated in a contemplative education programme. The data is categorised into five overarching themes: Habits for Private Victory, Habits for Public Victory, Strengthening the Foundation of Effective Habits, Principles of Self-Renewal, and Life Purpose and ‘We Attitude’.

Overview of Findings

The mindfulness education programme seems to have brought a drastic change in the sense of self-awareness and deliberateness among the participants. The answers provided in all the themes show that it is not a passive and reactive behaviour but rather a proactive, value-driven behaviour.

Personal and Professional Development In Private Victory, students indicated a deliberate attempt to communicate better and gain better emotional control. They did not succumb to the "danger-centred" thinking and instead took analytical approaches to risk. There was a significant change towards professional habits that focused on long-term goal achievement, like competitive teaching exams preparation (KTET/LPSA), but some students still saw procrastination as a problem to overcome.

Social and Collaborative Dynamics: Public Victory bore a shift from a self-centeredness to win attitude. This was reflected in the better family relations- especially in the respect of the opinions of the siblings and in-laws- and also in academic cooperation, like making study groups to take Kerala PSC exams. Social aspect brought forth an explosion of civic consciousness with students volunteering in old age homes and blood donation camps.

Cognitive and Emotional Re-framing: The participants exhibited the process of Strengthening the Foundation by finding and changing restrictive paradigms. This involved dealing with the inferiority complexes and re-interpreting previous educational failures as a source of future professional development. Moreover, the habit of viewing news from different angles implies that critical thinking and media literacy improve.

Implications for Teacher Education

The implications of these findings for the field of teacher education are profound:

- Holistic Professional Identity: As the personal values are combined with professional purposes, it seems that it is contemplative practises that allow student teachers to perceive their professional role not only as work, but as a way of contributing to social life and developing a scientific temperament.
- Collaborative Learning Environments: Public Victory suggests that learning programmes can be more encouraging and less competitive in teacher training colleges, where peer-to-peer mentoring would become a standard practise.
- Resilience and Adaptability: Training students to make rational analysis and re-viewing setbacks will create more resilient teachers who can manage the highly stressful environment of today's classrooms.
- Proactive Social Leadership: The growth of a We Attitude proposes that student teachers will most likely become leaders in school-community relations to expand beyond the classroom and influence the larger social systems.

Interpretation of Results

The qualitative data show a transformational experience, which is in compliance with the concept of self-actualisation and social-emotional learning.

The Evolution of the Self (Private Victory and Self-Renewal): The statistics indicate that the participants were taken through a process of unfreezing previous habits. An example is when the conscious shift was made from saying better do not attempt to saying get me to try and this would represent a conscious shift to fixed to a

growth mindset. The Principles of Self-Renewal became evident in physical exercise and frequent reading, which meant that the students realised that they needed to keep their own instruments (body and mind) to be effective teachers.

Relational Intelligence (Public Victory & Friends): An important meaning of the findings is the rise of friendship, which is time passed to creative support. The participants demonstrate the capability to organise the complex events (tours, pre-wedding celebrations, seminars), which means that they have developed the skills in project management and interpersonal negotiation. This relational intelligence is essential to future teachers who need to balance a host of different interests of stakeholders such as parents, colleagues, and the administration.

Paradigm Shifts in Social Consciousness: It is, perhaps, the most important explanation of the interest of the students in social issues. The shift of being a passive member of social media into an active producer of something good causes is a manifestation of a sense of digital agency. Equally is the urge to develop an open system of medical emergency funding, an advanced knowledge of the systemic failure of social welfare.

The contemplative education programme has managed to close the gap between the theoretical values and real-life habits. The participants did not just hear that they were efficient, but were trained on this topic in four main spheres of their life: personal, professional, social, and peer-related spheres.

The results conclude that:

1. Deliberateness is the leading force of change: Be it the management of money, time or emotions, the shift toward conscious action was the thread through it all.

2. Teacher identity cannot be separated from personal character: The professional ambitions of the students (e. g., empowering girls, teaching scientific temper) lie in their personal self-renewal and paradigms.

3. Community is a stimulus to personal development: Study circles, hostel jubilations, and other group activities were the laboratory needed to test the new habits.

In Curriculum Design in Teacher Training Current teacher education frequently emphasises much on the subject matter and the pedagogy. Such a study suggests that there must be a Hidden Curriculum of contemplative practises. Formalisation of the modules on the topics of the paradigm shifting and the win-win negotiation should be provided to assist the student teachers to cope with the interpersonal complexities of the school environment.

To Psychological Well-being The mentioning of inferiority patterns and stage fear brings out latent fears that are in the minds of the student teachers. This implication is that contemplative education can be a mental health intervention, which offers students with the resources to logically examine fears and establish a consistent professional identity.

For Social and Political Engagement The data shows student teachers aspiring to be "politically, socially, and logically correct". This suggests that contemplative education can play a role in democratic education, preparing teachers to be neutral yet critical observers of news and social media, which they can then model for their students.

For Long-term Career Sustainability By fostering habits of "Self-Renewal" (reading, physical fitness, and creative hobbies like painting), the programme prepares teachers for long-term career sustainability, reducing the risk of burnout. The "We Attitude" ensures that they enter the profession looking for collaborative rather than isolated success.

Impact of the programme based on gender

3. What is the gender wise impact of the contemplative education program for enhancing select life habits?

Based on the codes and subthemes, theme based on the Category of boys is termed as the Individulal development the theme based on the Category of girls is termed as Holistic Supporting system.

Individual Development

Table 200

Codes and Examples of the Theme I 'Individual Development'

Codes	Examples
Skills and Competencies	"Next generation teacher require skills in AI, I learn it from my cousin and friends"
	"i learned about psychology, especially child psychology from various workshops and talks. It helped me to get better equipped in teaching profession. "
	"I visualised my self as teacher who can communicate greatly in public platforms in Egnlish as well as Malayalam. i decided to go for public speaking course. "
	"Will attend spoken hindi classes to prepare for KV /Navodaya teaching posts. "
Leadership Qualities	"I initiated many events in family, school and institute. I planned wedding events of my sister very creatively and people gave positive feedback. "
	"Took initiative to conduct Football tournament of old school classmates at Turf. Many appreciated this effort and a positive environment is created. So much of small and big tasks are assigned to friends and monitored regularly for two weeks. Many online and offline meeting were conducted part of making it happen. "
	"Supported blood donation groups for arranging blood in 20+ situation through contacts of friends in institute, school and neighborhood. "
Career development	"introspected and derived plans for the course to join after D. El. Ed. and exams to prepare. Also the type of teacher i want to become. "
	"Read the book of wings of fire to get inspiration in career. "
	"I listened to the talks of modern teaching styles through youtube. "
Clarity on self, vision and mission	"I am person of exploring places and nature. I like to develop skills and abilities suitable for trucking and travelling including tent making in mountains and bullet riding. "
	"Becoming a teacher who promote scientific spirit by spreading valuable and creative knowledge to students and society is my aim. I attend programmes and youtube videos of science popularising organisations. "

Holistic Supporting System

Table 201

Codes and Examples of the Theme I 'Holistic Supporting System'

Codes	Examples
Efforts to Resilience	"I sometime get depressed due to my issues in family relationship. I am able to recover it through many ways. i practice mindfulness meditation sometime. "
	"when i was judged and criticised by family members and school friends, I felt low. Habit of proactiveness and prioritising values helped to develop a confident self. "
Dealing Man, Family and Society	"when I debated with relatives and man in home on some social topics, I was trashed emotionally just because I am a woman. Practice of mindfulness and listenting empathically helps to deal these situations better. "
	"Society give restrictions on woman in various publics spaces due to reasons including safety. But it make mind insecure and push into tensions of taking preparedness to deal in publics spaces or interacting in social media. Mindfulness helped me to stay in the present keep cool in dealing a man who appeared to be threat to harm me and friends in a bus stand. "
Career and Dreams	"Vision board practice gave clarity about life goals especially in the career of teaching, exams to prepared and skills to be developed. "
	"Instropective attitude is developed to identify the right steps to achieve goals based on the real situations facing in life. "
	"Financial stability and permanent flow of income is a must for the safety and security of girls like us in future. Hence getting secured job, earning great amount of money, supporting family members have to be considered while planning future. "
Health and Well Being	"Mindful body movements is easy to practice and helpful in relaxation and body fitness. I practice mindful body movements for 15-20 days. Weight was reduced to 4 kg. "
	"Mindful practice helps at the time periods stay in calm and be present with emotions. "
	"Whenever i have issues like migraine or bodypain, practice of body scan meditaton helps to get some relief. Practicing this develop of sense of respect and confidence to the body. "
	"As a daughter in family I faced several emotional challenges, I feel anger, disappointment, worthlessness due to emotional struggles inside me. Self observation and mindfulness helped

	me to be in peaceful and balanced state at number of occasions. ”
Women Empowerment	“Think win attitude can help and motivate a girl to participate in team works where man and woman together works. Celebrating differences (Synergising habit) can be helpful in creating sustainable solutions for the active participation of woman in social spaces. ”
	“Sense of life purpose and importance of long term plans for achieving various types of life goals at personal and social levels give boost and confidence as woman. Visualising the end product of life give a great strength and thrill to live. ”

Research Summary

The interview data show how a contemplative education programme impacts student teachers differently based on their gender.

Theme 1: Individual Development (Male Student Teachers) For the boys, the programme led to a focus on Individual Development.

Skills and Competencies: Male students feel that a "next generation teacher" needs AI skills, often learning them through peer networks. They also focused on child psychology and language skills (English, Malayalam, and Hindi) to prepare for teaching posts like KV or Navodaya.

Leadership Qualities: The individuals were very eager in their personal lives, such as in planning a creative wedding or arranging football tournaments. Another aspect of social service they carried out was organising blood donations for more than 20 cases.

Career and Vision: After the introspection, they formulated specifications on future examination and what kind of teacher they desire themselves to be. Their objectives are usually popularisation of science or personal interests such as bullet riding and trekking.

Theme 2: Holistic Supporting System (Female Student Teachers) For the girls, the programme acted as a Holistic Supporting System.

Efforts to Resilience: The female students applied mindfulness to heal after depression due to family problems. It was proactiveness that allowed them to remain self-confident in the eyes of society.

Social Issues: They were able to remain calm when they were "emotionally trashed by male relatives or when they felt unsafe in social places such as bus stands.

Health and Well-being: The use of such practises as body scan meditation allowed them to get rid of migraines and body pain. Conscious postures were also helpful in losing weight and emotional stability.

Empowerment: They were able to use Vision Boards to have a sense of direction in life. They highlighted the fact that the stability of the financial status is a prerequisite to the safety and security of girls.

Interpretations of Results

The study concludes that there are two forms of support that are offered by contemplative education. In the case of male student teachers, the practises are applied to external development. They are concerned with Leadership and Competencies so that they can develop a good professional identity.

Among female student teachers, they use the practises in order to feel stronger internally. They are interested in creating a support system in order to survive and excel in a society that tends to limit them. In their case, mindfulness will be their safety, resilience, and financial security. This interpretation means that boys utilise these tools to climb, whereas girls use them to cope and empower.

Implications

Curriculum Design: Mindfulness training must not only be taught as a theory to teachers, but as one of the practical life skills that assist them in dealing with real-life stresses and family problems.

Gender-Specific Support: Institutes need to be aware that female teachers may require more support on "Empowerment" and on "Safety, " whereas male teachers may require more training on "Social Responsibility" and on Leadership.

Health Integration: Since techniques like "Body Scan" helped with physical pain (migraine), these should be integrated into health and physical education for all student teachers.

Overall impact of the programme

4. What is the overall impact of contemplative education program for enhancing select life habits?

Mindful living

Table 202

Codes and Examples of the Theme I 'Mindful living'

Codes	Examples
Meditation practices	"I practiced 12 days of mindfulness meditation and felt great strength in maintaining peace"
	"Observing breath, aids in regulating words and was able to use negative usage of words like 'theri'"
	"when I had emotional issues in home due to family issues, sitting meditation helped to find peace and acceptance, non judgmental attitude to persons and events can be felt after the practice"
	"I get angry at mother fast when she constantly following my activities and keep a doubtful eye; but when I did mindfulness meditation I was able to observe how anger is felt in body and breath patterns, breath patterns can be observed in various emotional moods like anger, frustration and negative emotions"
Mindful body movements	"when I applied mindfulness in before and after dance practice, felt a great relaxations and confidence"
	"Exercises integrating with mindful breathing make exercise more joyful, body pains can be observed and managed well"
	"I practiced physical exercises for 11 days, by breath in while upward and side movements, and breath out for other movements, I could observe body stress and felt better. "
Actions based on non-judgmental attitude	"Relationship with husband has improved after started listening to him without judgement, mindfulness practice helpled to behave with family members better"
	"I was able to listen to students with heart when I practice non judgmental attitude in mindfulness"

Participants involved in mindfulness-based practices expressed their involvement mainly based on meditation practices, body movements, and a non-judgmental attitude. Regular mindfulness meditation practices were supportive in maintaining an internal peace state in challenging days or stressful situations. Effect of mediations helps with it. Managing emotions like anger, negativity, frustration, disappointment, excitement, and restlessness became easier than before. Techniques of breath awareness and body awareness practiced in meditations gave a training to body the ability to observe breath and body when negative emotions or actions started appearing in behaviours. These observations were helpful in overcoming many negative patterns. Qualities like acceptance, peacefulness, and wellness were felt on the days of meditation practices. Participants felt a positive change in joy, relaxation, confidence in body, ability to manage body pain, stress management, and flexibility in body movements through the practice of mindful body movements.

The importance of maintaining physical health and sharpening body abilities for better well-being has been reflected by participants who practice mindful body movements. Connecting breath and body movements became very effective for being grounded in challenging situations and emotional regulation. Mindfulness practices cultivated a positive attitude of trying a non-judgmental state in various situations, and it tends to improve the interactions, relationships, and behaviour of participants. Qualities like compassion, empathy, and a holistic way of understanding other persons and situations were enhanced. Mindfulness practices supported participants to create in-depth positive effects in the quality of life and well-being. Enhancing awareness about their patterns and behaviours leads to choosing to make necessary changes in life. Participants got insights to accept the reality as it is and identify realistic long term changes needed to establish in life.

Writing as healing

Table 203

Codes and Examples of the Theme II 'Writing as healing'

Codes	Examples
Awareness of Patterns	"As I did scribbling in dairy around 13 days, I was able to recognise how much deep negative thought patterns I keep in thoughts"
	"When I write dairy and introspect what is wriiten, can identify certain repetitive nature in me and could recognise where I have to proactively choose a long term positive change"
	"I am a person who practice gratitude writing, nowadays I am consciously feeling grateful for the positive qualities in me after practicing mindful writing"
Overcoming traumas	"Through practicing writing schedules, I was able to feel new confidence and solution for a traumatic experience felt in teenage from a family member, I started getting a solution of dealing the situations by keeping self respect and practical situations of life by staying in peace"
	"unexpected death of father was a shock to me, but felt better to look at the situation after realising what I can act from circle of influence through wrting diary and ctct schedule, I love my father, but death is reality, he wants me to be strong"
Childhood blocks	"I did not have enough friends to play when I was a child; Parents restricted me due to the issues in neighbourhood. But when I scibbles in rough papers mindfully about my life I am understanding my social could have been better and it helps to overcome from that state of not good enough socially"
	"I came from an area where most of the people are poor or margnialised, sometime I was teased or considered not have intelligence;even I feel inferior as student teacher in some situations by thinking I am not worthy;But when I was writing I am able to visualise myself as different person and able to portray as a confident person"
	"restrictions from family in childhood caused trust issues in me even now, I understand the depth of that when I read what I wrote and analysed, I have to apply proactive steps to change the scenario"
Envisioning	"Writing diary helped me to identity long term goals and short term goals "

future	"Vision board helped me to write better affirmation and felt more strength in each day"
	"I was able to prepare a proper text message to improve the understanding between us while practicing mindful writing"
	"Helpful in making more clear plans of what we want to be and how we want feel inside through mindful writing"
	"Writing practices helps to get clarity in writing future plans"
Emotional regulation	"Journaling activities helped to identify and manage anger issues with family members better "
	"regular diary writing aid to be aware about the repeated patterns of sadness and unhealthy excitement and deal them by practically understand the nature of it"
	"logbook writing often remind to be aware about my emotional status and indicate the necessary change in mindset"
	"I practiced introspective journaling for 14 days (weekly twice) and got several insights on how emotions play important role in group activities especially when we practice think win –win deals"
	"emotional strength is improving when i understood the need of being calm in conflicting situations, I got the beinfit of that idea through writing deeply about myself"

Written practices were very useful for the identification and awareness of various verbal, behavioural, and emotional patterns present in individuals. Recurring patterns of negative thoughts that have the potential to create stress and tensions could be addressed peacefully through written activities. Hidden Deep blocks created in mind due to traumas, childhood incidents, and tragedies were able to bring in awareness and recognise the importance of overcoming those to feel better in life through regular writings about self. For some participants, writing itself gave an effect of releasing the blocks and gave strength to write the plan for the future as part of writing practices automatically. Regular recording of experiences aids in improving emotional regulation capacities and effective functioning at group activities.

Self-transformation

Table 204

Codes and Examples of the Theme III 'Self-transformation'

Codes	Examples
life style change	"I started doing physical exercises by joining in Gymnasium, it helps to come out of procrastination and can do activities energetically in institute"
	"proactively stopped using mobile 20 min before sleep"
	"I started conscious about choosing friends for interacting. I want to invest time with people who can support my aims in life. "
	"changed to a time table where time is allotted for PSC and KTET exams every day, joined for coaching centres too"
	"implemented more creative and interesting activities for quality time with family members four times in last 6 months"
sustainable commitments	"Determined to get a govt job as LP/UP teacher or KV/Navodaya Teacher, started joined in coaching centeres decided to plan till joining the job"
	"Decided to marry my friend after both of us get job, we made plans together for long term"
	"Want to build qualities to become a good teacher, decided to improve skills in English speaking and joined for spoken English programme"
	"I started the habit of reading good psychological and my subject (history)book for becoming a knowledgable person and good teacher"
Managing situations	"I am able to manage better the busy working schedule of D. El.. Ed and family life in balance after applying put first thing first habit"
	"Was able to convince elder members in family to create favourable situation for completing D. El. Ed"
	"I started taking tuition and was able to find money for myself to address financial issues and I can pay my food and stay in hostel"
	"Clash of opinions happened in conducting tour, but I was able to manage well by making everyone understand all were agreed for the trip"
	"We planned sports activities of school children by allocating duties to each student and executed it with well without much conflicts"

Creation of new self image	"I want to be a great teacher myself and I will support all women child who deserve scaffolding and support. I will upgrade my skills and strength"
	"I want to a teacher and person who can communicate well with people and in stage confidently. I like to speak logically with scientific spirit and create awareness in science to all students"
	"I work on to become a good wife, mother and a govt school teacher by giving priority to all the three aspects"
	"like to be a teacher who can manage technology well and make our school classroom more innovative, creative and effective"
	"Want to be a confident man where I can talk to people fluently and make good friends impress creatively"

Participants were motivated to develop a lifestyle that can support health, overcoming addictions, implementing new habits, finding quality time, and achieving long-term goals. Some student teachers aimed at a personal transformation by deepening their commitment for long term visions and permanent positive changes. Participants converted the ideas of the programmes for developing suitable career skills and competencies to become a teacher and qualify for exams to get permanent jobs. Students reported that they attempted to understand the nature of the environment available for them realistically and took steps to change it for their individual development. Approach of participants to the present family situations, Institutional environment, financial conditions, behaviour of friends and classmates, and nature of the events to be participated in has been changed to get the best experience and growth. Another area where students benefited is in the formation of a healthy self-image based on thoughts of principles and values. These targeted self-images are helpful in understanding the challenges faced internally due to existing thought patterns and environment. Also, such self-image creation was selected with an aim of improving the jobs and roles they aimed to do in life.

Team spirit

Table 205

Codes and Examples of the Theme IV 'Team spirit'

Codes	Examples
Mutual respect	"We planned our tour program to shillong, by considering everyone s opinion"
	"Able to listen to well to our teachers and classmates for doing the duties of as class representative. I am applied think win –win and listening attitude in many situations and was able to lead the class with unity"
	"attempted to create democratic environment in classroom whenever visited schools and while teaching practices. "
	"At many occasions listened to students without judgment by considering their individuality, it helped to make teacher-students interactions more friendly"
	"Staffroom conversations became more creative and considerate when we recognise the talent and uniqueness of each teacher, that approach helped me at the time of teaching practice while dealing experienced teachers"
	Family angle needed?
Clarity in goals among all	"Every member in the family have their own interests and favourite tasks; understanding these can be helpful in dealing a better family life, In the case of children we need to give time and attention to find their talents. Win-Win attitude and communication will be fruitful in family through that perception"
	"Shopping can be objective of one person while others will aim for enjoying nature or having great time with friends, it is important to understand the likings and feeling while organising a tour or any event in institute"
	"when I was assigned to conduct the environmental day celebration in institute, I clearly assigned the task of other friends and followed them and appreciated their efforts based on their roles. They all appreciated my way of doing organising the event"
	"I consciously asked the dreams and goals of my husband and started giving positive emotions when he make good steps in his goals; these days some time he started understanding me better in some critical situations and I felt good about it"
System formation	"growing and bring a son or daughter is a 21-year commitment. So that's a part of my long term goal. Having

	permeant job, good home, peaceful loving and encouraging family environment is necessary for them. I like to give that to my kids and will tell parents of my students to the same"
	"A clearly stated plan was helpful in conducting tour so that everybody could do the roles as per the plan and useful in checking the status and communication too "
	"Balancing D. El. Ed. course, PSC Exam preparation and family duties require a sensible plan to stick for many days, that plan has to be in aligned with other persons connected with me including friends and family members, I try to execute that, some time I failed, but I want to improve my willpower and stay in the same plan. If I follow that it will be helpful for others. "
Belongingness and togetherness	"When a classmate feel they are enjoying well in study tour and engage comfortably in study tour activities, feelings of one family comes arise it create good bond and friendship. "
	"Win-win approach helped me to create great moments with friends in several activities and we six members are like one strong unit, we will all help each other to support everyone's dreams after the course also"
	"Listening to the opinion of students and consider their feelings make me feel them as one among them and get a proper understanding about their doubts in classroom as well as other issues they facing"
	"I involed in science exhibition programme of school actively by supporting 10 students. i planned activities where all can express their true talents and appreciated efforts on the stop in the group. i learned many things from them and I believe they also got good learning experience. Children got a sense of leaning together for common goal"

Learnings from this programme were useful in living with a better mutual respect attitude and were applied in many group situations happens in institute, classroom, friend circle, and family. Ideas behind public victory. Participants attempted to cultivate an attitude to ensure clarity about team goals and individual goals among all group members. Those efforts helped them to create a positive team effect and transparent communication among members.

Participants made plans of action for their commitments and a space for auditing the progress for individual and team goals. A space for understanding the

goals of others and recognising the importance of standing as a support system for others was developed by students in various contexts.

Student teacher experienced the benefits and harmony of being together like a family in several group activities done as part of curriculum and with friends. According to participants, awareness of identification as part of a team and doing activities together with joy gave true experiences of learning to live together and created memorable and healthy learning moments.

Family life patterns

Table 206

Codes and Examples of the Theme V 'Family life patterns'

Codes	Examples
Effects of parenting	"I am able to communicate about my thought system to parents better than before. Difference between the social environment of me and my parents is large. Also, family situation they faced compared to what I faced is different. I sometime made unwanted debate with them, nowadays I could manage better. " "I am able to recognise savings quality of my father and I will like to earn money and help people by doing business. " "My father get tensed a lot, I also get tensed for small things sometime, now I am able to create new mindset for me with more confidence. tell my father and some friends like me who face tension often that be confident and logical, staying in tension is not a good feel. " "Mother often giving restriction to me because of safety concern as a girl. I think i used to be afraid to talk people and boy. Now I proactively attempt to change that fear and feel confident to interact with individuals and gatherings. Started telling my opinions confidently to family members too. "
Effects of family system	"Comparison of children of other family members often happen directly and indirectly among family members. Why taking teacher education course in this age and chance of getting job in government schools are often presented with a discouraging tone. I get worried by listening such comments and I am trying listen without judgment and taking what I want, reject internally the idea I do not want

	consciously"
	"I was often told by family members that I have to be prepared to stay in another person's home after marriage. So my way of behaving in family and outside have to be in aligned with that. But such suggestions effect my confidence. So I proactively be aware about such suggestions and I like to follow the advice what is good for me in total sense. I want to marry such partner who understand my nature only. "
Effects of home environment	"More family trips and activities are planned compared to how usually it happens in our family. Watching new movies together and visiting tourist places gave more energy and joyful moments in family. Parents enjoyed and felt great about these activities. When I took initiative and searched, found places in Kozhikode district itself where we can plan creative trips in affordable budget. "
	"Involved in activities connected to organic farming and gardening in home. Parents are actively involved in these activities. Me supporting them make more positive feel in home. "
	"Through interacting proactively with the people in neighbourhood who are connected to our home closely, I could get a part-time job of food catering for supporting my family financially. "
Effects of socio cultural patterns guiding family system	"Suggested family members to view residential association activities more positively and involve more creatively in supporting village road repairing, charity and celebrations. As a family our involvement has improved and approach of people in residence association became more positive to us"
	"When mother wanted to visit a religious place (Temple), i suggested to make the plan more innovative by think win win policy. At least one idea or wish of each member is worked out in this travel. We went to an ice cream shop where my sister want to try ice cream from while returning back. I observed how happy she is happy because of this. "
	"I listened to relatives with more patience than before at functions like marriage, death ceremonies etc. "
	"I listened to grandmothers and grandfathers in family with more compassion and love. Sitting with them made them happy more. Listening without judgement give more easiness in conversations with elders and relatives. "

This table summary explores how student teachers experience and manage their family relationships. By analysing their feedback, we can see a clear shift from

reactive habits to proactive, thoughtful engagement within the home. The data is organised into four main areas: parenting effects, family systems, the home environment, and wider socio-cultural patterns.

Responses show that students are becoming much better at talking to their parents about their "thought system". This includes a significant conclusion that students are now aware of a huge disparity between their social world and the one their parents experienced in their upbringing. Recognising that their parents had other circumstances in their lives, students have had an opportunity to minimise the undesirable debates and address the disagreements in a more relaxed manner.

Besides communication improvement, students are also recognising certain qualities that they would prefer to maintain or alter. As an example, one student highlighted the fact that their father was a person of savings quality as a good habit to adhere to in business. Students, on the other hand, are trying to break the cycles of anxiety. One of the participants said that their father turns tensed a lot and they would do the same, but now they are developing a new attitude based on logic and confidence.

In case of female students, it is evident that there is a tendency to become independent. Velez et al. (2018) pointed out that in many cases, mothers provided restrictions because of safety reasons. Students who previously feared talking to people are currently taking charge to overcome their fear. They are beginning to express their views with a feeling of confidence to the family members and feel more at ease during social events.

Family structure is very likely to include pressure outside and social comparison. Interviewees said that family members always put children against each other, which is demoralising. In particular, students heard negative remarks in relation to their age or the inability to obtain a job in a state school when they were taking a course in teacher education.

In order to deal with this, students are adopting a non-judgmental listening style. They attempt to hear remarks without worrying and consciously turn down internally any ideas that are not of help to them.

The expectations of marriage are also given a lot of emphasis. There were those students who were informed that they were expected to be ready to stay in the house of another person and to change their behaviour. Students complained that these recommendations damaged their ego. They, in turn, are both growing progressively more proactively conscious and have resolved to take advice only when they are convinced that it is good, in the total sense of that term, and seek out mates who comprehend their nature.

The table brings out the lead taken by students in order to make the home set up feel happier. They have begun to make more frequent plans for family trips and activities. Students who have discovered new sources of energy and joy by discovering inexpensive destinations for their creative trips have given a new impetus and positive emotions to their parents.

Hobbies that have resulted in productive pastimes have also helped in the atmosphere. Participation in home-based organic farming and gardening has provided a positive sense, and this extends when parents and children engage in such activities. In addition to the house, students are socialising more with their neighbours. One of the students even got a part-time job in catering after these local contacts, thus being able to help their family economically.

The students are also altering the nature of interactions that their families have with the rest of the community. To a greater extent, they have stimulated the family members to become more creative and positive about these activities of the residential associations, such as road repair or local charity. This has made the community have a more positive view of the family.

Students are applying a win-win policy within the family to ensure that everyone is happy with the cultural life of the family. As an illustration, in case a student goes to a religious temple, he or she proposes a visit to an ice cream store to

his or her sister. This guaranteed the respect of the wishes of every member, and the entire trip was more successful.

Lastly, treating their elders by students is also greatly improved. They claimed that they heard more compassion and love of grandmothers and grandfathers. Spending time with them and listening to them without being judgmental, the students discovered that it was easier to converse and that the elderly were much happier.

The overall findings show that student teachers are moving from being passive family members to active leaders in their households. The research identifies three main shifts:

Empathy over Conflict: By understanding that parents lived in a different "social environment, " students reduce arguments.

Mental Boundaries: Students are learning to listen to discouraging comments "without judgment" and rejecting ideas that hurt their confidence.

Proactive Joy: Through "win-win" planning and shared activities like gardening, students are actively creating "joyful moments".

In conclusion, when students apply mindfulness and proactive thinking to their family life, they create a better "body-mind balance" for themselves and a more "positive feel" for their entire family. This approach helps them stay "confident and logical" even when facing traditional pressures or social tension.

D. El. Ed. Life

Table 207

Codes and Examples of the Theme VI 'D. El. Ed. Life'

Codes	Examples
School experiences	"Proactively attempted learning aids like Educational videos, AI Tools in common activities in school activities for various classrooms like language club and got great feedback from students and other teachers in school. "
	"Teachers working in school appreciated my management skills and capacity to take leadership in academic and

	administrative activities. ”
	“Applied put first thing first ideas while doing teaching practice in school. It helped me to make students first priority before making any plans. In school, we have to involve in several activities for the benefit of young kids. Hence we need good competencies in team work as well as an individual teacher. Planning activates like environmental club, observing days like Gandhi Jayanthi. We will have to speak or support from behind based on school situations”
	“I applied 5th habit (Understanding first, then to be understood) while dealing with Headmistress, Staff and teachers in school in few critical situations. It helps to stay in patience and give proper response on the spot or later. Non-judgmental attitude can support to have open vision to listen to all the teachers especially those who have years of experience as school teacher. ”
Classsroom experiences	“Classroom experiences are visualised in advance based on lesson plans at more than 10 times and got positive feedback from students for each activity. Seeing in mind before taking actual class can enhance the confidence of myself an quality of teaching learning process. ”
	“Preparing lesson plan and selecting activities for learning require the deep understanding objective. Hence, keeping objective in mind can be helpful in preparing better lesson plans and activities. Doing this way in teaching important concepts in classroom made me realise the importance of preparation before teaching. Lesson plans are like vision board made before each class. ”
	“Listening without judgement to students who require special attention (Differently abled children, Children with learning disabilities, slow learners, etc.) makes them more active and engaged in classroom activities.”
	“Attitude of taking initiatives give more energy and thrill in classroom as well as to children. Two weeks I attempted to implement something different and unique in classroom every day. One day I started class with a good song video, another day by inviting a student to perform something he did well and appreciated with claps etc. ”
	“We created an exhibition in classroom by collecting pictures, paper cutting and paintings of the topic we discussed in classroom. We invited students and teachers of other classroom to watch and give feedback. Children felt good about it and I felt positive too as teacher. ”
practical experiences	“When camp is conducted, I could apply the think-win-win habit and was able to lead the event in a harmonious way.

	Especially when I prepared speech in functions and common meetings, I made sure each teacher and students got recognition for their contributions in making camp a success. ”
	“I could prepare and give good speech in celebrations of children’s day. I prepared it by taking advice of a friend who is good in public speaking to make it more effective. ”
Relationship with classmates	“Better coordination and mutual understanding is observed among students while doing an group activities connected to D. Ed Curriculum. ”
	“Students are able to recognise the taste and talents of each other and assign duties and encourage based on that recognition. ”
Curriculum, content and syllabus	“I was able to maintain proper record with sincerity with the help of visualisation and put first thing first attitude. ”
	“I could make seminar presentations more effective by understanding myself and my audience. It gave combination effect of both and activities are selected from that view. I got special appreciation for that seminar presentation. ”
	“Life skills topics in the class discussed through group activities. Mindfulness activities are suggested by me while teaching skills like coping with stress and coping with emotions. ”
Relationship with teachers	“We took initiatives with energy in more productive way to the suggestions of teachers and got good outputs in the art competitions with other ITEs. ”

The provided qualitative data outlines the practical application of leadership principles and soft skills within a Diploma in Elementary Education (D. El. Ed.) framework. These experiences are summarised and analysed in the research below into a workable overview of professional development.

