

**DEVELOPMENT OF AN INSTRUCTIONAL PACKAGE  
FOR THE PROMOTION OF UNIVERSAL HUMAN  
VALUES AND SOFT SKILLS AMONG HIGHER  
SECONDARY SCHOOL STUDENTS**

**BABY A**

Thesis Submitted for the Degree of  
**DOCTOR OF PHILOSOPHY IN EDUCATION**

*Supervised by*

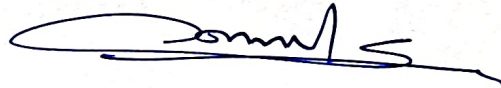
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## DECLARATION

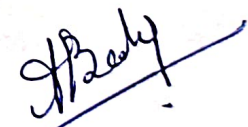
I hereby declare that the work presented in the thesis entitled "DEVELOPMENT OF AN INSTRUCTIONAL PACKAGE FOR THE PROMOTION OF UNIVERSAL HUMAN VALUES AND SOFT SKILLS AMONG HIGHER SECONDARY SCHOOL STUDENTS" is based on the original work done by me under the guidance of Dr. Sunil Kumar, A S, Professor, Department of Education, NSS Training College, Ottappalam and has not been included in any other thesis submitted previously for the award of any Degree, Diploma, Title or Recognition before. The contents of the thesis are undergone plagiarism check using iThenticate software at C.H.M.K. Library, University of Calicut, and the similarity index found within the permissible limit. I also declare that the thesis is free from AI generated contents.



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*Dedicating this thesis to all students, teachers and those who imtent to inculcate values and Soft Skills across the globe who are supposed to be the direct beneficiaries of prepared package.*

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**Abstract**

**DEVELOPMENT OF AN INSTRUCTIONAL PACKAGE FOR THE PROMOTION  
OF UNIVERSAL HUMAN VALUES AND SOFT SKILLS AMONG HIGHER  
SECONDARY SCHOOL STUDENTS**

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The study aimed to prepare, design validate and evaluate an Instructional Package grounded in the philosophical and practical foundation of Ashtanga Yoga, and humanistic psychology. The package integrated the principles of Yama and Niyama principles that strengthen Universal Human Values, soft skills that strengthen student's awareness, adaptability, assertive, conflict resolution, empathy, communication and leadership and responsive behavior.

The sample size was 112 higher secondary school students of H S S Keralasseri. 56 students for experimental group and 56 students from control group from two classes. A non-equivalent quasi-experimental design was used for the study. The experimental group received intervention package while the control group didn't get any treatment. The tools were standardized and the data were collected by the researcher under the guidance of supervising teacher. Statistical techniques used in this study were independent t test, paired sample t test, and ANCOVA and examined the effectiveness of the intervention.

The findings revealed that there exists a significant difference between the experimental and control group at 0.05 level of significance. The effect size also indicated the Instructional Package was remarkably effective to promote Universal Human Values and Soft Skills. So the Instructional Package was effective in enhancing Universal Human Values and Soft Skills.

The study concluded that the Instructional Package significantly contributed to the promotion of Universal Human Values and soft skills among higher secondary school students.

**Key terms** –Instructional Package, Universal Human Values, Soft Skills.

**ഡിപ്പാർട്ട്മെന്റ് ഓഫ് എജുക്കേഷൻ**  
**എൻ.എസ്.എസ് ട്രെയിനിങ് കോളേജ്, ഒറ്റപ്പാലം**  
**അബ്ദാക്**

**ഹയർ സെക്കണ്ടറി വിദ്യാലയ വിദ്യാർത്ഥികൾക്കിടയിൽ**  
**സാർവ്വത്രികമൂല്യങ്ങളും മൂല്യ നൈപുണികളും**  
**പ്രോത്സാഹിപ്പിക്കുന്നതിനുള്ള ഒരു ബോധന പാക്കേജ്**  
**വികസിപ്പിക്കൽ**

ബേബി എ പ്രൊഫ. (ഡോ.) സുനിൽ കുമാർ എ. എസ്  
റിസർച്ച് സ്കോളർ റിസർച്ച് സൂപ്പർവൈസർ

അഷ്ടാംഗയോഗയുടേയും മാനവിക മന:ശാസ്ത്രത്തിന്റേയും ദാർശനികവും, പ്രായോഗികവുമായ അടിത്തറയിൽ അധിഷ്ഠിതമായ ഒരു ബോധന പാക്കേജ് രൂപകൽപന ചെയ്യുക, വിലയിരുത്തുക. അതിലൂടെ സാർവ്വത്രികമാനവിക മൂല്യങ്ങളേയും മൂല്യനൈപുണികളേയും ശക്തിപ്പെടുത്തുക വിലയിരുത്തുക എന്നതായിരുന്നു പഠന ലക്ഷ്യം. സാർവ്വത്രികമൂല്യങ്ങൾ എന്ന് ഈ പഠനത്തിൽ ഉപയോഗിച്ചത് അഷ്ടാംഗയോഗയിലെ യമനിയമങ്ങളായ, സത്യം, അഹിംസ, അസ്തേയം: അപരിഗ്രഹം, ബ്രഹ്മചര്യം എന്നിവയും, മൂല്യ നൈപുണികളായി അവബോധം, ഉറച്ച നിലാപാട്. അനുകൂലനം, സംഘർഷപരിഹാരം , ആശയ വിനിമയം സഹാനുഭൂതി നേതൃത്വം ഇവയാണ് ഇവിടെ കുട്ടികൾ നേടേണ്ടത് എന്ന് ഉദ്ദേശിക്കുന്നത്.

ഹയർ സെക്കണ്ടറി സ്കൂൾ, കേരളശ്ശേരിയിൽ നിന്നും 112 വിദ്യാർത്ഥികളെയാണ് പഠനസാമ്പിളായി തിരഞ്ഞെടുത്തത്. 56 വിദ്യാർത്ഥികൾ പരീക്ഷണ ഗ്രൂപ്പിലും 56 വിദ്യാർത്ഥികൾ നിയന്ത്രിത ഗ്രൂപ്പിലും ഉൾപ്പെടുത്തിക്കൊണ്ട് അതുല്യമായ ക്വാസി - പരീക്ഷണ രൂപകൽപന സ്വീകരിച്ചു. ഇതിൽ പരീക്ഷണഗ്രൂപ്പിന് ഇടപെടൽ പാക്കേജ് - ലഭിച്ചപ്പോൾ നിയന്ത്രിത ഗ്രൂപ്പിന് പ്രത്യേക.. മായ ഒരു ഇടപെടലും നടത്തിയില്ല. സൂപ്പർവൈസിംഗ് അധ്യാപകന്റെ സഹായത്തോടെ ഗവേഷക സ്റ്റുഡന്റർ ഡൈസ് ചെയ്യുകയും - പ്രി ടെസ്റ്റും പോസ്റ്റ് ടെസ്റ്റും നടത്തുകയും ചെയ്തു. ഈ പഠനത്തിൽ സ്വതന്ത്രമായ, ഗ്രൂപ്പുകൾ താരതമ്യം ചെയ്യാനായി t -test നടത്തുകയും, ശരാശരി കാണുവാനായി - പ്രിലിമിനറി വിശകലനം നടത്തുകയും ഗ്രൂപ്പുകളെ സ്റ്റാറ്റിസ്റ്റിക് ഉപയോഗിച്ച് തുല്യമാക്കുവാനായി ANCO VAയും ഉപയോഗിച്ചു.

ഗവേഷണഫലങ്ങൾ സൂചിപ്പിക്കുന്നത് പരീക്ഷണഗ്രൂപ്പും നിയന്ത്രിത ഗ്രൂപ്പും തമ്മിൽ ശ്രദ്ധേയമായ വ്യത്യാസം ഉണ്ട് എന്നാണ്. ഈ ഫലങ്ങൾ സൂചിപ്പിക്കുന്നത് ബോധന പാക്കേജ് - സാർവ്വത്രിക മാനവിക മൂല്യങ്ങളും, മൂല്യ നൈപുണികളും മെച്ചപ്പെടുത്തുന്നതിൽ നിർണായകമായ പങ്കു വഹിക്കുന്നു എന്നതാണ്. അതുകൊണ്ടു തന്നെ സാർവ്വത്രിക മാനവിക മൂല്യങ്ങളും, മൂല്യ നൈപുണി കും വർദ്ധിപ്പിക്കുന്നതിൽ ബോധന പാക്കേജ് അർത്ഥപൂർണ്ണമായ സംഭാവന നൽകുന്നു.

**പ്രധാന സാങ്കേതിക പദങ്ങൾ** - ബോധന പാക്കേജ്, സാർവ്വത്രിക മൂല്യങ്ങൾ, മൂല്യനൈപുണികൾ

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# Chapter 1

## INTRODUCTION

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- 
- *Need and Significance of the Study*
  - *Statement of the Problem*
  - *Definition of Key Terms*
  - *Variables Selected*
  - *Major Objectives of the Study*
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  - *Delimitations of the study*
  - *Organization of the Report*
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## **Introduction**

*“The highest education is that which does not merely give us information but makes our life in harmony with all existence”.*

***Rabindranath Tagore***

Enabling the learner for a harmonious co-existence with other entities in the world has ever been heralded as a prominent goal of education. Values and value-related attitudes are the innate factors that prompt individuals to attain this harmony. Therefore, character building was upheld as an inevitable component of curriculum design in yesteryears. It is the values that transform homo-sapiens true human, humane and civilized. Thus, education is considered to be one of the effective tools of humanization as it inculcates Universal Human Values.

Paulo Freire (1970) pointed out in the book “Pedagogy of the oppressed” that education should aim to help people grow and develop as human beings. However in many societies, education is driven by the desire to make money, rather than to truly benefit students. This approach can lead to the dehumanization of learners, treating them as mere commodities rather than as individuals with unique potential and worth. But in the actualities of bitter competition for rapid vertical mobility through higher positions, and avarice for wealth accumulation, the emphasis on character-building has been undermined. Current education policy prioritizes preparing students for high paying jobs, focusing on creating skilled competitors rather than competent competitors.

It can also be observed that with educational philosophy getting a backseat in educational musings, sublime goals of education have become lackluster. It is the educational philosophy that set the ultimate goals of education with a futuristic vision. Ideologues of this paradigm shift tend to justify these precarious tendencies in the name of practicality and pragmatism.

Deprivation or inadequacy of Soft Skills development through education is also a serious issue that mars our proper social advancement. The current state of education at all levels is marked with an over-focus on hard skills development. The

reciprocal and mutually beneficial relationship between the self and the other is the basis of a wholesome social fabric. Soft Skills are so significant that an individual cannot make a cordial as well as co-operative relationship with others in his or her social milieu ranging from family to national or global level. Yashpal points out an essential complementarity of both values and skills by stating that they go hand in hand and both are indispensable. However, he assigns priority to values as it represents 'what to do'. Skills come next representing 'how to do'. Understanding precedes action.

The drastic erosion of several cherished value-centered goals of education and indifference in honing Soft Skills in learners form the backdrop of the present study. The main purpose of education is to develop an all-round and well-balanced personality in students. In order to attain this goal, the students have to be trained to respond to and adjust to social changes by equipping them with desirable values and skills. As it can be observed, the focus of the present day humanist education is on material achievements of learners in specific and of society in general. Education should support persons in their moral development, too.

Cultural heritage reflects and shapes values, beliefs and aspirations of a people, and thereby defines their national identity. It is important to preserve our cultural legacy, because it keeps our integrity as a people. Here the intangible cultural traditions are manifested mainly as knowledge and practices. It is the wealth of knowledge and skills that are transmitted from one generation to the next. The social and cultural value of this transmission of knowledge is relevant in education system. Education system should promote the heritage cycle, which involve mainly four steps such as understanding, valuing, caring and enjoying. Enjoying things of heritage brings about a thirst to understand them. Through understanding, learners will develop an attitude to value and care for them. This will continue generation to generation. In the present scenario, we need to combine traditional knowledge with modern knowledge in education system. Yoga is a best solution for making our life in harmonious with all existence. Through a seamless blend of ancient and modern psychological approaches, the essential universal values can be cultivated effectively

among children. The self-awareness is the bedrock of personal development enriched by values. For the realization of truth one should know about oneself. According to Tagore, the ultimate goal of education is self-realization. It means the realization of universal soul in one's self. He synthesizes the ancient Vedanta traditions with the modern western scientific attitude for the attainment of the goal of education. However, this task of self-knowledge is not as easy as it appears. Self-knowledge inevitably involves development of both emotional intelligence and divine intelligence. Emotional intelligence helps one to overcome challenges, find out solutions and behave with good manners. Divine intelligence, on the other hand, can explore inner world of oneself as well as outer world and discover how to manage the energy by using one's own intelligence. Thus, it will help to improve one's Soft Skills and to become a good citizen and lead a meaningful life.

According to UNESCO (2011) education is the entire process of social, emotional, and intellectual development of an individual from infancy to maturity. It means that it cannot be reduced to a process of mere imparting and receiving of systematic instructions on knowledge and skills. It definitely involves inculcating values in an individual to face all of his or her challenges in daily life in a meaningful way. The efficacy of an education system should be assessed not only in terms of the academic success but lifestyle, and attitude towards society as well. But an examination of the current state of social anarchy convinces that our modern education has fostered a society which is devoid of values.

### **Values and Education**

Recently, the human values and morality are declining in society, especially among the teenagers. The New Indian Express points out those cases of juvenile delinquency have been increasing across Kerala and most of the offenders are children in conflict with law, aged between 15 and 18 (Report from Indian Express.com) (Krishnachand, 2021). A study on criminality among students has found out the crime rate on increase in cases such as drug, abuse, alcohol, murder, disputes, and rapes. It has also been pointed out that the basic reason for the involvement of students in such dangerous crimes is the lack of human values in the students.

Human values raise the skill of deciding what it is right and what it is wrong (Singh, 2022).

In the present scenario, we need to get traditional knowledge combined with modern knowledge in education system. Yoga is a best solution for making our life in harmonious with all existence. Through a seamless blend of ancient and modern psychological approaches, it will be very easy to inculcate the essential universal values among children. For realization of truth one should know about oneself. However, this task of self-knowledge is not as easy as it appears. Self-knowledge inevitably involves development of both emotional intelligence and divine intelligence. Emotional intelligence helps one to overcome challenges, find out solutions and behave with good manners. Divine intelligence, on the other hand, can explore inner world of oneself as well as outer world and discover how to manage the energy by using one's own intelligence. Thus, it will help to improve one's Soft Skills and to become a good citizen and lead a meaningful life.

The present education system has largely become skill-biased. For developing skills, the prime emphasis is on science and technology, without a base of values. Skills can only help to provide the means to achieve what is considered valuable. It is not within the scope of science and technology to provide a way to decide what really is valuable. The consequence of skill-based education is clearly visible in the form of serious crises at the individual, societal and environmental level. Thus, there is strong need to rectify this situation. Value education is a crucial missing link in the present education system.

The concept of human values is connected to happiness and a sense of fulfillment in life. Understanding human aspiration, or what is really valuable for human being, is the value domain. The subject which enables us to understand this domain is called Value. It is also necessary to learn the skills to actualize our aspirations. This is the skill domain. The subject which enables us to learn the skills is called, skill development. Values and skills go hand in hand. Both values and skills are required.

The term "Universal Human Values" generally refers to a set of moral principles and ethical standards that are considered fundamental and applicable across all human cultures and societies not considering the geographical or religious difference, including honesty and integrity, compassion and empathy peace and nonviolence equality and non-discrimination, etc .Values have different perspectives from different religions, but traditional values and spirituality really mean the same in all circumstances. In the age marked by technological advancements and the growing complexity of societal challenges, the emphases on Soft Skills such as communication, teamwork, adaptability, creativity, and emotional intelligence that mean intra-personal and interpersonal relationship skills are of paramount importance.

According to Mahatama Gandhi, *Satya, Ahimsa, Asteya, Brahmacharya, and Aparigraha* are the universal Values. Cleanse the heart of all narrowness and make it as broad as the Ocean. The concept of his value education stands on the bases of *Ahimsha*, Truth and Beauty. To him, ahimsa and truth are undeniably and remarkably interdependent.

In the current educational system there is a need of integrating the traditional wisdom with modern advancement and cultivate a deeper cultural understanding in children..Swami Vivekananda emphasized the importance of such an approach stating ‘Education is the manifestation of the perfection already in man “Combining ancient psychological insights with modern educational practices can nurture cultural understanding such as the importance of patanjali yoga sutras, ashtanga yoga ,principles of yam and niyama among students. Through the integration of traditional and modern knowledge physical, mental social emotional and spiritual growth and a deep respect for heritage, education can empower individuals to lead meaningful lives. By combining emotional and spiritual intelligence education can help individual to foster Soft Skills, foster citizenship and lead fulfilling lives. Adolescence is the ideal period to inculcate values and develop essential skills, but still neglecting about their future and unwilling to reflect on their lives seriously, so bridging the gap is crucial for their personal, social and professional success.

Ancient psychology especially Patanjali Yoga sutras offer profound insights into individual development like self discipline , to equip one in clarity in thought , purity in mind and sincerity in action which are very relevant in education also. The yama and niyama principles can significantly contribute to create a value oriented education system. The yama (ethical restraints) and niyama (personal disciplines) form the foundation for moral and ethical living; these are the first two limbs of Ashtanga Yoga. These principles help students to develop self control, honesty, and compassion and cultivate personal responsibility and self reflection by following svadhyaya and soucha. These qualities enable students with integrity and contribute positively to society. Practice of meditation pranayama and yoga derived from Patanjali's Yogasutras can help students to improve attention span, and manage academic stress effectively and also help to improve cognitive function.

Apart from this the Yoga Sutras emphasize Vairagya (detachment) and the ability to maintain equanimity to face the challenging situations of life. Detachment happens through emotional intelligence which includes self awareness, empathy assertiveness, conflict resolutions and emotional regulations that can cultivate resilience in the face of failure and build interrelationship. Empowering self awareness and self reflection (Svadhyaya) enable students to understand their strength and weak areas for improvement and provide opportunities for students to explore their goal skills and values which foster a sense of fulfilment. The Ashtanga yoga practice helps to calm the nervous system, reduce anxiety and cultivate a peaceful and focused mind. Introducing these practices in education system can improve students' mental wellbeing help them to face challenges in life. The Yoga sutras advocate a balance between physical mental emotional social and spiritual growth and can create a holistic education. So the alignment of ancient philosophy and wisdom and modern needs of education can lead to a more balanced and fulfilling approach in education.

According to Vivekananda, the Patanjali Yoga Sutras is a foundational text of yoga philosophy offer timeless guidelines, to nurture ethical behaviour, mental clarity, self regulation which enhances Soft Skills such as communication skills

adaptability and leadership are essential for personal and professional growth. The practice of Ahimsa (non-violence), Santosha (contentment), Tapas (self discipline), and Swadyaya (self study) encourages empathy and help effective communication and interpersonal relationship. Sri Sri Ravishankar emphasizes the transformative power of ancient practices which were traditionally kept exclusively and has designed many self development techniques which can be easily integrated into daily life to calm the mind and inculcate confidence and enthusiasm.

Recent research studies revealed that the integration of such multidimensional practices in education. A study by Coelho and Martins (2020) systematically reviewed digital training for soft skill development in which highlights the importance of integrating traditional methods and modern technology to foster Soft Skills. Apart from this Rani (2021) explored life skills in Yoga sutras, emphasizing the applicability in education to foster holistic development. Implementing Instructional Package integrating Yoga sutras, modern psychology and Soft Skills can provide students with tools for self reflection, ethical decision making and emotional resilience. By integrating the ancient wisdom of the Ashtanga Yoga, humanistic psychology and Soft Skills in educational system can cultivate a well.

### **Soft Skills**

The importance of Soft Skills development is increasing with everyday. The World Economic Forum Future of Jobs report suggested that by 2020, complex problem-solving, critical thinking, creativity, people management and emotional intelligence would be among the most important skills required in the workplace. Soft Skills are the more intangible and non-technical abilities that are sought from candidates

Daniel Goalman (1995) defined Soft Skills as the emotional intelligence competencies that enable us to work effectively with others and achieve goals. The American psychological Association has defined Soft Skills as the personal attributes, interpersonal skills, communication skills, problem solving skills and self-

management skills that enables one to a particular job or journey. Soft skill manifests itself as how well a person is capable of interacting with others. It encompasses a wide range of skills such communication, negotiation, networking, team work, problem solving, leadership, conflict resolution, responsibility, time management, working under pressure empathy and delegation. Soft Skills are personal attributes that influence how well you can work or interact with others. These skills make it easier to form relationships with people, create trust and dependability, and lead teams. In essence, they are essential for your success in the workplace, your company's success and your personal life.

The importance of these Soft Skills is often undervalued, and there is far less training provided for them than hard skills such as coding. Organizations seem to expect people know how to behave on the job and the importance of skills such as taking initiative, communicating effectively and listening, which often is not the case.

Mwita et al. (2023) examines the requirement of Soft Skills in the context of employability of learners in higher education sector. Soft Skills are conceived as a dynamic combination of cognitive and meta-cognitive skills, interpersonal, intellectual and practical skills. They are linked to personality traits, objectives and motivations. Moreover, they can be considered a significant added value that allows for the attainment of broader and better valued achievements in the current labor market.

Communication skills make individual capable of receives and interpret information correctly. Involving both verbal and nonverbal communications, they encompass effective speaking, active listening, and unequivocal writing, reading for comprehension, and convincing presentation. Skills involve influencee and inspire others to take actions that help in achieving common goals of a group. Teamwork skills enable a person to work effectively in a collective dedicated to a particular goal. The problem solving skills include the ability to diagnose a problem, evaluate alternatives and coming up with workable solutions towards solving that particular problem. Innovation/creativity skills constitute an ability to create ideas

and come up with ways or approaches of doing things that bring positive results in workplaces. Work ethic is another soft skill that entails personal moral values to guide the thought process in choices and actions. It helps the person to distinguish between what is right and what wrong. Another important soft skill is adaptability to change. It provides an individual a capacity to embrace changes by being receptive and flexible. Tolerance to stress is another soft skill that enables an individual to exercise self-control and to remain calm and consolidated while confronting challenges and crises.

### **Science of Yoga**

Dr.B.K.S. Iyengar (India, 1966) First Edition and Revised Edition (1979) is a world renowned yoga teacher and the founder of Iyengar Yoga is the author of books on Yoga including the classic book “Light on Yoga” developed a number of instructional modules on Patanjali Yoga Sutra including postures breathing and philosophy of the practice. Provides a reservoir of peace and generates abundant energy for human uplift. The Yoga Sutras of Patanjali,” a translation and analysis of the historic Yoga Sutras, from which Iyengar derived the conceptual foundation for his approach to yoga. His most recent book, “Light on Life,” discusses yoga’s psychological and spiritual facets. In the second aphorism of the first chapter of the Yoga Sutras, Patanjali describes Yoga as 'chittavrittinirodhah' Yoga is the method by which the restless mind is calmed and the vital energy directed into constructive channels. When the mind calm and controlled, provides a reservoir of peace and generates abundant energy for human uplift.

Paradoxically enough, Indians follow western psychology in Indian education system. It is high time we thought about a change. Nowadays, many experiments are going on in our education field. However, these studies are predominantly based on the western psychology. Educational experimentation is rare in Vedic Psychology which is based on the tradition and cultural values. Adolescent period is found to be the right time to inculcate the cultural values. So the present study aims at adolescents who have no botheration about their future and also not ready to spend a little time to think about themselves seriously. According

to research studies conducted in Harvard and Stanford Universities only 15 % of career success is provided by hard skills, whilst other 85% by the so called Soft Skills (Klaus,2008) .Soft Skills correlate with some other terms of a very close meaning such as ‘life skills’, ‘Emotional Intelligence’, ‘social skills’ and ‘interpersonal skills’. The researcher intends to develop an Instructional Package based on the Ashtanga Yoga of Maharshi Patanjali, philosophical inputs from Itihasas, Puranas, and the Art of living Programs developed by Sri Sri Ravishankar. The Art of Living has brought to the masses many ancient practices which were traditionally kept exclusive. It has also designed many self-development techniques which can easily be integrated into daily life to calm the mind and instil confidence and enthusiasm.

In the western world, the most common aspects of Yoga practiced are the physical postures and breathing practices of Hatha Yoga and meditation. While practicing the postures and *asanas*, the blockage in the energy channels of the body is cleared. And the body energy system becomes more balanced. While some research scholars explained the idea that yoga in the Western world is predominantly a postural practice, others argue that this Western manifestation, like the historically Indian tradition of yoga, could cultivate transcendental states of spirituality. (Ivtzan, Jagatheeswaran, 2015).

The present investigator is of opinion that such a research is relevant since Soft Skills development plays a big role in personal, social, and national progress. Moreover, as there exists a research gap, the researcher consciously tries to make an attempt to connect meta-cognition theory, moral development theory of Kohlberg, thematic centred interaction of Ruth Khon with the principles of *Yama* and *Niyama* to inculcate values among adolescents through an Instructional Package. The Instructional Package is expected to enhance Soft Skills among the target group to lead a happy and meaningful life. In a rapidly evolving and inter connected world, the significance of education extends beyond the mere acquisition of knowledge. It encompasses the cultivation of values and the development of essential Soft Skills that are fundamental for success in both personal and professional spheres. This

Instructional Package embarks on a transformative journey, seeking to instil values that serve as the bedrock for nurturing a well-rounded individual equipped with the much needed Soft Skills.

The role of a teacher is to develop positive and supportive classroom Environment to energize Motivation of the student. Learners who put little effort into homework and assignments and are unwilling to participate in group work were warning signs of poor motivation. However, an ill-structured problem has raised the student's curiosity to solve it. Teachers gave preference to academic achievement in the classroom. They focused only about the academic achievement, and never thought about how they apply these learned things to face challenges in life through various skills.

UNESCO envisions a world where all learners are equipped with the values and Soft Skills; they need to become responsible global citizens. These values and Soft Skills are essential for building a more just, sustainable peaceful world. According to the vision of UNESCO the inculcation of values and Soft Skills should be taught and earned at all the stages of life, from early childhood to adulthood. UNESCO promotes a number of programs and initiatives to support the inculcation of values and Soft Skills. These include GCED (Global Citizenship Education) that helps learners develop the knowledge, skills, values, and attitudes they need to become responsible citizens and emphasize the importance of empathy respect of diversity, and a sense of belongingness to a broader community. Another program is Life Skills Education. It helps learners develop the skills they need to make informed decisions and live healthy and productive lives. UNESCO identified holistic education, cultural and ethical values, Peace education, soft skill development, social and emotional learning global citizen education, teacher training, and inclusivity. UNESCO (1996) identifies four pillars of education are 1) Learning to know, 2) Learning to do, 3) Learning to be, and 4) Learning to live together. These four pillars of education provide a comprehensive framework for educational system to address various dimensions of human development. UNESCO promotes these pillars to guide educational policies and practices that aim to

provide individuals with a well-rounded and meaningful education, preparing them for life in a complex and interconnected world.

In the present study, the Instructional Package is designed to address the critical need for a comprehensive and structural approach to a value-based education to develop Soft Skills and traditional values. By integrating values preached by ancient psychologist Patanjali's Yoga Sutra and modern theories and principles of Psycho social moral development, it aims at empowering individuals with a moral compass that guides their interactions and decision –making processes, ultimately fostering personal growth social cohesion and academic excellence.

The problems related to psychological well-being of adolescents are a plenty and varied. They fall in the main three domains such as cognitive, behavioral and affective. Most of their problems are developmental in nature. The perceived self-deficits as a result of unscientific comparison with peers and others; teenagers suffers over anxiety about future; phobic development on realities of life. Hence comes the role of the value oriented education and Soft Skills development. It can achieve easily by the help of inculcating values through the help of Patanjali Yoga Sutra, especially the knowledge and practice of *ashtanga* yoga

### **Need and Significance of the Study**

In today's fast paced and ever-changing world the significance of Soft Skills and traditional values cannot be neglected. Educators, policy makers and scholars – alike are recognizing the need for students to obtain skills that go beyond mere such as communication assertiveness, leadership adaptability and emotional intelligence. Ancient Indian wisdom offers powerful solutions to overcome this modern dilemma by the timeless teaching of *Patanjali* yoga Sutra and *Ashtanga* yoga.

The National Curriculum Frame work for School Education (2000) observed that school should strive to restore and sustain the universal and eternal value oriented education to attain the unity and integration of the people; it should enable them to realize the treasure within the self. The school is supposed to be an ideal place for enjoyment, recreation, fun and intellectual development. But the

modern school system deviates from what it ought to be. It tries to make the child acquire more than its intellectual caliber. The all-round development of the child is almost narrowed down to a single aim, i.e., to obtain more marks or better grades.

NCERT believes that values and Soft Skills are essential for learners to thrive in the 21st century and to contribute to a more just equitable and sustainable world. Curriculum frame works for all school stages emphasize the importance of values and Soft Skills the frame work provide guidance on how to integrate values and Soft Skills into different subject areas and activities. NCF (2005) emphasizes the importance of values and Soft Skills in Education. The NCF states identifies the following values and Soft Skills as essential for students to develop values such as respect, honesty, integrity, tolerance, empathy, compassion, and social justice and Soft Skills such as Critical thinking, problem solving, communication, teamwork, and collaboration (NCERT,2021)

National Curriculum Framework (2005) outlines a number of perspectives on how to develop values and Soft Skills among students. These perspectives include integrating values and Soft Skills in to all aspects of curriculum. Values and Soft Skills should not be taught as separate subjects, but should be integrated into all aspects of curriculum including academic subjects, extracurricular activities, and the school environment. Creating a supportive and inclusive learning environment, promoting active learning environment, encouraging reflection and self-awareness.

The NCF also emphasizes the importance of collaboration between schools' families, and communities in developing values and Soft Skills among students.

The NCF also emphasizes the importance of collaboration between schools' families, and communities in developing values and Soft Skills among students. It is important to incorporate tolerance, justice and civic responsibility within the educational set up (Borkar, 2021). The role of a teacher is to develop positive and supportive classroom Environment to energize Motivation of the student. Teachers gave preference to academic achievement in the classroom. They focused only about

the academic achievement, and never thought about how they apply these learned things to face challenges in life through various skills

Higher secondary students belong to the category of the end of the school life. Students have different viewpoints and attitudes about the future, so they should have the capacity to face any kind of problems with appositve attitudes to achieve success in life. Educating with them proper guidance and assistance they will reach at high level and will become true citizen. As per the report of NCRB (National Crime Record Bureau), the total number of crimes committed by juveniles in the state in 2020 was 331. As per the record of 2019, among 7413 prisoners 2426 belong to the age group of 18 to 30 in 2018, it was 1730. Report showed that there is a sharp rise in the number of young culprits in the jail. The crime rate increased from 2018 to 2019 among adolescents also.(Tom 2021)

. Sri Sri Raviishankar observes that “Mental health is one of the greatest challenges the world is facing today” The promotion of self-care activities like yoga and meditation, along with real-world social interactions for trauma healing is the solution to create a violence free society. He has also pointed out in connection with Mental Hygiene Education that neither in school or nor at home we are taught anything about our mind, and there is no education about mental hygiene. He put emphasis on the importance of creating a peaceful world with a peace of mind of human being for creating a violence free society, disease free body, confusion free mind, inhibition free intellect, trauma free memory, quiver free breath and sorrow free soul.

After reviewing research studies investigator felt that the *Ashanga* Yoga practice will help adolescents to overcome their stress and can face all life challenges through the development of Universal Human Values and Soft Skills .Implementation of early intervention programs to inculcate values and Soft Skills is the only solution to address risk factors and provide support to vulnerable adolescents.

A well-organized education package can provide opportunities for adolescents to acquire knowledge, values and skills, and increasing the chance of success. Here as a Yoga trainer, and a teacher the researcher felt that yoga is an ancient philosophy that has the power to reduce stress and criminal mind set and can inculcate Soft Skills and values among children of any age and can cultivate a good society by giving continuous interaction with them by following the universal principles behind it. The purpose of education is not only to impart knowledge, but more importantly to tap the hidden talents and potentialities of the students by helping them to develop physically, intellectually, morally and spiritually.

When the restlessness of the mind, intellect and self is stilled through the practice of Yoga, the yogi by the grace of the Spirit within self finds fulfilment and can know the joy eternal which is beyond the experience by the sense organs. One has found the treasure above all others. There is nothing higher than this. This is the real meaning of Yoga—a deliverance from contact with misery and sorrow.

Considering the potential that yoga has to add to rehabilitative endeavours, it is better to provide the great opportunities to get yoga practice and wisdom series to students of higher secondary school students. Its impact can be determined from the positive transformation the students undergo, and the reduction of offences due to the potential benefits of yoga practice. Yoga helps in creating a healthy interaction and balance in the various aspects of the human personality. Schools are the most appropriate place where systematic education in yoga can begin. Yoga aims at bringing about equilibrium of not only all systems of the body but also between body and mind. It trains the body and mind to cope with new situations and circumstances and helps cultivate the powers of adaptation and adjustment. Regular yoga practice enhances the ability of students to concentrate, to deal with impulsive behavior and to think more clearly. It offers an excellent means of physical education and exercise, as well as offering students a safe and balanced way to explore their bodies, minds and feelings. It also helps to give self-confidence and self-discipline, allowing students to become aware of them from the inside out. From this awareness, changes and growth in new and positive directions can blossom.

which allows their creativity to flow, their fears, anger and sadness to release and their trust in their inner self to shine. This is having an effect on both their physical and mental health. Therefore there is an increased need to equip young people with stress management and coping mechanisms as well as finding ways to increase their self-worth and self-esteem and to allow them to increase their ability to adapt through changing situations. Though yoga has its origin in India, its benefits are not properly utilized in the educational system of India.

The investigator also reviewed studies related moral development theory and humanistic psychology to develop an Instructional Package based on the modern psychology. Schools increasingly recognize the importance of fostering ethical reasoning and moral values alongside academic skills. Social emotional theories of Maslow, Rogers, Kohlberg and Erickson have contributed significantly to the development of values and moral ethics. These initiatives focus on developing students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Maslow's hierarchy of needs contributed and reminds the importance of addressing students' basic needs (physical, emotional, social) as a foundation for higher-level learning and self-actualization.

The investigator went through as many studies as far as possible. It was noted that many attempts were made to assess the effectiveness of ancient and modern psychology theories on various variables such as mental health, physical health and professional efficiency. No study was made available to the investigator which studied the impact of yoga practice integrated with social emotional theories on the promotion of Universal Human Values and Soft Skills among higher secondary school students. There was a research gap to inculcate universal human values and Soft Skills by the help of Ashtanga yoga integrated with humanistic psychology among higher secondary school students. Hence the investigator realized that such an area was suitable for the present study which was intended to look into the potential of the yoga instruction to bring about positive and significant changes in human behavior through inculcating values and Soft Skills among students. So, to fill the research gap plan to research this topic to eliminate all aggressive tendencies

of the students and eliminate all negativity to mould energetic young children for the sake of society and lead a successful life of their own. Education is the passport for the future, for tomorrow belongs to those who prepare for their life. Students have to deal with hard skills and Soft Skills. Higher secondary school level is a transmission phase period of adolescence. The adolescence years are often marked as by full of academic pressure and social dynamics. Ashtanga Yoga promotes mindfulness and self awareness to manage stress effectively. It helps to improve attention span and improved memory retention also. Participating in group yoga session can enhance social skills and promote a sense of community among adolescents. The collaborative environment encourages adaptability, empathy, communication skills, conflict resilience, assertiveness and leadership and contributing for healthy social relationship.

From the experience of an assistant Professor, in education sector, as an experienced teacher of schools and a yoga trainer the investigator tried to prepare an Instructional Package, including selected best knowledge of wisdom from Patanjali Yoga Sutra especially *yama* and *niyama* principles, and included the Soft Skills and humanistic psychology to develop the package.

Instructional Package prepared by using the Backward Design Model introduced by Wiggins and Mc Tighe in 1998, identifying desired learning outcome first, and can develop assessments that accurately measure students understanding leading to more targeted and effective evaluation methods ensure that educational practices remain purposeful coherent and effective. The intention behind the package is the promotion of Universal Human Values and Soft Skills among higher secondary school students”.

### **Statement of the Problem**

The present study aims to develop an Instructional Package and to find out the effectiveness of Ashtanga yoga and psycho social principles of psychology to promote Universal Human Values and soft skill, so the study entitled as “*Development of an Instructional Package for the Promotion of Universal Human Values and Soft Skills among Higher Secondary School Students*”

## **Definition of the Key Terms**

### **Development**

Development refers to the process of creating a design by selecting suitable approaches methods, techniques, and strategies and focus specific goal set by the investigator.

In the present study development refers to the systematic, intentional and outcome based process of designing, implementing, evaluating and refining learning experiences and instructional strategies it foster Universal Human Values especially from Ashtanga Yoga , soft skills mentioned by Goleman in emotional intelligence and humanistic approaches of different psychologist and develop instructional phases by using the Bakward design Model , Theme centered interaction approach and 5 E Model modules for the preparation of package..

### **Instructional Package**

An Instructional Package is a structured set of materials and activities designed to facilitate learning (Gagne, 1989) incorporating nine events of learning such as stimulate recall, objectives, stimulate prior learning, presenting the stimulus, provide guidance, elicit, feedback assessment and retention.

In this present study, Instructional Package means a package with instructional phases with modules with set of materials and activities to develop universal human values, and Soft Skills by demonstrating and providing some instructional materials with an intention of preparing students to face the challenges of life in harmony by providing different, approaches, strategies such as yoga, pranayama, meditation, and knowledge sessions. In this study Instructional Package is based on Ashtanga Yoga and humanistic psychology.

### **Universal Human Values**

The term "Universal Human Values" generally refers to a set of moral principles and ethical standards that are considered fundamental and applicable across all human cultures and societies not considering the geographical or religious difference, including honesty and integrity, compassion and empathy peace and nonviolence equality and non-discrimination, etc

According to Mahatma Gandhi (1869-1948) Universal Human Values are *Satya, Ahimsa, Asteya, Brahmacharya, and Aparigraha* which were mentioned in the article “11 principles of Mahatma Gandhi.”

In this present study Universal Human Values are fundamental principles that are widely accepted values such as *Yama* and *Niyama* Principles of *Ashtanga Yoga*, which include, 5 social ethics of *yama* principles such as *ahimsa* (Nonviolence) *satya* (truthfulness), *asteya* (non-stealing), *aprigraha* (non-holding) *brahmacharya* (abstinence) and 5 personal observances such as *Shoucha* (internal and external cleanliness), *santhosha* (being happy and contentment), *swadyaya*(self-study), *tapas* (penance) and *iswaraprinhdhana* (surrender to the supreme power).

### **Soft Skills**

Daniel Goalman (1995) popularized the concept of emotional intelligence as a key component of soft skills, defined as the ability to recognize and understand emotions in oneself and others .and to use this awareness to guide thought and behaviour..The American psychological Association has defined Soft Skills as the personal attributes, interpersonal skills, communication skills, problem solving skills and self-management skills that enables one to a particular job or journey.

In the present study the researcher defines Soft Skills as the personal attributes such as self-awareness, empathy, assertiveness, communication, leadership, adaptability, empathy, and conflict resolution to under stand self and others and to use this skills to guide thought and behaviour by challenging every situation in life.

### **Higher Secondary School Students**

The students belong to the age group of 15 to 18 years, studying in Plus one and Plus two classes are higher secondary school students.

. In the present study, selected representative group of students between the age group of 15-17 years of standared XII students in Palakkad District, in the state of Kerala (India), are considered as higher secondary school students.

## **Variables of the Study**

The study aims to find out the effectiveness of Instructional Package based on *ashtanga* yoga on traditional values and Soft Skills among higher secondary school students. Details of the variables selected for the study is described as following. The present study is designed with two variables.

### **Independent Variables**

#### ***Instructional Package***

The independent variable in this study was Instructional Package based on *Ashtanga* Yoga, Soft Skills and Humanistic Psychology. Here in the present research Instructional Package prepared by including humanistic psychology related with social moral development with ashtangayoga. This package prepared by adapting backward design model by McTighe and Grant Wiggins Theme centered Approach by Ruth Chohn (1970) a German American educator, and manuscript prepared based on 5 E model of Roger Bybee.

### **Dependent Variable**

Two depended variables are selected for the studies are

Universal Human Values

Soft Skills

Universal Human Values

Universal Human Values refer to the principle as costumes and beliefs have been passed down through generation to generations within the culture. These values are rooted in history or cultural heritage and considered essential to follow for wellbeing.

Universal Human Values are principles or standards that are widely accepted and applied across different cultures without considering the religion, caste, place or

time or circumstances. In this present study used *yama* and *niyama* principles as values.

### ***Soft Skills***

Soft Skills are personal attributes that enhance an individual ability to interact, communicate, take leadership, conflict resolution and work efficiently with others.

In these present study Soft Skills includes adaptability, awareness, communication, conflict resolution, empathy and leadership.

### **Major Objectives of the study**

- To develop an Instructional Package for enhancing Universal Human Values and Soft Skills among higher secondary school students.
- To find out the effectiveness of the Instructional Package on promotion of Universal Human Values among higher secondary school students.
- To find out the effectiveness of Instructional Package on promotion of Soft Skills and its components viz
  - a) Awareness,
  - b) Assertiveness
  - c) Adaptability
  - d) Conflict resolution
  - e) Communication
  - e)Empathy,
  - f) Leadership among higher secondary school students

### **Specific Objectives**

1. To compare the mean pre-test scores on Universal Human Values between experimental group and control group.
2. To compare the mean post-test scores on Universal Human Values between experimental group and control group.

3. To compare the mean scores on Universal Human Values of control group between pre-test and post-test.
4. To compare the mean scores on Universal Human Values of experimental group between pre-test and post-test.
5. To compare the mean gain scores on Universal Human Values between experimental and control groups
6. To compare the adjusted post-test scores in Universal Human Values between experimental and control groups by considering the pre-test scores as covariate.
7. To examine whether any significant difference exist between soft skills mean scores of the experimental group and control grou in terms of pre-test scores.
8. To examine whether any significant difference exist between soft skills mean scores of the experimental group and control group in terms of post-test scores.
9. To examine whether any significant difference exists between the pre-test and post-test mean scores of the control group.
10. To examine whether any significant difference exists between the pre-test and post-test scores of the experimental group.
11. To examine whether any significant difference exists between the gain scores and its components of the experimental and control groups regarding the Soft Skills Assessment Test
12. To compare whether there is any significant difference between the experimental and control groups, adjusted mean post-test scores by considering pre-test scres as a covatriate.

### **Hypotheses of the study**

1. There exists no significant difference in mean pre-test score on Universal Human Values between experimental group and control group.
2. There exists no significant difference in mean post-test scores on Universal Human Values between experimental group and control group.
3. There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values.

4. There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values.
5. There exists no significant difference between gain scores of experimental group and control group on Universal Human Values.
6. There exists no significant difference between adjusted post-test scores on Universal Human Values between experimental group and control group by considering pre-test as covariate.
7. There is no significant difference between the soft skill mean scores of the experimental and control group in terms of pre-test..
8. There exists no significant difference in mean post-test scores on soft skill between experimental group and control group.
9. There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skills.
10. There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skills and its components.
11. There exists no significant difference between the gain scores of experimental group and control group on Soft Skills.
12. There exists no significant difference between adjusted post-test scores on Soft Skills between experimental group and control group and by considering pre-test score as covariate.

### **Methodology in brief**

The method adopted for the study was experimental in nature. Pre-test- post-test non-equivalent group design from the Quasi-Experimental family was used for the study. Sample size was confined to 112 higher secondary students where 56students in experimental and 56 students in control group. Each group was observed by pre-test. Experimental group received an Instructional Package intervention, while the other group received no intervention during this study.

The methodology of the present study is briefly described under the following heads.

### **Design of the study**

Pre-test- post-test non-equivalent group design from the Quasi-Experimental family was used for the study.

O1 X O2

O3 C O4

O1 and O3 represent the Pre-tests

O2 and O4 represent the Post-tests

X represents the treatment given for experimental group

C represents the treatment given for control group

Non-equivalent group design is selected for the study. The experimental and control group are not equated on the basis of pre-experimental status.

### **Sample**

The population from which the sample is selected of all Higher Secondary students in Kerala following the state board syllabus. The sample consists of 56 students in experimental group and 56 in control group. Sample selected from 12th standard students of Higher Secondary School, Keralasseri.

### **Tools Used for the study**

The investigator develops the following tools with the help of the supervising teacher for data collection. The Instructional Package included implementation of psycho social moral development theories and Ashtanga Yoga principles and practice prepared by investigator by the help of supervising teacher and experts in the field. Human value assessment scale developed by the

investigator and supervising teacher and Soft Skills assessment Inventory also has developed by investigator and supervising teacher.

Ashtanga Yoga Instructional Package (Baby & Kumar, 2022)

Universal Human Value Assessment Test (Baby & Kumar, 2022)

Soft Skills Assessment Test (Baby & Kumar, 2022)

### **Data Collection Procedure**

The study was conducted with the approval and consent of the principal of Higher Secondary School, Keralassery, Palakkad who granted permission to collect data. After administering the pre-test by using the Soft Skill assessment inventory and Human Value assessment scale to the whole sample, then is divided into two equivalent groups as commerce students as experimental group and humanity discipline student as control group. The investigator interact with students of experimental group with 40 lessons including pre test and post test with by using the lesson manuscript of Instructional Package, but no special intervention or interaction with the students of control group. After the experimental intervention, a post-test administered to find out the gain score. Investigator compared pre-test scores and post-test scores of experimental and control groups to find out the effectiveness of the experimental group performance to know the effectiveness of the package.

### **Statistical Techniques**

Preliminary Analysis, such as Mean, Median and Standard Deviation, Independent sample t-test used to determine whether the mean of a population significantly differs from a specific value (called the hypothesized mean) or from the mean of other populations. ANCOVA- Analysis of covariance allows to compare one variable in two or more groups taking into account or to correct for variability of other variables, called covariates.

### **Results and Interpretations**

After tabulating the result of stained, a comparative study of the results was made. Results were interpreted. Analysis was done by using jamovi (2.3.26) and interpretation made based on the hypotheses.

### **Scope of the study**

The Instructional Package integrate ethical restraints (Yama) and observances (Niyama ) principles in the educational system targtrted for students teachers and administrators .Integrate modern psychology and ancient psychology can help to foster emotional,social and ethical growth in educational institutions enhancing collaborative leadership,and value based decision making among students and teachers .

- Principles from Patanjali Yoga Sutra can promote kindness, empathy, and conflict resolution.
- The Instructional package can help to create policies for inclusive, violence free environment.
- This package is very useful to develop respect intellectual property, and emotional boundaries.
- This package can be useful to cultivate gratitude acceptance and satisfaction with what one has,
- The Instructional Package can use a tool to inculcate cultural values and soft skill among all age level people at anywhere in the world.
- This package is useful from primary level to university level in educational system.
- The Instructional Package brings together the whole world in one umbrella in Spiritual level of development
- Ashtanga Yoga knowledge and Practice can develop holistic health
- Cultural enrichment through this package will help for other research without any barriers based on language, locale, discipline, and levels of education
- Developing ethical and moral principles among students in the very early stage itself, if make changes according to that age
- Promoting sustainability, conservation, and environmental consciousness among all types of community

- There is scope to understand of global issues human rights and universal values and develop a curiosity to know more about the dynamic world
- This study will give a new insight to learn more about the belief system of different religions and to encourage mutual respect and understanding.
- In this package implemented Backward Design Model, Theme Centered Interaction Approach and 5 E Lesson Plan Model, so there is a scope to make experiment by using this all in further research in different areas , disciplines and subjects.
- Promoting equity, diversity, inclusion and respect for all in this universe.

### **Limitations of the study**

The experimental studies in general have limitations and delimitations due to many factors. It is the responsibility of the investigator to see that the study is conducted with maximum care in order to be reliable.

The investigator faced a lot of limitations and made certain delimitations during the study. The important among them are

- The researcher being a yoga trainer conducted the study an effective way, but teachers or facilitator needs specific training to implement the package or need an assistance of an expert.
- Frame principles as secular value based involve in discussion sessions some may feel uncomfortable with aanas (posters)
- Emphasize Yama Niyama without mandatory yoga practices ,use discussions role plays instead of asanas for some group.
- Already packed academic schedules adding value education may feel like an extra burden
- Require open spacious hall with neat and tidy place for the smooth functioning, but not able to provide such atmosphere always
- Teachers unfamiliar with yoga philosophy may struggle to teach authentically.

- This package require significant committed time without conflicting academic requirement
- It can be challenging to measure the effectiveness within specific period; follow up sessions is not so easy to conduct the same group.
- Soft skills and values are hard to quantify providing impact become difficult.
- Without integrating with school culture E.g.-(NEP 2020, s holistic approach) benefits may not last.
- While this package has been shown to have beneficial, more research is needed to establish its effect in educational settings.

### **Delimitations of this study**

The study focuses on semi urban aided higher secondary school plus two students in Palakkad District, Kerala

### **Contextual Limitations**

- This study focused only on higher secondary school students to get a generalized result; samples are selected only from aided school affiliated to the state syllabus.
- Exclude other optional subjects, high schools and other local considerations.
- Only 12<sup>th</sup>standard students were selected for the study one group from commerce and other group from humanities because of the limitations and some technical issues to divide one batch to two groups
- This study was limited to selected yoga sutras, *asanas*, pranayama and Soft Skills and selected psychological moral related theories.
- The effect of this package depended upon the frequency and duration of the time has taken, for practice all activities, but here the researcher limited to one hour in each day.
- Apart from all these limitations The study is limited, focused on specific outcome such as universal human values related *yama* and *niyama* principles and selected Soft Skills

### **Content / Intervention Limitations**

- The study delimited to 40 lesson manuscripts in seven sessions.
- Does not address specific pedagogy ICT Skills
- This package can focus in the education system, can ensure a more targeted and in depth investigation

### **Duration and Intensity**

- 10 weeks intervention (4 hours / week ),no long term follow up after the study period ‘
- Sustainability long term behavioral changes not evaluated.
- Already packed academic schedule adding value education may feel extra burden according to stakeholders.

### **Resources and Sample size**

- This study was limited to only one school the study was limited to a specific sample size that was 112 students of two classes. The sample selected for the experiment is limited to a group of 56 students from commerce department and 56 from humanity department from same background of Palakkad District due to the inconvenience of the institution

### **Conclusion**

In this chapter the researcher explained background of the problem, need of the study, importance of the study, statement of the problem, conceptual and operational definitions of terms related to the present research. Then the researcher explained objectives of the research, hypothesis and assumptions of the research. In the end the researcher explained limitations and delimitations of the present research

### **Organization of the report**

The report study is organized in five chapters. The details incorporated in each chapter are as follows

**Chapter 1 Introduction:** This chapter presents a brief introduction of the problem, need and significance of the study, statement of the problem, definition of the key terms, objectives, methods adopted, tools used for the study, scope and delimitations of the study.

**Chapter 2 Review of Related Literature:** This chapter presents detailed descriptions of the theoretical over view regarding the three variables of the study and related literature review.

**Chapter 3 Methodology:** This chapter deals with the methodology of the study in details. This chapter comprises description of the variables tools, used for the collection of data sample selected for the study, data collection procedure, and statistical techniques, used for analysis.

**Chapter 4 Results and Discussion:** This chapter contain the details of analysis of data and discussion of results and draw conclusions at the end.

**Chapter 5 Major Findings and Conclusions, and Suggestions:** This chapter presents the major findings of the study suggestions for the improvement, educational implications, and suggestion for the future research.

**Chapter 6 Recommendations:** This chapter presents the generalization derived from the study while conducted by the investigator and also mentioned the educational implications and suggestions and recommendations to conduct future research.

## Chapter 2

# **REVIEW OF RELATED LITERATURE**

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- *Theoretical Frame work of Variables*
    - Theoretical aspects of Instructional Package*
    - Theoretical aspects of Patanjali Yoga Sutra*
    - Theoretical aspects of Traditional and Universal Human Values*
  - *Humanistic and socio emotional development Theories*
    - Theoretical Aspects of Soft Skills*
  - *Studies related to variables*
    - Studies related to Ashtanga Yoga*
    - Studies related to Universal Human Values*
    - Studies related to Soft Skills*
    - Conclusion*
-



### **Theoretical Frame work of Variables**

The study examines the effectiveness of Instructional Package based on *Ashtanga* Yoga for enhancing, universal values and Soft Skills among higher secondary school students. So in this chapter explained the theoretical overview of the variables in the first session and studies related to literature conducted various parts of the country and outside countries in second session and conclusion.

Theoretical overview of the variables considered is:

- Instructional Package,
- *Ashtanga*Yoga,
- Universal Human Values
- Soft Skills.

#### **Instructional Package**

Instruction package is the intentional facilitation material provided to a target group for learning toward identified learning goals. It is the deliberate arrangement of learning material in a systematic order to promote the attainment of some intended goal.

Dick & Carey (2015) defined Instructional Design as “the systematic development of Instructional specifications using learning and instructional theory to ensure the quality of instruction and it is the entire process of amalysis of learning needs and goals and the development of adelivary system to meet those needs.”

An Instructional Package is a comprehensive, self-contained set of teaching and learning materials designed to facilitate the delivery of specific educational content and includes a variety of techniques and strategies, approaches methods designs and resources of materials such as lesson plans, learning objectives, content materials, activities, assessments, and sometimes multimedia elements, all organized to support effective instruction on a particular topic or skill with a specific goal.

Some of the theories contribute to the design of Instructional Packages that aim to be comprehensive, effective, and adaptable to various learning contexts and learner needs to create a coherent, self-contained resource that supports both teachers in their instruction and learners in their acquisition of knowledge and skills.

Various researchers, educators and practitioners have contributed to the development and study of instructional design. The eminent contributors of this field include (Gagne, 1989). The concept of Instructional Packages is grounded in several educational theories and approaches related with Instructional system design, , constructivism, multiple intelligence theory, Blooms taxonomy, Gangue’s nine events of Instruction, Multimedia learning theory and Backward Design.

***Backward Design***

In this study the Instructional Package included the design as an integrated design of backward design. The "backward design concept refers to the fact that educators start with the end goals and work backwards to create the instructional plan, rather than starting with activities or content with the expectation of lead to desired outcomes.”

This approach aims to ensure that design remains focused on student understanding and learning outcomes, rather than just covering content..(Wiggins,& Mc Tighe, 1998).

**Table 1**

*Details of Backward Design*

Identified decide results	Stage 1	Identifying the desired results for students by establishing the overall goals of the learning sequence. Focus on identifying what students will understand, will know and will be able to do  What should students knowing and being able to do
Decide acceptable evidence	Stage 2	Focus on evidence of learning by assessment teacher plan the required performance tasks and evidence of outcome. It includes self reflections and self assessment of learning.  What will evidence for desired outcomes?
Plan learning experience	Stage 3	List the learning activities that will lead the students to the desired results.  Which activities that will lead to get the desired result and interesting for students and which activities promote to acquire the knowledge and skills

Backward design is to create lessons, modules, and courses method of giving instruction direction. It is easy for instructors to create assessments and training based on learning outcomes once the desired results, have been determined. Brown, (2017).The best time to start backward planning is when a project planned and how a student could review the requirements and make a list of the elements needed to complete the assignment or rubric. (Kesty, 20\23)

In this research Instructional Package designed on the basis of backward design model. Using the Backward Design model to prepare an Instructional Package on *Ashtanga* Yoga involves three main stages

Identify desired results expected after administrating the package

Decide acceptable evidence like learning materials to administrate the package

Plan learning experience and activities to achieve the expected outcome

Establish learning goals, Develop a deep understanding of *Astanga* yoga philosophy, principles, and practices, Determine important questions

By following the backward Design model, this Instructional Package based on Ashtanga Yoga and moral development theories is designed to ensure that the process of package is following with clear learning goals, assessment procedure and activities. Wiggins and McTighe have further argued that teachers can approach planning in any order as long as they aim for co ordination of all the components of their units .To begin with the end in mind means to start with a clear destination in your mind” by Stephen Covey .(Covey, 2006 )

By using the backward design model here the researcher integrated the 5E model as classroom strategy.