The information represents a very assertive and reflective attitude towards the training of teachers when the educator regularly incorporates the contemporary pedagogical tools and habit-based leadership models into the school and classroom settings. One of the fundamental themes related to the record is the deliberate utilisation of such concepts as visualisation and prioritisation (in particular, the principle of putting first things first) to improve administrative tasks and the process

of direct instruction. This translated into fastidiously pre-planned lesson cycles in the classroom with activities being pre-rehearsed in the mind to enhance confidence and quality of instructions. In addition to the regular instruction, the teacher was very versatile in terms of heading extracurricular activities, which included environmental clubs, art contests, and educative exhibitions that enabled the community to connect with each other. The experiences have been supported by the commitment to inclusive education, which is witnessed by application of non-judgmental listening techniques to support the learners with diverse needs, such as those with learning disabilities. Moreover, the introduction of digital literacy including AI applications and video content suggests a more modernised way of engaging students that found a positive response among pupils and peers of the faculty.

It can be analysed that structured interpersonal habits implementation, namely, Think Win-Win and Seek First to Understand, has demonstrated to be a significant source of professional relationships and conflict resolution. According to research results, there is an alleged "combination effect when a trainee teacher develops the attitude of leadership-first, which leads to the heightening of the effectiveness of seminar presentations and group coordination. The association between teacher initiative and student energy is also a critical observation in which the educator noted that introducing something new in the daily routine of the classroom like music or a peer applause, the energy in the classroom increased significantly and the number of students who would be involved in classroom activities had also risen. The statistics also place emphasis on the presence of the so-called synergy in the teaching group, where consulting experts (e. g., in the field of oratory) and appreciation of the experience provided by the veteran employees resulted in more efficient administrative practises and successful school camps. Moreover, the results indicate that teaching life skills, such as stress management, is most effective when the educator models mindfulness and emotional regulation personally. Ultimately, the findings suggest that a reflective, habit-oriented approach to teaching practice not only fulfils curriculum requirements but also fosters a collaborative school culture characterised by mutual recognition and shared success.

Conclusion

Analysis of the responses of primary teachers at Phase I established connections between and within the theories of both variables in real-life scenarios, and these responses were used to implement the experiment in classrooms. Percentage of responses based on the observation schedule suggest that student teacher participated actively in classroom as well as written activities.

Based on the results of derived from the test scores of the phase II it is evident that participants of the programme have grasped the content connected to select life habits from the contemplative education programme. Results of rating scales indicate that there is a gain in perceptions on each habit after the programme.

The statistical analysis of the Test on select Life Habits revealed no significant differences across any of the groups. Whether compared by institute, academic, execution type or gender, the mean pre-test, post-test, and gain scores remained statistically equivalent. This implies that content on select life habits transacted fairly based on the above comparisons.

The first-year students and the female participants showed greater improvement in practising certain habits than the second-year students and the male participants, respectively. Overall all the participants showed improvement in practising habits after the experiment. Interview responses from participants suggest that the programme's impact is mainly visible among students who practised mindfulness and written activities with sincere effort. Student teachers also identified that the programme is useful for self-transformation, participating in team activities, healing past experiences, and D.El.Ed. life in general.

CHAPTER 5
SUMMARY, FINDINGS AND CONCLUSION

- *Discussions on Primary Objective I*
- *Discussions on Primary Objective II*

This chapter is organised based on two objectives of the study. Under the first objective results are discussed based on the data analysis of first phase. Data analysis of second and third phases are discussed under the second objective.

Discussions on Primary Objective I

Following is the first primary objective of the study.

1. To design a Contemplative Education Programme for enhancing the Select Life Habits among D. El. Ed. students

Basesd on this objective, two phasewise objectives are given.

Phasewise Objective I

1. To derive insights into the awareness of contemplative education practices among primary school teachers, in order to integrate them into the proposed programme.

Based on the above objective, two themes and tweleve subthemes are derived through the responses of primary school teachers as given in the Table 208.

Subthmes of themes 1:

Table 208

Subthemes and Themes related to Contemplative Education

Information on Contemplative Education	Experiences, reflections and suggestions
(1) Self awareness practices through social experiences and individual efforts (2) Practices and information through Psychology (3) Media effects (4) Information through workshops on motivation (5) Insightful individuals (6) Books (7) Inservice and preservice teacher training programmes	(1) Practices part of religion and family (2) Practices as own experiment (3) Practices learned from Inservice and preservice teacher training programmes (4) Practices done under the guidance of experts (5) Practices learned from workshops on psychology, motivation and self development practices

Based on the Table 208,following findings can be identified:

- Seven subthemes derived from the primary school teachers' interview responses regarding the theme 'Information on Contemplative Education' demonstrated strong alignment with the theoretical understanding of contemplative activities.

- These subthemes proved instrumental in the design of activities for introducing contemplative education concepts by making direct connections with regular life situations (e. g., through Brain Storming).

- Furthermore, they offered a wide range of choices for acquiring contemplative education experiences, providing a pathway not only for personal growth but also for professional development.

- The five sub-themes derived from the theme, 'Experiences, Reflections, and Suggestions, ' based on the interview responses of primary school teachers in this investigation, followed similar patterns to those marked in other parts of the globe prior to the initial spread of research results concerning evidence-based contemplative education practices.

- The design of the contemplative education activities and the selection of the activities' contexts executed in the programme followed the path that these sub-themes indicated. Participants easily engaged in activities connected with these sub-themes and codes, delivering responses such as, 'The most awaited self-work on our lives, without having consciously known it. ‘

- All twelve contemplative education activities included in the programme were integrated with the patterns, descriptions, and situations of this theme in various styles.

- These sub-themes were helpful in designing writing-based contemplative activities.

Phasewise Objective II

2. To identify key focus areas based on the experiences of primary school teachers regarding selected life habits, in order to integrate them into the proposed programme.

Subthemes of themes 2

Table 209

Subthemes and Themes related to Select Life Habits

Private Victory	Public Victory	Self Renewal, Habit Implementation and life purpose
(1)Awareness of self (2)The role of a teacher (3)Individual teacher in a system (4)Individual teacher with students (5)Teacher facing society (6)Skills and competencies at individual level	(1)Teamwork for Curricular objectives (2)School as a whole (3)Teamwork with higher educational officials, stalkholders and society (4) Teamwork for personal and professional life synergy	(1) Initiation of new habits, Practicing a new habit and Updating a present habit (2) Balancing habits and life style (3) Life Purpose

Based on the Table 209,following findings can be indentified.

- Six sub-themes, derived from the primary school teachers' interview responses concerning the theme of ‘Private Victory, ’ reflected the activities and discussions focused on developing individual skills for a teaching career throughout the programme.
- The concepts of the Principles of Personal Vision, the Principles of Personal Management, and the Principles of Personal Leadership within the programme were found to be very well connected and in strong alignment with the established codes and themes.

- Four sub-themes, derived from the primary school teachers' interview responses concerning the theme of 'Public Victory, ' reflected the activities and discussions aimed at developing social skills for a teaching career throughout the programme by focusing on the understanding of practical situations in schools and society.

- The concepts of the Principles of Interpersonal Leadership, the Principles of Empathic Communication and the Principles of Creative Cooperation within the programme were found to be very well connected and in strong alignment with the established sub-themes and codes.

- Three sub-themes, derived from the primary school teachers' interview responses concerning the theme of 'Life Purpose, ' reflected the activities and discussions aimed at developing a fulfilled life beyond a teaching career throughout the programme.

- The concepts of the Principles of Self-Renewal, the Principles behind the Eighth Habit, and the Foundations of Habits within the programme were found to be very well connected and in strong alignment with the established sub-themes and codes.

Based on the analysis of the data collected under two phase wise objectives programme is developed along with the inputs from review, guidance of experts and piolet study.

Discussions on Primary Objective II

Following is the second primary objective of the study.

To validate the Developed Contemplative Education Programme for enhancing Select Life Habits among D. El. Ed. students

Objectives for Phase II

1. To compare the mean pre test scores and the mean post test scores of Test on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

2. To compare the mean pre test scores and the mean post test scores of Test on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

3. To compare the mean pre test score and the mean post test score of Test on Select Life Habits of all the participants of the programme.

4. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

5. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

6. To compare the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of all the participants of the programme

7. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

8. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

9. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students at Institute I and students at Institute II

10. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

11. To compare the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between Female participants and Male participants of the programme

12. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

13. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

14. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students at Institute I and students at Institute II

15. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

16. To compare the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between Female participants and Male participants of the programme

Hypotheses

Phase I and Phase III of the study are qualitative in nature, whereas Phase II is quantitative in nature. So the hypotheses of Phase II are given as follows:

1. There exists no significant differences in the mean pre test scores and the mean post test scores of Test on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

2. There exists no significant differences in the mean pre test scores and the mean post test scores of Test on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

3. There exists no significant difference in the mean pre test score and the mean post test score of Test on Select Life Habits of all the participants of the programme.

4. There exists no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of students of: (i)Classroom 1, (ii)Classroom 2, (iii)Classroom 3, and (iv)Classroom 4

5. There exists no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of: (i) First year students (ii)Second year students (iii)Students at Institute I (iv)students at Institute II (v)students of Execution Type I classrooms (vi) students of Execution Type II classrooms (vii)Female participants of the programme (viii)Male participants of the programme

6. There exists no significant differences in the mean pre test scores and the mean post test scores of Rating Scales on Select Life Habits of all the participants of the programme

7. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

8. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

9. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students at Institute I and students at Institute II

10. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

11. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Test on Select Life Habits between Female participants and Male participants of the programme

12. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of: (i) Classroom 1 and Classroom 2 (ii)Classroom 1 and Classroom 3 (iii)Classroom 1 and Classroom 4 (iv)Classroom 2 and Classroom 3 (v)Classroom 2 and Classroom 4 (vi)Classroom 3 and Classroom 4

13. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between First year Students and Second year students of D. El. Ed. Course

14. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students at Institute I and students at Institute II

15. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between students of Execution Type I classrooms and students of Execution Type II classrooms

16. There exists no significant differences in the mean pre test scores, mean post test scores and mean gain scores of Rating Scales on Select Life Habits between Female participants and Male participants of the programme

Findings

The comparison of mean scores demonstrates that the transaction of basic concepts related to select life habits delivered through the programme was equally efficacious across the participants' year of study, the type of execution, their institute affiliation, and their gender.

- There exist significant differences in the mean pre-test scores and mean post test scores of (i) test on select life habits, (ii) rating scales on select life habits across all groups. Hence these results suggest participants reported improved knowledge and practice of select life habits following the experiment.

- The comparison of mean gain scores demonstrated that First-Year students showed a greater positive change in practicing Habit 1 (Be Proactive), Habit 3 (Put first Things First), Habit 5 (Seek to Understand first, then to be understood), Habit 7 (Sharpen the Sow), and Habit 8 (Listen to your voice and inspire others to find theirs) following the programme's implementation, compared to Second-Year students.

- The comparison of mean gain scores demonstrated that the students of Institute I showed a greater positive change in practising Habit 3 (Put first Things First), Habit 4 (Think Win-Win), and Habit 7 (Sharpen the Saw) following the programme's implementation, compared to Institute II (which includes language students).

- The comparison of mean gain scores demonstrated that students of Execution Type I showed a greater positive change in practising Habit 6 (Synergise) following the programme's implementation, compared to students of Execution Type II.

- The comparison of mean gain scores demonstrated that girls showed a greater positive change in practising Habit 1 (Be Proactive), Habit 5 (Seek First to Understand, Then to Be Understood), and Habit 7 (Sharpen the Saw) following the programme's implementation, compared to boys.

Phase III

Objectives for Phase III

1. To identify the positive and negative impact of contemplative education activities in the programme.

2. To identify the positive and negative impacts of Select life habit practices.

4. To understand the gender wise impact of the contemplative education programme for enhancing select life habits.

3. To investigate about the overall impact of contemplative education programme for enhancing select life habits.

Findings

- The range of positive feedback received suggested a strong potential for the contemplative education activities to be further explored and adapted according to various objectives. Most of the negative responses received could be rectified by modifying the instructions and the way the activities are presented. However, mindfulness-based contemplative activities must be incorporated with the support of authorised mindfulness practitioners. Even though the present programme administered a contemplative form of mindfulness and received remarkably positive feedback, participants' doubts or experiences can vary in depth, which may sometimes need to be addressed by authorised mindfulness practitioners, such as psychologists or psychiatrists. For educational researchers, the mindfulness dimension of contemplative

education can be integrated with other regular activities based on the philosophical principles of mindfulness. (Eg: Non judgmental attitude, live in the present, compassion)

- The participants demonstrate extreme self-awareness and authenticity, as well as a comprehensive commitment to purposeful growth. One of the key findings is that future hopes regarding a permanent job and creative fulfilment are embedded in deeply rooted social and moral values. In family and community (e. g., blood donation, civic service), they exhibit proactive social leadership and strategic relationship management through win-win communication and empathy. They have a paradigm of social change based on purposeful, long-term friendships, ethical service (women's empowerment, scientific temper), and the facilitation of family goals. While the programme was useful for promoting goal-setting and personal insight, it needs to provide more robust support for implementing habits to overcome recognised procrastination.

- Male participants emphasise proactive leadership, a teaching career, and the necessary skills (AI, Hindi). Since their social restrictions are often linked to their gender, female participants strongly emphasise that these restrictions must be navigated with mindfulness and self-observation to build resilience, in turn linking a stable job with financial security and empowerment.

- Analysis of the comprehensive data set reveals a highly engaged individual who leveraged self-directed practices to drive significant personal and professional development.

- The mindfulness and introspective writing activities were very supportive in strengthening participants' inner ground. Such practices elicited deep emotional awareness, allowing the subject to attain emotional stability, digest past trauma and grief, and navigate emotions such as anger and social inferiority. It also helped them identify negative thought patterns and solidify vague, long-term career aspirations.

- The subjects took the initiative to make strategic changes to their lifestyles and careers. This involved physical activity and digital limits for well-being and

productivity, and occasional efforts to improve skills (e. g., spoken English). Such changes pointed to better time management and effective conflict management.

- Interpersonal aspects were greatly impacted by the persistent use of empathetic communication and Win-Win principles. Group cohesion (in class and peer) was improved, Intractable family conflict involving generational and gender divides was decreased, and Family functioning was increased through common activities.

- In the teaching context, the subject exhibited effective leadership skills, utilised educational technology, and adopted student-centric planning (visualization, "put first thing first"), resulting in a democratic, supportive, and effective learning environment.

Table 210

Validation of the programme based on Phase II & III

Phase II	Phase III
1. Active participation is observed 2. Basic content was transacted fairly irrespective of the differences in year of study, gender, institute and type of execution. 3. Postive changes are marked in perceptions on select life habits 4. Participants were able to recogonise suitable contemplatve activities to practice in daily life at the moment as well as their mind prefer to do in long term. 5. Partcipants were able to recogonise suitable habits to practice in daily life at the moment as well as their mind prefer to do in long term. (4^{th} and 5^{th} points are recognised deeply in phase III too)	1. Mindfulness activities created remarkable changes in well being and attitude 2. Writtten activities were selected and practiced sincerely by 30% of participants 3. Programme was helpful for individual transformation 4. Programmes were supportive to improve the D. El. Ed course activities. 5. Programmes benfited to improve the team spirit in group activities. 6. Awareness on family life patterns were enhanced and motivation to change the unhealthy attitudes were reported.

- Even though primary school teachers are aware of the concepts within philosophies, including Humanism, Existentialism, Naturalism, and several other ideas typically mentioned in Pre-service Teacher Education programmes, they were unable to connect these to the contemplative dimension.

- More advanced and effective contemplative education activities could be designed with the support of modern philosophical ideas. The limited exposure to these concepts restricts the scope for developing such activities. Even though psychologically guided activities can be chosen, the subjective side of the concept necessitates a theoretical foundation rooted in philosophical ideas. The present study, however, designed its activities based on the basic foundation of contemplative education.

- Even though many teachers are applying life habits based on their own understanding, a wider view of the life situations mentioned in their responses clearly displays a need for providing education and training related to select life habits in formal ways.

- The Contemplative Education programme designed to enhance selected life habits among D. El. Ed students successfully boosted their understanding of the concepts and their positive perceptions regarding the practice of these habits. This progress was marked irrespective of the students' year of study, the programme's delivery method (execution type), the institute attended, or gender.

- The qualitative feedback demonstrated a clear shift in the participants' self-perceptions, indicating a transformative personal change

- This investigation provides an evidence-based path for conducting future research in contemplative education.

- The results derived from the study can be useful in conducting studies on contemplative education through various perspectives, including Qualitative, Experimental, Mixed, and Quantitative approaches.

- Education on selected life habits was highly beneficial for the programme's participants, according to their accounts.

- As the concept of Select Life Habits can be approached both psychologically and philosophically, the possibility of conducting diverse research on them across various dimensions, beyond the scope of contemplative education, remains highly active.

- Concept of Select life habits can be approached psychologically as well as philosophically. Hence, possibility conducting various reseach on select life habits from various dimensions other than contemplative education is very much active.

- It is evident that the present programme had a remarkable impact in enhancing select life habits among its participants.

CHAPTER 6
RECOMMENDATIONS

- *Educational Implications*
- *Recommendations*
- *Suggestions for futher Research*

Educational Implications

1) A pragmatic approach is needed to implement a contemplative pedagogy within the Educational Philosophy subject of the Teacher Education curriculum; this approach must include a space for self-analysis based on various ideologies. Activities must be designed to enable participants to understand the values underpinning those ideologies, allowing them to critically analyse, accept the suitable ideas, and reject those that are not. Various tools and techniques must be designed for selecting suitable activities and ideologies based on participants' preferences. Existing teacher educators must practice these ideas, and an evidence-based, pragmatic method must be derived from their practice and subsequently taught to their student teachers.

2) Education on life habits is needed for both existing and prospective primary school teachers. The life situations mentioned in participant responses clearly indicate the lifestyle challenges they face. Identifying the proper space for this within in-service and pre-service teacher education programmes can be a way to address these challenges.

3) These interconnected philosophical frameworks yield essential insights for the thoughtful implementation of important contemplative education spaces in teacher education curricula. Adopting a spirit of fugue, abandon and synthesis, the basic idea is to transcend a mind-body dualism that has delineated cognition itself from the traditional, philosophical understanding of consciousness and self. The main theories of Embodied Cognition (Merleau-Ponty, Clark, Varela, Thompson) argue that thought is there in relation to itself and its surrounding environment through the body.

4) Results of this study indicates that Interoception (internal body sensation) as part of the sense of self and of their place in learning, which also supports contemplative practices. Teachers who are trained this way can see that body awareness, breath and movement are not merely 'breaks' but genuine cognitive tools. Neurophilosophy (a la Churchland and Dennett) bases all mental states on brain states. Although reductionist in tone, this view suggests that

contemplation must be coupled with the understanding of its particular biological correlate (e. g., attention, emotion control) to be adaptive and propulsive.

5) The question ‘do machines actually think, and how would we know?’ is about what AI will teach us (if anything) about the human mind, and most of it has centred on a long-standing dispute between "functional intelligence" and real consciousness. Through the works of John Searle, Daniel Dennett, and David Chalmers, teachers are invited to differentiate the information encoding associated with Strong AI from the intentional human agency and qualia (the personal subjective experience) associated with real understanding. In the end, contemplative education seeks to develop these distinctly human qualities that Searle and Chalmers claim distinguish human learning from mere computer output.

Integrating these concepts ensures that future teachers can create contemplative spaces that are scientifically informed, philosophically grounded, and strategically designed to foster deep, embodied, and conscious learning.

Recommendations

1. Workshops related to contemplative pedagogy should be introduced into academic programmes, such as the D. El. Ed and Integrated Teacher Education Programmes, for teaching concepts like life skills, value education and peace education.

2. The academic hours allocated to the Philosophy of Education in the teacher education curriculum must be redesigned to be more pragmatic by integrating contemplative approaches.

3. It is strongly recommended that the foundational curriculum in Educational Philosophy be updated to include post-Cartesian theories, particularly those centred on embodiment and the lived body (such as the work of Maurice Merleau-Ponty and related body-based phenomenology).

4. This recommendation urges academic units to formally restructure the teaching of Educational Philosophy by adopting an Integrated Contemplative Pedagogy (ICP) model. This shift addresses the critical need to make philosophical ideologies personally meaningful, ethically internalised, and pragmatically applicable for future educators.

5. It is recommended that the curricula of the D. El. Ed and Integrated Teacher Education Programmes (ITEP) for the first year be updated to include dedicated workshops and content related to the following habits and similar psychological variables: Habit 1: Be Proactive. Habit 3: Put First Things First. Habit 5: Seek First to Understand, Then to Be Understood. Habit 7: Sharpen the Saw. Habit 8: Find Your Voice and Inspire Others to Find Theirs.

6. When activities related to mindfulness or similar are implemented in an educational environment, it is recommended to plan in collaboration with a trained mindfulness expert, such as a psychologist, psychiatrist, or mindfulness practitioner, since the effects may not always be clear to a regular teacher without experience in mindfulness practice.

Suggestions for futher Research

1. Furthermore, there is a need to conduct more experimental studies on these variables specifically among first-year students within these teacher education programmes. more experiemental studies in these variables among first year students of such teacher education programmes.

2. The development of woman empowerment workshops for prospective primary school teachers should incorporate contemplative education activities to integrate the practices of Habit 1, Habit 5, and Habit 7.

3. The life habits illustrated by Covey (1989) can be integrated into both in-service and pre-service primary school teacher programmes with a vision of fostering teacher well-being at a holistic level. To achieve this, the following initiatives should be organised: Research, Workshops, Formation of Interventions and Changes in the Teacher Education Curriculum.

4. Standardised tools on achievement in selected life habits, or for each individual life habit, can be developed. Experiments should then be conducted on selected life habits, comparing them with alternative strategies for enhancing achievement in those habits (based on the results of the Test on Life Habits).

5. Studies must be conducted on the practices of Habit 3 (Put First Things First), Habit 4 (Think Win/Win), and Habit 7 (Sharpen the Saw) comparing Language D. El. Ed. students with other D. El. Ed. students.

6. A detailed study should be conducted to understand the possibility of contemplative education practices in cultivating habit synergy based on the principles of creative cooperation to establish an environment of 'Celebrate the differences.

7. There is a need for collaborative research involving mental health professionals who authentically practise mindfulness and educational researchers.

8. Collaborative research efforts should be undertaken by educational researchers and philosophical researchers to explore the possibility of contemplative education. This collaboration can be extended to include the philosophical dimensions of other disciplines, such as sociology and psychology.

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APPENDICES

Appendix 1

INTERVIEW SCHEDULE ON SELECT LIFE HABITS FOR PRIMARY SCHOOL TEACHERS

(Malayalam)

താഴെ നൽകുന്ന ചോദ്യങ്ങൾക്കുള്ള പ്രതികരണം വ്യക്തിജീവിതം, കർമ്മരംഗം, സാമൂഹിക ജീവിതം, വ്യക്തിത്വ വികസനം എന്നീ നാലു രീതിയിൽ തരം തിരിച്ച് പങ്കുവെക്കുക.

1. 'കർമ്മോദ്യുക്തനാവുക' എന്ന മനോഭാവത്തിലൂടെ ജീവിതത്തിൽ ക്രിയാത്മകമായ മാറ്റങ്ങൾ ഉ ായ സന്ദർഭങ്ങളെക്കുറിച്ച് വിവരിക്കുക.
2. അവസാനം മനസ്സിൽ ക ് കൊ ് ആരംഭിച്ച് ചെയ്ത ഏതെങ്കിലും പ്രവർത്തനങ്ങളുടെ അനുഭവം വിശദീകരിക്കുക.
3. ആദ്യം വേ തിന് മുൻഗണന നൽകുക എന്ന ശീലം ബോധപൂർവ്വം പ്രയോഗിച്ച സന്ദർഭങ്ങൾ ഉ ായിട്ടുേ ാ? വിശദീകരിക്കുക.
4. ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ പരസ്പര വിജയത്തെക്കുറിച്ച് സങ്കല്പിച്ച് നടപ്പിലാക്കിയ ഏതെങ്കിലും അനുഭവങ്ങൾ ഉെ ങ്കിൽ പങ്കുവെക്കാമോ? നടപ്പിലാക്കാൻ കഴിയാതിരുന്ന അനുഭവങ്ങൾ ഉ ായിരുന്നുവോ?
5. ആദ്യം മനസ്സിലാക്കാൻ ശ്രമിച്ച ശേഷം പറയാനുള്ള കാര്യങ്ങൾ പങ്കുവെയ്ക്കുന്ന ശൈലി പരീക്ഷിച്ച് നോക്കിയിട്ടുേ ാ? ഈ ശൈലിയിലൂടെ ഉ ായ അനുഭവങ്ങൾ ഓർത്തെടുക്കാമോ?
6. യോജിച്ച് പ്രവർത്തിക്കുക എന്ന മനോഭാവത്തോടെ ബോധപൂർവ്വം കാര്യങ്ങൾ ചെയ്യാൻ ശ്രമിച്ചിട്ടുേ ാ? ഗ്രൂപ്പ് പ്രവർത്തനങ്ങളിൽ എത്രത്തോളം ഇത് നടപ്പിലാക്കാൻ സാധിച്ചിട്ടു ്. അനുഭവങ്ങൾ പങ്കുവെയ്ക്കുക.
7. സ്വയം നവീകരണത്തിന് വേ ി ശ്രമിച്ചു പ്രയത്നങ്ങളെക്കുറിച്ച് വിശദീകരിക്കുക.
8. ആന്തരികമായ പ്രചോദനം പ്രകൃതിദത്തമായി തന്നെയുള്ള എന്തെങ്കിലും പ്രവർത്തനങ്ങൾ ജീവിതത്തിൽ ചെയ്യാനുള്ളതായ തോന്നിയിട്ടുേ ാ?
9. മറ്റുള്ളവരെ അവർക്ക് ആന്തരികമായി പ്രചോദനമുള്ള കാര്യങ്ങൾ ചെയ്യാൻ പ്രേരിപ്പിക്കാറുേ ാ? വിശദമാക്കുക.

10. കഴിഞ്ഞ 9 ചോദ്യങ്ങളിലെയും ആശയങ്ങൾ ജീവിതത്തിൽ ആവശ്യമാ ണെന്ന് തോന്നിയിട്ടു ോ?ബന്ധപ്പെട്ട എന്തെങ്കിലും പ്രത്യേക അനുഭവ ങ്ങൾ ഉ ങ്കിൽ പങ്ക് വെയ്ക്കുക.

Appendix 2

INTERVIEW SCHEDULE ON SELECT LIFE HABITS FOR PRIMARY SCHOOL TEACHERS

(English)

1. Describe instances in your life where a proactive attitude brought about creative and positive changes.
2. Explain an experience where you started an activity by keeping the end in mind.
3. Have you consciously practiced the habit of putting first things first? Explain.
4. Share experiences of implementing Win-Win thinking in group activities. Were there times you couldn't achieve it?
5. Have you tried the style of seeking first to understand, then to be understood? Recall those experiences.
6. Have you consciously tried to synergize (work together)? How successful were you in group activities?
7. Explain your efforts toward self-renewal (Sharpening the saw).
8. Have you felt a natural internal motivation to do certain activities in your life?
9. Do you encourage others to do things they are internally motivated about? Explain.
10. Do you feel the ideas in the above 9 questions are essential in life? Share any specific related experiences.

Appendix 3

SEMI STRUCTURED INTERVIEW SCHEDULE FOR PRIMARY SCHOOL TEACHERS ON THE STATUS OF CONTEMPLATIVE EDUCATION PRACTICES

(Malayalam)

1. Contemplative Education അഥവ സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസം എന്ന ആശയത്തെ പറ്റി മനസ്സിലാക്കിയ വിവരങ്ങൾ പങ്ക് വെയ്ക്കുക.
2. ജീവിതത്തിൽ ഏതെല്ലാം രീതികളിലാണ് സ്വയാവബോധധാരണാത്മക വിദ്യാഭ്യാസത്തെ പറ്റിയുള്ള അറിവുകൾ ലഭിച്ചത്?
3. അധ്യാപക പരിശീലനങ്ങളിലൂടെ ഇത്തരം അറിവുകൾ ലഭിച്ച വിവരങ്ങൾ പങ്ക് വെക്കുക.
4. ഭാവിയിൽ അധ്യാപകരാക്കാൻ ആഗ്രഹിക്കുന്നവർ ഈ മേഘലയെ കുറിച്ച് മനസ്സിലാക്കാൻ ശ്രമിക്കുമ്പോൾ ശ്രദ്ധിക്കേമ്ട കാര്യങ്ങൾ എന്തൊക്കെയാണ്?
5. ഏതെല്ലാം സ്വയാവബോധ ധാരണാത്മക വിദ്യാഭ്യാസ പ്രവർത്തനങ്ങൾ താങ്കൾ പരിശീലിച്ചു നോക്കിയിട്ടു ്? അനുഭവങ്ങൾ പങ്ക് വെക്കുക.
6. താങ്കൾ പരിശീലിച്ച ആക്ടിവിറ്റികൾ എങ്ങനെയെല്ലാമാണ് പരിശീലിക്കാൻ പഠിച്ചത് ?
7. അധ്യാപക പരിശീലന പരിപാടികളുടെ ഭാഗമായി ഇത്തരം പ്രവർത്തനങ്ങളിൽ ഏർപ്പെട്ട അനുഭവങ്ങൾ പങ്ക് വെക്കുക.
8. ഭാവിയിൽ അധ്യാപകരാകാൻ ആഗ്രഹിക്കുന്നവർ ഇത്തരം പ്രവർത്തനങ്ങൾ പരിശീലിക്കുമ്പോൾ ശ്രദ്ധിക്കേ കാര്യങ്ങൾ എന്തൊക്കെയാണ്?

Appendix 4

SEMI STRUCTURED INTERVIEW SCHEDULE FOR PRIMARY SCHOOL TEACHERS ON THE STATUS OF CONTEMPLATIVE EDUCATION PRACTICES

(English)

1. Share the information you have gathered regarding the Contemplative Education.
2. In what ways have you gained knowledge about Contemplative Education in your life?
3. Share details regarding the knowledge you received about this subject through teacher training programs.
4. What are the key points those who aspire to be future teachers should keep in mind when trying to understand this field?
5. Which Contemplative Education activities have you personally practiced? Share your experiences.
6. How did you learn to practice the activities you mentioned?
7. Share your experiences of participating in such activities as part of teacher training programs.
8. What factors should aspiring teachers focus on while practicing these types of activities?

Appendix 5

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT
TEST ON SELECT LIFE HABITS
(Malayalm Version)

Arjun R S
Department of Education

Prof. (Dr.) Bindhu C M
Department of Education

1. "Be proactive" എന്ന ശീലവുമായി ബന്ധപ്പെട്ട തത്വം ഏതാണ്?

   (a) വ്യക്തിഗത കാഴ്ചപ്പാട് (Personal Vision)

   (b) വ്യക്തിഗത നേതൃത്വം (Personal leadership)

   (c) എല്ലാവർക്കും വിജയം എന്ന് ചിന്തിക്കുക (Think Win-win)

   (d) വ്യക്തിഗത മാനേജ്മെന്റ് (Personal Management)

2. പ്രതികരണാത്മക ഭാഷയ്ക്ക് (Reactive language) ഉദാഹരണം ഏതാണ്?

   (a) നമുക്ക് വ്യത്യസ്ത വഴികൾ പരീക്ഷിക്കാം

   (b) ഞാൻ തീരുമാനിക്കും

   (c) എനിക്ക് ഇനി ഒന്നും ചെയ്യാൻ കഴിയില്ല

   (d) എന്റെ വികാരങ്ങളെ നിയന്ത്രിക്കാൻ എനിക്ക് കഴിയും

3. കോവിയുടെ അഭിപ്രായത്തിൽ, "പ്രോആക്റ്റിവിറ്റി" (Proactivity) എന്നാൽ പ്രാഥമികമായി എന്താണ് അർത്ഥമാക്കുന്നത്?

   (a) സഹപ്രവർത്തകരേക്കാൾ വേഗത്തിൽ ജോലി ചെയ്യുക.

   (b) സ്വന്തം ജീവിതത്തിന്റെയും തിരഞ്ഞെടുപ്പുകളുടെയും ഉത്തരവാദിത്തം ഏറ്റെടുക്കുക.

   (c) ഭാവി പ്രവചിക്കുകയും അതിനായി പ്ലാൻ ചെയ്യുകയും ചെയ്യുക.

   (d) പുതിയ അവസരങ്ങളോട് എപ്പോഴും "അതെ" എന്ന് പറയുക.

4. സജീവമായിരിക്കാൻ (Proactive) നമ്മെ സഹായിക്കുന്ന നാല് സവിശേഷമായ മനുഷ്യ കഴിവുകളെക്കുറിച്ച് കോവി പരാമർശിക്കുന്നുണ്ട്. താഴെ പറയുന്നവയിൽ അതിൽ ഉൾപ്പെടാത്തത് ഏതാണ്?

   A) സ്വയം അവബോധം (Self-awareness)

   B) മനഃസാക്ഷി (Conscience)

   C) ശാരീരിക കരുത്ത് (Physical strength)

   D) സ്വതന്ത്ര ഇച്ഛാശക്തി (Independent will)

5. സജീവമായ ആളുകൾ (Proactive people) അവരുടെ സമയവും ഊർജ്ജവും അവരുടെ "സ്വാധീന വലയത്തിൽ" (Circle of Influence) കേന്ദ്രീകരിക്കുന്നു. താഴെ പറയുന്നവയിൽ ഏതാണ് ആ വലയത്തിൽ വരുന്നത്?

   A) ദേശീയ സാമ്പത്തികം

   B) കാലാവസ്ഥാ പ്രവചനം

C) സ്വന്തം മനോഭാവവും പെരുമാറ്റവും

D) മറ്റുള്ളവർക്ക് അവരെക്കുറിച്ചുള്ള അഭിപ്രായം

6. വ്യക്തിഗത നേതൃത്വത്തിന്റെ തത്വങ്ങളുടെ കാഴ്ചപ്പാടിൽ ഒരു ഫലപ്രദമായ വ്യക്തിക്ക് അനുയോജ്യമായ മാതൃക (Paradigm) ഏതാണ്?

(a) തത്വങ്ങളെ അടിസ്ഥാനമാക്കിയുള്ള മാതൃക (Principle centered paradigm)

(b) ശത്രുവിനെ അടിസ്ഥാനമാക്കിയുള്ള മാതൃക (Enemy centered paradigm)

(c) പണത്തെ അടിസ്ഥാനമാക്കിയുള്ള മാതൃക (Money centered paradigm)

(d) മുകളിൽ പറഞ്ഞവ ഒന്നുമല്ല

7. ശീലം 2-ൽ (Habit 2) പരാമർശിക്കുന്ന "ആദ്യ നിർമ്മാണം" (First Creation) എന്താണ്?

(a) ജോലി ചെയ്യുന്ന ശാരീരിക പ്രവർത്തി

(b) ഒരു പ്രോജക്ടിന്റെ അവസാനം നിങ്ങൾ കാണുന്ന ഫലങ്ങൾ

(c) മാനസികമായ രൂപകല്പന അല്ലെങ്കിൽ ദൃശ്യവൽക്കരണം (Visualisation)

(d) മറ്റുള്ളവരിൽ നിന്ന് ലഭിക്കുന്ന പ്രതികരണം (Feedback)

8. "മാനേജ്മെന്റ്" എന്നാൽ കാര്യങ്ങൾ കൃത്യമായി ചെയ്യുക എന്നതാണ്; "നേതൃത്വം" (Leadership) എന്നാൽ:

(a) ശരിയായ കാര്യങ്ങൾ ചെയ്യുക എന്നതാണ്

(b) മറ്റുള്ളവരോട് എന്തുചെയ്യണമെന്ന് പറയുന്നതാണ്

(c) നിയമങ്ങൾ പാലിക്കുന്നതാണ്

(d) മറ്റുള്ളവരേക്കാൾ വേഗത്തിൽ ജോലി ചെയ്യുന്നതാണ്

9. ശീലം 2 പരിശീലിക്കാൻ നമ്മെ അനുവദിക്കുന്ന രണ്ട് സവിശേഷമായ മനുഷ്യ കഴിവുകൾ ഏതാണ്?

(a) ഓർമ്മശക്തിയും ശാരീരിക കരുത്തും

(b) മനഃസാക്ഷിയും ഭാവനയും (Conscience and Imagination)

(c) കാഴ്ചയും കേൾവിയും

(d) ആക്രമണോത്സുകതയും യുക്തിയും

10. ഒരു വ്യക്തിഗത ദൗത്യ പ്രസ്താവന (Personal Mission Statement) എന്തിലാണ് ശ്രദ്ധ കേന്ദ്രീകരിക്കേണ്ടത്?

(a) നിങ്ങൾ എന്തായിരിക്കണം എന്നും എന്തുചെയ്യണം എന്നും ആഗ്രഹിക്കുന്നു എന്നതിൽ

(b) നിങ്ങൾക്ക് എത്ര പണം സമ്പാദിക്കണം എന്നതിൽ

(c) നിങ്ങളുടെ എതിരാളികളുടെ കുറവുകളിൽ

(d) നിങ്ങളുടെ തൊഴിലുടമയുടെ നിർദ്ദേശങ്ങൾ പാലിക്കുന്നതിൽ

11. ക്വാഡ്രന്റ് II (Quadrant II) മാതൃകയുമായി ബന്ധപ്പെട്ട പദങ്ങൾ ഏതാണ്?

(a) അടിയന്തിരമായത് – പ്രധാനപ്പെട്ടത്

(b) അടിയന്തിരമായത് – പ്രധാനമല്ലാത്തത്

(c) അടിയന്തിരമല്ലാത്തത് – പ്രധാനപ്പെട്ടത്

(d) അടിയന്തിരമല്ലാത്തത് – പ്രധാനമല്ലാത്തത്

12. "നിങ്ങളുടെ ഷെഡ്യൂളിലുള്ള കാര്യങ്ങൾക്ക് മുൻഗണന നൽകുന്നതിന്" പകരം, നിങ്ങൾ എന്തുചെയ്യണമെന്നാണ് കോവി നിർദ്ദേശിക്കുന്നത്?

    (a) നിങ്ങളുടെ ഷെഡ്യൂൾ ഉപേക്ഷിക്കുക

    (b) നിങ്ങളുടെ മുൻഗണനകൾ ഷെഡ്യൂൾ ചെയ്യുക (Schedule your priorities)

    (c) ഒരു അസിസ്റ്റന്റിനെ നിയമിക്കുക

    (d) വേഗത്തിൽ ജോലി ചെയ്യുക

13. പ്രധാനപ്പെട്ട ക്വാഡ്രന്റ് II മുൻഗണനകളോട് "അതെ" എന്ന് പറയാൻ, ഏതിനോടാണ് "അല്ല" എന്ന് പറയാനുള്ള ധൈര്യം നിങ്ങൾക്കുണ്ടാകേണ്ടത്?

    (a) ക്വാഡ്രന്റ് I പ്രവർത്തനങ്ങളോട്

    (b) നിങ്ങളുടെ കുടുംബത്തോട്

    (c)പ്രധാനമല്ലാത്തതും എന്നാൽ അടിയന്തിരമെന്ന് തോന്നുന്നതുമായ മറ്റ് പ്രവർത്തനങ്ങളോട്

    (d) സ്വയം പരിചരണത്തോട് (Self-care)

14. "ടൈം മാനേജ്മെന്റ് മാട്രിക്സ്" (Time Management Matrix) രണ്ട് പ്രധാന ഘടകങ്ങളിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കുന്നു. അവ ഏതാണ്?

    (a) വേഗതയും ഗുണനിലവാരവും

    (b) ചെലവും ഗുണവും

    (c) പ്രാധാന്യവും അടിയന്തിരാവസ്ഥയും (Importance and Urgency)

    (d) ആഗ്രഹവും കഴിവും

15. ഫലപ്രദമായ ക്വാഡ്രന്റ് II ക്രമീകരണത്തിന് ഏത് പങ്കാണ് അത്യന്താപേക്ഷിതം?

    (a) നിങ്ങളുടെ പ്രധാന റോളുകൾ തിരിച്ചറിയുക (Identifying your key roles)

    (b) നിങ്ങളുടെ ജോലികളുടെ പട്ടിക കാണാപ്പാഠം പഠിക്കുക

    (c) മീറ്റിംഗുകൾക്കിടയിൽ ഒരേസമയം പല കാര്യങ്ങൾ ചെയ്യുക (Multitasking) (d) എല്ലാ തീരുമാനങ്ങളും മറ്റുള്ളവർക്ക് വിട്ടുകൊടുക്കുക

16. അന്തർവ്യക്തിഗത നേതൃത്വ തത്വങ്ങൾ (Principles of interpersonal leadership) ഏത് ശീലവുമായി ബന്ധപ്പെട്ടതാണ്?

    (a) എല്ലാവർക്കും വിജയം എന്ന് ചിന്തിക്കുക (Think Win-Win)

    (b) അവസാനം മനസ്സിൽ കണ്ടുകൊണ്ട് തുടങ്ങുക

    (c) സിനർജി (Synergise)

    (d) സജീവമായിരിക്കുക

17. തോൽവി-വിജയം (Lose-Win) ഇടപെടലുകൾ ഏത് സാഹചര്യത്തിൽ കൂടുതൽ ഉപയോഗപ്രദമായേക്കാം?

    (a) അച്ഛൻ-മകൻ ബന്ധത്തിൽ

    (b) ബിസിനസ് ഇടപാടുകളിൽ

    (c) സഹകരണ പ്രവർത്തനങ്ങളിൽ

    (d) ഫുട്ബോളിൽ

18. വിൻ-വിൻ (Win-Win) സന്ദർഭത്തിൽ നിർവചിച്ചിരിക്കുന്ന "പക്വത" (Maturity) ഏവ തമ്മിലുള്ള സന്തുലിതാവസ്ഥയാണ്?

    (a) ജോലിയും ജീവിതവും

(b) ധൈര്യവും പരിഗണനയും (Courage and Consideration)

(c) യുക്തിയും വികാരവും

(d) നൽകുന്നതും സ്വീകരിക്കുന്നതും

19. ഏത് മാതൃകയാണ് വളരെ മത്സരബുദ്ധിയുള്ളതും പലപ്പോഴും "ക്ഷാമ മനോഭാവത്താൽ" (Scarcity Mentality) നയിക്കപ്പെടുന്നതും?

(a) വിജയം-വിജയം (Win-Win)

(b) തോൽവി-വിജയം (Lose-Win)

(c) വിജയം-തോൽവി (Win-Lose)

(d) ഇടപാടില്ല (No Deal)

20. ഒരു വിൻ-വിൻ (Win-Win) ബന്ധം കെട്ടിപ്പടുത്തിരിക്കുന്നത് ഏത് അടിത്തറയിലാണ്?
(a) കുറഞ്ഞ വിശ്വാസവും ഉയർന്ന നിയന്ത്രണവും
(b) ഉയർന്ന വിശ്വാസവും ഇമോഷണൽ ബാങ്ക് അക്കൗണ്ടും (Emotional Bank Account)
(c) നിയമപരമായ കരാറുകളും കർശനമായ നിയമങ്ങളും
(d) സാമൂഹിക ജനപ്രീതി

26. താഴെ പറയുന്നവയിൽ ഏറ്റവും ഉയർന്ന തലത്തിലുള്ള കേൾവി (Listening) ഏതാണ്?

(a) ശ്രദ്ധയോടെയുള്ള കേൾവി (Attentive listening)

(b) തിരഞ്ഞെടുക്കപ്പെട്ടവ മാത്രം കേൾക്കുന്നത് (Selective listening)

(c) കേൾക്കുന്നതായി ഭാവിക്കുന്നത് (Pretend listening)

(d) സഹാനുഭൂതിയോടെയുള്ള കേൾവി (Empathetic listening)

27. ശീലം 5 (Habit 5) എന്നത് ഏത് തരത്തിലുള്ള ആശയവിനിമയത്തിന്റെ ശീലമായാണ് കണക്കാക്കപ്പെടുന്നത്?

(a) പരസ്പര പ്രയോജനം (Mutual Benefit)

(b) സർഗ്ഗാത്മകമായ സഹകരണം (Creative Cooperation)

(c) സഹാനുഭൂതിയോടെയുള്ളത് (Empathetic)

(d) സജീവമായത് (Proactive)

28. നമ്മൾ "ആത്മകഥാപരമായി" (Autobiographically) കേൾക്കുമ്പോൾ, നാല് രീതികളിൽ പ്രതികരിക്കാൻ പ്രവണത കാണിക്കുന്നു. താഴെ പറയുന്നവയിൽ അതിൽ ഉൾപ്പെടാത്തത് ഏതാണ്?

(a) വിലയിരുത്തുക (Evaluate) (b) ഉറന്നന്വേഷിക്കുക (Probe)

(c) വ്യാഖ്യാനിക്കുക (Interpret) (d) സംഗ്രഹിക്കുക (Summarise)

29. "നിങ്ങൾക്ക് എന്താണ് തോന്നുന്നതെന്ന് എനിക്ക് കൃത്യമായി അറിയാം—കഴിഞ്ഞ വർഷം എനിക്കും ഇതേ അനുഭവം ഉണ്ടായിരുന്നു" എന്നത് ഏത് ആത്മകഥാപരമായ പ്രതികരണത്തിന് ഉദാഹരണമാണ്?

(a) ഉപദേശിക്കൽ (Advising) (b) ഉറന്നന്വേഷിക്കൽ (Probing)

(c) വ്യാഖ്യാനിക്കൽ (Interpreting) (d) വിലയിരുത്തൽ (Evaluating)

30. മറ്റുള്ളവർ നമ്മെ മനസ്സിലാക്കണം എന്ന് ആഗ്രഹിക്കുന്നതിന് (Seeking to be understood) എന്താണ് ആവശ്യം?

(a) ആക്രമണോത്സുകത (Aggression) (b) ധൈര്യം (Courage)

(c) നിശബ്ദത (Silence) (d) കൃത്രിമം കാണിക്കൽ (Manipulation)

21. കോവിയുടെ അഭിപ്രായത്തിൽ, 'സിനർജി' (Synergy) എന്നതിന്റെ അടിസ്ഥാന നിർവചനം എന്താണ്?

(a) മറ്റെല്ലാവരേക്കാളും കഠിനാധ്വാനം ചെയ്യുക.

(b) ഭാഗങ്ങളുടെ ആകെത്തുകയേക്കാൾ വലുതാണ് പൂർണ്ണരൂപം ($1 + 1 = 3$ അല്ലെങ്കിൽ അതിൽ കൂടുതൽ).

(c) തർക്കങ്ങൾ ഒഴിവാക്കാൻ എല്ലാവരോടും യോജിക്കുക.

(d) എല്ലാവരും ഒരുപോലെ അസംതൃപ്തരാകുന്നത് വരെ വിട്ടുവീഴ്ച ചെയ്യുക.

22. സിനർജി (Synergy) പ്രാഥമികമായി എന്തിനുള്ള പരിശീലനമാണ്?

(a) യുക്തിയും ഗണിതവും.

(b) സർഗ്ഗാത്മകമായ സഹകരണം (Creative cooperation).

(c) സ്വേച്ഛാധിപത്യപരമായ നേതൃത്വം.

(d) വ്യക്തിഗത മത്സരം.

23. ക്ലാസ് മുറിയിലോ ജോലിസ്ഥലത്തോ സിനർജി ഉണ്ടാകാൻ പലപ്പോഴും എന്ത് ആവശ്യമാണ്?

(a) കർശനമായ നിയമങ്ങളുള്ള സാഹചര്യം.

(b) വ്യക്തിപരമായ സുരക്ഷിതബോധം മാറ്റി വെച്ച് മറ്റുള്ളവരുടെ സ്വാധീനത്തെ ഉൾക്കൊള്ളാൻ തയ്യാറാവുക.

(c) നേതൃത്വത്തിന്റെ അഭാവം.

(d) എല്ലാവർക്കും ഒരേ വ്യക്തിത്വ സ്വഭാവം ഉണ്ടായിരിക്കുക.

24. സിനർജി (ശീലം 6) യഥാർത്ഥത്തിൽ സംഭവിക്കുന്നതിന് മുമ്പ് ഏത് ശീലമാണ് മാസ്റ്റർ ചെയ്യേണ്ടത്?

(a) ശീലം 1: സജീവമായിരിക്കുക (Be Proactive).

(b) ശീലം 4: എല്ലാവർക്കും വിജയം എന്ന് ചിന്തിക്കുക (Think Win/Win).

(c) ശീലം 5: ആദ്യം മറ്റുള്ളവരെ മനസ്സിലാക്കാൻ ശ്രമിക്കുക (Seek First to Understand).

(d) മുകളിൽ പറഞ്ഞവയെല്ലാം.

25. എന്താണ് "മൂന്നാമത്തെ ബദൽ" (Third Alternative)?

(a) ഇരുപക്ഷവും എന്തെങ്കിലും വിട്ടുകൊടുക്കുന്ന ഒരു ഒത്തുതീർപ്പ്.

(b) "സുരക്ഷിതമായ" ഒരു മധ്യമാർഗ്ഗം.

(c) ഇരുപക്ഷവും ആദ്യം നിർദ്ദേശിച്ചതിനേക്കാൾ മികച്ചതായ ഒരു പുതിയ പരിഹാരം.

(d) ബോസ് പറയുന്ന രീതിയിൽ കാര്യങ്ങൾ ചെയ്യുക.

തീർച്ചയായും, ബാക്കിയുള്ള ചോദ്യങ്ങളുടെ മലയാളം വിവർത്തനം താഴെ നൽകുന്നു:

25. എന്താണ് "മൂന്നാമത്തെ ബദൽ" (Third Alternative)?

(a) ഇരുപക്ഷവും എന്തെങ്കിലും വിട്ടുകൊടുക്കുന്ന ഒരു ഒത്തുതീർപ്പ്.

(b) "സുരക്ഷിതമായ" ഒരു മധ്യമാർഗ്ഗം.

(c) ഇരുപക്ഷവും ആദ്യം നിർദ്ദേശിച്ചതിനേക്കാൾ മികച്ചതായ ഒരു പുതിയ പരിഹാരം.

(d) ബോസ് പറയുന്ന രീതിയിൽ കാര്യങ്ങൾ ചെയ്യുക.

31. സ്റ്റീഫൻ ആർ. കോവിയുടെ അഭിപ്രായത്തിൽ, 'ഷാർപ്പൻ ദ സോ' (Sharpen the Saw – ഈർച്ചവാൾ മൂർച്ച കൂട്ടുക) എന്ന ശീലം ഏത് തത്വങ്ങളെയാണ് പ്രതിനിധീകരിക്കുന്നത്?

(a) വ്യക്തിഗത കാഴ്ചപ്പാടിന്റെ തത്വങ്ങൾ

(b) സർഗ്ഗാത്മക സഹകരണത്തിന്റെ തത്വങ്ങൾ

(c) സമീകൃത സ്വയം നവീകരണത്തിന്റെ തത്വങ്ങൾ (Balanced Self–Renewal)

(d) മുകളിൽ പറഞ്ഞവ ഒന്നുമല്ല

തീർച്ചയായും, 'ഷാർപ്പൻ ദ സോ' (Sharpen the Saw), P/PC ബാലൻസ് എന്നിവയെ സംബന്ധിച്ച ചോദ്യങ്ങളുടെ മലയാളം വിവർത്തനം താഴെ നൽകുന്നു:

32. കോവിയുടെ അഭിപ്രായത്തിൽ നവീകരണത്തിന്റെ (Renewal) നാല് തലങ്ങൾ ഏതെല്ലാമാണ്?

a) ശാരീരികം, മാനസികം, സാമൂഹികം/വൈകാരികം, ആത്മീയം

(Physical, Mental, Social/Emotional, Spiritual)

b) ശാരീരികം, സാമ്പത്തികം, മാനസികം, ഔദ്യോഗികം

(Physical, Financial, Mental, Professional)

c) ആത്മീയം, വൈകാരികം, സാമ്പത്തികം, സാമൂഹികം

(Spiritual, Emotional, Financial, Social)

d) ശാരീരികം, സാമൂഹികം, ബൗദ്ധികം, തൊഴിൽ

(Physical, Social, Intellectual, Career)

33. ആത്മീയത (Spiritual dimension) എന്നത് പ്രാഥമികമായി എന്തിനെക്കുറിച്ചാണ്?

a) ഒരു പ്രത്യേക പള്ളിയിൽ പോകുന്നതിനെക്കുറിച്ച്

b) നിങ്ങളുടെ മൂല്യവ്യവസ്ഥയോടുള്ള (Value system) പ്രതിബദ്ധതയെക്കുറിച്ച്

c) സുഹൃത്തുക്കളോട് സംസാരിക്കുന്നതിനെക്കുറിച്ച്

d) സങ്കീർണ്ണമായ കണക്കുകൾ പരിഹരിക്കുന്നതിനെക്കുറിച്ച്

34. "അപ്‌വേഡ് സ്പൈറൽ" (Upward Spiral) എന്നാൽ എന്താണ്?

a) കൂടുതൽ പണം സമ്പാദിക്കാനുള്ള വഴി

b) നിരന്തരമായ പുരോഗതിയുടെ പ്രക്രിയ: പഠിക്കുക, പ്രതിജ്ഞാബദ്ധനാവുക, പ്രവർത്തിക്കുക (Learn, Commit, Do)

c) കമ്പനിയിൽ ഉയർന്ന പദവികളിൽ എത്താനുള്ള മാർഗ്ഗം

d) ഒരു ശാരീരിക വ്യായാമ രീതി

35. P/PC ബാലൻസിൽ പറയുന്ന "പ്രൊഡക്ഷൻ കേപ്പബിലിറ്റി" (Production Capability – PC) എന്നാൽ എന്താണ്?

a) ഉൽപ്പാദിപ്പിക്കപ്പെട്ട യഥാർത്ഥ ജോലി (The actual work produced)

b) ഉപയോഗിച്ച ഉപകരണങ്ങൾ

c) ഉൽപ്പാദകന്റെ (നിങ്ങളുടെ) ആരോഗ്യവും ഫലപ്രാപ്തിയും

d) ലാഭവിഹിതം

36. ഒരു സംഘടനാ പശ്ചാത്തലത്തിൽ, ദർശനത്തെയും (Vision) മനഃസാക്ഷിയെയും (Conscience) പ്രതിനിധീകരിക്കുന്നത് എന്താണ്?

(a) വഴി കണ്ടെത്തലും മാതൃകയാകലും (Pathfinding and Modeling)

(b) ഏകോപിപ്പിക്കലും ശാക്തീകരണവും (Aligning and Empowering)

(c) അച്ചടക്കവും അഭിനിവേശവും

(d) മുകളിൽ പറഞ്ഞവ ഒന്നുമല്ല

37. ശീലം 8 (Habit 8) പ്രതിനിധീകരിക്കുന്ന പ്രധാന മാറ്റം (Transition) എന്താണ്?

a) സ്വതന്ത്രമായിരിക്കുന്നതിൽ നിന്ന് പരസ്പരാശ്രിതത്വത്തിലേക്ക് (Independence to Interdependence)

b) ഫലപ്രാപ്തിയിൽ നിന്ന് മഹത്വത്തിലേക്ക് (Effectiveness to Greatness)

c) അതിജീവനത്തിൽ നിന്ന് സ്ഥിരതയിലേക്ക്

d) ആസൂത്രണത്തിൽ നിന്ന് നടപ്പിലാക്കലിലേക്ക്

38. കോവിയുടെ അഭിപ്രായത്തിൽ, ഏത് നാല് മനുഷ്യ ഗുണങ്ങളുടെ സംഗമസ്ഥാനത്താണ് "ശബ്ദം" (Voice) കണ്ടെത്തുന്നത്?

a) കഴിവ്, ആവശ്യം, അഭിനിവേശം, മനഃസാക്ഷി (Talent, Need, Passion, and Conscience)

b) പണം, അധികാരം, പ്രശസ്തി, നൈപുണ്യം

c) യുക്തി, വികാരം, ശാരീരികം, ആത്മീയത

d) വിദ്യാഭ്യാസം, അനുഭവം, ശൃംഖല, ലക്ഷ്യം

39. ഒരു സ്ഥാപനത്തിൽ "ഏകോപനം" (Alignment) ഇല്ലാതെ വരുമ്പോൾ എന്ത് സംഭവിക്കും?

a) ആളുകൾ അതീവ സന്തോഷവാന്മാരാകും

b) ഘടനകളും സംവിധാനങ്ങളും പ്രഖ്യാപിത മൂല്യങ്ങൾക്ക് വിരുദ്ധമായി പ്രവർത്തിക്കും

c) അവിടെ മത്സരമുണ്ടാകില്ല

d) കമ്പനി വളരെ വേഗത്തിൽ വളരും

40. മറ്റുള്ളവരെ ശാക്തീകരിക്കുക (Empowering others) എന്നാൽ എന്താണ് അർത്ഥമാക്കുന്നത്?

a) ആളുകൾക്ക് ഉത്തരവാദിത്തങ്ങൾ നൽകാതിരിക്കുക

b) ആളുകൾക്ക് ഇഷ്ടമുള്ളത് ചെയ്യാൻ അവരെ ഉപേക്ഷിക്കുക

c) ഒരു പൊതു ലക്ഷ്യത്തിനായി സ്വന്തം കഴിവുകൾ ഉപയോഗിക്കാനുള്ള സ്വാതന്ത്ര്യം ആളുകൾക്ക് നൽകുക

d) ആളുകളോട് എന്തുചെയ്യണമെന്ന് കൃത്യമായി പറഞ്ഞു കൊടുക്കുക മാത്രം ചെയ്യുക

Appendix 6

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

TEST ON SELECT LIFE HABITS
(English version)

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1. Name of the principle associated with the habit "Be proactive"

   (a)Personal Vision

   (b)Personal leadership

   (c)Think Win-win

   (d)Personal Management

2. Which of the following is an example of reactive language?

   (a) We can try different approaches

   (b) I will decide

   (c) There is nothing more I can do

   (d) I can control my emotions.

3. According to Covey, what does "proactivity" primarily mean?

   (a) Working faster than your colleagues.

   (b) Taking responsibility for your own life and choices.

   (c) Predicting the future and planning for it.

   (d) Always saying "yes" to new opportunities.

4. Covey mentions four unique human endowments that allow us to be proactive. Which of these is NOT one of them?

   a) Self-awareness.

   b) Conscience.

   c) Physical strength.

   d) Independent will.

5. Proactive people focus their time and energy on their "Circle of Influence." Which of the following falls into that circle?

   a) The national economy.

   b) The weather forecast.

   c) Their own moods and behaviours.

   d) Other people's opinions of them.

6. Which paradigm is suited for an effective person from the view of principles of personal leadership?

   (a) Principle centered paradigm

   (b) Enemy centered paradigm

   (c) Money centered paradigm

   (d) None of the above

7. What is the "First Creation" referred to in Habit 2?

   (a) The physical act of doing the work

   (b) The results you see at the end of a project

   (c) The mental design or visualisation

   (d) The feedback received from others

8. "Management" is doing things right; "Leadership" is:

   (a) Doing the right things

   (b) Telling others what to do

   (c) Following the rules

   (d) Working faster than others

9. What are the two unique human endowments that allow us to practice Habit 2?

   (a) Memory and physical strength

   (b) Conscience and Imagination

   (c) Sight and Hearing

   (d) Aggression and Logic

10. A Personal Mission Statement should focus on:

    (a) What you want to be and do.

(b) How much money you want to earn.

(c) The flaws of your competitors.

(d) Following the instructions of your employer.

11. Which of the following terms are associated with Quadrant II paradigm?

(a)Urgent-Important

(b)Urgent-Not Important

(c)Not Urgent-Important

(d)Not Urgent-Not Important

12. Covey suggests that instead of "prioritising what's on your schedule," you should:

(a) Throw away your schedule

(b) Schedule your priorities

(c) Hire an assistant

(d) Work faster

13. To say "Yes" to important Quadrant II priorities, you must have the courage to say "No" to:

(a) Quadrant I activities

(b) Your family

(c) Other activities that seem urgent but aren't important

(d) Self-care

14. The "Time Management Matrix" focuses on two primary factors. What are they?

(a) Speed and Quality

(b) Cost and Benefit

(c) Importance and Urgency

(d) Desire and Ability

15. Which role is essential for effective Quadrant II organizing?

(a) Identifying your key roles

(b) Memorizing your to-do list

(c) Multitasking during meetings

(d) Deferring all decisions to others

16. Principles of interpersonal leadership is associated with which habit?

(a)Think Win-Win

(b) Begin with the End in the Mind

(c) Synergise

(d) Be proactive

17. Lose-Win interactions may be more useful in the context of...

(a)Father-Son Relationship

(b)Business deals

(c)Collaborative works

(d)In Football

18. "Maturity," as defined in the context of Win-Win, is the balance between:

(a). Work and life

(b)Courage and Consideration

(c) Logic and Emotion

(d) Giving and Taking

19. Which paradigm is highly competitive and often fueled by a "Scarcity Mentality"?

(a) Win-Win

(b)Lose-Win

(c) Win-Lose

(d)No Deal

20. A Win-Win relationship is built on a foundation of:

(a) Low trust and high control

(b) High trust and the Emotional Bank Account

(c) Legal contracts and strict rules

(d) Social popularity

26. Which of the following is the highest level of listening?

(a) Attentive listening

(b) Selective listening

(c) Pretend listening

(d) Empathetic listening

27. Habit 5 is considered the habit of _____ communication.

(a) Mutual Benefit

(b) Creative Cooperation

(c) Empathetic

(d) Proactive

28. When we listen "autobiographically," we tend to respond in four ways. Which of these is NOT one of them?

(a) Evaluate

(b) Probe

(c) Interpret

(d) Summarise

29. "I know exactly how you feel—I went through the same thing last year" is an example of which autobiographical response?

(a) Advising

(b) Probing

(c) Interpreting

(d) Evaluating

30. Seeking to be understood requires:

(a) Aggression

(b) Courage

(c) Silence

(d)Manipulation

21. What is the fundamental definition of Synergy according to Covey?

(a) Working harder than everyone else.

(b) The whole is greater than the sum of its parts (1 + 1 = 2 or 3 or more).

(c) Agreeing with everyone to avoid conflict.

(d) Compromising until everyone is equally unhappy.

22. Synergy is primarily an exercise in:

(a) Logic and mathematics.

(b) Creative cooperation.

(c) Authoritarian leadership.

(d) Individual competition.

23. Synergy in the classroom or workplace often requires:

(a) A highly scripted environment.

(b) Giving up personal safety and being open to influence.

(c) A lack of leadership.

(d) Everyone having the same personality type.

24. Which habit must be mastered before synergy (Habit 6) can truly happen?

(a) Habit 1: Be Proactive.

(b) Habit 4: Think Win/Win.

(d) Habit 5: Seek First to Understand.

(d) All of the above.

25. What is the "Third Alternative"?

(a) A compromise where both parties give up something.

(b) A middle ground that is "safe."

(c) A new solution that is better than what either party originally proposed.

(d) Doing it the boss's way.

31. According to Stephen R. Covey, which principles are represented by the habit 'Sharpen the Saw'?

(a) Principles of Personal Vision

(b) Principles of Creative Cooperation

(c) Principles of Balanced Self-Renewal.