5E Model

The 5E Instructional Model (Bybee, 1990) can be used to design a science lesson, based upon cognitive psychology, constructivist-learning theory, and for the

best practices in science teaching. The 5 E Model consists of cognitive stages of learning that comprise engage, explore, explain, elaborate, and evaluate. Bybee declares that “using this approach, students redefine, reorganize, elaborate, and make change their initial concepts through self-reflection and interaction with their facilitators, peers and their environment”. Students collaborate to observe research, evaluate, and form conclusions throughout the process. In the meantime, the instructor facilitates learning by assisting students.

This model promotes inquiry-based learning and active student engagement, encouraging learners to construct their own understanding of scientific concepts.

### *Engage*

Capture students' interest and activate prior knowledge by the help of A KWL chart asks students to record what they know, what they want to know, and what they have learned about the topic ,first then after the instructions what they have got in the case of backward design model. The KWL chart is used to pre-assess student prior knowledge and is referred to throughout the duration of the lesson and in this study after the instruction also make assessment.

### *Explore*

The exploration phase provides the students with concrete learning experience and allows students to investigate concepts through different kinds of hands-on activities. Students are encouraged to apply process skills, such as observing, questioning, investigating, testing predictions, hypothesizing, and communicating, with other peers.

### *Explain*

Introduce formal concepts and terminology based on students' experiences and asks the students to describe and discuss their exploration learning experience.

*Elaborate*

Apply learned concepts to new situations to help develop deeper and broader understanding. Students may conduct additional investigations, develop products, share information and ideas, and implement their knowledge and skills to new situations in real life.

*Evaluate*

Assess students' comprehension, performance and skills throughout the learning process through, the use of non-traditional forms of assessment, such as portfolios, work sheets, performance-based assessment, concept maps, or reflective journal logs may serve as significant evidence of student learning.

Theme-Centered Interaction Approach

Theme Centered Interaction (TCI) is a concept developed by psychoanalyst Ruth Cohn, primarily used in group dynamics and education. It provides a framework for fostering effective communication and interaction, promoting both individual growth and collective development within a group. Ruth Cohn and forms explains the concept of 'living learning'.

The goal of TCI is to facilitate the interaction between tasks and individual, and task and groups in order to encourage the development of factual, social and self-competence.

*TCI is based on four core elements:*

Every group is defined by four factors: Ruth C. Cohn's work is concerned with thematic groups and she identified four factors that are central to every such group:

The **"I"**: Represent each single individual, and refers to the individual participants and their personal thoughts, emotions, and needs

**The "We"**: mentioned the group as a collective entity, focusing on the interactions, relationships, and shared experiences within the group.

**The "It":** Refers to the central theme or task that the group is focusing on, such as a specific activity, project, or problem and is concerned with—the reason why these individuals have gathered in the first place.

**The Globe:** This encompasses the environment or situations, in which the gathering takes place in—the direct surroundings, weather, timing constraints, and the whole universe. Within the “Globe” interaction among the “I” the “We” and the “It” takes place simultaneously in harmony and the factors like place, time, events, and given structures (for example, school regulations, and atmosphere) that additionally influence the interaction are counted as “Globe” parameters

### **Theoretical Aspects of *Ashtanga* Yoga**

Yoga is a spiritual discipline founded based on an extremely subtle science, which focuses on bringing harmony between mind bodies and breathe. The word ‘Yoga’ has been derived from Sanskrit word. ‘Yuj’, means ‘to join, ‘to unite, ‘to combine’, or ‘to integrate’. Yoga thus means integration at three levels: body, mind and soul. Yoga is the ancient art and science of attaining complete harmony and ultimately leading to liberation of the human being from the cycle of repeated births and deaths. Yoga means unity and when practised regularly, brings wellbeing at physical, mental, emotional, behavioural, spiritual, and psychological levels and leads to changed positive perspectives towards self and others. Patanjali Yoga sutra is composed by Maharshi Patanjali.

Yoga as a traditional text has a lineage of over 5000 years. It is believed to be a tool for liberation by the wise. In the process of the journey, one has to master in many facets of Mind, Body, and Spirit. According to the modern science, Yoga has gained more prominence in the field of health. Yoga *Darshan* is the main *darshan* out of the six Indian *Darshan* in which narrative encompasses scientific and spiritual aspects of yoga in four chapters. Patanjali Yoga Sutra contains 195 aphorism divided into 4 chapters.

1 Samadhi pada – about enlightenment

2 Sadhana pada – about practice

3 Vibhuti Pada – about results

4 Kaivalya Pada – about Liberation

**Yoga Darshan** is also known as **Patanjali Yoga Sutra** in the whole world and is the only authentic Yoga Granth and is a lifestyle as well as life in itself. Whatever problems the modern world is faced with or will face in the future, the 99% solution to all those issues will be possible only through practice of yoga and knowing Yoga sutrasYoga.

Patanjali was a true scientist who gave the first knowledge about the control of thought and mind and about universal laws governing time and space. Unfortunately none of the commentaries on Yoga Sutras have explored them through the lens of science.

*Ashtanga Yoga (Patañjali Yoga Sutra 2.29)*

In Sanskrit "Ashta plus anga" is ashtanga. "Ashta" means eight and "Anga" is limbs so it means Eight Limb path, Ashtanga yoga is based on Yoga Philosophy of Patanjali.. Ashtanga Yoga is the eight-limbed path of conscious living and spiritual practice that guides one towards personal ethics and social observances.

Yoga Sutra 2.29 is part of yoga sutras of Patanjali a foundational philosophy of Yoga, states about eight components, such as yama, niyama, asana, pranayama prathyahara, dharana, dhyana, Samadhi

Dowdle, (2023) explained that the ultimate goal of Yoga Sutra is to help practitioners cultivate a steady mind, leading toward everlasting contentment. The yoga sutra widely regarded as, a collection of aphorisms outlining the eight limbs of yoga .These” threads of wisdom offer guidelines for living a meaningful and purposeful life. Rooted in Indian tradition Ashtang yoga is a comprehensive system of physical mental and spiritual practices that has demands in modern era also. Often

referred to as “eight limbed path,” Ashtanga Yoga encompasses a structured frame work that guides towards self-awareness, self-mastery, and harmony. The practice involves a combination of asanas, pranayama meditation ethical guidelines and self-discipline.

‘Yamāniyamāsanaprāṇāyāmapratyāhāra  
dhāraṇādhyānasamādhayo'ṣṭāvaṅgān' ||29 ||

Yama niyama asana pranayama prathyahara dharana, dhyana samadhi,

One method to practice ashtanga yoga is going from yamā, niyamā, āsana, prāṇāyāma and so on and another method is to first experience samādhī and then practices all the others. Stages of Ashtanga yoga: Partanjali has recommended eight stages of yoga discipline. They are

*Yama:* Social ethical constraint Ahimsa(Non-violence), Satya (Truthfulness), Asteya(Non-stealing), Aparigraha(Non-holding), Brahmacharya (Moderation, austerity) Personal observances or disciplines, including cleanliness, contentment, self-discipline, self-study, and surrender to a higher power.

*Niyama:* Personal ethics-Soucha (cleanliness), Santosha (contentment), Svadhyaya (self-study), Tapas (self-discipline) and Iswarapranidhana (surrender to a higher power.)

*Asana:* (Physical postures, and warming up or loosening exercises): Physical postures practiced with mindfulness and awareness to prepare the body and mind for meditation and higher consciousness. Likewise, asana is a way to practice yoga, but it is not the yoga itself. And there are other methods of exploring yoga, such as pranayama, breathing exercise.

*Pranayama (Control of vital energy through breath):* According to Sri Sri Ravishankar the term “Pranayama” is derived from the Sanskrit terms “Prana” and “Ayama”, translating to “breath” and “expansion”. Yogic breathing exercises can help one to control the life force energy also known as the prana. In addition to improving meditation, breathing exercises that develop prana, cleanse the body and

mind. According to yoga philosophy, inner serenity can be controlled by pranayama. The word prana and yama are the two independent words that make up prana and yama. Prana means to breath, while ayama means to expand, Pranayama is considered a science and is said to bring voluntary positive control over breathing, which in turn is thought to control the strength of the mind and emotions. Prana means to breath while ayama means to expands, lengthen and rise .

#### *Types of Pranayama*

Some popular practices of pranayama are:-

- Bhastrika pranayama-is used to boost energy level
- Kapal Bhati Pranayama –is used for energy clearing and its detoxifying effect of the body.
- Nadi Shodhan Pranayama- or alternate nostril technique.-to focus mind by joining the right and left side of the brain

*Pratyahara (Withdrawal of senses or making the mind introspective)*: The term pratyahara refers to the practice of withdrawing ones senses from the outer world. The practice helps the practitioner to quiet the mind focus inward and prepare for deepest meditation and self realization. Regular practice of pratyahara helps to improve concentration, reduce distraction enhance self awareness and the outcome is the peace of mind.

*Dharana (Concentration or Focus)*: Dharana is the sixth limb of the eight limbed yoga and it involves training the mind to focus on a single point or ideas Dharana develop upon the previous limb pratyahara and also prepare the practitioner for getting ready for next limb dhyana. Dharana is the active focusing and concentration on one object or idea

*Dhyana (Meditation)*: Meditation is, leading to a deep state of inner stillness and peace. Meditation stabilizing the functioning of autonomic nervous system causes remarkable reduction in anxiety and hypertension. The Yogic refinement in

psychological attitude (Yama and Niyama of yoga) can reduce tension, improve health. .Dyana help to cultivate the ability to sustain concentration and to attain the state of inner stillness

*Samadhi (Attainment of the supreme consciousness):* Samadhi is the eighth limb of Ashtanaga Yoga means union, or absorption. It refers to a state of consciousness where the individual ego (Jiva) merges with the universal consciousness (Brahman).The practitioner experiences oneness and integration with the soul in the union of the divine and helping practitioners develop a stable mind that leads to eternal contentment is the ultimate goal.

According to Swenson Ashtanga Yoga as a holistic practice that integrates physical postures or asana, breathe control (pranayama) and meditation (dhyana) to cultivate inner awareness and balance. One method to practice ashtanga yoga is going from yamā, niyamā, āsana, prāṇāyāma and so on and another method is to first experience samādhi and then practices all the others, (Shankar)

Yama and Niyama are two important concepts in Yoga philosophy, and these principles form the foundation for ethical and moral conduct in yoga practice and daily life. These principles are meant to guide practitioners in living a more mindful, ethical, and spiritually oriented life. The following five principles of Yama can consider as Universal Human Values

*Yama and Niyama Principles:* Yama and Niyama are foundational ethical principles in yoga philosophy, from Patanjali Yoga Sutrasas the first two limbs of Ashtanga Yoga. They serve as guidelines for moral conduct and self discipline, aiming to cultivate a harmonious relationship with oneself and external world.

Patanjali identifies five key Yamas

*Ahimsa (Non- Violence):* Ahimsa encourages harmlessness in thought, word and in action and promoting kindness empathy, compassion and non-violence towards all living things.

*Satya (Truthfulness):* Satya means being honest in thoughts, speech, and actions. That means purity in thought, clarity in mind and sincerity in action

*Asteya (Non-stealing):* Asteya means not taking anything that doesn't belong to oneself not only physical possessions but also ideas and time. Respect the time and energy of others, give credit where credit is due, and see if one can help build up the world's kindness reserves by giving more than one take.

*Brahmacharya (Celibacy or Moderation):* Brahmacharya signifies the right use of energy, which means moderation and respectful behaviour in all aspects of life. It is a manner of living that eventually leads to Brahma-Jnana, or the realization of the absolute reality. It is having control over the incorrect kinds of ideas.

*Aparigraha (Non – Possessiveness):* Aparigraha means avoid greed and attachment and foster a sense of attachment from material possessions. It is the decisions about not to accumulate possessions through greed but to develop generosity to give without holding to others.

### **Niyama (Observances)**

Niyamas are personal ethics that lead to self –purification and spiritual growth. Niyama relates to self-discipline and spiritual observances.

The five key Niyamas are:-

*Saucha (Purity)-:* Saucha's the first limbs of the niyamas. Saucha maintains a clean body and mind. It involves keeping things clean, inside and outside, both physical and mental hygiene; one want to keep purity of thoughts can feel free from emotions. It advocates for a pure life style and environment.

*Santosha (Contentment)-*Santhosha refers to a state of contentment and acceptance of one's current circumstances with what one have. Contentment is really about accepting life as it is with inner peace and gratitude. It is the second of the five Niyamas in Patanjali's Yoga Sutras.

*Tapas (Austerity or Discipline or right effort):* Tapas mean cultivating a sense of self-discipline, enthusiasm, and commitment to practice and fostering resilience and determination. That means disciplined and relaxed way of life in tough situation.

*Svashyaya (Self study or Self reflection):* Self-study is continuous learning and exploration of spiritual knowledge and practices. According to Stephen Cope's book "The Wisdom of Yoga" Svadhya means not just self-study, but cultivating curiosity and a lifelong commitment to learning practices (Cope, 2007).Swadhyaya also is a process of self-reflection, leading to a deeper understanding of oneself and the universe.

*Ishvarapranidhana (Surrender to a Higher Power):* Ishwara refers to the supreme power, the ultimate reality. Pranidhana means to dedicate oneself. Isvarapranidhana refers cultivating a connection with the divine or ones spiritual path and cultivating humility and devotion.

Yama and Niyama serves as a foundation for personal development, ethical living, and spiritual awakening, guiding individuals toward a balanced and harmonious life. The philosophy of yoga and the psychology of yoga are present not only as epistemology to the science of yoga, but also as the basis for practice of the Yogic processes. (Chidananda, 1991).Yoga interventions are great for helping people make and stick to lifestyle changes. Practicing yoga and becoming more awareness about body and mind and makes it easier to maintain healthy habits. Yoga helps people to achieve a calm and balanced state of mind, and allow responding both good and bad situations with control and moderation. It's a powerful practice that promotes physical health, a peaceful mind, spiritual growth, and better relationship with others.(NCERT)

### **Universal Human Value – Different perspectives**

Universal Human Values are often discussed in philosophy, ethics, and cross-cultural studies. While different cultures may prioritize certain values over others, there are several fundamental values that are often considered universally significant. According to this study the top 10 most important Universal Human

Values associated with religious beliefs: five Yama principles and five Niyama principles which are mostly connected with 1 Freedom, 2. Equality, 3 Justice, 4. Respect, 5. Compassion (Tonga, 2016). According to United Nations perspectives the Universal value Declaration of Human Rights (1948) outlines several universal values such as dignity, freedom, equality, justice, and peace.

Schwartz, S. H. (2012), in his book ‘An Overview of the Schwartz Theory of Basic Values, Online Readings in Psychology and Culture.’ mentioned about 10 values such as self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence, and universalism.

This descriptions and perspectives shows that there is no single agreed list of human values these are recurring from different cultural, philosophical, and scientific approaches. The prioritizations and interpretations of these values can vary significantly between individuals and cultures. But the yama and niyama principles never vary on behalf of culture, religion or geographical variations.

Rokeach was a psychologist who set a model of belief system to classify beliefs, attitudes and values clearly. The human values are the virtues that guide us to take into account the human element when we interact with others. Human values are acceptance; appreciation, openness, empathy, respect, consideration, compassion; love and benevolence towards other human being Spiritual Values are the highest form is the qualities of divine. Love, peace, harmony, wholeness, joy, gratitude, fulfilment, meaning, service, forgiveness, creativity, generosity etc. are some spiritual values. We all are seeking for reunification with divine in its purest sense

Spiritual values are the integrative values of human soul consisting of altruistic, humanistic, personal, divine, and leading to spiritual growth of personality. . Humanistic values refer to values guiding our system and get accustomed to judging and behaving with ourselves and others. These values are more useful for promoting humanity such as Sincerity, Justice, Goodness, Forgiveness, Courage, Power, Respect and Wisdom. Personal values are those values which guide an individual to be perfect and get reinforced in personal

relationships such as Self-restrain, Selflessness, Humility, Righteousness, Forbearance, and fortitude.

Divine values are qualities that encourage surrender to God, fostering inner peace and harmonious relationships with others. These include traits like kindness, softness and satisfaction. According to Nazam (2016), the five fundamentals human values are: right action, peace, truth, love and nonviolence. Values of different categories are as follows

1. Values related to Right Conduct: Self-help skills, social skills, and ethical skills
2. Values related to Peace: Attention, calmness, concentration, contentment, dignity, discipline, equality, equanimity, faithfulness, focus, gratitude, happiness, harmony, humility, inner silence, optimism, patience, reflection, satisfaction, self-acceptance, self-confidence, self-control, self-discipline, self-esteem, self-respect, sense control, tolerance, and understanding.
3. Values related to Truth: accuracy, curiosity, discernment, fairness, fearlessness, honesty, integrity (unity of thought, word, and deed), intuition, justice, optimism, purity, and quest for knowledge, reason, self-analysis, and sincerity, sprit of enquiry, synthesis, trust, truthfulness, and determination.
4. Values related to love: Acceptance, affection, care, compassion, consideration, dedication, devotion, empathy, forbearance, forgiveness, friendship, generosity, gentleness, humanness, interdependence, kindness, patience, patriotism, reverence, sacrifice, selflessness, service, sharing, sympathy, thoughtfulness, tolerance and trust
5. Values related to Non Violence: benevolence, compassion, concern for others, consideration, forbearance, forgiveness, manners, happiness, loyalty, morality, and universal love.

Values are the guiding lines in the life of a human being. They help him to fulfil the true purpose of life, i.e., to discover oneself. There is need to promote

value education to make this world filled with peace and harmony and for holistic development of value education. When human values are given the importance they deserve, there would be no chance for crimes or negative traits like envy, pride, injustice, violence, greed, or lust. This would allow everyone to live together in harmony experiencing prosperity and happiness.

Value education inculcate in children strong moral, social, and spiritual principles helping them develop a solid character that benefits both themselves and the society. (Singh, 2015) Values are not just personal traits but shared understandings of what is considered right, good, and worth cherishing. Building on Rokeach's work, Schwartz (1992) describes values as expressions of universal human needs, physical, survival, social connection, and group community. According to Schwarz, values function as goals organized into meaningful clusters, such as achievement, self-direction, stimulation, hedonism, universalism, benevolence, tradition, conformity security and power. (Oyserman, 2015).

As UNESCO (1972) highlights, "It is no longer effective to carry out educational reforms in a fragmented way without understanding the overall goals and methods of the educational process. To effectively reshape its individual components, one must have a clear vision of the whole. While value education is a shared responsibility of parents and society, schools, due to their structured and institutional goal, must take the lead. Educators have a duty to ensure that value-based education is effectively delivered.

The National Policy on Education highlights the importance of value education as a powerful for fostering social and moral values. According to Dewey the main primary purpose of education is to equip individuals with the ability to adapt an ever-changing environment, particularly the evolving dynamics of society (Dewey, 2001). Krishnamurti argued that education should not merely involve imparting vast amounts of information to children instead should empower students to think critically, reason, reflect, question, feel, care, and develop willpower. Tagore's philosophy aligns with the teachings of the Upanishads, ancient Hindu philosophy, emphasizing similar values.

***Psycho social emotional moral development theories related with inculcating values.***

- Carl Rogers Self Theory
- Maslow's Need hierarchy
- Kohlberg's psycho social moral development Theory

***Carl Rogers Self Theory***

Carl Rogers self theory focuses on understanding and developing the “self” through personal growth and self awareness. According to Rogers, people naturally strive to become their best lives, a process called self actualization. In this journey, values play a key role as they guide behaviour and decisions.

Carl Rogers believed that personal growth requires an environment that fosters geniuses (openness and honesty), acceptance (unconditional positive regard), and empathy (being understood and heard). He empathized that everyone has the potential to achieve their goals, dreams and desires. To achieve self –actualization certain conditions must be met (Saul McLeod, 2023). His philosophy is rooted in humanistic psychology

Rogers' idea of self-concept is central to his humanistic psychology theory. It includes three main components: self-image (how individuals perceive themselves), self-esteem (the value they place on themselves), and the ideal self (the person they aspire to become). The humanistic approach highlights that self-concept is unique, shaped by their personal experiences and perceptions. His ideas focus upon creating conditions that allow individuals to thrive and achieve their full potential. Here are the key aspects of his philosophy.

**Person – Cantered Approach**

Every person has the right to find out the solution in their own way and respect personal values and experiences

## Self Actualization

Human is motivated by desire to best version of them and striving for personal growth, creativity and fulfilment.

*The self and Congruence –Self consists of two aspects*

1 Real self, 2 Ideal self

Real Self -The real self is who a person truly is including thoughts, emotions, behaviours and experiences as they exist in the present moment.

Ideal self- It emphasizes a person who wants to become or aspires to be. It represents ones goal, dreams and values often shaped by societal norms.

## Congruence

Congruence occurs when there is alignment between the real self and the ideal self. Congruence occur when there is alignment between the real self and the ideal Congruence occurs when there is alignment between the real self and the ideal self. Congruence leads to inner peace, high self esteem, and a sense of wholeness and satisfaction

Example: If someone values kindness and consistently and acts kindly. their real self aligns with their ideal self ,fostering congruence.

## Incongruence

Incongruence happens when there is a mismatch between the real self (self image) and the ideal self. This gap can cause discomfort, dissatisfaction, because a person feels they are not living up to their aspirations and values.

Example: If someone wants to be confident but constantly feels insecure they experience incongruence, leading to frustration or low self –worth.

**Core conditions for growth-** The three essential elements for personal growth are

1. Empathy,
2. Unconditional positive regard and
- 3 Authenticities

**Focus on free will and choice** –Rogers’s philosophy believes that every person is capable of growth and transformation when nurtured in an environment of understanding, acceptance and honesty. Nurturing these principles helps individuals embody core human values improving both personal wellbeing and social harmony.

Yoga sutra 2.36 (satya) focuses truthfulness and aware one to live in harmony with true self

### ***Maslow’s Hierarchy of Needs theory***

Maslow’s Hierarchy of Needs theory has connection to the philosophy and practice of yoga Maslow’s hierarchy illustrates a progression of human needs to attain self-actualization, like yoga seeks to inculcate holistic values through physical, emotional, mental, and spiritual dimensions.

Maslow believed that human behaviour is guided by a set of basic needs such as physiological needs; safety needs belongingness and love needs, self-esteem needs, and the needs for self-actualization.

According to Yoga Psychology, there are three additional levels of development, experience, or being, which are beyond the five primary needs of Maslow's Needs Hierarchy. What many consider the transpersonal level of Maslow is equivalent to the subtle level of Yoga Psychology.

Maslow’s hierarchy of needs can be related to human values .Heres how this theory connects with different human values at each stage

- 1      Physiological needs like food, water and shelter. These needs are fundamental for survival. Once they met individuals can focus on higher needs and the value of self care becomes prominent.
  
- 2      Safety needs like security stability; freedom from fear arises after basic survival needs are satisfied. This connects to value like security and non violence. In the case of Niyama principle it leads to surrender to God or Iswarapranidhana. It also supports the value of justice, (asteya and aparigraha in yama principles).
  
- 3      Love and Belonging needs: Once basic and safety needs are met, individuals seek love, affection, and relationships. Here the value of love becomes central, along with compassion and community, empathy, kindness, (contentment in niyama principles.). Healthy supportive relationships are crucial for emotional development and personal fulfilment. Individual begin to understand the importance of co operation and mutual respect.
  
- 4      Esteem needs- Esteem needs often come from being true to oneself and acting ethically. This needs revolve around the desire for self respect, recognition and respect from others. In Ashtanga yoga pranayama, prathyahara dharana relate with esteem needs, In yama and niyama soucha, sathya, brahmacharya .swadhya tapas the highest Universal Human Values develops through esteem needs.
  
- 5      Self actualization – At the top of the Maslow’s pyramid is self-actualization. That means the realization of one’s full potentials. Self actualization involves living authentically, being true to ones values and striving to contribute meaningfully to society by following values like creativity and wisdom. It is about embodying the highest values, such as truthfulness, compassion, and nonviolence. To attain this stage, it is important to follow practicing pranayama prathyahara and dhyana. In yoga philosophy this stage can explain like Samadhi. Yoga provides a way to connect with ones true self, similar to Maslow’s focus on self actualization, which involves uniting the body, mind and spirit (Kelly, 2021).

Transcendence (Beyond self actualization)- When the body is relaxed the breath steady, and the mind calm, it becomes easier to focus on all needs like safety, love, belonging, esteem and ultimately self actualization. (Watts, 2023). This reflects Maslow's idea of Being and transcendence –going beyond one to experience fulfilment. Building self respect and confidence through regular yoga practice can help individuals experience joy and self actualization. These values guide from survival to self actualization, fostering a more harmonious and fulfilling life.

### ***Kohlberg's Moral Development and Yoga***

Kohlberg's theory of moral development provides a frame work for understanding how individuals develop ethical reasoning and can be used to promote Universal Human Values effectively. The main features of this theory are 1) Understanding moral stages .2) Promoting critical thinking .3) Nurture empathy.4) Integrating values in education .5) Creating a just and harmonious society.

#### Understanding moral stages

Kohlberg's theory is broken down into three primary levels. At each level of moral development, there are two stages. Kohlberg believed not everyone progresses to the highest stages of moral development.

#### ***There are two stages within each three levels:***

- The three levels are
- Pre-conventional Level: Morality is based on avoiding punishment or personal gain
- Conventional Level: Morality is guided by social norms.
- Post –Conventional Level: Individuals morality is based on universal ethical principles like justice, equality, and human rights.

Promote Critical Thinking about universal core values.

Encouraging discussions around ethical dilemmas and moral conflicts helps individuals think critically about justice, fairness and equality, which are core universal values.

Nurture empathy and compassion

Education based on Kohlberg's theory can nurture empathy and compassion, fostering values like benevolence and respect for diversity.

Integrating Values into Education

Kohlberg's theory supports value based education by introducing moral dilemmas that challenge students to reflect on their own choices and encourages them to internalize values like honesty, responsibility and fairness.

Build a just society

By applying Kohlberg's theory in educational settings, community programs, and public policies help to foster Universal Human Values with a goal of creating a just and harmonious society.

### **Theories Related to Soft Skills**

The epistemological foundation of Soft Skills investigates how individual acquire and apply non technical skills such as communication leadership and emotional intelligence and how these abilities are cultivated and integrated to personal life, and professional life. These skills are described as interpersonal, intrapersonal and communication skills that contribute to build relationships, solving problems and leading times. According to Jean Piaget and Lev Vygotsky learners develop understanding and competence through interaction with others and good relationships. Soft Skills such as empathy, teamwork and problem solving are learned through personal experiences reflection and collaboration with others.

Pragmatist epistemology, rooted in philosophers like John Dewey, emphasizes the practical application of knowledge. Soft Skills are competencies that individual develop and refine through practice to solve problem effectively.

The phenomenological approach to Soft Skills focused on experiences and how one perceive things and interact with others. The ethical foundation of Soft Skills can be connected with virtue ethics of Aristotle (1999) who emphasized character development and moral virtues. For leading a virtual life one should develop moral character. Soft Skills like empathy, resilience, and integrity are connected with ones moral character which promotes social and personal flourishing.

According to Goleman (1995) emotional intelligence includes key aspects like self awareness, empathy, motivation and social skills all of which play significant role in developing Soft Skills. For example empathy helps to build strong team and resolve conflict, like self –awareness helps to manage stress and maintain balance in life. Salovey & Mayer, (1990) explained emotional intelligence as the ability to recognize, understand and express emotions effectively to oneself and when interacting with others. Boyatziz (2006) mentioned that people with higher emotional intelligence can perform effectively in interpersonal relationships and adaptability. Organizations are giving more importance on Soft Skills when hiring and training employees to create a more collaborative and efficient work place (Chamorro-Premuzic et al., 2017).

Based on the above theories some selected Soft Skills include, communication, team work, leadership, empathy, awareness, adaptability, conflict resolution, and emotional intelligence.

- Awareness-Awareness is the state of being conscious and knowledge about one's self and surroundings and situations.
- Assertiveness-Ability to express ones thought, ideas, feelings and needs frankly and respectfully and considering the rights and opinions of others.

- Adaptability means the ability to adjust in new situations and embrace change.
- Communication refers the ability to convey information clearly and carefully.
- Conflict Resolution means resolving disagreements or disputes and working towards solutions that satisfy all parties involved.
- Empathy is the ability to understand and share the feelings, thoughts or experiences of others and comprehend their emotions and perspectives and act actively for them.
- Leadership- is inspiring motivating, and guiding others towards achieving goal.

The National Education Policy (NEP, 2020) aims to provide a comprehensive framework for educational development and emphasizes the importance of holistic education, which includes Soft Skills development among students. Similarly, the National Curriculum Framework (NCF) 2005 and the upcoming version of 2024 emphasize Soft Skills into curriculum through a constructivist approach. To support this goal, State Councils of Educational Research and Training (SCERT) have initiated workshops and training programs aimed at equipping educators to impart Soft Skills effectively. Soft Skills are also known as 21<sup>st</sup> century skills. Soft Skills are a combination of people skills, communication skills, character traits, attitudes, character attributes, social intelligence and emotional intelligence quotient among others that enable people to navigate their environment work well with others, and achieve their goals with complementing hard skills. The guiding principles outlined in the NCF emphasize values such as equality, justice, freedom, secularism, respect for human dignity and human rights, which provides the basis for inculcating values and skills among students (NCERT, 2005).

The World Health Organization has categorized life skills into three components such as, thinking skills, social skills and emotional skills in which ten categories of skills are included such as critical thinking, problem solving, decision making, creative thinking, effective communication, empathy, interpersonal skill, self awareness coping with emotions, and coping with stress. (National Skill

Development Policy). The World Health Organization (WHO) identifies essential components of Soft Skills as communication and interpersonal skills, teamwork and collaboration, problem –solving abilities, adaptability and emotional intelligence.

### **Transactional Analysis (TA)**

Transactional Analysis is a psychological theory developed by Eric Berne and focused on human communication and interactions mentioned about three ego states such as parent, adult and child ego states. TA can be linked to Soft Skills and the inculcation of values by providing a framework for self awareness communication, and emotional intelligence

Awareness of the parent ego state helps in empathy, active listening and conflict resolution. An adult state enhances values such as truth, integrity, and accountability. It encourages individuals to make decisions based on rationality and ethical principles. The child state can connect with values like innocence, curiosity, and playfulness. TA encourages respect and understanding in relationship promoting values like fairness, empathy, and non-judgment in interactions and cultivating a sense of wonder and adaptability.

Yoga and Transactional Analysis promotes self-reflection. Transactional analysis encourages the individual to recognize which ego state is dominated during interactions. In both cases self-observation is important. Yoga practice can assist in balancing the parent, adult, and child ego states through rational decision making and mindfulness and incorporate compassion and self-care into the practice. Personal growth and self-actualisation are the aim of the both approaches.

Transactional Analysis offers guidelines for fostering interpersonal relationship while yoga provides practices aimed at physical, mental and spiritual development. Patanjali Yoga sutra has been described as a reflective tool that highlights the spiritual essence underlying transactional analysis (Sandle, 2019).

According to Berne (1973) transactional analysis plays a significant role in shaping and developing character, enhancing social awareness, living in harmony

with others and mutual reinforcement and respect to achieve collective goals (Sundah, 2018).

### **Johari Window**

The Johari Window- A communication model

The Johari Window, a communication model created by Joseph Luft and Harrington Ingham, offers a simple way to improve communication by encouraging self awareness and reflection. This model supports Soft Skills and develops a culture of creativity and teamwork. It helps people to understand how one see oneself and how others see them.

The rationale behind the Johari window is that people have the innate ability to adopt four approaches to interpersonal relationships with respect to themselves: 1) Ability to disclose a lot of information about them, 2) Ability to disclose any information about them. 3) Ability to receive feedback in constructive way. 4) Ability to resist any feedback about themselves.

The Johari window addresses the following questions:

What do others know about the individuals?

What is unknown by them?

What do others not know about the individual that they should know?

What do they know about the individual that the individual should know?  
(Sexena, 2015)

According to Luft and Ingham, there are four parts of the personal window that account for self-perceptions.1) Open (Known to self and known to others) 2) Blind (Unknown to self but known to others) 3) Façade (Known to self but unknown to others) 4) Unknown (Unknown to self and unknown to others).

**Open self**-The open self is known as the public area, refers to the information that an individual is aware of and also shares with others. This includes feelings,

motivations and behaviours that are openly communicated in a straightforward manner during interactions.

**Blind Self:** This quadrant is related to information is not known to self but known to others, who interact with that person and know more about him. This is known as blind area.

**Hidden Self:** The Information that is known about one but will be kept unknown from others includes feelings, past experiences, fears, secrets etc.

**Unknown:** The Information which is unknown both to the individual as well as others and it includes the information, feelings, capabilities, talents etc. and can be due to traumatic past experiences or events which can be unknown for a lifetime.

(The Johari Window Model, n.d)

### **Review of Related Studies**

The investigator identified a large number of related studies focusing on the variables related with the present investigation. All of the variables studied were highly significant in the current state of education and practice and as a result, the investigator concentrated on documenting only relevant recent studies on all four variables, even though analysed all possible related studies. Today, yoga is being looked to by people all over the world for solutions to the different issues that modern man faces. Yoga is a lifestyle. It is a comprehensive educational program for the body, mind, and spirit. Yoga was developed and performed in India thousands of years ago, but because it addresses universal truths, its lessons are just as relevant today as they were then. Yoga is a useful tool that is not specific to any one faith; practitioners of Buddhism, Jews, Christians, Muslims, Hindus, and Atheists can all benefit from its teachings.

For the present study, a detailed literature survey in relation to Ashtanga yoga and Patanjali Yoga sutra and other variables like Soft Skills related intrapersonal and interpersonal skills such as communication, leadership, empathy,

assertiveness, adaptability, conflict resolution and self-awareness have been carried out. The studies reviewed are presented under the following heads:

- Studies Related to Yoga
- Studies Related to Universal Human Values
- Studies related to Soft Skills ,

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### **Studies related to Yoga**

Akash (2024) conducted a study titled as “the impact of ashtanga yoga on stress this systematic review examines the impact of Ashtanga yoga on stress-related outcomes, including perceived stress levels, and subjective well-being assessments. The review focused on randomized review studies, Controlled trials and observational studies published from 2009 onwards. The findings indicated that regular practice of Ashtanga yoga significantly reduces perceived stress levels and improves subjective well-being. The major mechanisms include enhanced mindfulness, relaxation response, and emotional regulation. The review highlights the need for more rigorous research to understand the long-term benefits and potential limitations of Ashtanga yoga as a stress management tool. The study contributes to the growing body of evidence supporting the therapeutic benefits of Ashtanga yoga for the promotion of mental well-being and stress resilience

Robert (2024) conducted a study to entitle as “effect of long term Ashtanga Yoga Practice on Psychological wellbeing “ among 213 long –term Ashtanga Yoga practitioners, compared their sample of 31966 individuals from the general

population. The findings revealed significant differences, with Ashtanga Yoga practitioners performed well than control group across all dimensions of the PREMA Model. The study examined the causal relationship between duration of the practice and wellbeing scores, highlighting the profound impact of sustained engagement

Kumar (2023) conducted a bibliometric analysis to review research on Ashtang Yoga and its effects on health and wellbeing. Using the Pub Med database, the study analyzed 2864 research studies with the help of VOS viewer software. The findings highlighted various benefits of Ashtanga Yoga, including improvements psychological, immunological and neurological health as well as enhanced quality of life and great self awareness.

The analysis revealed that Ashtanga Yoga is reducing stress, anxiety and depression. Ethical principles such as Yama and Niyama were noted for fostering self –discipline and ethical living. Additionally Asana, Pranayama, and Prathyahara associated with Ashtanga Yoga are found to be positively influence various dimensions of health and wellbeing. The study concluded that Ashtanga Yoga serve as a valuable approach to enhance overall wellbeing, promoting inner balance and cultivating spiritual awareness.

Shankar (2023) conducted a study titled “Effect of Yoga on the Social responsiveness and problem behaviours of children with ASD in special school, A Randomized Controlled Trial “The study addressed the raising prevalence of autism spectrum disorder (ASD) among school aged children in India. A total of 43 children from special schools participated in the randomized controlled trial. Teachers addressed the children using the Social Responsiveness Scale -2 and the Aberrant Behaviour Checklist-2 baseline and after the yoga intervention. The result revealed significant improvements in social communication, reductions in problem behaviours, and decreased social withdrawal following the yoga intervention.. These findings highlight the potential of yoga as an effective strategy for enhancing social responsiveness and managing behavioural challenges in children with ASD.

Sharma (2023) explained in the research that “The need of Yama and Niyama in promoting adolescents physical and mental well-being “He established in his studies that Yoga, a discipline that promotes healthy living and spiritual wellbeing, helps achieve balance between the mind and body. This study focused on the role of *yama* and *niyama* in enhancing the mental and physical health adolescents. By reviewing various studies he concluded that Yoga is a tool that can be used effectively for inculcating values and advocate an ideal life style for children. Hence there is no integrated personality without the application of *yama* and *niyama* which provide concrete mile stone for character development.

Rathore, (2023) conducted a research on “Light on the Patanjali *Yog* Sutra’s stress reduction techniques and their applicability in contemporary life.” By bringing these ancient concepts and practices into daily life, people can better manage the complexity of the modern world, enhance their well-being, and establish balance and harmony within themselves and within their communities. The methodology has been split into two parts by a thorough analysis of the current literature from PubMed, Science Direct databases, and Google Scholar search engine, scholarly journals. Then the authentic text of Patanjali Yoga Sutra is reviewed and studied in detail to uncover specific sutras. The exploration of stress management techniques derived from the Patanjali Yoga Sutra reveals a rich and effective framework for addressing stress in the modern world .The finding were concluded that the incorporation of yama and niyamas into daily life offers a scientifically supported for stress management in modern society.

Cartwright (2023) examined in a study that yoga was shined as a holistic mind–body practice cultivating greater awareness and developed physical performance. The methodology of the study involved focus group of youth aged 11-18 years to explore perception and experience of yoga. The intervention programme included postures, breathing exercises relaxation techniques, mindfulness practice and practical yoga. The study revealed three main findings 1) Youth perception of yoga as a mind, body discipline cultivating greater awareness, and enhancing physical performance. 2) The practice tool that empowered youth to develop self

regulates stress and difficult emotion. 3) Yoga practice helped to overcome social barriers. The key findings emphasized the social and relational benefits of yoga highlighted the need to raise the awareness of the bio psycho social impact of yoga while addressing the barriers of practice yoga in schools.

Bazzano (2022) investigated in his study “the effect of exposure to a yoga and mindfulness program for early child hood development of social emotional skills in a majority Black / African American urban preschool setting in south eastern Unites States “The intervention involved group yoga and mindfulness sessions once a week for 32 weeks .The control group did not get any intervention activities. The final sample included 579 in control group 122 in experimental group. Results indicated that children in the experimental group had significantly higher total proactive factor sub scores on the Devereux Early Childhood Assessment over time than \the control group and that the difference was statistically significant. Participation in the intervention group significantly predicted increases in initiative score, self-control score, and TPF score, as well as a decrease in the behavioural concerns.

Singh (2022) in the study titled “Ashtanga Yoga for General Well-Being “examined the influence of Ashtanga yoga to achieve balance of the mind and create a sense of well-being. The findings indicate that practicing yoga enhance feelings of relaxation, improved self-confidence, improved efficiency, increased attentiveness, lowered irritability, and an optimistic outlook on life. The study highlighted the yoga generates balanced energy which is vital to the function of the immune system and leads to an inhibition of the posterior or sympathetic area of the hypothalamus. Furthermore Yogic practices were shown suppress to brain areas associated with fear, aggressiveness and rage, and stimulate the pleasure centres in the median forebrain and other areas leading to a state of equanimity, bliss and pleasure. This inhibition results showed lower anxiety, heart rate, respiratory rate, blood pressure among students practicing yoga and meditation.

Srinivasan & Thaiyar (2021) conducted a study to assess the benefits of yama and niyama in psycho spiritual well-being in young adults. The study involved

100 participants who were randomly assigned to either a yama-niyama intervention group or a control group. Three months intervention and one-month follow-up assessment related with Yama and Niyama. Control group attended regular classes during intervention time. Participants completed baseline and post-intervention of Vedic Personality Inventory questionnaire and chakra alignment measures. The study also fills a gap in yoga research by exploring the foundational psycho–spiritual aspects of yoga, demonstrating the potential of yama, niyama practices to enhance psycho spiritual wellbeing.

Sinha & Kumari (2021) advocated for integrating Yoga with education in the modern schooling system and proposed a theoretical model based on a synthesis of ancient knowledge and modern research. The paper is based on adolescent mental health, case for character education, case for school-based yoga intervention, ancient texts of yoga, and contemporary research on yoga's benefit. According to them the practice of yoga can restore lost vitality and by practicing yoga with children, the teacher may understand their nature and attention type better. The researchers identified five main factors for successfully implementing yoga in school: feasibility, yoga module development, role of yoga instructors and school teachers, yoga research, and support of parents. The findings highlighted the significant benefits of yoga for children and adolescents, making a strong case for integration into education. Conducted a study titled as “Effect of ashtanga yoga on social skills development of children with high-functioning autism spectrum disorder” aimed to find out the effectiveness of ‘Ashtanga Yoga’ in promoting the social skills of children with high functioning autism spectrum disorder (HFASD). The pretest post-test control group design was adopted for the study in which two convenient groups of children with autism (6-14 age group) having an IQ above 70, selected from Kozhikode district of Kerala. The study included two groups, control (n=33) and experimental group (n=36). The two groups were pre-tested for their social skills by testing the P-Version (for parents) and T-Version (for teachers) of the Social Skill Assessment Scale for Children with Autism. The experimental group was then exposed to 23 sessions of a month-long intervention with ‘Ashtanga Yoga’ class at the rate of one hour session per day, while the control group did not receive any

intervention. After the intervention social skills were reassessed in both groups. Result showed a significant improvement in social skills in the experimental group compared to the control group indicating that 'Ashtanga Yoga' can be an effective tool in promoting the social skills of children with high-functioning autism.

Ranjan (2020) examined the integration of life skills and yoga in promoting health using a systematic review of literature and content analysis of quantitative and qualitative data. The study revealed significant improvements in student's school engagement as well as a reduction in unexcused absences and detention. "Students' attitudes toward resorting to violence also decreased, and they developed better coping skills. Empirical evidence supports the integration of yoga and life skills as an effective intervention method. Most yoga applications have been done in the area of emotional skills. However, the study highlighted the need for further research into the application of yoga in enhancing cognitive and social skills

Arjunan (2020) conducted a study titled as "Effect of Ashtanga Yoga on social skills development of children with high-functioning autism spectrum disorder" aimed to find out the effectiveness of 'Ashtanga Yoga' in promoting the social skills of children with high functioning autism spectrum disorder (HFASD). The pre-test post-test control group design was adopted for the study in which two convenient groups of children with autism (6-14 age group) having an IQ above 70, selected from Kozhikode district of Kerala. The participants in control group and experimental group were pre-tested for their social skills by testing the P-Version (for parents) and T-Version (for teachers) of the Social Skill Assessment Scale for Children with Autism. The experimental group was then exposed to 23 sessions of a month-long intervention with 'Ashtanga Yoga' class at the rate of one hour session per day, while the control group was controlled from getting any such experiences. Cessation of the experimental period is followed by post-testing of the social skills of the participants in both the groups. The significant difference estimated in the mean gain scores of social skills of control group and experimental group established the effectiveness of 'Ashtanga Yoga' in promoting the social skills of children with high-functioning autism.

Diego (2019) conducted a study exploring the potential of yoga practice as a means of leadership development and specifically examined whether the frequency of yoga practice affects four components of authentic leadership: self-awareness, ethical/moral reasoning, balanced processing, and relational transparency. The participants for this study were selected based on their leadership roles such as directors, managers, executives, team leaders, employees, coaches, and teachers, volunteers, who influence a group towards the achievement of a goal or mission.

The study utilized a 21 – question survey, which included 18 items from the self reported Authentic Leadership Questionnaire (ALQ) rated on 5 point Likert Scale. Findings indicated that the leaders who practiced yoga 4 or 5 times in a week reported significantly higher scores in all four components of authentic leadership such as self awareness, improved ethical reasoning, better balanced processing, and greater relational transparency compared to those who practiced yoga less frequently or not at all

Lohan (2018) conducted a study to evaluate the effects of 12 weeks of daily Ashtanga Yoga practice on emotional competence. The sample selected 80 adults aged 18-21 years from Govt. College, Bilaspur Rampur (U.P). The participants were divided into two equal groups consisting of forty subjects each belonging to one experimental and one control group. Participant in the group engaged in 1 hour of ashtang yoga training, daily practice over 12 weeks of period, while the Control group did not get any training. Data analysis involved Paired ‘t’-test to compare pre-test and post-test mean scores of experimental and control group and independent ‘t’ test was used to compare between post-test mean scores of experimental and control group. It was observed from the study that 12 weeks Ashtanga yoga practice was shown to have positive effect on the emotional competence psychological variable. The findings indicated that 12 weeks of Ashtanga Yoga foster emotional competence psychological variable.

Sharma (2018) conducted a study, titled “Yoga as a tool in peace education” the researcher established the relevance of growing realization in the world of education today..The study emphasized regular practice of asanas (yoga postures)

helps to keep body fit and strengthen the mind and gives it the power to withstand pain and unhappiness stoically and with fortitude. In this way, it leads to the attainment of mental equilibrium and calmness. Pranayama regulates the breathing process through correct breathing technique and helps one to generate creative energy and releasing tension and developing a relaxed state of mind. As the practice of pranayama facilitates the flow of oxygen to our brain and it improves mental clarity, alertness and ensures physical wellbeing. Additionally Yoga-nidra helps, completely rejuvenating the body and the mind. The study concluded that as Peace Education aims at the physical, emotional, intellectual, and moral-spiritual development of children within the framework of a deeply rooted tradition of human values, integrating yoga into peace education could effectively contribute to creating a culture of peace.

La Civita (2017) investigated the effectiveness of Ashtanga yoga as an intervention to improve psychological well-being. The study involved non clinical volunteers who attended 18 Ashtanga yoga classes, twice per week, over a 9-week period. Participants completed assessment of depression, anxiety, affect, self-esteem and interpersonal functioning at three points : before starting classes, after the 10th class and after the last class. 31 students completed all three measurement points and attended an average of 11 classes (range = 5–18). Results indicated that as participants reported becoming less unassertive and overly accommodating, they also reported decreases in depression, anxiety, negative affect, as well as increased social self-esteem. The study suggested that uncovering subtler impacts of meditative states on psychological outcomes may require direct comparisons within carefully controlled trials.

Gaiswinkler (2016) reported in his article titled as “The relationship between Yoga Environments Mindfulness and psychological Well-being” the practice of yoga has its biggest impact on mental health.. He took a sample of 455 participants and made investigation by means of an Internet survey through which they rated the degree of yoga involvement by using by using yoga immersion scale. 93 gymnastics practitioners were in control group. Highly involved yoga

practitioners of the experimental group exhibited a significant amount of mindfulness and spiritual well-being while compared to the control group that group moderately involved in yoga all participants completed the mine multidimensional inventory for spiritual well-being. The researcher identified that the efficiency of yoga to generate calm states, mindfulness self-compassion, and a sense of connectedness. A common pattern emerged from this practice first led to positive intrapersonal relationship and then influenced one's interpersonal relationship. Findings -Yoga practice can help to improve one's relationship to one self (intrapersonal) through mindfulness and self-compassion and can improve relation with others (interpersonal) through social connectedness and compassion which they lead to enhanced health and wellbeing.

Hagen & Nayar (2014) explained in his studies about Yoga for children and Adolescents – A Review of literature, that the effects of yoga physical, emotional and cognitive outcomes in children and adolescents (aged 5-18).A total of 22 studies were included in the review. The investigator included multiple databases such as Pub Med, Scopus and Web of Science and used tools as meta analysis, systematic review software .The study found that Yoga improved balance and strength, reduced system of anxiety and depression, improved cognitive functional and had a positive effect on emotional wellbeing .Similarly, yoga in schools helps students improve resilience, mood, and self-regulation skills. The basic motivation of teachers should be strengthen children's self-esteem and focus their attention on themselves from within the self.

Trigg (2013) studied the experience of yoga as a complementary treatment for depression. The research question for this study was about the experience of individuals who utilize yoga as a complementary treatment for depression. Various aspects of yoga, including physical yoga postures, meditation and breath regulation or pranayama served as the basis for much of the literature related to yoga's effect on mental and physical health. The analysis resulted in a theory of physical, emotional, and interpersonal transformation was concluded that yoga provided a complementary tool with which individuals may manage depression. The popularity

of yoga continues to grow and its utility in treating depression will continue to grow in understanding and application.

Gardab (2012) investigated the effects of a yoga-based program on quality of life, perceived stress, mindfulness, and self-compassion in young adults. The sample selected was 33 participants and provide four-month residential yoga intervention before and after the program. 43 demographically matched individuals completed the same questionnaires with a four-month interval. Sample of the study -101 participants were enrolled in the study: 53 participants of the SI and 48 controls, who did not participate in the program, and were matched for age, gender, and education .Result showed that participation of yoga program predicted increase of predicted increases in quality of life and decreases in perceived stress, mediated by mindfulness and self-compassion. These effects were mediated by mindfulness and self-compassion, while the effect of group on perceived stress was only mediated by self-compassion. The findings suggests that yoga based interventions can effectively enhance subjective wellbeing in young adult and mindfulness-based interventions may share underlying mechanisms. There were no significant differences between the experimental and control groups on the matching variables of gender.

Illayaraj (2012) conducted a study to investigate the effect of yogic practice and brisk walking on mental health and self-concept among obese men. The study involved 45 obese men aged 40-50 years, randomly selected, and their age ranged between 40-50 years, randomly divided into three equal groups within 15 subjects and each group namely two experimental groups' (Group I) yogic practices, (Group II) brisk walking and (Group III) control group. The experimental groups were selected as Yogic practice group and brisk walking group and provided training for 6 weeks, trained 5 days per week for duration of 60 minutes each day. The control group did not undergo any training program. The pre-test and post-test on mental health and self-concept was measured and the data was statistically analyzed by using ANCOVA to find out the significant difference among the three groups. The finding of the study revealed that there was a significant effect on mental health and

self-concept for both the experimental groups when compared to the control with the intervention of yogic practices and brisk walking proving effective.

Rich (2012) conducted a study of yoga therapy to increase attention in preschool children. The purpose of the study was to determine the impact of yoga therapy on the development of behaviours that are related to the regulation of emotions in preschool students. The participants were involved 49 preschool students, aged 3-6 years, from two suburban integrated preschool settings. Participants took part in 20-minute yoga sessions led by a Yoga Teacher 2 days per week for a total of 4 weeks. ANOVA and a paired-samples t test were utilized to examine the results of Conner's' Teacher Rating Scales—Revised (CTRS) Short Version to determine the impact of yoga therapy on the attention span of preschool students. Data were examined for male versus female preschool students as well as for the total population of students. The findings revealed that the exposure to yoga did not have an impact on the attention of the preschool students. The, post-test scores proved that girls demonstrated increased attention at the conclusion of the study.

Rogers, (2011) conducted a study on the effect of yoga in the classroom as new approach to holistic physical education. This study explained student perceptions of yoga, and how students think about yoga could be used in the classroom. The tools used for the study were interviews, observations of children participating in bi-weekly yoga sessions, and analyzing participants' written reflections in open-ended journals. This research can help to re-define DPA for all students in order to reach out to a variety of student needs. Using Michael Fullan's (2001) analyses of change, this study demonstrate the linkages between the practical applications of yoga in the school and theories of holistic education. This study recommended practical applications of yoga and how it can be implemented in elementary classrooms across Ontario.

Gonzalez (2010) conducted a study on correlations among yoga enhancement design and cognition of college student learning and practitioner. In this study, this researcher investigated the extent to which incorporating yoga into

the occupational therapy education and the cognitive and professional development of college students. The research investigated how integration influences academic achievement and success, outcome of client's treatment, and student's preparedness in academic challenges. By establishing a yoga foundation in the students' higher education program of occupational therapy, they would be better prepared to interact or provide treatment to individuals with special needs. Students who become practitioners may need to have a method to cope with the stressors encountered from their work environment. The investigation contained both quantitative and qualitative data collection procedures. The study involved 12 students in an occupational therapy assistant program (experimental group) and 33 students in an allied health program (control group) from a community college in South Texas. Some participants practiced yoga while others did not. The findings indicated that incorporating yoga enhanced student's ability to create supportive treatment environment not only for their clients but for themselves as well. Practitioners managed stress more effectively in their workplace and established a more cohesive working relationship with colleague

Berger, (2009) conducted a pilot study to examine the effects of yoga on well-being of inner-city children. The study compared two groups of fourth and fifth grade students participating in after school programs in Bronx, New York. One group engaged in a yoga program for one hour per week for 12 weeks other group did not participate in yoga practice. Pre-intervention and post- intervention emotional well-being was assessed by Harter's Global Self- Worth and Physical Appearance subscales, which were the study's primary outcome measures. Secondary outcomes included other measures of emotional well-being assessed by 2 new scales: Perceptions of Physical Health and Yoga Teachings (including Negative Behaviours, Positive Behaviours, and Focusing/relaxation subscales). Pre intervention and post intervention, physical well-being was assessed by measures of flexibility and balance. The results suggest a possible role of yoga as a preventive intervention as well as a means of improving children's perceived well-being.

Gruber (2008) examined to evaluate the physiological and stress related psychological effects of weekly Ashtanga yoga training over three months. The study conducted of twice weekly 60-90 minute. The hypothesis was Ashtanga yoga sessions would have positive effects on: blood pressure, upper body muscular endurance, flexibility, and Muscular endurance, flexibility, and perceived stress. The participants selected seven college-age untrained females with a control group of five moderately active college age females engaged in traditional physical activities. The results revealed statistically significant and increased trunk flexibility with evidence of positive effects on cardiovascular fitness, perceived stress and mental health.

Bonura, (2007) conducted a study of the impact of yoga on psychological health in older adults. In this study, the researcher states that it is important to understand how yoga impacts older population because increasing numbers of older adults are engaged in yoga. He studied the impact of a six-week yoga intervention on the psychological health of senior citizens. Older adults were randomly assigned to 3 groups: Chair Yoga, Chair Exercise, and no-treatment control group. Classes were held for 45-minute weekly sessions, over six weeks, and daily home practice was supported. All participants were assessed pre-intervention, post-intervention, and at one-month follow-up for anger, anxiety, depression, well-being, general self-efficacy, and self-efficacy for daily living. Times by group interactions were significant for all trait variables. Yoga participants improved more than both exercise and control participants, in anger. Changes in self-control were associated with changes in general self-efficacy and trait anxiety. Self-control is proposed as a mechanism underlying the impact of yoga on psychological health.

Granath (2006) examined a stress management program based on cognitive behavioural therapy principles were compared with a Kundalini yoga program. The sample of the study was 26 women and 7 men from a large Swedish company were divided randomly into two groups for each of the different forms of intervention among a total of four groups. The groups were instructed by trained group leaders and 10 sessions were held with each of groups, over a period of 4 months.

Psychological variables such as self-rated stress and stress behaviour, anger, exhaustion, quality of life and physiological variable such as blood pressure, heart rate, urinary catecholamine's, salivary cortisol measurements were measured before and after the interventions with medium-to-high effect sizes. However, no significant difference was found between the 2 programs. The results indicated that both cognitive behaviour therapy and yoga are promising stress management techniques.. Physiological measurements were used to measure noradrenalin and cortisol levels as well as changes in heart rate and blood pressure. The results of the study found that both CBT and yoga had positive impacts on stress reduction for the participants and participants in the yoga group noted a decrease in perceived stress, behavioural stress, and noradrenalin levels.

Feldman (2005) investigated a study to demonstrate how yoga can helps to cope with the tension and anxiety in this new scenario which has the full of pressure of competition and tension. The research emphasized Yoga as an art and science of healthy living has a significant role for balancing mind and body. The practice of yama and niyama are a set of guidelines and the first two limbs of Ashtanga yoga gradually fostering a sense of discipline, contentment and detachments. The practices were shown to be powerful tool for developing the personality of children thereby improving their physical and mental well-being. This study proved that the application of yogic ethical principles (yama and niyama) are essential for achieving an integrated personality and highlighted their importance in nurturing mental and physical health among adolescents.