(d) None of the above

32.Which of the following are the four dimensions of renewal according to Covey?

a) Physical, Mental, Social/Emotional, Spiritual

b) Physical, Financial, Mental, Professional

c) Spiritual, Emotional, Financial, Social

d) Physical, Social, Intellectual, Career

33. The Spiritual dimension is primarily about:

a) Going to a specific church

b) Your commitment to your value system

c) Talking to friends

d) Solving complex math problems

34. What is the "Upward Spiral"?

a) A way to make more money

b) A process of continuous improvement: Learn, Commit, Do

c) A method for climbing the corporate ladder

d) A physical exercise routine

35. What is the "Production Capability" (PC) mentioned in the P/PC Balance?

a) The actual work produced

b) The equipment used

c) The health and effectiveness of the producer (you)

d) The profit margin

36. In an organisational context, what represents vision and conscience?

(a) Pathfinding and Modeling

(b)Aligning and Empowering

(c)Discipline and Passion

(d)None of the above

37. What is the core transition Habit 8 represents?

a) From independence to interdependence

b) From effectiveness to greatness

c) From survival to stability

d) From planning to execution

38. According to Covey, "Voice" is found at the intersection of which four human attributes?

a) Talent, Need, Passion, and Conscience

b) Money, Power, Fame, and Skill

c) Logic, Emotion, Physicality, and Spirit

d) Education, Experience, Network, and Goal

39. What happens when "Alignment" is missing in an organization?

a) People are too happy

b) Structures and systems work against the stated values

c) There is no competition

d) The company grows too fast

40.Empowering others means:

a) Giving people "clean hands" and "no responsibility"

b) Abandoning people to do whatever they want

c) Giving people the freedom to use their talents toward a shared goal

d) Only telling people exactly what to do

Appendix 7

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

RATING SCALES ON SELECT LIFE HABITS
(Malayalam version)

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ശീലം 1: റേറ്റിംഗ് സ്കെയിൽ (Rating Scale)

1. പ്രശ്നങ്ങളെ അവഗണിക്കുന്നതിന് പകരം അവ പരിഹരിക്കാൻ ഞാൻ സജീവമായി പരിശ്രമിക്കുന്നു.
2. സമ്മർദ്ദകരമോ വൈകാരികമോ ആയ സാഹചര്യങ്ങളിൽ പോലും ഞാൻ സ്വയം നിയന്ത്രണം പാലിക്കുന്നു.
3. പഴികൾ പറയുന്നതിന് പകരം എന്റെ പ്രവൃത്തികളുടെ ഉത്തരവാദിത്തം ഞാൻ ഏറ്റെടുക്കുന്നു.
4. എന്റെ നിയന്ത്രണത്തിലല്ലാത്ത കാര്യങ്ങളെക്കുറിച്ച് ഞാൻ പലപ്പോഴും ഉത്കണ്ഠാകുലനാകാറുണ്ട്.
5. പുറമെ നിന്നുള്ള സാഹചര്യങ്ങളോ മറ്റ് വ്യക്തികളോ എന്റെ മനോഭാവത്തെയോ പെരുമാറ്റത്തെയോ നിയന്ത്രിക്കാൻ ഞാൻ അനുവദിക്കാറില്ല.
6. എന്റെ ജീവിതം എന്റെ നിയന്ത്രണത്തിലല്ലെന്നും കാര്യങ്ങൾ എങ്ങനെ നടക്കുമെന്ന് തീരുമാനിക്കുന്നതിൽ എനിക്ക് വലിയ പങ്കില്ലെന്നും എനിക്ക് തോന്നുന്നു.
7. താങ്ങാൻ കഴിയാത്ത സാഹചര്യങ്ങളിലും സാധാരണയായി ഞാൻ ശാന്തത പാലിക്കാറുണ്ട്.
8. കാര്യങ്ങൾ തെറ്റായി സംഭവിക്കുമ്പോൾ മറ്റുള്ളവരെ കുറ്റപ്പെടുത്താതിരിക്കാൻ എനിക്ക് ബുദ്ധിമുട്ട് തോന്നാറുണ്ട്.
9. പ്രതിസന്ധികളിൽ 'സാധ്യതകളുടെ വാക്കുകൾ' (ഉദാഹരണത്തിന്: എനിക്ക് സാധിക്കും, നമുക്ക് നോക്കാം) ഉപയോഗിക്കാൻ ഞാൻ ബോധപൂർവ്വം ശ്രദ്ധിക്കാറുണ്ട്.
10. ലഭ്യമായ സാഹചര്യങ്ങളും വിഭവങ്ങളും ഉപയോഗപ്പെടുത്തിക്കൊണ്ട് ഞാൻ മാറ്റങ്ങൾക്കായി ചുവടുവെക്കുന്നു.

ശീലം 2: റേറ്റിംഗ് സ്കെയിൽ (Rating Scale)

1. ഒരു മീറ്റിംഗ് നയിക്കുമ്പോൾ പലപ്പോഴും എനിക്ക് ചിട്ടയില്ലാത്ത അവസ്ഥയുണ്ടാകാറുണ്ട്.
2. . ജോലി ആരംഭിക്കുന്നതിന് മുമ്പ് തന്നെ പദ്ധതിയുടെ ലക്ഷ്യങ്ങൾ എന്താണെന്ന് ഞാൻ വ്യക്തമായി നിശ്ചയിക്കാറുണ്ട്.
3. മറ്റുള്ളവരെ ജോലികൾ ഏൽപ്പിക്കുമ്പോൾ, അവരിൽ നിന്ന് ഞാൻ എന്താണ് പ്രതീക്ഷിക്കുന്നത് എന്ന് വ്യക്തമായി പറഞ്ഞു കൊടുക്കാറുണ്ട്.
4. ജീവിതത്തിൽ കുറച്ചുകൂടി വ്യക്തമായ ഒരു ദിശാബോധം ഉണ്ടായിരുന്നെങ്കിൽ എന്ന് ഞാൻ ആഗ്രഹിക്കുന്നു.
5. എന്റെ നിലവിലെ ജോലിയിൽ എന്ത് തരം സംഭാവനയാണ് നൽകേണ്ടതെന്നതിനെക്കുറിച്ച് എനിക്ക് വ്യക്തമായ ധാരണയില്ല.

6. എന്റെ ജീവിതത്തിൽ എനിക്ക് ദീർഘകാല ലക്ഷ്യങ്ങളുണ്ട്.
7. പ്രധാനപ്പെട്ട ഒരു സംഭാഷണം തുടങ്ങുന്നതിന് മുമ്പ് തന്നെ, അതിന്റെ ഫലം എന്തായിരിക്കണം എന്ന് ഞാൻ തീരുമാനിക്കാറുണ്ട്.
8. . എന്റെ ജീവിതത്തിൽ ഏറ്റവും പ്രധാനപ്പെട്ട കാര്യങ്ങൾ എന്താണെന്നതിനെക്കുറിച്ച് എനിക്ക് വ്യക്തതയില്ല.
9. പുതിയ പ്രോജക്ടുകളോ ഉത്തരവാദിത്തങ്ങളോ ഏറ്റെടുക്കുമ്പോൾ, അവ എന്റെ ജീവിതലക്ഷ്യങ്ങളുമായി എങ്ങനെ പൊരുത്തപ്പെടുന്നു എന്ന് ചിന്തിക്കാതെയാണ് ഞാൻ പലപ്പോഴും അവ തുടങ്ങാറുള്ളത്.
10. എന്റെ ദൈനംദിന ശീലങ്ങളിൽ ഭൂരിഭാഗവും എന്റെ സ്വന്തം മൂല്യങ്ങളെ അടിസ്ഥാനമാക്കിയുള്ളതല്ല, മറിച്ച് സുഹൃത്തുക്കളോ സോഷ്യൽ മീഡിയയോ എന്നിൽ നിന്ന് പ്രതീക്ഷിക്കുന്ന കാര്യങ്ങളെ അടിസ്ഥാനമാക്കിയുള്ളതാണ്.

ശീലം 3: പ്രധാനപ്പെട്ട കാര്യങ്ങൾക്ക് മുൻഗണന നൽകുക (Habit 3: Put First Things First)

1. പെട്ടെന്നുണ്ടാകുന്ന പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ (firefighting) എപ്പോഴും ഓടിനടക്കുന്നതായി എനിക്ക് തോന്നാറുണ്ട്.
2. വെറും താൽക്കാലിക പരിഹാരങ്ങൾക്കു പകരം ദീർഘകാലാടിസ്ഥാനത്തിലുള്ള പരിഹാരങ്ങൾക്കായി ഞാൻ പ്രവർത്തിക്കുന്നു.
3. മറ്റുള്ളവരുടെ അടിയന്തര ആവശ്യങ്ങളും അത്യാവശ്യങ്ങളും പലപ്പോഴും എന്റെ ദിവസത്തെ നിയന്ത്രിക്കുന്നു.
4. ഞാൻ മറ്റുള്ളവരുടെ സമയത്തെ ബഹുമാനിക്കുന്നു (അതായത്, അനാവശ്യ തടസ്സങ്ങളുണ്ടാക്കി ഞാൻ മറ്റുള്ളവരുടെ സമയം പാഴാക്കാറില്ല).
5. മറ്റുള്ളവരുടെ അഭ്യർത്ഥനകളോട് "നോ" (No) എന്ന് പറയേണ്ട സാഹചര്യങ്ങളിൽ പോലും അത് പറയാൻ എനിക്ക് ബുദ്ധിമുട്ടാണ്.
6. ഓൺലൈൻ പ്രവർത്തനങ്ങൾ എന്റെ ജോലിയെയോ വീട്ടുത്തരവാദിത്തങ്ങളെയോ ബാധിക്കാൻ ഞാൻ അനുവദിക്കാറില്ല.
7. ഞാൻ കാര്യങ്ങൾ മുൻകൂട്ടി പ്ലാൻ ചെയ്യാറില്ല, ഓരോ ദിവസവും വരുന്നതുപോലെ നേരിടുകയാണ് പതിവ്.
8. ഞാൻ കൃത്യസമയത്ത് കാര്യങ്ങൾ ചെയ്യുന്ന ആളാണ് (ഉദാഹരണത്തിന്: മീറ്റിംഗുകൾക്കും അപ്പോയിന്റ്മെന്റുകൾക്കും വൈകാറില്ല).
9. ഞാൻ പലപ്പോഴും കാര്യങ്ങൾ മാറ്റിവെക്കാറുണ്ട് (Procrastinate).
10. പിറ്റേദിവസം പ്രധാനപ്പെട്ട ജോലികളുണ്ടെങ്കിൽ, രാത്രി വൈകിയുള്ള ഗെയിമിംഗിനോ സോഷ്യൽ മീഡിയ ഉപയോഗത്തിനോ "നോ" എന്ന് പറയാൻ എനിക്ക് എളുപ്പമാണ്.

ശീലം 4: എല്ലാവർക്കും വിജയം (Habit 4: Think Win-Win)

1. വിജയങ്ങളുടെ ക്രെഡിറ്റും അംഗീകാരവും മറ്റുള്ളവരുമായി പങ്കിടാൻ എനിക്ക് പ്രയാസമാണ്.
2. ജോലിസ്ഥലത്ത് എനിക്ക് പ്രിയപ്പെട്ട ഒരു ചെറിയ ഗ്രൂപ്പുണ്ടാക്കാൻ (clique) ഞാൻ താല്പര്യപ്പെടുന്നു.
3. മറ്റുള്ളവരുടെ വികാരങ്ങളോട് പലപ്പോഴും ഞാൻ അശ്രദ്ധ കാണിക്കാറുണ്ട്.
4. എന്റെ തീരുമാനങ്ങൾ മറ്റുള്ളവരെ എങ്ങനെ ബാധിക്കുമെന്ന് ഞാൻ മുൻകൂട്ടി ചിന്തിക്കുന്നു.
5. എന്റെ സ്വന്തം താല്പര്യങ്ങൾ മാത്രം നോക്കാതെ, ഗ്രൂപ്പിന് മുഴുവൻ ഗുണകരമായ കാര്യങ്ങൾ ഞാൻ ചെയ്യുന്നു.
6. എല്ലാവർക്കും സമ്മതമായ പരിഹാരങ്ങളിൽ എത്തിച്ചേരാൻ എനിക്ക് ബുദ്ധിമുട്ട് അനുഭവപ്പെടാറുണ്ട്.
7. മറ്റുള്ളവരുമായി ചേർന്ന് പ്രവർത്തിക്കുമ്പോൾ ഞാൻ വ്യക്തമായ പ്രതീക്ഷകൾ മുൻകൂട്ടി അറിയിക്കാറുണ്ട്.
8. ചുറ്റുമുള്ളവർക്ക് തുല്യനായിട്ടാണ് ഞാൻ എന്നെ കാണുന്നത്.

9. സഹപ്രവർത്തകരോ സഹപാഠികളോ വിജയിക്കുമ്പോൾ, ഞാൻ മത്സരത്തിൽ പിന്നിലാകുകയാണെന്ന് എനിക്ക് തോന്നാറുണ്ട്.
10. ഗ്രൂപ്പ് ചർച്ചകളിൽ എല്ലാവർക്കും ഇഷ്ടപ്പെട്ട ഒരു പരിഹാരം കണ്ടെത്തുന്നതിനേക്കാൾ, എന്റെ വാദം ജയിപ്പിക്കുന്നതിലാണ് ഞാൻ ശ്രദ്ധിക്കാറുള്ളത്.

ശീലം 5: ആദ്യം മറ്റുള്ളവരെ മനസ്സിലാക്കുക, എന്നിട്ട് സ്വയം മനസ്സിലാക്കപ്പെടുക (Habit 5: Seek First to Understand, Then to Be Understood)

1. ഒരു പരാതിയോ വിഷമമോ ആയി ആർക്കും എന്നെ സമീപിക്കാൻ എളുപ്പമാണ്.
2. ചർച്ചകളിൽ ഞാൻ മാത്രം സംസാരിക്കാൻ (dominating) ശ്രമിക്കാറുണ്ട്.
3. ഇടയ്ക്ക് തടസ്സപ്പെടുത്താതെ മറ്റുള്ളവർ പറയുന്നത് ഞാൻ ശ്രദ്ധിച്ചു കേൾക്കും.
4. ആരെങ്കിലും എനിക്ക് നെഗറ്റീവ് ഫീഡ്ബാക്ക് തന്നാൽ ഉടനെ ഞാൻ പ്രതിരോധത്തിലാകുന്നു (defensive).
5. മറ്റുള്ളവരുടെ കാഴ്ചപ്പാടുകൾ മനസ്സിലാക്കാൻ എനിക്ക് വലിയ താല്പര്യമില്ല.
6. പ്രശ്നങ്ങൾക്ക് പരിഹാരം കാണുന്നതിന് മുൻപ് ആ പ്രശ്നം വ്യക്തമായി മനസ്സിലാക്കാൻ ഞാൻ ശ്രമിക്കുന്നു.
7. ഞാൻ കാര്യങ്ങൾ വ്യക്തമായും മാന്യമായും സംസാരിക്കുന്നു.
8. എനിക്ക് ശരിക്കും വേണ്ട കാര്യങ്ങൾ ചോദിച്ചു വാങ്ങാൻ എനിക്ക് പ്രയാസമാണ്.
9. ഒരാൾ അവരുടെ അനുഭവം പറയുമ്പോൾ, അത് തടസ്സപ്പെടുത്തിക്കൊണ്ട് എനിക്കുണ്ടായ സമാനമായ (അല്ലെങ്കിൽ അതിനേക്കാൾ വലിയ) കഥ പറയാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.
10. ഒരാൾ പറയുന്ന വാക്കിന് പിന്നിലെ യഥാർത്ഥ അർത്ഥം മനസ്സിലാക്കാൻ അവരുടെ ശബ്ദവ്യതിയാനവും ഭാവങ്ങളും ഞാൻ ശ്രദ്ധിക്കാറുണ്ട്.

ശീലം 6: ഒത്തൊരുമ (Habit 6: Synergize)

1. കാര്യങ്ങൾ ഭംഗിയായി നടക്കാൻ മറ്റുള്ളവരുടെ കഴിവുകളെ ഞാൻ പ്രയോജനപ്പെടുത്തുന്നു.
2. എന്നിൽ നിന്നും വ്യത്യസ്തരായ ആളുകളുമായി ചേർന്ന് പ്രവർത്തിക്കാൻ എനിക്ക് അസ്വസ്ഥതയുണ്ട്.
3. എന്റെ ജോലിസ്ഥലത്തിന് പുറത്തുള്ളവരുമായും ഞാൻ നല്ല ബന്ധം സ്ഥാപിക്കാറുണ്ട്.
4. പുതിയ ആശയങ്ങൾ പരീക്ഷിക്കാൻ എനിക്ക് മടിയാണ്.
5. സർഗ്ഗാത്മകതയെയും (Creativity) പുത്തൻ ആശയങ്ങളെയും ഞാൻ പ്രോത്സാഹിപ്പിക്കുന്നു.
6. ഞാൻ പലപ്പോഴും മറ്റുള്ളവരുമായി തർക്കത്തിലോ പിണക്കത്തിലോ ഏർപ്പെടാറുണ്ട്.
7. വ്യത്യസ്തമായ അഭിപ്രായങ്ങളുള്ള ആളുകളെ ഞാൻ ബോധപൂർവ്വം കണ്ടെത്താൻ ശ്രമിക്കാറുണ്ട്.
8. എനിക്ക് ഭീഷണി തോന്നുന്ന സാഹചര്യങ്ങളിൽ എന്റെ ഈഗോ (അഹംഭാവം) തടസ്സമാകാറുണ്ട്.
9. ടീം പ്രോജക്ടുകളിൽ, എല്ലാവർക്കും തങ്ങളുടെ ചെറിയ ആശയങ്ങൾ പോലും മടിയില്ലാതെ പറയാൻ കഴിയുന്ന ഒരു സാഹചര്യം ഞാൻ ഒരുക്കുന്നു.
10. വ്യത്യസ്ത അഭിപ്രായങ്ങൾ കാരണം ചർച്ചകൾ സങ്കീർണ്ണമാകുമ്പോൾ, ചർച്ച നിർത്തിവെച്ച് എളുപ്പവഴി തിരഞ്ഞെടുക്കാൻ ഞാൻ ശ്രമിക്കുന്നു.

ശീലം 7: ആയുധം മൂർച്ച കൂട്ടുക (Habit 7: Sharpen the Saw)

1. എന്റെ തൊഴിൽ മേഖലയിൽ ഞാൻ പ്രാവീണ്യമുള്ള ആളാണ്.
2. ഞാൻ മറ്റുള്ളവരെ പരിഗണിക്കുകയും നല്ല സൗഹൃദങ്ങൾ നിലനിർത്താൻ ശ്രമിക്കുകയും ചെയ്യുന്നു.
3. എന്റെ ശാരീരിക ആരോഗ്യ കാര്യത്തിൽ ഞാൻ വേണ്ടത്ര ശ്രദ്ധിക്കാറില്ല.
4. എനിക്ക് മെച്ചപ്പെടാൻ കഴിയുന്ന വഴികളെക്കുറിച്ച് ഞാൻ മറ്റുള്ളവരോട് അഭിപ്രായം (Feedback) ചോദിക്കാറില്ല.
5. എന്റെ പ്രത്യേക കഴിവുകളും സാമർത്ഥ്യങ്ങളും വർദ്ധിപ്പിക്കാൻ ഞാൻ നടപടികൾ സ്വീകരിക്കുന്നു.
6. ജീവിതത്തിൽ സന്തോഷവും അർത്ഥവും കണ്ടെത്താൻ ഞാൻ സമയം കണ്ടെത്താറുണ്ട്.
7. സന്തുലിതമായ (Balanced) ഒരു ജീവിതം നയിക്കാൻ ഞാൻ ബുദ്ധിമുട്ടുന്നു.
8. എന്റെ സ്ഥാപനത്തിന്റെ ആവശ്യങ്ങൾക്കനുസരിച്ച് എന്റെ കഴിവുകൾ വളരുന്നില്ല എന്ന് എനിക്ക് തോന്നുന്നു.
9. ദൈനംദിന തിരക്കുകൾ കാരണം ജീവിതലക്ഷ്യങ്ങളെക്കുറിച്ചോ മൂല്യങ്ങളെക്കുറിച്ചോ ചിന്തിക്കാൻ എനിക്ക് സമയം കിട്ടാറില്ല.
10. വ്യക്തിപരമായ വളർച്ച ജീവിതകാലം മുഴുവൻ വേണ്ട ഒന്നാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു, അതിനാൽ എന്നെത്തന്നെ മെച്ചപ്പെടുത്താൻ ഞാൻ നിരന്തരം ശ്രമിക്കുന്നു.

ശീലം 8: റേറ്റിംഗ് സ്കെയിൽ

1. എന്റെ നിലവിലെ സാഹചര്യങ്ങളിൽ നിന്നുകൊണ്ട് തന്നെ, വലിയ ലക്ഷ്യങ്ങൾ നേടിയെടുക്കുന്നതിനായി ചെറിയതും പ്രായോഗികവുമായ ചുവടുവെപ്പുകൾ നടത്താൻ ഞാൻ താല്പര്യപ്പെടുന്നു.
2. എന്റെ അടുത്ത സുഹൃത്തുക്കളുടെയോ ബന്ധുക്കളുടെയോ സ്വാഭാവികമായ താല്പര്യങ്ങളിൽ നിന്നുള്ള ലക്ഷ്യങ്ങളെ ആരോഗ്യകരമായ രീതിയിൽ പിന്തുണയ്ക്കാൻ ഞാൻ ആത്മാർത്ഥമായി ശ്രമിക്കാറുണ്ട്.
3. നിലവിലെ ജീവിതത്തിലെ തിരക്കുകൾ കാരണം എന്റെ യഥാർത്ഥ അഭിരുചികളെക്കുറിച്ചോ പാഷനെക്കുറിച്ചോ (Passion) ഇപ്പോൾ ഞാൻ ഓർക്കാറുപോലുമില്ല.
4. സുഹൃത്തുക്കൾ അവരുടെ ഇതുവരെ നേടാനാകാത്ത ദീർഘകാല സ്വപ്നങ്ങളെക്കുറിച്ച് സംസാരിക്കുമ്പോൾ എനിക്ക് വലിയ താല്പര്യം തോന്നാറില്ല.
5. എന്നെ ഏൽപ്പിച്ച ജോലികളെല്ലാം ചെയ്യുന്നുണ്ടെങ്കിലും, പലപ്പോഴും ഉള്ളിന്റെയുള്ളിൽ ഒരു ശൂന്യത എനിക്ക് അനുഭവപ്പെടാറുണ്ട്.
6. അനുയോജ്യമായ സാഹചര്യങ്ങളിൽ എന്റെ യഥാർത്ഥ താല്പര്യങ്ങളെയും പാഷനെയും കുറിച്ച് ഞാൻ മറ്റുള്ളവരോട് സംസാരിക്കാറുണ്ട്.
7. നിലവിലെ സാഹചര്യങ്ങൾ എത്രതന്നെയായാലും, എന്റെ ദീർഘകാല ലക്ഷ്യങ്ങളിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കാൻ എനിക്ക് സാധിക്കുന്നുണ്ട്.
8. . മറ്റുള്ളവർക്ക് ഇഷ്ടമുള്ള കാര്യങ്ങൾ ചെയ്യുന്നതിനായി അവരുടെ ബുദ്ധിശക്തിയും സർഗ്ഗാത്മകതയും ഉപയോഗിക്കാൻ ഞാൻ അവരെ പ്രോത്സാഹിപ്പിക്കാറുണ്ട്.
9. മറ്റുള്ളവർക്ക് അവരുടെ പാഷൻ പിന്തുടരാൻ പ്രചോദനമാകുന്ന രീതിയിൽ, ഒരു മാതൃകയായി ജീവിക്കാൻ ഞാൻ പരിശ്രമിക്കുന്നു.
10. സാമൂഹിക ആവശ്യങ്ങൾക്കായി എന്റെ കഴിവുകൾ എങ്ങനെ ധാർമ്മികമായി ഉപയോഗിക്കാം എന്ന് പഠിക്കാൻ ഞാൻ സമയം കണ്ടെത്താറില്ല.

Appendix 8

DEPARTMENT OF EDUCATION
UNIVERSITY OF CALICUT

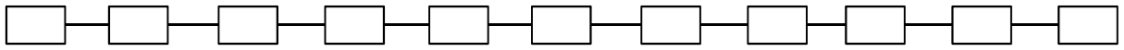
RATING SCALES ON SELECT LIFE HABITS

Arjun R S.
Prof. (Dr.) Bindhu CM

Rating Scale on Habit 1

1) I actively work to solve problems instead of neglecting them.

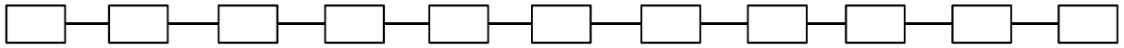
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

2) I maintain my self-control even in stressful or emotional situations.

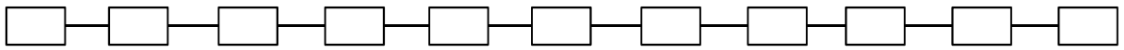
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

3) I accept responsibility for my actions rather than making excuses.

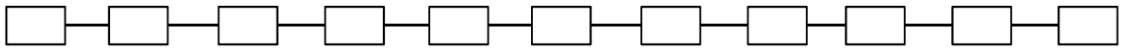
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

4) I often feel anxious about things I have no control over.

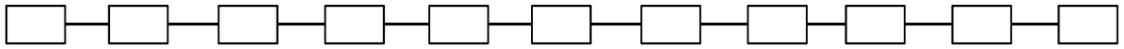
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

5) I don't let outside circumstances or other people dictate my attitude or behavior.

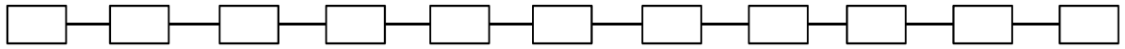
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

6) I feel like my life is out of my control and I have little say in how things will work Out.

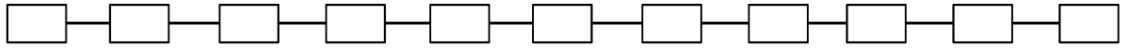
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

7) I typically stay calm during events that feel overwhelming.

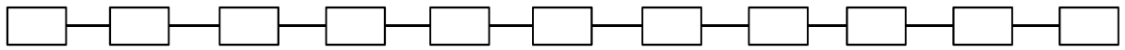
Strongly Disagree — Strongly Agree



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8) I find it hard not to blame others when things go wrong.

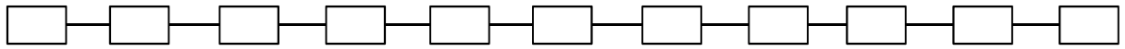
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

9) I am conscious of using words of possibilities in challenging situations.

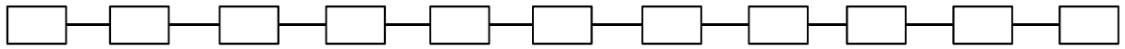
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

10) I start taking steps based on the resources available around me.

Strongly Disagree — Strongly Agree

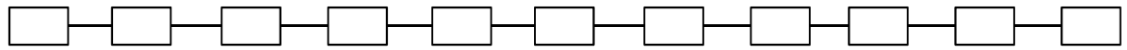


0 1 2 3 4 5 6 7 8 9 10

Rating Scale on Habit 2

1. I tend to be disorganised when leading a meeting.

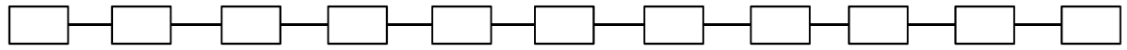
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

2. I always establish clear project goals before commencing work.

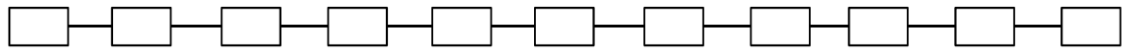
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

3. I clearly communicate expectations during task delegation.

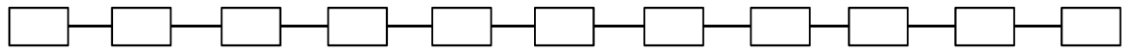
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

4. I wish I had a greater sense of direction in life.

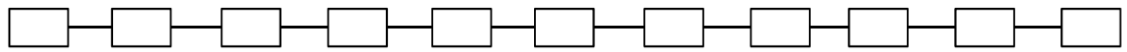
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

5. I don't know what contribution I want to make in my current work role.

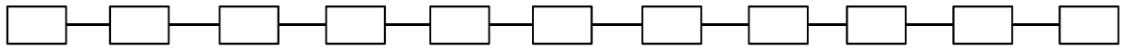
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

6. I have long-term goals in life.

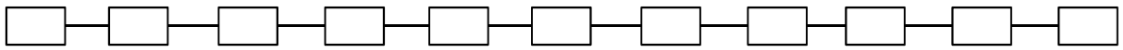
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

7. I decide what I want to have happen before I start an important conversation.

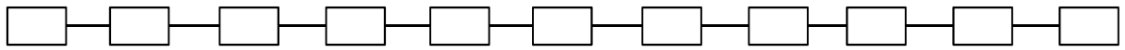
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

8. I am unclear about what is most important to me.

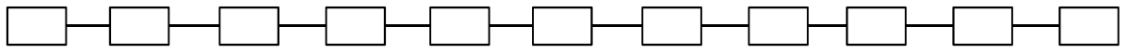
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

9. I tend to start new projects or commitments without thinking about how they fit into my ultimate life goals.

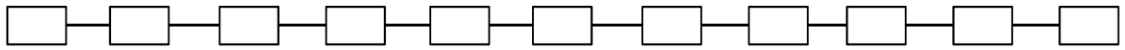
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

10. Most of my current daily habits are based on what my peers or social media expect of me, rather than my own core values.

Strongly Disagree — Strongly Agree

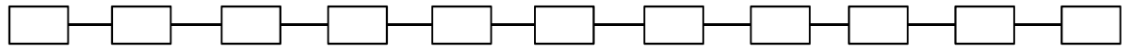


0 1 2 3 4 5 6 7 8 9 10

Rating Scale on Habit 3

1. I feel like I spend most of my time "putting out fires."

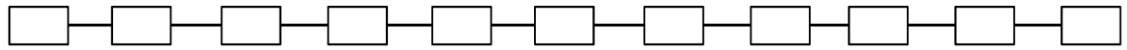
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

2. I work toward long-term solutions. not just "quick fixes."

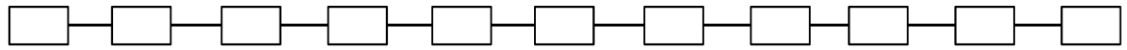
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

3. Other people's urgencies and emergencies usually dominate my day.

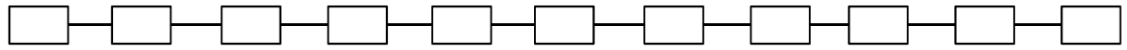
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

4. I respect people's time (i.e., I do not waste others' time with trivial interruptions).

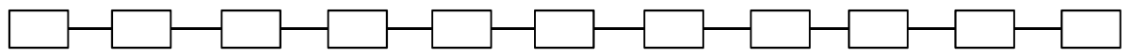
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

5. I have trouble saying no to other people's requests, even when saying no is appropriate.

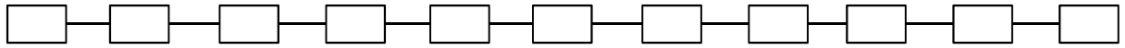
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

6. I don't let my online activities interfere with my work or home responsibilities.

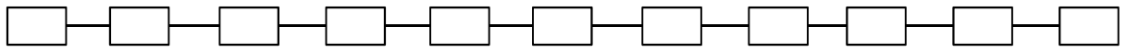
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

7. I rarely plan ahead and take each day as it comes.

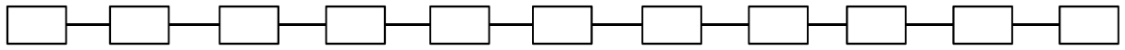
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

8. I am usually on time (e.g.. not late for appointments. meetings. etc.).

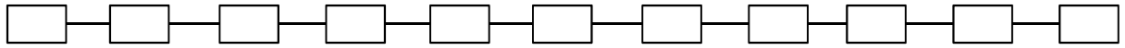
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

9. I often procrastinate.

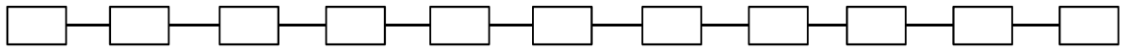
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

10. I find it easy to say "no" to late-night gaming or scrolling when I know I have a big commitment the next morning.

Strongly Disagree — Strongly Agree

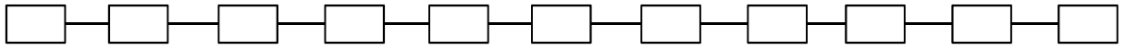


0 1 2 3 4 5 6 7 8 9 10

Rating Scale on Habit 4

1.I find it hard to share credit and recognition for successes.

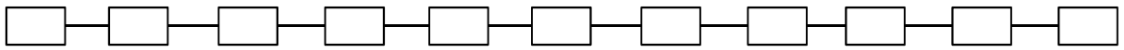
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

2. I tend to have favorites (a clique or ingroup I prefer to work with).

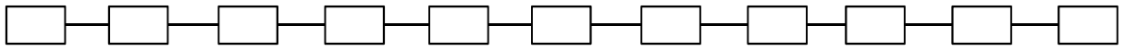
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

3. I am often insensitive to other people's feelings.

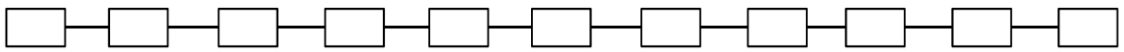
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

4. I anticipate how my decisions impact others.

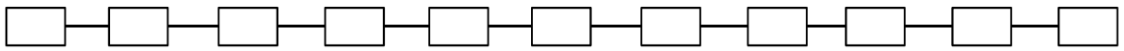
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

5. I do what is best for the entire group, not just my Own interests.

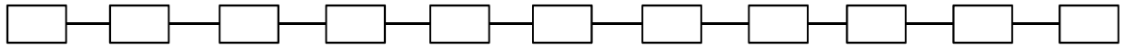
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

6. I have trouble getting to mutually agreeable solutions with other people.

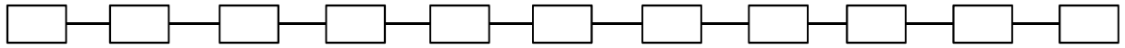
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

7. I establish clear expectations when working with others.

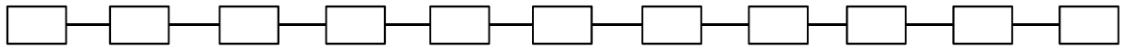
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9
10

8. I see myself as equal to those around me.

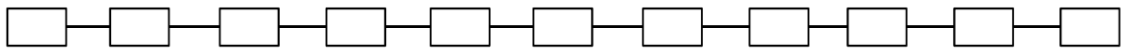
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9
10

9.When I see my classmates or colleagues succeed, I feel like I am falling behind or losing a competition.

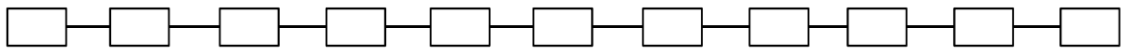
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

10. In group projects or team settings, I focus more on winning the argument and getting my way than on finding a solution that everyone actually likes.

Strongly Disagree — Strongly Agree

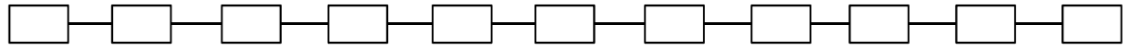


0 1 2 3 4 5 6 7 8 9 10

Rating Scale on Habit 5

1.I am easy to approach with a concern.

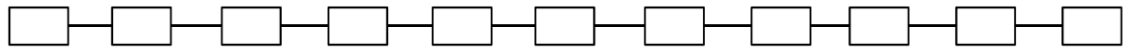
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

2. I tend to dominate discussions.

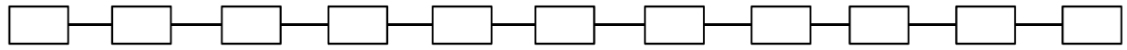
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

3. I listen to others without interrupting.

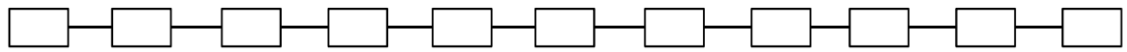
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

4. I usually become defensive when I receive negative feedback.

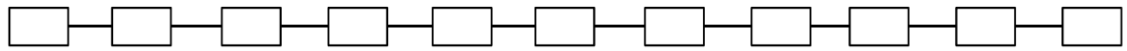
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

5. I am rarely interested in understanding other people's viewpoints.

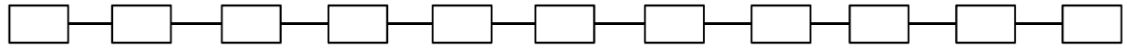
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

6.I seek to understand problems before attempting to solve them.

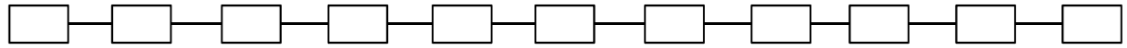
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

7. I communicate clearly and respectfully.

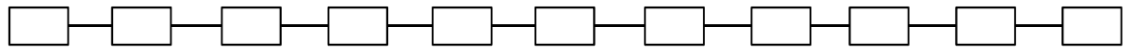
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

8. I find it hard to ask for what I really want.

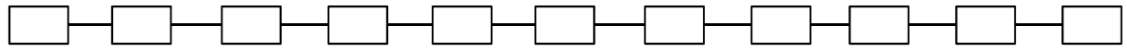
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

9. When a peer tells me about a situation they are in, I immediately interrupt to share a similar (or 'better') story that happened to me.

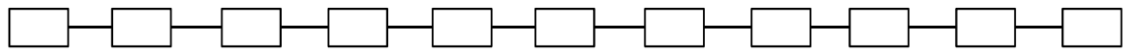
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

10.I pay close attention to non-verbal cues (like tone of voice or facial expressions) to understand the "hidden" meaning behind someone's words.

Strongly Disagree — Strongly Agree

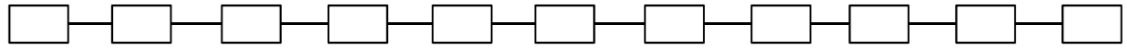


0 1 2 3 4 5 6 7 8 9 10

Rating Scale on Habit 6

1.I seek out the strengths of others to get things done.

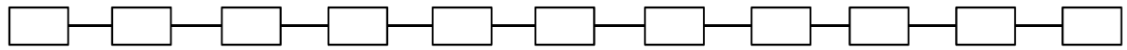
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

2. I am uncomfortable working with people who are different from me.

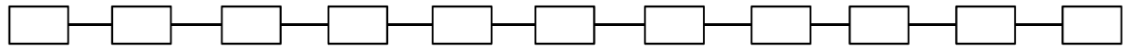
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

3. I build relationships with people outside my work group.

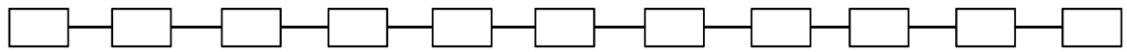
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

4. I am uncomfortable trying new ideas.

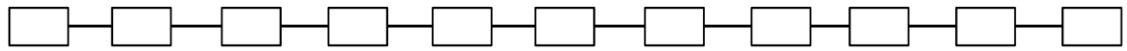
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

5. I encourage and support creativity and innovation.

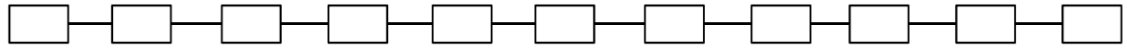
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

6.I often find myself at odds with other people.

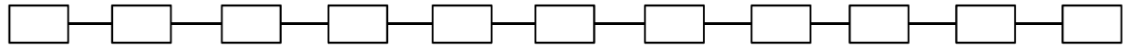
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

7. I regularly seek Out people with different points of view.

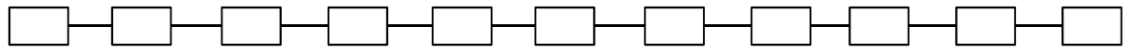
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

8. My ego gets in the way when I feel threatened.

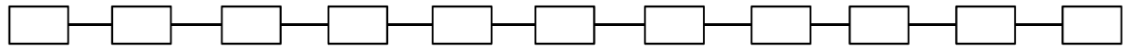
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

9.In team projects, I actively work to create an environment where everyone feels safe enough to share their 'weird' or unpolished ideas.

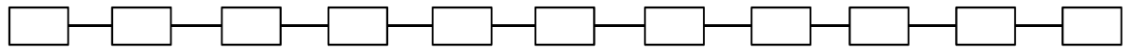
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

10. If a group discussion gets complicated because of differing views, I try to shut down the conversation and just pick the easiest solution.

Strongly Disagree — Strongly Agree

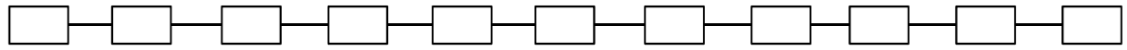


0 1 2 3 4 5 6 7 8 9 10

Rating Scale on Habit 7

1. I am competent in my field of work.

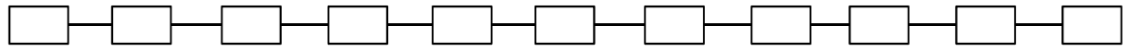
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

2. I care about Others and try to build lasting friendships.

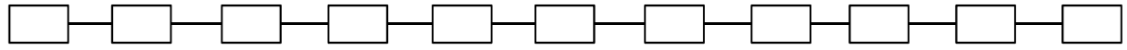
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

3. I don't care enough for my physical well-being.

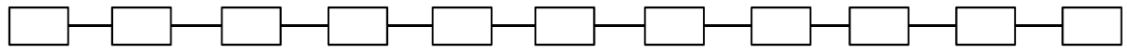
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

4. I rarely seek feedback on ways I can improve.

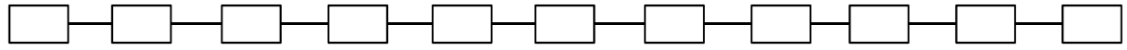
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

5. I take steps to improve my unique talents and abilities.

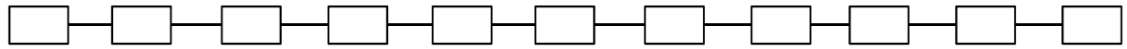
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

6. I take time to find enjoyment and meaning in life.

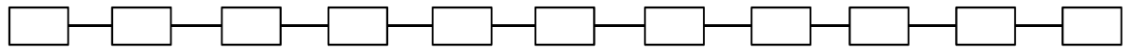
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

7. I struggle to live a balanced life.

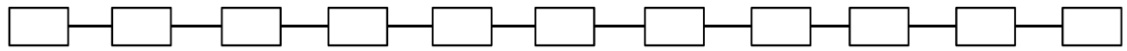
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

8. I feel like my skills are lagging behind the organization's needs.

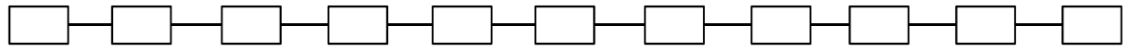
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

9. I feel so rushed by my daily to-do list that I never stop to think about my deeper values or what I actually want out of life.

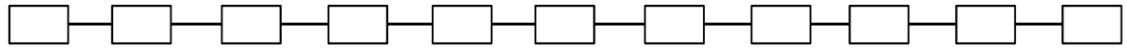
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

10. I actively look for ways to improve myself and my habits because I believe my personal growth is a lifelong journey.

Strongly Disagree — Strongly Agree

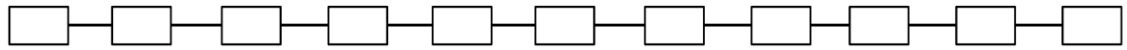


0 1 2 3 4 5 6 7 8 9 10

Rating Scale on Habit 8

1. I prefer to take small, achievable steps to reach my larger goals within my current situation.

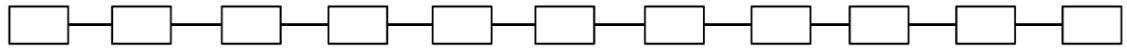
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

2. I make a genuine attempt to support my close circle's intrinsically motivated goals in healthy ways.

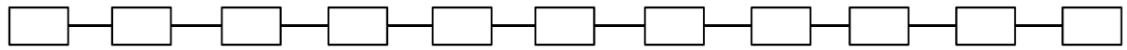
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

3. I do not even remember about of my true passion since I m busy with tasks in my present life.

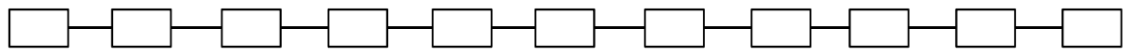
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

4. I feel less interested when friends share about their long term dreams which is not yet achieved.

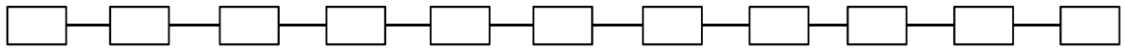
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

5.I often feel a sense of emptiness inside me even though I am doing the works assigned to me.

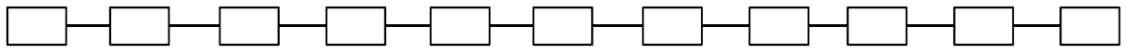
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

6.I express about my true passion to others in suitable situations

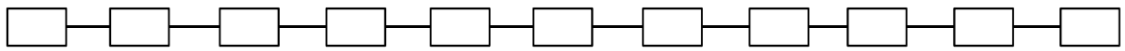
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

7.I am able to keep focus on my long term passionate goals irrespective of my present situations.

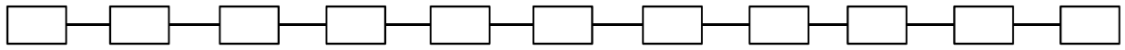
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

8.I support others to use their intelligence and creativity to do what they like

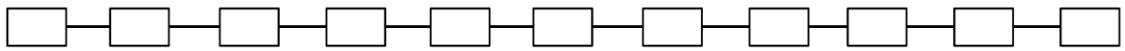
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

9.I strive to lead by example so that others are inspired to follow their passions.

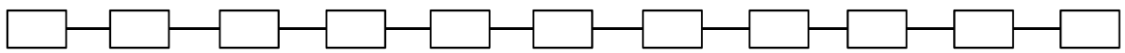
Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

10.I do not invest time in learning how to apply my talents ethically to address societal needs.

Strongly Disagree — Strongly Agree



0 1 2 3 4 5 6 7 8 9 10

Appendix 9

MODULES AND ACTIVITIES OF THE PROGRAMME

(Malayalam)

മൊഡ്യൂളിന്റെ മാതൃക

അവസാനം മനസ്സിൽ ക ് കൊ ് ആരംഭിക്കുക

(Begin with end in mind)

വ്യക്തിപരമായ നേതൃത്വത്തിന്റെ തത്വങ്ങൾ

ആശയം : അവസാനം മനസ്സിൽ ക ്കൊ ് ആരംഭിക്കുക എന്നാൽ എന്താ ണർത്ഥം?

പ്രവർത്തനം : Vision Board (ദൃശ്യവത്കരണം)

മുപ്പത് വർഷത്തിന് ശേഷത്തെ നിങ്ങളുടെ ഒരു പിറന്നാൾ ആഘോഷരംഗം മന സ്സിൽ ആലോചിക്കുക. ലളിതവും മനോഹരവുമായ ഒരു ചടങ്ങാണ് നടന്ന് കൊ ി രിക്കുന്നത്. നിങ്ങളെക്കുറിച്ച് സംസാരിക്കാൻ നാല് വ്യക്തികൾ വേദിയിൽ ഇരി ക്കുന്നു ്. ഒന്നാമത്തെ വ്യക്തി നിങ്ങളുടെ കുടുംബജീവിത്തിന്റെയും ര ാമത്തെ വ്യക്തി കരിയറിന്റെയും മൂന്നാമത്തെ വ്യക്തി സാമൂഹികജീവിതത്തിന്റെയും നാലാ മത്തെ വ്യക്തി സുഹൃത്തുക്കളുടെയും പ്രതിനിധായായാണ് നിങ്ങളെപ്പറ്റി സംസാ രിക്കാൻ പോകുന്നത്. അവർ എന്തൊക്കെ സംസാരിക്കണം എന്നാണ് നിങ്ങൾ സങ്ക ല്പിക്കുന്നത്? ആ ചടങ്ങും സംഭാഷണങ്ങലും നിങ്ങൾക്കുള്ളിൽ എന്തുവികാര മാണ് ഉ ാക്കേ ത്? സങ്കല്പിച്ച കാര്യങ്ങളെക്കുറിച്ച് ഒരു കുറിപ്പ് തയ്യാറാക്കുക.

ഈ സങ്കല്പം സാക്ഷാത്കരിക്കുന്നതിനായി ജീവിതത്തിൽ ചെയ്യേ കാര്യങ്ങൾ ഏവ? നിലനിർത്തേ ഗുണങ്ങൾ, നേടിയെടുക്കേ ഗുണങ്ങൾ പരി വർത്തനം ചെയ്യേ ഗുണങ്ങൾ എന്നിവ രേഖപ്പെടുത്തുക.

നിലവിലെ ജീവിതസാഹചര്യങ്ങളെ മനസ്സിലാക്കിക്കൊ ് ലക്ഷ്യങ്ങളെ ഒരു വർഷത്തിനുള്ളിൽ നേടേ വ. മൂന്ന് വർഷത്തിനുള്ളിൽ നേടേ വ. അഞ്ച് വർഷത്തിനുള്ളിൽ നേടേ വ. പത്ത് വർഷത്തിനുള്ളിൽ നേടേ വ, ഇരുപത് വർഷത്തിനുള്ളിൽ നേടേ വ, 30 വർഷത്തിനുള്ളിൽ നേടേ വ എന്നിങ്ങനെ തരം തിരിച്ച് ഗോൾ ചാർട്ട് തയ്യാറാക്കുക.

Follow up Activity

നിങ്ങളുടെ മരണദിവസത്തെ അനുശോചന ചടങ്ങിനെ കുറിച്ച് സങ്കൽപ്പിക്കു ക. ആ ചടങ്ങിൽ നിങ്ങളുടെ ജീവിതത്തെക്കുറിച്ച് സംസാരിക്കാൻ നാല് പേർ തയ്യാ റായിരിക്കുന്നു ്. ഒന്നാമത്തെ വ്യക്തി നിങ്ങളുടെ കുടുംബജീവിതത്തിന്റെയും ര ാമത്തെ വ്യക്തി കരിയറിന്റെയും മൂന്നാമത്തെ വ്യക്തി സുഹൃത്തുക്കളെയും നാലാമത്തെ വ്യക്തി സാമൂഹികജീവിതത്തിന്റെയും പ്രതിനിധിയായായാണ് സംസാ രിക്കാൻ പോകുന്നത്. അവർ എന്തൊക്കെ സംസാരിക്കണം എന്നാണ് നിങ്ങൾ ആഗ്രഹിക്കുന്നത്. നിങ്ങളുടെ ഇതുവരെയുള്ള ജീവിതത്തെ മൊത്തമായി വിശക ലനം ചെയ്ത് മുകളിലെ പട്ടിക പൂരിപ്പിക്കുക.

കഴിഞ്ഞ ര ് പ്രവർത്തനങ്ങളുടെയും അടിസ്ഥാനത്തിൽ നിലനിർത്തേ തും, പരിവർത്തനം ചെയ്യേ തും ആർജ്ജിക്കേ തുമായ സ്വഭാവങ്ങൾ, സംഭാവ നകൾ, മൂല്യങ്ങൾ, സിദ്ധാന്തങ്ങൾ എന്നിവയ്ക്ക് പ്രാധാന്യം നൽകിക്കൊ ് വ്യക്തി പരമായ ദൗത്യപ്രസ്താവന തയ്യാറാക്കുകയും അവതരിപ്പിക്കുകയും ചെയ്യുക. സ്വഭാവങ്ങൾ, സംഭാവനകൾ, മൂല്യങ്ങൾ സിദ്ധാന്തങ്ങൾ എന്നിവയ്ക്ക് പ്രാധാന്യം നൽകിക്കൊ ് വ്യക്തിപരമായ ദൗത്യപ്രസ്താവന തയ്യാറാക്കുകയും അവതരിപ്പി ക്കുകയും ചെയ്യുക.

Introspective Journaling

ദൗത്യപ്രസ്താവന എന്ന ആശയം

നിങ്ങൾ ഒരു ഗ്രൂപ്പ് പ്രവർത്തനത്തിൽ ആണ് പങ്കെടുക്കുന്നത് എങ്കിൽ എങ്ങനെ നടപ്പിലാക്കാനും കുടുംബം, ക്ലാസ്മുറി, സൗഹൃദ കൂട്ടായ്മകൾ, തൊഴി ലിടം, സ്കൂൾ സ്റ്റാഫ് റൂം എന്നിവിടങ്ങളിൽ ഇത് തയ്യാറാക്കാൻ ശ്രമിക്കുമ്പോൾ ശ്രദ്ധിക്കേ കാര്യങ്ങൾ എന്തൊക്കെയാണ്?

ആശയം : വ്യക്തിപരമായ ദൗത്യപ്രസ്താവന

പ്രവർത്തനം : Mindful writing (മൈൻഡ്ഫുൾ റൈറ്റിംഗ്)

അവസാനം മുന്നിൽക്ക ് ആരംഭിക്കുന്നതിനുള്ള ഫലപ്രദമായ മാർഗ്ഗമാണ് വ്യക്തിപരമായ ഒരു ദൗത്യപ്രസ്താവന അല്ലെങ്കിൽ തത്വശാസ്ത്രം അഥവാ ചിന്താ പദ്ധതി വികസിപ്പിക്കുക എന്നതാണ്.

നിങ്ങൾ എന്താകാൻ ആഗ്രഹിക്കുന്നു (സ്വഭാവം) എന്നതിലും എന്തു ചെയ്യാൻ ആഗ്രഹിക്കുന്നു എന്നതിലും ജീവിതത്തിനും പ്രവൃത്തികൾക്കും ആധാര മായ മൂല്യങ്ങളിലും സിദ്ധാന്തങ്ങളിലും അത് ശ്രദ്ധകേന്ദ്രീകരിക്കുന്നു.

ജീവിതത്തിൽ നടന്ന വിവിധതരം സംഭവങ്ങളെ കുറിച്ചുള്ള പ്രതികരണങ്ങൾ താഴെ നൽകിയ പട്ടികയിൽ എഴുതുക.

1. വളരെ അധികം സന്തോഷം നൽകിയ ഒരു സംഭവം
2. വളരെ ദു:ഖം തോന്നിയ ഒരു ഓർമ്മ
3. അത്യധികം അഭിമാനം തോന്നിയ ഒരു നിമിഷം
4. സ്വന്തം കഴിവിൽ പരിമിതിയുേ ന്ന് തോന്നിയ അനുഭവം

നിലനിർത്തിയ സ്വഭാവം	ലഭിച്ച നേട്ടം	പ്രകടിപ്പിച്ച മൂല്യം	പാലിച്ച സിദ്ധാന്തം
നിലനിർത്താമാ യിരുന്ന സ്വഭാവം	ലക്ഷ്യമാക്കേ ി യിരുന്ന നേട്ടം	ഉയർത്തിപ്പിടി ക്കേ മൂല്യ ങ്ങൾ	പാലിക്കേ ുന്ന സിദ്ധാന്തം

ആശയം : സ്വാധീനവൃത്തത്തിന്റെ കേന്ദ്രം

പ്രവർത്തനം : Peer Group Self Reflections

ബുദ്ധി, ശക്തി, മാർഗ്ഗദർശനം, സുരക്ഷിതത്വം എന്നിവ വിശദമാക്കുന്നു. ഒരു വ്യക്തി മറ്റൊരു വ്യക്തിയുമായ അഭിമുഖ സംഭാഷണം നടത്തുന്നു.

ചോദ്യം 1 : ബുദ്ധിയുടെ തലത്തിൽ കൂടുതലായി ജീവിതത്തെ സ്വാധീനിക്കാൻ സാധ്യതയുള്ള കാര്യങ്ങൾ എന്തൊക്കെയാണ്? വ്യക്തികൾ ആരാണ്? സ്ഥാപനങ്ങൾ ഏതാണ്?

ചോദ്യം 2 : സുരക്ഷിതത്വത്തിന്റെ തലത്തിൽ കൂടുതലായി ജീവിത്തെ സ്വാധീനിക്കാൻ സാധ്യതയുള്ള കാര്യങ്ങൾ എന്തൊക്കെയാണ്? വ്യക്തികൾ ആരാണ് ? സ്ഥാപനങ്ങൾ ഏതാണ് ?

ചോദ്യം 3 : മാർഗ്ഗദർശനത്തിന്റെ തലത്തിൽ കൂടുതലായി ജീവിതത്തെ സ്വാധീനിക്കാൻ സാധ്യതയുള്ള കാര്യങ്ങൾ എന്തൊക്കെയാണ്? വ്യക്തികൾ ആരാണ്? സ്ഥാപനങ്ങൾ ഏതാണ്?

ചോദ്യം 4 : ശക്തിയുടെ തലത്തിൽ കൂടുതലായി ജീവിതത്തെ സ്വാധീനിക്കാൻ സാധ്യതയുള്ള കാര്യങ്ങൾ എന്തെക്കെയാണ്? വ്യക്തികൾ ആരാണ് ? സ്ഥാപനങ്ങൾ ഏതാണ് ?

ബുദ്ധി, ശക്തി, മാർഗ്ഗങ്ങൾ, സുരക്ഷിതത്വം എന്നിവയുടെ അടിസ്ഥാനത്തിൽ നിങ്ങളുടെ ജീവിതത്തെ കൂടുതൽ സ്വാധീനിക്കാൻ സാധ്യതയു ന്ന് തോന്നുന്ന കാര്യം ഏതാണ്?

ഇത് താഴെ പറയുന്നവയിൽ ഏത് കേന്ദ്രവുമായാണ് കൂടുതൽ അടുത്ത് നിൽക്കുന്നത്.

കുടുംബ കേന്ദ്രീകൃതം, തൊഴിൽ കേന്ദ്രീകൃതം, സ്വത്ത് കേന്ദ്രീകൃതം, സന്തോഷ കേന്ദ്രീകൃതം, സുഹൃത് കേന്ദ്രീകൃതം, സ്വയം കേന്ദ്രീകൃതം, മത കേന്ദ്രീകൃതം, ധന കേന്ദ്രീകൃതം.

ആശയം : സ്വാധീനവൃത്തത്തിന്റെ വിവിധ കേന്ദ്രങ്ങൾ

പ്രവർത്തന : ബ്രയിൻ സ്റ്റോമിംഗ്

ഈ കേന്ദ്രങ്ങളിൽ നിന്നുകൊ ് ജീവിക്കുന്ന പത്ത് ആളുകളെ നിങ്ങൾ നിരീക്ഷിച്ചിട്ടു ോ? ഓരോ കേന്ദ്രത്തിന്റെയും ഗുണദോഷങ്ങൾ ചർച്ച ചെയ്യുക.

എങ്ങനെയുള്ള കേന്ദ്രമാണ് പ്രസക്തിയെക്കുറിച്ച് ചർച്ച ചെയ്യുന്നു.

നിലവിൽ സ്വാധീന കേന്ദ്രത്തെക്കുറിച്ചുള്ള തിരിച്ചറിവും തത്വാധിഷ്ഠിത കേന്ദ്രത്തിൽ നിന്ന് ജീവിക്കുന്നതിന്റ ഗുണങ്ങളെ കുറിച്ച് വിശദീകരിക്കുക. പ്രവർത്തനങ്ങൾ ഉപസംഹരിക്കുന്നു.

പ്രധാനപ്പെട്ട മറ്റ് ആശയങ്ങൾ

1. മസ്തിഷ്കം പൂർണ്ണമായും ഉപയോഗിക്കുന്നതിന്റെ ആവശ്യകത
   ഇടത് മസ്തിഷ്കം പോലെ പ്രാധാന്യമുള്ളതാണ് വലത് മസ്തിഷ്കവും. വലുത് മസ്തിഷ്കത്തിന്റെ പ്രവർത്തനങ്ങൾ മെച്ചപ്പെടുത്താൻ താഴെ നൽകുന്ന ര ് പ്രവർത്തനങ്ങൾ ഉപയോഗപ്പെടുത്തണം.
   1. സമഗ്രവീക്ഷണത്തെ വികസിപ്പിക്കൽ

2. ദൃശ്യവത്കരണവും പ്രതിജ്ഞയും

II. നിങ്ങളുടെ പങ്കും (Roles) ലക്ഷ്യങ്ങളും തിരിച്ചറിയുക.

III. എല്ലാ വസ്തുക്കളും ര ് തവണ സൃഷ്ടിക്കപ്പെടുന്നു.

IV. കരുതിക്കൂട്ടി പ്രവർത്തിക്കുക. അല്ലെങ്കിൽ അനാസ്ഥ തിരഞ്ഞെടുക്കുക.

V. നേതൃത്വവും മാനേജ്മെന്റും : ര ് സൃഷ്ടികൾ

VI. പൊളിച്ചെഴുത്ത് (Rescripting): നിങ്ങൾ നിങ്ങളുടെ സൃഷ്ടികർത്താവാകുക.

ആശയം : ദൗത്യപ്രകാശനം

പ്രവർത്തനം : Vision Board

ഭാവിയിലുള്ള നിങ്ങളുടെ ജീവിതത്തെ ചിത്രങ്ങൾ, ഫോട്ടോകൾ എന്നിവ ചേർത്ത് അവതരിപ്പിക്കുക. അവ പ്രദർശിപ്പിക്കുക. കൂട്ടുകാരുടെ സംശയങ്ങൾക്കും അഭിപ്രായങ്ങൾക്കും പ്രതികരിക്കുക.

Note: to obtain the ful modules for non commercial research and educational purposes please contact arjunrseducation@gmail.com. As the study is also based on the habits described by Stephen R. Covey selected areas in the modules are based on the Ideas of Covey from his books and to uphold copyright ethics we are limited in publishing the complete material publically. For further details please visit the site www.franklincovey.com or refer SR Covey's books.

Activities

Activity 1: Introspective Journaling

ആത്മപരിശോധനാപരമായ എഴുത്തിന്റെ (Introspective Journaling) ഘട്ടങ്ങൾ താഴെ നൽകുന്നു:

ആത്മപരിശോധനാപരമായ എഴുത്ത് എന്നത് കേവലം ദിവസേനയുള്ള കാര്യങ്ങൾ കുറിച്ചുവെക്കുന്ന ഒന്നല്ല; മറിച്ച് നമ്മുടെ ചിന്തകൾക്കും വികാരങ്ങൾക്കും പ്രവൃത്തികൾക്കും പിന്നിലെ 'എന്തുകൊണ്ട്' എന്ന് കണ്ടെത്താനുള്ള ഒരു വഴിയാണ്.

1. അനുയോജ്യമായ ഒരു സാഹചര്യം ഒരുക്കുക

ആഴത്തിലുള്ള ചിന്തകൾക്കായി നിങ്ങളുടെ മനസ്സിനെ പാകപ്പെടുത്തുന്ന ഒരു സ്ഥലം തിരഞ്ഞെടുക്കുക.തടസ്സങ്ങൾ ഒഴിവാക്കുക: കുറഞ്ഞത് 15–20 മിനിറ്റ് ശല്യമില്ലാത്ത ഒരു ശാന്തമായ സ്ഥലം കണ്ടെത്തുക.

മാധ്യമം തിരഞ്ഞെടുക്കുക: ഒരു നോട്ടുബുക്കോ അല്ലെങ്കിൽ ഡിജിറ്റൽ സംവിധാനമോ ഇതിനായി ഉപയോഗിക്കാം. അത് നിങ്ങൾക്ക് സ്വകാര്യമായി കൈകാര്യം ചെയ്യാൻ കഴിയുന്നതായിരിക്കണം.

2. മനസ്സിനെ ശാന്തമാക്കുക

എഴുതാൻ തുടങ്ങുന്നതിന് മുൻപായി പുറംലോകത്തെ തിരക്കുകളിൽ നിന്ന് മാറി ഉള്ളിലേക്ക് ശ്രദ്ധ കേന്ദ്രീകരിക്കുക.

ശ്വാസക്രമീകരണം:സാവധാനം മൂന്ന് തവണ ദീർഘമായി ശ്വാസമെടുക്കുക.

ശരീരത്തെ ശ്രദ്ധിക്കുക: ശരീരത്തിലെ അസ്വസ്ഥതകളോ ആ സമയത്തെ വികാരങ്ങളോ തിരിച്ചറിയുക. അവ മാറ്റാൻ ശ്രമിക്കാതെ വെറുതെ നിരീക്ഷിക്കുക.

3. ഉള്ളിലുള്ളത് തുറന്നെഴുതുക

നിങ്ങളുടെ മനസ്സിലുള്ള ഒരു പ്രത്യേക സംഭവം, ചിന്ത അല്ലെങ്കിൽ വികാരം എന്നിവയെക്കുറിച്ച് ലളിതമായി എഴുതുക.

വസ്തുതകളിൽ ഉറച്ചുനിൽക്കുക: ഉദാഹരണത്തിന്, "ഇന്ന് പാഠ്യപദ്ധതിയിലെ മാറ്റങ്ങളെക്കുറിച്ച് ചർച്ച ചെയ്തപ്പോൾ എനിക്ക് വല്ലാത്ത നിരാശ തോന്നി."