Casden (2005) conducted a controlled study about the effects of ashtanga yoga on autonomic, respiratory and cognitive functioning; psychological symptoms and somatic complaints. The purpose of this study was to evaluate the effects of Ashtanga yoga on autonomic homeostasis and respiratory function, as a mediator for improved cognitive functioning, psychological symptoms and somatic complaints in healthy adults. The study involved 48 participants aged 19 -38 randomly assigned to either to Ashtanga Yoga group (22 participants) or control group (26 participants).The yoga group practiced a modified beginner's version of Ashtanga

yoga twice a week over a 6-week period. Assessment conducted at baseline and the after the yoga intervention revealed that participants in the yoga group showed significant improvements in breath-holding time, adoption of abdominal breathing, positive mood, reduced fatigue, increased energy levels, enhanced quality of life, better sleep quality, improved concentration, short-term memory, and cardiovascular fitness compared to the control group. The result showed that the Ashtanga Yoga may serve as an effective intervention in various clinical settings to enhance both physiological well-beings

Ray (2001) conducted a study to observe beneficial effect of yogic practices during training period on the young trainees. The study involved 54 trainees aged 20-25 years randomly divided in two groups, experimental (yoga) group (23 males and 5 females) and control group (21 males and 5 females). The Yoga groups involved in yogic practice for the first five months while the control group did not perform any yogic exercises from the 6<sup>th</sup> to 10<sup>th</sup> month of training both the groups performed the yogic practices. Physiological parameters like heart rate, blood pressure, oral temperature, skin temperature in resting condition, responses to maximal and sub maximal exercise, body flexibility were recorded. Psychological parameters like personality, learning, arithmetic and psychomotor ability, mental wellbeing was also recorded. The findings indicated improvements in performance at sub maximal levels of exercise and in aerobic threshold within the yoga group. Further, shoulder hip, trunk and neck flexibility improved among yoga practitioners. There was also enrichment in various psychological parameters, such as reductions in anxiety and depression and better mental function after doing yogic practices. The study suggested that incorporating yogic practices into training programs can yield physiological and psychological benefits among adults.

### **Studies on Universal Human Values**

Acharya & Bhattacharya (2024) conducted a study to examine the integration of Universal Human Values (UHV) into 21<sup>st</sup>- century educational curriculum. The study highlighted the need for student's holistic development beyond mere technical proficiency. The investigator argued that the current education system often neglects

essential Soft Skills like creative thinking leadership and self awareness. So to address this gap the All India Technical Education introduced a UHV Course in 2017. The integration of Universal Human Values (UHV) into 21st-century educational curricula, emphasizing the need for holistic student development beyond mere technical proficiency, aiming to foster a comprehensive understanding of individuals personality dimensions because the current education system often neglects essential life skills such as creative thinking, leadership, and self-awareness aiming to foster a comprehensive understanding of individual personality dimensions. The authors discuss the rationale behind this initiative, its relevance in today's information-driven academic environment, and potential outcomes on students' value systems. The investigator also tried to identify the areas in which such an innovative course can appeal to the lots of young people.

Desai, (2023) conducted a study to evaluate the impact of Universal Human Values (UHV) course in Indian higher technical education and designed to inculcate universal values in students, promoting responsible and ethical behaviour. The sample of the study was two groups of undergraduate engineering students were randomly selected from an Indian Institute in which 80 plus junior class students considered as experimental group (Group A) and 75 senior students as control group. (Group B) that was not taught the course. Based on a survey question the response collected from both groups and used the tools of frequency distribution analysis, to evaluate response. On the basis of the analysis the result showed that the younger students of group A had more clarity about human aspiration goals, activities, and the goal of life. The study suggested that the integrating the UHV course into the curriculum can contribute nurturing well rounded individuals leading to a more harmonious society for the coming generation if they are taught such courses. The study highlighted the need of inculcating Universal Human Values in shaping students ethical perspectives and societal contributions. The researcher specified the role of education in promoting values like tolerance, equality, and justice to prepare students for global citizenship.

Zheng (2023) explored the history and development of yoga highlighting the global popularity, cultural importance, and its role in promoting both physical and mental well-being. This study highlighted how yoga is constantly evolving to meet the demands of modern society. This study emphasized its significance for healthy and sustainable development in China, as well as its blending of traditional and modern values, development and heritage. This research delves into the humanistic values inherent in yoga and its contemporary relevance, offering valuable perspectives on the evolution of Chinese exotic culture and other traditional sports. The paper systematically examined the humanistic value of yoga, focusing on its integration of development and, traditional and modern values, and its significance for healthy and sustainable development in China. The study explores the humanistic value characteristics of yoga with modern significance, providing insights for the development of traditional culture in China and other traditional sports. The results provided guidance for the growth of yoga in China and provided references for the country's traditional sports heritage and development. Apart from this, practicing various poses such as standing, sitting, bending twisting and lying was shown to stimulate and activate body organs, tissues and cell activity, eliminate pressure on body system, improve health of heart, enhance body strength and reduce risk of disease.

Khudyakova (2023) in his study titled as “traditional values as the basis of education in a modern rapidly changing society” explored ways to preserve traditional values through focused education. The research focused to addresses the challenge of identifying key values for shaping educational goals in modern Russian society. The study emphasized the importance of implementing Decree No. 809 for preserving traditional value through education. The methodology included discussion and on the Decree’s implementation organizing targeted education, program and identifying essential traditional values for education in modern Russian society.

Rani and Jindal (2022) highlighted in their study titles as “Importance of Human Values for life – A Study “the significance of Universal Human Values in

contemporary society and education systems. The study argued that values such as empathy, integrity, and respect are essential for leading a meaningful life and should be inculcated from an early age. The researcher identified human values are acceptance, appreciation, openness, empathy, respect, consideration, listening, affection, and love towards other human being. The aim of this paper is to highlight the significance of universal human value in human life. The findings of the study were values are reflected in behavior. By practicing good values, a person can be an asset for himself as well as for others, values promote the humanity, value are the guiding lines in the life of a human being . The study established that if the human values are promoted to the extend one deserve to be, then there would be no place for evils like envy, injustice, violence, possession and lust and every can live with continuous happiness and prosperity. With an emphasis on examining hypotheses put out by many experts, the study highlighted the significance of Universal Human Values in guiding interactions, giving life meaning, and the necessity of imparting these values to children from an early age. Then they will be free from evils.

Pandey (2021) revealed through his study the impact of teaching Universal Human Values to students and seek to understand the possibility of the students accepts and applying a value based life style that encompasses both their personal and professional life. This study attempted to make awareness the impact of UHV Course on uplifting in the mind of the students and a lead a social change in their behavioural pattern and actions to lead harmony and happiness in society and nations. The researcher established the potential impact of teaching UHV among students in enhancing ethical slandered in business and harmony in society through digital education.

Das (2020) investigated a study titled as “Inculcation of value education and development of health counselling through yoga” The study emphasized those values such as religion, faith; morality, honesty etc. are considered as value and are the guiding principles of life which are conducive to holistic development. It highlighted the close relation between Values and education as values are embedded in educational practice.’ The ultimate objective of yoga is ‘moksha’ or liberation.can

be achieved through consistent practice of yoga over an expanded time frame help individuals connect with their inner selves. Yoga's combination of breath and movement not only reduces social and academic stress but also clear the mind fostering a positive learning environment highly favourable for inculcating value education. It also addresses physical issues like insomnia, high heart rate, headaches and general aches. Sound mind resides in a sound body. If one can build a healthy and fit body value creation will be an easier task for the teachers

Pelivanova (2020) explored the significance of morality and moral values in society focusing on the challenges of upholding these values, the differences in moral attitudes across people. The study aimed to examine people's moral ideals, comprehend people's moral attitudes toward a group of people. The research involved 72 students from the Faculty of Security - Skopje, with a mix of genders and residency backgrounds. Participants were surveyed moral attitudes and behaviours including cheating on exams, lying to achieve goal and using ones position to help family members. The tools used for the study were survey, content analysis, historical and sociological methodologies in the research. The design of the study was Observational study, cross-sectional design. The findings concerned about perceived decline in the moral value system and emphasized the importance of uninterrupted practice of moral values in society. So the researcher established that moral values are fundamental to the proper functioning of the society.

Kheirandish (2020) developed a design tool based on a comprehensive value framework to support designers' addressing human values in their designs. This tool intended to raise designers' awareness about human values and provided practical resources to integrate these values into the design process. The study explored the applicability and effectiveness of the tool used in design education through quasi-experimental study involving design students. The findings showed that project groups using the tool incorporated significantly stronger human values in their design concepts compared to the control groups. The evaluation confirmed that the tool is not only practical for the design process but also effective in enriching design concept with diverse human values. Additionally participants trained to use the

Human Value tool addressed more diverse human values than those without specific training, demonstrating the tool's potential to promote diversity in value based design concepts.

Lutz et al. (2019) explored the concept of basic human values from a multidisciplinary perspective, aiming to identify values universally accepted as defined a good life. The purpose of the study to assess the broad acceptability of different dimensions of the “Years of Good Life” (YoGL) indicator, a proposed measure of human well-being designed to serve as criterion for sustainable development. For this the researchers reviewed existing theories over five decades to identify universally accepted human values. The extensive literature review provided a foundation for evaluating the components of YoGL indicator. The identified core values were classified in four categories such as Health- physical and mental wellbeing, Education-Knowledge and wisdom for learning contributes significantly to personal development and societal progress. Material Well-being-economic stability and ability to meet basic needs for a satisfactory life and Social Relation - Strong interpersonal connections and sense of community are vital for emotional support and sense of belonging. The study highlighted that the alignment of these values with the YoGL, indicator suggested its potential utility in guiding sustainable development policies.

Shaozheva (2018) conducted a study on the topic “Traditional Values In the context of the Transformation of Public Consciousness in Globalization”. The purpose of the study were to analyze the transformation of values in the context of globalization and find out the possibilities about the ways to evolve traditional values or be influenced by modern theories that lead to the emergence of innovative values. The main findings included the significant role of traditional values in societal stability during economic crises. This research explained about two theories as examples such as The Great Divide Fukuyama F, and modernization of Inglehart R and Welzel C Presented an analysis of possible ways of traditional values. Fukuyama's Great Divide Theory revealed that societal development leads to a significant divergence between traditional and modern values, driven by

advancements in technology, economic growth, and cultural shifts. It emphasized how industrialization and globalization have contributed to the reorganization of social structures and at the expense of traditional values. Inglehart and Welzel's modernization theory highlighted the gradual replacement of traditional norms with innovative values as society's progress and become more interconnected.

Kishida (2018), in the study titled "Yoga Resets My Inner Peace Barometer" A Qualitative Study Illuminating the Pathways of How Yoga Impacts one's relationship to oneself and to others, explored the effects of yoga on intra – interpersonal relationships. The study aimed to understand how yoga practitioners perceive then personal and relational outcomes of their practice and to develop a conceptual framework for the relational influence of yoga. The sample selected for the study was 107 communities – dwelling yoga practitioners to respond an open-ended questions about how yoga impacts their relationships with themselves and others. The findings revealed that yoga enhance calmness, mindfulness, self compassion and a sense of connectedness. . The study concluded that yoga improves individual's relationships with themselves (intrapersonal) through mindfulness and self compassion and yoga helps to improve connection with others (interpersonal) which they lead to enhance overall health and wellbeing.

Namayandeh (2017) in the study titled as "Measuring Values in Modern School System" aimed to develop and examine the psychometric properties of an instrument measuring values teaching schools. Sample selected for the study was 400 high school students. The study introduced the Malaysia School Values Scale (MSVS) designed specifically for high school students in Malaysia. Confirmatory Factor Analysis (CFA) using Structural Equation Modelling (SEM) employed to rigorously evaluate the model, rigour sly employed to construct and content validity assess the dimensions of the 15 school value constructs and analyze the data's fit within the model. The results provided evidence that the MSVS achieved sound psychometric properties confirming its reliability and validity for measuring school values among high school students However, more studies are recommended to further validate the scale.

Malik (2013) in his study titled “Enquiry of Unique Human Values: A Systematic Literature Review” aimed to identify and classify unique human individual or personal (H-I-P) values through a systematic literature review (SLR). The primary goal of the study was to identify a comprehensive list of H-I-P Values by analyzing existing literature to provide foundational references for future research in this domain. The refined list classified based on common characteristics and existing literature. This categorization not only integrates previous scholarly work but also serves as foundational list for future research and practical applications in understanding human behaviour and value system. By providing a systematic overview of unique human values, the study highlighted the importance of understanding these values for both academic inquiry and practical application across various fields.

Shwartz (1992) aimed to identify values that are universally recognized as Basic Human Values. His research demonstrated the applicability of these values across diverse cultures, highlighting their role in influencing behaviour and attitudes. The study involved over 25000 participants from 44 countries across 6 continents. Schwarz developed Schwartz Value Survey (SVS), a self report instrument including 56 items. The investigator grouped the responses into ten universal values which were theoretically derived and empirically validated. The identified values were stated as 10 universal values and to examine used statistical tools as Multi Dimensional Scaling (MDS) to map relationship among values. MDS revealed a circular structure of values named Value Circumflex grouped as four higher dimensions. 1 Openness to change, (Self Direction, Stimulation, Hedonism) 2 Conservation (Security, Conformity, Tradition) 3 Self enhancement (Power, Achievement) 4 Self Transcendence (Universalism, Benevolence). Schwartz demonstrated that values significantly influence attitudes and behaviours such as political preferences, career choices and social interactions.

### **Studies on Soft Skill**

Almendra (2022) conducted a study to trace the state-of-the-art of Soft Skills in higher education. The purpose of the study was to identify the importance of Soft

Skills for design, teaching methodologies, approaches to in still Soft Skills among students. For this the investigator conducted systematic literature review to synthesize the relevant academic literature about Soft Skills in design. Sixty five different articles were selected, for the study and of which eleven met the predefined inclusion criteria. The results showed that Soft Skills have been perceived as very important for employability in this area, as a way to improve project results, not only through functional approach but also concerning sustainability and ethics. The most adopted teaching methods are active methods, with a constructivist approach and collaborative practices, developed in groups. Additionally 17 key competences mentioned as important in design practice were identified. This study showed that there were problematic issues regarding the ambiguity of terms and the lack of precise definitions of skills, and the lack of tools to assess skills learning.

Kaur (2021) conducted a pilot study to assess the creative yoga intervention on children were given to twenty-four school-age children diagnosed with Autism Spectrum Disorder (ASD) with typical development in terms of both physical and mental well-being. Eight weeks of yoga (poses, breathing, and relaxation) or table-top play/academic intervention (reading, arts and crafts, and building activities) were given to children diagnosed with ASD. A standardized measure of responsive joint attention was used to examine the children both before and after the intervention. Additionally, three times during the intervention period—at early, mid, and late intervention sessions - children's changes in socially oriented verbal communication and affective states were examined. The findings revealed that both groups exhibited improvements in responsive joint attention postintervention and socially directed verbalizations in a way that is both intervention-specific and generic. The study concluded that a creative yoga intervention is a remarkable approach for enhancing social communication skills and joint attention in children with ASD.

Johnstone & Prangle (2021) conducted a study on 'The relationship between mindfulness and individual adaptability in dynamic work contexts'. The study examined the relationship between mindfulness and personal adaptability in changing work environments. The study involved 198 individuals employed in

dynamic work settings. Mindfulness was measured using established scale evaluated the multiple dimensions of adaptability such as learning adaptability, creative problem-solving adaptability, crisis adaptability, work-stress adaptability, and uncertainty adaptability) were found to significantly and positively correlate with mindfulness. The analysis revealed significant positive correlations between mindfulness and five specified dimensions of adaptability.

Andres (2020) through his study examined how to develop professionally important soft-skills. The participants selected for the study were 142 students who study at the university in the 3rd year and have at least 2 years experience in the specialty "information technology". Students evaluated soft-skills (on a 4-point system) by the degree of importance for the successful work of IT-professionals. The results were calculated in percentage and the reliability of the discrepancies between neighbouring groups of indicators was determined using the chi square criterion. Results determined that emotional intelligence is a crucial quality for IT professionals, leading and desired skills. The selected leading skills were studying ability and strive for self-education and self-improvement; independent decision making and problem solving; establishing communication and team-working; creativity, attention to details, and adaptability. The survey was conducted by the teacher before the start of the physical education class. The research showed that it is possible to distinguish at least three groups: critical, leading and desirable among the qualities important for IT professionals. Studies showed that good aerobic endurance has a positive correlation with memory and other cognitive functions.

Garcia (2020) examined a study about the effects of game-based learning in the acquisition of "Soft Skills" on undergraduate software engineering courses: A systematic literature review." This study presents a systematic literature review on the use of Game Based Learning for teaching software engineering at the undergraduate level, from 2001 to 2020. The study found 96 studies to find out the answer of research questions. The findings provided evidence on the development of digital games focused on teaching the fundamentals of software engineering defined by software engineering body of knowledge. Additionally this study revealed that

these games have been able to promote the acquisition of more than one soft skill which is beneficial for undergraduate students.

Karthika (2020) explored the study to find out the impact of 8 week yoga intervention on assertiveness among under graduate students. The sample of 40 college going girls were selected from private institution, Kelampakkam, Chennai. The experimental group underwent practices which include prayer, warming up, postures or asanas, pranayama and OM chanting in 6 days in every week. Control group didn't get any intervention program. Rathu's Assertiveness Schedule was administered before and after the training session. The statistical analysis using ANCOVA revealed that there was a significant difference between experimental group and control group on assertiveness. It was clearly indicated that it was a great need of yoga intervention program for college going girls' students to express their thought, feelings, and opinions in the right way. So this study proved that assertiveness is more important for girls for their over all development.

Kriakous (2020) conducted a systematic review to assess the effectiveness of eight week Mindfulness Based Stress Reduction (MBSR) programs on the psychological functioning to healthcare professionals (HCPs) .The review included 30 studies included randomized controlled trials, clinical controlled trials pre-post designs with up to 12 months follow up periods. Three electronics databases were searched continuously searched to gather relevant studies. Results showed that the reviewed literature revealed that MBSR was effective in reducing anxiety, depression and stress. MBSR was also found to be effective in increasing levels of mindfulness, empathy and compassion. MBSR can help to improve the psychological functioning of Health Care Professionals. The study concluded that MBSR in an effective intervention for improving the psychological in functioning of healthcare professionals

Vania (2019) conducted a study to explore the Soft Skills through cooperative learning among secondary student teachers This study conducted regard to student teachers exploring process of exploring process of development four Soft Skills such as Reading comprehension skills, critical thinking skills,

Communication skills and Time management skills. Based on Cooperative Learning Assessment Rating Scale, it is revealed that all participants showed positive attitude towards CLM strategies and changed their present attributes such as listening others, working with others adaptability level of commitment responsibilities and duties and leadership skills.

Jaybhaya (2019) conducted a study titled “Human values and Soft Skills development in curriculum of technical education” highlighted the importance of integrating strong value system into technical and professional education. The research emphasized the need to address ethical insanity and mental struggle which are associated with his troubled mind. The study proposed that teaching human values in technical education can establish a balance between professional between professionalism and the good qualities required for living a dignified life. Human values were described as synthesis of scientific knowledge and moral principles, aimed at building a purposeful and harmonious life. The study concluded that individual with good character can only build the good and dignified nations which in turn can make the world a better place to live. The research explored the need to incorporate values into technical education curriculum through soft-skill training, emphasizing the role in creating well rounded and socially responsible individual

Yoke (2017) investigated a study, from the viewpoints of two educators and six final-year Diploma in Business Studies (DBS) students, the stages and procedures of soft skill development within the program at a private institution in Georgetown, Penang. The research strategy used was a mixed method, which combines quantitative and qualitative data collection techniques. In order to address the research objectives, it entails purposefully gathering both quantitative and qualitative data and combining their best features. The techniques used for gathering data were, including questionnaires for surveys, observations, document analysis, and interviews. The results of the focus group interview and the self-rated quantitative survey showed that DBS students were not devoting enough time to each of the crucial soft skill areas. The results of qualitative methods showed that the curriculum and non-curriculum aspects-primarily embedded activities, the syllabus,

classroom interactions, and the campus environment-were the key channels via which soft skill acquisition was facilitated. The significance of the study lies in providing increased awareness and professional development of educators on human capital development and other related training in the organization. The quantitative results revealed that the most highly ranked soft skill mastery was teamwork, which was followed by information management. Professional morality and ethics were the lowest rated Soft Skills.

Taylor (2016) conducted a study to examine the perceptions of lecturers, industry, and students on Soft Skills development of students and to identify important Soft Skills that want to be developed. The research conducted in a university of South Africa. The tools administered were questionnaires consisting of open questions were distributed to lecturers, industry, and students respectively and qualitative analysis was done on the results. The results showed that Soft Skills have been perceived as very important for employability in this area, as a way to improve project results, from a functional approach as well as concerning sustainability and ethics. The most adopted teaching methods are active methods, with a constructivist approach and collaborative practices, developed in groups. In addition, 17 key competences mentioned as important in design practice were identified. This study had shown that there were problematic issues regarding the ambiguity of terms and the lack of precise definitions of skills, and the lack of tools to assess skills learning

Gupta (2016) examined in his study titled “Human Values and Soft Skill Developments in Education “the importance of human values and Soft Skills that enable students with a strong conceptual and practical framework to build, develop and manage teams. The researcher explored the importance of human values and Soft Skills in student’s life and stated the role of values and Soft Skills for the development of the students’ overall personality and enhancing their career prospects. The study proposed that working together in a team resolves conflict situation quickly and to get an edge over the competitor’s students need human values and Soft Skills along with hard skills. Hence the study emphasized that

modern education system should be committed to make educational process inclusive of values education. This can be achieved by inculcating attitude and values through co-scholastic activities such as life skills programs, sports, games and other co-curricular activities.

Deba (2014) explored through his study titled as “Developing students’ Interpersonal Skills is a core element of any well-designed Technical and Vocational Education (TVE) particularly in this present era” about the impact of interpersonal skills among students of technical and vocational education. For this study the researcher found that the library's work provides insight in to the concept of interpersonal skills, concept of service-learning, influence of service-learning in TVE for improving students’ interpersonal skills and the needs of interpersonal skills in TVE related job places. The paper concluded by revealing the critical need for TVE graduates to possess interpersonal skills and other work skills for effective job performance in the competitive global work environment. The following suggestions were made in light of the aforementioned conclusion: 1) Labour/business groups should be encouraged to sponsor TVE training institutions, 2) National governments, especially those in developing countries, should arrange for and offer TVE educator’s professional development courses that would raise awareness of the value of service-learning through their educational ministries. 3) By making the community and TVE educational schools aware of the significance and relevance of service-learning, they should collaborate and plan how to fit it into the TVE curriculum.

Bergeron (2013) examined the impact of interpersonal skills training program on the social skills development of at-risk high school students. The independent variable was PREPaRE program (Goldstein, 1998), to increase the social skills. Social skill was measured by using the Social Skills Rating Scale (SSRS; Gresham & Elliott, 1990). Participants involved in the 84 high school students in a metropolitan area with 36 from one school and 48 from another. Students were from African-American youngsters. Intervention specialists were given the Interpersonal Skills Training of the PREPaRE curriculum (Goldstein, 1998). Students were grouped into small group of six students and met once a week

for 30 minutes to an hour for approximately eight weeks. The SSRS was administered before and after the intervention. The findings revealed that the use of the Interpersonal Skills Section of the PREPaRE program significantly improved student's social skills. Many adolescents have been found to be immature when compared to others in their environment. Interpersonal Skills Training, resulted as significant reported changes in knowledge of social skills, more instruction in other skills should benefit the student and be reflected in positive observed behaviour. Students demonstrated significant changes in their awareness of social skills.

Majid (2012) explored in his study titled "the perception of the importance of Soft Skills for education and employment." The sample selected for the study was 188 undergraduate business management students from four universities in Singapore. The researcher used questionnaire for data collection. The top five important Soft Skills identified by the researcher was teamwork and collaboration, decision-making, problem-solving, time management and critical thinking skills as a by-product of the study.. The results showed that generally business management students in Singapore were aware of the importance of Soft Skills for career advancement and employment and many students' Soft Skills were less than the desired levels. It was also found that communication skills were perceived to be the least important by the students and they did not try to improve these skills and a majority of the students expressed the opinion that Soft Skills training should be embedded in appropriate business courses. The investigator established that it is, therefore, desirable that business schools as well as other schools should carefully review and incorporate the desired Soft Skills into their curricula. However, they should also continue specialized training workshops to support students for further improvement in their Soft Skills .

Kushwaha (2012) examined in his article the role of soft skill and Personality development. The study indicated that personality development was becoming a significant aspect in the evolution of a student in the echelons of higher education. The acquisition of 'soft' skills such as ethics, emotional intelligence, language and communication, legal and management aspects besides one's professional field is essential and important for holistic education. The need in young professional to create a strong positive impression about the self in intellectual and social circles is paramount .Therefore; the investigator established that inculcating principles and

skills in individuals is essential before one enters the responsibility for his life in the world. The result of the study focused on making efforts to come up with scientific solutions with the use of instructional technology in order to meet this legitimate requirement of the pupils. So the study suggested that to reorganize and reform the educational process is to ensure that the end product is worthwhile. These findings provide opportunities to train the life skills and turn him into a lively, outgoing person with a wealth of wisdom.

Malter (2011) conducted a research regarding teacher preparation and professional development related to 21st century teaching and learning. The purpose of this study was to determine whether the independent schools were developing and implementing professional development opportunities for teachers. The researcher used a mixed method including qualitative and quantitative data, and collected data by using a survey questionnaire from independent school administrators responsible for professional development programs. The findings of the study revealed that professional development for teachers focused primarily on 21<sup>st</sup> Century skills and content. The researcher concluded that preparing students to meet the challenges of the work place is important to compete in the real world. They need global awareness, improve collaboration to meet the need of diverse populations, and navigate their fast-paced world in a purposeful and meaningful way.

Schulz (2008) explored in his study titled 'The importance of Soft Skills education beyond academic knowledge'. Data collected by using the tool survey of the importance of Soft Skills in students' lives both at college and after college. The research established that, how Soft Skills complement hard skills, which are the technical requirements of a job the student is trained to do. The paper exhorts educators to take special responsibility regarding Soft Skills, because during students' university time, educators have major influence on the development of their students' Soft Skills. Embedding the training of Soft Skills into hard skills courses is a very effective and efficient method of achieving an attractive way of teaching a particular content and an enhancement of Soft Skills. Soft Skills have an important role in shaping an individual's personality. It is highly important for every student to acquire adequate skills beyond academic or technical knowledge.

Segrin (2007) conducted a study titled as “Positive Interpersonal relationship mediates the association between social skills and psychological wellbeing” These studies examined association between social skills and psychological well-being conducted through variety of positive psychological states. It was hypothesized that positive relations with other people would mediate the association between social skills and psychological well-being. Sample size was 703 adults aged indicate 18 to 87. The social skills indicators are life satisfaction, environmental mastery, self-efficacy, hope, happiness, and quality of life. The findings proved that social skills were consistently and positively associated with all indicators of psychological well-being .positive relation with others can mediate the association between social skills and psychological wellbeing.

Dakeyser & Filip Rases (2007) examined in his study titled “Mind fullness and Interpersonal Behaviour“about the multidimensional nature of mindfulness and its relation to interpersonal feelings and performance. The researcher used self-report measure of mindfulness Kentucky inventory of mindfulness to assess the mindfulness and interpersonal behaviour relation. The sample selected for the study was 246 parents. All elements of mindfulness were positively associated with expressing oneself in various social situations the mindfulness observations was associated with in empathy mindful description acting with awareness and non-judgmental acceptance. These elements were associated with better identification and description of feelings more body satisfaction less social anxiety and less distress contagion. In the present study, it was also found that self-esteem is a significant predictor of loneliness. People with higher self-esteem have such characteristics as being more self-confident, embracing one's own problems and emotions, accepting and the self and others, accepting weaknesses as opportunities to get stronger and function as a problem solver.

### **Research Gap**

A research gap is missing element in the existing research literature. The reseacher go through the literature and contribute his or her ideas, views and findings in new way and fill the gap with new perception. 67 studies related to the present studies were reviewed from journal articles, dissertations, thesis and internet like Google scholar .Research Gate,, Zotero etc These studies were published

between the period of 1993 and 2024. Literature review helped to provide relevant and adequate data to identify the research gap.

The crucial aspect of a review of studies lies in identifying the research gap and undertaking further research in the field of promoting Universal Human Value and Soft Skills through Ashtanga Yoga and Humanistic Psychology. The researcher could not find any study conducted on Instructional Package development based on Ashtanga Yoga and Humanistic psychology to promote Universal Human Values and Soft Skills among higher secondary schools. The review presented in the chapter gave guidance to know the details about the various aspects related to the study. The review of literature thus becomes a link between the existing research studies and new research proposal. Considering all these aspects the investigator reminds the fact that the present study is noval one.

## **Conclusion**

The review of related literature has provided a comprehensive understanding of the existing body of knowledge in the selected field by exploring various studies, theories, and perspectives, gained insights into the current state of research, identified gaps in the literature, and recognized patterns and trends. The synthesis of information from diverse sources has allowed the researcher to establish a foundation for the research, which enable to build upon the existing knowledge base. By critically evaluating the strengths and limitations of previous studies, Researcher has been able to identified areas that require further investigation and refinement. This historical context is essential for understanding the progression of research and the context in which Researcher's own study will contribute to explore in that area. It not only established the significance of Researchers study within the broader academic landscape but also provided a roadmap for addressing gaps and contributing new knowledge to the field of research. As the researcher move forward, the insights gained from this literature review will inform and enrich research, ultimately enhancing the depth and quality of the investigators scholarly contribution. The researcher concluded that no research is conducted to develop an Instructional Package combined with ashtanga yoga and humanistic psychology on traditional values or Universal Human Values and Soft Skills among higher secondary school students.

## Chapter 3

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# METHODOLOGY

- 
- *Objectives of the study*
  - *Variables of the study*
  - *Design of the study*
  - *Development of the Instructional Package*
  - *Tools Used for the study*
  - *Hypotheses of the study*
  - *Sample used for the study*
  - *Statistical techniques used for the study*
-



Methodology is the description of procedures and techniques adopted in research study. It occupies a very prominent position in any kind of research process and outlines the entire research plan. It enables others to understand how the procedure adopted for the study has been instrumental in evolving the outcomes of the study.

In this chapter explains what the researcher did and how the research did and gives a clear picture about the reliability and validity of the research. Researcher explain in detail way the approaches and justifying the approach and also give guidance to the readers Research is “the systematic and objective analysis and recording of controlled observation that may lead to the development of generalization, principles of theories, resulting in prediction and possibly ultimate control of the event” (Best & Khan, 2006). Research means systematic study and objective investigation of a topic or a problem to find out relevant information. Investigating a problem means diagnosing, exploring, or evaluating various variables related with that topic.

Research problems in experimental design are the question to seek some truth and guide the research process. Methodology of an experimental research is the procedures and techniques used to collect information's and analyse data .Statistical tools also have a crucial role in analyzing data and draw conclusions. These findings help to determine the significance of observed effects and generalizing findings to broader populations. .

### **Objectives of the study**

Main objective of the study is to develop Instructional Package based on Ashtanga Yoga and humanistic psychology for higher secondary school students to inculcate Universal Human Values and Soft Skills . Then state specific objectives which help to analyse the major objectives.

### **Major Objectives of the study**

- To develop an Instructional Package for enhancing Universal Human Values and Soft Skills among higher secondary school students.
- To find out the effectiveness of the Instructional Package on promotion of Universal Human Values among higher secondary school students.
- To find out the effectiveness of Instructional Package on promotion of Soft Skills and its components viz
  - a) Awareness,
  - b) Assertiveness
  - c) Adaptability
  - d) Conflict resolution
  - e) Communication
  - e)Empathy,
  - f) Leadership among higher secondary school students

### **Specific Objectives**

1. To compare the mean pre-test scores on Universal Human Values between experimental group and control group.
2. To compare the mean post-test scores on Universal Human Values between experimental group and control group.
3. To compare the mean scores on Universal Human Values of control group between pre-test and post-test.
4. To compare the mean scores on Universal Human Values of experimental group between pre-test and post-test.
5. To compare the mean gain scores on Universal Human Values between experimental and control groups
6. To compare the adjusted post-test scores in Universal Human Values between experimental and control groups by considering the pre-test scores as covariate.
7. To examine whether any significant difference exist between soft skills mean scores of the experimental group and control grou in terms of pre-test scores.

8. To examine whether any significant difference exist between soft skills mean scores of the experimental group and control group in terms of post-test scores.
9. To examine whether any significant difference exists between the pre-test and post-test mean scores of the control group.
10. To examine whether any significant difference exists between the pre-test and post-test scores of the experimental group.
11. To examine whether any significant difference exists between the gain scores and its components of the experimental and control groups regarding the Soft Skills Assessment Test
12. To compare whether there is any significant difference between the experimental and control groups, adjusted mean post-test scores by considering pre-test scores as a covariate.

#### **Hypotheses of the study**

1. There exists no significant difference in mean pre-test score on Universal Human Values between experimental group and control group.
2. There exists no significant difference in mean post-test scores on Universal Human Values between experimental group and control group.
3. There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values.
4. There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values.
5. There exists no significant difference between gain scores of experimental group and control group on Universal Human Values.
6. There exists no significant difference between adjusted post-test scores on Universal Human Values between experimental group and control group by considering pre-test as covariate.

7. There is no significant difference between the soft skill mean scores of the experimental and control group in terms of pre-test..
8. There exists no significant difference in mean post-test scores on soft skill between experimental group and control group.
9. There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skills.
10. There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skills and its components.
11. There exists no significant difference between the gain scores of experimental group and control group on Soft Skills.
12. There exists no significant difference between adjusted post-test scores on Soft Skills between experimental group and control group and by considering pre-test score as covariate.

### **Variables of the Study**

In research variables refer to attributes that can be measured, manipulated or controlled. The main focus of scientific study is to analyze the functional relationship of the variables, which refer to the cause and effect relation between the variables. This can be studied by applying the ‘Law of Single Variable.’(Best & Kahn, 2006)

Kerlinger says, “Variable is a property that consider on different value.” It is any feature or aspect of an event, function or process that, by its presence and nature, affects some other event or process, which is being studied. Independent variables are the variables investigator is trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator.

The depended variables are expected to change as a result of an experimental manipulation of the independent variable or variables. The experiment

phase of the present study consists of independent variable, dependent variables and control variables

The present study is designed with two variables. They are:

### **Independent variable**

Independent variables are the condition that the researcher manipulates in his or her attempt to ascertain the relationship to observed phenomena.

The independent variable of the present study is the

Instructional Package based on the Ashtanga Yoga

Here in the present research Instructional Package prepared for inclusion of western culture of moral theories of Maslows, Kohlbergs, Carl Rogers, and Ericburn and also, i.e. *Yama* and *Niyama* Principles, *Asana Dhyana* from *Patanjali* Yoga Sutra among plus two students are the experimental group.

### **Depended variable**

Depended variables are conditions that appear, disappear or change as the experimenter introduces, remove or change according to independent variable. Depended variables of the study are

Universal Human Values

Soft Skills

### **Design of the study**

For the present study, researcher adopted pre-testpost-test non-equivalent group design, which is included in quasi experimental design. In this design, both experimental and control groups were selected from higher secondary school student of two classes. The experimental group is subjected to treatment, where as in control group, no treatment was implemented.

The design is used to classroom experiments when experimental and control groups are such naturally assembled groups as intact classes which may be similar (Best & Khan, 2006). Hence without disturbing the natural setting of the school system and class room, which are normally equated only by age, locale only were selected for the present study. The test was conducted in 56 plus two students of Keralassery Higher Secondary School, Palakkad District. After conducting pre-test on Soft Skills and Universal Humanvalue the studentsof experimental group provided Intervention of Instructional Package. No specific program, conductedfor control group. To compensate for the lack of equivalency between two groups, the investigator has applied the technique of Analysis of Co-variance (ANCOVA).

#### Illustration of the Research Design

Experimental Group	Control Group
Pre-test administered before treatment	Pre-test administered before treatment
After treatment post-test administered	No treatment ,but post-test administered

Post-test Non-equivalent Group Design was selected for the study (Best & Khan, 2017)

O1 X O2

O3 C O4

O1 O3 Pre-test

O2 O4 Post –tests

X Exposure of a group to experimental (treatment) variable

C Exposure of a group to control condition/ treatment

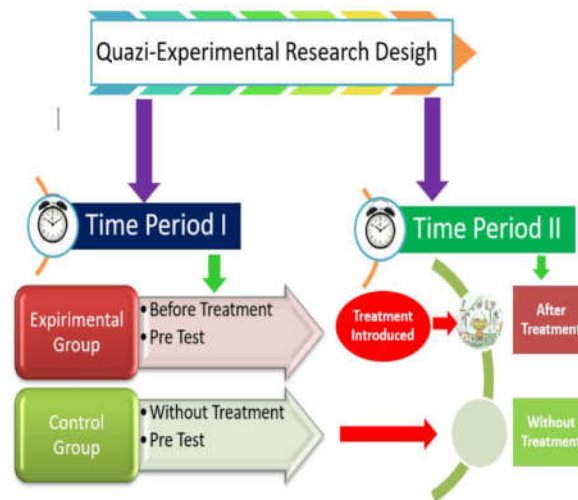
O Observation or test administered

In this design the sample selected for the study is given a pre-test (O1 andO3), followed by the intervention (X) and a post-test (O2, O4) The change in the

dependent variable determined through the difference in pre-test and post-test is analyzed and the difference between O3 and O4scores (Mean gain scores) are tested statistically to determine the effectiveness of the intervention given to the sample of subjects.

**Figure 1**

*Quazi- Experimental Design*



**Table 2**

*Experimental Design –Quasi Experimental group design*

Group	Pre-test	Treatment	Post-test
Experimental	Soft Skills Assessment Test Universal Human Value Assessment Test	Implementation of Instructional Package based on Ashtanga Yoga	Universal Humanvalue Assessment Test Soft Skills Assessment Test
Control Group	Soft Skills Assessment Test Universal Human Value Assessment Test	No Treatment	Universal Humanvalue Assessment Test Soft Skills Assessment Test

**Tools of the study**

- Instructional Package based on Ashtanga Yoga
- Universal Human Values Assessment Test
- Soft Skill Assessment Test

### **Development of Instructional Package**

The Instructional Package was developed for the promotion of the Universal Human Values and Soft Skills among Higher Secondary School Students. It was developed based on the main consideration of *Ashtanga* Yoga Practice and principles and it is integrated with modern psychology based on humanistic psychology principles of moral development.

### **Objectives of the package**

Students will be able to

1. Understand the importance of knowing about self.
2. Practice yoga pranayama meditation along with following yama and niyama principles
3. Explain the strength and weakness of oneself.
4. Express the importance of different levels of development such as physical mental emotional social and spiritual for overall development of personality and success of life.
5. Plan a goal of life and drive to achieve the target.
6. Practice a disciplined way of life by practicing different types of yoga postures, warming up stretches pranayama, meditation, and affirmation auto suggestions etc to attain the visualized goal.
7. Practice *yama, niyama, pratyahara* and *dyana* as a daily routine in their life.
8. To develop necessary social skills to maintain interpersonal relationship
9. To develop constructive criticism for their overall development
10. To maintain conflict resolution in all circumstances in real life
11. To develop creative and constructive feedback to take appropriate decisions related with their profession and in all life situations.
12. Write learning journal and journal of gratitude throughout the sessions and practice as a habit to continue.

Preparation of *Ashtanga* Yoga Instructional Package

Instructional Package is developed by considering

Design model: Backward design Model (Wiggins and McTighe, 2005).

Approach: Theme Centred Interaction approach (Cohn, 2010)

Lesson Transcript: 5E Model (BSCS 1987, Bybee, 1991)

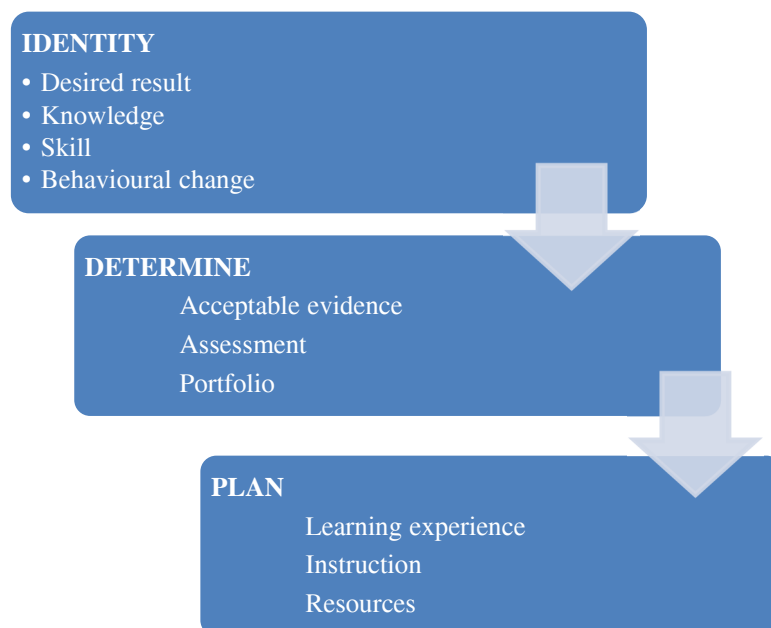
Strategy: Metacognitive StrategBackward design:

Backward design prioritizes the *intended learning outcomes* instead of topics to be covered.

Backward design involves 3 stages which are 1 Identify desired results, 2 determine acceptable evidence for assessment and 3 plan learning activities as an instructional resource.

## Figure 2

*Three stages of Backward design*



## Theme Centred Interaction Approach (TCI)

The Theme Centred Interaction is an approach to facilitate and encourage to exchange and develop group interactions within groups. The TCI-concept is a theory that involves four factors and focuses on the humanistic perception on mankind. The four factors of TCI concept are I, We, It (Task) and Globe.

**I (Individual):** I represent the person with his thoughts, feelings, skills, fears, and demands as well as his complete biography related with life space.

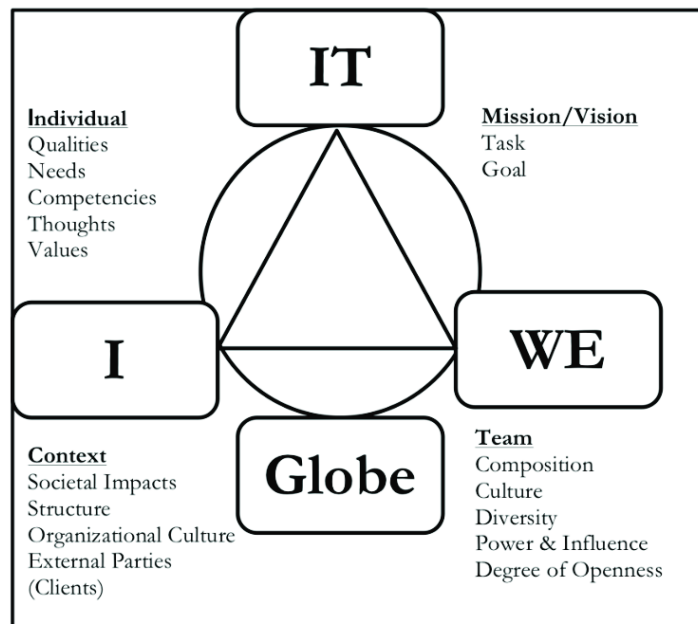
**We (The Group Interaction):** The dynamics of the group that result from the interactions among the group members to accomplish a goal are called “We.”

**It (The Task):** It describes the theme that is worked on a task to achieve a common goal toward which the “I” and the “We” work together to achieve the same goal.

**The Globe (The Context):** The “Globe” stands for, the context, related with environmental influences with interaction among the “I,” “WE,” and the “IT” takes place simultaneously in harmony.

**Figure 3**

*Image of theme centred interaction approach*



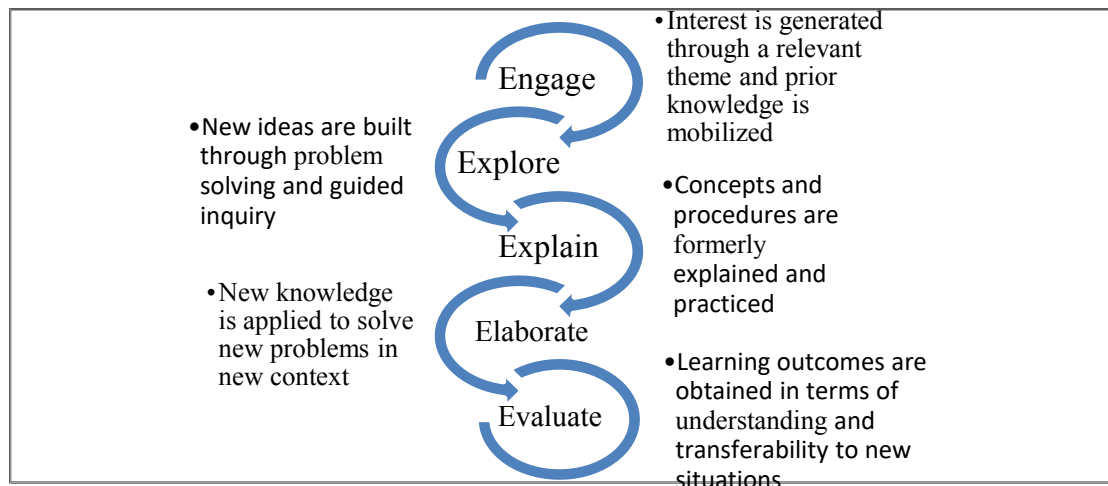
**The 5E Instructional Model**

The classroom activities are based on 5E instructional model. In this model students redefine, reorganize, elaborate, and change their initial concepts through self-reflection and interaction with their peers and their environment (Bybee &

Landes, 1990). 5E represents Engagement, Exploration, Explanation, Elaboration and Evaluation.

**Figure 4**

*The 5E Instructional Model*



Meta cognitive strategy

Metacognitive strategy is the strategy used by the facilitator while providing a new task or concept to develop the skills to think about the thinking processes and through which monitor and regulate their own thoughts, emotions and help new insight about new learning.

Phase 1: Pre-Active

In this stage the investigator analyzes the situation, state the goal, select the appropriate content according to achieve the goal. This step involved the identification of instructional objectives, content, approaches methods strategies and their characteristics, values and expected outcomes, plan of the learning atmosphere created new strategies connect with previous knowledge, and Soft Skills.

The implementation means the real training sessions starting from pre-test and administered intervention phase of 40 hours

**Content-**Ashtanga Yoga Sutras and selected patanjalis yoga sutras, Psycho social moral development theory principles and its applications in life, How Yoga sutras the ancient psychology and modern psychology principles especially based on humanistic approaches implement in daily life, for a holistic well-being and to inculcate Universal Human Values and Soft Skills to overcome challenges and lead the life with courage.

#### Active Phase

Pre-test was conducted for both groups by using, Universal Human Value Assessment Test and Soft Skill Assessment Test. For each test requires 1 hour. Before starting the intervention interaction programme one hour require for intro talk about the vision and mission of the package.

1 hour - Intro Talk

2 hours pre test

35 hours for treatment

2 hours post test

In the active phase, the experimental group was treated with the Instructional Package developed by the investigator by the supervision of the supervisor. The control group was not provided any treatment

In this stage, different, strategies like, test taking, note taking, time management, SWOC analysis, journal writing rubric writing were executed. Investigator used different approaches such as Theme cantered interaction approach, and backward design approach while preparing manuscript for creating and maintaining positive learning environment. It includes strategies for creating positive physical, social and mental and emotional Climate of the classroom. To ensure maximum efficiency and effective delivery the package underwent modifications and redesigning in this phase.

The second stage dealt with the Implementation of the intervention package for enhancing the personal values related with Yama and Niyama and Soft Skills of Intrapersonal Relationship and Interpersonal relationship among higher secondary school students.

Activities were designed by the researcher to create the conditions to learn, to prompt students to engage in analytical discussion, through strategies like brain storming technique, small group discussion, field trip, poster preparation, yoga, *pranayama* meditation and some other mindfulness activities and knowledge sessions about some *Patanjali* yoga sutras and especially *Ashtanga* yoga principles.

Post Active Phase

2 hour for post test

#### **Post Active Phase -2 hours**

In the fourth phase, effectiveness of the Package was Instructional Package tested with the help of post-tests. Post-tests on Universal Human Value Test and Soft Skill Assessment Test were administered to both the groups- with and without treatment.

The third stage or Evaluation stage or Post active stage focused on the evaluation of the effectiveness of the prepared package through the analysis of the obtained data using appropriate statistical techniques. The investigator conducted post-test for the experimental and control group after completing the intervention program. Student Appraisal Form was given to Experimental group only, because it focuses on the feedback, after training for ensuring effectiveness of the package.

#### **Pilot Study**

In order to make assessment the feasibility and utility and effectiveness of the package the investigator administered the package to the group of 12 class students from GVHSS, Pathirippala and collect the data from experts of the field of Yoga, Psychology and education by the help of evaluation appraisal format. Based on their opinion and evaluation, the researcher modifies the Instructional Package

### **Administration and assessment of Evaluation Format**

The investigator collected data from five experts of teacher educators and five experts of yoga trainers to evaluate the developed Ashtanga Yoga Instructional Package. They evaluated the evaluation Pro-forma which they completed within one week. The experts were asked to mark their responses for all the statements. Statements spitted as objectives, content, Design, Implementation and support, overall evaluation. Their responses were collected and analyzed by using computation of percentage of responses. Proforma for the evaluation of the package is given in **Appendix III** List of experts participated in the evaluation of the package is given in **Appendix IV**.

### **Analysis and Interpretation of Responses of Experts**

The number of respondent agreed with the statements are Activities of the Package cover all the principles of *Yama* and *Niyama* of *Ashtangayoga* (8), Activities of the Package are appropriate as per s the objectives (7), Activities in the package is suitable for the age and interest of the age group (6), Activities of package are suitable to stimulate cognitive and affective domine (8), Phases and activities are systematically arranged (5), There is adequate provisions for group and individual participation (7), The language used in the package is simple and easy to communicate, (7), The content of the package is adequate (6), The Package can be easily administered (8), The duration of the time of the each activity is adequate (5), The material used in the activities are easily available and inexpensive (7), All activities of the Package can be administered in an organized settings easily (6), The objectives are specified in each activities (7), There is provision for immediate feedback in all activities in the Package (6) and Do you recommend this Package in to inculcate values and Soft Skills among students (5).

Here the experts have to evaluate the sequencing of the instructional phases and its suitability in the present scenario. The investigator included 20 questions related to the above mentioned aspects. By considering the suggestions and modifications by the experts and supervising teacher, the investigator rejected a few

items. In the final proforma there are 15 questions. The final form of Instructional Package Evaluation Proforma is included as Appendix III.

This package help the students handle their day today life pressure by giving them practical tools that connect their body mind and breathe. (.Ashtanga yoga and humanistic psychology).The way of construction of outline in details given below

Research Question	Presnt Status	Role of Stake holders	How to face challenges?	Preparation and Execution
How can overcome stress and promote values and soft skills through the integration of western and eastern psychology among adolescents?	How can prepare a package, what is the content need to face to satisfy the needs? What are the things already exists in education system to achieve the goal?	Permission from Principal or head of the institutions. Involvement of the physical education department, Collaborative work with yoga trainer and counseling psychologist and all other faculty members of the institutions	Conduct trains the trainor'sprogramme, Awareness program, Obtain the prior consent from the subjects and Administration wing before conducting the program.	Make sure to concince the importance of the yoga and how it works and bring calmness ans happiness? What is the science behind it?  Then start the implementation phase after finishing the package preparation



**Package**

**INSTRUCTIONAL PACKAGE BASED ON ASHTANGA YOGA FOR THE  
PROMOTION OF UNIVERSAL HUMAN VALUES AND SOFT SKILLS**

Developed by

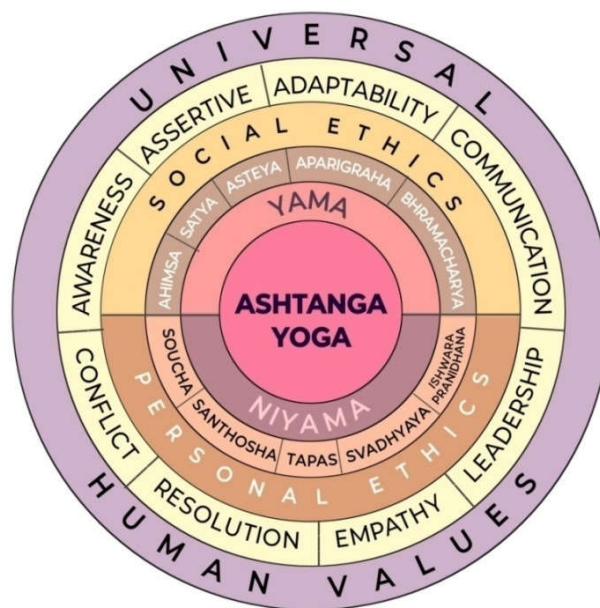
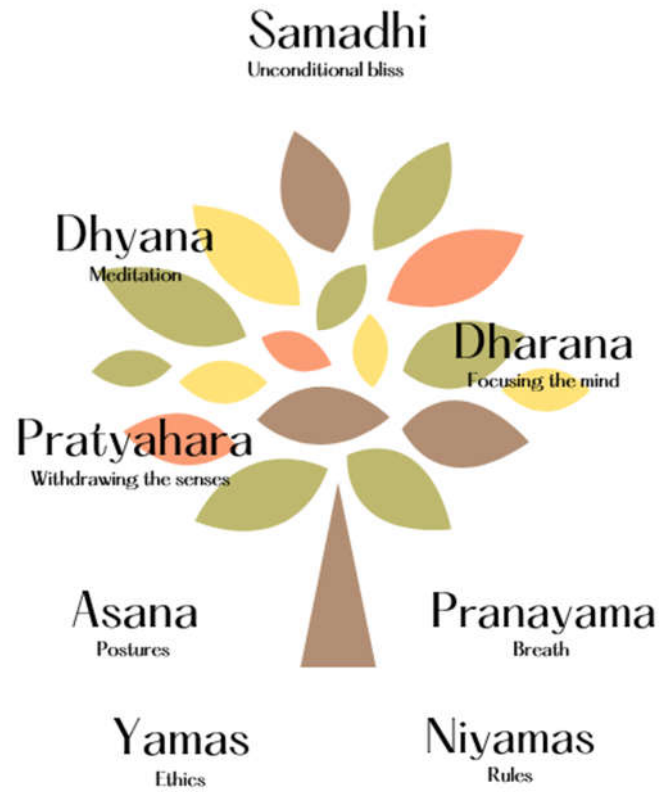
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2023



# The 8 limbs of yoga



## **About the Package**

### **Preface**

In today's fast paced world, it's essential to nurture the Universal Human Values the whole people especially among children and adolescence. This package rooted in Ashtanga Yoga principles and practices and Humanistic psychology principles. By combination of Ashtanga yoga and psychological principles we can help young minds cultivate values, and Soft Skills, such as self awareness, assertiveness, empathy, leadership communication skills and conflict resolution.

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### **Introduction**

This programme is designed to promote development which include physical , mental emotional social and spiritual development among adolescents. Combining humanistic psychology with Ashtanga Yoga it focuses on empowering young individuals to reach their full potential .The package consists of 5 modules ,each carefully integrate knowledge and practice.

You are welcome to this package on the importance of Ashtanga Yoga, Universal Human Values included in yama and niyama principles and Soft Skills in Education which is being included first time as a package in educational institution especially in higher secondary school in Kerala. Yoga has its roots in ancient Indian philosophy and culture in influence in all aspects such as physical, mental emotional social and spiritual wellbeing and can transform an individual into a vibrant personality with full of energy and enthusiasm. This can provide holistic wellbeing, peace, sharp memory creativity and focus mind.

This package included theory as well as practical sessions. It involves total 40 hours. in which consists of, 5 modules with 7 sessions 35 lessons, one session of Introduction talk and pre-test and post-test .

### **Instructions to the participants**

Welcome to the Ashtanga Yoga Based Instructional Package. This course is designed to provide you structured way and engage to achieve your vision and mission efficiently. Take Commitment to keep punctuality in all work to finish the session completely, do all homework within time, and practice without interruption 35 days. The unique characteristic of this package is that students can experience the importance of Universal Human Values and Soft Skills through various types of procedure with practicum which builds up their ethical principles and self esteem among them.

The package is developed based on the following aim

## **Aim**

The primary aim of the package is to cultivate Universal Human Values and Soft Skills among children and adolescents.