സ്വയം തിരുത്താതിരിക്കുക: വ്യാകരണമോ ഭാഷയോ ശ്രദ്ധിക്കാതെ ഉള്ളിലുള്ളത് അതേപടി എഴുതുക.

4. ആഴത്തിലുള്ള വിശകലനം

ഇതാണ് ആത്മപരിശോധനയുടെ പ്രധാന ഘട്ടം. സംഭവിച്ച കാര്യത്തിൽ നിന്ന് മാറി എന്തുകൊണ്ടാണ് അങ്ങനെ പ്രതികരിച്ചത് എന്ന് ചിന്തിക്കുക.

വേരുകൾ കണ്ടെത്തുക: എന്തുകൊണ്ടാണ് ആ നിമിഷം ആ വികാരം ഉണ്ടായത്?

രീതികൾ തിരിച്ചറിയുക: മുൻപും ഇതേപോലെ തോന്നിയിട്ടുണ്ടോ?

മൂല്യങ്ങൾ പരിശോധിക്കുക: ഈ വികാരം എന്റെ ഏതെങ്കിലും വ്യക്തിപരമായ വിശ്വാസവുമായോ മൂല്യവുമായോ ബന്ധപ്പെട്ടിട്ടുണ്ടോ?

5. വസ്തുനിഷ്ഠമായ പുനർചിന്തനം

നിങ്ങൾ എഴുതിയ കാര്യങ്ങളെ ഒരു മൂന്നാം കക്ഷിയുടെ അല്ലെങ്കിൽ ഒരു വഴികാട്ടിയുടെ (Mentor) കാഴ്ചപ്പാടിലൂടെ നോക്കിക്കാണുക.

ധാരണകളെ ചോദ്യം ചെയ്യുക: ഈ സാഹചര്യത്തെ മറ്റൊരു രീതിയിൽ നോക്കിക്കാണാൻ കഴിയുമോ?

കരുണയോടെ സമീപിക്കുക: നിങ്ങളുടെ ഒരു സുഹൃത്തിനാണ് ഇങ്ങനെ തോന്നിയതെങ്കിൽ നിങ്ങൾ എന്ത് പറയുമായിരുന്നു?

6. തീരുമാനങ്ങളും മാറ്റങ്ങളും

നിങ്ങളുടെ ചിന്തകളിൽ നിന്ന് ലഭിച്ച പാഠങ്ങൾ അല്ലെങ്കിൽ ചെറിയ മാറ്റങ്ങൾ തിരിച്ചറിഞ്ഞുകൊണ്ട് എഴുത്ത് അവസാനിപ്പിക്കുക.

പാഠങ്ങൾ ഉൾക്കൊള്ളുക: "എന്റെ നിരാശയ്ക്ക് കാരണം കൂടുതൽ സ്വതന്ത്രമായി കാര്യങ്ങൾ ചെയ്യാനുള്ള ആഗ്രഹമാണെന്ന് ഞാൻ തിരിച്ചറിഞ്ഞു."

ലക്ഷ്യം നിശ്ചയിക്കുക: "അടുത്ത തവണ ഇങ്ങനെയുണ്ടാകുമ്പോൾ, പ്രതികരിക്കുന്നതിന് മുൻപ് പത്ത് സെക്കൻഡ് ഞാൻ ഒന്ന് നിശബ്ദനായിരിക്കും."

സൂചന: "ഇന്ന് ചിന്തിക്കാൻ മടിക്കുന്ന കാര്യം എന്താണ്?" അല്ലെങ്കിൽ "ഇന്നത്തെ എന്റെ പ്രവൃത്തികൾ എന്റെ ലക്ഷ്യങ്ങളുമായി യോജിക്കുന്നുണ്ടോ?" തുടങ്ങിയ ചോദ്യങ്ങൾ സ്വയം ചോദിക്കുന്നത് കൂടുതൽ സഹായകരമാകും

Activity 2: Brainstorming

Contemplative Brainstorming ഒരു ഗ്രൂപ്പായി എങ്ങനെ നടത്താം എന്നതിൻ്റെ ഘട്ടം ഘട്ടമായുള്ള നടപടിക്രമം താഴെ നൽകുന്നു:

1. മനസ്സിനെ ഏകാഗ്രമാക്കുക (Grounding)

ചർച്ച തുടങ്ങുന്നതിനുമുമ്പ് ഗ്രൂപ്പിലെ എല്ലാവരും മാനസികമായി ഒരുമിക്കേണ്ടതുണ്ട്.

- **ലക്ഷ്യം വ്യക്തമാക്കുക:** ചർച്ച ചെയ്യേണ്ട വിഷയം അല്ലെങ്കിൽ ഗവേഷണ ചോദ്യം എന്താണെന്ന് വ്യക്തമായി അവതരിപ്പിക്കുക.
- **മൗനമായ ഏകാഗ്രത:** എല്ലാവരും 2–3 മിനിറ്റ് നിശബ്ദമായി ഇരിക്കുക. ശ്വസനത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിച്ച് മറ്റ് ചിന്തകളെ ഒഴിവാക്കാൻ ശ്രമിക്കുക.
- **ആന്തരിക ചിന്ത:** ചർച്ച ചെയ്യേണ്ട വിഷയത്തെക്കുറിച്ച് മുൻവിധിയില്ലാതെ ഓരോരുത്തരും സ്വയം ചിന്തിക്കുക.

2. വ്യക്തിഗത ആശയ രൂപീകരണം

മറ്റുള്ളവരുടെ സ്വാധീനമില്ലാതെ സ്വന്തം ആശയങ്ങൾ കണ്ടെത്താനുള്ള സമയമാണിത്.

3. ആശയങ്ങൾ പങ്കുവെക്കൽ

ഇവിടെ സംവാദങ്ങളില്ല, ആശയങ്ങൾ കേൾക്കുക മാത്രമാണ് ചെയ്യുന്നത്.

- **ക്രമമായ അവതരണം:** ഓരോരുത്തരും തങ്ങൾ എഴുതിയ ഒരു പ്രധാന ആശയം മാത്രം പങ്കുവെക്കുക.
- **മൗന നിയമം:** ഒരാൾ സംസാരിക്കുമ്പോൾ മറ്റാരും ചോദ്യങ്ങൾ ചോദിക്കാനോ അഭിപ്രായം പറയാനോ പാടില്ല. ഓരോ അവതരണത്തിന് ശേഷവും 15 സെക്കൻഡ് നിശബ്ദത പാലിക്കുക.
- **ശ്രദ്ധയോടെ കേൾക്കുക:** ആശയങ്ങളിലെ കുറവുകൾ കണ്ടെത്താനല്ല, മറിച്ച് അതിൻ്റെ സത്ത മനസ്സിലാക്കാനായിരിക്കണം ശ്രദ്ധിക്കേണ്ടത്.

4. ആശയങ്ങളുടെ ഏകോപനം

ഗ്രൂപ്പ് അംഗങ്ങൾ പങ്കുവെച്ച ആശയങ്ങളെ ഒരുമിച്ച് കാണുന്ന ഘട്ടമാണിത്.

- **പ്രധാന ഭാഗങ്ങൾ കണ്ടെത്തുക:** പങ്കുവെച്ച ആശയങ്ങളിൽ സമാനമായവ ഏതൊക്കെയെന്ന് കണ്ടെത്തുകയും അവയെ ഗ്രൂപ്പുകളായി തിരിക്കുകയും ചെയ്യുക.
- **തുറന്ന സംഭാഷണം:** ഇപ്പോൾ അംഗങ്ങൾക്ക് സംശയങ്ങൾ ചോദിക്കാവുന്നതാണ്. എന്നാൽ ഇത് വിമർശനാത്മകമാകാതെ, ആശയത്തെ കൂടുതൽ വ്യക്തമാക്കുന്ന രീതിയിലായിരിക്കണം.

5. ഒരു ചെറിയ വിടവ് (The Pause)

കൂടുതൽ വ്യക്തതയ്ക്കായി വീണ്ടും ഒരു മിനിറ്റ് നിശബ്ദത പാലിക്കുകയോ അല്ലെങ്കിൽ ഒരു ചെറിയ ബ്രേക്ക് എടുക്കുകയോ ചെയ്യാം. ഇത് തലച്ചോറിന് പുതിയ ഉൾക്കാഴ്ചകൾ നൽകാൻ സഹായിക്കും.

6. സംഗ്രഹവും പ്രയോഗവും (Harvesting and Integration)

ഏറ്റവും മികച്ചതും പ്രായോഗികവുമായ ആശയങ്ങൾ തിരഞ്ഞെടുക്കുന്ന ഘട്ടമാണിത്.

- **ഏകാഭിപ്രായം:** വോട്ടിംഗിലൂടെ അല്ലാതെ, ചർച്ചയിലൂടെ ഏത് ആശയമാണ് ഏറ്റവും മാറ്റമുണ്ടാക്കാൻ സാധിക്കുന്നത് എന്ന് ഗ്രൂപ്പ് തീരുമാനിക്കുക.
- **സമാപനം:** എല്ലാവരുടെയും സഹകരണത്തിന് നന്ദി പറഞ്ഞുകൊണ്ട്, അടുത്തതായി ചെയ്യേണ്ട കാര്യങ്ങൾ (Next steps) ചുരുക്കത്തിൽ വിവരിച്ച് സെഷൻ അവസാനിപ്പിക്കുക.

Activity 3: Self-Observation Breaks

ചിന്താപരമായ സ്വയം നിരീക്ഷണ ഇടവേളകൾ (Self-Observation Breaks) പരിശീലിക്കുന്നതിനുള്ള ഘട്ടം ഘട്ടമായുള്ള രീതി താഴെ നൽകുന്നു:

1. പ്രാരംഭ ഘട്ടം (1 മിനിറ്റ്)

- **വിശ്രമം കണ്ടെത്തുക:** നിലവിൽ ചെയ്യുകൊണ്ടിരിക്കുന്ന ജോലി നിർത്തി വെക്കുക. കസേരയിലോ തറയിലോ സുഖപ്രദമായി ഇരിക്കുക.
- **ശരീരപ്രകൃതി:** നട്ടെല്ല് നേരെയാക്കി ഇരിക്കുക, എന്നാൽ ശരീരം വല്ലാതെ മുറുക്കരുത്. കൈകൾ മടിയിൽ അയച്ചു വെക്കുക.
- **കണ്ണുകൾ ചിമ്മുക:** കണ്ണുകൾ പതുക്കെ അടയ്ക്കുകയോ അല്ലെങ്കിൽ തറയിലെ ഏതെങ്കിലും ഒരു ബിന്ദുവിലേക്ക് നോട്ടം കേന്ദ്രീകരിക്കുകയോ ചെയ്യുക.

2. ശാരീരിക ശ്രദ്ധ (1–2 മിനിറ്റ്)

- **ശരീര പരിശോധന:** തല മുതൽ കാൽപാദം വരെ മനസ്സിനെ ഒന്ന് ചലിപ്പിക്കുക. എവിടെയെങ്കിലും അസ്വസ്ഥതയോ മുറുക്കമോ (Tension) ഉണ്ടോ എന്ന് ശ്രദ്ധിക്കുക.
- **ശ്വാസഗതി നിരീക്ഷിക്കുക:** ശ്വാസോച്ഛ്വാസം നിയന്ത്രിക്കാൻ ശ്രമിക്കരുത്. സ്വാഭാവികമായ ശ്വസനത്തിന്റെ താളം (നെഞ്ചിന്റെ ഉയർച്ച താഴ്ചകൾ) മാത്രം ശ്രദ്ധിക്കുക.
- **സാന്നിധ്യം ഉറപ്പിക്കുക:** നിങ്ങൾ ഇരിക്കുന്ന ഇടത്തെക്കുറിച്ചും പാദങ്ങൾ നിലത്ത് സ്പർശിച്ചിരിക്കുന്നതിനെക്കുറിച്ചും ബോധവാനാകുക.

3. നിഷ്പക്ഷമായ നിരീക്ഷണം (2–3 മിനിറ്റ്)

- **ചിന്തകളെ അടയാളപ്പെടുത്തുക:** മനസ്സിലേക്ക് വരുന്ന ചിന്തകളെ തടയാൻ ശ്രമിക്കരുത്. ആകാശത്തെ മേഘങ്ങളെപ്പോലെ അവ കടന്നുപോകട്ടെ. "പദ്ധതികൾ," "ഓർമ്മകൾ," അല്ലെങ്കിൽ "ആകുലതകൾ" എന്നിങ്ങനെ ചിന്തകളെ തരംതിരിക്കുക (Labeling).
- **വികാരങ്ങൾ ശ്രദ്ധിക്കുക:** മനസ്സിലെ വികാരങ്ങളെ (ഉദാഹരണത്തിന്: ശാന്തത, അക്ഷമ, അല്ലെങ്കിൽ ആവേശം) തിരിച്ചറിയുക. അവയെ മാറ്റാൻ ശ്രമിക്കാതെ വെറുമൊരു കാഴ്ചക്കാരനായി നിരീക്ഷിക്കുക.
- **വിമർശനം ഒഴിവാക്കുക:** മനസ്സിൽ ചിന്തകൾ വരുന്നത് തെറ്റല്ല. സ്വയം കുറ്റപ്പെടുത്താതെ വീണ്ടും ശ്വാസത്തിലേക്ക് ശ്രദ്ധ തിരിക്കുക.

4. ആത്മപരിശോധന (1 മിനിറ്റ്)

- **ചോദ്യം ചോദിക്കുക:** "ഇപ്പോൾ എന്റെ മനസ്സിന്റെയും ശരീരത്തിന്റെയും അവസ്ഥ എന്താണ്?" എന്ന് സ്വയം ചോദിക്കുക.

- **ആവശ്യങ്ങൾ തിരിച്ചറിയുക:** നിങ്ങൾക്ക് ഒരു ഗ്ലാസ് വെള്ളമോ അല്ലെങ്കിൽ ഒരു ചെറിയ സ്ട്രെച്ചിംഗോ ആവശ്യമുണ്ടോ എന്ന് ശ്രദ്ധിക്കുക.

5. തിരിച്ചുപോക്ക് (1 മിനിറ്റ്)

- **പരിസര ബോധം:** മുറിയിലെ ശബ്ദങ്ങളിലേക്കും ചുറ്റുപാടുകളിലേക്കും സാവധാനം ശ്രദ്ധ കൊണ്ടുവരിക.
- **ചെറിയ ചലനങ്ങൾ:** വിരലുകൾ സാവധാനം ചലിപ്പിക്കുക. ഒരു ദീർഘശ്വാസം എടുക്കുക.
- **പുതുജീവൻ:** കണ്ണുകൾ പതുക്കെ തുറന്ന്, പുതിയൊരു ഉന്മേഷത്തോടെ നിങ്ങളുടെ ജോലിയിലേക്ക് തിരികെ പ്രവേശിക്കുക.

Activity 4: Mindfulness Meditation

മനസ്സിനെ ശൂന്യമാക്കുക എന്നതല്ല, മറിച്ച് ചിന്തകളെ വിധിനിർണ്ണയം (judgment) കൂടാതെ നിരീക്ഷിക്കുക എന്നതാണ് ഇതിന്റെ ലക്ഷ്യം.

1. ശാന്തമായ ഒരിടം കണ്ടെത്തുക

തടസ്സങ്ങളില്ലാത്ത ഒരിടം തിരഞ്ഞെടുക്കുക. പ്രത്യേക ഇരിപ്പിടമോ മുറിയോ വേണമെന്നില്ല—ഒരു കസേരയിലോ, പാർക്കിലെ ബെഞ്ചിലോ, അല്ലെങ്കിൽ മുറിയുടെ ഒരു മൂലയിലോ ഇരിക്കാവുന്നതാണ്.

2. ശരിയായ രീതിയിൽ ഇരിക്കുക

സൗകര്യപ്രദമായി ഇരിക്കുക: തറയിൽ ചമ്രം പടിഞ്ഞോ അല്ലെങ്കിൽ കസേരയിൽ പാദങ്ങൾ തറയിൽ അമർത്തി വെച്ചോ ഇരിക്കാം.

നട്ടെല്ല് നിവർത്തി വെക്കുക: ശരീരം അമിതമായി മുറുക്കാതെ തന്നെ നട്ടെല്ല് നേരെയാണെന്ന് ഉറപ്പുവരുത്തുക.

കൈകൾ വെക്കേണ്ട രീതി: കൈകൾ കാൽമുട്ടുകൾക്ക് മുകളിലോ മടിയിലോ വെക്കാവുന്നതാണ്.

കണ്ണുകൾ പകുതി അടയ്ക്കാം: കണ്ണുകൾ പൂർണ്ണമായും അടയ്ക്കുകയോ അല്ലെങ്കിൽ ദൃഷ്ടി അല്പം താഴ്ത്തി ഏതെങ്കിലും ഒരു ബിന്ദുവിൽ ഉറപ്പിക്കുകയോ ചെയ്യാം.

3. ശ്വസനത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കുക

ശ്വാസോച്ഛ്വാസം ചെയ്യുമ്പോഴുണ്ടാകുന്ന ശാരീരികമായ മാറ്റങ്ങളിൽ ശ്രദ്ധിക്കുക.

മൂക്കിലൂടെയോ വായയിലൂടെയോ വായു അകത്തേക്ക് പോകുന്നതും പുറത്തേക്ക് വരുന്നതും ശ്രദ്ധിക്കുക.

നെഞ്ചോ വയറോ ഉയരുന്നതും താഴുന്നതും അറിയാൻ ശ്രമിക്കുക.

ശ്വാസഗതി മാറ്റാൻ ശ്രമിക്കരുത്; അതിന്റെ സ്വാഭാവികമായ താളം നിരീക്ഷിക്കുക മാത്രം ചെയ്യുക.

4. ചിന്തകളെ തിരിച്ചറിയുക

ധ്യാനത്തിനിടയിൽ നിങ്ങളുടെ മനസ്സ് പല വഴികളിലേക്ക് മാറിയേക്കാം—ഇത് തികച്ചും സ്വാഭാവികമാണ്. എന്തെങ്കിലും ജോലി സംബന്ധമായ കാര്യങ്ങളോ പഴയ സംഭാഷണങ്ങളോ ഓർമ്മ വന്നാൽ:

ആ ചിന്തയെ ശ്രദ്ധിക്കുക: "ഞാൻ ഇപ്പോൾ ചിന്തിക്കുകയാണല്ലോ" എന്ന് സ്വയം തിരിച്ചറിയുക.

അതിനെ വിട്ടുകളയുക: ആ ചിന്തയെ ആകാശത്തിലൂടെ കടന്നുപോകുന്ന ഒരു മേഘമായി സങ്കൽപ്പിക്കുക.

തിരികെ വരിക: പതുക്കെ നിങ്ങളുടെ ശ്രദ്ധ വീണ്ടും ശ്വസനത്തിലേക്ക് കൊണ്ടുവരിക.

5. ധ്യാനം അവസാനിപ്പിക്കുക

നിങ്ങൾ ധ്യാനം അവസാനിപ്പിക്കാൻ തയ്യാറാകുമ്പോൾ (അത് അഞ്ച് മിനിറ്റ് മാത്രമാണെങ്കിൽ പോലും), നിങ്ങളുടെ ശരീരത്തിന് എന്ത് മാറ്റമാണ് തോന്നുന്നതെന്ന് ശ്രദ്ധിക്കുക. വിരലുകൾ സാവധാനം ചലിപ്പിക്കുക, കണ്ണുകൾ തുറക്കുക. ആ ഒരു ശാന്തതയോടെ ബാക്കി കാര്യങ്ങളിലേക്ക് കടക്കുക.

ശ്രദ്ധിക്കുക: ദിവസവും കുറഞ്ഞത് അഞ്ച് മിനിറ്റ് വീതം ഇത് പരിശീലിക്കുന്നത് ആഴ്ചയിലൊരിക്കൽ കൂടുതൽ നേരം ചെയ്യുന്നതിനേക്കാൾ ഗുണകരമാണ്.

Activity 5: Mindful Body Movements

ബോധപൂർവ്വമായ ശരീരചലനങ്ങൾ

ഘട്ടം 1: ആങ്കർ – നിശ്ചലതയിലേക്ക് (The Anchor)

മനസ്സിനെ ഒരു കേന്ദ്രത്തിൽ ഉറപ്പിച്ചു നിർത്തുക. നിലവിലെ നിമിഷത്തിലേക്ക് ശ്രദ്ധ കേന്ദ്രീകരിച്ച് ശാന്തമായി ഇരിക്കുകയോ നിൽക്കുകയോ ചെയ്യുക.

ഘട്ടം 2: ക്ഷണം – ചലനം തീരുമാനിക്കൽ (The Invitation)

ശരീരം ഏത് തരത്തിലുള്ള ചലനമാണ് ആഗ്രഹിക്കുന്നത് എന്ന് തീരുമാനിക്കുക. ഒരു പ്രത്യേക അവയവം അനക്കാനോ അല്ലെങ്കിൽ ഒരു നിശ്ചിത ദിശയിലേക്ക് നീങ്ങാനോ മനസ്സിനെ സജ്ജമാക്കുക.

ഘട്ടം 3: നിരീക്ഷണം – ചലനങ്ങളെ ദർശിക്കൽ (Beholding)

ശരീരത്തിന്റെ ഓരോ ചെറിയ ചലനത്തെയും ആഴത്തിൽ ശ്രദ്ധിക്കുക. പേശികളുടെ വലിവും അയവും ചലനത്തിന്റെ വേഗതയും സസൂക്ഷ്മം നിരീക്ഷിക്കുക.

ഘട്ടം 4: മൗന സാക്ഷി (Silent Witnessing)

വിധിനിർണ്ണയങ്ങളില്ലാതെ (Judgement-free), ഒരു സാക്ഷിയെപ്പോലെ സ്വന്തം ചലനങ്ങളെ നോക്കിക്കാണുക. ചിന്തകളെ മാറ്റിനിർത്തി ശരീരത്തിന്റെ അവസ്ഥയിൽ മാത്രം ലയിക്കുക.

ഘട്ടം 5: അനുഭവങ്ങൾ രേഖപ്പെടുത്തൽ (Expressive Processing)

ചലനത്തിനിടയിൽ ശരീരത്തിലുണ്ടാകുന്ന സംവേദനങ്ങൾ (Sensations) — ചൂട്, തണുപ്പ്, വിറയൽ അല്ലെങ്കിൽ ലഘുത്വം — എന്നിവ തിരിച്ചറിയുകയും മനസ്സിലാക്കുകയും ചെയ്യുക.

ഘട്ടം 6: ഏകോപനം – പൂർണ്ണതയിലേക്ക് (The Integration)

ആകെ ലഭിച്ച അനുഭവം ആസ്വദിക്കുക. മനസ്സിനും ശരീരത്തിനും ലഭിച്ച ആശ്വാസവും ഉന്മേഷവും തിരിച്ചറിഞ്ഞ് ഈ അവസ്ഥയെ മനസ്സിൽ കുറിച്ചുവെക്കുക.

കുറിപ്പ്: ഓരോ ഘട്ടത്തിലും ശ്വസനത്തിന് പ്രാധാന്യം നൽകുന്നത് ഈ പരിശീലനത്തെ കൂടുതൽ ഫലപ്രദമാക്കും.

Activity 6:Mindful Physical Excercises

മൈൻഡ്ഫുൾ ഫിസിക്കൽ എക്സർസൈസ് (ശ്രദ്ധാപൂർവ്വമുള്ള വ്യായാമം) എങ്ങനെ ചെയ്യാമെന്നതിൻ്റെ ഘട്ടങ്ങൾ താഴെ നൽകുന്നു:

1. ലക്ഷ്യം നിശ്ചയിക്കുക

വ്യായാമം തുടങ്ങുന്നതിന് മുൻപ് ഒരു നിമിഷം ശാന്തമായി നിൽക്കുക.

ലക്ഷ്യം: എന്തിനുവേണ്ടിയാണ് നിങ്ങൾ ഈ വ്യായാമം ചെയ്യുന്നത് എന്ന് സ്വയം തീരുമാനിക്കുക (ഉദാഹരണത്തിന്: മനസ്സിന് ഉന്മേഷം കിട്ടാനോ അതോ ശാന്തത ലഭിക്കാനോ?).

ശരീരത്തെ അറിയുക: 30 സെക്കൻഡ് നിശബ്ദമായി നിന്ന് ശരീരത്തിൻ്റെ അവസ്ഥ ശ്രദ്ധിക്കുക. എവിടെയെങ്കിലും വേദനയോ മുറുക്കമോ ഉണ്ടോ എന്ന് നിരീക്ഷിക്കുക.

2. ശ്വാസഗതിയും ചലനവും ഏകോപിപ്പിക്കുക (Synchronising Breath)

മനസ്സിനെയും ശരീരത്തെയും തമ്മിൽ ബന്ധിപ്പിക്കുന്നത് ശ്വാസമാണ്.

താളം നിലനിർത്തുക: ഓരോ ചലനത്തോടുമൊപ്പം ശ്വാസം എടുക്കുകയും വിടുകയും ചെയ്യുക (ഉദാഹരണത്തിന്: കൈകൾ ഉയർത്തുമ്പോൾ ശ്വാസം എടുക്കുക, താഴ്ത്തുമ്പോൾ ശ്വാസം വിടുക).

മൂക്കിലൂടെയുള്ള ശ്വസനം: കഴിയുന്നതും മൂക്കിലൂടെ മാത്രം ശ്വസിക്കാൻ ശ്രമിക്കുക. ഇത് ഹൃദയമിടിപ്പ് സാധാരണ നിലയിലാക്കാനും മനസ്സിനെ ശാന്തമാക്കാനും സഹായിക്കും.

3. ഇന്ദ്രിയാനുഭൂതികളിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കുക (Sensory Anchoring)

വ്യായാമം ചെയ്യുമ്പോൾ ഉണ്ടാകുന്ന ശാരീരിക മാറ്റങ്ങൾ പൂർണ്ണമായും ശ്രദ്ധിക്കുക.

സ്പർശനം: പാദങ്ങൾ നിലത്ത് അമരുന്നതോ, കൈകൾ ഒരു പ്രതലത്തിൽ പിടിക്കുന്നതോ ആയ സംവേദനങ്ങൾ തിരിച്ചറിയുക.

പേശികളുടെ ചലനം: ഓരോ ചലനത്തിലും പേശികൾ വികസിക്കുന്നതും സങ്കോചിക്കുന്നതും ശ്രദ്ധിക്കുക.

അന്തരീക്ഷം: ചർമ്മത്തിൽ തട്ടുന്ന കാറ്റോ, നിങ്ങളുടെ ഹൃദയമിടിപ്പിൻ്റെ താളമോ ശ്രദ്ധിക്കുക.

4. വിധിനിർണ്ണയമില്ലാത്ത നിരീക്ഷണം (Non-Judgmental Observation)

വ്യായാമത്തിനിടയിൽ മനസ്സ് മറ്റു കാര്യങ്ങളിലേക്ക് പോകുന്നത് സ്വാഭാവികമാണ്.

തിരികെ വരിക: മനസ്സ് അലയുന്നത് ശ്രദ്ധയിൽപ്പെട്ടാൽ, പതുക്കെ വീണ്ടും ശ്വാസത്തിലേക്കോ ശരീരത്തിൻ്റെ ചലനത്തിലേക്കോ ശ്രദ്ധ തിരിക്കുക.

താരതമ്യം ഒഴിവാക്കുക: മറ്റുള്ളവരുമായോ അല്ലെങ്കിൽ നിങ്ങളുടെ തന്നെ മുൻപത്തെ പ്രകടനവുമായോ താരതമ്യം ചെയ്യാതെ, ആ നിമിഷം നിങ്ങളുടെ ശരീരം എങ്ങനെയാണോ അതിൽ ശ്രദ്ധിക്കുക.

5. ശാന്തമായ സമാപ്തി (The Mindful Cool-Down)

വ്യായാമം പെട്ടെന്ന് അവസാനിപ്പിക്കുന്നത് ശരീരത്തിന് നല്ലതല്ല.

വേഗത കുറയ്ക്കുക: വ്യായാമത്തിൻ്റെ തീവ്രത പടിപടിയായി കുറച്ചുകൊണ്ടുവരിക.

നിശ്ചലത: അവസാനം ഒരു രണ്ട് മിനിറ്റ് അനങ്ങാതെ നിൽക്കുകയോ കിടക്കുകയോ ചെയ്യുക. വ്യായാമത്തിന് ശേഷം ശരീരത്തിലുണ്ടാകുന്ന ഊഷ്മളതയും മനസ്സിൻ്റെ മാറ്റവും നിരീക്ഷിക്കുക.

ശ്രദ്ധാപൂർവ്വം ചെയ്യാവുന്ന വ്യായാമങ്ങൾ

യോഗ അല്ലെങ്കിൽ തായ് ചി: ഇവ ശ്വാസത്തെയും ശാരീരിക ഭാവങ്ങളെയും തമ്മിൽ ബന്ധിപ്പിക്കുന്നു.

മൈൻഡ്ഫുൾ വാക്കിംഗ് (നടത്തം): ഓരോ ചുവടുവെപ്പിലും ശ്രദ്ധ കേന്ദ്രീകരിച്ച് നടക്കുക.

പതുക്കെയുള്ള സ്ട്രെച്ചിംഗ്: ഓരോ പേശിയുടെയും വലിവും ചലനവും അറിഞ്ഞ് വളരെ സാവധാനം ചെയ്യുക.

Activity 7: Mindful Emotional Writing

ഈ പരിശീലനം നിങ്ങളുടെ ആന്തരികാനുഭവങ്ങളെ ശാന്തതയോടെയും മുൻവിധികളില്ലാതെയും തിരിച്ചറിയാൻ സഹായിക്കുന്നു. ഇതിനായി **20 മിനിറ്റ്** ദൈർഘ്യമുള്ള ഒരു പ്രതിദിന ക്രമം പിന്തുടരാവുന്നതാണ്.

ഘട്ടം 1: തയ്യാറെടുപ്പും മനസ്സിനെ ശാന്തമാക്കലും (3 മിനിറ്റ്)

എഴുതാൻ തുടങ്ങുന്നതിനുമുമ്പ്, ഓട്ടപ്പാച്ചിലുകളിൽ നിന്ന് മാറി മനസ്സിനെ ഒരു നിശ്ചിത ബിന്ദുവിലേക്ക് കൊണ്ടുവരിക.

1. **ശരീരം ക്രമീകരിക്കുക:** നട്ടെല്ല് നിവർത്തി സുഖപ്രദമായി ഇരിക്കുക. പാദങ്ങൾ തറയിൽ ഉറപ്പിച്ചു വെക്കുന്നത് ഒരു സ്ഥിരത അനുഭവപ്പെടാൻ സഹായിക്കും.
2. **ശ്വാസത്തിൽ ശ്രദ്ധിക്കുക:** കണ്ണുകൾ അടയ്ക്കുകയോ അല്ലെങ്കിൽ ഒരു ബിന്ദുവിലേക്ക് ദൃഷ്ടി പതിപ്പിക്കുകയോ ചെയ്യുക. മൂന്ന് തവണ ആഴത്തിൽ ശ്വസിക്കുക. ശ്വാസം അകത്തേക്ക് പോകുന്നതും പുറത്തേക്ക് വരുന്നതും പൂർണ്ണമായി ശ്രദ്ധിക്കുക.
3. **ആന്തരിക നിരീക്ഷണം:** *"ഇപ്പോൾ എന്റെ മനസ്സിന്റെ അവസ്ഥ എങ്ങനെയുണ്ട്?"* എന്ന് സ്വയം ചോദിക്കുക. അസ്വസ്ഥതയോ, ശാന്തതയോ, ഉത്കണ്ഠയോ എന്തുതന്നെയായാലും അതിനെ മാറ്റാൻ ശ്രമിക്കാതെ തിരിച്ചറിയുക.

ഘട്ടം 2: ധ്യാനാത്മകമായ രചന (15 മിനിറ്റ്)

ഈ ഘട്ടത്തിൽ ചിന്തകളെ തടസ്സമില്ലാതെ ഒഴുകാൻ അനുവദിക്കുക. ഭാഷാശുദ്ധിയേക്കാൾ നിങ്ങളുടെ ആന്തരിക സത്യങ്ങൾക്കാണ് ഇവിടെ പ്രാധാന്യം.