Universal Human Values mentioned here are -Social ethical constraints, such as 1. Truth, 2. Non violence, 3. Non stealing, 4. Non holding or generosity, 5. Brahmacharya (Moderation). -Personal disciplines such as 1. Purity (Cleanliness), 2. Contetment, 3 Self discipline, 4. Self study, 5. Surrender to the universal power .

Soft Skills mentioned in this study are adaptability, awareness, assertiveness, communication, conflict Resolution, empathy, and leadership.

The modules are developed by the following outcomes.

## **Specific Outcomes of the Package**

By the end of the implementation of the package the participants will be able to

1. Understand and practice the importance of Universal values and Soft Skills
2. Aanalyze the effect of Universal Human Values in the area like physical mental, social emotional and spiritual development among participants.
3. Develop strategies for the promotions of Universal Values and Soft Skills
4. Understand the importance of knowing one self. by practicing yoga pranayama meditation along with following yama and niyama principles
5. Explain the strength and weakness of oneself.
6. Express the importance of different levels of development such as physical mental emotional social and spiritual for overall development of personality and success of life.
7. Plan a goal of life and drive to achieve the target.

8. Practice a disciplined life by practicing different types of yoga postures, warming up stretches pranayama, meditation, and affirmation auto suggestions etc to attain the visualized goal.
9. Practice *yama, niyama, pratyahara* and *dyana* as a daily routine in their life.
10. Develop necessary social skills to maintain interpersonal relationship
11. Maintain conflict resolution in all circumstances in real life
12. Develop creative and constructive feedback to take appropriate decisions related with their profession and all life situations.
13. Practice to write and check daily planner, learning journal, and progress tracking report.

### **Program Schedule**

Total Hours: 40 (SessionHours: 35 for sessions, 1 hour for Intro talk, 2 Hours for pre-rest, 2 hours for post test), Weekly Sessions: 5 hours per week

### **Breakdown Package as modules with 5 sessions**

#### **Topic Name –1 Holistic wellbeing**

#### **Sub Topic – Physical wellbeing**

#### Sessions Details

- About Myself /Self Theory
- Seven wonders
- Ashtanga Yoga and Universal Values
- Nine Obstacles
- SWOC Analysis
- Overcome Obstacles
- My Life Wheel

### **Sub Topic – Mental wellbeing**

#### Session Details

- Balance your wheel
- Balance your Life
- Panchakosha
- Pancha prana
- Yoga and Pranayama
- Patanjali Yogasutras
- Law of Attraction

### **Sub Topic – Emotional Wellbeing**

#### Session Details

- My Vision and Mission
- Vision Board
- Affirmation and to do list
- Ashtanga Yoga
- Need Hierarchy
- Niyama Principles
- Universal Human Values-Kohlbergs moral principles.

### **Sub Topic – Social Wellbeing**

- Yama Principles and Universal Human Values
- ABC Formula – Awareness, Belongingness {Empathy} Commitment (Assertiveness)
- Communication –Transactional Analysis
- Johari Window

- Adaptability
- Leadership
- Conflict Resolution

**Sub Topic – Spiritual Wellbeing**

- Sit alone
- Sadhana (Yoga ,pranayama,meditation)
- Patanjali Yoga Sutras
- Community service
- Project Plan
- Reflections
- Celebrations

**Student's responsibilities**

Commitment-Active participation in all sessions required, Complete all exercises and assignments by the given deadline, Engage in group activities as needed, Practice outside scheduled hours.

Assessment & Evaluation

Rubrics, Assignment, Performance

Pre active phase

This is the first phase during the implementation of package immediately after the training sessions and transfer phases, the Universal Value Assessment Test and Soft Skill Assessment Test are applied first as a pre-test to assess the level of Universal Human Values and Soft Skills among the students. The data obtained were analyzed for deriving the conclusion for the effectiveness of package on Universal Human Values and Soft Skills

**Table 1.***Details of Time allocation for each Module*

Topic Selected	Time
Introductory Talk	1
Holistic well being – Physical well being- Universal Human Values	7
Mental wellbeing	7
Emotional well being	7
Social well being	7
Spiritual well being	36
Total	

**Table 2***Instructional Package Based on Ashtanga Yoga*

Topic	Sub Topic	Time
Holistic wellbeing	<b>Content</b> -Importance of Self Care- Energy Sources, Mind Management, Importance of Breath Importance of balancing mind.	1 Hour
Physical Wellbeing	About Myself /Self Theory ,Seven wonders ,Ashtanga Yoga and Universal Values ,Nine Obstacles ,SWOC Analysis Overcome Obstacles ,My Life Wheel, Three types of body, Sources of prana, Panchakosha, Yoga asanas, Yoga Sutra 2.46,3 H Formula –Head, Heart and Hand, ,Who are You?-Yourself, Family, Society, Why You are here-Maslow s Hierarchy	7 hours
Mental wellbeing	Balance your wheel , Balance your Life ,Panchakosha Pancha prana ,Yoga and Pranayama ,Patanjali Yogasutras Law of Attraction- Yoga asanas, pranayama, and meditation , YES Mind – Yoga ChittaVrithiNirodhaha- (YS1.2, 2.33,1.6, 1.13, 1.15,3.1,3.2,3.12,3.3), Pranyama,	7 hours
Emotional well-being	My Vision and Mission ,Vision Board , Affirmation and to do list, Ashtanga Yoga , Niyama Principles , Universal Human Values-	7 hours

	Kohlbergs moral principles Goal of Life, Yama, Niyama, Asana, Pranayama-Prathyahara- Dharana, Dhyana, Samadhi. (YS – 1.41, 2.26, 3.53), Self Esteem. Empathy Soft Skills , self awareness, assertiveness, Soucha (Purity), Santosha (Contentment), Tapas (Austerity), Swadhyaya (Self study), Iswarapranidhana (Surrender to supreme power)	
Social Well-being	Yama Principles and Universal Human Values , ABC Formula – Awareness, Belongingness (Empathy) Commitment (Assertiveness) , Communication – Transactional Analysis, Johari Window , Adaptability , Leadership , Conflict Resolution  Five Yama Principles (Satya, Ahimsa, Asteya, Aparigraha, Brahmacharya).,- Social skills -Interpersonal relationship, -Communication, Leadership, Conflict Resolution, Assertiveness, Awareness, Adaptability	7 hours
Spiritual Wellbeing	Sit alone ,Sadhana (Yoga ,pranayama,meditation , Patanjali Yoga Sutras ,Community service , Project Plan , Reflections , Celebrations  Consolidate whole sessions complementing the student for the effective participation and personal commitment to fulfill all tasks and celebrating the resolution and commitment of the student towards high level of scores in Universal Human Values and Soft Skills and their excellent performance	7 hours

All the sessions include brainstorming, ice breaking, personalized and experiential process and assignments for making participants obtain the respective Universal Human Values and Soft Skills leading to elaborate ideas about future plan

### **Details of Activities based on 5 E Model**

A nut shell of all activities of 5 Modules are given below

#### **Active phase**

In this phase there are 5 phases to implement the package. The details are given below.

Assess what they already know

Phase I: Engage

Enhancing Prior Knowledge

Strengthening Cognitive Structure

Phase II: Explore

Activity for Explore more and establish.

Acquire more about new concept

Phase III: Explain

Articulation of Ideas

Express findings individually and as group outcome

Phase IV: Elaborate

Strengthening ideas

Reciprocate to Real Life Situations

Phase V: Evaluate

Reflection and Self – Analysis

### **Module 1 – Physical wellbeing**

Outcomes

After finishing the session, participants will be able to

- Get deep understanding about self
- Do self care practice
- Analyze self and prepare SWOC Analyses report
- Know about the importance of life wheel

KLW Chart in the beginning and end of all the sessions

**Table 3***KWL Chart*

What I already Know?		What I Wanted to know?		What I learned?
Sessions	Engage	Explore	Explain	Elaborate
1)Importance of Self care	Don't limit yourself	Proud to be a human being	Aware myself	Practice , Practice
2)Energy Sources	PPT – Seven wonders	My preferences	More about myself	Aware me
3)Health is wealth	Physical health and community wealth	My future plan	Practice, Practice	Yoga sutra and yoga
4)Mind management	Warming up and yoga	Ice breaking Who finish first?	Five sheath of human existance	Panchakosha meditation
5)I can	Can you memorize?	Me and Universe	Game I am the first	Self Exploration
6)SWOC Analysis	Demonstration of yoga	Where is me?	Progress tracking report	My progress card
7) Balancing of mind	My obstacles	We can find it	Can I speak?	Reason behind

## Module 2- Mental well-being

### Outcomes

After finishing the session participants will be able to

- Get deep understanding about how to balance life
- Prepare own life wheel
- Analyze self and prepare mission of their life
- Know about the importance of Patanjali Yoga Sutra in life

**Table 4**

*Sessions Details Based on 5 phases of Mental Wellbeing*

Sessions	Engage	Explore	Explain	Elaborate
1)Balance your Wheel	Weakness is my strength	How can convert	I can win	SWOC Analysis
2)Yoga Sutras	Why sufferings? PY Sutras	Overcome sutras	How can	Plan of actions
3)Law of Attraction	I can win	Warming up	Action Plan	Practice ,practice
4) Yoga	Relevance of yoga	Game We are one	Learning from game	Focus and relaxation
5)Life wheel	Compare life wheel	Purpose of life wheel	Think –Pair and share	Draw your life wheel
6)Do	How to make perfection	How to make perfection	Explain visuals	Create your ideal life wheel
7) Yoga sutras	Yoga	Pranayama	Meditation	

### Module 3- Emotional well-being

After finishing the session participants will be able to

- Get deep understanding about vision and mission
- Prepare “to do list “ as daily work
- Analyze Yama and Niyama principles and prepare self improvement tools
- Know about the importance of Patanjali Yoga Sutra in life

5 To enhance students soft skill to improve their communication, teamwork, leadership, for academic and personal success.

**Table 5**

*Sessions Details Based on 5 phases of Emotional Wellbeing*

Sessions	Engage	Explore	Explain	Elaborate
1 My vision & Mission	Personal goal	Vision in life	Areas of vision board	Missions
2 Ashtanga Yoga	Yoga and emotions	Ashtanga Yoga	Miracle of pranayama and practice	To do list Affirmation
3 Yama	How can balance life	Explain by focus group	My vision- work sheet	Yama principles
4 Niyama	Prepare calendar	My routine my ideas	Home going instructions	Niyama principles
5 Self esteem	Yoga sutra- Introduction	Memory test	Demonstration of yoga and audio commentary	Universal Huma Values
6 Empathy	My value and my principle	I can find out	Where is me?	Kohlbergs Moral principles
7 Soft Skills	Signature collections	Follow wisdom	Meditation	Self wareness Assertiveness

### Module 4- Social Well-being

#### Outcomes

At the end of the implementation of the module, the participants will be able to

- Enhance student's soft skill to improve their communication, teamwork, leadership, adaptability, conflict resolution for academic and personal success

**Table 6**

*Sessions Details Based on 5 phases of Social Wellbeing*

Sessions	Engage	Explore	Explain	Elaborate
1 Yama principles and Universal Human Values	What is your choice	Kohlberg's stages	Where is my place	ABC formula
2 Transactional Analysis	Practice yoga	Community service	Observe connection with society	Johari window
3 Adaptability	Practice yoga	Communication style	Game, Yes I can	Adaptability
4 Leadership	Practice of yoga	Appraisal and appreciations	Impact of words video	Team work
5 Conflict Resolution	My family-Role play	Transactional analysis	Style of communication	Conflict Approach
6 Awareness	Aware myself	Think pair	Four windows of Johari	Know yourself
7 Assertiveness	Know yourself	About Hidden area	Where is your place	Three types of faith

### Module 5- Spiritual well-being

#### Outcomes

At the end of the process thd participants will be able to

- Prepare ideal self and real self image
- Prepare modified vision board
- Prepare and perform community service project

**Table 7**

*Sessions Details Based on 5 phases of Spiritual Wellbeing*

Sessions	Engage	Explore	Explain	Elaborate
1Sadhana	About you	Real self Ideal self	Universal values and ideal self	Create self image
2Generosity	Story- Giving tree	Need hierarchy	My stage in hierarchy	Where am I?
3Meditation	Identify differentstages	Self actualizationthrough yoga	Video watching	Final vision board
4 Service project	Project planning	Presentation of project	Practice yoga- different approach	Project Modification
5 Reflections	Universal Human Values and soft skill	MyValue preference	Know myself	New Image
6Implementation of the project	Well planned project	Community service	Performance of project	Expand belongingness
7) Celebration	Performance Day			

### **Post Active Phase (4 hours)**

This is the final phase during the implementation of Instructional Package based on Ashtanga Yoga

Immediately after the training sessions and transfer phases, the Universal Human Value Assessment Test and Soft Skill Test are applied again as a posttest to assess the level of Universal Human Values and Soft Skills among the students. The data obtained were analyzed for deriving the conclusion on the effectiveness of Instructional Package based on Ashtanga Yoga for inculcating Universal Human Values and Soft Skills .

**Vision-**Create a peaceful atmosphere, with a healthy and hygienic life style mentally, emotionally, socially committed healthy youth by adapting a holistic well being

### **Resource Meterials**

Slide presentaion

Visual charts, pictures, diagrams

Reflection journals

Case studies

**Module 1**  
**Holistic Well Being**  
**Physical well being**

Module 1

Outcomes

At the end of the process the participants will be able to

- Get deep understanding about self
- Do self care practice
- Analyze self and prepare SWOC Analyses report
- Know about the importance of life wheel

Name of the Teacher:

Subject :

Standard

**Table 8** :

*Result, Evidence and Learning Experience Details of Physical wellbeing*

<b>Desired Results</b>	<b>Acceptable Evidence</b>	<b>Learning Experiences</b>
The learners will be able to Aware about himself/herself, and identify gross body, subtle body and causal body. To realize the five elements are everywhere and about of the existence of oneself.	Participants create a mind map inking and the five elements Self reflective journal Worksheets PPT, Charts, , pendrive or USB	<b>Engage-</b> Ice breaking Thought provoking questions about existence Overview about panchalasha and five elements
	Worksheets, Rubrics, Hand outs, Laptop/ L	

Specimen of swoc Analysis		
Know and experience the five sheath of body AnnamayaKosha, PranamayaKoshaManomayakosha, Vijnanamayakosha, and Anandmayakosha (Panchakosha).	Reflective journals on personal experiences relate to balnce and imbalance of five elements	<b>Explore</b> -Interavtive lectures ,Group activities Hand on experiences with elements (Eg- Feeling earth, breathing air etc) <b>Explain</b> -Story about real life experiences
Able to realize effective strategies for promoting holistic wellbeing	Guided meditation and yoga related with panchakosha	<b>Elaborate</b> -Yoga ,pranayama and meditation sessions
Able to make self assessment	Participation in Discussions Self assessment	<b>Evaluate</b> -Journaling prompting questions How can I use this knowledge to bring harmony in my life
Assignment and teachers evaluation based on performance	Teacher observations of engagement in experiential activities	Group discussions on insights and insiights insights and action plain

### Intro- Talk about the Intervention

#### Physical, mental emotional spiritual wellbeing

Time 1 hour

Intro- Talk about the Intervention program

Activity 1-Ice breaking Clapping Game 10 minutes

Activity 2 –Mind is clinging to negative 10 minutes

Activity 3 Lift your friend – 10 minutes

Activity 4 Power of breath-10 minutes

Activity 5 Practice breathing and feel the difference- 10 minutes

Activity 6 Feedback and Recap-10 minutes

**Session 1**

**Holistic wellbeing, Time: 7 hours**

**Outcomes**

At the end of the process the participants will be able to

- Take responsibility of self care

**Theme** –Empowering Personal Growth through self awareness

**Table 9**

*Details regarding Activities based on Theme Centered Interactions Approach*

I	We	It( Tasks)	Globe
Participants reflect on their own thoughts about themselves	Participants share their insights and learn from each other’s experiences, enhance a sense of community and support	Participants understand and take responsibilities of their task	Participants widen their responsibilities to their environment.

**Engage**

**Task 1**

**Ice Breaker -Don’t limit yourself -15 minutes**

Introduce the theme by the help of a game

If you sit with a book in your hand, draw a circle

Show the student a blank white paper with a small black spot and tell them to write about their thoughts.

Many students take minimum space to draw a circle, Discuss, Why?

Conclusion – Participants focus minimum possibilities of resources, even though the availability is plenty.

. In this plain paper the most of the part is white, but the participants consider only the small black spot.

## **Explore**

### **Task 2- Proud to be Human Being (10 minutes**

Question

How do five elements influence the body, mind and the universe?

Facilitator asks a few questions after the presentations of the ppt about the wonderful functions of the body and ask to fill the hand outs

- What self care practices do you prioritize to keep healthy?
- How does my diet influence my health conditioning?
- What self care practice can I adopt to improve my fitness of body?
- What are my strength and weakness in maintaining physical health?
- What are my values and priorities regarding physical well-being?

## **Explain**

### **Task 3- Aware Me-10 minutes**

Distribute Self Care Survey

1 Name-

2 Gender-

3 Classes / Subject

1 How often do you engage in physical activities? ( Daily, Weekly , Monthly Rarely)

How many hours of sleep do you get at night? (7-9 hours, 5-6 hours, 3-4 hours, less than 3 hours)

3-----

4-----

(10 Questions)

Explain and make discussions based on their response .and experience and insights on holistic well being

### **Elaborate**

#### **Task 4- Practice- practice –practices (15 minutes)**

How can you make high score and live healthy?

Apply knowledge of these concepts to daily life through practices like exercises, warming up and yoga asanas

Demonstrate and let them feel the difference.

Warming up activities and stretches practices

### **Evaluate**

#### **Task -5-Reflective thinking 15 minutes**

- What am I grateful for in my body functioning?
- How does my diet influence my health conditioning?
- What self care practice can I adopt to improve my fitness of body?
- What are my strength and weakness in maintaining physical health?
- How can I overcome obstacles to achieving my health objectives?
- Students try to make possible answers from their own experiences.

Make your own assessment

What I already Know?	What I Wanted to know?	What I learned?
----------------------	------------------------	-----------------

Assignment – Find out the answers based on your KWL Chart of the following questions

How do you plan to work out your daily life for holistic wellbeing?

## Session 2

### Physical Well Being

#### Outcomes

#### Participants will be able to

- Find out perfect ways to work out for physical fitness

Review- 5 minutes

#### Engage-

#### Task 1 –Watch video-(10 minutes

Facilitator presents the PPT

Presentation of PPT about the seven wonders of the body

#### Seven wonders

Body is a magnificent machine with many fascinating features

Seven wonders are

- The Brain -The control center,
- The Heart-The plumbing powerhouse
- The Eyes – The windows to the soul
- The lungs -The breath of life
- The Liver-The Detoxifier
- The Immune system – The Defense force
- The Gut – The second brain

#### Questions

Why the brain is considered the control centre of the body?

Expected answers

- Integrate information from various sensory inputs
- Controlling voluntary movements
- Regulating emotions
- Facilitating thought, memory and learning

Let them make notes about their thoughts in their journal book

### **Explore**

#### **Task 2 –My preferences -15minutes**

Individual reflections (I)

- What are my physical needs and boundaries?
- What are my sensory preferences?
- How do I maintain physical wellbeing?

Record their thoughts and let them share

Group Reflections (WE) and (Globe)

How do my relationships impact my physical health?

What role does my social connections to improve my physical fitness?

### **Explain**

#### **Task 3 -More about myself -20 minutes**

Group presentation based on the following questions

How does the heart adapt to changes in physical activity and stress?

Students try to make possible sentences on their own by referring Google, and by using other a AI Tools

Teacher shows examples in a PPT (5mts)

<p><b>The Brain-</b> The Control Center Processes 70000 thoughts dailyConsumes 20%of body energyContain 100 billion neurons</p> <p><b>The Heart-</b>The plumping power housePumps 2000 gallons of blood daily.Beats 3 billion times in a life time</p>
--

Facilitator introduces the examples of the wonder functions of body part and to let them explore about all other parts functions of the body. Students are asked to share their ideas ingroups and write the major points on their own. Teacher asks the group leaders to come forward and finish within 15 minutes.

Ask the students to find out all other dimensions of holistic well being by the help of following questions

### **Elaborate**

#### **Task 3-Self Care Habit -20 minutes**

How do you manage stress? Do you practice good hygiene and self care habits?

How do you control emotions like anxiety anger and sadness?

(Globe)

How do my individual values align with global needs?

What is the relevance of knowing about holistic well being in your life?

**Evaluation**

**Task 4-Action Plan**

Make your own assessment

What I already Know?	What I Wanted to know?	What I learned?
----------------------	------------------------	-----------------

**Assignment**

Based on the following questions prepare an action plan

- How do you plan to make your body more powerful?
- What are the measures that you want to implement in your life by preparing an action plan?

**Session 3**

**Physical well being and Yoga**

**Outcomes**

The participant will be able to

- Practice regular sadhana
- Explain the universe connection with oneself

Reflection and Self – Analysis- 15 minutes

Teacher has given a KWL chart to the learners. The students are asked to fill the chart after the session

**KWL CHART**

What I already Know?	What I Wanted to know?	What I learned?
----------------------	------------------------	-----------------

This helps to know, what new knowledge they have acquired and what all problems they confronted while go through the sessions.

Students are insisted to record everything in the Reflective Learning journal which was distributed to them at the beginning of the session Reciprocate to Real Life Situations.

The students are asked to submit the Reflective Journal Weekly

**Engage (Globe)**

**Task- 1 – Physical health and community wealth-10 minutes**

What community resources support my physical health?

How do I contribute to the well being of others?

What cultural practices enhance my physical fitness?

Distribute the hand out and collect the answers

Community resource	My contributions to the society	Cultural practices I have done

**Explore**

**Task 2- Me and Universe-10 minutes**

PPT Presentation about five elements, self and universe

**Figure 1**

**Five elements of Universe**



How do you feel connected to the nature and how can you take responsibility to preserve the balance nature?

Let them write their thoughts in Journal

### **Explain**

#### **Task 3 – Surya namaskar as a formula -10- minutes**

Show the ppt about the sequence and benefits of Sun salutation

Let them explain the relevance of sun salutation in balancing life

### **Elaborate**

#### **Task 4-Sustainable living**

Put the following questions

How does Yoga help balance the elements within an individual?

Teachers version- Explain the role of Mountain Pose, Sun salutation, Alternate Nosril Breathing

How can one perform like this? Only through practice

Facilitator quotes the patanjali yoga sutra by the help of slide share

“Sa tudirghakalanairantaryasatkara “ savitodrdhaabhumih”

**Meaning** -Practice becomes firmly grounded when well attended with mindfulness to for a long time, without break and with honor and deep devotion .

Yoga sutras and yoga practice –10 minutes

Yoga practice- Warming up, Nadi shudhi pranayam and Mountain Posture

Recap a“Satudirghakalanairantaryasatkara“savitodrdhaabhumih”

Evaluate –Reflections in my journal-5 minutes

Meaning and Assignment to write Reflective journal based on KWL Chart and based on the following chart.

**KWL CHART**

What I already Know?	What I Wanted to know?	What I learned?
----------------------	------------------------	-----------------

**Session 4**

**Physical Wellbeing and Panchakosha**

**Outcomes**

At the end of the sessions, the participants will be able to

- Explain and experience the role of Panchakosha in balancing of life
- Analyze the connection of self, panchakosha 5 elements and univers

**Engage**

**Task 1** – Warming up and Yoga -10 Minutes

**Explore**

**Task 2 -Ice breaking – who finish first-(15 minutes)**

Distribute a white paper to all students and present slide with the following questions

Let those 3 minutes to finish.

- Can you follow the following directions?
- Try this test, allowing you only three minutes
- Read everything carefully before doing anything;
- Write your name in the upper right-hand corner of this paper;

- Draw five small squares in the upper left-hand corner of this paper
- Put a zero in each square;
- Sign your name at the top of this paper;
- Put a tick mark in the lower left-hand corner of this paper;
- Draw a triangle in the bottom of the paper and round it;
- Write 1 to 10 inside triangle
- Call out loud: "I am nearly finished!"
- Now that you have finished reading everything carefully, do only the answer the statement of sentences 1 and 2.

Facilitator asks the participants about the reason of committing mistake? Lack of self awareness  
Lack of mindfulness is the reason

How can improve awareness and focus?

Present the PPT of meditation

### **Explain**

#### **Task -3 Interconnection of self and universe**

Explain the connection of self with five elements, Panchakosha and universe?

Instruct the participants to follow the instructions and just to listen by sitting comfortably and easily.

Explanation about the inter connection of self with five elements, five koshas and universe by the help of audio clip or video presentation

The five elements are the building blocks of the universe and are interconnected with the human body and consciousness. The five elements are earth, water, agni, vayu, and akasha.

Earth- Stability structure and physical body

Water –Emotions and circulations

Air-Movement ,communicationand respiration

Akasha(Either)-signifying space,sound, and consciousness

Concept of Panchakosha

The concept of "Panchakosha" originates from the Taittiriya Upanishad, one of the ancient Indian scriptures, and describes five layers or sheaths of human existence.

Understanding and connecting with these layers can provide a comprehensive approach to personal development and well-being. Here's how each kosha can be related to personal life:

1 AnnamayaKosha (Physical Sheath):

: This is the outermost sheath, representing the physical body. And let's see how it connect with our **Personal Life**

: Taking care of your physical health through proper nutrition, exercise, and rest. Mindful practices like yoga and physical activities can help maintain this kosha.

PranamayaKosha (Vital Energy Sheath):

This sheath represents the life force or prana that energizes the physical body Breathing exercises, pranayama, and maintaining a balanced lifestyle to ensure a steady flow of energy. Practices that enhance vitality and reduce stress contribute to this kosha's well-being.

ManomayaKosha (Mental Sheath):

This sheath encompasses the mind, emotions, and thoughts.

**Connection to Personal Life:** Mental health practices like meditation, mindfulness, and positive thinking can manage stress and emotional wellbeing through cultivgating healthy relationship and practice of yama and niyama

4 VijnanamayaKosha (Wisdom Sheath):

This sheath represents the intellect, and wisdom,

How can the vignanamayakosha effect personal life

Engaging in continuous learning, self-study or swadyaya, self-reflection, and developing a deeper understanding of oneself and the world. Cultivating wisdom through study, introspection, and ethical living.

Ananandamaya kosha(Blissful sheath)

The innermost layer filled with joy, love, and pure consciousness.

Form 5 groups according to the 5 elements and ask them to explain after discussion

**Elaborate**

**Task-4- Meditation – Panchakosha -15 Minutes**

Instruct the participants to follow the instructions and just to listen by sitting comfortably and easily and to follow the guided meditation of audio clip by Sri Sri Ravishankar

Ask them to share their experience

**Evaluate**

Self Assessment, Recap and Assignment- 10 minutes

KWL CHART

What I already Know?	What I Wanted to know?	What I learned?
----------------------	------------------------	-----------------

**Session 5**

**Physical wellbeing**

**Outcomes**

At the end of the session participants will be able to

- Explore more about five elements, self and universe

**Engage**

**Task 1-**Can you remember? 10 minute

Find out the correct answers from the following questions

Questions

- 1 Outmost shealth---A Manomayakosha BAnnamayaKosha C VignanamayaKosha D AnandamayaKosha

- 2 Self reflection related with - A Manomayakosha B AnnamayaKosha C VignanamayaKosha D AnandamayaKosha
- 3 Which practice enhances vitality and reduce stress- A Food B Pranayama C Self study D Sleep
- 4 We can connect with inner peace and joy through spiritual practices, gratitude, and finding purpose and meaning in life. This statement is related with

A Manomayakosha B AnnamayaKosha C VignanamayaKosha D AnandamayaKosha

### **Explore**

#### **Task -2**

More about myself and universe -20 minutes

Listen the audio carefully and answer the question correct

Facilitator distribute hand out to the participants to find out their own reflections about themselves answers of the following questions

What are my physical strength and weakness?
What connects me to the universe?
How can I balance three guans in my life?
What are my new findings about my body?
How does body and universe interconnected?
What are the three types of body? How can it influence me?

### **Explain**

#### **Task 3 Game – We are first-5 minutes**

Form 5 groups and provide lots to them and form group name as Annamaya, Pranamaya, Manomaya, Vijnanamaya and AnandhamayaKosha

Asks them to find out five features related with their group name within 5 minutes

**Elaborate-**

**Task 4–Self exploration -15 minutes**

Find out the connection of universe with self, panchakosha and universe by citing examples

Earth, Water, Fire, Air, and Ether role in human body and universe

Earth-promoting stability and grounding

Water-Cultivate adaptability

Fire-Ignite inner energy

Air-Promoting mental clarity

Ether-Connect with the vastness of the space and promote a sense of oneness and unity with the universe.

**Evaluate**

**Assignment** – Reflective Journal .Submission Week 1

**Session 6**

**Physical well being and Introspection**

**Outcomes**

The participants will be able to

- Analyze strength and weakness (SWOC Analysis)

**Engage**

**Task 1 Demonstration of Yoga -15 minutes**

,select a leader from each group to demonstrate the Yogasanas and select other person as leader who is standing in front of the leader to demonstrate next, then

next person of the right or left and next the person in front of that leader . So assign each member of the group to demonstrate each asanas

After the session Facilitator present the following questions

1 Who is your leader? Name

2 Who was the good performer?

3 Who are ready to conduct the yoga for whole session tomorrow?

Let them take the responsibility of leadership in each day

### **Explore**

#### **Task 2 – Where is me? - 15 minutes of**

Distribute them a self reflection model copy to write their reflections in the same pattern every day.

My Reflections-

What uniqueness Universal power bestowed upon me through my body?

How can I honor and care my body as a sacred gift?

In what way can I use my body to serve others?

Expected outcome

By recognizing the body as a divine gift I cultivate

Self acceptance and self love

Gratitude and appreciation

Compassion and empathy for others

Deep connection with divine power

**Explain**

**Task 3 –Swoc Analysis -15 minutes**

Distribute worksheet of SWOC Anaysis Chart to write down about their strengths and weaknes. Discuss how can improve your strength

Strength	Weakness	Opprtunities	Challenges

**Tsak 4**

**Progress Tracking Report**

Progress Tracking Report Sheet

Date :

Goal :

Task :

Progress % :

Date	Task/ Goal	Progress	Remarks
3/6/24	Attend 3 Yoga session	100%	Felt energized
10/6/24-	-Practice meditation	80%	Missed two days
16/6/24	Reduce sugar intake	--	
-	-		

**Elaborate**

**Activity 3 – My progress Record- 10 minutes**

Distribute the progress tracking report sheet

**Evaluate**

Recap and Assignment -10 minutes

What I already Know?	What I Wanted to know?	What I learned?

Finish the work of journal and complete Progress Tracking Report

### Session 7

#### Life wheel Introduction

#### Outcomes

At the end of the process the participants will be able to

- Find out their obstacles in their spiritual growth
- Understand the relevance of Life Wheel

#### Engage

#### Task 1-Obstacles of my journey- 10 minutes

Ask participants to fill the worksheet individually

Task	I	We	Globe
My obstacles	My findings	We can find out	Can I contribute something to the society?

Facts and Concepts

#### Panjali Yoga Sutra

**Sutra 1.30:** "Vyadhi-styana-samsaya-pramada-alasya-avirati-bhranti-darsana-alabdha-bhumikatva-anavasthitatvani citta-vikshepahtantarayah."

Sutra 31-"Duhkha-daurmanasya-angamejayatva-svasa-prasvasavikshepasahabhuvah."

"Disease in body, mental inertia and illness, doubt, carelessness, laziness, sensual indulgence, false perception, failure to attain steadiness, and instability are the distractions of the mind and the obstacles to yoga."

"These distractions are accompanied by suffering, distress, trembling of the body,

and quivering breath

**Vyadhi (Physical Illness)**

Disease free body is the one purpose of Yoga

Physical illness is one of the obstacles that can cause distractions in doing Sadhana and prevent progress in yoga.

Illness can disrupt the body's balance and focus, making it difficult to maintain a steady practice.

**Styana (Laziness or Mental Inertia)**

**Meaning:** Mental dullness leads to a lack of enthusiasm to practice yoga.

Laziness prevents the practitioner from putting necessary effort, and leading to stagnation in practice.

**Samsaya (Doubt)**

**Meaning:** Doubt about the path, or one's own abilities or the mechanism or on Guru can weaken resolve and create uncertainty.

Doubt can reduce confidence and commitment, making it difficult to persevere in practice.

**Pramada (Carelessness or Negligence)**

**Meaning:** Carelessness or lack of mindfulness in practice can lead to mistakes and distractions.

Negligence can cause lapses in concentration and discipline, preventing progress. .Doing something wrong willfully and doing it with some intention.

**Alasya (Laziness or Heaviness)**

**Meaning:** Physical or mental heaviness leads to a lack of motivation and energy to practice.

Laziness, distinct from mental inertia, specifically refers to the inability to move and mobilize one's energy for practice.

**Avirati (Sensual Indulgence)**

**Meaning:** Excessive attachment to sensory pleasures and not letting them go can distract from spiritual goals.

Overindulgence in sensory pleasures can lead to a lack of self-discipline and focus, diverting focus from spiritual practices.

**Bhranti-Darsana (False Perception)**

**Meaning:** It is hallucination or delusion leads to incorrect views or perceptions about reality.

False perception can misguide the practitioner, leading them away from the truth and deeper into ignorance.

**Alabdha-Bhumikatva (Failure to Attain Grounding or Stability)**

**Meaning:** Inability to establish oneself firmly in the practice, leading to instability. Because thinking about themselves as somebody special

Lack of progress or inability to reach higher stages of practice can cause frustration

and lead to giving up. This is called yoga maya

**Anavasthitatva (Instability or Falling from Progress)**

**Meaning:** Inability to maintain progress or slipping back after making advances in practice.

**It means** instability in practice can result in regression, where previous gains are lost, causing discouragement.

Patanjali's Yoga Sutras provide a detailed analysis of the psychological obstacles (Kleshas) and practical obstacles (Antarayas) that can arise on the path of yoga.

Understanding these challenges helps practitioners to identify and overcome them, moving steadily towards the ultimate goal of Kaivalya (liberation|)

**Explore- Life Wheel- 15 minutes**

Asks the following questions

Many students got good score, many are in average performance many need improvement? Why this disparities in result. All participants got the same class, but the outcome is varying why?

What are the reasons for not completing your work?

- How can you finish work in time?
- What are the strategies you have in your plan to perform for evolving better results?

Facilitator asks to find out the answers individually and introduce areas of improvement

Personal, family, social relations, academics, professional, hobbies an fun, health, finance

**Explore**

**Task 2.We can find out -15 minutes**

Facilitator publish the score of group performance

Group 1	Group 2	Group 3	Group 4	Group 5
80%	60%	85%	45%	76%

Facilitator asks the following questions to write the answers in their journal

How can two groups score more than 80%?

Asks them and find out your answers?

What happened to group 4 to obtain low score?

Collect their ideas through sharing

Facilitator admit them to discuss with the other groups about their success and failure

Analyze their thought with the group interactions and the performance of the participants

Is there any significance in getting good score in any sessions?

**Explain –**

**Task 3-My improvement Areas - 10 minutes**

Ask them to share findings about their weakness areas to the whole class in group wise and their own suggestions about improvement

**Elaborate**

**Task 4- Reason behind – 10 minutes**

Facilitator shows the ppt represents about the nine obstacles as per Patanjali Maharshi

VyaadiStyanasamshayapramaadaalasyaaviratibranthidarshana,  
aalabdhabhoomikatvaanavasthitatvaanichittavikshepaahaanataaraayaah

**Evaluate as assignment**

Can you find out the Sanskrit word of the following obstacles from the sutra?

Vyaadi	Illness to the body
Styana	Non attainment of any state
Samshaya	Body is not obeying you
.....	Illness to the mind
.....	Instability
.....	Hallucinations
.....	Samshaya
.....	Doing something wrong willfully

Column 1

**Vyadhi** - Illness

**Styana** - Apathy

**Samshaya** - Doubt

**Pramada** - Carelessness

**Alasya** - Laziness

**Avirati** - Craving

BhrantiDarshana - Delusion

AlabdhaBhumikatva - Instability

**Anavasthitatva** – Backsliding

Column 2

Worries of mind – Mental illness

Carelessness- Making mistake

Craving-Craving to get result soo

Doubt- Not a yes mind

Instability- Non attainment of any state

Backsliding- Instability

Illness- Body illness

Laziness-Inertia

Delusion- Hallucination

#### Assignment and Feedback

What I already Know?	What I Wanted to know?	What I learned?
----------------------	------------------------	-----------------

Details of 9 Obstacles Refer and find out the ways to overcome Distribute the hand out

## **Module 2**

### **Mental Wellbeing**

#### **Outcomes**

At the end of the module implementation the participants will be able to

- Get deep understanding about how to balance life
- Transform weakness to strength
- Prepare own life wheel
- Analyze self and prepare mission of their life
- Know about the importance of Patanjali Yoga Sutra in life

#### **Resource Materials**

Slide presentation

Visual charts, pictures, diagrams

Reflection journals

Case studies

#### **Missions**

- Balance my life within one month
- Prepare my life wheel to attain my short term goal
- Follow Patanjali Yoga Sutra to make better my life

Name of the Teacher:

Subject :

Standard

**Table 10**

*Result, Evidence and Learning Experience Details of Mental Wellbeing*

Desired Results	Acceptable Evidence (It)/ T	Learning Experiences ( I & WE)
<p>In this Topic participants able to Identify strength and weakness of self and build upon</p> <p>Develop strategies to strengthen Threats and challenges</p> <p>Improve decision making and problem solving skills</p> <p>Develop leadership, assertive, conflict resolution communication</p> <p>Life wheel</p> <p>Participants will understand the concept of life wheel and its application in personal and professional life.</p> <p>Able ti identify areas of improvement</p> <p>Participants will be able to develop strategies to balance and align their life wheel with their personal and professional goals</p> <p>Take actionable steps towards desired changes in life</p> <p>Cultivate a positive and growth oriented mind set</p> <p>Improve mental clarity and focus by the help of Yoga Sutras. YS1.2,2.33,1.6,1.13, 1.15,3.1,3.2,3.12,3.3</p>	<p>Pre and Post Assessment</p> <p>Reflective Journal</p> <p>Action Plan</p> <p>SWOT Analysis Templates with filled form</p> <p>Progress Tracking report</p> <p>Mind mapping tools</p> <p>Videos and Tutorials</p> <p>Khan Academy – SWOT Analysis</p>	<p>Engage</p> <p>Introduction</p> <p>Ice breaker</p> <p>Story narration or presentation about Oak Tree and the Reeds</p> <p>Illustrate examples from real life experience</p> <p>Explore</p> <p>Preparing SWOT Analysis for their future development</p> <p>Modification of SWOT analysis chart</p> <p>Explain</p> <p>Learn about the life wheel model and prepare of life wheel chart</p> <p>Elaborate</p> <p>Modification planning to balance life wheel chart</p> <p>Practice Yoga pranayama and meditation</p> <p>Evaluation</p> <p>Self evaluation by considering own life wheel</p> <p>Identifies goals and priorities</p> <p>Develop an action plan</p> <p>Set life wheels are like Relationship{family friend and others) Career, health, finance, personal, fun, community, spirituality</p>

**Theme -Weakness is my strength****Table 11***Details of SWOC Analysis based on Theme Centered Interaction Approach*

Task	I	We	Globe
Students will be able to analyze how to channelize their weakness as strength?	My strength and weakness	swoc analysis of my group	What I can contribute to my society?
Students will be able to write in their journal about their findings about self discovery	My opportunities and challenges	How can we improve our group performance?	How the SWOC analysis and Life wheel influence the society?
SWOC Analysis	How can I balance life wheel	What measure we will take to improve individual performance	
Modification	Self Analysis		
Life wheel preparation	Self monitoring, regulating and keep self discipline		
Self analysis the impact of Practice of Yoga			
In clarity of mind			
Purity of thought			
And sincerity in action			
Application of ABC formula in all the work			
3H formula for success			

## Mental Wellbeing

### Session 1

#### Outcomes

After the session participants will be able to

- Transform weakness to strength after SWOC Analysis

#### Mental wellbeing

Strong or Weak

Evaluate –3 minutes

Assessment – Write down your 2 strength 2 weaknesses then fill the KWL Chart

What I already Know?	What I Wanted to know?	What I learned?
----------------------	------------------------	-----------------

#### Engage-

#### Task 1 – Weakness is my strength -15 minutes

Facilitator narrate the story of oak tree and reeds

Story in short form -The oak tree- Proud of its strength, the oak tree stands tall and fights against the wind. The wind is too strong and the oak tree is uprooted and broken in two pieces

The reeds- The reeds bow low to the wind, saving them from being uprooted. When the wind stops the reeds stand up again

Moral – How to survive in difficult times

Facilitator conducts discussion about the story and asks them the following questions

How can you connect the story to your life? What are the take aways while listening the story?

Asks them to write in their journal about their thoughts feelings and reflections

**Elaborate –**

**Task 2 – How can you convert your weakness to strength?-10 minutes**

Facilitator distribute the hand outs to students to write down what they want to continue, what to stop and what to start

I want to continue	I want to stop	I want to start

**Explain**

**Task 3 – I can -15 minutes**

After collecting their data lead them for discussionasks them to answer the question

- How many of them are ready to stop their bad behavior and habits within one week?
- How many of them want to start new things to improve themselves?
- How many of them like to keep on doing their interesting task?

Expected outcome

Many participants didn't present their ideas with clarity

**Explore**

**Task 4 –SWOC Analysis -15 minutes**

Facilitator presents examples of SWOT analysis by the help of ppt

Strength	Weaknesses	Opportunities	Treats or Challenges
Regular exercise	Poor time management	Seeking in financial advising	Self doubts
Balanced diet	Inadequate communication	Journaling and reflections	Emotional burnout

Asks the participants to finish the hand out by watching the model of the template

**Elaborate**

**Task 5 – SWOC analysis by we group -10 minutes**

Asks them to sit in their focus group and find their strength and weakness, Opportunities and threats to get more score in the areas of Communication Leadership, Adaptability, Conflict Resolution and Assertive

After their findings let them fill KWL Chart

Assignment and Feedback

What I already Know?	What I Wanted to know?	What I learned?
----------------------	------------------------	-----------------

- Record in your progress in your journal

**Session 2**

**PanchaKleshas**

**(5 causes of sufferings)**

Outcomes

After the session the participants will be able to

- Connect the knowledge of Patanjali Yoga Sutra to overcome the stress and weakness

**Engage**

**Task 1 – Why these weaknesses?-15 minutes**

Facilitator presents the images of the cause of suffering sthrough PPT presentation

**Figure 2**

**Images of Emotions**



Write down the thoughts and feelings after watching the ppt

**Sutra 2.3:** "Avidyakshetramuttaresamprasuptatanuvicchinnaudaranam."

**Sutra 2.6:** "Drg-darsana-saktyorekatmatevaasmita"

**Sutra 2.7:** "Sukhanusayiragah."

**Sutra 2.8:** "Duhkhanusayidvesah."

**Sutra 2.9:** "Svarasavahividusho'pitatharudho'bhinivesah"

**Summary**

- |                             |
|-----------------------------|
| 1 Avidya (Misunderstanding) |
| 2 Asmitha (Egoism)          |
| 3 Raaga(Desire)             |
| 4 Dvesha (Aversion)         |
| Abhinivesha (Fear of death) |

**Explore**

**Task –2 Overcome sutras -15 minutes**

Facilitator distribute a blank paper to each individual to find out their own strategies to overcome from this difficulties write down

Yoga sutra –

Chapter 1: Samadhipada (51 sutras) 1.1, 1.2.1,51

Chapter-2 Sadhana Pada (55 sutras) 2.12.22.55

Chapter 3 VibhtiPada (56 sutrs) 3.1, 3, 2, 3.56

Chapter 4 Kaivalyapada (34 Sutras) 4.1, 4.2, 4,34,

In English

Now begins the discipline of yoga .Yoga is the cessation of modification of mind

Discipline self study and surrender and withdrawal of senses are the ways from the basic instinct to overcome difficulties Concentration on appoint, meditation liberation from all purposes are the techniques

**Elaborate**

**Task 3 – How can you overcome from your weaknesses?-15 minutes**

Plan an action plan

My plan of action

Step 1 – Identify weaknesses

Specific weakness-----

Step 2 – Set goal------(SMARTGoal)

Specific

Measurable

Achievable

Relavant

Step 3- Develop strategies -----

Evaluate feasibility

Step 4 Create an action plan

Break down goals-----

Assign responsibilities-----

Implement and monitor
Put the plan into action-----
Track the progress and make changes -----
Celebrate success-----
Evaluate and redefine
Make assessment on
Identify areas need improvement-----
Refine strategies -----

**Evaluate 15 minutes**

Summaries and make assessment based on each steps

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

**Session 3**

**Mental wellbeing**

**Overcome Weaknesses Strategy practice**

Outcomes

Participants will be able to

- Develop deep understanding of the weakness
- Acquire the craft of converting weakness into strength through Yoga practice.

**Engage**

**Task 1**

**Self Assessment Rubric-5 minutes**

How will do I understand my strength, weakness and areas for improvement in these components

Goal Settings	Limited	Some what	Proficient	Advanced	Remarks
How effectively have I set and worked towards achieving goals in the components?					
Goal settings					
Challenges					
Strategies applied					
Progress					
Reflections					

**Explore -15 minutes**

**Task 2 – Action plan**

Have action plan effective to utilize their strength and overcome their weaknesses?

Check their progress track report and asks them to announce the summary report

**Explain**

**Task 3– Explain before Practice -15 minutes**

Asks them to demonstrate what they know about the chit written word in their group and facilitator observe and make assessment about their leadership, adaptability and assertive. (Mount Pose, Hastapadasana, Tadasana ,Aswasanchalasananas,Hastauttanana)

**Figure 3**

**Surya Namaskar Posture**

Surya namaskar, warming up and rotations, sitting posture yoga, lying down postures of yoga



### Elaborate

### Demonstration –10 minutes

Facilitator or an expert in Yoga, demonstrates the above mentioned asanas to the whole class

### Honoring the Practice session - Why? 15 minutes

YS 1.14 –Satudirgha –kala- nairantarya-satkarasevitodrdha –bhumih Practice become firm with long practice YS 2.14- Abhysaa- vairaghabhyamtan –nirodhah Practice and detachment lead to cessation
---

Practice yoga with discipline, honor and with 100% involvement

Assignment – Journal writing

Modification of SWOT Analysis daily, Work out based on Action plan

Ask yourself

What am I good at? What do I struggle with? What makes me proud of? What do I wish I could improve?

Self-Evaluation (10 minutes)

Ask students to evaluate their own strength and weaknesses. Provide guiding questions

What did I learnt about myself?

What am I proud of?

What do I need to work on?

What's my plan to improve?

Students write down their thoughts in their journal Book

Make self assessment based on progress tracking report

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

#### **Session 4**

#### **Mental well being**

#### **Life wheel**

#### **Outcomes**

#### **Participants will be able to**

- Find out difficulties and obstacles to make life happy

#### **Engage**

#### **Task 1- Relevant of yoga-and practice of yoga -20 minutes**

Facilitator shows video on the ancient philosophy behind yoga and asks the participants to share their thoughts and feelings among focus group

- Balance the body and mind, Healthybody, Improve blood circulation Improve digestive system, Stimulate abdominal muscles, respiratory system, spinal nerves and other internal organ. ,Makes one calmer and boosts energy,

levels ,Helps in skin care and hair care ,Reduce stress and enhance intuitive power

Then let them practice Yogasanas a-, Surya namaskar

### **Explore**

#### **Task 2- Name game –and learning from the gain-15 minutes**

Participants are suggested to occupy in the focus group with 5, 6, or 7 peers

Asks them to add an adverb or adjective word with their name and announce it loudly. See how many of them remember the words in relation to the name of their friends. How many people can remember the words accompany with your friends name. But many among them will miss to catch the word and name Give them score according to their response. Let them discuss the merits and objectives of the game Memory enhancement, Enthusiasm, Happiness, Dynamism, Contentment,

### **Explain**

#### **Task 3-How can one sustain happiness?**

Ask the participants to list down about the things, matters that help one to be happy

Then classify all the points under the category of personal, academic, professional, health, fun hobbies finance, family social relation, and spiritual.

### **Elaborate**

#### **Task 4 –Meaningful life**

Ask the participants to find out difficulties facing to make happiness in life, and distribute hand outs which explains the Pancha Klesha and Ashtanga Yoga explained in Patanjali Yoga Sutra.

Sum up and Conclusion-

Learn and practice Ashanga yoga
Follow yama and niyama principles
Follow the Moral values and ethics in life
Follow the virtues of religious practice

**Evaluate**

Activity 3 Reflection and -Recap -10 minutes

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

What changes do you like to follow in your plan of action?

What are your take away to your home from today’s session?

**Session 5**

**Mental Wellbeing**

**Life wheel preparation**

**Outcomes**

At the end of the session, participants will be able to

- Prepare wheel of life as per their own wish

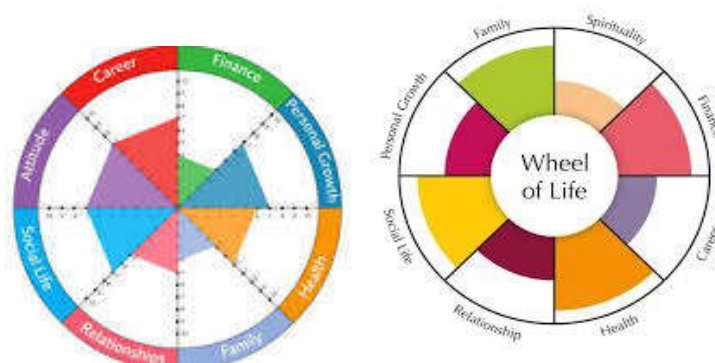
**Engage**

**Task 1 –Brain storming**

Compare the life wheel -15 minutes

**Figure 4**

**Perfect the Life Cycle**



Accept all answers

**Explore**

**Task 2 – Purpose of Life wheel – 20 minutes**

Ask the following questions

What are the areas you have noticed in this life wheel?

How can you interpret about the lacking of some dimensions of life wheel?

What are your perspectives about life wheel?

Relationship, health, finance, and family dimensions show imperfection. Why?

Write your thoughts and feelings in your journal

**Explain**

**Task- 3 – Think –pair group sharing 10 minutes**

Asks the participants to share their ideas in their pair group

Select -2or 3 group to share their ideas

**Elaborate**

**Task 4 -Draw a Life wheel Diagram -10 minutes**

Draw and color the life wheel areas and take the print out

Assignment and Recap -5 minutes

What I already Know	What I learned	What more I want to learn?

**Session 6**  
**Mental Wellbeing**  
**Ideal wheel of life**

Outcomes

At the end of the session the participants will be able to

- Create an ideal life wheel according to their wish.

**Engage**

**Task 1 Game –Balance your life –15 minute**

Select one Life wheel diagram from Google and rate yourself in each area

Then ask to draw according to their rating

Question -Is the diagram balanced or not?

Why or how the wheels move smoothly without a perfect wheel?

How can you make it perfect?

**Explore**

**Task 2 - The story of Four Wheels-15 minutes**

Once upon a time a young boy named Rohan had a beautiful bicycle with four wheels. One while riding he realized that one of his wheels was flat. He continued to ride .but it was difficult and uncomfortable

Rohan thought “ I will just replace the flat wheel and be fine .But soon another wheel became worn out .and then another He replaced each one by one .,but his ride was still brumby . A wise old mechanic told Rohan “Your bicycle has four wheels but they are interconnected. If one wheel is week, the entire bicycle is suffers, You need to take care of all four wheels to ride smoothly.

Rohan learned that the four wheels represented the four aspects of holistic health

Physical, Mental , Emotional , Spocial , and Spiritual

.....

Just like a bicycle our well being depends on the balance and harmony. Of all four aspects. Neglecting one area can affect the entire system.

How are the five areas interconnected? Why it is important to balance

What are the ways to take care of each dimensions?

### **Explain**

#### **Task 3- How to make perfection -15 minutes**

Asks the participants to take chit and discuss and write down the Goals and specific goals related to that area (Personal, family, social finance, academic, professional, physical fitness, fun, hobbies,) in the following head

Measurable Actions, What steps will you take? Time line, When do you want to achieve this goal? Potential Obstacles (What challenges you might face?) Support system, what things help you to achieve this goal?

Asks the participants to discuss their views within the focus group and explain the consequences of imbalanced life wheel in their life?

Let them present their views before the whole class

Define balanced life of wheel – Write in your journal

### **Elaborate**

#### **Task -3 Create ideal wheel of life -15 minutes**

Asks the participants to hand over their ideas among focus group and make discussion about the all the areas and create their ideal life wheel with proper planning

### **Self reflection and assessment**

Observation of group participation by considering leadership, communication assertiveness, adaptability in group work

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

Self-Assessment Rubric

Distribute the Rubric copy with assessment criteria in advance

Criteria	Excellent	Good	Fair	Need Improvement	Total Score
Completion	All life areas are clearly and each segments are filled mentioned	Mostly filled with sufficient information.	Some areas are missing	Most of the areas are missing	
Goal Setting	Clearly defined realistic and achievable goal	Have some action plan	Lack of some specific action plan, but did the work.	Does not define clear goals	
Reflection	Through reflection and insight	Shows good reflections	Analysis is superficial, but did the work	Shows no reflections and insight	
Visual presentation	Well organized	Some minor icon is missing, but well organized	Several inconsistencies	Wheel is poorly organized	

**Session 7**

**Mental Wellbeing**

**Self-Assessment Rubric**

**Outcomes**

At the end of the session the participants will be able to

- Make self assessment and realize self strengths and weaknesses

**Engage and Elaborate**

**Task 1- How I will do understand my strength, weakness and areas for improvement in these components 25 minutes**

Goal Settings	Limited understand	Some awareness but lacking insight	Proficient clear understanding	In depth self awareness and reflection
Gaol settings				
Challenges				
Strength				
Weakness				
Progress	Limited	Some	proficient	Advanced
Reflections				

**Explain e and Elaborate**

**Task 2-Reflections and action plans -30 minutes**

What specific actions will I take to address areas for improvement?

How will I continue to grow and develop in all dimensions?

After explaining individually conduct group discussion

Asks participants to prepare their action plan

**Assessment – 5 minutes**

Assignment and Recap -5 minutes

What I already Know	What I learned	What more I want to learn?

**Module 3**  
**Emotional Wellbeing**  
**Session 1**

**Outcomes**

At the end of the implementation of the module the participants will be able to

- Get deep understanding about vision and mission
- Prepare “to do list “as daily work
- Analyze Yama and Niyama principles and prepare self improvement tools
- Know about the importance of Patanjali Yoga Sutra in life
- Enhance students soft skill to improve their communication, teamwork, leadership, for academic and personal success

**Resource Materials**

Slide presentation

Visual charts, pictures, diagrams

Reflection journals

Case studies

**Mission**

Balance my life within one month

Prepare my life wheel to attain my short term goal

**Table 12**

**Result, Evidence and Learning Experience Details of Emotional Wellbeing**

Desired Results		Acceptable Evidence and materials needed	Learning Experience and Instructions
<p>SMART Objectives                      After the completion of the pac participants are able to Practice meditation for 15 minutes                      Engage in self care practices such as yoga pranayama, walking, progressive relaxation techniques, journal writing progress tracking sheet, daily routine plan and actions for 30 minutes, for 21 days                      Desired results                      Enhanced resilience and adaptability                      Improve all Soft Skills and human values                      Soft Skills                      Recognize the importance of self care and compassion                      Build confidence and commitment to balance life.                      Develop healthy habits and routines                      Improve interpersonal relationship                      Recognize the interconnectedness of physical emotional, mental spiritual relationships career, finances and personal growth</p>		<p>Board or chart sheets                      Magazines, Photographs                      scissors markers Inspirational quotes                      Journaling , Progress tracking sheet and report                      Vision board, digital vision board, Videos, ppt,                        Self Report about themselves                      Self Appraisal Sheet with Instructions                      Written reflections journal s presentations                      Self assessment Rubric                      Life wheel component evaluation                      (Physicalemotional mental .....                      Reflections</p>	<p>Visualizing the goal that enhance emotional wellbeing                      Focusing positivity in all situation and events                      Creating a vision board, and foster self reflection and creativity                      Cultivate positive interpersonal relationship and intrapersonal skills also</p>
Task	I	We	Globe
Vision Board creation	Individual goal setting	Influence group aspirations in goal settings	How can influence the whole society a perfect vision of individual
Yoga, pranayama, meditation practice	Personal self-daily routine plan	Group demonstration and cohesiveness	Social relationship rapport
Yama and niyama principles following	Set as personal goal	Check the group behavior pattern based on values and Soft Skills	Cultivate social ethics

**Session 1**

### **Emotional wellbeing**

At the end of the session the participants will be able to

- Get an idea to create vision board
- Set personal goal

### **Engage**

#### **Task 1–Ice breaking - Vision board -10 minutes**

Facilitator asks participants to write down their Personal Goal in a blank paper

Let the participant's to collect and exhibit as much as materials which can help others understand their goals. They are also use pictures for the purpose except oral and written texts.

### **Explore -**

#### **Task 2- Personal goal -10 minutes**

Ask groups to collect pictures images quotes that connect with the personal goal and aspiration

Encourage for group sharing and discussion about their choices and to search Google or other Medias to find more information's

### **Explain**

#### **Task 3 – Vision board in life – 10 minutes**

Explain the relation of life cycle and vision board and how can it influence ones personal goals, and the aspiration of the group and the vision board preparation process

**Elaborate**

**Task 4 –7 Areas of Vision Board -15 minutes**

Facilitator shows a video presentation of Vision board including the following headings

Career, Physical Health, Relationship, Personal growths, Travels, Finance, Fun, Academics,

Asks them to add inspirational quote

**Figure 5**

*My Vision Board*



From the videos and model representation asks them to create a well designed vision board

**Evaluate**

**Mutual evaluation -15 minutes**

Asks participants to exchange their vision board to make assessment

**Recap**

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

**Session 2**

**Emotional wellbeing**

**Vision Board – Assessment**

**Outcomes**

At the end of the session the participants will be able to

- Assess the perfection of their preparation of vision board
- Inculcate Universal Human Values through the knowledge sharing of Yama and Niyama principles
- Find out the relevance of Yoga in practical life to develop emotional intelligence.

**Engage**

**Task 1 Rubric Assessment- 15 minutes**

Distribute specimen of Rubric to make assessment

Student’s Name - ----- Date -----

Level	Excellent	Proficient	Adequate	Limited	Remark
Criteria					
Communication of ideas	Ideas are clear	Interesting ideas	Simple ideas	Lack of ideas	
Structure of Vision Board	VB was meaningful	VB was logical	VB also simple	VB was disorganized	
Presentation	Insightful presentation	Thoughtful Presentation	Just presented the main points	Weak presentation	

**Explore– 15 minutes**

**Task 2 - Meaning of Yoga and its connection with emotion (Yama and Niyama)**

Facilitator presents by the help of ppt about three quotes about the connection of yoga and emotion

Asks them to find out the reason behind the emotion and the relevance of Yoga in emotional balance

Yoga sutra(400 CE)	Bhagavad Gita( 4 th century)	Hatha Yoga( 15 th century)
Yoga is the union of body, mind and emotions	A person whose mind is calm and who is free from attachment and aversion attains the supreme power	Yoga destroys the darkness of ignorance and brings the light of knowledge

**Explain -**

**Task -3 Ashtanga yoga (10 minutes)**

Facilitator explains about Ashtanga Yoga through audio recording

Asks the following questions and engage them in group discussion of 10 minutes and explain

**Elaborate**

**Task -4 Balance Lives– (10 minutes)**

How does the Ashtanga yoga practice help to balnce ones life?

Physical Balance – Flexibility and Strength, Improve Circulation, Detoxication

Mental and emotional Balance –Reduce stress, Improve focus, Enhance emotional intelligence

Spiritual balance –Connection to self, Sense of community,Sense of purpose

Balance with 5 elements

**Evaluate**

## Recap

What I already Know	What I learned	What more I want to learn?
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### Session-3

#### Emotional wellbeing

#### Miracles of Pranayama

#### Outcomes

At the end of the session participants will be able to

- Practice 21 days challenge of Yoga, Pranyama and meditation to balance emotional problems.

#### Engage

#### Task 1 - Miracle of Pranayama -15 minutes)

Show the video about pranayama,(Brahmari, Bhastrika, Nadishudhi pranayama)

Facilitator explains about Ashtanga Yoga through audio recording

Asks the participants explain what is prana?

Prana is a Sanskrit word ,that means life force energy or vital energy.It is universal energy that sustains all living beings

Yama is a Sanskrit word that means”restraint or control. Yama is about cultivating self control, self awareness, and compassion with others.

Pranayama-means controlling of breath or regulation of life force and calm the mind.

**Explore and Explain**

**Task 2-21 Days Challenge (20 minutes)**

Show the video about pranayama, (brahmari, Bhastrika, Nadishudhi pranayama)

Explain the merits and about how it works in humanbeing along with demonstration and explain the power of Sadhana practice continuously at least 21 days and the effect of brain function and neuropathways (Yogasana, Pranayama and Meditation)

**Elaborate**

**Task 3 – Pranayama practice –practice -20 minutes**

**Figure 6 - Pranayama**



Demonstration of all types of pranayama and practice along with participants

Home going Instructions to follow continuously about 21 days

**Evaluate**

Recap

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

**Session 4**  
**Emotional Wellbeing**  
**Practice of Yoga**  
**Yoga sutras effect on 4 wheels**

**Table 13**

*Contents of the Topic Emotional Wellbeing*

Physical Wheel	Emotional Wheel Santhosha	Mental Wheel Dyana	Spiritual Wheel Svadyaya
Sutra 3.47.3.48	2.42 , 2.43	3.1, 3.2 ,	2.1, 2.44
Prathipakshabhavana(3.47) Cultivate healthy habits and thoughts to maintain physical well-being	Sutra 2.42 “ Santoshaanuttamahsu khalabha” Cultivate contentment for supreme happiness	Sutra 3.1” Dharanabind uujai” Focus on appoint to calm the mind	Sutr 2.1- Tapas svadhyayesarapranidhanikriya yoga – Practice self reflection, self study, and devotion.
Sutra 3.48- SthiraSukhamAsanam- Practice comfortable and stable physical postures	Sutra 2.43” Kriya Yoga sukhaupajna” Practice Yoga for emotional wellbeing	Sutra 3.2” Dyanahyam tad vrittayah”- Practice meditation to quit mental fluctuations.	Sutra 2. 44 – Svashyayaatmavijnana “ Study your true nature through self reflections”

**Session 4**  
**Emotional Wellbeing**

**Outcomes**

The end of the sessions the participants will be able to

- Analyze how yoga sutras relate to their personal lives and goal
- Know how to balance life
- Design a daily personalized sadhana plan

## Engage

### Task 1 Life is like Gitar -15 minutes

Facilitator present a short story and put some questions followed it

Once a skilled guitarist named Rithu owned a beautiful guitar with six strings. He played enchanting melodies .mesmerizing audiences. One day while playing music one string snapped.

Rithu tried to play on but the music was no longer harmonious. The broken String affected the entire Guitar's sound. A wise music teacher advised Rithu "A guitar's beauty lies not just in its individual strings but in their harmony. Fix the broken siring and the music will flourish again

What happened to Guitar?

What was the message of this story?

## Explore

### Task 2 .Howcanbalance life?(10 minutes)

Question – How does one can keep on life with full of enthusiasm?

Take responsibility of one own destiney

Show video about a systematic journey of successful persons

Summary

Prepare "To do List", Prepare Vision and Mission after goal settings , Thinking about Thinking ( Metacognition), Develop Soft Skills , Follow Ethical principles ,Writing Gratitude Journal , Take daily affirmation .

Significance of balance of 4 wheels in life for smooth journey of life

**Explain –**

### Task 3-To do List -10 minutes

Facilitator distribute of a model of "To do List"

Ask the participants to prepare their own “To do List” of next day program and asks them to present their views randomly.

Consider the significance of balance of 4 wheels in life for smooth journey of life

**Elaborate**

**Task 4 Worksheet to fill -20 minutes**

Vision work sheet

Section 1 -My Vision

1 What are my short term goals ( next 1-2 years) ..... .....
What are my long term goals (next 5 – 10 years) .....
What values do I want to uphold in achieving my goals? .....
What kind of activities I want to work out to improve my health? .....
What kind of plan I want to execute to maintain all wheels of my life
Section-2
Breaking Down My Vision
What specific actions will I take to achieve my short term goals?
What skill to acknowledge do I need to acquire? .....
What potential obstacles might I face? .....
How will I measure progress towards my goals? .....
Defining my goal
What is my specific goal?.....
What does success look like for this goal?.....
Write a clear, concise, specific definition .....
Refining My Definition
What are the key characteristics of achieving this

goal?..... What are the potential benefits of achieving this goal?..... What are the potential risks and challenges?..... How does I create a daily plan chart to improve in all areas?.....
---

Evaluate assessment and Recap

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

**Session 5**  
**Emotional Wellbeing**  
**Affirmation**

**Outcomes**

At the end of the session participants will be able to

- Develop the capabilities to take affirmation on the vision and mission on regular basis

**Engage**

**Task 1-Vision & Mission-15 minutes**

Presentation based on the worksheet

Then present original model of vision and mission chart for modification

Based on the criteria showed in specimen of the new vision chart make self evaluation

Main criteria's    excellent    Good    Fair    Needs improvement

Clarity, Relevance, Specificity, Feasibility, Inspiration, Alignment

Then make evaluation by the facilitator and give scores 4,3,2,1,

24 – 16 A Grade 15 -7 Grade Below 7 C Grade

**Explore**

**Task 2-Ashtanga Yoga -15 minutes**

Present 8 limbs of Yoga work sheet and present statements to put under the each category

<p>A--Do Yoga daily, Sit simply 10 to 15 minutes simply ,Be honest ,Keep cleanliness ,Focus your mind and imagin a full moon ,Take10 long breathe slowly,Withdraw from sense organs fuction ,Enlightment</p> <p>B—Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi</p>
--

**Explain**

**Task 3 -21 Days Challenge-10 minutes**

Asks the participants to prepare aVision and mission based on Ashtanga Yoga Practice as 21 days challenge programme and present their viws among the focus group and whole class

**Elaborate**

**Task 4 -My ideas of my routine -15 minutes**

Facilitator asks the participants to share their ideas and make necessary changes on the daily routine

Ask participants to divide the plan on daily basis for 21 days challenge and prepare a calander as monthly plan. Present a specimen of work schedule

Prepare your calendar- 20 minutes

Time	Activity	Focus area
6 am	Wake up	Fresh day
6.30 – 7 .00	Yoga, pranayam, meditation	Physical and mental wellbeing
7.00-7.30	Break fast	Nutrition for energy
7.30-4 .00	In school	Learning
4.00 -5.30pm	Outdoor playing	Physical activity and fun

5.30- 6.15	Free time	Relax with social gathering
6.15 – 7.15	Focus and relaxation	Prayer and spiritual practice
7.15- 8.00	Dinner	Balanced meal of end of the day
8.00- 9.30	Learning	Preparation for academic
9.30- 10 .00	Relaxation	Enjoy with family
10.00		Reflect gratitude and journal and to bed

**Evaluation**

Self assessment and Recap

What I already Know	What I learned	What more I want to learn?
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**Session 6**

**Emotional wellbeing**

**Need Heirarchy and Niyama Principles**

**Ootcomes**

At the end of the session the participants nwill be able to

- Find out the ultimate aim of life is to attain calmness of mindby the help of Universal Human Values (Niyama principles.)

**Engage**

**Task 1 – My sadhana -10 minutes**

Facilitator show video presentation of surynamaskar in different forms and asks them to follow as per the demonstration

**Figure 7**

**Complete Images of Suryanamaskar**



**Explore**

**Task 2 –Benefits of Suryanamaskar -15 minutes**

Distribute hand outs and asks participants to find out the connection with Maslows Need Heirarchy

Flexibility, Strength, Cardiovascular healthWeight Management, Reduces stress and anxiety, Improve happiness, Enhance focus boosts self esteem, Connect with inner self, Calmess of mind

**Figure 8**

**Maslow’s Need Hierarchy**



Ask the question

Can you connect the bebefits with this pyramid?

Let them connect as Physiological needs, Safty needs, Belonging, Self esteem and Self actualization

**Explain**

**Task 3 --15 minutes**

Put 10 Statement related to personal ethics Niyam principles

Ask them to put tick mark for the correct statements according to which statement is easy to follow. Let them to sit in their focus group and connect each statement with Maslow’s hierarchy and share their views.

<ul style="list-style-type: none"> <li>• I follow routines for physical and mental purifications</li> <li>• I maintain Physical cleanliness and hygiene</li> <li>• I pray with gratitude for what I have</li> <li>• I find joy in simplicity</li> <li>• I commit to regular spiritual practice</li> <li>• I persevere through adversity</li> <li>• I integrate self monitoring and regulation in daily life</li> <li>• I regularly examine my thoughts and feelings</li> <li>• I trust in the universal plan</li> <li>• I dedicate my actions to a higher purpose</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
--	---

Facilitator demands to score out of ten

**Elaborate**

**Task 4 – Niyama principles for personal observance10 minutes**

शौच संतोष तपः स्वाध्यायेश्वरप्रणिधानानि नियमाः

Using ppt, the five principles and meaning of Niyama are presented in shuffled order. Let them find out the real connection by proper observation.

Facilitator put the meaning of 5 principles of niyama and asks them to find out the connection of statement by presenting it in disorder way by the help of ppt

<p><b>Svadyaya- Self study</b></p> <p><b>Shaucha -Cleanliness</b></p> <p><b>IshwarPranidhana -Surrender to universal power</b></p> <p><b>Tapas- Discipline</b></p> <p><b>Santosha - Contentment</b></p>
---

Then asks them to make it in the order of statement within 5 minutes (In focus group), then discuss how can connect Niyama Principles with the Maslows Hierarchy?

**Expected Answer**

Soucha and Discipline – Physical Needs, Contentment in all 5 stages especially in Self actualization stage, Self study in self esteem stage, Iswarapranidhana.

**Evaluate**

Home going Instruction 5 minutes

Facilitator distribute the home going instructions of practicing yoga asanas, to each participants

Self assessment and Recap

What I already Know	What I learned	What more I want to learn?
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**Session 7**

**Emotional wellbeing**

**Universal Human Values**

**Outcomes**

At the end of the session the participants will be able to

Establish the connectin of Niyama principles as Universal Human Values

**Engage**

**Task -1 Introduce Yoga sutra-15 minutes**

Discuss about the relevance of Yoga Sutras in day to day Life

Yoga sutras

Yoga Sutras	Meaning
1.1 Atha yoga anushasanam “	1.1 Now the teaching of yoga begin
1.2 Yoga chitta –vritty- nirodhah”- Yoga is the the cessation of mental fluctuations	Clarify your vision Quiet the mind to see clearly
1.3 – Ttadadrushtasvarupeavasthanam” Then, the seer abides in their true nature	Abide in your true nature, aligned with your vision
1.4 “ Vritti- svarupamitaratra” Otherwise the seer identified with mental fluctuations	Don’t caught up in distractions ;stay focused on your vision
2.33- - Vitharkabhavanepathipakshabhavanam	2.33 When disturbed by negative thoughts. cultivate opposing thoughts
2.34-Prathipaksha bhavanam	2.34 Cultivate thoughts that are opposite of the negative thoughts.
3.1Desha bandhahchittadyadharana	3.1 -Concentration dharana) is the binding of the mind to a specific place.
3.2- Tatrpratrayayika-tatanadhyanam	3.2-From that arises the light of knowledge insight or awareness
3.3 –Tadevaartha –matranirbhasamsvarupa – sunyamivasamadhih	3.3-Then the memory arises and the mind becomes steady and the object (Of concentration) is revealed

**Explore**

**Task 2 Niyama principles as Universal Human Values -15 minutes**

Facilitator distribute hand outs of Classification of Universal accepted Values

Fundemental Values, Social Values, Emotional Values, Spiritual Values and Global Values

Fundemental Values	Social Values	Emotional Values	Spiritual Values	Global Values
Respect , Empathy, Compassion , Honesty, Integrity	Equality, Justice, Freedom, Responsibility , Cooperation	Love, Gratitude, Self care, Self awareness, Forgivenness	Spiritual growth, Mindfulness, Naturalness, Inner peace	Cultural diversity, Social justice, Peace

Present the Niyama Priciples through slide and asks the participants to connect with the values enlisted the hand out

Expected Outcomes

Saucha (Cleanliness)- Purity, Self care

Santosha (Contentment)-Gratitude, Appreciation, Inner peace, Respect, Love, Empathy, Integrity

Tapas (Discipline)-Self –discipline, Responsibility, Forgiveness, Perseverance,

Svadyaya (Self study)-Self awreness, Self care Personal growth, peace, justice

Ishvara Pranidhana (Surrender)- Humility, Surrender, Faith or trust

**Explain**

**Task 3- Self Practice by demonstration 15 minutes-**

Practice Yogasanas, pranayama, meditation by following Niuama principles (Personal ethics for inculcating Universal Human Values and explain to others

**Elaborate**

**Task 4 –Sutras of Niyama -10 minutes**

Facilitator presents the audio commentary of the sutras and explains one after another.

Summary

Concentrate on your vision (3.1)

Sustain focus through meditation (3.2)

Integrate your vision and definition into a unified clear state

Evaluate – 5 minutes

Feedback, Recap Journal writing

What I already Know	What I learned	What more I want to learn?
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## Module 4

### Social wellbeing

#### Outcomes

At the end of the module implementation the participants will be able to

- Enhance student's soft skill to improve their communication, teamwork, leadership, adaptability, conflict resolution for academic and personal success

**Table 14**

**Result, Evidence and Learning Experience Details of Social Wellbeing**

Desired Results	Acceptable Evidence and materials needed	Learning Experience and Instructions
Understand the concept of social wellbeing Develop empathy and effective communication skills Develop strategies to build and maintain a healthy relationship Integrate yoga principles in social relationship Understand Kohlbergs stages in moral development Analyze personal values and development Better equipped to face challenges and take good decision	Board or chart sheets Journaling , Progress tracking sheet and report Self Report about themselves Self Appraisal Sheet with Instructions Written reflections journal s presentations Self assessment Rubric Reflections Group project presentation Observation schedule of yoga practice and cultivation of values Empathy scale	Engage Empathy mapping Explain Share gratitude and appreciation for others Explore Practice conflict resolution effective communication for others Explore yoga principles suchasahimsa and svadhyaa and ashtanga yoga practice such as dharana, pratyahara, dharana Samadhi Elaborate Analyze real life scenarios, applying moral development Categorize values into, social and moral classifications Evaluation Find out personal moral principles Practice yoga with awareness

	Moral development inventories Peer evaluation and feedback	empathy and non violence
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**Table 15**

**Details of Goal settings and work out of Daily plan based on Theme Centered Interaction Approach**

Task	I	We	Globe
	Individual goal setting	Share experience s and insights in small groups	Explore how societal expectations and cultural norms and impact our perceptions of strength and weaknesses
Yoga, pranayama, meditation practice	Personal self daily routine plan	Foster empathy and understanding among group members	Discuss the relevance of the theme in real life contexts
Yama and niyama principles following	Set as personal goal	Encourage collaborative learning and support	Cultivate social ethics Encourage consideration of the broader implementation of the theme

**Session 1**

**Social wellbeing**

**Yama and Niyama principles**

**Outcomes**

- At the end of the session participants will be able to
- Relate the values with the Indian traditional philosophy.

**Engage**

**Task 1 – My value is my principle -15 minutes**

Assessment – Metacognitive strategy

Put tick mark if the statement is correct about yourself

I identify when my thoughts, words, or action may harm others  
I consider responding with compassion instead of aggression  
I evaluate the accuracy of my thoughts words and actions  
I am aware of my tendency to manipulate some information  
I recognize my behavior to take something that doesn't belong to me  
I choose to cultivate self awareness and self regulation  
I consider the impermanence of all things  
I choose to avoid unwanted attachments

.....  
.....  
Asks the participants to find out the statement relate with the following principles

Sathya (Truth) , Ahimsa ( Non Violence ) , Asteya ( Non Stealing), Aparigraha( Non-  
holding), Brahmacharya( Moderate)

## Explore and Explain

### Task 2 Relate to Yama principles 15 minutes

Facilitator asks the participants to explain the meaning of Sutra

Then narrate the story of the King Shibi and asks to enlist the qualities and characteristics of the King

Facilitator explains each statement by the help of Yoga sutra of Ashtanga Yoga

अहिंसा सत्यास्तेय ब्रह्मचर्यापरिग्रहायमाः ( Ahimsa satya asteya brahmacharya  
aprigraha yamah)

## Elaborate

Facilitator distribute 5 cases related with 5 principles of Yama to 5 groups and asks the participants to make discussion about the case and write down their views about the values inbuilt in the case and their perception about the case.

## Evaluate

Progress tracking chart

Reflective journal

Feedback Recap 10 minutes

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

## **Session 2**

### **Social Wellbeing**

#### **Soft Skills and Yama principles**

##### **Engage**

###### **Task 1 – Practice Practice-20 minutes**

Review and feedback about 21 Days challenge and publish the score and inspire by practicing Sadhana

##### **Explore**

###### **Task 2–Signature collection Game – 15 minutes**

**Performance assessment** Evaluate their performance based on the below mentioned criteria

Leadership, adaptability, Assertiveness, Empathy, Communication Conflict resolution, Awareness

Facilitator presents the game through ppt

Materials -A sheet of paper, Pen

Rules and instructions

Stand in big circle, immediately after getting whistle collect signature from others as much as possible within prescribed time, but never play dishonest, Each one has right to put only one signature, but can collect as much as one can .

Example -Collect signature from the persons who wear dress in blue color

Collect signature from those who sing well amongn your group.

After the game, analyze the result and discuss the Soft Skills and values they achieved through this game

Expected outcome

Many of them attempted foul play .Many got high scores, Many a few scores, A few participants will complaint about others dishonesty. So help them to make self assessment.

**Explain**

**Task 3.How can cultivate these skills? 10 miutes**

Leadership, communication, conflict resolution adaptability awareness assertive, empathy

Evaluate

Assignment Feedback and Recap

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

**Session 3**

**Social Wellbeing**

**Ethical Principles**

**Engage**

**Task 1 –Follow wisdom-15 minutes**

Svadyaya, Yoga, Pranayama, meditation, and practice of yama and niyama one can cultivate values and Soft Skills 15 minutes

**Explore& Explain**

**Task 2 .Value –Respect, Courtesy, Gratitude-20 minutes**

Ask the participants to interpret the meaning and explin the relevance of wisdom anf to find out such quotes

Adhiti devo bhavah Matru devo bhavah Pitru devo Bhavah Acharya devo bhavah
---

Janani janmabhumscha swargadhapi gariyasi
--

**Elaborate**

**Task 3 My ethical principles 20 minutes**

Then conduct focus group discussion and present new more statements of ethics related to their groups and appreciate the group performance

Respect for team members opinion and ideas

Honest feedback and admission of mistakes

Responsible behavior and decision making

Flexibility and adaptability

Focus on collective goals

Distribute 10 statements to put tick mark on the correct answer according to the individual based on Universal Human Values and identify which principles belong to each statement

Tips –

Organized neatly (Shoucha)

Positive attitude and gratitude and satisfaction with the team (Santosha)  
Contentment)

Timely completion (Tapas)

Regular self evaluation (Swadyaya)

Humility and openness to feedback (Surrender)

Evaluation

Feedback and Recap

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

#### Session 4

#### Social Well-being

#### Moral Ethics and Yoga Sutra

#### Outcomes

At the end of the session the participants will be able to

- Take right and wise decision in all situations in life

#### Task 1 Storytelling -15 minutes

Facilitator presents a story by the help of ppt and asks the following questions

How can you take this situation? Is this decision right or wrong?

#### The Dilemma:

Jamie and Taylor must decide whether to:

#### The Ice cream Dilemma

Jijo and Naveen are best friends who are working as partners in a ice cream shop. They noticed that the owner of the shop accidently left a box of a premium ice cream bars in the back room. It is for a special promotion of next month. The ice cream is worth lot of money, and the shop would not miss it until the promotion time .Jijo is tempted to take a few of ice cream bars to share with the friends, think that no one will notice it. But Naveen not sure about it and feels conflicted.

They decided whether to

A Take some ice cream bars and enjoy with friends

B Leave the ice cream bar and ready to take risk

C Tell the owner to keep it in right place until the promotion time

Question

What will be your answer why?

Conclusion- Decision depends upon values and ethics

Moral is a personal beliefs about right and wrong

Sometimes considered as professional

### **Explore**

#### **Task 2 - What is your choice? 15 minutes**

Participants are directed to discuss within each focus group about their observation regarding this choice.. Also suggest themt to share their experience in their life

### **Explain**

#### **Task 3 - Kohl berg s stages of moral development and values – 20 minutes' minutes**

Asks them to reflect their answers about decision, and then lead to discussion

Analysis of Dilemma

Introduce different stages of moral development and asks the participants in which stage you are standing while taking decisions in the case of Jijos case study

Expected answers

- They are not ready to get immediate punishment
- This stage is known as ...
- According to Jijo - Enjoyment with friends is important-
- Jijo might select the option to leave the ice cream because they want to be seen as trust worthy person in front of their friends and society and valuing the importance of maintaining a good reputation.

- Both Jijo and Naveen might decide not to take the ice cream bars because they know the importance of following rules and respecting other
- Jijo might decide to inform about the mistake to the shop owner, understanding the ethical principles like honesty and fairness are more important than personal game and valuing the shop owners integrity and rights of the work place .
- Jijo might think deeply about the goodness and ethical principles broadly deciding that the right thing to do is to ensure that the ice cream is properly stored and used for the intended purpose.

This choice reflects value of universal principles of honesty and respect on others property.

Conduct discussion based on 3 levels and 6 stages from punishment to universal ethics.

### **Elaborate as Assignment**

#### **Task 4-where my place -**

Facilitator asks to find out in which stage they are and now which position do you want to change? Why?

Ask the participants to find out the yama and niyama principle mentioned in this stage.

Expected out come – Aparigraha, Satya, Asteya Swadhyaya, Tapas Brahmacharya, Santosha,

Evaluate -10 minutes

Write in your journal the answer and your reflections in your progress tracking report

Feedback and Recap

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

## Session 5

### Social wellbeing

#### Self Reflection and Social relation

#### Outcomes

At the end of the session the participants will be able to

- Practice yoga with ease
- Develop helping mind through random act of kindness.
- Do Seva project for the wellbeing of society.

#### Engage

#### Task 1 – Yoga- demonstration and practice 20 minutes

Surya namaskar, Trigonasana, veerabhadrasana, cat and camel, ushtrasana, dhanurasana, bhujangasana, salabhasana, pavanamuktasana, relaxation techniques, yoga nidra, brahmaripranayam, bhastrikapranayam, nadishudhipranayam, meditation

#### Explain

#### Task 2–Inculcate values through all activities

Put tick mark in each correct statement after reading -10 minutes

I consider how my words influence emotionally before speaking

I avoid harsh words while communicating to others

I strive to be honest while communication avoiding exaggeration

I give credit to others for their ideas and contribution in discussion

I am mindful of how much food I really want

I remain open to others view points without clinging to my own ideas

Let them to connect the sstemements with yama principls

**Explore**

**Task 2 –Service to the society -15 minutes**

Facilitator asks to do some randam act of kindness for the society and make a plan individually and in focus group and present

**Elaborate**

**Task 3 -Express the ideas-15 minutes**

Fill up the worksheet

- Which student is the only child among you, Name?
- Name the classmate those who reach school far away from school than others?
- How much time you need to finish your home work?
- Do you know the name of all students in your class?

Ask the participants to collect more information about the members of the group.

**Assignment**

- Can you cite an example of an event which showed your honesty?
- Observe your activities with mindfulness and record the event of violation of yama, niyama and moral principles of Kohlberg and also observe your stage and record

**Feedback and Recap**

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

**‘Session3**

**Social well-being**

**Transactional Analysis**

**Outcomes**

At the end of the session the participants will be able to

- Use kind words and keep purity in words while interacting with others
- To respond properly and avoid reaction

**Engage**

**Task 1 Practice of Yoga -15 minutes**

Facilitator declares their scores of the performance and asks them to do yoga with their friends

**Explore**

**Task 2 – Appraisal and appreciation-15 minutes**

Facilitator distribute white paper plate to each participants to put back by holding it and write something special and good things about the person in front of them while walking around in the room . After whistle stop writing and sit in their position and read and enjoy the appreciation words and keep it as an ever-loving gift

**Explain**

**Task 3 - Sharing feeling**

The facilitator asks the participants to share their experience, after the completion of the game.

**Elaborate**

**Task 4 - Impact of words – 15 minutes**

Present video of impact of words with ppt

After presentation discussion about the consequences of good words and bad words

Focus group presentation and observe the performance and Soft Skills

Evaluate

Assignment –

Feedback and Recap

What I already Know	What I learned	What more I want to learn?
---------------------	----------------	----------------------------

#### **Session 4**

#### **Social well being**

#### **Transactional Analysis**

#### **Outcomes**

At the end of the session participants will be able to

- Do sadhana ( Yoga , Pranayama, & Meditation) in regular basis
- Develop Communication skills

#### **Engage**

#### **Task 1**

**Warming up, Yoga, Pranayama, Meditation and Affirmation about 21 days**

**Challenge – 15 minutes**

#### **Explore**

#### **Task 2 Role plays-15 minutes**

Begin the class with a role play, each group leader's take the chits in which indicate different context of conversation between Father and child, Adult and Adult, Child and Child

Mention your style of communication after watching the roleplay

Example

- Parent is waiting their son with anxiety for being late
- Nine year old brother asks his ten year old brother to help him to solve a problem of mathematics
- Uncle and father discussing about the coming birth day celebration program

**Explain**

**Task 3 -Style of communication-15 minute**

After the role play conduct a discussion.

Facilitator asks to express their opinion about different style of conversation and which one conveys the correct message. Why?

Expected outcome – Uncle and Father, Brother to brother, Parent to child or child to parent

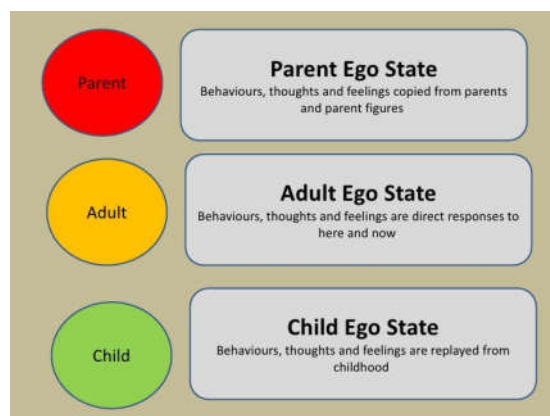
**Elaborate**

**Task 4 Three Ego State**

Present the ppt about different ego state

**Figure 9**

*Image of Ego State*



(Murray, , 2023)

Scenarios presentation -10 minutes

Video presentations about different scenarios and ask to find out each event in three ego states

Ego states (Parent, Adult, and Child)

Ask to discuss how transactional analysis helps to improve communication style and find out the advantages of caring communication style in real situation

Expected results

- Build strong relationship
- Maintain friendship and relationship
- Community connection

**Home Assignment-** Start to write in Your Learning Journal about your experience in your own language

What I already Know	What I learned	What more I want to learn?
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## Session 5

### Social Well-being

#### Johari Window

#### Outcomes

At the end of the session participants will be able to

- Know about them deeply.
- Learn to know self more by the help of Johari window

## **Engage**

WarmingUp

### **Task 1 WarmingUp and Yoga Session-10 minutes**

## **Explore**

### **Task 2 Ice breaking -5 minutes**

Ask the participants and write down 3 words to describe about them within 1 minute

Asks them to raise hand if finish the task

Notice the delay for response

Asks about their awareness about themselves

### **Task 3 – Think Pair- 10 minutes**

Ask them to sit in pair and write a few sentences about the partner

Question

How well you know about yourself?

How well others know about you?

## **Explain**

### **Task 4- Four windows -15 minutes ‘**

Divide participants to small groups

Distribute the sheet of paper divided into 4 quadrants and ask them to write down the features as per the following instructions and explain about the findings in brief

- They know about themselves and others also know
- They know, but others might not know
- Others might know themselves but they don't realize

- Neither they nor others know about them

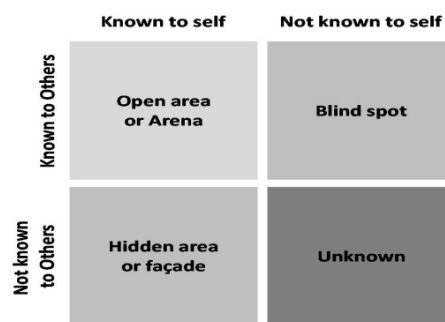
**Elaborate**

**Task 5 Johari Window - 15 minutes**

Explain about the Interpersonal relationship and Johari window concept by the help of ppt presentation

**Figure 10**

**Image of Johari Window**



**The Johari Window Model**

Pair participants and let them share one item from their Hidden Area with their partner

Conduct discussion about, how the sharing process helps them to expand Open Area and help to improve interpersonal relationship

Ask to the participants to find out Blind spot through feedback from others

I openly share my views to others

I seek feedback from others to improve myself

I realized my limitations and ready to ask help when needed

I may be unaware of my actions affect others

I should seek feedback from trust worthy friends to uncover blind spot

Others recognize my qualities in me that I don't recognize

Today's sessions helped me a lot to know myself and get idea how to improve myself

Evaluate

What I learned about me?

What I already Know About me	What I learned about me	What more I want to learn more about me
------------------------------	-------------------------	---

### Session 6

#### Social Well being

#### Impact of words

#### Learning Outcomes

At the end of the session the participants will be able to

- Practice to develop softskills through self assessment

#### Engage

**Task 1 -Yoga practice session – 15 minutes Activity1 -Yoga practice session – 15 minutes**

#### Explor

**Task 2 - Soft Skills Assessment-10 minutes**

Failitator asked participants to take responsibility of taking social services and assign them to do some project work.

Each focus group planned to do social work (SMART work)

(Specific, Measurable, Attainable, Relevant, and Time bound)

## **Explain**

### **Task 3-Peer Assessment- 20 minutes**

Distribute evaluation proforma among participants to assess the performance based on the following criteria

, Adaptability, Communication, Conflict Resolution, , Leadership

Scenario –Change in Project ideas

You have planned a project about your social work. But your facilitator forced you to change your idea and submit your new plan within 30 minutes. How would you handle this situation?

### **Assessment criterias**

- The ability of adaptability
- Flexibility in planning
- Effective Communication, and
- Leadership in taking commitment-

## **Elaborate**

### **Task 4 Soft Skills development Strategy -15 minutes**

Conflict Resolution, Awareness, Assertiveness, Empathy

Present a scenario to elaborate the concept

If one of your team members is not meeting deadlines and you are getting frustrated. How would you handle this conflict.

Assessment Criteria

Ability to be calm and composed in a conflict situation

Effective communication

Ability to express ideas and needs clearly and respectfully.

Evaluate

What I learned about me?

What I already Know About me	What I learned about me	What more I want to learn more about me
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### Session 7

#### Social Well-being

#### Soft Skills and Universal Human Values

#### Outcomes

At the end of the session the participants will be able to

- Evaluate the Soft Skills and inculcated Universal Human Values among participants

#### Engage

#### Task 1 - Review of 21 Days Challenge task-15 minutes

Facilitator checks the participant's journal and working progress randomly. Then grade them according to their progress and publish the grade.

Criteria – Daily to Do List, Performance, Self assessment progress tracking report

Style of presentation, Achievement of short term objectives,

#### Explore

#### Task 2- Soft Skills identification- 15 minutes

Awareness, Assertive, Adaptability, Communication, Conflict Resolution, Empathy, Leadership

Present scenarios and case studies to observe their performance according to the directions. .

**Explain**

**Task 3 – Universal Human Values and Soft Skills – 20 minutes**

Facilitator asks the participants to identify the Universal Human Values that they have already studied as principles of Yama, Niyama and Ashtanga Yoga

**Evaluate**

What I learned about me?

What I already Know About me	What I learned about me	What more I want to learn more about me
---------------------------------	-------------------------	--

Asks participants to write a brief reflection on how they can apply new learning in their daily life and keep a communication journal for a week, observe and record communication style

**Module 5**  
**Spiritual Wellbeing**

**Outcomes**

**At the end of the, implementation of the Module the participants will be able to**

- Prepare ideal self and real self image
- Prepare modified vision board
- Prepare and perform community service project
- Apply wisdom in all activities of life,
- Practice Swadyaya(Introspection) ,Iswrapranidhana ,Meditation , Pranayama PratyaharaDharana and Samadhi
- Explore the principles of Carl Rogers, Maslow’s self reliant andSelf actualization

**Table 16**

**Result, Evidence and Learning Experience Details of Spiiritual Wellbeing**

Desired Results	Acceptable Evidence (It)/ Task	Learning Experiences ( I & WE)
Participants able to reach their full potential and become their best selves Develop congruence between ideal self real self Foster environment of acceptance and respect self and others Consider other’’s feeling and act for the sake of them Able to realize effective strategies for promoting self	Performance task Focus group transcript Analysis Self reflective journal Worksheets, Rubrics, Hand outs, Laptop/ LCD Worksheets Pictures Journaling Reflections and	Engage Story presentation to know about Universal Human Values “Giving tree” Explore and Explain Conduct group discussion to share the feelings and thoughts Active listening activities Self reflection activities, role playing, experience sharing.

<p>Aware about himself/herself, and identify gross body, subtle body and causal body.</p> <p>Able to explain about self with self awareness, the value of family relations and to define the responsibility of a person as a human being</p> <p>Encourage to be genuine to true self</p> <p>Improve relationship and adaptability</p>	<p>practical's</p> <p>Self report</p> <p>Behavior observation</p> <p>Performance assessment</p> <p>Feedback from others</p>	<p>Experience the real life situations</p> <p>Elaborate</p> <p>Profile making of real self and ideal self</p> <p>Listen the story and analyze the different stages of Maslow</p> <p>Connect the relation of Ashtanga yoga and modern psychology such as humanistic psychology and social moral development theory</p> <p>Writing journal</p> <p>Evaluation</p> <p>Prepare Pprogress tracking chart</p> <p>Modify swoc analysis chart, vision chart according to new knowledge</p>
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**Table 17**

**Application of Daily Yoga routine sadhana based on Theme centrd Interaction Approach**

Task	I	We	Globe
	Individual goal setting	Share experience s and insights in small groups	Explore how societal expectations and cultural norms and impact our perceptions of strength and weaknesses
Yoga, pranayama, meditation practice	Personal self daily routine plan	Foster empathy and understanding among group members	Discuss the relevance of the theme in real life contexts

**Session 1**  
**Spiritual wellbeing**  
**Ideal self and real self**

**Outcomes**

At the end of the session the participants will be able to

- Recognize the difference between real self and ideal self
- Apply strategies to reach ideal self through reducing the gap between real self and ideal self.

**Engage**

**Task 1 – I want to be -15 minutes**

- Asks to write down five words about they want to become
- Asks to write 5 words about themselves what they think
- Ask them to form pair group with the participant near to them and write down 3 words about the partner.
- Ask to share among focus group and write down findings

**Explain**

**Task 2 Ideal and real self-15 minutes**

Discuss about the written word with the partner and partners view about you, and why they chose the words

Facilitator introduce the concept of real self and ideal self by the help of the ppt

Then based on the presentation, let them realize ideal self and real self

**Explore and Explain**

**Task 3 –Universal Values and Ideal self – 15 minutes**

Present Universal Values

Honesty, Compassion, Integrity

Asks ‘How they bridge the gap between real self and ideal self on behalf of universal values?’

Let them share their findings

**Elaborate**

**Task 4-Strategies in my real life**

What are the strategies you are going to apply in real life to attain ideal self

How can you modify your journal?

Example –

- Follow rigorous practice of 21 days challenge , Continuous self assessment , Practice “Stop, Start Continue”Practice in their journal and action
- Modify Action plan- Prepare action plan and practice yoga yamaand niyama principles to reduce the gap between real self and ideal self
- Prepare action plan and practice yoga yamaand niyama principles to reduce the gap between real self and ideal self
- Review action plan weekly and progress tracking report and journal about the progress connecting with real and ideal self with Universal Human Values

Evaluate

Share one take away to whole class

What I already Know About me	What I learned about me	What more I want to learn more about me
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## Session2

### Spiritual wellbeing

#### Maslow's stages and self

#### Outcomes

- To realize the importance of Universal Human Values in life to reach the ideal self

#### Engage

#### Task 1 –Yoga practice with mindfulness -15 minutes

#### Explore

#### Task 2 – The Giving Tree- Story 15 minutes

#### **The Giving Tree" by Shel Silverstein**

The story reveals the self less love of the tree towards a boy. In the beginning, the boy visited the tree every day, climbing swinging from limbs eating its apples and resting its shade

The tree was happy to provide all facilities to the boy and the boy enjoy the resources of nature. As the boy grow his desires changed

As the boy grows older, his needs and desires change. He no longer visits the tree to play. Instead, he returns when he needs something:

As a young man he wants money so the tree offers apples to sell, He wants a house, so the tree allows him to cut down its branches to build one

When he was older and wants a boat to travel, the tree gives him its trunk to make a boat. The tree is always finding boys joy and happiness, Then the boy became an elderly man worn out by life apologize because it has nothing to left to give Now the old man says all he needs to sit and rest . The tree offers him its stump, and the boy sits and the tree was happy once more

Asks to find out the themes

What are the themes of the story?

Expected outcome

Selfless Love and Sacrifice, The nature of human desire, Happiness through giving, the cycle of life, -----

**Explain – Become a Legend 10 minutes**

**Task 3 - Become a Legend 10 minutes**

Ask to share their ideas about the question below?

How can apply this knowledge in your life? How would do you like to become a legend

**Elaborate**

**Task4 Maslow’s Need Hierarchy-15 minutes**

By showing the previous pyramid of Maslow’s Hierarchy through ppt

Ask the question

Can you connect the story with this pyramid?

Theme – Unconditional love and belonging

What values the story highlight?

How can balance selflessness with self care in our ideal selves?

Evaluate

Assignment

Self reflection chart

Ask participants to create two profiles one that represent real self and another represent ideal self

What I already Know About me	What I learned about me	What more I want to learn more about me
------------------------------	-------------------------	---

### Session3

#### Spiritual Wellbeing

#### Maslow's hierarchy and yoga

#### Outcomes

At the end of the session the participants will be able to

- Identify the importance of need theory in life
- Make assessment about self and recognize the stages of their development

#### Engage

#### Task -1 Warming up, Yoga, Mudra pranayam and Meditation,-20 minutes

#### Explore-

#### Task 2 –Need Hierarchy- 10 minutes

Facilitator asks the following questions

What are your basic needs?

What are the safety needs?

Do you have self esteem? Cite an example from your life a proud moment

In the previous story of “Giving tree “the boys need polish their life based on the hierarchy

Answers ---Food, sleep, material things, sex,

House, Family, Relation--,-----

#### Explain.

#### Task 3 – Self actualization stage identification- 15 minutes

Is there any connection the ideal self and self actualization

Facilitator present scenario and ask the participants to identify which stages mentioned in the scenarios

- Jacob came back to his home town after a long period and begins to connect with people around him in his city
- Davan, after finishing his professional life decided to share his knowledge to the society to enjoy the remaining life
- After walking a long distance Appu decided to have a cup of tea or some water to drink.
- After retirement Diya teacher decided to spend time by doing mural painting and writing poem
- Mary decided to install camera in her home for purpose security
- James enroll an advanced meditation course to enrich his Soft Skills

**Elaborate**

**Task 4- Video presentation**

Watch Video about the narration of each stage of Maslows' hierarchy.

Ask the participants to modify their 21 Days Challenge according to the Maslows Hierarchy and Ashtanga Yoga Principles

Evaluate

Activity- 4 Self reflection Journal and self analysis -10 minutes

What I already Know	What I learned	What more I want to learn
---------------------	----------------	---------------------------

**Session 4**  
**Spiritual Well being**  
**Commitment**

**Outcomes**

At the end of the session the participants will be able to

- Organize a well planned project
- Develop the quality of commitment to the society.

**Engage**

**Task 1 – Community service -15 minutes**

Facilitator ask to participants to discuss about the following topic

How do you like to do in this world to uplift others?

Form a group of five based on the five stages

Basic needs, safety needs, belonging, self esteem, self actualization

**Explore**

**Task 2 Project planning – 20 minutes**

Cite examples of project work related to each field for more clarity

Old age home visit, visit mental retarded care center, food and cloth distribution to beggars
---

Teaching yoga to a small group of public, educate them about universal values and Soft Skills
---

Ask the participants to select suitable one according to their interest and plan how they implement it in real life situation

**Explain and Elaborate**

**Task 3 Presentation of project- 15 minutes**

Provide 3 minutes for each group for presentation

Ask the participants to do demonstration of the Yoga Instruction Project which have to finish within 10 minutes

Evaluation

What I already Know	What I learned	What more I want to learn
---------------------	----------------	---------------------------

Assessment by the peers, Assessment by the facilitator and self assessment

**Session-5**

**Spiritual well being**

**Universal values and Soft Skills**

**Outcomes**

**At the end of the session participants will be able to**

- Integrate Universal Human Values and Soft Skills
- Apply values and Soft Skills in their daily life .

**Engage**

**Task 1-Review of Hone work and Yoga session- with dharana and dhyana practice 15 minutes**

**Explore**

**Task 2- Universal Human Values and Soft Skills – 20 minutes**

Facilitator asks to the participants

To enlist the qualities they expect from another person

<p><b>Expected result:</b> Love care, respect, empathy, responsibility, Nonviolence, tolerance, forgiveness generosity, courtesy, patriotism, cooperation, adaptability, conflict resolution leadership, Equality, Non stealing, non-holding, discipline, cleanliness satisfaction ...</p>
--

**Explain**

**Task -3 Value preference-10 minutes**

Asked to Priorities their values from the list and asks them to substantiate their answer, Rank according to their priorities, Express their ideas individually Why?

**Elaborate**

**Activity 3 -Know myself -10 minutes**

Ask the participants to connect the values with the Yama and Niyama Principles and asks the following questions

What measures you have to plan to improve yourself?

What are the obstacles that you are facing?

Evaluate

**Activity 4- Reflections**

Write down reflections

Participants need to create a personal web diagram

Center their name

First ring top five personal values

Second ring Soft Skills

Third ring the actions what they want to do

What I already Know	What I learned	What more I want to learn
---------------------	----------------	---------------------------

**Session 6**  
**Spiritual well being**  
**Project execution**

**Outcomes**

At the end of the session the participants will be able to

Execute a well planned project successfully

**Engage**

Task 1-Yoga, pranayam, meditation (Daily Saadhana)

**Explore**

**Task 2 Preparation of a SMART action plan of project -10 minutes** about a-  
“Visit to the nearest place such as Old age people /mental retarded/ Orphanage “

Organize the program as per the institutional rules and regulations

**Explain**

**Task 3 – Well planned project 10 minutes**

Facilitator asked to specify the following criterias

Schedule time, Select leader for each group and sub group. Form committee, fund rise, prepares food for all, permission letter ..... Especially based on Specific , Measurable , Attainable, Relevant, Timebound way.

**Elaborate**

**Task 4 –Community service**

Plan and conduct a project addressing needs in the local community and connecting it. Modify the plan according to the suggestions of peer groups and experts and publish to the whole institution about their new project.

Evaluate –

Performance assessment

Rate the performance based on the planning, taking responsibility, commitment, awareness, -----

Criteria and areas, Community engagement, Project design and planning, Implementation, and outcome, Skill development Efficiency,

What I already Know	What I learned	What more I want to learn

Extra hours can take with the permission of the authority to conduct counseling and progress checking assessment

### Session 7

#### Spiritual wellbeing

#### Celebration and awarding

#### Outcomes

At the end of the session the participants will be able to

- Retrospect and explain about the achievements of the participants of previous 3 months new Intervention programme
- Organize Co scholastic programs in Institution

#### Engage

#### Task 1 Self Assessment and reporting 10 minutes

Distribute the participants self assessment form based on the Universal Human Values, Soft skill and their performance

#### Explore, Explain and Elaborate

## **Task 2 Awarding and Rewarding. 50 Minutes**

Based on the experience, participants open their heart in an open stage program with skate holders conducted in Institutional Auditorium about their achievement of previous months.

Conclusion – Consolidate whole sessions complementing the student for the effective participation and personal commitment to fulfill all tasks and celebrating the resolution and commitment of the student towards high level of scores in Universal Human Values values and Soft Skills and their excellent performance

.All these sessions consists of Instructional Objective (IO), Ice-breaking, Input on the values and Soft Skills , Personalized and experiential process and dynamics for making a student to capture the particular Soft Skills competencies. and values .Elaborated ideas expression by students and about their future plan

### **Post test**

The last 2 hours sessions for conducting posttest of Universal Human Value Assessment Test and Soft Skill Assessment Test

### **Conclusion**

This package describes only a brief picture, the detailed copy will available after the publication of the thesis.

**The End**

### **Tools Used for the Study**

Selection of suitable instruments or tools is also an important in every research study. The tools and materials in any research endeavour help the researcher in collecting the information and evidences required to realize the objectives of the research. As the present study intended to develop an Instructional Package for enhancing the Universal Human Values and Soft Skills among higher secondary school students by developing the following tools and materials were developed and standardized by the investigator with the help of the research supervisor;

- Universal Human Value Assessment Test
- Soft Skills Assessment Test

These tools developed and used to find out the effectiveness Instructional Package

#### **Universal Human Value Assessment Test**

Universal Human Values such as personal ethics and social ethics of higher secondary school students was assessed using Universal Human Value Assessment Test. It was developed by considering social ethics (*Yama* principles) and personal ethics (*Niyama* principles).

#### **Construction of Universal Human Value Assessment Test**

The following steps were adopted for the construction of the Universal Human Value Assessment Test:

- |         |   |
|---------|---|
| Phase1  | Identification of the components of Universal Human Value Assessment Test |
| Phase 2 | Writing of statements for Universal Human Value Assessment Test           |
| Phase3  | Preparation of the initial Draft of Universal Human Value Assessment Test |
| Phase4  | Validation of the Draft of Universal Human Value Assessment Test          |
| Phase 5 | Preparation of the second Draft of Universal Human Value Assessment Test  |

Phase 6 Pilot Administration of Universal Human Value Assessment Test

Phase 7 Final Draft of the Universal Human Value Assessment Test

### **Phase 1**-Identification of the components of Universal Human Value Assessment Test

The components of Universal Human Values identified initially by going through *Ashanga* Yoga in *Patanjali* Yoga Sutra. The components of Universal Human Value Assessment Test based on the first limbs of *Ashtanga* Yoga were identified from *Yama* and *Niyama* principles.

According to *Patanjali* *Yogasutra*, the first two limbs of *Ashtanga* yoga are *Yama* and *Niyama*. Five principles of *yama* are *ahimsa* (Non-Violence), *sathyam* (Truth), *astheya* (Non-stealing), *aparigraha* (Non-holding) and *brahmacharyam* (Moderation). Five principles of *niyama* are *shoucha* (cleanliness), *santhosha* (satisfaction or contentment), *tapas* (austerity and associated observances for body discipline and thereby mental control), *svadhyaya* (self-study to know thyself which leads to introspection on a greater awakening to the soul and god within), and *iswarapridhana* (surrender to worship of god or universal power).

According to UNESCO (2015) Universal Human Values include respect for life, liberty, justice, equality and freedom from fear. Universal values include compassion, kindness, forgiveness and promotion of human happiness .

#### Yama Principles

**Ahimsa (Non-Violence):** Compassion, harmlessness and kindness towards all living beings.

**Satya (Truthfulness):** Honesty and integrity in thoughts, words and action.

**Asteya (Non-stealing):** Respect for others possessions, time and energy.

**Aparigraha (Non-holding):** Non-possessiveness and generosity.

Brahmacharya (Celibacy): Self-discipline, moderation and responsible behaviour.

#### Niyama Principles

Soucha (Cleanliness): Personal hygiene, purity in thought, clarity in mind and sincerity in action

Santosha (Contentment): Gratitude for what one have keep on inner peace and happiness

Tapas (Austerity): Willpower and self-discipline with pleasure and satisfaction

Svadhyaya (Self Study): Self-reflection and self-study and live with sacred knowledge

Isvarapranidhana (Surrender to almighty): Surrender to universal power and letting go ego and attachment

#### **Phase 2:** Writing of statements for Universal Human Value Assessment Test

The investigator prepared Universal Human Value Assessment Test which consists seventy five items to measure Universal Human Values. Each selected component was taken into consideration for the preparation of the items. Items of Universal Human Value Assessment Test are related to ten factors of *Ashtanga* Yoga. A draft copy of the Universal Human Value Assessment Skill Test is given in **Appendix IV A**. The model of the items assessment test is given below

You discover a trick to get good score without studying, what do you during your exam period

Take advantage of the opportunity and cheat on the test

Decide not to cheat yourself at any cost

Consider the consequences of cheating and choose the honest path

Share your ideas to your friends

You follow the trick for difficult area

**Phase 3:** Preparation of the initial draft of Universal Human Value Assessment Test

The items of the Universal Human Assessment Test were reorganized and submitted to experts for initial evaluation. The experts suggested reframing of few statements for clarity. The feedback from the experts was incorporated and necessary changes were made to the initial draft in terms of the specificity, relevance, language and comprehensiveness. Thus, the content validity of the tool was ascertained. The investigator added the instructions that were to be followed by the students to the draft and arranged the items systematically. Items are scored as for correct answers such as 5, 4, 3, 2 and 1 for the answers according to the perfection of the answers.

**Phase 4:** Validation of the draft of Universal Human Value Assessment Test

The initial draft of the tool was further given to experts in the field of Yoga Education and psychology, to validate the tool based on the following aspects – clarity, relevance, precision and objectivity.

**Phase 5:** Preparation of the second draft of Universal Human Value Assessment Test

After incorporating the feedback, the test was redrafted

**Phase 6:** Pilot Administration of Universal Human Value Assessment Test

The Universal Human Value Assessment Test was administered among the students of twelfth in a school apart from the schools taken for experimentation. The scoring was done according to the procedure. The draft of Universal Human Value Assessment Test with seventy five items was administered to 100 students.

**Item Analysis**

After scoring the 100 scripts they were arranged in descending order of the total score with the scripts of highest score at the top the scripts of lowest score at the bottom. The top 27% and the bottom 27% from the total of 100 scripts were separated and used for item analysis. For each statement t-value has been calculated following the procedure suggested by Allen.L.Edward (1969). The items and the t-values are shown in Table 3.

**Table 3***Item analysis result of the draft of Universal Human Value Assessment Test*

Item number	t- value	Accepted /rejected	Item number	t- value	Accepted /rejected	Item number	t- value	Accepted /rejected
1	2.915	Accepted	26	3.394	Accepted	51	2.071	Accepted
2	2.292	Accepted	27	3.958	Accepted	52	1.765	Rejected
3	2.309	Accepted	28	3.072	Accepted	53	1.884	Rejected
4	3.231	Accepted	29	1.652	Rejected	54	4.557	Accepted
5	-1.827	Rejected	30	3.077	Accepted	55	2.324	Accepted
6	2.24	Accepted	31	0.652	Rejected	56	1.635	Rejected
7	2.229	Accepted	32	3.077	Accepted	57	5.043	Accepted
8	0.807	Rejected	33	3.072	Accepted	58	2.963	Accepted
9	2.79	Accepted	34	1.053	Rejected	59	2.81	Accepted
10	2.701	Accepted	35	3.912	Accepted	60	3.033	Accepted
11	3.154	Accepted	36	3.072	Accepted	61	1.38	Rejected
12	3.231	Accepted	37	5.498	Accepted	62	4.557	Accepted
13	1.564	Rejected	38	3.195	Accepted	63	1.443	Rejected
14	3.564	Accepted	39	4.557	Accepted	64	1.557	Rejected
15	2.309	Accepted	40	2.538	Accepted	65	1.521	Rejected
16	2.055	Accepted	41	4.557	Accepted	66	1.37	Rejected
17	0.859	Rejected	42	2.81	Accepted	67	5.498	Accepted
18	1.578	Rejected	43	1.765	Rejected	68	0.784	Rejected
19	0.903	Rejected	44	3.093	Accepted	69	2.057	Accepted
20	2.055	Accepted	45	1.488	Rejected	70	1.648	Rejected
21	2.055	Accepted	46	5.498	Accepted	71	1.652	Rejected
22	2.811	Accepted	47	1.447	Rejected	72	3.908	Accepted
23	2.834	Accepted	48	3.033	Accepted	73	3.033	Accepted
24	2.91	Accepted	49	3.154	Accepted	74	1.864	Rejected
25	1.883	Rejected	50	3.468	Accepted	75	4.557	Accepted

\*Items were deleted for the final test

The draft test consisted of 75 items. After items analysis, 50 items with t-value higher than 1.96 were selected for final test.