1. **ഒരു വിഷയം തിരഞ്ഞെടുക്കുക:** എഴുതാൻ പ്രത്യേക വിഷയമില്ലെങ്കിൽ താഴെ പറയുന്നവയിൽ ഒന്ന് തിരഞ്ഞെടുക്കാം:
    - *"ഇന്ന് എന്റെ ശ്രദ്ധ ആവശ്യപ്പെടുന്ന ആവർത്തിച്ചുള്ള ചിന്ത ഏതാണ്?"*
    - *"എന്റെ ശരീരത്തിൽ എവിടെയാണ് സമ്മർദ്ദം അനുഭവപ്പെടുന്നത്? അത് എന്നോട് എന്താണ് പറയുന്നത്?"*
2. **തിരുത്തലുകൾ ഇല്ലാതെ എഴുതുക:** ചിന്തകൾ വരുന്നത് പോലെ എഴുതിക്കൊണ്ടിരിക്കുക. ഇടയ്ക്ക് തടസ്സം അനുഭവപ്പെട്ടാൽ, അവസാനമായി എഴുതിയ വാക്ക് തന്നെ ആവർത്തിക്കുകയോ അല്ലെങ്കിൽ അടുത്ത ചിന്ത വരുന്നത് വരെ കാത്തിരിക്കുന്നു എന്ന് എഴുതുകയോ ചെയ്യാം.
3. **ശാരീരിക സംവേദനങ്ങൾ ഉൾപ്പെടുത്തുക:** "എനിക്ക് സമ്മർദ്ദമുണ്ട്" എന്ന് മാത്രം എഴുതുന്നതിന് പകരം, "എന്റെ നെഞ്ചിന് ഉള്ളിൽ ഒരു ഭാരം അനുഭവപ്പെടുന്നു" എന്ന രീതിയിൽ ശാരീരിക മാറ്റങ്ങളെ വിവരിക്കുക.
4. **വിമർശനരഹിതമായ സമീപനം:** നിങ്ങൾ എഴുതുന്ന കാര്യങ്ങളെക്കുറിച്ച് കുറ്റബോധമോ സ്വയംവിമർശനമോ തോന്നിയാൽ, "ഞാൻ ഇപ്പോൾ എന്നെത്തന്നെ വിലയിരുത്തുന്നു" എന്ന് തിരിച്ചറിഞ്ഞുകൊണ്ട് വീണ്ടും എഴുത്തിലേക്ക് മടങ്ങുക.

ഘട്ടം 3: അവലോകനവും സമാപനവും (2 മിനിറ്റ്)

എഴുതിക്കഴിഞ്ഞാൽ ആ ഭാരവുമായി ബാക്കി കാര്യങ്ങളിലേക്ക് പോകാതിരിക്കാൻ ഈ ഘട്ടം സഹായിക്കും.

1. **കരുണയോടെ വായിക്കുക:** ഒരു സുഹൃത്തിന്റെ വാക്കുകൾ വായിക്കുന്നത് പോലെ നിങ്ങൾ എഴുതിയ കാര്യങ്ങൾ ഒന്ന് കണ്ണോടിക്കുക.
2. **പ്രധാന ആശയം കണ്ടെത്തുക:** നിങ്ങൾ എഴുതിയവയിൽ നിന്ന് ഏറ്റവും സത്യമെന്ന് തോന്നുന്ന ഒരു വാക്കോ വാചകമോ അടയാളപ്പെടുത്തുക. അതായിരിക്കും ഇന്നത്തെ നിങ്ങളുടെ 'ആന്തരിക ഉൾക്കാഴ്ച' (Insight).
3. **സമാപനം:** നോട്ട്ബുക്ക് അടച്ചുവെക്കുകയോ ഫയൽ സേവ് ചെയ്യുകയോ ചെയ്യുക. കൈകൾ മുകളിലേക്ക് ഉയർത്തി ശരീരം ഒന്ന് സ്ട്രെച്ച് (Stretch) ചെയ്യുക. ഒരു ദീർഘശ്വാസം എടുത്ത് ഈ പരിശീലനം അവസാനിപ്പിച്ച് ദൈനംദിന കാര്യങ്ങളിലേക്ക് മടങ്ങുക.

Activity 8:Peer group Self Reflections

മനനപരമായ ഗ്രൂപ്പ് സ്വയം-ചിന്താ പ്രക്രിയ (ഘട്ടം ഘട്ടമായുള്ള രീതി)

പരസ്പര വിശ്വാസം, ആഴത്തിലുള്ള ശ്രവണം, കൂട്ടായ ഉൾക്കാഴ്ച എന്നിവ വളർത്തുന്നതിനായി രൂപകൽപ്പന ചെയ്തിട്ടുള്ള ക്രമാനുഗതമായ പ്രക്രിയയാണിത്. കേവലമായ ചർച്ചകൾക്കപ്പുറം ആന്തരികമായ അറിവിനും മുൻവിധികളില്ലാത്ത നിരീക്ഷണത്തിനുമാണ് ഇതിൽ മുൻഗണന നൽകുന്നത്.

ഘട്ടം 1: സാഹചര്യം ഒരുക്കൽ

തുല്യതയും മുഖത്തോടുമുഖം നോക്കിയുള്ള ആശയവിനിമയവും ഉറപ്പാക്കാൻ അംഗങ്ങളെ ഒരു വട്ടത്തിൽ ഇരുത്തുക. പുറത്തുനിന്നുള്ള ശ്രദ്ധാശൈഥില്യങ്ങൾ ഒഴിവാക്കുക. **രഹസ്യസ്വഭാവം സൂക്ഷിക്കുക, പൂർണ്ണമായ സാന്നിധ്യം ഉറപ്പാക്കുക, വിധിനിർണ്ണയം ഒഴിവാക്കുക** എന്നീ അടിസ്ഥാന നിയമങ്ങൾ അംഗീകരിക്കുക.

ഘട്ടം 2: ശാന്തമാകലും ഏകാഗ്രതയും (Grounding and Centring)

സംസാരം തുടങ്ങുന്നതിന് മുമ്പ് രണ്ടോ മൂന്നോ മിനിറ്റ് ഗ്രൗപ്പ് നിശബ്ദമായിരിക്കണം. ഓരോരുത്തരും തങ്ങളുടെ ശ്വസനത്തിലോ മറ്റേതെങ്കിലും നിശ്ചിത കേന്ദ്രത്തിലോ ശ്രദ്ധ കേന്ദ്രീകരിച്ച് തിരക്കുകളിൽ നിന്ന് മനനപരമായ അവസ്ഥയിലേക്ക് മാറുന്നു.

ഘട്ടം 3: വ്യക്തിഗതമായ ആത്മപരിശോധന (Individual Introspection)

ആ സെഷനിലേക്ക് ആവശ്യമായ ഒരു പ്രത്യേക വിഷയമോ 'തിരഞ്ഞെടുത്ത ജീവിത ശീലമോ' (Select life habit) നൽകുക. ഓരോ പങ്കാളിയും അഞ്ച് മിനിറ്റ് നിശബ്ദമായി ആ വിഷയത്തെക്കുറിച്ച് ചിന്തിക്കുകയോ കുറിപ്പുകൾ തയ്യാറാക്കുകയോ ചെയ്യുന്നു.

ഘട്ടം 4: പങ്കുവെക്കൽ (The Sharing Circle – First Pass)

മറ്റുള്ളവരുടെ ഇടപെടലുകളില്ലാതെ ഓരോ അംഗവും തങ്ങളുടെ ചിന്തകൾ പങ്കുവെക്കുന്നു.

- **സംസാരിക്കുന്ന വ്യക്തി:** തന്റെ ആന്തരിക മാറ്റങ്ങളെക്കുറിച്ചും അനുഭവങ്ങളെക്കുറിച്ചും സംസാരിക്കാൻ ശ്രദ്ധിക്കുന്നു.
- **മറ്റുള്ളവർ:** മറുപടി നൽകാനോ ഉപദേശിക്കാനോ ശ്രമിക്കാതെ 'ആഴത്തിലുള്ള ശ്രദ്ധയോടെ' (Deep attention) കേൾക്കുന്നു.

ഘട്ടം 5: പ്രതികരണാത്മകമായ നിശബ്ദത (Resonant Silence)

ഓരോരുത്തരും സംസാരിച്ചതിന് ശേഷമോ അല്ലെങ്കിൽ എല്ലാവരും പറഞ്ഞു കഴിഞ്ഞ ശേഷമോ ഒരു മിനിറ്റ് നിശബ്ദത പാലിക്കുക. ഇത് പങ്കുവെക്കപ്പെട്ട അനുഭവങ്ങളെ ഉൾക്കൊള്ളാൻ സഹായിക്കുന്നു.

ഘട്ടം 6: പ്രതിഫലനവും അനുരണനവും (Mirroring and Resonance – Second Pass)

അംഗങ്ങൾക്ക് ഇപ്പോൾ പ്രതികരിക്കാം, എന്നാൽ അത് മറ്റൊരാൾ പറഞ്ഞ കാര്യങ്ങൾ തങ്ങളിൽ എങ്ങനെ സ്വാധീനം ചെലുത്തി എന്ന് വ്യക്തമാക്കാൻ മാത്രമായിരിക്കണം. ഇത് വിമർശനത്തിനുള്ള സമയമല്ല, മറിച്ച് പൊതുവായ ആശയങ്ങളും സർഗ്ഗാത്മകമായ ഉൾക്കാഴ്ചകളും തിരിച്ചറിയാനുള്ള സമയമാണ്.

ഘട്ടം 7: സംഗ്രഹവും സമാപനവും (Synthesis and Closing)

സെഷനിൽ ഉയർന്നുവന്ന കൂട്ടായ അറിവുകളോ പ്രധാന ആശയങ്ങളോ കോർഡിനേറ്റർ സംഗ്രഹിക്കുന്നു. ഒരു നിമിഷത്തെ നിശബ്ദതയോടെയോ അല്ലെങ്കിൽ ഒരു ചെറിയ സമാപന വാക്യത്തോടെയോ സെഷൻ അവസാനിപ്പിക്കുന്നു.

Activity 9:Group Works

ഘട്ടം 1: തുടക്കവും ശാന്തമാകലും (Preparation and Centering)

1. **ക്രമീകരണം:** എല്ലാവർക്കും പരസ്പരം കാണാൻ കഴിയുന്ന രീതിയിൽ ഒരു വട്ടത്തിൽ ഇരിക്കുക. ഇത് ഗ്രൂപ്പിൽ തുല്യതയും തുറന്ന മനസ്സും വളർത്താൻ സഹായിക്കുന്നു.
2. **ശാന്തമായ തുടക്കം:** 2–3 മിനിറ്റ് നിശബ്ദമായി ഇരിക്കുകയോ ശ്വസനത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കുകയോ ചെയ്യുക. ഇത് പുറംലോകത്തെ തിരക്കുകളിൽ നിന്ന് മാറി ഈ നിമിഷത്തിലേക്ക് മനസ്സിനെ കൊണ്ടുവരാൻ സഹായിക്കുന്നു.
3. **ലക്ഷ്യം വ്യക്തമാക്കുക:** ഗ്രൂപ്പിലെ നിയമങ്ങൾ ചുരുക്കത്തിൽ പറയുക:
    - സ്വന്തം അനുഭവങ്ങളിൽ നിന്ന് സംസാരിക്കുക.
    - മറ്റുള്ളവർ സംസാരിക്കുമ്പോൾ തിരുത്താനോ തർക്കിക്കാനോ ശ്രമിക്കാതെ ശ്രദ്ധയോടെ കേൾക്കുക.
    - ഓരോരുത്തരും സംസാരിച്ചു കഴിഞ്ഞുണ്ടാകുന്ന നിശബ്ദതയെ ബഹുമാനിക്കുക.

ഘട്ടം 2: പ്രധാന പ്രവർത്തനം (The Core Activity)

4. **ചിന്താവിഷയം നൽകുക:** ചിന്തിക്കാനായി ഒരു ചെറിയ കവിതയോ, ഉദ്ധരണിയോ, അല്ലെങ്കിൽ ഒരു പ്രത്യേക ചോദ്യമോ നൽകുക.
5. **വ്യക്തിഗത ചിന്ത:** നൽകിയ വിഷയത്തെക്കുറിച്ച് ഏകദേശം 5 മിനിറ്റ് തനിയെ ചിന്തിക്കുക. വേണമെങ്കിൽ ഒരു ഡയറിയിൽ (Introspective Journaling) സ്വന്തം ചിന്തകൾ കുറിച്ചുവെക്കാവുന്നതാണ്.
6. **പങ്കുവെക്കൽ (Sharing): *** ഒരാൾ സംസാരിക്കുമ്പോൾ മറ്റുള്ളവർ പൂർണ്ണ ശ്രദ്ധയോടെ കേൾക്കുക (Deep Listening).
    - മറുപടി പറയാൻ ധൃതി കാണിക്കാതെ, പറയുന്ന ആളുടെ വാക്കുകളിലെ അർത്ഥവും ഭാവവും മനസ്സിലാക്കാൻ ശ്രമിക്കുക.
    - **നിശബ്ദത പാലിക്കുക:** ഒരാൾ സംസാരിച്ചു കഴിഞ്ഞാൽ അടുത്ത ആൾ തുടങ്ങുന്നതിന് മുൻപ് ഒരു 30 സെക്കൻഡ് നിശബ്ദത പാലിക്കുക. ആ വാക്കുകൾ മനസ്സിൽ ഉറയ്ക്കാൻ ഇത് ആവശ്യമാണ്.

ഘട്ടം 3: കൂട്ടായ ഉൾക്കാഴ്ച (Collective Insight)

7. **പൊതുവായ ആശയങ്ങൾ കണ്ടെത്തുക:** എല്ലാവരും സംസാരിച്ചു കഴിഞ്ഞാൽ, വന്ന ആശയങ്ങളിൽ പൊതുവായ കാര്യങ്ങൾ എന്തൊക്കെയാണെന്ന് കണ്ടെത്താൻ ശ്രമിക്കുക.
8. **തുറന്ന ചർച്ച:** കൂടുതൽ ആഴത്തിലുള്ള ചർച്ചയിലേക്ക് നീങ്ങാം. എന്നാൽ ഇത് ഒരു തർക്കമായി മാറാതെ, പരസ്പര ബഹുമാനത്തോടെയും സാവധാനത്തിലും ആയിരിക്കണം.

ഘട്ടം 4: അവസാനിഷിക്കൽ (Closing)

9. **അനുഭവം പങ്കുവെക്കൽ:** ഈ പ്രവർത്തനത്തിലൂടെ തനിക്ക് ലഭിച്ച ഒരു പുതിയ അറിവോ അല്ലെങ്കിൽ ഒരു വാക്കോ എല്ലാവരും പങ്കുവെക്കുക.
10. **അവസാന നിശബ്ദത:** ഒരു മിനിറ്റ് നേരത്തെ നിശബ്ദതയോടെ പ്രവർത്തനം അവസാനിപ്പിക്കുക. ഇത് മനസ്സിനെ വീണ്ടും ശാന്തമാക്കാൻ സഹായിക്കുന്നു.

Activity 10:Vision Board

ഘട്ടം 1: ഒരുക്കവും മനസ്സിനെ കേന്ദ്രീകരിക്കലും

ചിത്രങ്ങൾ ശേഖരിക്കുന്നതിന് മുൻപ്, ആഴത്തിലുള്ള ചിന്തകൾക്ക് അനുയോജ്യമായ ഒരു അന്തരീക്ഷം സൃഷ്ടിക്കേണ്ടത് പ്രധാനമാണ്.

1. **ശാന്തമായ അന്തരീക്ഷം കണ്ടെത്തുക:** തടസ്സങ്ങളില്ലാത്ത ഒരു സ്ഥലം തിരഞ്ഞെടുക്കുക. മനസ്സിനെ ശാന്തമാക്കാൻ മൃദുവായ സംഗീതമോ വെളിച്ചമോ ഉപയോഗിക്കാം.
2. **മനസ്സിനെ ശാന്തമാക്കൽ:** അഞ്ച് മുതൽ പത്ത് മിനിറ്റ് വരെ നിശബ്ദമായി ഇരിക്കുകയോ ശ്വസന വ്യായാമം ചെയ്യുകയോ ചെയ്യുക. നിലവിലെ സമ്മർദ്ദങ്ങൾ ഒഴിവാക്കി മനസ്സിനെ ഒരു കേന്ദ്രത്തിലേക്ക് കൊണ്ടുവരിക.
3. **പ്രധാന ലക്ഷ്യം നിശ്ചയിക്കുക:** "എന്റെ ജീവിതത്തിലും ജോലിയിലും ഞാൻ ഉയർത്തിപ്പിടിക്കാൻ ആഗ്രഹിക്കുന്ന മൂല്യങ്ങൾ എന്തൊക്കെയാണ്?" എന്ന ചോദ്യം സ്വയം ചോദിക്കുക.

ഘട്ടം 2: ബോധപൂർവ്വമായ തിരഞ്ഞെടുപ്പ്

ഈ ഘട്ടത്തിൽ വിഷൻ ബോർഡിന് ആവശ്യമായ ചിത്രങ്ങളും വാക്കുകളും ശേഖരിക്കുന്നു.

1. **സഹജമായ തിരച്ചിൽ:** മാഗസിനുകളോ ഫോട്ടോകളോ ഡിജിറ്റൽ ചിത്രങ്ങളോ നോക്കുക. നിങ്ങളുടെ ലക്ഷ്യങ്ങളുമായി പെട്ടെന്ന് യോജിക്കുന്ന നിറങ്ങളോ ചിത്രങ്ങളോ തിരഞ്ഞെടുക്കുക.
2. **പ്രധാന വാക്കുകൾ:** നിങ്ങളുടെ മനസ്സിനോട് ചേർന്നുനിൽക്കുന്ന വാക്കുകൾ തിരഞ്ഞെടുക്കുക. കേവലം വസ്തുക്കളുടെ പേരുകൾക്ക് പകരം "സൃഷ്ടിപരമായ," "സ്ഥിരതയുള്ള," "പ്രസന്നമായ" തുടങ്ങിയ വിശേഷണങ്ങൾക്ക് മുൻഗണന നൽകുക.
3. **പെട്ടെന്നുള്ള തീരുമാനം:** ഒരു ചിത്രം കണ്ട് മൂന്ന് സെക്കൻഡിനുള്ളിൽ നിങ്ങളിൽ ഒരു അനുഭവം ഉളവാക്കുന്നില്ലെങ്കിൽ അത് ഒഴിവാക്കുക. ചിന്തകളെ കൂടുതൽ സങ്കീർണ്ണമാക്കാതിരിക്കാൻ ഇത് സഹായിക്കും.

ഘട്ടം 3: ക്രമീകരണം

ചിത്രങ്ങൾ എങ്ങനെ ക്രമീകരിക്കുന്നു എന്നത് വളരെ പ്രധാനമാണ്.

1. **പ്രതലം (Canvas):** ഒരു വലിയ ചാർട്ട് പേപ്പറോ, ബോർഡോ അല്ലെങ്കിൽ ഡിജിറ്റൽ ക്യാൻവാസോ ഉപയോഗിക്കാം.
2. **സ്ഥാനം നിശ്ചയിക്കുക:** ചിത്രങ്ങൾ ഒട്ടിക്കുന്നതിന് മുൻപ് അവ ബോർഡിൽ വെച്ച് നോക്കുക. അവ തമ്മിലുള്ള ബന്ധം നിരീക്ഷിക്കുക.
3. **ക്രമീകരിക്കേണ്ട രീതി:**
    - **മധ്യഭാഗം:** നിങ്ങളുടെ ഏറ്റവും പ്രധാനപ്പെട്ട ഉദ്ദേശ്യത്തെ സൂചിപ്പിക്കുന്ന ചിത്രമോ വാക്കോ മധ്യത്തിൽ വെക്കുക.

- **ചുറ്റളവ്:** പ്രധാന ലക്ഷ്യത്തെ പിന്തുണയ്ക്കുന്ന മറ്റ് ആശയങ്ങളോ തിരഞ്ഞെടുത്ത ജീവിത ശീലങ്ങളോ (select life habits) ചുറ്റും ക്രമീകരിക്കുക.

4. **ഒട്ടിക്കുക:** ക്രമീകരണം തൃപ്തികരമാണെന്ന് ഉറപ്പുവരുത്തിയ ശേഷം അവ ഒട്ടിച്ചു വെക്കുക.

ഘട്ടം 4: വിലയിരുത്തലും പ്രയോഗവും

വിഷൻ ബോർഡ് വെറുമൊരു അലങ്കാരമല്ല, അതൊരു സജീവമായ മാർഗ്ഗരേഖയാണ്.

1. **നിരീക്ഷണം:** പൂർത്തിയായ ബോർഡ് കുറച്ചുനേരം നോക്കി നിൽക്കുക. നിങ്ങൾ ബോധപൂർവ്വം ചിന്തിക്കാതെ തന്നെ ഉൾപ്പെട്ട പുതിയ കാര്യങ്ങൾ എന്തെങ്കിലും ഉണ്ടോ എന്ന് ശ്രദ്ധിക്കുക.
2. **കാണത്തക്ക രീതിയിൽ വെക്കുക:** ദിവസവും കാണാൻ സാധിക്കുന്ന ഒരിടത്ത് (ഉദാഹരണത്തിന് നിങ്ങളുടെ വർക്ക് ടേബിളിന് സമീപം) ഇത് സ്ഥാപിക്കുക.
3. **തുടർച്ചയായ ഇടപെടൽ:** ഓരോ ദിവസവും ഈ ബോർഡിലേക്ക് നോക്കി നിങ്ങളുടെ ഇന്നത്തെ പ്രവർത്തികൾ ഈ ലക്ഷ്യങ്ങളുമായി പൊരുത്തപ്പെടുന്നുണ്ടോ എന്ന് സ്വയം വിലയിരുത്തുക.

Activity 11: Diary Writing

ഘട്ടം 1: തയ്യാറെടുപ്പ്

എഴുതാൻ തുടങ്ങുന്നതിന് മുൻപ് മനസ്സിനെ ഒന്ന് ശാന്തമാക്കേണ്ടതുണ്ട്.

1. **സ്ഥലം കണ്ടെത്തുക:** ആരും ശല്യപ്പെടുത്താത്ത ശാന്തമായ ഒരു സ്ഥലം തിരഞ്ഞെടുക്കുക (15–20 മിനിറ്റ്).
2. **ശ്വസന വ്യായാമം:** മൂന്ന് തവണ ദീർഘമായി ശ്വാസമെടുക്കുക. ശരീരത്തിലെ പിരിമുറുക്കം അയച്ചുവിടുക.
3. **മൗനം പാലിക്കുക:** എഴുതുന്നതിന് മുൻപ് 2 മിനിറ്റ് നിശബ്ദമായി ഇരിക്കുക. ഇത് നിങ്ങളുടെ ചിന്തകളിലെ അനാവശ്യ ബഹളങ്ങൾ ഒഴിവാക്കാൻ സഹായിക്കും.

ഘട്ടം 2: എഴുതുന്ന രീതി (ആഴത്തിലുള്ള ചിന്തകൾ)

സംഭവിച്ച കാര്യങ്ങൾ മാത്രം എഴുതാതെ, ആ കാര്യങ്ങൾ നിങ്ങളെ എങ്ങനെ ബാധിച്ചു എന്നതിലേക്ക് ശ്രദ്ധ നൽകുക.

ഘട്ടം	പ്രവർത്തി	ശ്രദ്ധിക്കേണ്ട ചോദ്യം
1. ആങ്കർ (Anchor)	അന്നത്തെ ദിവസത്തെ പ്രധാനപ്പെട്ട ഒരു നിമിഷം മാത്രം തിരഞ്ഞെടുക്കുക.	*ഇന്ന് നടന്ന കാര്യങ്ങളിൽ എന്റെ മനസ്സിൽ തങ്ങിനിൽക്കുന്ന ഒന്ന് ഏതാണ്?*
2. സംവേദനം (Sensations)	ആ സമയത്ത് ശരീരത്തിൽ ഉണ്ടായ മാറ്റങ്ങൾ ശ്രദ്ധിക്കുക.	*ആ അനുഭവം ഉണ്ടായപ്പോൾ എന്റെ ഉള്ളിൽ എന്ത് തോന്നി? (നെഞ്ചിടിപ്പ് കൂടിയോ? അതോ ആശ്വാസം തോന്നിയോ?)*
3. കാരണം (The "Why")	ആ കാര്യത്തോട് നിങ്ങൾ പ്രതികരിച്ച രീതിയെ വിശകലനം ചെയ്യുക.	*എന്തുകൊണ്ടാണ് ഞാൻ അങ്ങനെ പ്രതികരിച്ചത്? എന്റെ ഏത് വിശ്വാസമാണ് അവിടെ പ്രവർത്തിച്ചത്?*
4. മാറ്റം (The Shift)	അതേ കാര്യത്തെ മറ്റൊരു കാഴ്ചപ്പാടിലൂടെ കാണാൻ ശ്രമിക്കുക.	*മറ്റൊരാളുടെ സ്ഥാനത്ത് നിന്നാണെങ്കിൽ ഞാൻ ഇതിനെ എങ്ങനെ കാണുമായിരുന്നു?*

ഘട്ടം 3: സമാപനം (തിരിച്ചറിവുകൾ)

നിങ്ങളുടെ ഡയറി വെറുമൊരു പരാതി പുസ്തകമാകാതിരിക്കാൻ താഴെ പറയുന്നവയിൽ ഏതെങ്കിലും ഒന്ന് ഉപയോഗിച്ച് അവസാനിപ്പിക്കുക:

- **കണ്ടെത്തൽ:** "ഈ സംഭവത്തിലൂടെ എന്നിലെ ഈ ഒരു ഗുണത്തെ/ദോഷത്തെ ഞാൻ തിരിച്ചറിഞ്ഞു..."
- **നന്ദി പ്രകാശനം:** "ബുദ്ധിമുട്ടേറിയ ഒന്നായിരുന്നുവെങ്കിലും, ഇതിലൂടെ എനിക്ക് പഠിക്കാൻ കഴിഞ്ഞ പാഠം ഇതാണ്..."
- **നാളത്തെ തീരുമാനം:** "നാളെ എന്റെ പെരുമാറ്റത്തിൽ [ക്ഷമ/സ്നേഹം/ജാഗ്രത] കൊണ്ടുവരാൻ ഞാൻ ശ്രമിക്കും."

ശ്രദ്ധിക്കേണ്ട കാര്യങ്ങൾ

നിങ്ങൾക്കായി മാത്രം എഴുതുക: ആരെങ്കിലും ഇത് വായിക്കുമെന്ന് കരുതി എഴുതരുത്. സത്യസന്ധമായും തുറന്നും എഴുതുക. വ്യാകരണമോ അക്ഷരത്തെറ്റോ ഇവിടെ ഒരു പ്രശ്നമേയല്ല.

- **പേപ്പറും പേനയും ഉപയോഗിക്കുക:** ടൈപ്പ് ചെയ്യുന്നതിനേക്കാൾ കൈപ്പടയിൽ എഴുതുന്നത് നിങ്ങളുടെ തലച്ചോറിന് കൂടുതൽ തെളിച്ചം നൽകും.
- **സമ്മർദ്ദം വേണ്ട:** എല്ലാ ദിവസവും വലിയ കാര്യങ്ങൾ സംഭവിക്കണമെന്നില്ല. ഒരു സാധാരണ ദിവസമാണെങ്കിൽ ആ ശാന്തതയെക്കുറിച്ച് എഴുതുക.

Activity 12:Logbook writing

1. സ്ഥലവും മനസും ഒരുക്കുക

എഴുതാൻ തുടങ്ങുന്നതിന് മുമ്പ് ശാന്തമായ ഒരിടം കണ്ടെത്തുക.

- **മാധ്യമം:** ഇതിനായി മാത്രം ഒരു പ്രത്യേക നോട്ട്ബുക്കോ ഡിജിറ്റൽ ഫയലോ മാറ്റിവെക്കുക.
- **നിശബ്ദത:** രണ്ടോ മൂന്നോ മിനിറ്റ് നിശബ്ദമായി ഇരുന്നോ ശ്വസനത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിച്ചോ മനസിനെ എഴുത്തിലേക്ക് പാകപ്പെടുത്തുക.

2. വിവരണ ഘട്ടം (എന്താണ് സംഭവിച്ചത്?)

നിങ്ങൾ വിശകലനം ചെയ്യാൻ ആഗ്രഹിക്കുന്ന അനുഭവത്തെക്കുറിച്ച് വസ്തുതാപരമായി എഴുതുക.

- ആര്, എന്ത്, എവിടെ എന്നീ കാര്യങ്ങൾ മാത്രം ഉൾപ്പെടുത്തുക.

3. വൈകാരിക ഘട്ടം (ആന്തരികാവസ്ഥ)

ആ അനുഭവസമയത്ത് നിങ്ങളിൽ ഉണ്ടായ വികാരങ്ങളെയും ശാരീരിക മാറ്റങ്ങളെയും തിരിച്ചറിയുക.

4. വിശകലന ഘട്ടം (ആഴത്തിലുള്ള അന്വേഷണം)

ഇതാണ് ഈ പ്രക്രിയയുടെ ഏറ്റവും പ്രധാന ഭാഗം. 'എന്തുകൊണ്ട്' എന്ന് സ്വയം ചോദിക്കുകയും കാരണങ്ങൾ കണ്ടെത്തുകയും ചെയ്യുക.

5. സംശ്ലേഷണവും പുനർചിന്തനവും

അനുഭവത്തെ മറ്റൊരു കാഴ്ചപ്പാടിലൂടെ നോക്കിക്കാണാൻ ശ്രമിക്കുക.

6. ഭാവിയിലേക്കുള്ള തീരുമാനം

ഈ തിരിച്ചറിവുകൾ നിങ്ങളുടെ ഭാവി പ്രവർത്തനങ്ങളെ എങ്ങനെ സ്വാധീനിക്കും എന്ന് തീരുമാനിക്കുക.

- **ലക്ഷ്യം:** സമാനമായ ഒരു സാഹചര്യം അടുത്ത തവണ ഉണ്ടായാൽ നിങ്ങൾ എങ്ങനെ വ്യത്യസ്തമായി പ്രതികരിക്കും?
- **സ്ഥിരീകരണം:** ഈ പ്രക്രിയയിലൂടെ നിങ്ങൾ കണ്ടെത്തിയ നിങ്ങളുടെ പോസിറ്റീവ് വശങ്ങൾ രേഖപ്പെടുത്തുക.

ശ്രദ്ധിക്കേണ്ട കാര്യങ്ങൾ

- **തുടർച്ച:** വല്ലപ്പോഴും വലിയ കുറിപ്പുകൾ എഴുതുന്നതിനേക്കാൾ ദിവസവും ചെറിയ കുറിപ്പുകൾ എഴുതുന്നതാണ് ഉചിതം.
- **സത്യസന്ധത:** മറ്റൊരാളെ കാണിക്കാനല്ല, മറിച്ച് നിങ്ങളുടെ സ്വന്തം വളർച്ചയ്ക്കായി സത്യസന്ധമായി എഴുതുക.

Appendix 10

MODEL OF MODULE

Begin with the End in Mind

Principles of Personal Leadership

Concept: What does it mean to "Begin with the End in Mind"?

- **Activity: Visualization.** Imagine your birthday celebration 30 years from now. It is a simple and beautiful ceremony. Four people are sitting on the stage to speak about you:
    1. A representative of your **Family Life**.
    2. A representative of your **Career**.
    3. A representative of your **Social Life/Community**.
    4. A representative of your **Friends**.
- What do you want them to say about you? What feelings should this imagery evoke in you? Prepare a note on these visualizations.
- What things must you do in life to realize this vision? List the qualities you need to maintain, acquire, or transform.
- **Goal Chart:** Based on your current life situation, categorize your goals into those to be achieved within 1 year, 3 years, 5 years, 10 years, 20 years, and 30 years.

Follow-up Activity:

Imagine your funeral service. Four people are ready to speak about your life (Family, Career, Friends, and Society). What do you want them to say? Analyze your life so far and fill in the table. Based on these activities, prepare and present a **Personal Mission Statement** focusing on the characters, contributions, values, and principles you wish to uphold.

Journal Writing: The Concept of a Mission Statement

If you are participating in a group activity, what should you keep in mind when preparing this for a family, classroom, friend group, workplace, or school staff room?

Activity: Mindful Writing

Developing a personal mission statement (philosophy or creed) is the most effective way to begin with the end in mind. It focuses on **what you want to be** (character), **what you want to do** (contributions), and the **values or principles** upon which being and doing are based.

- List your reactions to various life events in the table below:
    1. An event that gave you great happiness.
    2. A very sad memory.
    3. A moment of great pride.
    4. An experience where you felt your abilities were limited.