### Validity of the Test

The validity of the test is the quality that enables it to measure what is supposed to measure. Here face validity was used for establishing validity. The prepared test was distributed to experts and teachers for their suggestions, comments, and reactions regarding the format and language. Some of the items were restructured as per the suggestions given by experts and they were satisfied with the format of the items. Thus the face validity of the tool is established.

Try out of draft test was done in order to select valid statements for the final test. The final test was administered to a sample of 56 students of Higher Secondary School, in Palakkad District.

### Reliability

**Test-Retest Method** The test-retest method was used to ensure the reliability of the test with an interval of three weeks. The test re-test was administered to 56 higher secondary school students. Scores obtained in the two scores were correlated by Pearson's Product moment coefficient of correlation method. It was found to be 0.82, which indicates that the test is reliable.

**Table 4**

*Distribution of Items in Each Dimension for the Draft form of Universal Human Value Assessment Test*

Components	Item Numbers	No. of items
Truthfulness/ sathya	1, 2, 3, 4, 5, 6	6
Non-Violence/Ahimsa	7, 8, 9, 10, 11	5
Non-Stealing/Asteya	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25	14
Non holding /Aprigraha	26, 27, 28, 29	4
Austerity /Brahmacharya	30, 31, 32, 33, 34, 35, 36	7
Purity/Socha	37, 38, 39, 40, 41, 42, 43	7
Contentment/ Santosha	44, 45, 46, 47, 48, 49	6
Tapas or Austerity	50, 51, 52, 53, 54, 55, 56, 57, 58, 59	10
Self-study / Svadhyaya	60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70	11
Surrender to universe /Iswarapranidhana	71, 72, 73, 74, 75	5
<b>Total</b>		<b>75</b>

Final form of the Universal Human Value Assessment Test used for the study is presented in the **Appendix 1 C**

#### **Phase 7:** Final Universal Human Value Assessment Test

The Final test consisted of fifty items which intended to measure the Universal Human Values of the secondary school students.

#### Universal Human Value Assessment Test Scoring Procedure

The students have to choose answers from multiple choice answers. Students are given

Instructions to put a tick mark against their choice. Positive items are scored as for correct answers such as 5, 4, 3, 2 and 1 for the answers according to the perfection of the answers. Scoring key of Universal Human Value Test is given in **Appendix IB**

Components and corresponding item numbers and total number of selected items of Universal Human Value Assessment Test is given in Table 3.4

#### **Table 5**

*Summary of the Distribution of Items in Each Dimension for the Final Universal Human Value Assessment Test*

Components	Item Numbers	Total No. of items
Truthfulness/ sathya	1 ,2 ,3 ,4 ,5 ,	5
Non-Violence/Ahimsa	6 ,7 ,8 ,9 ,	4
Non-Stealing/Asteya	10 ,11 ,12 , 13 ,	4
Non holding /Aprigraha	14 ,15 , 16 , 17 , 18 , 19 , 20 , 21	8
Austerity /Brahmacharya	22 , 23 , 24 , 25 , 26	5
Purity/Socha	27 , 28 ,29 ,30 , 31 , 32	6
Contentment/ Santosha	33 ,34 , 35 , 36	4
Tapas or Austerity	37 , 38 , 39 ,40 , 41 , 42 , 43 ,	7
Self study / Svadhyaya	44 , 45 , 46 ,47 .	4
Surrender to universe /Iswarapranidhana	48 , 49 , 50	3
Total		50

### Soft Skill Assessment Test - Planning and Preparation

The following phases were followed in the construction of the Soft Skill Assessment Test.

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Phase1	Identification of the components of Soft Skills Assessment Test
Phase 2	Writing of statements for Soft Skills Assessment Test
Phase3	Preparation of the initial Draft of Universal Soft Skills Assessment Test
Phase4	Validation of the Draft of Soft Skills Assessment Test
Phase 5	Preparation of the second Draft of Soft Skills Assessment Test
Phase 6	Pilot Administration of Universal Soft Skills Assessment Test
Phase 7	Final Draft of the Soft Skills Assessment Test

---

#### **Phase 1:** Identification of the components of Soft Skills Assessment Test

According to Kelly Cantwell (2022) in his article “How to measure and assess soft skill” identified 12 examples of Soft Skills as Leadership ability, Adaptability, Effective communication, Listening skills, Empathy, Professionalism Strategic thinking, Problem solving, Time management, Creative thinking, Teamwork skills, Dependability .

According to National Skills Association, emotional intelligence and Soft Skills are considering interchangeably. They are one set of emotional intelligence and is just one set of Soft Skills. Emotional intelligence consists of Self-awareness, Self-discipline, Social skills and Communication. Emotional intelligence skills form the base of competencies that all Soft Skills are built upon. Joboid in their article mentioned the examples of Soft Skills such as Leadership, Communication, Teamwork, Adaptability, Time management, Creativity and Emotional intelligence (Team, 2024)

The components of Emotional Intelligence formed by him were further elucidated by Kendra Cherry in a 2018 article titled “How Psychologists Evaluate Intelligence.” According to Cherry, the components listed below are essential for

individuals to understand emotions. Self-awareness, motivation, empathy social skills and self-regulation. (Tritsh, 2021)

.Based on National Council of Educational Research and Training (NCERT), there are various components that comprise Soft Skills. Some are inborn such as confidence, friendliness and whether or not someone has a sociable nature, while others are skills that can be taught or improved upon, such as developing effective communication, organization, and social graces. However, a different set of Soft Skills is required for a specific type/nature of work.

For the purpose of investigation the Soft Skills included in this study is

- Awareness,
- Assertiveness,
- Adaptability
- Conflict Resolution
- Communication,
- Empathy
- Leadership

**Phase 2** Writing of statements for Soft Skills Assessment Test.

Each component was taken into consideration for the preparation of the items. In total sixty four items were written for the Soft Skills Assessment Test.

For the purpose writing items the components Awareness, Assertiveness, Adaptability, Conflict Resolution, Communication, Empathy and Leadership are considered to prepare the soft skill assessment test. A draft copy of the Soft Skill Assessment Skill Test is given in **Appendix 11 A**.

Examples of one item under the component of self-awareness is given below

You consistently noticed that you are running late for commitments. How do you address this issue?

- a) Disregards the importance of punctuality
- b) Ignore the conflict and hope it doesn't happen again
- c) Your values are conquered by the peer pleasure
- d) Avoid such situations and follow your ethics and values
- e) Admit first the weakness and make effort with commitment to follow ethics and values with a systematic plan

**Phase 3:** Preparation of the initial draft of Soft Skill Assessment Test

The items of the Soft Skills Assessment Test were organized and submitted to the experts for initial evaluation. The experts checked for the specificity, relevance, language and comprehensiveness of the items and gave their suggestions. The experts suggested reframing of a few statements for clarity. The feedback from the experts was incorporated and necessary changes were made to the initial draft in terms of the specificity, relevance, language and comprehensiveness. Thus the content validity of the tool was ascertained. The investigator added the instructions that were to be followed by the students to the draft and arranged the items systematically.

**Phase 4-** Validation of the Draft of Soft Skills Assessment Test

The initial draft of the tool was further given to experts in the field of Yoga Education and psychology, to validate the tool based on the following aspects – clarity, relevance, precision and objectivity. The validity of the test is the quality that enables it to measure what is supposed to measure. Here face validity was used for establishing validity. The prepared test was distributed to experts and teachers for their suggestions, comments, and reactions regarding the format. Some of the items

were restructured as per the suggestions given by experts and they were satisfied with the format of the items. Thus the face validity of the tool is established.

The draft tool was distributed to education specialists. The draft tool has undergone the necessary modifications in light of the suggestions. Face validity was therefore guaranteed. Theoretical dimension was used to ensure the content and construct validity.

**Phase 5** Preparation of the second Draft of Soft Skills Assessment Test

The Soft Skill Assessment Test was administered to 100 students of twelfth class in Higher Secondary Schools apart from the schools where data was collected. Sufficient time was given to the students to enable them to complete the test. The draft form of Soft Skill Assessment Test was administered to 100 students from two different classes of the same school for the try out..

Try out of the test

Soft Skill Assessment Test was administered to 100 secondary school students of ninth standard. The items have been analyzed for their discriminatory power.

**Phase 6** Pilot Administration of Universal Soft Skills Assessment Test

Item Analysis of Soft Skill Assessment Test

After scoring the 100 scripts they were arranged in descending order of the total score with the scripts of highest score at the top and the scripts of lowest score at the bottom. The top 27% and the bottom 27% from the total of 100 scripts were separated and were considered for item analysis. For each statement t-value has been calculated following the procedure suggested by Allen. Edward (1969). The t-value for an item has been calculated using t formula given below.

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

Where,

$\bar{X}_H$  = The mean score on a given statement for the higher group.

$\bar{X}_L$  = The mean score on a given statement for the lower group.

$N$  = Total number of subjects in each group.

$X_H$  = Score of a given individual for the statement in the higher group.

$X_L$  = Score of a given individual for the statement in the lower group

Table showing t-value for items of the draft of Soft skill Assessment Skill

**Table 6**

*Item analysis result of the draft of Soft Skill Assessment Test*

Item number	t-value	Selected/rejected	Item number	t-value	Selected/rejected
1	4.394	Accepted	33	3.523	Accepted
2	4.394	Accepted	34	4.394	Accepted
3	2.761	Accepted	35	1.653	Rejected
4	1.117	Rejected	36	1.325	Rejected
5	0.903	Rejected	37	1.418	Rejected
6	3.317	Accepted	38	4.175	Accepted
7	4.293	Accepted	39	3.783	Accepted
8	4.394	Accepted	40	2.128	Accepted
9	1.011	Rejected	41	0.26	Rejected
10	4.394	Accepted	42	3.682	Accepted
11	4.293	Accepted	43	2.8	Accepted
12	2.674	Accepted	44	3.682	Accepted
13	4.043	Accepted	45	4.394	Accepted

14	2.059	Rejected	46	2.973	Accepted
15	4.394	Accepted	47	0.625	Rejected
16	2.881	Accepted	48	4.394	Accepted
17	4.293	Accepted	49	4.394	Accepted
18	4.043	Accepted	50	3.682	Accepted
19	1.394	Rejected	51	0.057	Rejected
20	4.394	Accepted	52	2.671	Accepted
21	0.838	Rejected	53	5.166	Accepted
22	2.674	Accepted	54	3.232	Accepted
23	2.618	Accepted	55	3.682	Accepted
24	3.523	Accepted	56	2.852	Accepted
25	3.12	Accepted	57	1.627	Rejected
26	1.131	Rejected	58	4.557	Accepted
27	4.217	Accepted	59	4.557	Accepted
28	4.394	Accepted	60	2.782	Accepted
29	1.015	Rejected	61	4.997	Accepted
30	2.673	Accepted	62	0.807	Rejected
31	3.523	Accepted	63	3.53	Accepted
32	4.168	Accepted	64	2.56	Accepted

---

The draft test consisted of 64 items. After items analysis, 48 items with t-value higher than 1.96 were selected for final test.

**Table 7**

*Test items corresponding to the components selected for Soft Skill Assessment Test( Draft)*

Components	Item Numbers	No. of items
Awareness	3,4,10,19,23,33,46,57,58	9
Assertiveness	1,,2,6,13,34,35,55,60	8
Adaptability	5,11,12,14,15,16,24,25,29,36,45,50,51,56	14
Conflict Resolution	31,39,43,44,47,49,61	7
Communication	22,42,48,53,54,62	6
Empathy	7,8,9,17,18,26,27,28 ,30,32,37,38,59,63	14
Leadership	20,21,40,41,52,64	6
Total		64

Validity and reliability of the final form of the Soft Skills Assessment Test was ensured.

The validity of the test is the quality that enables it to measure what is supposed to measure. Here face validity was used for establishing validity. The prepared test was distributed to experts and teachers for their suggestions, comments, and reactions regarding the format. Some of the items were restructured as per the suggestions given by experts and they were satisfied with the format of the items. Thus the face validity of the tool is established.

The draft tool was distributed to education specialists. The draft tool has undergone the necessary modifications in light of the suggestions. Face validity was therefore guaranteed.

Theoretical dimension was used to ensure the content and construct validity.

Reliability of the Soft Skills Assessment Test

The consistency of the Soft Skills Assessment Test was ensured through test retest method. The obtained value of Cronbach alpha for the test is

considered based on t-value higher than 1.96 selected for the final draft which guaranteed the consistency of the test. When an obtained score is to be stable and trust worthy, then it is called reliable. Data collection tool must be a reliable one and it must have the ability to constantly gain same result when the tool is applied in same sample under the same condition. The Soft Skill Assessment Test's reliability was investigated using the test-retest approach. It was estimated how well the student scores on the first and second tests correlated. The test's consistency is ensured by the obtained Cronbach Alpha value of 0.89 for the test. The draft tool was administered to the representative sample of three higher secondary school students. Directions were given and time taken for respondents was calculated. The average time taken for each student was noted which 50 minutes, for administration was considered more reliable the higher the correlation coefficient.

**Phase 7** -Final Draft of the Soft Skills Assessment Test

The final draft of the test consisted of 48 items which intended to measure the Soft Skills of the higher secondary school students. The students were instructed to answer all the items. Validity and reliability of the final form of the Soft Skills Assessment Test was ensured.

Number of items and the corresponding item numbers of the components of the Soft Skill Assessment Test is given in Table 8.

**Table 8**

*Test items corresponding to the components selected for Final Soft Skill Assessment Test*

Components	Item Numbers	No. of items
Awareness	3,10,23,33,46,58	6
Assertiveness	1,2,6,34,55,60	6
Adaptability	11,12,14,15,16,24,25,45,50,56	10
Conflict Resolution	31,39,43,44,,49,61	6
Communication	22,42,48,53,54,	5
Empathy	7,8,,17,18,,27,28 ,30,32,38,59,63	10
Leadership	20,21,40,,52,64	5
Total		48

#### Soft Skill Assessment Test scoring procedure

Soft Skill Assessment Test of evaluating higher secondary school students of twelfth standard consists of forty-eight items. The students are given five multiple choice statements by shuffling the statements as scores like 2, 4, 1, 5, and 3, to reduce bias and ensure that respondents answer based on the content for the statement rather than its original position in the statement. For each question Students are given instructions to put tick mark against their choice. Correct answer is scored 5, then 4, 3, 2, 1, for their response based on the most perfect answer to least perfect answer of the item. Scoring key of Soft Skill Assessment Test is given in **Appendix II B** Validity and reliability of the final form of the Soft Skills Assessment Test was ensured.

Final copy of the Soft Skill Assessment Skill Test is given in **Appendix II C**.

#### Sample used for the study

The selection of the sample is the most important procedure of the research study. If the findings obtained from the sample are to be valid for the population, the selected sample should be a true representation of the population (Sindhu, 1995).

The population of the present study consists of Higher Secondary School Students of Kerala. For the smooth conduct of the experiment and for practical

purpose it was decided to select one school from Palakkad District. It was also ensured that the school was ready to permit to conduct the experiment and also accessible for the investigator. It was decided to select the sample of 112 students of plus two from Keralassery higher secondary school in which 56 students were treated as experimental group and 56 students were treated as control group. The details are given in Table 9.

Table 9

*Break-up of the Sample Selected for Experiment*

Group	Name of the School	Number of Student
Experimental Group	Higher Secondary School, Keralassery	56
Control Group		56
Total		112

**Statistical Technique used for the Study**

Various statistical techniques were used for the study, which help us for drawing inferences, conclusion and make generalization of the result of the study. Nature and purpose of the study determined what kind of analysis needed for the study.

**Preliminary analysis**

As preliminary analysis the statistical constant of the variable of the study like mean, median, standard deviation, skewness and kurtosis were compared for experimental and control group for Pre-test.

**Major Analysis**

The following major statistical analysis was used for the study are:

**Test of Significance Difference between Mean Scores**

The student's t-test is statistical test used to compare the means of two groups and is used in hypotheses testing to determine whether there is significant

difference between the means of two groups. A t-test is a type of statistical technique that is used to compare the means of two groups. It is one of the most widely used statistical hypothesis tests in studies (Yin et al., 2010).

### **Analysis of Covariance (ANCOVA)**

Analysis of covariance is a statistical technique used to compare means between two or more groups while controlling to the effect of one or more covariate. It is an extension of Analysis of Variance (ANOVA). ANCOVA determines the co-variation (correlation) between the covariate (s) and the dependent variable scores, prior to determining whether the differences between experimental condition (dependent variable score) means are significant (Rutherford, 2000).

### **Effectiveness of *Ashtanga* Instructional Package**

Effect size is to quantify the magnitude of the difference between groups or variables to determine whether the effect is statistically significant. Cohen's d is a measure to find out effect size. Effect size gives idea about how much one group differ from another group

In the present study effect helps to understand the practical significance of the findings and determine the potential impact or usefulness of an intervention program.

Cohen's d effect size interpretation

Small effect---  $0.2 \leq d < 0.5$

Medium effect --  $0.5 \leq d < 0.8$

Large Effect -  $d \geq 0.8$

The Cohen's d formula is

Cohen's d =  $(M1 - M2) / S.D$

Where  $M1 - M2$  = difference in means

SD\* Pooled standard deviation.

## **Conclusion**

In this chapter the investigator describes how the new Instructional Package effect on Universal Human Values and Soft Skill .In the present study the non-equivalent experimental study was conducted to explore the results. The different materials and methods were employed for data collection. The rights and individualities of each participant were protected and they voluntarily participated in this present study.



# Chapter 4

## **ANALYSIS AND INTERPRETATION**

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- 
- *Objectives of the study*
  - *Hypotheses of the study*
  - *Preliminary analysis*
  - *Major statistical analysis of data*
  - *Tenability of hypotheses*
  - *Conclusion*
-



This chapter presents the analysis and interpretation of the data selected for the study. The present study is entitled as ‘Development of an Instructional Package for the Promotion of Universal Human Values and Soft Skills among Higher Secondary School Students’. The major objective of the study is to develop an Instructional Package for the promotion of Universal Human Values and Soft Skills and to findout its effect among Higher Secondary School Students. Data for the study were collected from 56 students from the experimental group and 56 students from the control group.

The details of analysis of the data and the derived results are presented in two sections under the following headings.

- Effectiveness of Instructional Package on Universal Human Values
- Effectiveness of Instructional Package on Soft Skills

Each section consists of preliminary analysis, pre-test score comparison between experimental and control group, post-test score comparison between experimental and control group, pre-test and post-test comparison of experimental group, and pre-test and post-test comparison of control group for total sample. The data collected were analyzed using suitable statistical techniques which are given in this chapter. The data analysis for the present research was done quantitatively with the help of both descriptive statistics and inferential statistics.

The data collected from the target group was analyzed using the statistical techniques, such as Basic Descriptive Statistics, Test of Significance of Difference between means and Analysis of Covariance (ANCOVA). This chapter contains the following sections.

- Objectives of the study
- Hypotheses of the study
- Preliminary analysis
- Major statistical analysis of data

- Tenability of hypothesis
- Conclusion
- **Objectives of the Study**

The following are the objectives of the study

#### **Major Objectives of the study**

- To develop an Instructional Package for enhancing Universal Human Values and Soft Skills among Higher Secondary School Students.
- To find out the effectiveness of the Instructional Package on promotion of Universal Human Values among Higher Secondary School Students.
- To find out the effectiveness of Instructional Package on promotion of Soft Skills and its components viz
  - a) Awareness,
  - b) Assertiveness
  - c) Adaptability
  - d) Conflict resolution
  - e) Communication
  - e) Empathy
  - f) Leadership among higher secondary school students

#### **Specific Objectives**

1. To compare the mean pre-test scores on Universal Human Values between experimental group and control group.
2. To compare the mean post-test scores on Universal Human Values between experimental group and control group.

3. To compare the mean scores on Universal Human Values of control group between pre-test and post-test.
4. To compare the mean scores on Universal Human Values of experimental group between pre-test and post-test.
5. To compare the mean gain scores on Universal Human Values between experimental and control groups
6. To compare the adjusted post-test scores in Universal Human Values between experimental and control group by considering the pre-test scores as covariate.
7. To examine whether any significant difference exist between soft skills mean scores of the experimental group and control group in terms of pre-test scores.
8. To examine whether any significant difference exist between soft skills mean scores of the experimental group and control group in terms of post-test scores.
9. To examine whether any significant difference exists between the pre-test and post-test mean scores of the control group.
10. To examine whether any significant difference exists between the pre-test and post-test scores of the experimental group.
11. To examine whether any significant difference exists between the gain scores and its components of the experimental and control groups regarding the Soft Skills Assessment Test
12. To compare whether there is any significant difference between the experimental and control groups, adjusted mean post-test scores by considering pre-test scores as a covariate

**Hypotheses of the study**

1. There exists no significant difference in mean pre-test score on Universal Human Values between experimental group and control group.
2. There exists no significant difference in mean post-test scores on Universal Human Values between experimental group and control group.
3. There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values.
4. There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values.
5. There exists no significant difference between gain scores of experimental group and control group on Universal Human Values.
6. There exists no significant difference between adjusted post-test scores on Universal Human Values between experimental group and control group by considering pre-test as covariate.
7. There exists no significant difference in mean pre-test scores on soft skill between experimental group and control group.
8. There exists no significant difference in mean post-test scores on soft skill between experimental group and control group.
9. There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skills.
10. There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skills and its components.
11. There exists no significant difference between the gain scores of experimental group and control group on Soft Skills.

12. There exists no significant difference between adjusted post-test scores on Soft Skills between experimental group and control group and by considering pre-test score as covariate.

The collected data was analyzed using appropriate statistical techniques. The details of data analysis and their interpretation are presented in this chapter under the headings Analysis.

#### Effectiveness of Instructional Package on Universal Human Values

In this part the preliminary analysis of data and comparison of the results was done to know the Effectiveness of Instructional Package on Universal Human Values in the following headings.

Preliminary analysis of mean scores on Universal Human Values among higher secondary school students

- Comparison of mean scores of pre-test on Universal Human Values between experimental and control groups
- Comparison of mean scores of post-test on Universal Human Values between experimental and control groups
- Comparison of mean scores of pre-test and post-test on Universal Human Values of the control group
- Comparison of mean scores of pre-test and post-test on Universal Human Values of the experimental group
- Comparison of mean gain scores of pre-test and post-tests on Universal Human Values of the experimental group and control group.
- Comparison of adjusted mean post test scores on Universal Human Values of experimental and control groups by considering pre-test score as covariates

### Priliminary Analysis

In order to know the basic properties of the test scores a preliminary analysis of the scores were done to see the nature of the data related to Universal Human Value for the experimental group, control group and for the total sample. Preliminary analysis was conducted to find the distribution of scores of Universal Human Values. Important descriptive statistics like mean, median, mode, standard deviation, skewness, kurtosis of total sample were calculated. To ensure equivalence of the groups before treatment the variables were matched with regard to the pre-test in Universal Human Value.

#### Pre-test scores on Universal Human Values among higher secondary school students

Preliminary statistical constant of the pre-test scores on Universal Human Values among higher secondary school students is given in Table 10

**Table 10**

*Preliminary statistical constants of the pre-test scores on Universal Human Values*

Statistic	Experimental Group	Control Group
Mean	156	152
Median	161	150
Mode	170	168
Standard deviation	16.7	13.9
Skewness	-0.501	1.020
SE Skewness	0.319	0.319
Kurtosis	-0.957	1.230

The maximum score of the Universal Human Value Test is 250. Table 4.1 shows that Mean (156)median (161), mode (170) of pre-test scores of Experimental group and mean (152), median (150), and mode (168) are of pre-test scores of

Universal Human Values of control group are almost equal .. The means of both groups are close, indicating similar central tendencies. These values shows that two groups were did not differ much before the experimental treatment.

Standard deviation of pre-test scores of Universal Human Values of experimental group is 16.7 and standard deviation of pre-test scores of Universal Human Values of control group is 13.9. Standard deviation indicates moderately variability in the data. The indices of skewness (1.02) and kurtosis (1.23) of pre-test score of control group indicate the distribution is slightly skewed positively and leptokurtic. The indices of skewness of pre-test of experimental group are (-0.501) and kurtosis (-0.957) indicate that data distribution leans to the left or a negatively skewed, to the left and platykurtic

**Post-test scores on Universal Human Values among Higher Secondary School Students**

Preliminary statistical constant of the post-test scores on Universal Human Values of higher secondary school students is given in Table 11.

**Table 11**

*Preliminary statistical constants of the post-test scores on Universal Human Values*

Statistic	Experimental Group	Control Group
Mean	166	154
Median	171	152
Mode	185	170
Standard deviation	17.1	14.3
Skewness	-0.667	0.937
SE Skewness	0.319	0.319
Kurtosis	-0.602	2.144
SE Kurtosis	0.628	0.628

**Comparison of the mean pre-test scores on Universal Human Values between experimental and control groups.**

Table 12 displays the data and t-test results.

**Table 12**

*Comparison of the mean pre-test scores on Universal Human Values between control and experimental groups*

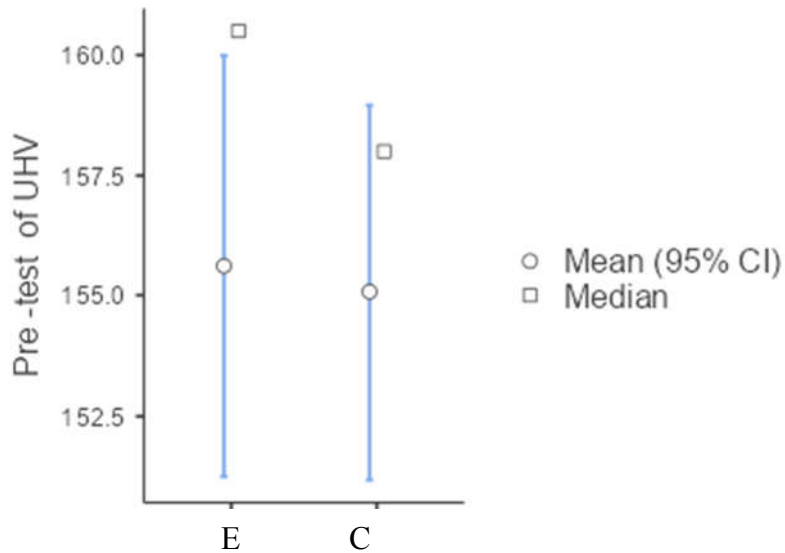
Group	N	Mean	SD	Test-value	df	p-value
Experimental	56	156	16.7	1.15	110	0.252
Control	56	152	13.9			

Table 12 discloses that the mean obtained from the pre-test scores on Universal Human Values of experimental and control groups are 156 and 152 respectively. It shows that there is only a slight difference of mean scores between the control and experimental groups. The result shows that there is no significant difference between the mean scores of experimental and control groups in pre-test since the “t” value obtained is 1.15 which is less than the table value at 0.05 levels. So it is concluded that the experimental and control groups were almost identical in their test scores in Universal Human Values before the treatment. It is understood that in the pre-test, student’s performance in nurturing their Universal Human Values of the experimental and control group are almost in same level.

The graphical representations of Pre-test scores of experimental and control groups of the variable Universal Human Values is given in Figure 5.

**Figure 5**

*The graphical representations of Pre-test scores of Experimental and Control Groups of the variable Universal Human Values*



**Comparison of the mean post-test scores on Universal Human Values between experimental and control groups.**

*Comparison of the mean post-test scores on Universal Human Values between experimental and control groups is given Table 13*

**Table 13**

*Comparison of the mean post-test scores on Universal Human Values between control and experimental group*

Group	N	Mean	SD	df	t-value	p
Experimental	56	166	17.1	112	4.24	<0.001
Control	56	154	14.3			

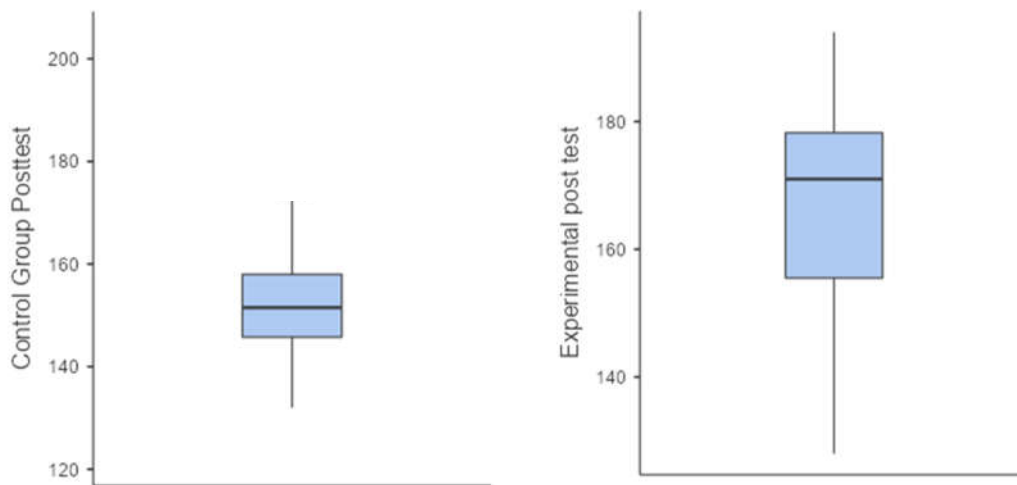
From table 13 shows that the ‘t’ value is 4.24 is significant at 0.01 level. The mean scores of post test result of experimental group (166) is higher than the that of

control group(154)after the intervention of Instructional Package. In this result the obtained 't' value (4.24) indicates a significant difference between the means of two groups and it is greater than the table value. So there is a statistically difference exists between the two groups in the post test. It is understood that during post-test, students taught with Instructional Package have higher score than the control group those who do not get any intervention program.

The graphical representations of the comparison of post-test scores of Experimental and Control Group of the variable Universal Human Values is given in Figure 6

**Figure 6**

*Graphical representation of post-tests scores of experimental and control group*



**Comparison of the mean scores on Universal Human Values of control group between pre-test and post-test**

The difference between the mean pre test scores of the experimental and control groups was tested for significance by finding critical ratio. Comparison of the mean scores of control group on Universal Human Values between pre-test and post-test is given in Table 14.

**Table 14**

*Comparison of the mean scores on Universal Human Values of control group between pre-test and post-test*

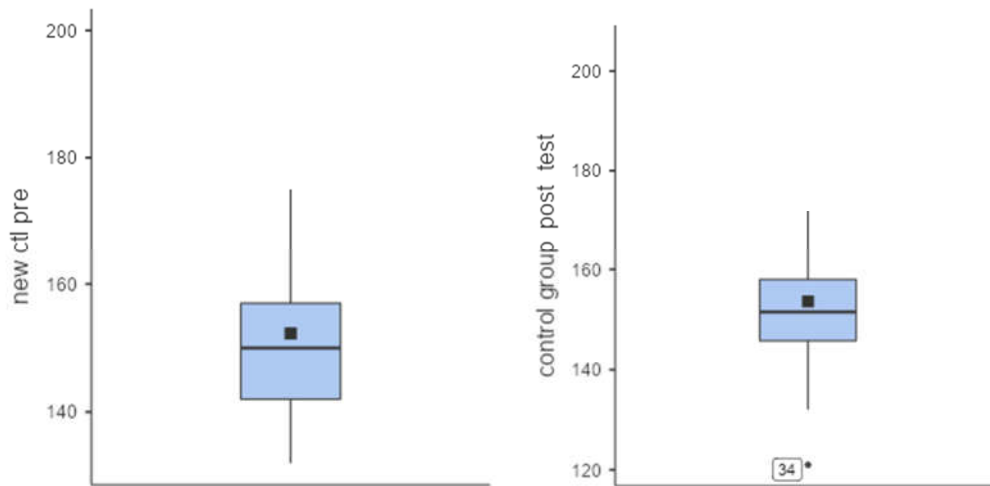
Test	N	Mean	SD	df	t-value	p-value
Pre-test	56	152	13.9	55	1.58	0.120
Post-test	56	154	14.3			

In this analysis, the sample was same, so paired sample test was used. The table value is (2) at degrees of freedom 55 at 0.05 levels. The result obtained as 1.58 is lower than table value. So the result showed that, there is no significant difference between pre-test scores and post-test scores of control group and experimental group. So the researcher fails to reject the null hypothesis. This indicates that there is no significant difference between the paired sample test of control group. This means the null hypothesis cannot be rejected. The result is considered statistically not significant; indicate the difference between the means of two groups is likely due to the chance. This indicates that there is no significant difference between the paired sample tests of control group.

The graphical representations of the comparison between pre-test and post-test scores of Control Group of the variable Universal Human Values is presented in the Figure 7

**Figure 7**

*Graphical representation of the comparison of pre-test and post-test scores of the Control group*



**Comparison of the mean scores on Universal Human Values of experimental group between pre-test and post-test**

Analysis of significant difference between means of pre-test scores and post-test scores of Universal Human Values of experimental group were done.

The Data and the t- test Results of experimental group on Universal Human Values between pre-test and post-test is given in Table 15

**Table 15**

*Comparison of the mean scores on Universal Human Values of experimental group between pre-test and post-test*

Test	N	Mean	SD	df	t-value	p-value
Pre-test	56	156	16.7	55	11.4	< .001
Post-test	56	166	17.1			

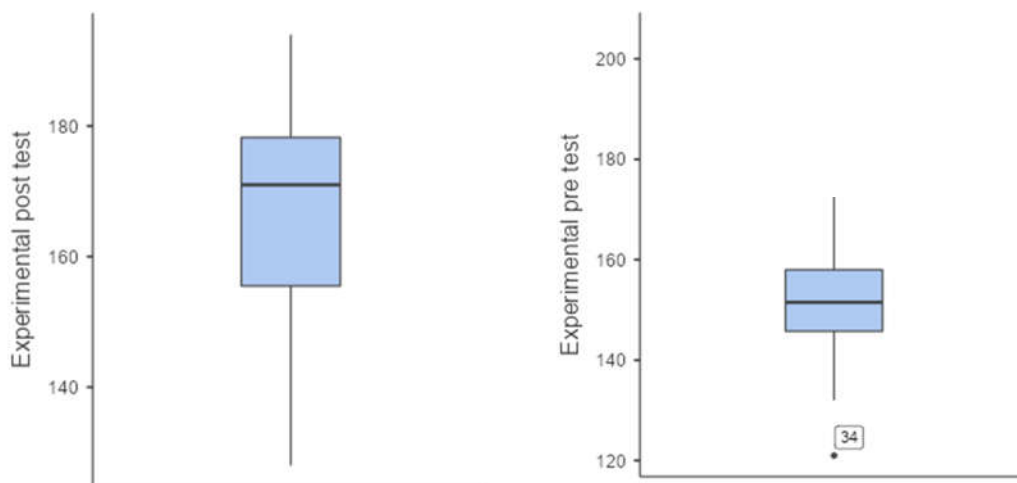
The table 15 shows that the t-value is 11.4 indicates a significant difference between the means of the experimental group being compared. The results show that the the difference is statistically significant. as the value is more than the table value. So there is a significant difference between pre-test and post-test scores of experimental group. .. That means the difference between the groups is substantial. The results show that the difference is statistically significant.

The mean pre-test score of experimental group is 156 and the mean post-test score of the experimental group is 166. By applying the Instructional Package intervention among the students found that there was a remarkable difference in mean score of experimental group.

Mean score of Experimental group pre-test scores and post-test scores represented graphically in the Figure 8

**Figure 8**

*Graphical representation of the comparison of pre-test and post-test scores of Universal Human Values in the Experimental group*



**Comparison of Mean gain Scores of Universal Human Values of Experimental Group and Control Group.**

Comparison of Mean gain Scores of Universal Human Values on Universal Human Values in Experimental Group and Control Group is given in Table 16.

The Data and the t- test Results of mean gain scores of the Universal Human Values between experimental group and control group is given in Table 16

**Table 16**

*Comparison of Mean gain Scores of Universal Human Values on Universal Human Values in Control Group and Experimental Group*

Group	N	Mean	SD	Df	t-value	p-value	Effect Size
Experimental	56	10.6	6.97	110	7.95	<.001	Cohen's d = 1.50
Control	56	1.00	5.82				

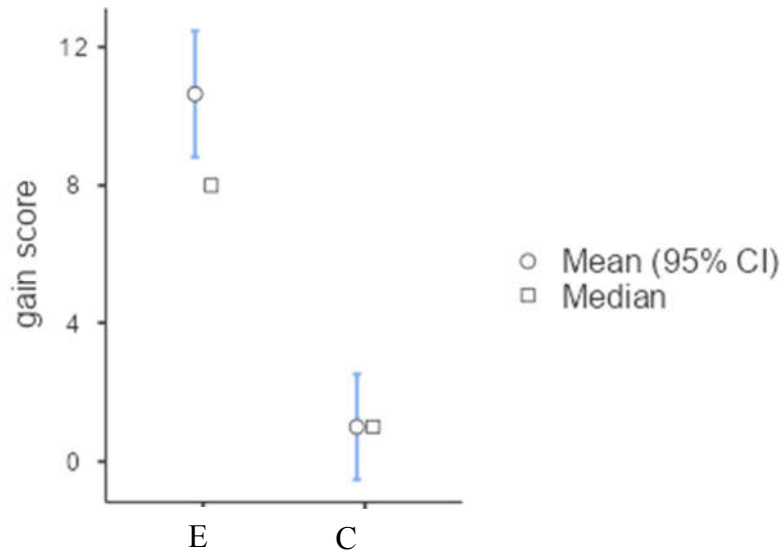
Mean gain scores means the measured difference of scores of the pre-test and post-test mean scores. The difference between mean gain score of experimental and control group (10.6) with that of control group (1) is highly significant ( $p < 0.001$ ), So the mean gain score of experiment is greater than that of control group means the treatment is effective. The obtained t value is 7.95 which is highly significant at 0.05 level.

The effect size of 1.50 revealed that the result is statistically significant and has a large effect size because effect size greater than 0.8 is considered as large This indicates that the change from control group gain scores to experimental group gain scores is not only statistically significant, representing a substantial effect.

Mean Gain scores of Universal Human Value of Control and Experimental group graphically represented in Figure 9

**Figure 9**

*Graphical representation of the comparison of mean gain scores of Universal Human Values in the Control and Experimental group*



**Comparison of Adjusted Mean Post-test Scores of Universal Human Values of students of Control Group and Experimental Group by considering Pre-test Scores as Covariate**

ANCOVA was used to compare the adjusted mean post-test scores of Universal Human Values in control group and experimental group by considering pre-test scores as covariate.

After the treatment, it was revealed that the experimental group was better than the control group in the test result. But the two groups which were selected for the study was non equivalent group. In this context it become essential to analyze the data by using statistical techniques called Analysis of Variance.(ANCOVA) through which the difference in the initial status of the two group can be removed statistically and can be compared.

**Table 17**

*ANCOVA of Post-test Score of Universal Human Values*

	Sum of Squares	Df	Mean Square	F	p	$\eta^2$
Group code	2492	1	2492.1	57.8	<.001	0.084
Residuals	4698	109	43.1			

An analysis of covariance (ANCOVA) was conducted to examine the effect of experimental and control group on post-test scores of Universal Human Values, controlling for pre-test scores. The independent variable was the group code and the covariate was the pre-test score.

Residual indicated a significant main effect of group on post test scores. Results indicated a significant main effect of group on post-test scores after controlling for pre-test performance's (109)=57.8,p<0.001, ,  $\eta^2 = .0.084$ . This suggests that the Instructional Package administered to the experimental group had a substantial effect on students Universal Human Values compared to the control group. The experimental group showed a significant improvement in Universal Human Values compared to the control group, as evidenced by the substantial effect size ( $\eta^2 = 0.084$ ).

This indicates that a significant portion of the variance in post-test scores is attributable to the difference between the control and experimental groups, suggesting that the experimental intervention had a considerable impact on the students' Universal Human Values. By comparing adjusted mean scores of control group and experimental group concluded that there exists a significant difference between adjusted mean scores of both groups

Estimated marginal means of the experimental and control groups are given in Table 18

**Table 18**

*Estimated Marginal Means of the Universal Human Values among Experimental and Control Groups*

Group code	Mean	SE	95% Confidence Interval	
			Lower	Upper
Experimental	165	0.880	163	166
Control	155	0.880	153	157

The adjusted mean post-test score for the experimental group (165) is higher than that of the control group (155). The confidence intervals do not overlap (Experimental: 163 – 166, Control: 153 – 157), providing further evidence that the difference between the two groups is statistically significant. This difference supports the earlier findings from the ANCOVA analysis, which showed a significant effect of the group code on the post-test scores.

In summary, the experimental intervention appears to have significantly improved the Universal Human Values of the students in the experimental group compared to those in the control group, as reflected in the higher adjusted mean post-test scores, which provides an indication of the variability of the mean estimate.

The adjusted mean post-test score for the experimental group is 165. The standard error of the mean is 0.8800, indicating the precision of the mean estimate. The mean ranges from 163 to 166, suggesting that we are 95% confident that the true mean lies within this range.

The adjusted mean post-test score for the control group is 155. The standard error of the mean is 0.8800. The mean ranges from 153 to 157, indicating that we are 95% confident that the true mean lies within this range.

The adjusted mean post-test score for the experimental group (165) is higher than that of the control group (155).

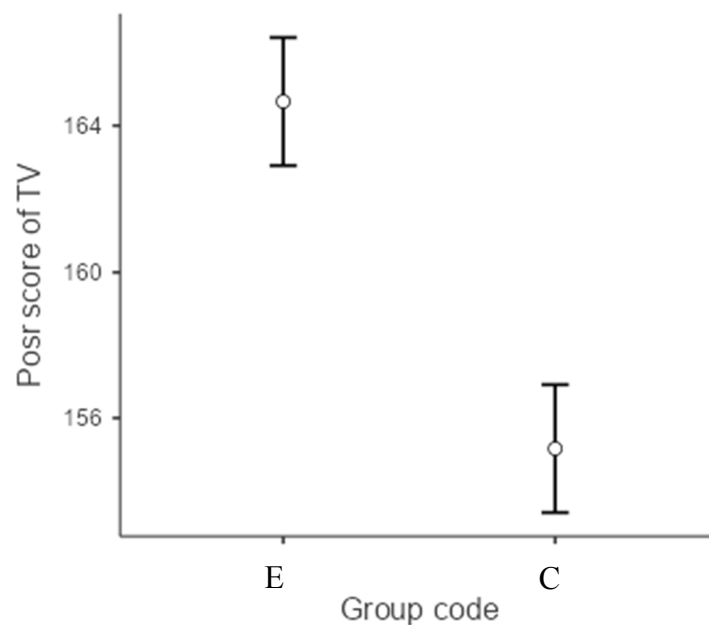
This difference supports the earlier findings from the ANCOVA analysis, which showed a significant effect of the group code on the post-test scores.

In summary, the experimental intervention appears to have significantly improved the Universal Human Values of the students in the experimental group compared to those in the control group, as reflected in the higher adjusted mean post-test scores. The estimated mean post score for control group is 155 the standard error of the mean is 0.880, which provides an indication of the variability of the mean estimate.

Adjusted mean scores of control group and experimental group by considering pre-test scores as covariate graphically represented in Figure 10.

**Figure 10**

*Graphical representation of the comparison of adjusted mean scores of Universal Human Values in the Control and Experimental group*



### **Effectiveness of Instructional Package on Soft Skills**

In this part the preliminary analysis of data and comparison of the results was done to know the Effectiveness of Instructional Package on Soft Skills in the following headings

- Preliminary analysis of pre-test mean scores on Soft Skills among higher secondary school students
- Preliminary analysis of post-test mean scores on Soft Skills among higher secondary school students
- Comparison of mean scores of pre-test on Soft skills of experimental and control groups
- Comparison of mean scores of post-test on soft skills of experimental and control groups
- Comparison of mean scores of pre-test and post-test on Soft skills of the control group
- Comparison of mean scores of pre-test and post-test on Soft skills of the experimental group
- Comparison of mean gain scores on Soft skills of experimental and control groups
- Comparison of mean scores on Soft skills of experimental and control groups with pre-test score on soft skills as covariates

Preliminary analysis of mean scores on Soft Skills among higher secondary school students

Descriptive statistical measures are used to describe characteristics of sample or population in totality. As initial step of analysis, the Mean, Median, Mode, Standard Deviation (SD), Skewness and Kurtosis were calculated for the collected data to ensure where the scores of variables are normally distributed. In order to know the basic properties of the test scores a preliminary analysis of the scores were done to see the nature of the data related to soft skills for the experimental group, control group and for the total sample. To Ensure equivalence of the groups before

treatment the variables were matched with regard to pre-test in soft skill. Analysis of covariance was used to equate the pre-experimental status of the treatment groups

In order to get a general picture about the groups, the obtained pre-test scores were analyzed using the statistical techniques such as: measures of Central Tendency (mean), measures of dispersion (SD) and measures of normality (Skewness and Kurtosis). Measures of central tendency and dispersion are used to estimate the distribution of scores which can then be used for further inferences about the data. It also denotes the characteristics of scores. The descriptive statistics of pre-test scores of soft skills are shown in Table.20

**Preliminary analysis of pre-test mean scores on Soft Skills among higher secondary school students**

Preliminary analysis of statistical constants of the pre-test mean scores on **Soft Skills** of higher secondary school students is given in Table 19.

**Table 19**

*Preliminary statistical constants of the pre-test scores on Soft Skills*

Statistic	Experimental Group	Control Group
Mean	167	165
Median	168	168
Mode	170	168
Standard deviation	10.8	10.8
Skewness	-0.916	-1.558
SE Skewness	0.319	0.319
Kurtosis	1.88	3.18
SE Kurtosis	0.628	0.628

Table 19 shows that Mean (167)median (168), mode (170) of pre-test scores of Experimental group and mean (165), median (168), and mode (168) are of pre-

test scores of Universal Human Values of control group are almost equal .. The means of both groups are close, indicating similar central tendencies. These values shows that two groups were did not differ much before the experimental treatment. Standard deviation of pre-test scores of Soft Skills of experimental group is 10.8 and standard deviation of pre-test scores of control group is also 10.8 and it. indicates moderately variability in the data. The indices of skewness (-0.916 , -1.558) skewed negatively in both group . .The kurtosis (0.628) of pre-test score of both groups indicates the distribution is leptokurtic. The experimental group and control group variability (SD) are same and control group is more platykurtic distribution. .

**Preliminary analysis of the Post-test scores on Soft Skills among higher secondary school students**

Preliminary statistical analysis of the post-test scores on **Soft Skills** of higher secondary school students is given in Table 20

**Table 20**

Preliminary statistical constants of the post-test scores on Soft Skills

Statistic	Experimental Group	Control Group
Mean	182	164
Median	180	167
Mode	185	170
Standard deviation	9.41	11.05
Skewness	-1.083	-1.083
SE Skewness	0.319	0.319
Kurtosis	0.958	2.427
SE Kurtosis	0.628	0.628

Table 20 shows that the mean scores obtained by the experimental group is 182 and that of the control group is of soft skills assessment test is 164. The median

value obtained for the experimental and control groups are 180,167 respectively. These values indicate that the post test scores of the experimental and control groups are greatly differ from each other. The mode value obtained for the experimental group is 185 and that of the control group is 170. This indicates the experimental group scored higher than the control group in the post test. Standard deviation (9.41) of experimental group and (11.05) in control group indicates a larger spread of data points around the mean in control group when compared to the experimental group.

The experimental group and control group are positively skewed. The kurtosis value for post test score of the experimental and control group indicate that the distribution is leptokurtic. The mean of experimental group is higher than the mean of control group. It indicates a potential shift in the data after conducting experiment.

**Comparison of the mean pre-test scores on Soft skill between control and experimental group**

Comparison of the mean pre-test scores on soft skill between control and experimental group is given in Table 21.

**Table 21**

*Comparison of the mean pre-test scores on soft skills between control and experimental group*

Group	N	Mean	SD	t-value	df	p-value
Experimental	56	167	10.8	1.04	110	0.299
Control	56	165	10.8			

Means of pre-test scores obtained for soft skill are 167 and 165 for experimental and control group respectively have only slight difference. The first objective of the present study is the analysis of the difference between the pre-test scores of soft skills among control and experimental groups. Before starting the experiment, an assessment of soft skill was administered by the investigator as pre-

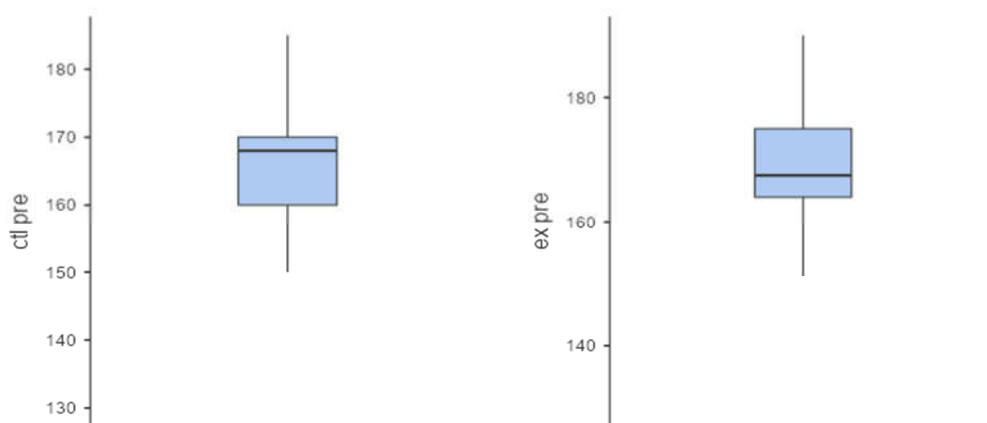
test of the student to test the pre-test scores of both groups. From the obtained pre-test scores mean, median standard deviation skewness and kurtosis were calculated in order to get a clear picture of the performance of both groups.

This means there is not enough evidence to suggest statistically significant difference between experimental and control group. The critical ratio estimated for the soft skills are less than the minimum value required for significance at 0.01 level (1.04). Hence the calculated value is less than the table value. So that the investigator accepted the null hypothesis, as there is no significant difference between mean scores of control group and experimental group. The result showed that the t-value of 1.04 suggests a relatively small difference between the control group and experimental group in terms of the pre-test scores.

The graphical representation of Pre-test scores of Experimental and Control Group of the variable Soft skill is given in Figure 11

**Figure 11**

*Graphical representations of Pre-test scores of Experimental and Control Group of the variable Soft skills*



**Comparison of the mean post-test scores on Soft skill between control and experimental group**

Comparison of the mean post-test scores on soft skill between control and experimental group is given in Table 22.

**Table 22**

*Comparison of the mean post-test scores on Soft skill between control and experimental groups*

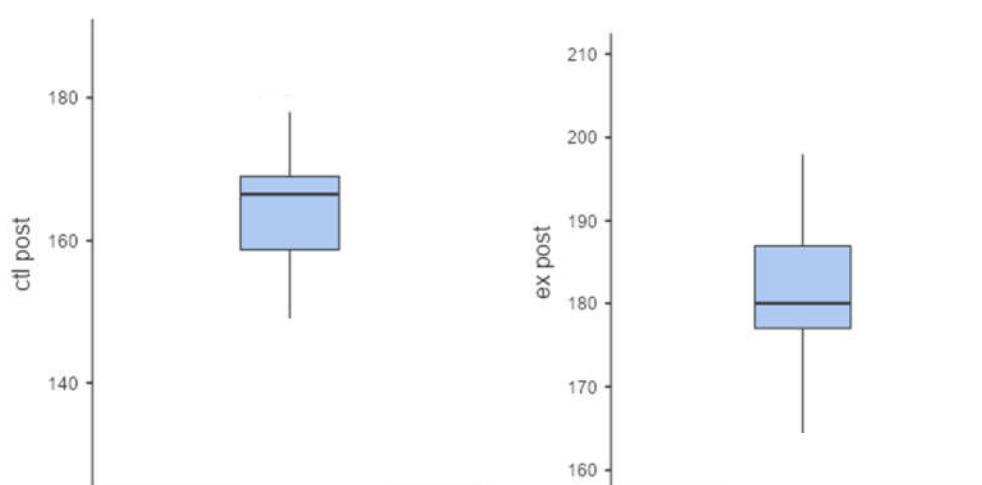
Group	N	Mean	SD	Df	t-value	p-value	Effect size
Experimental	56	182	9.41	110	9.05	< .001	Cohen's d = 1.71
Control	56	164	11.05				

From table 22 it is clear that the critical ratio for the post-test mean score of Soft skill is 9.05 for experimental and control groups. In this result the obtained t-value indicates a significant difference between the means of the two groups. This value is higher than the tabled value for significance at 0.05 levels. Therefore the post-test mean scores of soft skill of the experimental group (182) are higher than that of control group (164). There is statistically difference between the two groups in the post.

The graphical representations of post-test scores of Experimental and Control Group of the variable Soft skill are given in Figure 12.

**Figure 12**

*Graphical representation of post-tests scores of experimental and control group on Soft Skills among Higher Secondary School Students*



**Comparison of Mean Pre-test Scores and Mean Post-test scores of Soft Skills of Control Group**

The next objective of this study is to analyze the significant difference between pre-test scores and post-test scores of soft skills of control group. Both samples are same here after comparing both data here used paired sample t-test. The data were entered in Microsoft Excel and analysis was done in Jamovi 2.3.26. For this the results of comparison were recorded in the Table 23

**Table 23**

*Comparison of the mean scores on Soft skill of control group between pre-test and post-test*

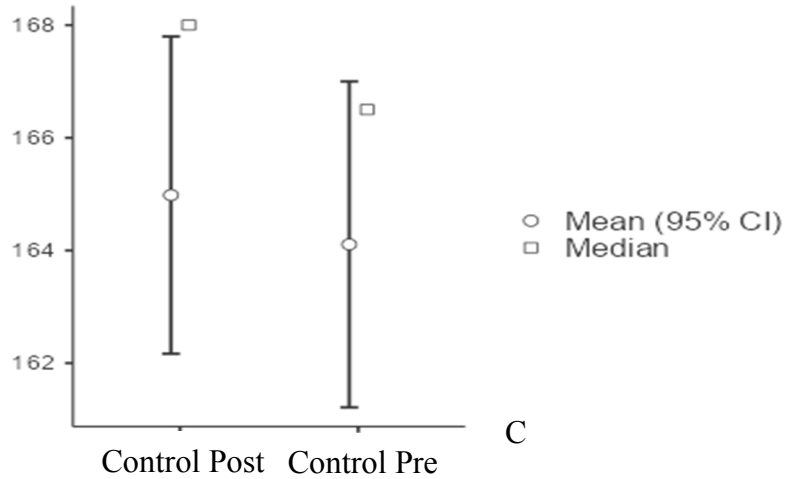
Test	N	Mean	SD	df	t-value	p-value
Pre-test	56	164	11.0	55	0.689	0.049
Post-test	56	165	10.8			

Table 23 Shows that the pre-test and post-test mean scores(164.165) shows only a slight change and standard deviation (11,10.8) indicate the slight dispersion from mean value in both groups of Soft Skills..There is no significance difference in the mean pre-test scores and mean post-test scores of control group. The obtained value of t'(0.69) is lower than the table value and is not significant at 0.05 level It means that there is no significant difference between the means of the pre-test and pot-test scores of soft skills among students in control group. , Thus the hypothesis stating that there is no significant difference in mean scores, pre-test and post-test of Soft Skills among the control group is accepted.

The graphical representations of comparison of pre-test and post-test scores of the Control group of the variable Soft skill are given in Figure 13.

**Figure 13**

*Graphical representation of the comparison of pre-test and post-test scores of the Control group on Soft Skills*



Thus the hypothesis stating that there is no significant difference in mean scores, pre-test and post-test of Universal Human Value among the control group is accepted

**Comparison of Mean Pre-test Scores and Mean Post-test Scores of Soft Skills of Experimental Group**

Comparison of the mean scores of experimental group on Soft skills between pre-test and post-test is given in Table 24

**Table 24**

*Comparison of the mean scores on Soft skills of experimental group between pre-test and post-test*

Test	N	Mean	SD	Df	t-value	p-value	Effect Size
Pre-test	56	167	10.81	55.0	12.0	<.001	Cohen's d = 1.60
Post-test	56	182	9.4				

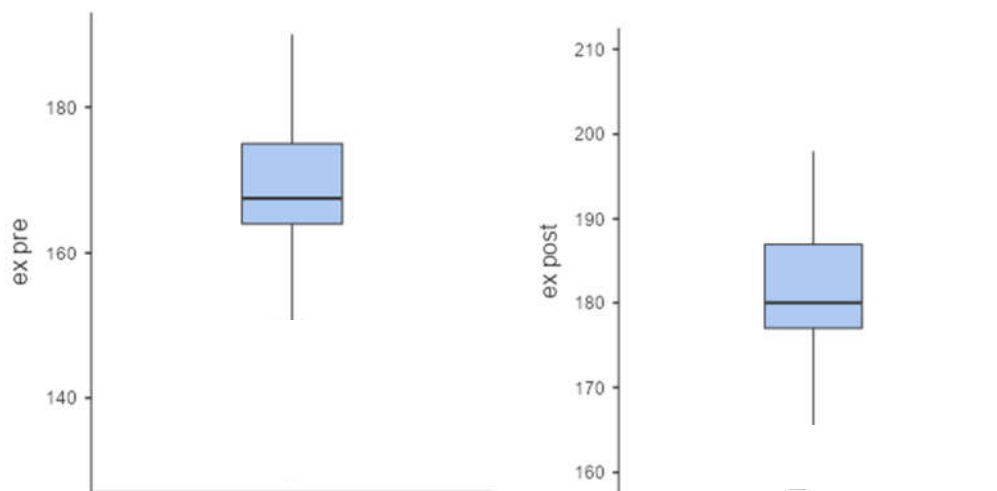
In the Table 24 shows that the “t” value is 12 indicate a significant difference between the means of the experimental group being compared. The results show that the difference is significant as he value is more than the table value. So there is a significant difference between pre-test and post-test scores of experimental group. .. That means the difference between the groups is substantial. The results show that the difference is statistically significant.

The mean pre-test score of experimental group is 156 and the mean post-test score of the experimental group is 166. By applying the Instructional Package intervention in the classroom found that there was a remarkable difference in mean score of experimental group. From the preliminary analysis of experimental groups pre-test mean scores and post-test scores there has great difference in post-test scores. So conclusions are that there exists a significant difference in post-test cores of experimental group than pre-test mean cores. . By providing Instructional Package in the classroom found that there was a great difference in mean scores of both tests.

The graphical representations of comparison of pre-test and post-test scores of the experimental group of the variable Soft skill are given in Figure 14

**Figure 14**

*Graphical representation of the comparison of mean pre-test and post-test scores of Soft skills in Experimental group*



### Comparison of Mean Gain Scores of Soft Skills of students in Control Group and Experimental Group

Comparison of Mean gain Scores of Soft skills in Control Group and Experimental Group is given in Table 25

**Table 25**

*Comparison of Mean gain Scores of Soft skills in Control Group and Experimental Group*

Group	N	Mean	SD	df	t-value	p-value	Effect Size
Experimental	56	14.70	9.66	110	10.0	<.001	Cohen's d = 1.89
Control	56	1.07	3.21				

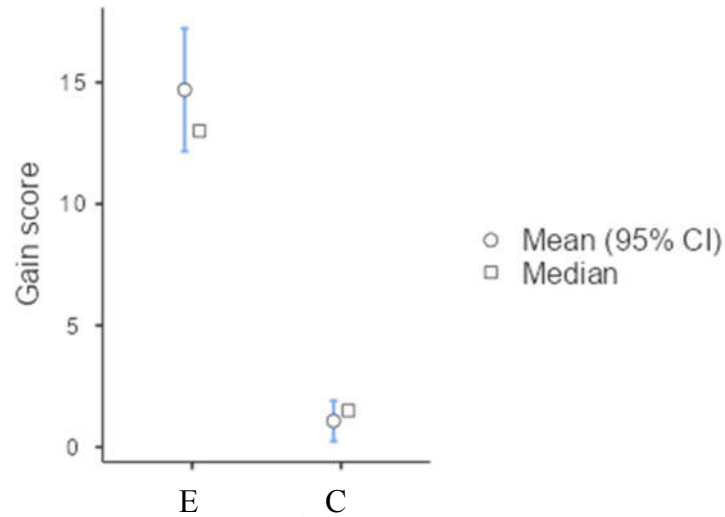
The table 25 showed that there is a significant difference in the mean gain scores of experimental group and control group. . After the comparison of mean gain scores of experimental group and control group got the result that (14.7 )and (1.07) respectively which shows there is a significant difference in the mean gain scores of control group and experimental group..The obtained value is significant at 0.001 leve[(t=10.; p< .0.01).

Cohen's is a widely used The effect size of 1.89 is considered to be very large because an effect size greater than 0.8 is considered as large and substantial difference. This indicates that the change from the post-test is not only statistically significant but also practically significant representing a substantial effect. The higher post-test scores obtained by students in the experimental group reveals that the Instructional Package is more effective in acquisition of Soft Skills when compared to control group, they didn't get any intervention program. This suggests that the difference in gain scores between the groups is a substantial difference.

Mean Gain scores of Soft Skills of Control and Experimental group graphically represented in Figure 15.

**Figure 15**

*Graphical representation of the comparison of mean gain scores of soft skills in the Control and Experimental group*



**Comparison of Adjusted Mean Post-test Scores of Soft Skills of students of Control Group and Experimental Group by considering Pre-test Scores as Covariate**

ANCOVA was used to compare the adjusted mean post-test scores of soft skills in control group and experimental group by considering pre-test scores as covariate.

**Table 26**

*ANCOVA – Post-test Score of Experimental and Control Groups of Soft Skills*

	Sum of Squares	Df	Mean Square	F	p	$\eta^2$
Group code	6416	1	6415.7	147	<.001	0.36
Pre score	6617	1	6616.8	152	<.001	0.37
Residuals	4760	109	43.7			

An analysis of covariance (ANCOVA) was performed to determine whether there was a significant difference in the post –test scores of Soft Skills between the experimental and control groups.. The covariate was the pre-test scores. Results revealed a significant main effect of group.  $F(1,109)=147.00, p<0.001, \eta^2 = .36$ . This indicates that after controlling the pre-test performance the experimental group performed significantly higher post-test scores in Soft Skills compared to control group. It indicates that 36 %of he variance in the post-test Soft Skills scores was happened by the treatment effect beyond the influence of pre-test scores.

**Table 27**

*Estimated Marginal Means*

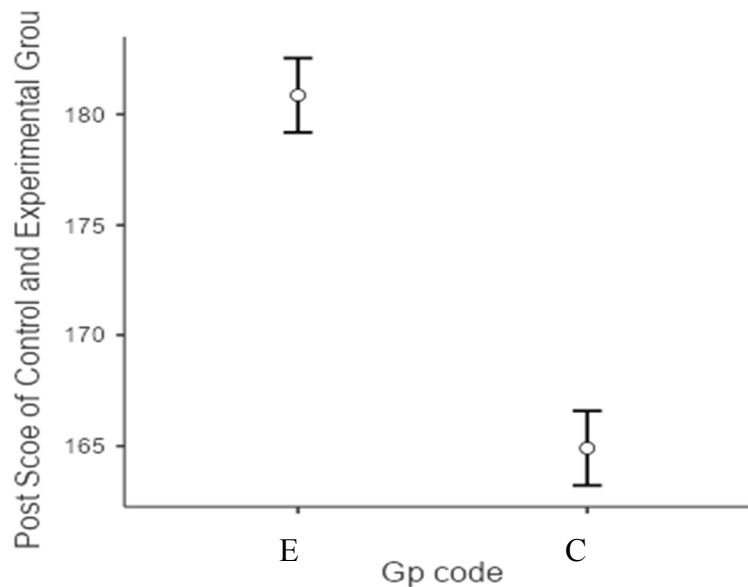
Group	Mean	SE	95% Confidence Interval	
			Lower	Upper
Experimental	181	0.846	179	183
Control	165	0.846	163	167

The adjusted mean post-test score for the experimental group (181) is higher than that of the control group (165).The confidence intervals do not overlap (Experimental: 179 – 183, Control: 163 – 167), providing further evidence that the difference between the two groups is statistically significant. This difference supports the earlier findings from the ANCOVA analysis, which showed a significant effect of the group code on the post-test scores. In summary, the experimental intervention appears to have significantly improved the soft skills of the students in the experimental group compared to those in the control group, as reflected in the higher adjusted mean post-test scores., Therefore it can be concluded that Instructional Package based Ashtanga Yoga is effective in enhancing Soft Skills of secondary school students when the total sample is considered. Therefore it can be concluded that Ashtanga Yoga Instructional Package is effective in enhancing the Soft Skills of higher secondary school students when the total sample is considered. Hence hypothesis VI was rejected.

Adjusted mean scores of control group and experimental group by considering pre-test scores as covariate graphically represented in Figure 16

**Figure 16**

*Graphical representation of the comparison of mean adjusted scores of soft skills in the Control and Experimental group*



### **Comparison of the mean scores of the components of Soft Skill between Experimental and Control Groups**

The components of the Soft Skills i.e. Awareness, Assertiveness, Empathy, Adaptability, Communication, Conflict Resolution and Leadership are compared between experimental and control groups in the pre-test and post-test and are presented in the following sub heads.

- Comparison of the mean scores of the components of Soft Skill – Awareness – between experimental and control groups
- Comparison of the mean scores of the components of Soft Skill – Assertive – between experimental and control groups
- Comparison of the mean scores of the components of Soft Skill – Adaptability – between experimental and control groups
- Comparison of the mean scores of the components of Soft Skill – Conflict Resolution – between experimental and control groups

- Comparison of the mean scores of the components of Soft Skill – Communication – between experimental and control groups
- Comparison of the mean scores of the components of Soft Skill – Empathy – between experimental and control groups
- Comparison of the mean scores of the components of Soft Skill – Awareness– between experimental and control groups

Comparison of the mean pre-test and post-test scores of the components of the Soft Skills – Awareness – between experimental and control groups was done using independent sample t-test and the results are given in Table 28.

**Table 28**

*Comparison of the mean scores of the components of the Soft Skills – Awareness – between experimental and control groups*

Test	Group	N	Mean	SD	Test-value	p-value
Pre-test	Experimental	56	14.2	1.68	1.476	0.143
	Control	56	13.7	2.13		
Post-test	Experimental	56	16.8	1.70	8.424	<.001
	Control	56	13.7	2.14		

**Pre-test:** In the case of pre-test, the Table 28 discloses that the mean score of the components of Soft Skill – Awareness– obtained for the experimental and control group are 14.2 and 13.7 respectively and standard deviation is 1.68 and 2.13. The t-value is 0.143 and p-value is 0.143, which is not significant at 0.05 levels. This indicates that students in both groups do not differ significantly in their pre-test scores. It can be concluded that there is no significant difference between the mean scores of experimental group and control group in their Awareness.

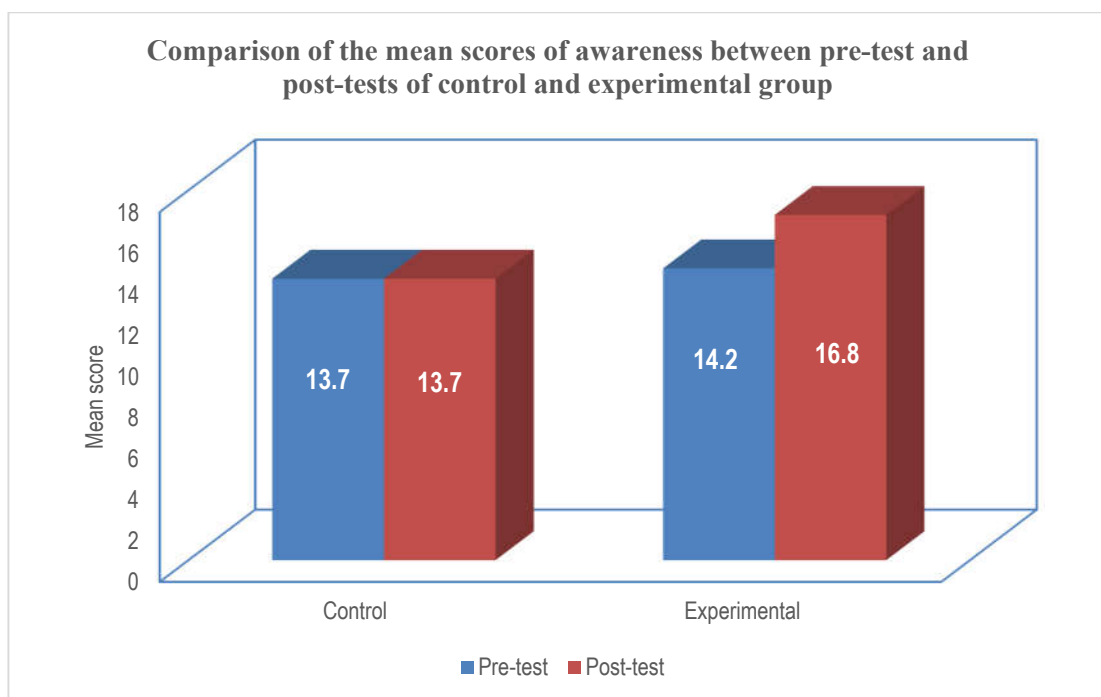
**Post-test:** In the case of post-test, the mean score obtained for the control group and experimental group are 13.7 and 16.8 with a standard deviation of 2.14 and 1.70

respectively. The mean score of Awareness for the experimental group is greater than the mean score of the control group in the post-test. This indicates that Awareness of experimental group is higher than the control group. The calculated t-value (8.424) is greater than the table value (1.96) and the p-value is less than 0.05 and it is significant at 0.05 levels. This shows that there is a significant difference in the mean scores of Awareness between experimental and control group after the experiment.

Graphical representation of the mean scores of awareness between the experimental and control group in pre-test and post-test is presented in figure 17.

**Figure 17**

*Graphical representation of the comparison of mean scores of Awareness between pre-test and post-test of Experimental and Control Groups*



### Comparison of the mean scores of the components of Soft skill – Assertive – between Experimental and Control Groups

Comparison of the mean pre-test and post-test scores of the components of the Soft Skills – **Assertive**– between experimental and control groups was done using independent sample t-test and the results are given in Table 29.

**Table 29**

*Comparison of the mean scores of the components of the Soft Skills – Assertive – between Experimental and Control groups*

Test	Group	N	Mean	SD	Test-value	p-value
Pre-test	Experimental	56	15.9	2.65	1.52	0.131
	Control	56	15.3	1.89		
Post-test	Experimental	56	17.7	2.60	5.68	<.001
	Control	56	15.3	1.82		

**Pre-test:** In the case of pre-test, the Table 29 discloses that the mean score of the components of soft skill – **Assertive**– obtained for the experimental and control group are 15.9 and 15.3 respectively and standard deviation are 2.65 and 1.89. The t-value is 1.520 and p-value is 0.131, which is not significant at 0.05 levels. This indicates that students in both groups do not differ significantly in their pre-test scores. It can be concluded that there is no significant difference between the mean scores of control group and experimental group in the mean score of **Assertive**.

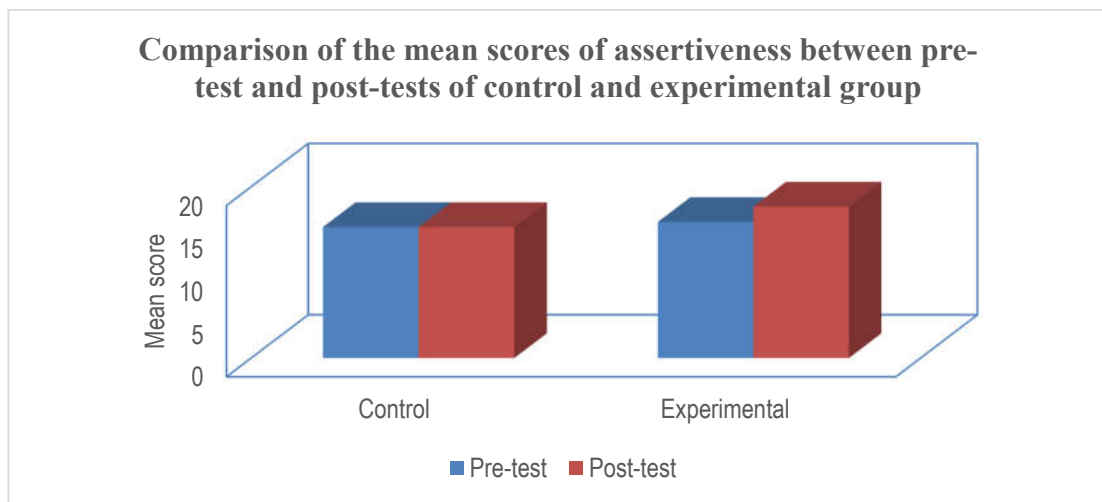
**Post-test:** In the case of post-test, the mean score obtained for the control group and experimental group are 15.3 and 17.7 with a standard deviation of 1.82 and 2.60 respectively. The mean score of **Assertive** for the experimental group is greater than the mean score of the control group in the post-test. This indicates that **Assertive score** of experimental group is higher than the control group. The calculated t-value (5.679) is greater than the table value (1.96) and the p-value is less than 0.05 and it

is significant at 0.05 levels. This shows that there is a significant difference in the mean scores of **Assertive** between experimental and control group after the experiment.

Graphical representation of the mean scores of Assertive between the experimental and control group in pre-test and post-test is presented in figure 18.

**Figure 18**

*Graphical representation of the comparison of mean scores of Assertiveness between pre-test and post-test of Experimental and Control Groups*



**Comparison of the mean scores of the components of Soft skill – Adaptability – between Experimental and Control Groups**

Comparison of the mean pre-test and post-test scores of the components of the Soft Skills – **Adaptability**– between experimental and control groups was done using independent sample t-test and the results are given in Table 30.

**Table 30**

*Comparison of the mean scores of the components of the Soft Skills – Adaptability – between Experimental and Control groups*

Test	Group	N	Mean	SD	Test-value	p-value
Pre-test	Experimental	56	31.5	3.65	1.86	0.065
	Control	56	30.3	3.12		
Post-test	Experimental	56	33.2	3.94	4.15	<.001
	Control	56	30.4	3.13		

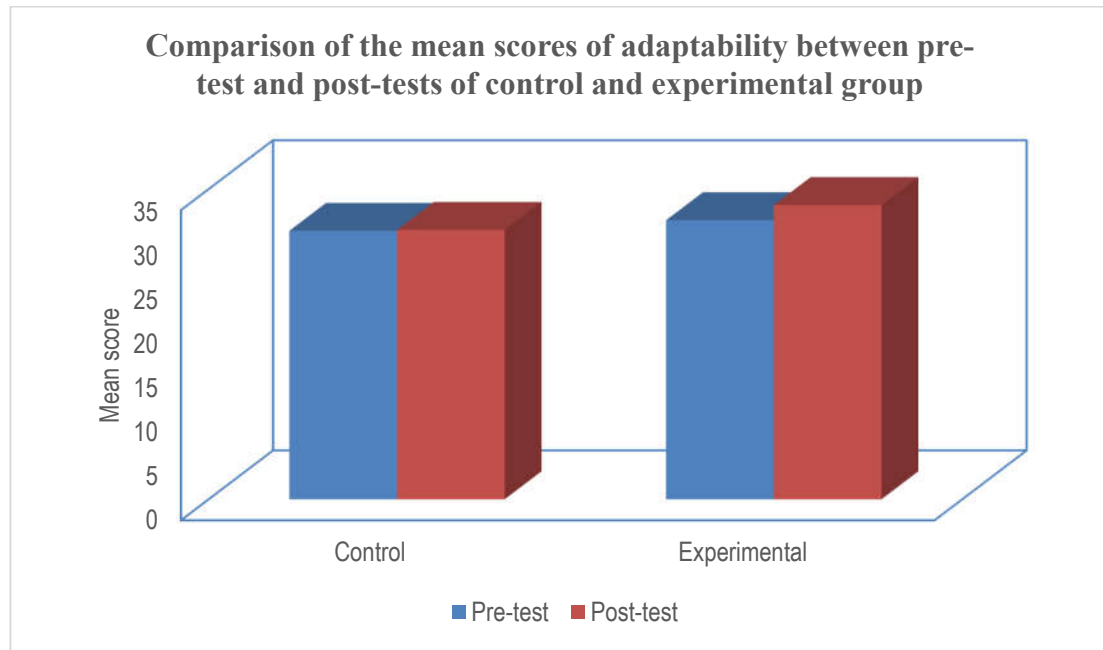
**Pre-test:** In the case of pre-test, the Table 30 discloses that the mean score of the components of Soft Skill – **Adaptability**– obtained for the experimental and control group are 31.5 and 30.3 respectively and standard deviation are 3.65 and 3.12. The t-value is 1.863 and p-value is 0.065, which is not significant at 0.05 levels. This indicates that students in both groups do not differ significantly in their pre-test scores. It can be concluded that there is no significant difference between the mean scores of control group and experimental group in their **Adaptability**.

**Post-test:** In the case of post-test, the mean score obtained for the control group and experimental group are 30.4 and 33.2 with a standard deviation of 3.13 and 3.94 respectively. The mean score of **Adaptability** for the experimental group is greater than the mean score of the control group in the post-test. This indicates that **Adaptability** of experimental group is higher than the control group. The calculated t-value (4.146) is greater than the table value (1.96) and the p-value is less than 0.05 and it is significant at 0.05 levels. This shows that there is a significant difference in the mean scores of **Adaptability** between experimental and control group after the experiment.

Graphical representation of the mean scores of **Adaptability** between the experimental and control group in pre-test and post-test is presented in figure 19.

**Figure 19**

*Graphical representation of the comparison of mean scores of Adaptability between pre-test and post-test of Experimental and Control Groups*



**Comparison of the mean scores of the components of Soft Skill – Conflict Resolution – between Experimental and Control groups**

Comparison of the mean pre-test and post-test scores of the components of the Soft Skills – **Conflict Resolution**– between Experimental and Control group was done using independent sample t-test and the results are given in Table 31.

**Table 31**

*Comparison of the mean scores of the components of the Soft Skills – Conflict Resolution – between Experimental and Control groups*

Test	Group	N	Mean	SD	Test-value	p-value
Pre-test	Experimental	56	25.0	5.51	-1.53	0.129
	Control	56	26.4	3.55		
Post-test	Experimental	56	27.0	5.54	0.60	0.556
	Control	56	26.5	3.52		

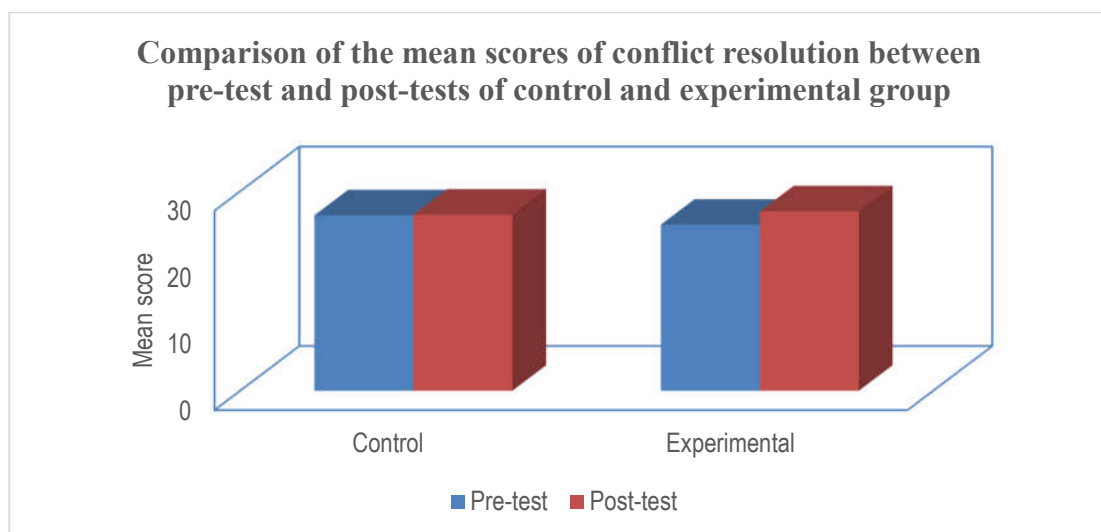
**Pre-test:** In the case of pre-test, the Table 31 discloses that the mean score of the components of Soft Skill – **Conflict Resolution**– obtained for the experimental and control group are 25.0 and 26.4 respectively and standard deviation is 5.51 and 3.55. The t-value is 1.529 and p-value is 0.129, which is not significant at 0.05 levels. This indicates that students in both groups do not differ significantly in their pre-test scores. It can be concluded that there is no significant difference between the mean scores of control group and experimental group in their **Conflict Resolution**.

**Post-test:** In the case of post-test, the mean score obtained for the control group and experimental group are 26.5 and 27.0 with a standard deviation of 3.52 and 5.54 respectively. The mean score of **Conflict Resolution** for the experimental group is greater than the mean score of the control group in the post-test. This indicates that **Conflict Resolution** of experimental group is slightly higher than the control group. The calculated t-value (0.590) is less than the table value (1.96) and the p-value is less than 0.556 and it is not significant at 0.05 levels. This shows that there is no significant difference in the mean scores of **Conflict Resolution** between experimental and control group after the experiment.

Graphical representation of the mean scores of **Conflict Resolution** between the experimental and control group in pre-test and post-test is presented in figure 20.

**Figure 20**

*Graphical representation of the comparison of mean scores of Conflict Resolution between pre-test and post-test of Experimental and Control Groups*



### Comparison of the mean scores of the components of Soft Skill – Communication – between Experimental and Control groups

Comparison of the mean pre-test and post-test scores of the components of the Soft Skills – **Communication**– between Experimental and Control Groups was done using independent sample t-test and the results are given in Table 32.

**Table 32**

*Comparison of the mean scores of the components of the Soft Skills – Communication – between Experimental and Control groups*

Test	Group	N	Mean	SD	Test-value	p-value
Pre-test	Experimental	56	17.0	2.41	1.47	0.145
	Control	56	16.5	1.64		
Post-test	Experimental	56	19.3	3.25	5.68	< .001
	Control	56	16.5	1.72		

**Pre-test:** In the case of pre-test, the Table 32 discloses that the mean score of the components of Soft Skill – **Communication**– obtained for the experimental and control group are 17.0 and 16.5 respectively and standard deviation are 2.41 and 1.64. The t-value is 1.466 and the p-value is 0.145, which is not significant at 0.05 level. This indicates that students in both groups do not differ significantly in their pre-test scores. It can be concluded that there is no significant difference between the mean scores of experimental and control groups in their **Communication**.

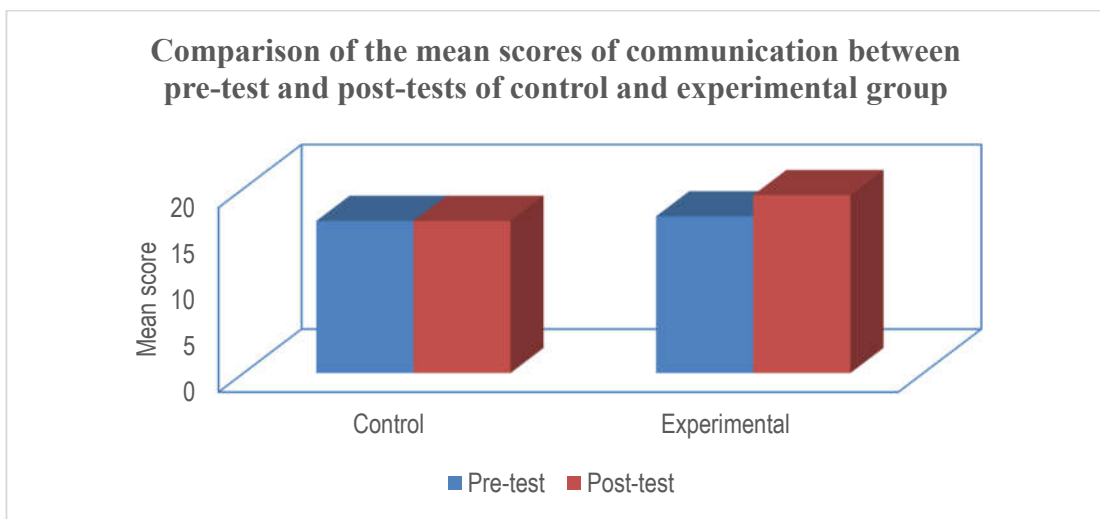
**Post-test:** In the case of post-test, the mean score obtained for the control group and experimental group are 16.5 and 19.3 with a standard deviation of 1.72 and 3.25 respectively. The mean score of **Communication** for the experimental group is greater than the mean score of the control group in the post-test. This indicates that **Communication** of experimental group is higher than the control group. The calculated t-value (5.676) is greater than the table value (1.96) and the p-value is less than 0.05 and it is significant at 0.05 levels. This shows that there is a

significant difference in the mean scores of **Communication** between experimental and control group after the experiment.

Graphical representation of the mean scores of **Communication** between the experimental and control group in pre-test and post-test is presented in figure 21.

**Figure 21**

*Graphical representation of the comparison of mean scores of Communication between pre-test and post-test of Experimental and Control Groups*



**Comparison of the mean scores of the components of Soft skill – Empathy – between Experimental and Control groups**

Comparison of the mean pre-test and post-test scores of the components of the Soft Skills – **Empathy**– between Experimental and Control Groups was done using independent sample t-test and the results are given in Table 33.

**Table 33**

*Comparison of the mean scores of the components of the Soft Skills – Empathy – between Experimental and Control groups*

Test	Group	N	Mean	SD	Test-value	p-value
Pre-test	Experimental	56	32.0	4.20	0.73	0.465
	Control	56	31.5	2.57		
Post-test	Experimental	56	33.6	3.41	3.79	<.001
	Control	56	31.4	2.62		

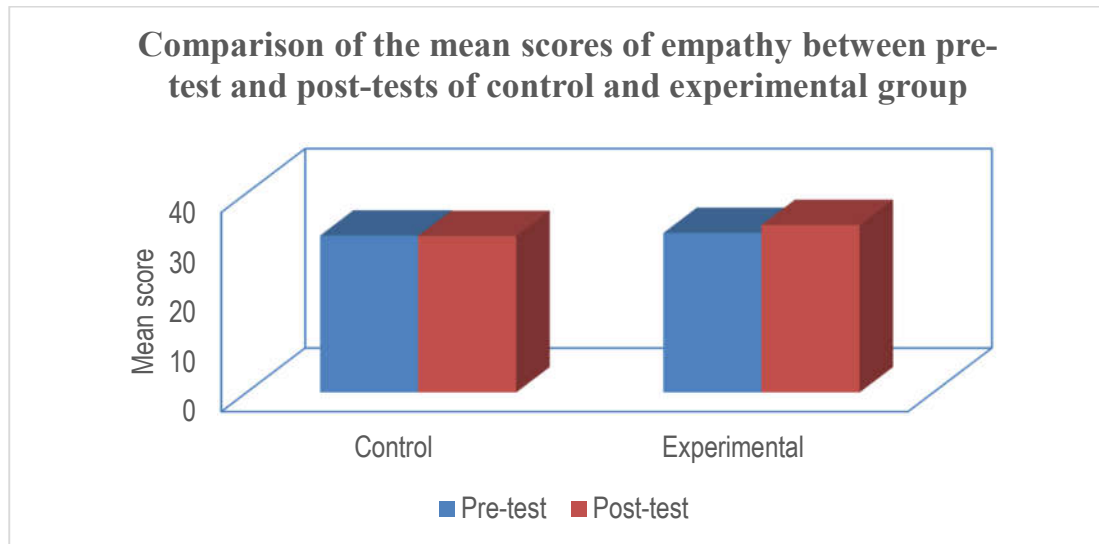
**Pre-test:** In the case of pre-test, the Table 33 discloses that the mean score of the components of Soft Skill – **Empathy**– obtained for the experimental and control group are 32.0 and 31.5 respectively and standard deviation are 4.20 and 2.57. The t-value is 0.733 and p-value is 0.465, which is not significant at 0.05 levels. This indicates that students in both groups do not differ significantly in their pre-test scores. It can be concluded that there is no significant difference between the mean scores of control group and experimental group in their **Empathy**.

**Post-test:** In the case of post-test, the mean score obtained for the experimental and control groups are 33.6 and 31.4 with a standard deviation of 3.41 and 2.62 respectively. The mean score of **Empathy** for the experimental group is greater than the mean score of the control group in the post-test. This indicates that **Empathy** of experimental group is higher than the control group. The calculated t-value (3.791) is greater than the table value (1.96) and the p-value is less than 0.05 and it is significant at 0.05 levels. This shows that there is a significant difference in the mean scores of **Empathy** between experimental and control group after the experiment.

Graphical representation of the mean scores of **Empathy** between the experimental and control group in pre-test and post-test is presented in figure 22.

**Figure 22**

*Graphical representation of the comparison of mean scores of Empathy between pre-test and post-test of Experimental and Control Groups*



**Comparison of the mean scores of the components of Soft Skill – Leadership – between Experimental and Control groups**

Comparison of the mean pre-test and post-test scores of the components of the Soft Skills – **Leadership**– between experimental and control groups was done using independent sample t-test and the results are given in Table 34.

**Table 34**

*Comparison of the mean scores of the components of the Soft Skill – Leadership – between Experimental and Control groups*

Test	Group	N	Mean	SD	Test-value	p-value
Pre-test	Experimental	56	32.0	4.66	0.88	0.384
	Control	56	31.4	3.47		
Post-test	Experimental	56	34.2	4.04	3.97	< .001
	Control	56	31.4	3.52		

**Pre-test:** In the case of pre-test, the Table 34 discloses that the mean score of the components of soft skill – **Leadership**– obtained for the experimental and control

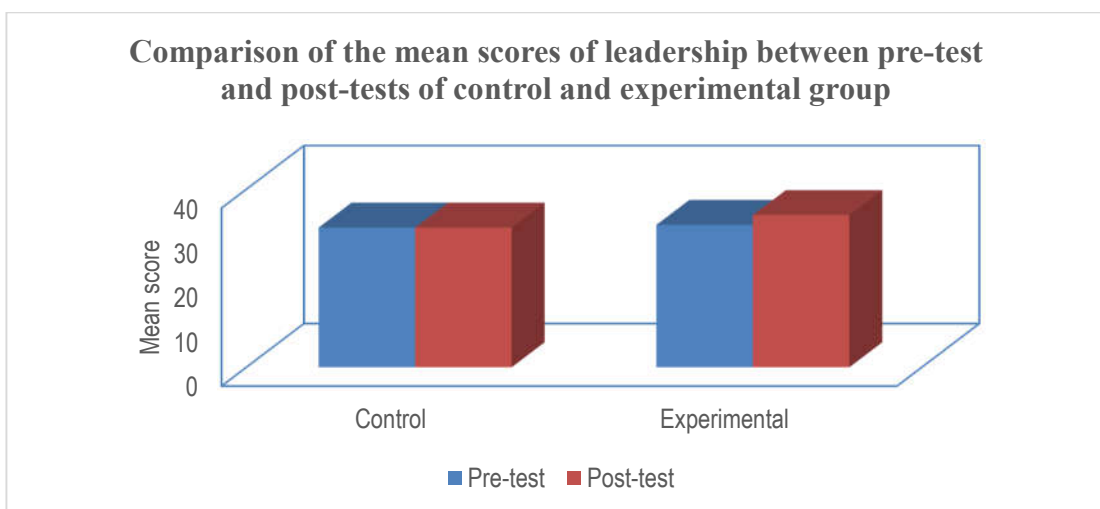
group are 32.0 and 31.4 respectively and standard deviation are 4.66 and 3.47. The t-value is 0.875 and p-value is 0.384, which is not significant at 0.05 levels. This indicates that students in both groups do not differ significantly in their pre-test scores. It can be concluded that there is no significant difference between the mean scores of experimental group and control group.in their **Leadership**.

**Post-test:** In the case of post-test, the mean score obtained for the experimental group and control group are 34.2 and 31.4 with a standard deviation of 4.04 and 3.52 respectively. The mean score of **Leadership** for the experimental group is greater than the mean score of the control group in the post-test. This indicates that **Leadership** of experimental group is higher than the control group. The calculated t-value (3.966) is greater than the table value (1.96) and the p-value is less than 0.05 and it is significant at 0.05 levels. This shows that there is a significant difference in the mean scores of **Leadership** between experimental and control group after the experiment.

Graphical representation of the mean scores of **Leadership** between the experimental and control group in pre-test and post-test is presented in figure 23.

**Figure 23**

*Graphical representation of the comparison of mean scores of Leadership between pre-test and post-test of Experimental and Control group*



## **Tenability of Hypotheses**

### **Hypothesis 1**

**H<sub>0</sub>:** There exists no significant difference in mean pre-test score on Universal Human Values between experimental group and control group.

The mean scores of the initial level of Universal Human Values (pre-test) in experimental and control groups were compared using a two-tailed test of significance of difference between means for large independent groups. The obtained value of 't' for the difference between mean scores of experimental and control group is (1.15) which is not significance at 0.05 level, so the data does not provide sufficient evidence to reject the null hypothesis. It means there is no difference between the mean pre-test scores of experimental and control groups before experiment. Hence the hypothesis stated that 'There exists no significant difference in mean pre-test score on Universal Human Values between control group and experimental group' is accepted.

### **Hypothesis 2**

**H<sub>0</sub>:** There exists no significant difference in mean post-test scores on Universal Human Values between experimental group and control group.

Result reveals that the post-test mean scores of Universal Human Values of the experimental group (173) are higher than that of control group (154). The obtained t-value (4.24) indicates a significant difference between the means of the two groups. This value is higher than the tabled value and significant at 0.01 levels. Hence the hypothesis stated that 'There exists no significant difference in mean post-test scores on Universal Human Values between control group and experimental group' is rejected.

### **Hypothesis 3**

**H<sub>0</sub>:** There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values.

The result showed that, there is no significant difference between pre-test scores and post-test mean scores of Universal Human Values in control group. Result reveals that the pre test means score 152 and post test mean score 154 have not much difference in mean scores. Since the calculated t-value (1.58) is less than the critical value, the researcher fails to reject the null hypothesis. This indicates that there is no significant difference between the paired sample tests of control group. This means that the null hypothesis stated that ‘There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values’ is accepted.

#### **Hypothesis 4**

**H<sub>0</sub>:** There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values.

The calculated t-value of 11.4 indicates a significant difference between the means of the pre-test and post-test scores of Universal Human Values in the experimental group being compared. The results show that the difference is statistically significant. The mean score values (156, 166) also indicate the difference between pre-test and post-test .Hence, hypothesis stated that ‘There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values’ is rejected.

#### **Hypothesis 5**

**H<sub>0</sub>:** There exists no significant difference between gain scores of experimental group and control group on Universal Human Values.

There is significant difference in the mean gain scores of control group and experimental group. The obtained t-value is (7.95) and the value is significant at < 0.001 levels. So the null hypothesis stated that ‘There exists no significant difference between gain scores of control group and experimental group on Universal Human Values’ is rejected.

### **Hypothesis 6**

**H0:** There exists no significant difference between adjusted post-test scores on Universal Human Values between experimental group and control group by considering pre-test as covariate.

By comparing adjusted mean scores of control group and experimental group concluded that there exists a significant difference between adjusted mean scores of both groups. The ANCOVA results revealed that the pre scores and the group code have a significant effect on post-test scores. The lower p-value ( $< 0.001$ ) for experimental group and control group pre scores and the group codes indicate that the effect is statistically significant. Therefore there are significant differences in the post-test scores of the experimental group and control group to the pre-test scores. Hence the hypothesis stated that 'There exists no significant difference between adjusted post-test scores on Universal Human Values between control group and experimental group by considering pre-test as covariate' is rejected. . The effect size of the co-variate is ( $\eta^2 = 0.226$ ) (pre test scores). It suggests that the remaining 59% of the remaining variance in the dependent variable is uniquely explained by the pre-test scores. That means the pre test scores have large practical effect on post test scores as it means the covariate is successfully reducing error variance .and makes the test of the group effect is more powerful.

### **Hypothesis 7**

**H0:** There exists no significant difference in mean pre-test scores on Soft Skill between experimental group and control group.

The result showed that the t-value of 1.04 suggests a relatively small difference between the control group and experimental group in terms of the pre-test scores of Soft Skills. The mean score values (165,167) of control and experimental group also shows the same result.. Hence the hypothesis stated that 'There exists no significant difference in mean pre-test scores on soft skill between control group and experimental group' is accepted.

### **Hypothesis 8**

**H<sub>0</sub>:** There exists no significant difference in mean post-test scores on soft skill between experimental group and control group.

From the analysis it is clear that the critical ratio for the post-test mean score of Soft skill is 9.05 for experimental and control groups. In this result the obtained t-value indicates a significant difference between the means between experimental and control groups. . Therefore the post-test mean scores of soft skill of the experimental group (182) are higher than that of control group (164). There is statistically difference between the two groups Hence the hypothesis stated that ‘There exists no significant difference in mean post-test scores on soft skill between control group and experimental group’ is rejected.

### **Hypothesis 9**

**H<sub>0</sub>:** There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skills.

It is revealed that post-test scores of Soft Skills value is not significantly higher than the pre-test score of Soft Skills. The calculated “t” value is (0.69). It means that there is no significant difference between the means of the pre-test and post-test scores of Soft Skills among students in control group. The mean scores in the pre-test is 165 and post-test is 164 also reveals that the difference is very low in both test. Hence the hypothesis stated that ‘There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skills ’ is accepted.

### **Hypothesis 10**

**H<sub>0</sub>:** There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skills and its components.

The hypothesis stated that there is no significant difference between mean scores pre-test and post-test of soft skill in experimental group. The t-test shows a significant difference ( $t = 12$ ) in the pre-test and post-test scores of soft skill in the

experimental group. The mean scores of pre-test and post-test scores were (167, 182) It also indicate the difference is high in post-test while comparing with pre-test..Hence, the hypothesis stated that ‘There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skills ’ is rejected.

### **Hypothesis 11**

**H0:** There exists no significant difference between the gain scores of experimental group and control group on Soft Skills.

There is a significant difference in the mean gain scores of Soft Skills between control group and experimental group. The obtained t-value is 10.0 is significant at 0.001 level ( $t=10.0$ ;  $p < 0.01$ ) of significance. Hence the hypothesis stated that ‘There exists no significant difference between the gain scores of control group and experimental group on Soft Skills’ is rejected.

### **Hypothesis 12**

**H0:** There exists no significant difference between adjusted post-test scores on Soft Skills between experimental group and control group and by considering pre-test score as covariate.

ANCOVA was used to compare the adjusted mean post-test scores of Soft Skills in control group and experimental group by considering pre-test scores as covariate. The F value for the group effect was highly significant ( $p < 0.001$ ). This indicates a significant difference in the adjusted post-test scores of Soft Skills between the experimental and control groups after considering the pre-test scores. Additionally, the pre -test scores had a meaningful impact on the post-test scores, with an effect size ( $\eta^2 = 0.597$ ) indicating that initial Universal Human Values levels were important predictors of the outcomes. Therefore there are significant differences in the post-test scores of the experimental group and control group to the pre-test scores. Hence the hypothesis stated that ‘There exists no significant difference between adjusted post-test scores on Soft Skills between control group and experimental group by considering pre-test score as covariate’ is

rejected. Overall, the model explains a significant portion of the variance in post-test scores, highlighting the effectiveness of the experimental intervention

he adjusted mean post-test score for the experimental group (172) is higher than that of the control group (155). The confidence intervals do not overlap (Experimental: 170 – 175, Control: 152 – 157), providing further evidence that the difference between the two groups is statistically significant. This difference supports the earlier findings from the ANCOVA analysis, which showed a significant effect of the group code on the post-test scores.

Consolidated result of the tenability of the hypothesis set based on the objectives of the study is presented in Table 37.

**Table 37**

*Consolidated result of the tenability of the hypothesis*

No	Hypothesis	Tenability
1	There exists no significant difference in mean pre-test score on Universal Human Values between experimental group and control group.	Accepted
2	There exists no significant difference in mean post-test scores on Universal Human Values between experimental group and control group.	Rejected
3	There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values.	Accepted
4	There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values.	Rejected
5	There exists no significant difference between gain scores of experimental group and control group on Universal Human Values.	Rejected
6	There exists no significant difference between adjusted post-test scores on Universal Human Values between experimental group and control group by considering pre-test as covariate.	Rejected
7	There exists no significant difference in mean pre-test scores on Soft Skill between experimental group and control group.	Accepted
8	There exists no significant difference in mean post-test scores on Soft Skill between experimental group and control group.	Rejected

9	There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skill.	Accepted
10	There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skill.	Rejected
11	There exists no significant difference between the gain scores of control group and experimental group on Soft Skills .	Rejected
12	There exists no significant difference between adjusted post-test scores on Soft Skills between control group and experimental group by considering pre-test score as covariate.	Rejected

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### **Conclusion**

In the statistical analysis, attempts between the experimental group and control group revealed that there is slightly significant difference between the pre-test scores in Soft Skill and slightly difference in scores of Universal Human Value. It indicates that both groups are homogeneous in nature. But there is significant difference in post-test. From this, it can be concluded that the developed Instructional Package is very effective for Highr Secondary School students for improving their Universal Human Values and also helps to enhance Soft Skills among higher secondary school students.

## Chapter 5

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# SUMMARY, FINDINGS AND CONCLUSION

- 
- *Study in Retrospect*
  - *Re-statement of the problem*
  - *Variables of the study*
  - *Objectives of the study*
  - *Hypotheses of the study*
  - *Methodology*
  - *Major findings of the study*
  - *Tenability of the hypotheses*
  - *Conclusion*
-



This chapter deals with an overview of completed work and significant findings of the research, major implications of the study.

### **Study in Retrospect**

The study was investigated to find the effectiveness of an Instructional Package based on Ashtanga Yoga on Universal Human Values and Soft Skills. Then the study was entitled “Development of an Instructional Package for the Promotion of Universal Values and Soft Skills among Higher Secondary School Students”

An appropriate learning environment with friendly social and peaceful atmosphere can be promoted through Instructional Package. The investigator envisaged that some knowledge related with Universal Human Values and Soft Skills subject through Instructional Package of Higher Secondary School Students in Secondary level could motivate the students to inculcate values and Soft Skills .

This chapter deals with the following sections.

- Re-statement of the Problem
- Variables of the Study
- Objectives of the Study
- Hypotheses of the Study
- Methodology
- Major findings of the Study
- Tenability of the hypotheses
- Conclusion

This chapter is intended to make sense of the comprehensive information to study the ‘Development of an Instructional Package for the promotion of Universal Human Values and Soft Skills among Higher Secondary School Students’. The Universal Human Value Assessment Test and Soft Skills Assessment Test were

prepared by the investigator with help of supervising teacher and tested. The result of the statistical analysis of the data shows that learning through Instructional Package based on Ashtanga Yoga enhances the Universal human value and soft skill.

### **Restatement of the Problem**

The present study was an attempt to examine whether Soft Skill and Universal Human Value of students develop, by practicing Instructional Package adopted in regular classroom without disturbing much the organizational set up of the school. Hence the present study was executed in the context of selected topics in Patanjali Yoga Sutra, especially related with *Ashtanga* Yoga in this Instructional Package and compared with another class as control group. The investigator explored the patanjali yoga sutra and focused on *ashtangayoga* and western humanistic psychology to inculcate the Universal Human Values and selected Soft Skills. So the Instructional Package, hence liked to entitled as “**Development of an Instructional Package for the Promotion of Universal Human Values and Soft Skills among Higher Secondary School students**”

### **Variables in the Study**

#### ***Independent Variable of the study***

The independent variable of the study was “Instructional Package.”

#### ***Dependent Variable of the study***

Dependent variables of the study were Universal Human Values and Soft Skills.

### **Objectives of the Study**

The following are the objectives of the present research study entitled as “Development of an Instructional Package for the promotion of Universal Human Values and Soft Skills among higher secondary school students”.

***Major Objectives of the study***

- To develop an Instructional Package for enhancing Universal Human Values and Soft Skills among higher secondary school students.
- To find out the effectiveness of the Instructional Package on promotion of Universal Human Values among higher secondary school students.
- To find out the effectiveness of Instructional Package on promotion of Soft Skills and its components viz
  - a) Awareness,
  - b) Assertiveness
  - c) Adaptability
  - d) Conflict resolution
  - e) Communication
  - e)Empathy,
  - f) Leadership among higher secondary school students

**Specific Objectives**

1. To compare the mean pre-test scores on Universal Human Values between experimental group and control group.
2. To compare the mean post-test scores on Universal Human Values between experimental group and control group.
3. To compare the mean scores on Universal Human Values of control group between pre-test and post-test.
4. To compare the mean scores on Universal Human Values of experimental group between pre-test and post-test.
5. To compare the mean gain scores on Universal Human Values between experimental and control groups
6. To compare the adjusted post-test scores in Universal Human Values between experimental and control groups by considering the pre-test scores as covariate.
7. To examine whether any significant difference exist between soft skills mean scores of the experimental group and control group in terms of pre-test scores.

8. To examine whether any significant difference exist between soft skills mean scores of the experimental group and control group in terms of post-test scores.
9. To examine whether any significant difference exists between the pre-test and post-test mean scores of the control group.
10. To examine whether any significant difference exists between the pre-test and post-test scores of the experimental group.
11. To examine whether any significant difference exists between the gain scores and its components of the experimental and control groups regarding the Soft Skills Assessment Test
12. To compare whether there is any significant difference between the experimental and control groups, adjusted mean post-test scores by considering pre-test scores as a covariate.

#### **Hypotheses of the study**

13. There exists no significant difference in mean pre-test score on Universal Human Values between experimental group and control group.
14. There exists no significant difference in mean post-test scores on Universal Human Values between experimental group and control group.
15. There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values.
16. There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values.
17. There exists no significant difference between gain scores of experimental group and control group on Universal Human Values.
18. There exists no significant difference between adjusted post-test scores on Universal Human Values between experimental group and control group by considering pre-test as covariate.
19. There is no significant difference between the soft skill mean scores of the experimental and control group in terms of pre-test..

20. There exists no significant difference in mean post-test scores on soft skill between experimental group and control group.
21. There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skills.
22. There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skills and its components.
23. There exists no significant difference between the gain scores of experimental group and control group on Soft Skills.
24. There exists no significant difference between adjusted post-test scores on Soft Skills between experimental group and control group and by considering pre-test score as covariate.

### **Methodology**

The methodology used for the study is to develop an Instructional Package and to test the effectiveness of Instructional Package for inculcating Universal Human Values and Soft Skills

Pre-test- post-test non-equivalent group design from the Quasi-Experimental study was used for the study

O1 X O2

.....

O3 C O4

O1 and O3 represent the Pre-tests

O2 and O4 represent the Post-tests

X represents the treatment given for experimental group

C represents the treatment given for control group

The investigator had adopted the “pre-test, post-test, quasi experimental equivalent group design” Sample comprised of 56 higher secondary school students. Two Classes each from the two classes was selected as experimental group and control group. The content for the Instructional Package were suitably prepared to investigate the effectiveness of the package to experimental group comprised of 56 students and no intervention programme for control group of 56 students ..

There are mainly three stages in the study, they are given below

1. Pre Active Stage
2. Active Stage
3. Post Active Stage

#### ***Pre Active Stage***

This stage is the first stage of the methodology. Researcher identified and reviewed various theories related to Ashtanga Yoga and Humanistic Psychology to develop values and Soft Skills Qualitative content analysis of Patanjali Yoga Sutra, Psycho social moral development theories and Soft Skills like social skills and personal skills related reference materials helped to identify suitable contents for package preparation.

#### ***Active Stage***

This is the second level of experimental procedure. This stage consisted of tool preparation and standardization. Universal Human Value Assessment Test and Soft Skill Assessment Test were prepared and standardize Instructional Package and tools used for the present investigation. Instructional Package consist of forty sessions were prepared by using Instructional Package used for experimental treatment.

### ***Post Active Stage***

The Universal Human Valus Assessment Test consisting of 50 multiple choice items was used as pre-test. The same test was used as post-test. Multiple choice test was used in the case of Universal Human Value Assessment Test conducted as pre-test and post-test. Soft Skill Assessment Test consisting of 48 multiple choice items were used as pre test. Then the same test was used as post-test

Procedure adopted for data collecting were as follows.

- Administration of pre-test - Before the treatment, pre-test was administered to experimental group and control group.
- Treatment – After selection of the topics for treatment instructional material and tools were prepared experimental group was taught through The Instructional Package, and no intervention program for control group.
- Administration of post-test - Post-test was given to two groups immediately after the treatment

### ***Sample of the study***

The researcher selected two intact class groups from one aided school in Palakkad district for the study. The investigator selected total of 112 students for experiment and was selected higher secondary school, Keralassery, Palakkad for the study. Fifty six (56) students were in the experimental group, and fifty six (56) students were in the control group. To avoid experiment's practical difficulty, researcher selected 12th class from one school for experimental group and another batch class for control group from same school.

### **Tools used for the Study**

- Instructional Package (Baby&Kumar-2022)
- Universal Human Values Assessment Test (Baby &Kumar – (2022)
- Soft Skills Assessment Test (Baby & Kumar- 2022)

### **Statistical Techniques used for the Study**

The entire processing was done by Jamovi, is a software package used for logical batched and non-batched statistical analysis. The statistical techniques used for the analysis of data were

#### ***Preliminary analysis***

- Test of significance of difference between means
- Analysis of covariance (ANCOVA)
- Estimation of Effect size, Cohen's d

### **Major Findings of the Study**

Major findings of the study are briefed in this session. The following are the major findings of the study.

#### **Effectiveness of Instructional Package**

The study reveals that has significant role on enhancing Universal Human Values that related with *yama* and *niyama* principles social ethics and personal ethics such as truth, non violence, non-stealing, non-holding, austerity, as social ethics and contentment, cleanliness, tapas, self-study and surrender to universal power as personal ethics.

#### **Major Findings of Experimentation**

The summarised data of findings based on the effectiveness of Instructional Package on enhancing the Universal Human Values and Soft Skills were as follows.

#### **Effectiveness of Instructional Package on Universal Human Values**

Study discloses that the mean obtained from the pre-test scores on Universal Human Values of experimental groups and control group were 152 and 156 respectively. There is no significant difference in mean pre-test scores of Universal

Human Value between experimental and control group before the experiment since the obtained t-value (1.15) is less than the table value at 0.05 levels.

Post-test mean scores of Universal Human Values of the experimental group (166) are higher than that of control group (154). It is clear that the critical ratio for the post-test mean score of Universal Human Value is 4.24 for experimental and control groups. In this result the obtained t-value indicates a significant difference between the means of the two groups.

The mean of pre-test scores of Universal Human Value of control group is 152 and the mean post-test scores of control group is that 154. Since the calculated t value (1.58) is less than the critical value, there is no significant difference in the pre-test scores and post-test scores of control group.

The mean pre-test scores of experimental group is 166 and the mean post-test scores of the control group is 156. The t-value of 11.4 indicates a significant difference between the means of the experimental group and control group being compared.

Comparison of mean gain scores of experimental group and control group, obtained result that 10.6 and 1.00 respectively which shows there is significance difference in the mean gain scores of experimental group and control group, i.e. the difference is 9.6. The calculated t value is 7.95 which is greater than the table value.

The experimental intervention appears to have significantly improved the Universal Human Values of the students in the experimental group compared to those in the control group.

It can be concluded that Instructional Package based on *Ashtanga* Yoga is effective in enhancing the Universal Human Values among higher secondary school students.

### **Effectiveness of Instructional Package on Soft Skills**

Means of pre-test scores obtained for soft skill are 167 and 165 for experimental and control group respectively. The result showed that the t-value of

1.04 suggests a relatively small difference between the experimental group and control group in terms of the soft skill pre-test scores. There is no difference between the mean pre-test scores of experimental group and control group in soft skills before experiment.