Character Maintained	**Achievement Gained**	**Value Expressed**	**Principle Followed**
(Fill here)			

Character that could have been maintained	**Goal that should have been aimed for**	**Values to be upheld**	**Principles to be followed**
(Fill here)			

Concept: The Center of the Circle of Influence

- **Activity: Role Play.** Explain Wisdom, Power, Guidance, and Security. Conduct an interview between two people:
    - *Question 1:* What things/people/institutions most influence your life at the level of **Wisdom**?
    - *Question 2:* What most influences your life at the level of **Security**?
    - *Question 3:* What most influences your life at the level of **Guidance**?
    - *Question 4:* What most influences your life at the level of **Power**?
- Which "Center" is your life closest to? (Family-centered, Work-centered, Possession-centered, Pleasure-centered, Friend-centered, Self-centered, Religion-centered, Money-centered).

Activity: Brainstorming

Discuss the pros and cons of each center. Explain the benefits of living from a **Principle-Centered** core versus your current identified center.

Other Important Concepts:

1. The necessity of using the whole brain (Left and Right).
2. Improving Right Brain functions through:
    - Developing a holistic perspective.
    - Visualization and Affirmation.
3. Identifying Roles and Goals.
4. All things are created twice (Mental vs. Physical).
5. Act with intention, or choose neglect.
6. Leadership vs. Management: The Two Creations.
7. Rescripting: Become your own creator.

Concept: Mission Manifestation

- **Activity: Vision Board.** Present your future life using pictures and photos. Display them and respond to feedback/questions from peers.

Note: to obtain the ful modules for non commercial research and educational purposes please contact arjunrseducation@gmail.com. As the study is also based on the habits described by Stephen R. Covey selected areas in the modules are based on the Ideas of Covey from his books and to uphold copyright ethics we are limited in publishing the complete material publicaly. For further details please visit the site www.franklincovey.com or refer SR Covey's books.

ACTIVITY 1: Introspective journaling

Here is a step-by-step process to establish a meaningful practice:

1. Create a Dedicated Environment

To engage in deep reflection, your physical space should signal to your brain that it is time to turn inward.

Minimize Distractions: Find a quiet space where you won't be interrupted for at least 15–20 minutes.

Choose Your Medium: Whether it is a physical notebook or a digital document, ensure it feels private and accessible.

2. Grounding and Centring

Before writing, take a moment to transition from your external tasks to your internal state.

Breath work: Take three deep, slow breaths.

Body Scan: Notice any physical tension or lingering emotions from the day without trying to change them yet.

3. The "Unfiltered" Entry (The "What")

Start by briefly describing a specific event, thought, or feeling that is currently on your mind.

Stick to Facts: "I felt a surge of frustration during the meeting today when the curriculum changes were discussed."

Avoid Self-Censorship: Write exactly what happened or what you are feeling, without worrying about grammar or "sounding professional."

4. The Deep Dive (The "Why")

This is the core of introspection. Shift from describing the event to examining your reaction to it. Use "The Five Whys" technique or specific prompts:

Trace the Root: Why did that specific moment trigger that emotion?

Identify Patterns: Does this feeling remind me of a previous experience?

Examine Values: What personal value or belief was being challenged or supported in that moment?

5. Objective Re-framing

Look at what you have written from a distance, as if you were a compassionate observer or a mentor.

Challenge Assumptions: Are there other ways to interpret this situation?

Practice Compassion: If a friend told you they felt this way, what would you say to them?

6. Integration and Action

Conclude your session by identifying a "takeaway" or a small shift in perspective.

Identify a Lesson: "I realized my frustration comes from a desire for more autonomy."

Set an Intention: "Next time this happens, I will pause for ten seconds before responding."

Tip: You might find it helpful to use structured prompts such as, "What is one thing I am avoiding thinking about today?" or "How did my actions today align with my long-term goals?"

Activity 2: Brainstorming

1. The Centering Phase

Before diving into the problem, the group must shift from a "doing" mindset to a "being" mindset.

- Set the Intention: The facilitator clearly states the focus or research question.
- Mindful Silence: Begin with 2–3 minutes of collective silence. Participants are encouraged to focus on their breath and let go of previous tasks or distractions.

2. Individual Seed Sowing

To avoid "groupthink," ideas are first cultivated individually.

- Non-Judgemental Writing: For 5–10 minutes, each member writes down ideas, phrases, or sketches related to the prompt.
- The "Second Layer" Prompt: After a few minutes, the facilitator may gently suggest: *"Now look past your first three ideas; what lies beneath them?"*

3.) Sharing with friends

This is not a debate; it is a period of "witnessing" ideas.

- Each person shares one idea from their list.There is no commenting, questioning, or "piggybacking" during this phase. After each person speaks, there is a 15-second pause to let the idea settle in the room.Members listen not to find flaws, but to understand the essence of what is being shared.

4. Collaborative stage

Now the group begins to look at the collective output.

- Identifying Themes: The group looks at the shared ideas and identifies patterns or "clusters."
- Open Dialogue: Participants may now ask clarifying questions. The tone remains inquisitive rather than critical (e.g., *"How might this idea evolve in a different context?"*).

5. Integration

If time permits, a short break or another minute of silence is introduced. Rather than voting for the "best" idea, the group discusses which ideas feel the most vital or transformative.End the session with a brief moment of gratitude for the collective effort and a clear summary of the next steps.

Activity 3: self-observation break

1. The Transition (1 Minute)

- Stop your current activity. If possible, move away from your screen or workspace to a neutral seat.Adopt an Open Posture: Sit with your back straight but not rigid. Rest your hands lightly on your lap.

2. **Physical Anchoring (1–2 Minutes)**

- Mentally scan your body from head to toe. Notice areas of tightness, such as the jaw, shoulders, or lower back.Do not try to change your breathing. Simply observe the natural rhythm the rise and fall of the chest or the sensation of air at the nostrils. This establishes a sense of being present in the "here and now."

3. **Objective Observation (2–3 Minutes)**

- As thoughts arise, acknowledge them as if they were clouds passing in the sky. Use neutral labels like "planning," "remembering," or "worrying," then gently return your focus to your breath.Identify any underlying feelings (e.g., restlessness, calm, or irritation). Observe these emotions as temporary states rather than defining characteristics of your identity. The goal is not to stop thinking, but to witness the process of thinking.

4. **Reflective Inquiry (1 Minute)**

- Internal Check-in: Silently ask yourself, *"What is my current state of being?"* .Notice if you require a specific adjustment (e.g., a glass of water, a stretch, or a more focused mindset) before returning to your work.

5. Re-Entry (1 Minute)

Slowly bring your attention back to the sounds in the room and the light behind your eyelids.Wiggle your fingers and toes, or take a deep, intentional breath.Open your eyes and choose one specific task to resume with a renewed sense of presence.

Activity 4:Minfulness Meditation

1. Find a Quiet Space

Choose a location where you won't be interrupted. You don't need a special cushion or room a chair, a park bench, or even a quiet corner of an office works perfectly.

2. Settle into Your Posture

Sit comfortably: You can sit cross-legged on the floor or in a chair with your feet flat on the ground.

Keep your back straight: Imagine a string pulling the crown of your head upward, but keep your muscles relaxed.

Rest your hands: Place them on your knees or in your lap.

Softening your gaze: You can close your eyes completely or simply drop your gaze a few feet in front of you.

3. Focus on the Breath

Bring your attention to the physical sensation of breathing.

Notice the air moving through your nose or mouth.

Feel the rise and fall of your chest or abdomen.

Don't try to change your breath; just observe its natural rhythm.

4. Acknowledge Wandering Thoughts

Your mind will wander—this is a natural part of the process. When you notice you are thinking about your "to-do" list, a past conversation, or a physical itch:

Observe the thought: Label it ("thinking" or "worrying").

Let it go: Imagine the thought as a cloud passing through the sky.

Return to center: Gently bring your focus back to the breath.

5. Close with Intention

When you are ready to finish (even if it was only for five minutes), take a moment to notice how your body feels. Gently wiggle your fingers and toes, open your eyes, and take that sense of awareness into the rest of your day.

A Note on Consistency: Like any skill, mindfulness is built through repetition. Practising for five minutes daily is often more beneficial than a longer session once a week.

Activity 5: Mindful Body Movements

Step 1: The Anchor (Settling In)

Step 2: The Invitation (Deciding the action of body)

Step 3: Beholding (Deep Observation of Body movements)

Step 4: Silent Witnessing

Step 5: Expressive Processing(Noting the sensations)

Step 6: The Integration (Enjoying the overall experience and recording)

Activity 6: Mindful physical exercise

shifts the focus from external results (like calorie counting or speed) to the internal experience of movement. It transforms a workout into a form of moving meditation by linking the body, breath, and mind.

Here are the essential steps to practicing mindful physical exercise:

1. The Intentional Start

Before beginning, take a moment to transition from your daily tasks to your practice.

Set an Intention: Decide why you are moving—is it for energy, calm, or simply to feel present?

Check-In: Stand or sit still for 30 seconds. Scan your body for tension or areas that feel particularly open.

2. Synchronising Breath with Movement

The breath acts as the bridge between the mind and the body.

Match the Rhythm: Coordinate your inhalations and exhalations with specific phases of the movement (e.g., inhaling as you reach up, exhaling as you fold forward).

Nasal Breathing: Where possible, breathe through the nose to help maintain a steady, calm heart rate and keep the nervous system regulated.

3. Sensory Anchoring

During the exercise, direct your full attention to the physical sensations occurring in the moment.

Weight and Contact: Feel the sensation of your feet striking the ground or your hands gripping a surface.

Muscle Engagement: Notice the subtle "firing" of muscles as they contract and the release as they lengthen.

External Environment: Observe the air temperature on your skin or the rhythm of your own heartbeat.

4. Non-Judgmental Observation

It is natural for the mind to wander to your "to-do" list or for you to feel frustrated by a lack of flexibility.

Acknowledge and Return: When you notice a thought, gently label it ("thinking") and redirect your focus back to the sensation of the current movement.

Avoid Comparison: Focus on how the movement feels in your body today, rather than how it looked yesterday or how it looks for someone else.

5. The Mindful Cool-Down

Ending abruptly can jar the nervous system.

Gradual Deceleration: Slowly reduce the intensity of your movement.

Final Stillness: Spend at least two minutes in complete stillness (standing or lying down). Observe the "afterglow" of the exercise—any tingling, warmth, or shift in your mood.

Recommended Mindful Movements

While any activity can be done mindfully, these practices are specifically designed for it:

Yoga or Tai Chi: These emphasize the direct link between breath and posture.

Mindful Walking: Focusing entirely on the lifting, moving, and placing of each foot.

Slow-Motion Stretching: Moving at half-speed to catch the subtle sensations of the muscles.

Activity 7

A contemplative mindful emotional writing schedule is a structured way to process internal experiences while maintaining a grounded, non-judgmental stance. By combining mindfulness with expressive writing, you can transform raw emotions into coherent insights.

Here is a step-by-step procedure for a **20-minute daily practice**.

Phase 1: Preparation and Grounding (3 Minutes)

Before you begin writing, it is essential to move from a "doing" mode to a "being" mode.

1. Settle the Body: Sit comfortably with a straight back. Place your feet flat on the floor to feel a sense of stability.
2. Focused Breathing: Close your eyes or soften your gaze. Take three deep breaths, focusing entirely on the sensation of air entering the nostrils and leaving the lungs.
3. The Inner Scan: Silently ask yourself, *"What is the weather like inside right now?"* Identify the primary emotion (e.g., restlessness, calm, apprehension) without trying to change it.

Phase 2: The Contemplative Writing Session (15 Minutes)

This phase uses a "flow" approach. The goal is not to produce a polished essay but to allow the subconscious to speak.

1. Set the Prompt: Choose a specific focus. If nothing is pressing, use a contemplative prompt such as:
    - *"What is a recurring thought that has been asking for my attention today?"*
    - *"Where in my body am I holding tension, and what is it trying to say?"*
2. Write Without Editing: Write continuously. If you get stuck, repeat the last word or write "I am waiting for the next thought" until it comes.
3. Incorporate Sensory Details: Instead of just writing "I am stressed," describe it: "My chest feels tight, like a coiled spring." This anchors the emotion in the physical present.
4. Practice Non-Judgment: If you feel shame or self-criticism about what you are writing, acknowledge it ("I am noticing a judgmental thought") and return to the page.

Phase 3: The Mindful Review and Closing (2 Minutes)

This final step ensures you do not carry the "heaviness" of the writing into the rest of your day.

1. Read with Compassion: Briefly skim what you wrote as if you were reading the words of a close friend.
2. Identify a "Kernel": Circle one word or phrase that feels particularly true or surprising. This is your "insight" for the day.
3. Release and Transition: Consciously close your notebook or save the file. Stretch your arms overhead and take one final deep breath to "seal" the practice and return to your external environment.

Activity 8: Peer-Group Self-Reflections

Step 1: Establishing the Space

Begin by arranging the group in a circle to ensure equality and eye contact. Minimise external distractions and agree on the core ground rules: confidentiality, active presence, and suspending judgment.

Step 2: Grounding and Centring

Before speaking, the group should engage in two to three minutes of silence. Participants focus on their breathing or a specific "anchor" to transition from their busy schedules into a state of contemplative readiness.

Step 3: Individual Introspection

Provide a prompt or a specific "select life habit" for the session. Each participant spends five minutes in silent contemplation or brief journaling, identifying how this theme has manifested in their recent professional or personal experiences.

Step 4: The Sharing Circle

Each member shares their reflection without interruption.

The Speaker: Focuses on speaking from "I" statements and describing internal shifts.

The Peers: Listen with "deep attention," avoiding the urge to formulate a response or offer advice while the other person is speaking.

Step 5: Resonant Silence

After each person speaks, or after the entire circle has finished, hold a minute of silence. This allows the group to "digest" the shared experiences and prevents the session from becoming a rapid-fire debate.

Activity 9: Group Works

Step 1: Preparation and Centering

1. Arrive and Arrange: Sit in a circle to ensure everyone is at the same eye level, promoting equality and openness.
2. The Threshold Moment: Begin with 2–3 minutes of silence or guided breathing. This helps participants transition from their busy schedules into the present moment.
3. Establish the "Container": Briefly remind the group of the core principles:
    - Speak from personal experience.
    - Listen without the intent to "fix" or argue.
    - Respect the silence between speakers.

Step 2: The Core Activity

4. The Prompt: Introduce a single, open-ended "seed" for reflection. This could be a short poem, a meaningful quote, or a specific question regarding professional values.
5. Individual Reflection: Allow 5 minutes for participants to sit with the prompt. They may use introspective journaling to capture their initial thoughts before the group sharing begins.
6. The Circle of Sharing: * One person speaks at a time.
    - Others practice "deep listening," focusing entirely on the speaker's words and tone rather than preparing a rebuttal.
    - The Pause: After each person speaks, maintain 30 seconds of silence to let their words settle before the next person begins.

Step3 3: Collective Insight

7. Identify Threads: Once everyone has had the opportunity to speak, the group looks for common themes or "threads" that emerged.
8. Open Dialogue: Transition into a more fluid conversation, but maintain the contemplative pace. Avoid quick back-and-forth debating; instead, build upon the shared reflections.

Step 4: Closing

9. Harvesting: Ask participants to share one word or a brief sentence describing what they are taking away from the session.
10. Final Silence: Close with a minute of quiet to acknowledge the group's shared effort and return to a state of individual calm.

Activity 10: Vision board

Phase 1: Preparation and Centring

Before gathering materials, it is essential to create a space conducive to introspection.

1. Establish a Quiet Environment: Find a space where you will not be interrupted for at least an hour. You may wish to use soft lighting or calming background music to signal a transition from your daily routine to a reflective state.
2. Guided Grounding: Spend five to ten minutes in silence or practicing a basic breathing exercise. Focus on your current state of being, allowing any immediate stressors to fade.
3. Identify a Core Theme: Ask yourself a central question, such as, "What values do I wish to embody in my work and life?" or "What does a flourishing educational environment look look like?" Let the answer be a feeling or a concept rather than a specific object.

Phase 2: Mindful Selection

This stage involves gathering the visual and textual elements that will form the board.

1. Intuitive Browsing: Look through magazines, photographs, or digital archives. Instead of looking for specific items, allow your eyes to be drawn to colours, textures, or images that resonate with your core theme.
2. Keyword Identification: Select words or phrases that align with your inner voice. Focus on verbs and adjectives that describe a state of mind (e.g., "radiate," "resilient," "creative") rather than just nouns.
3. The "Three-Second" Rule: If an image doesn't spark an immediate emotional connection within three seconds, move past it. This prevents the analytical mind from overcomplicating the intuitive process.

Phase 3: Composition and Arrangement

How you place the items is as important as what you choose.

1. The Canvas: Use a large sheet of cardstock, a corkboard, or even a digital canvas.
2. Spatial Mapping: Lay out your chosen elements without glueing or pinning them down initially. Observe the relationships between the images. Is there a "centre" to your vision? Are there areas that feel crowded or empty?
3. Intentional Placement:
    - Centre: Place the image or word that represents your primary intention.

    - Periphery: Arrange supporting ideas or select life habits around the centre.
4. Final Attachment: Once the layout feels balanced and representative of your internal landscape, secure the items to the board.

Phase 4: Integration and Reflection

A contemplative vision board is meant to be an active tool, not a static decoration.

1. The Initial Scan: Spend a few minutes looking at the completed board. Notice if any "surprises" emerged—elements you didn't consciously intend to include but that feel right.
2. Placement for Visibility: Position the board in a location where you will see it daily, such as near your workspace or where you practice morning reflections.
3. Routine Engagement: Use the board as a prompt for journaling or short periods of quiet contemplation, asking yourself how your actions today can align with the vision you have created.

Step 6: Mirroring and Resonance

Peers may now respond, but only to "mirror" back what they heard or to share how the speaker's words resonated with their own experience. This is not a time for critique, but for acknowledging common themes and creative insights.

Step 7: Synthesis and Closing

The facilitator summarises the collective wisdom or themes that emerged during the session. The group ends with a final moment of shared silence or a brief closing statement to transition back to their daily tasks.

Activity 11: Diary writing

Phase 1: Preparation (The "Settling In")

Before you put pen to paper, you need to transition from the "doing" mode of your day to a "being" mode.Find a quiet space where you won't be interrupted for 15–20 minutes.Sit comfortably and take three deep, intentional breaths. Notice any tension in your body and let it go.Spend 2 minutes in total silence before writing. This clears the "mental static" of your to-do list.

Phase 2: The Writing Process

Use a **Top-Down approach**: move from the external events to your internal reactions.

Step	Action	Focus Question
1. The Anchor	Briefly note a single event or "moment of weight" from the day.	*What moment stands out most vividly right now?*
2. The Senses	Describe the physical sensations associated with that moment.	*Where did I feel it in my body? (Tight chest? Warmth?)*
3. The "Why"	Explore the underlying emotion or belief behind your reaction.	*What does this reaction tell me about my values or fears?*
4. The Shift	Look at the situation from a different, more compassionate perspective.	*How would a wise friend view this same situation?*

Phase 3: The Contemplative Deep-Dive

Once the initial thoughts are out, choose one of these prompts to finalize your entry. This prevents the diary from becoming a "complaint log."

- The Mirror Prompt: "In this situation, I saw a part of myself that is..."
- The Gratitude Pivot: "Even though this was difficult, the hidden lesson was..."
- The Future Self: "Tomorrow, I want to carry the energy of [Peace/Patience/Curiosity] into my interactions."

Activity 12: **logbook writing**

1. Set the Physical and Mental Space

Before writing, ensure you are in a quiet environment where you will not be interrupted.

- The Medium: Use a dedicated notebook or digital document that is reserved solely for this purpose.
- The Pause: Spend two to three minutes in silence or mindful breathing to transition from your active tasks into a reflective state.

2. The Descriptive Phase

Briefly record the objective facts of the experience you are reflecting on. This could be a specific interaction, a lesson, or an observation.

- Stick to the "who, what, and where."
- Keep this section concise to leave more room for the contemplative elements.

3. The Affective Phase

Identify the emotions and physical sensations that arose during the experience.

- Acknowledge Feelings: Were you feeling anxious, inspired, frustrated, or curious?
- Sensory Awareness: Note any physical responses, such as tension in the shoulders or a sense of calmness.

4. The Analytical Phase (Deep Inquiry)

This is the core of the contemplative process. Ask yourself "Why?" and look for patterns.

- Examine Values: How did this event align or conflict with your core principles?
- Identify Triggers: What specific moment caused a shift in your mood or thinking?
- Connecting Theory: How does this experience relate to broader concepts you are studying, such as select life habits or pedagogical theories?

5. The Synthesis and Reframing

Look at the experience from a different perspective to gain new insights.

- Alternative Viewpoints: How might another person involved have perceived the same situation?
- Assumptions: Challenge any "hidden" assumptions you held during the event.

6. The Future Action

Conclude by determining how this reflection will influence your future conduct.

- Goal Setting: Identify one specific way you might handle a similar situation differently next time.
- Affirmation: Note any strengths you discovered during the process that you want to cultivate further.

Best Practices for Your Logbook

- Consistency: Aim for short, daily entries rather than long, infrequent ones.
- Honesty: Write for yourself; the goal is authentic growth, not a polished report.
- British English Conventions: If you are preparing these for formal review, ensure you maintain consistent spelling and grammar throughout your entries.

Appendix 11

Q. SORT RANKING SCHEDULES

(Malayalam)

Q. Sort ranking Schedules (ക്യൂ സോർട്ട് റാങ്കിംഗ് ഷെഡ്യൂൾസ് പന്ത്ര ് സ്വയാ വബോധ ധാരണാത്മ പ്രവർത്തനങ്ങൾ താഴെ നൽകിയിരിക്കുന്നു. ചോദ്യം 1, ചോദ്യം 2 എന്നിവയുടെ അടിസ്ഥാനത്തിൽ പ്രവർത്തനങ്ങളെ ആദ്യ അഞ്ച് റാങ്കുക ളിൽ രേഖപ്പെടുത്തുക.

1. ഇൻട്രോസ്പെക്ടീവ് ജേണലിംഗ്
2. ബ്രെയിൻ സ്റ്റോമിംഗ്
3. സെൽഫ് ഒബ്സേർവേഷൻ ബ്രേക്ക്സ്
4. ശ്രദ്ധാപൂർണ്ണത ധ്യാനങ്ങൾ
5. ശ്രദ്ധാപൂർണ്ണമായ ശാരീരിക ചലനങ്ങളും പ്രവർത്തനങ്ങളും
6. ശാരീരിക വ്യായാമങ്ങൾ
7. ശ്രദ്ധാപൂർണ്ണമായ വൈകാരിക എഴുത്തുകൾ
8. കൂട്ടുകാരോടൊത്തുള്ള സ്വയം പ്രതിഫലനങ്ങൾ
9. സംഘപ്രവർത്തനങ്ങൾ
10. വിഷൻ ബോർഡ്
11. ഡയറി റൈറ്റിംഗ്
12. ലോഗ്ബുക്ക് റൈറ്റിംഗ്

ചോദ്യം 1

കൂടുതലായി പരിശീലിക്കാൻ താല്പര്യപ്പെടുന്നതിന്റെ അടിസ്ഥാനത്തിൽ മുകളിൽ കൊടുത്ത് പന്ത്ര ് പ്രവർത്തനങ്ങളിൽ നിന്നും അഞ്ചെണ്ണത്തെ ആദ്യത്തെ അഞ്ച് റാങ്കുകളിൽ രേഖപ്പെടുത്തുക.

റാങ്ക്	പ്രവർത്തനം
1	
2	
3	
4	
5	

ചോദ്യം 2

പരിശീലിക്കാൻ ശ്രമിച്ച തവണകളുടെ അടിസ്ഥാനത്തിൽ മുകളിൽ കൊടുത്ത പന്ത്രണ്ട് പ്രവർത്തനങ്ങളിൽ നിന്നും അഞ്ചെണ്ണത്തെ ആദ്യത്തെ അഞ്ച് റാങ്കുകളിൽ രേഖപ്പെടുത്തുക.

റാങ്ക്	പ്രവർത്തനം
1	
2	
3	
4	
5	

ക്യൂബോർഡ് റാങ്കിംഗ് ഷെഡ്യൂൾസ് ഓൺ സെലക്ട് ലൈഫ് ഹാബിറ്റ്സ്

എട്ട് തിരഞ്ഞെടുത്ത ജീവിതശീലങ്ങൾ താഴെ നൽകിയിരിക്കുന്നു. ചോദ്യം 1, ചോദ്യം 2 എന്നിവയുടെ അടിസ്ഥാനത്തിൽ ശീലങ്ങളെ അദ്യ അഞ്ച് റാങ്കുകളിൽ രേഖപ്പെടുത്തുക.

ചോദ്യം 1 : കൂടുതലായി പരിശീലിക്കാൻ താല്പര്യപ്പെടുന്നതിന്റെ അടിസ്ഥാനത്തിൽ മുകളിൽ കൊടുത്ത എട്ട് ശീലങ്ങളിൽ നിന്നും അഞ്ചെണ്ണത്തെ ആദ്യത്തെ അഞ്ച് റാങ്കുകളിൽ രേഖപ്പെടുത്തുക.

റാങ്ക്	ശീലം

ചോദ്യം 2 : പരിശീലിക്കാൻ ശ്രമിച്ച തവണകളുടെ അടിസ്ഥാനത്തിൽ മുകളിൽ കൊടുത്ത എട്ട് ശീലങ്ങളിൽ നിന്നും അഞ്ചെണ്ണത്തെ ആദ്യത്തെ അഞ്ച് റാങ്കുകളിൽ രേഖപ്പെടുത്തുക.

റാങ്ക്	ശീലം

Appendix 12
Q SORT RANKING SCHEDULES
(English)

Twelve Contemplative Education activities are provided below. Based on **Question 1** and **Question 2**, record the activities in the top five ranks.

Activities:

1. Introspective Journaling
2. Brainstorming
3. Self-Observation Breaks
4. Mindfulness Meditations
5. Mindful Physical Movements and Activities
6. Physical Exercises
7. Mindful Emotional Writing
8. Peer group Self-Reflections
9. Group Activities
10. Vision Board
11. Diary Writing
12. Logbook Writing

Question 1

Based on your **interest in practicing them more**, select five activities from the twelve listed above and record them in the first five ranks.

Rank	Activity
1	
2	
3	
4	
5	

Question 2

Based on the **number of times you have attempted to practice them**, select five activities from the twelve listed above and record them in the first five ranks.

Rank	Activity
1	
2	
3	
4	
5	

Q-Sort Ranking Schedules on Selected Life Habits

Eight selected life habits are provided below. Based on **Question 1** and **Question 2**, record the habits in the top five ranks.

1. Be Proactive
2. Begin with the end in Mind
3. Put First things First
4. Think Win-Win
5. Seek First to understand Then to be understood
6. Synergise
7. Sharpen the Saw
8. Find your voice and Inspire others to Find theirs

Question 1

Based on your **interest in practicing them more**, select five habits from the eight listed and record them in the first five ranks.

Rank	Habit
1	
2	
3	
4	
5	

Question 2

Based on the **number of times you have attempted to practice them**, select five habits from the eight listed and record them in the first five ranks.

Rank	Habit
1	
2	
3	
4	
5	

Appendix 13

Observation Schedule

(Malayalam)

സെഷൻ നമ്പർ	:	തീയതി	:
ക്ലാസ്സ്റൂം നമ്പർ	:	ആകെ വിദ്യാർത്ഥികളുടെ എണ്ണം	
എക്സിക്യൂഷൻ ടൈപ്പ്	:	ഇന്ന് പങ്കെടുത്തവരുടെ എണ്ണം	:
ഇൻസ്റ്റിറ്റ്യൂഷന്റെ പേര്	:	പഠിക്കുന്ന വർഷം	:

I. സെഷൻ നടക്കുമ്പോഴുള്ള പ്രതികരണങ്ങൾ

ആശയം പ്രവർത്തനം	പ്രതികരണം നടത്തിയ വിദ്യാർത്ഥികളുടെ എണ്ണം
മൊത്തം പ്രതികരണങ്ങൾ	

H. എഴുത്ത് പ്രവർത്തനങ്ങളോടുള്ള പ്രതികരണം

പ്രവർത്തനം	വിദ്യാർത്ഥികളുടെ പ്രതികരണങ്ങളുടെ എണ്ണം	ആകെ

Appendix 14

Observation Schedule

Session Number	:	Date	:
Classroom Number	:	Total Strength	:
Executive Type	:	Attendance	:
Institutional name	:	Year of Study	:

I. Responses during the session

Topic / Activity	Number of Students Respondent
Total	

II. Responses of written activities

Acting	Responses of Students	Total

Appendix 15

SEMI STRUCTURED INTERVIEW SCHEDULE FOR D.El.Ed. STUDENTS ON THE FEED BACK OF CONTEMPLATIVE EDUCATION PROGRAMME ON ENHANCING SELECT LIFE HABITS

1. സ്വയാബോധധാരണാത്മക വിദ്യാഭ്യാസ പ്രവർത്തനങ്ങൾ ചെയ്പ്പോൾ ഉ ായ അനുഭവങ്ങൾ പങ്ക് വെക്കുക.

2. സ്വയോവബോധധാരണാത്മക വിദ്യാഭ്യാസ പ്രവർത്തനങ്ങൾ പരിശീലിച്ചപ്പോൾ ഉ ായ ഗുണങ്ങളും ദോഷങ്ങളും എന്തൊക്കെയാണ്?

3. തിരഞ്ഞെടുത്ത ജീവിത ശീലങ്ങളുടെ പരിശീലനത്തിന്റെ അനുഭവങ്ങൾ പങ്ക് വെക്കുക.

4. തിരഞ്ഞെടുത്ത ജീവിത ശീലങ്ങൾ പരിശീലിച്ചപ്പോൾ ഉ ായ ഗുണങ്ങലും ദോഷ ങ്ങളും എന്തൊക്കെയാണ്?

5. ഒരു പുരുഷൻ/സ്ത്രീ എന്ന നിലയിൽ ഈ പ്രോഗ്രാം ഏതെല്ലാം രീതിയിലാണ് സ്വാധീനിച്ചത്?

6. ഈ പ്രോഗ്രാം നടന്നുകൊ ിരിക്കുമ്പോൾ ഉ ായ അനുഭവങ്ങൾ എന്തൊക്കെ യാണ്?

7. ഈ പ്രോഗ്രാം കഴിഞ്ഞ ശേഷം, അതിൽ നിന്ന് പഠിച്ച കാര്യങ്ങളുടെ അടിസ്ഥാന ത്തിൽ ജീവിതത്തിൽ ഉ ായ അനുഭവങ്ങൾ പങ്ക് വെക്കുക.

8. ജീവിതത്തിൽ നടന്നുകൊ ിരിക്കുന്ന കാര്യങ്ങൾ പ്രോഗ്രാമിലെ ആശയങ്ങളുടെ അടിസ്ഥാനത്തിൽ വീക്ഷിക്കാൻ ശ്രമിച്ചിട്ടു ോ? അനുഭവങ്ങൾ പങ്ക് വെക്കുക.

9. താങ്കളുടെ അനുഭവത്തിന്റെ അടിസ്ഥാനത്തിൽ ഒരു സ്ത്രീ/പുരുഷൻ എന്ന നില യിൽ ഈ പ്രോഗ്രാമിന്റെ സാധ്യതകൾ എന്തൊക്കെയാണ്?

10. താങ്കളുടെ അനുഭവത്തിന്റെ അടിസ്ഥാനത്തിൽ പൊതുവായി ഈ പ്രോഗ്രാമിന്റെ സാധ്യതകൾ എന്തൊക്കെയാണ്?

Appendix 16

SEMI STRUCTURED INTERVIEW SCHEDULE FOR D.El.Ed. STUDENTS ON THE FEED BACK OF CONTEMPLATIVE EDUCATION PROGRAMME ON ENHANCING SELECT LIFE HABITS

1. Share your experiences while performing Contemplative Education activities.
2. What are the advantages and disadvantages you noticed while practicing these activities?
3. Share your experiences regarding the practice of selected life habits.
4. What were the pros and cons encountered while practicing those selected life habits?
5. How has this program influenced you in your role/identity as a man or a woman?
6. What were your experiences while the program was currently in progress?
7. After the completion of the programme, share the experiences in your life based on the things you learned.
8. Have you tried to analyse ongoing life events based on the concepts from this program? Share those experiences.
9. Based on your experience, what are the possibilities of this program specifically for a man or a woman?
10. Based on your experience, what is the general scope of this program?