The post-test mean scores of soft skill of the experimental group (182) are higher than that of control group (164). The obtained t-value ( $t=9.05$ ,  $p<0.01$ ) indicates a significant difference between the means of the two groups.

The mean obtained from the pre-test scores of soft skill of control and that of post-test scores are 164 and 165 respectively. The obtained t-value for the difference between mean scores of pre-test and post-test of control group is 0.69. It is revealed that post-test scores of Soft skills is not significantly higher than the pre-test score of Soft skills.

The mean of the pre-test scores of experimental group is 167 and the mean scores of the post-test of scores of the experimental group is that 182. Paired sample t-test gives the result that table value of 12.0 at degrees of freedom 55. The result got reaching the result that there is a significant difference between pre-test scores and post-test scores of experimental group.

Considering the soft skills, there is a significant difference in the mean gain scores of experimental group and control group. After the comparison of mean gain scores of experimental group and control group got the result that 14.7 and 1.07 respectively which shows there is a significant difference in the mean gain scores of experimental group. And control group i.e., the difference is 13.63. The t value is 10.0 which are greater than the table value.

The F-value for the group effect was 177 which is highly significant ( $p<.001$ ). This indicates a significant difference in the adjusted post-test scores of soft skills between the control and experimental groups after considering the pre-test scores.

It can be concluded that the Instructional Package is effective in enhancing SoftSkills among higher secondary school students

Comparison of the mean scores of the components of Soft skill between control and experimental group

In the pre-test, mean score of the components of soft skill – **Awareness**– obtained for the experimental and control group are 14.2 and 13.7 respectively. There is no significant difference between the mean scores of control group and experimental group in their **awareness**.

In the case of post-test, the mean score obtained for the control group and experimental group are 13.7 and 16.8 with a standard deviation of 2.14 and 1.70 respectively. The mean score of **Awareness**for the experimental group is greater than the mean score of the control group in the post-test. This indicates that **Awareness**of experimental group is higher than the control group.

In the case of pre-test, the Table 4.22 discloses that the mean score of the components of soft skill – **Assertive**– obtained for the experimental and control group are 15.9 and 15.3 respectively. There is no significant difference between the mean scores of control group and experimental group in the mean score of **Assertive**.

In the case of post-test, the mean score obtained for the control group and experimental group are 17.7 and 15.3 respectively. The mean score of **Assertive** for the experimental group is higher than the control group. There is a significant difference in the mean scores of **Assertive** between experimental and control group after the experiment.

In the case of pre-test, mean score of the components of soft skill – **Adaptability**– obtained for the experimental and control group are 31.5 and 30.3 respectively. There is no significant difference between the mean scores of control group and experimental group in their **Adaptability**.

In the case of post-test, the mean score obtained for Adaptability for the control group and experimental group are 30.4 and 33.2 respectively. There is a significant difference in the mean scores of **Adaptability** between experimental and control group after the experiment.

In the case of pre-test, there is no significant difference between the mean scores of control group and experimental group in their **Conflict Resolution**.

In the case of post-test, there is no significant difference in the mean scores of **Conflict Resolution** between experimental and control group after the experiment.

In the case of pre-test, mean score of the components of soft skill – **Communication**– obtained for the experimental and control group are 17.0 and 16.5 respectively. There is no significant difference between the mean scores of control group and experimental group in their **Communication**.

In the case of post-test, the mean score obtained for the control group and experimental group are 16.5 and 19.3 respectively. **Communication** of experimental group is higher than the control group. This shows that there is a significant difference in the mean scores of **Communication** between experimental and control group after the experiment.

In the case of pre-test, there is no significant difference between the mean scores of control group and experimental group in their **Empathy**.

In the case of post-test, the mean score obtained for the control group and experimental group are 31.4 and 33.6 respectively. **Empathy** of experimental group is higher than the control group.

In the case of pre-test, there is no significant difference between the mean scores of control group and experimental group in their **Leadership**.

In the case of post-test, the mean score obtained for the control group and experimental group are 31.4 and 34.2 respectively. **Leadership** of experimental group is higher than the control group. This shows that there is a significant

difference in the mean scores of **Leadership** between experimental and control group after the experiment.

### **Tenability of hypotheses**

#### **Hypothesis 1**

**H0:** There exists no significant difference in mean pre-test score on Universal Human Values between experimental group and control group.

The mean scores of the initial level of Universal Human Values (pre-test) in experimental and control groups were compared using a two-tailed test of significance of difference between means for large independent groups. The obtained value of 't' for the difference between mean scores of experimental and control group is (1.15) which is not significance at 0.05 level, so the data does not provide sufficient evidence to reject the null hypothesis. It means there is no difference between the mean pre-test scores of experimental and control groups before experiment. Hence the hypothesis stated that 'There exists no significant difference in mean pre-test score on Universal Human Values between control group and experimental group' is accepted.

#### **Hypothesis 2**

**H0:** There exists no significant difference in mean post-test scores on Universal Human Values between experimental group and control group.

Result reveals that the post-test mean scores of Universal Human Values of the experimental group (173) are higher than that of control group (154). The obtained t-value (4.24) indicates a significant difference between the means of the two groups. This value is higher than the tabled value and significant at 0.01 levels. Hence the hypothesis stated that 'There exists no significant difference in mean post-test scores on Universal Human Values between control group and experimental group' is rejected.

#### **Hypothesis 3**

**H0:** There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values.

The result showed that, there is no significant difference between pre-test scores and post-test mean scores of Universal Human Values in control group. Result reveals that the pre test means score 152 and post test mean score 154 have not much difference in mean scores. Since the calculated t-value (1.58) is less than the critical value, the researcher fails to reject the null hypothesis. This indicates that there is no significant difference between the paired sample tests of control group. This means that the null hypothesis stated that ‘There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values’ is accepted.

#### **Hypothesis 4**

**H0:** There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values.

The calculated t-value of 11.4 indicates a significant difference between the means of the pre-test and post-test scores of Universal Human Values in the experimental group being compared. The results show that the difference is statistically significant. The mean score values (156,166) also indicate the difference between pre-test and post-test .Hence, hypothesis stated that ‘There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values’ is rejected.

#### **Hypothesis 5**

**H0:** There exists no significant difference between gain scores of experimental group and control group on Universal Human Values.

There is significant difference in the mean gain scores of control group and experimental group. The obtained t-value is (7.95) and the value is significant at < 0.001 levels. So the null hypothesis stated that ‘There exists no significant difference

between gain scores of control group and experimental group on Universal Human Values' is rejected.

### **Hypothesis 6**

**H0:** There exists no significant difference between adjusted post-test scores on Universal Human Values between experimental group and control group by considering pre-test as covariate.

By comparing adjusted mean scores of control group and experimental group concluded that there exists a significant difference between adjusted mean scores of both groups. The ANCOVA results revealed that the pre scores and the group code have a significant effect on post-test scores. The lower p-value ( $< 0.001$ ) for experimental group and control group pre scores and the group codes indicate that the effect is statistically significant. Therefore there are significant differences in the post-test scores of the experimental group and control group to the pre-test scores. Hence the hypothesis stated that 'There exists no significant difference between adjusted post-test scores on Universal Human Values between control group and experimental group by considering pre-test as covariate' is rejected.

### **Hypothesis 7**

**H0:** There exists no significant difference in mean pre-test scores on Soft Skill between experimental group and control group.

The result showed that the t-value of 1.04 suggests a relatively small difference between the control group and experimental group in terms of the pre-test scores of Soft Skills. The mean score values (165,167) of control and experimental group also shows the same result.. Hence the hypothesis stated that 'There exists no significant difference in mean pre-test scores on soft skill between control group and experimental group' is accepted.

### **Hypothesis 8**

**H0:** There exists no significant difference in mean post-test scores on soft skill between experimental group and control group.

From the analysis it is clear that the critical ratio for the post-test mean score of Soft skill is 9.05 for experimental and control groups. In this result the obtained t-value indicates a significant difference between the means between experimental and control groups. . Therefore the post-test mean scores of soft skill of the experimental group (182) are higher than that of control group (164). There is statistically difference between the two groups Hence the hypothesis stated that ‘There exists no significant difference in mean post-test scores on soft skill between control group and experimental group’ is rejected.

### **Hypothesis 9**

**H<sub>0</sub>:** There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skills.

It is revealed that post-test scores of Soft Skills value is not significantly higher than the pre-test score of Soft Skills. The calculated “t” value is (0.69). It means that there is no significant difference between the means of the pre-test and post-test scores of Soft Skills among students in control group. The mean scores in the pre-test is 165 and post-test is 164 also reveals that the difference is very low in both test. Hence the hypothesis stated that ‘There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skills ’ is accepted.

### **Hypothesis 10**

**H<sub>0</sub>:** There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skills and its components.

The hypothesis stated that there is no significant difference between mean scores pre-test and post-test of soft skill in experimental group. The t-test shows a significant difference ( $t = 12$ ) in the pre-test and post-test scores of soft skill in the experimental group. The mean scores of pre-test and post-test scores were (167, 182) It also indicate the difference is high in post-test while comparing with pre-test..Hence, the hypothesis stated that ‘There exists no significant difference

between mean score of pre-test and post-test of the experimental group on Soft Skills ' is rejected.

### **Hypothesis 11**

**H0:** There exists no significant difference between the gain scores of experimental group and control group on Soft Skills.

There is a significant difference in the mean gain scores of Soft Skills between control group and experimental group. The obtained t-value is 10.0 is significant at 0.001 level ( $t=10.0$ ;  $p < 0.01$ ) of significance. Hence the hypothesis stated that ' There exists no significant difference between the gain scores of control group and experimental group on Soft Skills' is rejected.

### **Hypothesis 12**

**H0:** There exists no significant difference between adjusted post-test scores on Soft Skills between experimental group and control group and by considering pre-test score as covariate.

ANCOVA was used to compare the adjusted mean post-test scores of Soft Skills in control group and experimental group by considering pre-test scores as covariate. The F value for the group effect was highly significant ( $p < 0.001$ ). This indicates a significant difference in the adjusted post-test scores of Soft Skills between the experimental and control groups after considering the pre-test scores. Therefore there are significant differences in the post-test scores of the experimental group and control group to the pre-test scores. Hence the hypothesis stated that 'There exists no significant difference between adjusted post-test scores on Soft Skills between control group and experimental group by considering pre-test score as covariate' is rejected.

Consolidated result of the tenability of the hypothesis set based on the objectives of the study is presented in Table 37.

**Table 37**

*Consolidated result of the tenability of the hypothesis*

No	Hypothesis	Tenability
1	There exists no significant difference in mean pre-test score on Universal Human Values between experimental group and control group.	Accepted
2	There exists no significant difference in mean post-test scores on Universal Human Values between experimental group and control group.	Rejected
3	There exists no significant difference between mean score of pre-test and post-test of the control group on Universal Human Values.	Accepted
4	There exists no significant difference between mean score of pre-test and post-test of the experimental group on Universal Human Values.	Rejected
5	There exists no significant difference between gain scores of experimental group and control group on Universal Human Values.	Rejected
6	There exists no significant difference between adjusted post-test scores on Universal Human Values between experimental group and control group by considering pre-test as covariate.	Rejected
7	There exists no significant difference in mean pre-test scores on Soft Skill between experimental group and control group.	Accepted
8	There exists no significant difference in mean post-test scores on Soft Skill between experimental group and control group.	Rejected
9	There exists no significant difference between mean score of pre-test and post-test of the control group on Soft Skill.	Accepted
10	There exists no significant difference between mean score of pre-test and post-test of the experimental group on Soft Skill.	Rejected
11	There exists no significant difference between the gain scores of control group and experimental group on Soft Skills .	Rejected
12	There exists no significant difference between adjusted post-test scores on Soft Skills between control group and experimental group by considering pre-test score as covariate.	Rejected

## Conclusion

. The characteristics of this process are clarity of thought, the ability to arrive at logical conclusions, the ability to handle abstract ideas and the capacity to The major objective of the proposed study was to find out the Effectiveness of an Instructional Package for the promotion of Universal Human Values and Soft Skills among Higher Secondary School Students. The result of the study revealed that students who were taught with Instructional Package obtained higher score in Universal Human Values and soft skills. The high score in post-test of Universal Human Values and Soft Skills can be result of active participation of students in learning process and has a significant and large effect among higher secondary school students. Soft skill and Universal Human Values are important in school levels because it is associated with many academic and career opportunities and analyze facts systematically (NCF, 2005).

One of the observations on school education is that the performance of the higher secondary school students in soft skill and universal human values is not up to the mark. For the proper development of universal human value education the method adopted to teach and its effectiveness in achievement must be taken into account. Learning of Soft Skill and Universal Human Values can be made easier and enjoyable through the coordinated efforts of teachers, students, parents, educational researches, and psychologist. In the present scenario there is a movement for recognizing the need for inventing and investigating new models for teaching *yama niyama* principle based instructional package.

The Instructional Package method enables a less experienced learner to acquire knowledge and skills under the guidance of an expert. In this model knowledgeable teachers provide model demonstrations, coaching and corrections as well as personal bond with the learners that motivate them to study. Learning along with an experienced master leads them to learn different skills and knowledge. Thus Instructional Package focuses on the process of learning and on developing more skills

The Instructional Package educational techniques support teachers to implement classroom techniques supporting students' growth both socially and academically. This research has revealed how this Instructional Package enhances Soft Skills and Universal Human Values. This study concludes that the Instructional Package would be helpful for the teachers to create an atmosphere in classroom leading to effective learning. The glimpse of Instructional Package method will open up new vistas to discover the undiscovered facts, bringing a transition in the whole education system.

This package is considered as the mile stone of the study. This package includes both ancient and modern philosophy and psychological principles and integrated different approaches, techniques, design and strategies. This package is effective to implement if the trainer success to creates a readiness among the students. The intended package is a very unique tool to inculcate Universal Human Values and Soft Skills among adolescents.

## Chapter 6

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# RECOMMENDATIONS OF THE STUDY

- 
- *Educational Implications in General Context*
  - *Specific Educational Implications -Based upon based results*
  - *Obtained Results*
  - *Suggestions for Further Research*
-



The present study is an attempt to develop and find out the effect of Instructional Package based on *Ashtanga* yoga, practice and wisdoms, especially how to follow *yama* and *niyama* principles in life with continuous practice, and how humanistic psychology theories of moral development help to inculcate the Universal Human Values and Soft Skills among students. This chapter depicts the recommendations of the study for the trainers, academic community, teachers of all types of education institutions dealing with all types of learners, and for parents who intend to inculcate values among children. The developed package is a design of learning by which children catch Soft Skills unknowingly, rather than the teachers teach them. But the facilitator should have intention to inculcate the values and Soft Skills through keen observation and sincere approach about 40 days.

The study mainly focused on the higher secondary school students to promote their Soft Skills and human values. The researcher explored the *Patanjali* Yoga Sutra the best psychology source of western philosophy and eastern psychologist's perspectives to develop Soft Skills and Universal Human Values among Higher secondary school students. The results and findings in the chapter 4 and 5 substantiate the hypotheses of the study and thus the researcher reached into certain conclusions. The, educational implications, specific educational implication based on the results, in general context, and recommendations for further research related to the study is given in detail in the following sessions of this chapter.

### **Educational implication in general**

Following are the educational implications derived from the study in general context.

- Learning process must provide chances for repeated practice which in turn helps students to register and retain the information for a long time.
- Considering different factors in a classroom, teachers should experiment innovative instructional procedures which presents learning as a process that is as natural and realistic as possible.

- The package prepared with fully developed modules that can be used by all teachers as a scheme of work and a self-learning material as well as an orienting curricular model.
- Teachers can prepare lesson manuscript on the basis of the scheme provided in the package. The benefits of the package were that manifest immediately in the practical life students that, intellectual thinking about the wisdom or knowledge.
- This package enhances self-esteem, confidence, and courage commitment among students and thus builds up social relationship with self-respect.
- From the results of the study, it can be understood that if students are provided with an opportunity to enjoy learning through creative activities.
- This package creates a platform to learn and grow in a manner as natural as possible, without any insistence, and students can catch the real knowledge of ancient wisdom.
- In the present study while preparing Design of the package Backward Design Model do implemented. From the result it can be assumed that the first attempt to engage students to focus on learning outcomes over content teaching output ensured students achieve specific goal and systematic academic intervention through the Backward design model can be considered as an effective means to reach the students to achieve their goal without compulsion. Incorporate soft skills and values in the activities into curricular and co curricular activities help students to face the reality of life as a challenge and can overcome easily with flexibility and autonomy.
- The package prepared by using the Theme Centered Interaction Approach which helped students understand new knowledge by integrating cognitive, emotional and social aspects of learning. This helped them to score more in academic achievement also. This approach helped to foster a sense of community and sense of co-operation among students. it makes their

learning more meaningful.. The tasks selected for the activities also helped to develop their social skills such as leadership, empathy, conflict resolution, communication assertive and adaptability. Students enjoyed the learning experience finding it more meaningful than mechanical study.

- The 5 E Model Lesson Manuscripts provided remarkable result to finish the class systematically and meaningfully within prescribed stipulated period. The first phase Engage phase helped to capture the attention and interest making them curious about the topic .Students were more motivated and enthusiastic about learning .In the next stage of Explore, the students develop deeper understanding with inquisitive question answer sessions about .complex concepts. In remaining phases of explanation and Elaboration stage students tried to connect with concepts and ideas.
- In the present study, new activities were introduced to students with the help of stories, case studies, ppt sharing, and games, all these can be considered as an effective medium which arouse interest among learners. The psychology integration also helped to arouse their curiosity about the miracle of mind and to think about self. Through the help of humanistic psychology it was easy to connect with Patanjali's Yoga Sutras, and Ashtanga Yoga .through which learnt how to manage emotion.

During the period of intervention program of Instructional Package realized that a few students do not ready to accept anything from the campus, only obeying their own thoughts about life. So this incident leads to conduct one to one counselling to students. These programs help them to make remarkable changes in their thoughts. One to one counselling is compulsory for students of adolescent period .

### **Results of the study**

Today students are facing lot of challenges in school atmosphere. The importances of inculcating values and Soft Skills among adolescents are essential to lead stress life and to reduce the violence in society. Even with the recognized

importance of developing universal values and Soft Skills, adolescents in today's education and school system still face several challenges.

**Competition and academic pressure:** can hinder their ability to focus on developing essential values and skills beyond academics. This can leave some adolescents feeling disengaged and unable to fully develop their potential in areas like Soft Skills and values development. Schools may face limitations in resources and trained personnel dedicated specifically to promoting Universal Human Values and Soft Skills Development. This can create a gap between the need and its effective implementation within the existing educational structure.

Another problem is **imbalance between standardized testing and holistic development:** This can lead to a curriculum that prioritizes rote learning over critical thinking, communication, and collaboration. This requires dedicated planned effort, innovative approaches to ensure effective implementation. Despite these challenges, it's important to acknowledge the ongoing efforts in many schools to address these issues. Implementing strategies like social work, learning journal writing for reflection, rubrics formative assessment, incorporating social-emotional learning programs, and providing opportunities for community engagement can help bridge the gap and create a more holistic educational experience for adolescents.

The main results and findings are

- Proper reinforcement and motivation have to be provided in between every academic transaction which in turn provides better results for students. So throughout the classroom the facilitator creates a reinforcement and inspiring situation to finish their target.
- The activities included in the package can be made use by parents to understand different strategies to develop skills among their children.
- Learning process must provide chances for generalization in daily life which in turn helps student to register and retain the information for a long time.

- From the results, it can be assumed that systematic academic intervention through inspiring activities can be considered as an effective means to enhance the performance of students in all fields.
- Students have to be provided with opportunities to practice the skill repeatedly in daily life. Opportunities to generalize the learnt skill have to be provided to children.
- Most of the skills taught using the newly developed package showed better result in the daily routine work and all academic and non-academic activities.
- It can be proved as one of the important educational implications that soft skill and values also has to be given equal importance along with academics.
- Teachers must focus on providing different opportunities for students to practice the processes in their life as a whole.
- The Instructional Package is elaborate with modules can be used by all teachers and inclusive teachers as a scheme of work as an orienting curricular model.
- In this study the researcher identified the need and significance of Universal Human Values and Soft Skills development in adolescent through the education period. The selected Universal Human Values are based on the ten principles of *ashtanga* yoga sutra that mean *yama* and *niyama* principles. These are the foundation for ethical conduct: values like honesty, respect, and empathy form the basis for ethical decision-making and responsible behavior – qualities needed for adolescents to navigate complex life situations and become well-rounded individuals. Apart from personal development promoting positive social interactions: fostering mutual understanding, empathy tolerance, and appreciation for diversity, fostering positive interactions within communities and preparing adolescents to function effectively in a globalized world are also have great importance.

The promotion of Soft Skill also has significant importance in this period to keep on happiness and peace of mind. Adaptability, conflict resolution, effective communication, building self-awareness and assertiveness and empathy are essential for a holistic development of a child.

The significance of integrating values and Soft Skills are

**Holistic development:** Combining Universal Human Values and Soft Skills education creates a holistic learning environment that fosters not just academic knowledge but also responsible and well-rounded individuals.

Next factor is **preparing for future success:** By equipping adolescents with both hard and soft skillets, education prepares them to thrive in the 21st-century workplace, where collaboration, communication, and critical thinking are increasingly valued.

Third factor is **Building a better future:** When adolescents develop strong Universal Human Values and Soft Skills , they become responsible and contributing members of society, ultimately contributing to a more peaceful and prosperous future for all.

In conclusion, integrating the development of Universal Human Values and Soft Skills into education is crucial for nurturing well-rounded individuals who can contribute positively to themselves, their communities, and the world at large.

Apart from *Patanjali* Yoga Sutra, the ancient psychology the researcher selected modern theory of developing values such as Maslow's need theory, Carl Rogers's moral development theory, Kohlberg's psycho social moral development theory and Eric burn s Transactional analysis theory to develop their moral values Soft Skills and interpersonal relationship.

## Recommendations

### Potential Benefits

**Universal Human Values:** The Yoga Sutras emphasize principles like *ahimsa* (non-violence), *satya* (truthfulness), *asteya* (non-stealing), *brahmacharya* (continence),

and *aparigraha* (non-possessiveness). These values can resonate with individuals across cultures and religions, promoting ethical conduct and positive social interactions.

**Mind-body connection:** The Sutras offer practices like asana (physical postures) and pranayama (breath control) that can help children to cultivate self-awareness, stress management, and emotional regulation, all of which are crucial Soft Skills .

**Focus and concentration:** Yoga practices can enhance focus and concentration, which can benefit students in their academic pursuits and overall well-being.

**Effectiveness:**

The effectiveness of incorporating the Yoga Sutras in schools is difficult to definitively determine due to several factors:

**Limited research:** While some studies suggest potential benefits of yoga in schools, specifically regarding stress reduction and improved well-being, research on the direct application of the Yoga Sutras in this context is limited.

**Implementation variations:** The effectiveness would depend heavily on how the Sutras are presented and integrated into the curriculum. A sensitive, well-designed approach focusing on Universal Human Values and transferable skills is likely to be more successful than one solely focused on religious or philosophical aspect.

### **Suggestions for Further Research**

No research can say any final word on a problem because it is very difficult for a researcher to touch all the complex aspects of a problem that demands probing. In the light of findings and conclusions of the study, the present study brings to light a number of new areas to be studied by future researchers for a more complete picture of the study. Based on the result obtained from the present study some of the practical suggestions offered will be helpful to teacher to apply in classroom teaching. The major findings of the present study helped the investigator to frame some learning measures to improve the Universal Human Values and Soft Skills

among higher secondary school students. The possibility of further research based on the findings of the present study is given below.

- Replication of the study can be done using a state wide sample with a different experimental design.
- The study can be extended and incorporated into other subjects like physics, chemistry, social science etc.
- The experimental study can be replicated to test the effect by employing different samples from various stages of education ranging from secondary to post graduate level
- The study can be extended to find the effect of Instructional Package on student's interest, attitude, anxiety, and special ability.
- A similar study can be conducted for special children
- An investigation into different methods of teaching various concepts in Instructional Package to the teachers in schools can be conducted.
- A similar study can be conducted among the students of arts and science colleges and other professional institutions.
- The time provided to conduct the Intervention can be reschedule as one week or 7 Days 5 hours program in each day; 10 Days 3 and half program in each day or as per convenient
- From this study can explore three areas for further research ,backward design model Theme centered approach and 5 E model combination in different academic subjects
- .There is scope for make experiments by using IKS to inculcate values and soft skills along with academic achievement
- The study can be extended to university level, and for policy makers , educationalists teachers and for all stakeholders

## Conclusion

While the Yoga Sutras offer valuable insights into values and self-development practices, incorporating them directly into schools requires careful consideration of potential benefits and drawbacks. Ultimately; the decision of whether or not to integrate elements of the Yoga Sutras into schools should be made by individual communities based on their specific needs, cultural context, and available resources.

Soft Skills and Universal Human Values are important in school levels because it is associated with many academic and career opportunities. This subject is the basis for scientific, industrial and technological advancement of much country. The characteristics of this process are clarity of thought, the ability to arrive at logical conclusions, the ability to handle abstract ideas and the capacity to analyze facts systematically (NCF, 2005).

One of the observations on school education is that the performance of the higher secondary school students in Soft Skills and Universal Human Values are not up to the mark. For the proper development of values in education, the method adopted to teach and its effectiveness in achievement must be taken into account. Learning of soft skill and values can be made easier and enjoyable through the coordinated efforts of teacher's students, parents, educational researches, psychologist and biologist.

In our present scenario there is a movement for recognizing the need for inventing and investigating new models for teaching *yama niyama* and *Ashtanga* Yoga through Instructional Package.

The Instructional Package enables a less experienced learner to acquire knowledge and skills under the guidance of an expert. In this model knowledgeable teachers provide model. Demonstrations, coaching and corrections as well as personal bond with the learners that motivates them to study. Learning along with an experienced master leads them to learn different skills and knowledge. Thus

Instructional Package based on Ashtanga yoga practice and principles focuses on the process of learning and on developing more skills.

The researches on the Instructional Package based on the ashtanga yoga principles and humanistic psychology, support teachers to implement classroom techniques supporting students' growth personally, socially and academically.

This research has revealed how the Instructional Package enhances Universal Human Values and Soft Skills. This study concludes that Instructional Package would be helpful for the teachers to create an atmosphere in classroom leading to effective atmosphere of learning.

The analysis of data reveals that Instructional Package is more effective than the existing teaching method in improving Soft Skills and also in enhancing Universal Human Values values among higher secondary level students..

Group activity and co-operation among students will develop while going through the phases of Instructional Package, helps to develop social skills and unity among students. The study will open new frontiers for further research, especially in yoga education and Indian Knowledge System.

On the basis of this, the following suggestions are made. Instructional Package guide a motivating way to learn as learners are involved in active learning. .among students can be increased by implementing Instructional Package.

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## **APPENDICES**

Appendix – IA	Universal Human Value Assessment Test-Draft
Appendix – I B	Scoring key of Universal Human Value Test
Appendix – I C	Universal Human Value Assessment Test – Final
Appendix—I D	Scoring key of Universal Human Value Test - Final
Appendix – II A	Soft Skill Assessment Test – Draft
Appendix – II B	Scoring Key of Soft Skill Assessment Test
Appendix – II C	Soft Skill Assessment Test – Final
Appendix II D	Scoring key of Soft skill Test—Final
Appendix –III	Proforma of Evaluation of Package
Appendix –IV	List of Panel Expert



**Appendix I A**

**UNIVERSAL HUMAN VALUE ASSESSMENT TEST (UHVAT)**

**Draft Form**

**N S S Training College, Ottappalam**

**Prepared by**

**Baby A & Prof. (Dr.) Sunil Kumar AS**

Dear Student,

I am a research scholar in NSS Training College, Ottappalam. The topic selected for my study is “Development of an of an Instructional Package for the Promotion of Universal Human Values and Soft Skills among Higher Secondary School Students”

The Universal Human Value Assesment Test given is prepared for collecting the data required for the study. I request your frank responses which will be kept confidential and used only for the research purpose. This booklet contains 75 items. Please read each statement carefully. Each statement has five choices. You may put a tick mark (✓) on one of the options you feel best. Thank you for your participation.

Baby A

Name of the Student: .....

Name of the School: .....

### Universal Human Value Assessment Test-Draft Form

- 1) If you reach school late because of a quarrel with your friend, how do you explain the reason to your teacher for being late?
  - a) Tell the real incident
  - b) You say you, woke up very late that day
  - c) Keep silent
  - d) Blame your friend
  - e) Blame your mother not prepare food in time
- 2) According to you to the way of making money is
  - a) Do whatever job to earn money
  - b) No need to bother about the way of making money, only need to make money
  - c) Without hurting others is better
  - d) By winning lottery
  - e) Only through doing righteousness activities with honest
- 3) You tell a lie to protect one of your friends in front of other friends. Then you will
  - a) Stick with the lie to maintain the positive relationship
  - b) When the situation feels safe reveals the truth
  - c) Apologize and explain why you say so
  - d) Keep honest for future good relationship focus on building trust
  - e) Avoid telling lies altogether, whatever happened
- 4) You know a secret event about your friend. You shouldn't share with anyone. You will
  - a) Share with your close friends all about it to feel supported and understood
  - b) Keep the secret and avoid the situations where it might come out
  - c) Talk to the trusted friends only
  - d) Think about the consequences of revealing the secret
  - e) Understand the importance of trust and confidentiality even with close friends
- 5) You find classmates cheat answer sheet with all the answers for an upcoming exam, what do you do?
  - a) Keep the cheat sheet and decide what to do later.
  - b) Copy the answers and use them on the exam.

- c) Tear up the cheat sheet and report it to a teacher.
  - d) Tell your classmate's you found it and give it back without looking at it.
  - e) Leave the cheat sheet where you found it and pretend you didn't see anything
- 6) You discover a way to get a good grade on a test without studying. What do you do?
- a) Take advantage of the opportunity and cheat on the test'
  - b) Decide not to cheat yourself at any cost
  - c) Consider the consequences of cheating and choose the honest path
  - d) Talk to your teacher or classmates about how to best prepare for the test.,
  - e) Share the opportunity with others, even if it means potentially lowering your own grade.
- 7) You see a group of people humiliating a student. In this time,. You will
- a) Join in and laugh with the group
  - b) Ignore the situation and waqlk away
  - c) Stand up with the student and fight against the people to stop it
  - d) Report the incident to the teacher
  - e) Make an attempt to mediate the situation and find a peaceful resolution
- 8) You noticed someone posting hurting comments online about another one. You will
- a) Join and add to the negativity
  - b) Ignore the comment
  - c) Report the comments to the website or platform where they were posted
  - d) Challenge the hateful comments and stand up for the person being targeted
  - e) Send a private message to the person posting the hateful comments. Trying to understand their perspective
- 9) You see a group of children throwing stones at a stray dog. You will
- a) Throw stones along with them and join with the fun
  - b) Walk away without looking that side pretend you didn't see it
  - c) Tell the children to stop and explain why its wrong to hurt animals
  - d) Report the incident to an animal welfare organization
  - e) Try to stop and offer food the dog food and water instead
- 10) You find a lost wallet with a large amount of money inside. You will
- a) Try to find the owner by looking for identification in the wallet

- b) Keep the wallet for your self
  - c) Inform the police and make an enquiry about the owner
  - d) Spend some money and return the wallet to the same place
  - e) Use the money to help someone in give up the wallet
- 11) Your parents blamed you about your poor performance in your exam. You will
- a) Shout to them and make argument about your performance
  - b) Ask about their marks and achievement and blame them
  - c) Stand still and listen silently
  - d) Feel sad and cry
  - e) Promise to score good marks in next exam and convince the reason for failure peacefully
- 12) You find Rs 500 lying on the ground in a crowded road. You will
- a) Pocket the money and hope no one notices
  - b) Spend the money to buy a small treat for your friends
  - c) Donate money to a charity work
  - d) Put the money the same place
  - e) Give the money to your parents
- 13) The bus conductor forget to get bus fare from you.. You will
- a) Enjoy for saving bus fair that day
  - b) Tell your friends about the gain of bus fair
  - c) Decide to give the fair next day without fail
  - d) Try to skip from the conductor and to repeat the game.
  - e) You feel guilty about the incident
- 14) You borrow your friend's expensive video game without asking but accidently damage it. You will
- a) Refuse the responsibility and hope your friend doesn't find out
  - b) Try to fix the game yourself without having the perfect knowledge
  - c) Aphorize for the damage and confess to your friend.
  - d) Offer to replace or pay for the repairs the game
  - e) Avoid your friend until they forgot about the game.
- 15) If your neighbor has your favorite car. You feel
- a) To have such a car, and dream the car as your own
  - b) You are satisfied with your limited resources

- c) Never bothers about the car of neighbors
  - d) You will be happy to have such car near your house
  - e) Avoid the presence of neighbors
- 16) In a cultural program your friends are participating different items, but you think you have no such skills, in this time you will
- a) Take leave from school
  - b) Curse yourself about your inability
  - c) You watch program with jealousy
  - d) You encourage your friends
  - e) Make a plan to create an issue the performing day.
- 17) Your friend has a unique item that you admire. How do you handle your desire for the item?
- a) Ask your friend where they got it
  - b) Hint your desire hoping they offer to you
  - c) Appreciate their possession without any desire
  - d) Borrow it without asking uses it many times and forget it to return it
  - e) Steal it when you get a chance
- 18) You are working on a group project and one of your team mates suggests a great idea. How do you respond?
- a) Acknowledge and appreciate and accept the idea
  - b) Acknowledge the idea, but don't accept it
  - c) Claim the idea as your own without considering them
  - d) Ignore the idea and proceed with your own way
  - e) Criticize the idea to diminish the value
- 19) You accidentally took a classmate's note book, you will
- a) Keep it for a while but, after few days return it
  - b) Keep it without any intention about to return it
  - c) Ask around to find the owner but don't return it
  - d) Use it as your own
  - e) Return it the very next day and apologize
- 20) Your friend gets a valuable brand new phone while you have an older model. How do you feel?
- a) Feel happy and praise him to get such valuable gift.
  - b) Compare your phone and get disappointed c

- c) Focus your own phone and its positive features
  - d) Ask them to borrow their phone occasionally
  - e) Find out some disadvantage of such phone and discourage them to use it continuously.
- 21) You have to attend your friend's birthday. You don't have much money. You will
- a) Explain your situation and offer to bring an offer to bring something else like food
  - b) Politely will decline the invitation
  - c) Borrow money to buy something as gift
  - d) Make a homemade gift and present it
  - e) You think you have no such obligation to buy gift and present them
- 22) You have lot of books which you have read many times in your library. You will
- a) Keep all books for coming generation
  - b) You decide to sell it
  - c) You will donate it to library and make publicity through social media
  - d) Give it to friend or family member
  - e) After digitalize the important documents and incidents you donate all books to the deserved team
- 23) You get accepted your dream college. But you can't afford the expenses. You will
- a) Drop the idea and feel discouraged
  - b) Explore scholarship opportunities and financial options
  - c) Ask friends and family for financial support
  - d) Look for creative ideas to make money and make dream successful.
  - e) Postpone your opportunity by expecting a good future
- 24) Your friends scolded you for a silly matter. You will
- a) Wait for a chance to make revenge
  - b) You tell all other students and create a war against them
  - c) You deal it calmly as nothing happened and keep silent
  - d) Complaint to the teacher and family members
  - e) You also scold them and shout against them and collect others to attack them
- 25) You win a contest and get a gift that you don't really need. What do you do?
- a) Keep it for yourself even if no use about it

- b) Donate to someone who appreciate mostly
  - c) Give the gift to another party for a function
  - d) Offer to sell it and return money and return the money to the owner
  - e) Sell it and keep the money yourself.
- 26) You and your friends are planning a trip; and one friend cannot afford it to join. You will
- a) Suggest a affordable place
  - b) Offer to cover a part or all their expenses
  - c) Go without them
  - d) Encourage them to find a way to pay the amount
  - e) Sympathies but don't change the plan
- 27) You got cash award in competition. What do you do with it?
- a) Share the money or part of it for it with others
  - b) Keep it all with you
  - c) Buy a beautiful thing for you
  - d) Buy a gift for your parents
  - e) Share it with all your family members and friends
- 28) a) classmate forgets their lunch. What do you do?
- a) Suggest finding a solution
  - b) Share your food by expressing some inconvenience
  - c) Ignore the situation and eat your lunch
  - d) Keep your lunch; it's not your responsibility
  - e) Offer to share your lunch with them with pleasure
- 29) Your friend is upset and need to talk with you. You will
- a) Listen empathetically and offer support
  - b) Minimize their feelings and offer quick solutions
  - c) Listen as your own problems
  - d) Avoid getting involved in their emotional issues
  - e) Suggest talking with someone else
- 30) You are struggling with difficulties of academic achievement How do you manage your frustration?
- a) Give up easily and blame yourself
  - b) Channel your frustration to productive activities like sports or arts competition

- c) Seek advice from a counselor to while maintaining self discipline
  - d) Seek help from teachers or friends
  - e) Take a break to refresh your mind and approach the problem with a renewed focus
- 31) You have the opportunity to participate in a late –night party with alcohol and such substance. You will
- a) Go along with the party, not to avoid such pleasure
  - b) Politely decline and suggest another healthier alternative to select a healthier choice
  - c) Stick on your values and educate your friends about responsible behavior
  - d) Accept the offer, with hesitation for not to like disconnect the relationship
  - e) Accept the offer and enjoy with them without breaking your habits
- 32) You are attracted in some romantic feeling and attracted. How do you navigate this attraction?
- a) Focus on your emotion and maintain tour emotional maturity
  - b) Like to be with lover without knowing others
  - c) Seek guidance from counselor, parents or from friends
  - c) Show real feelings and create maximum opportunity to them
  - d) Direct your energy for career growth and positive relationship
  - e) Express your feelings directly with keeping some restrictions
- 33) You are facing difficulties about your over emotion like control your angry. How do you manage?
- a) React impulsively and shout to others
  - b) Never bothers about break of relationship due to your loose temper
  - c) Communicate your feelings assertively to resolve the situation
  - d) Seek healthy way of release emotions to avoid such situation
  - e) Practice, healthy and constructive technique to control emotions.
- 34) You noticed some of your friends using substances harmful to their physical and mental well-being. How do you respond?
- a) Offer supportive advice and encourage them to seek professional help
  - b) Judge them negatively and avoid them
  - c) Share information about the dangers of their choices
  - d) Offer non- judge mental support and connection to positive resources
  - e) Respect their autonomy while expressing your concern and hope for their well being

- 35) You have got an opportunity to engage in an activity that could compromise your integrity. You will
- a) Prioritize immediate achievement and forget your values
  - b) Stand firm in your values and refuse to participate in anything unethical
  - c) Seek support from your mentor who share your values and ethical commitment
  - d) Explain your reason for declining and assert your commitment to responsible behavior
  - e) Remember that true success comes from maintaining your actions with your principles
- 36) You are surrounded by friends engaging in gossip and teasing others. How do you react?
- a) Stay silent but internally feel sad
  - b) Join in and do the same thing and enjoy the situation
  - c) Politely withdraw from there and find a more comfortable environment
  - d) Try to redirect the topic towards more constructive one
  - e) Explain the death of their mistake and remind them about the karma yoga.
- 37) You noticed your classmates put waste after their lunch in your bench and classroom. What do you do?
- a) You change your place; think that that is not your responsibility to clean there
  - b) You start to clean the place and politely encourage others to do the same
  - c) Offer the help to the responsible students
  - d) Express your dislike about their behavior but take no action yourself
  - e) Ignore the situation and drawing attention towards it.
- 38) You are assigned group project for school, but some of your team members show little effort or responsibility, In this situation You will
- a) Get frustrated and do all the work yourself to avoid a bad remark
  - b) Talk to your team mates openly and expresses your concerns about their lack of contribution
  - c) Conduct a meeting and offer your help and guide them how to finish their work systematically
  - d) Report their irresponsibility's to the teacher and let them face the consequences
  - e) Avoid the group work and focus your own individual work
- 39) You are tempted to keep bits and cheat exam because of tension about the failure. You will

- a) Prepare bit notes to cheat exam without being caught
  - b) Confess your lack of preparation to the teacher and seek alternative solution
  - c) Ask friends to help understanding the topic instead of copying their answers or using bit notes
  - d) Study sincerely in the remaining time with proper plan about the learning style and time management
  - e) Accept the consequences of not being prepared and learn well.
- 40) You take a book from library and accidentally damage it. You will
- a) Ignore the damage and pretend it never happened
  - b) Buy a new book and replace it c
  - c) Apologize sincerely and explain what happened in honest way
  - d) Try to fix the damage by yourself
  - e) Ask your teacher for advice how to make up the damage
- 41) You noticed someone littering plastic and polluting the environment. You will
- a) Politely educate why their actions are harmful and encourage them dispose the waste in proper way
  - b) Report the incident to the relevant authorities if littering is prohibited in the area
  - c) Share information about the environmental protection
  - d) Ignore the situation and avoid getting involved
  - e) Offer to help and do necessary actions with them and educate the consequences with friendly approach
- 42) Unexpectedly your words make hurt to your close friend. You will
- a) Wait to resolve it without any action after sometimes
  - b) Apologize about your behavior and promise never create such situation again and make them happy
  - c) Avoids them maximum and keep a distance
  - d) Create a n new group of friend and enjoy the new situation
  - e) Seek others help to resolve the issue
- 43) You came to know about your weakness and creating emotional pollution. How do you manage the situation?
- a) Daily try to speak softly and do everything steadily and systematically
  - b) You ask advice from your friends and parents
  - c) You think it is your nature, no need to make changes
  - d) While noticing this nature you become more aggressive

- e) Depends on some drugs to get reliefs
- 44) You have a significant achievement related to you goal. How do you celebrate it?
- a) Boast about your achievement and seek validation from others
  - b) Take a moment to appreciate your hard work and dedication
  - c) Share your joy with loved ones who supported you to show your gratitude towards them
  - d) Don't share about your achievement to anybody
  - e) Contact all the persons behind your success and show your gratitude through an arrangement of a function and also show your esteemed love towards the universe
- 45) You have limited resource and cannot afford everything you desire. How do you manage your expectations?
- a) Set realistic goal and expect the minimum
  - b) Feel depressed and constantly thinks about the lacking
  - c) Practice gratitude for what you have and find happiness in simple achievement
  - d) Be creative and resourceful in finding alternative ways to fulfill your dreams
  - e) Fell frustrated and envious of those who have more than you
- 46) You miss out an opportunity you intensely wanted. How do you handle this situation?
- a) Dwelling on what you missed and think about it continuously
  - b) Accept the situation expect on future possibilities
  - c) Blame others for this unfortunate event
  - d) Learn from the experience and think it is an opportunity for growth
  - e) Maintain a positive outlook and trust that life has better things yet to come
- 47) You have a dispute with your close friend. How do you approach the conflict?
- a) Listen their perspective and try to understand their point of view
  - b) Forgive any misunderstanding and go with them as earlier
  - c) Avoid friend and hold the problem
  - d) Communicate your problem assertively and respectfully
  - e) Blame your friend and not ready to take any responsibility to solve the conflict
- 48) You compare yourself with your lucky classmates. How do you avoid feeling inadequate?

- a) Believe that all are lucky persons than you and feel disappointed
  - b) Stop watching others and decide to focus your own work
  - c) Think that the reality may be different from your perspective
  - d) Engage in positive comparison learning from success without feeling inferior
  - e) Be grateful for your own blessings and cultivate self esteem
- 49) You are travel in a train. You get a call from your home about an excitement news. You will
- a) In next station you arrange a return ticket
  - b) Desire to reach home the very moment
  - c) You enjoy your travel and wait for next day to celebrate the happiness
  - d) You curse yourself about the decision taken to travel
  - e) You blame the authority for being late arrival of the train throughout the journey not to reach the destiny in time
- 50) You are offered a part time job with long hours but minimal free time. How do you make your decision?
- a) Take the job without considering the impact on your education and over all well being
  - b) Analyze the draw back and benefits and prioritize your long term goal and commitment
  - c) Discuss the offer with your parents and well-wishers and seek their guidance
  - d) Compare the financial benefits with your friends and feel pressured to match their income
  - e) Choose a balance between financial responsibility and making time for personal growth and leisure
- 51) You are struggling with a challenging task, it will take long hours to finish. How do you handle the situation?
- a) Seek help and guidance from teacher
  - b) Decide to give up and to inform teacher
  - c) Compare your progress with others and feel discouraged
  - d) Celebrate with your new venture and put your hundred percent efforts finish systematically
  - e) Remind yourself about your goals and breakdown the task into smaller achievable steps
- 52) You receive a lower grade than your expectation. How do you react?
- a) Get upset and blame the exam
  - b) Feel disappointed but think that grade don't define your life

- c) Analyze your mistake and work harder to improve in the next exam
  - d) Compare your grade to others and feel disappointed
  - e) Accept the grade with grace and focus on what you learn from the experience.
- 53) You are very back in a queue.. You do have to reach bank before 1 pm. You will
- a) Curse the situation and blame all the concerned parties
  - b) You are restless by thinking about your future work
  - c) You stand with peace of mind and enjoy the situation
  - d) You contacted your friend to help you to do help you to stand in the queue
  - e) Stay on in the queue with frustration and decide to accept the situation
- 54) You are forced to attend a function with the compulsion of your parents. You will
- a) Complain to yourself about your destiny
  - b) Blame your parents for assign you such a duty
  - c) You do your duty with the feeling of sad
  - d) You think you are very unlucky to obey the order of your parents
  - e) You enjoy the situation with the new situations
- 55) You fail in a subject twice. It is the time to reappear the exam. How do you feel
- a) However you never miss out the chance
  - b) You prepare without any hope of success
  - c) Expect failure and decide to write the exam anyhow
  - d) Make a systematic plan about how to study and take it as a challenge and decide to make it as an experience
  - e) Give up the exam for ever
- 56) What will be your reaction if one of your parents scolds you?
- a) Try to identify the mistake and decide not to repeat it
  - b) Tell sorry just to escape the situation
  - c) Realize your mistake and take it as an experience of new knowledge and become happy.
  - d) Get angry to the person who scolded you
  - e) Go out of the house and spend time somewhere else
- 57) You are watching your favourite program on TV, and your brother changes the Channel. You will
- a) Accept the situation and enjoy the other program
  - b) Sit along with disappointed and watch the other programme

- c) Complain to your parents
  - d) Warn your brother not to change the programme
  - e) Scold him and punish him for not obeying you
- 58) Your principal requests you to come to school for cleaning the school premises on a holiday. What will you do?
- a) Actively participate in the cleaning as it is your responsibility and take it as an opportunity to do service.
  - b) Participate in it for fear of the principal
  - c) Attend only if your friends are participating with you
  - d) Will not go as you are not interested in cleaning
  - e) Will not go because it is a holiday
- 59) Your request for an expensive mobile phone is denied by your parents because not to afford it in the present situation. You will
- a) Accept the situation and postpone your wish with pleasure
  - b) Request again for a cheaper one
  - c) Ask them to borrow money and buy it
  - d) Argue with your parents and then stop talking to them
  - e) Take away some item from home to sell and arrange for the money
- 60) You are preparing for exam of next day. You haven't studied much throughout the semester and now you are feeling anxiety about the exam day. You will
- a) Put your effort 100% the last minute
  - b) Set an urgent time table prioritizes key topics and get good nights sleep
  - c) Ask a friend to share notes and try to learn everything quickly
  - d) Panic and give up, believing you will fail
  - e) Reflect on your own study habits and find out areas of improvement and prepare well with confidence
- 61) You are preparing for an exam, but your mobile make sound of message notification frequently and messages are tempting distractions
- a) Keep your phone nearby and check it frequently
  - b) Use a study app that blocks distracting websites and notifications
  - c) You ask a family member to keep your phone for you while study.
  - d) Put your phone on silent mode and focuses on your study
  - e) Give up and reward yourself with after studying for a while then phone time

- 62) After facing a challenging situation, how do you reflect on your actions?
- a) Immediately analyze the situation and modify emotions
  - b) Take some time to spot the real situation in mind and take necessary steps to overcome it
  - c) Face the situation with full of frustration
  - d) Ask parents or friends for solution
  - e) Give up the achievement and consequences of this challenge totally.
- 63) You get an opportunity to learn more about Artificial Intelligent
- a) Engage in depth study and research
  - b) Listen and study in moderate way
  - c) Study casually without much effort
  - d) Decide to study this next time
  - e) Avoid studying new things
- 64) After the presentation of a paper you get constructive feedback. How do you respond?
- a) Welcome feedback and reflect on it
  - b) Accept feedback but not feel happy
  - c) Just listen and neglect it
  - d) Disregard feedback
  - e) Avoid seeking feedback altogether
- 65) You decide to know more about yourself, What steps you take to improve yourself
- a) Regularly assess and acknowledge the strength and weakness
  - b) Reflect on strength and weakness occasionally
  - c) Reflect only on strength
  - d) Reflect only weakness
  - e) Avoid acknowledging strength and weakness
- 66) In your class you are facing lot of struggle because of lack of communication skills. What measure you will take to solve this situation
- a) Actively seek to understand and involve many activates of conversation
  - b) Avoid addressing communication issues
  - c) Blame others for communication challenges
  - d) Reflect on communication issues when conflicts arise

- e) Reflect on communication issues and work as per planned programs to improve within a stipulated period
- 67) When facing a conflict with your parents. How do you reflect?
- a) Avoid thinking about your role
  - b) Blame others without self-reflection
  - c) Regret for a while after outburst emotion
  - d) Seek help from others
  - e) Actively seek to understand your role and take some breathing exercise and rectify yourself
- 68) When faced with a decision related to some ethical conflict how do you examine your values?
- a) Consider values but may compromise\
  - b) Act impulsively without considering value
  - c) Never compromise values and principles even though may lose in friendship
  - d) Explain your perspective and accept the decision with hesitation
  - e) Educate friends about the consequences of unethical activities and prevent to do so
- 69) After return from school what measure do you take to retain the learning?
- a) Before bed read the study materials
  - b) Many times you recollect all the learning matters
  - c) Think about the learning things and prepare your own notes and reproduce it your own way
  - d) Totally forget about study matter
- 70) Apart from a student you have a vision about your life. Can you agree?
- a) Yes, You think about the purpose of life and make an effort to follow the knowledge and try to make conclusion as your own
  - b) Yes, but didn't get more ideas from anywhere
  - c) No ever thinks about it
  - d) No don't like to waste your time to think unnecessary matter
  - e) Seek the answer from many, but didn't get satisfaction
- 71) In times of uncertainty how do you relax your mind?
- a) Seek guidance through prayer or meditation
  - b) Reflect on inner strength and intuition
  - c) Become panic and anxious about the uncertainty
  - d) Ignore uncertainty and hope for the best

- e) Prefer to solve it independently.
- 72) In moment of success and celebration how do you express your gratitude?
- a) Show gratitude through messages to concerned persons
  - b) Express gratitude through prayer and believe the unseen power
  - c) Believe that no need to thanks anybody because the successes is with own effort
  - c) Show gratitude towards parents and ancestors
  - d) Express gratitude to myself
  - e) Write in my gratitude journal all the name of the person behind the success including the universal power
- 73) When facing a moral dilemma, how do you face it?
- a) Reflect on personal values and principles
  - b) Make decision based on personal gain
  - c) Seek guidance from spiritual knowledge and principles already acquired
  - d) Seek guidance from your friends
  - e) Think about the consequences and withdraw from the decision
- 74) How do you think the concept of interconnectedness with the universe?
- a) Feel a deep connection to the supreme power
  - b) Believe that there is an interconnection every where
  - c) View human life is separate from the supreme force
  - d) Fell isolated and disconnected from the universal power
  - e) Avoid thinks about interconnectedness.
- 75) How do you approach the uncertainty and impermanence of life?
- a) Embrace the impermanence and trust the power of supreme power
  - b) Accept change as a part of life
  - c) Resist and fear about the mortality
  - d) Don't likes to think about the uncertainty
  - e) Feel fear and frustration thinking about the uncertainly



**Appendix I B**

**SCORING KEY OF UNIVERSAL  
HUMAN VALUE ASSESM  
ENT TEST  
(Draft)**

Item no	Score on each item					Attributes of Values	Component of UHValues
	a	b	c	d	e		
1	5	4	3	2	1	Honesty	Truthfulness
2	3	1	4	2	5	Justice	Truthfulness
3	1	5	2	3	4	Honesty	Truthfulness
4	1	4	2	3	5	Trust	Truthfulness
5	2	4	3	5	1	Trust	Truthfulness
6	2	5	3	4	1	Honesty	Truthfulness
7	1	2	3	4	5	Non Violence	Ahimsa
8	1	2	3	4	5	Empathy	Ahimsa
9	1	2	3	4	5	Courage	Ahimsa
10	5	1	4	3	2	Belongingness	Ahimsa
11	1	2	3	4	5	Commitment	Ahimsa
12	1	2	3	4	5	Commitment	Asteya
13	5	4	3	2	1	Commitment	Asteya
14	2	3	4	5	1	Commitment	Asteya
15	2	4	3	5	1	Belongingness	Asteya
16	4	2	3	5	1	Generosity	Asteya
17	3	4	5	2	1	Generosity	Asteya
18	5	4	3	2	1	Non- stealing	Asteya
19	5	4	3	2	1	Non stealing	Asteya
20	2	3	4	5	1	Belongingness	Asteya
21	4	2	3	5	1	Generosity	Asteya
22	2	1	4	3	5	Generosity	Asteya
23	1	4	3	5	2	Commitment	Asteya
24	3	2	5	4	1	Belongingness	Asteya
25	2	4	3	5	1	Nonstealing	Asteya
26	4	5	1	3	2	Generosity	Aparigraha
27	4	1	2	3	5	Generosity	Aparigraha
28	3	4	1	2	5	Commitment	Aparigraha
29	4	5	3	1	2	Generosity	Aparigraha
30	1	4	3	2	5	Austerity	Brahmacharya
31	4	5	3	1	2	Moderate	Brahmacharya
32	5	2	1	4	3	Awareness	Brahmacharya
33	1	2	3	4	5	Awareness	Brahmacharya
34	3	4	5	2	1	Moderate	Brahmacharya
35	1	5	4	3	2	Awareness	Brahmacharya

36	2	1	3	5	4	Awareness	Brahmacharya
37	1	5	4	3	2	Cleanliness	Soucha
38	3	4	5	2	1	Clarity	Soucha
39	1	2	3	5	4	Commitment	Soucha
40	1	5	3	3	4	Commitment	Soucha
41	5	2	3	1	5	Awareness	Soucha
42	4	5	2	1	3	Awareness	Soucha
43	5	4	3	2	1	Sincerity	Soucha
44	3	3	4	2	5	Contentment	Santosha
45	3	2	4	5	1	Contentment	Santosha
46	1	3	2	4	5	Contentment	Santosha
47	4	2	3	5	1	Contentment	Santosha
48	4	2	3	1	5	Contentment	Santosha
49	2	1	1	5	4	Contentment	Santosha
50	2	4	3	1	5	Contentment	Tapas
51	3	2	1	5	4	Contentment	Tapas
52	1	3	4	2	5	Contentment	Tapas
53	1	2	5	3	4	Contentment	Tapas
54	1	2	4	3	5	Contentment	Tapas
55	4	2	3	5	1	Commitment	Tapas
56	4	3	5	2	1	Contentment	Tapas
57	5	4	2	3	1	Austerity	Tapas
58	5	4	3	2	1	Austerity	Tapas
59	5	4	3	2	1	Commitment	Tapas
60	3	4	5	2	1	Self study	Swadhyaya
61	1	5	3	4	2	Self study	Swadhyaya
62	2	1	3	5	4	Self study	Swadhyaya
63	5	4	3	2	1	Self study	Swadhyaya
64	5	4	3	2	1	Self study	Swadhyaya
65	4	2	1	3	5	Self study	Swadhyaya
66	2	1	4	3	5	Self study	Swadhyaya
67	3	4	2	1	5	Self study	Swadhyaya
68	2	1	4	3	5	Awareness	Swadhyaya
69	4	5	1	3	2	Awareness	Swadhyaya
70	5	3	1	2	4	Self study	Swadhyaya
71	2	3	1	4	5	Surrender	Eswarapranidhana
72	2	4	3	1	5	Surrender	Eswarapranidhana
73	5	1	4	2	3	Surrender	Eswarapranidhana
74	5	4	3	2	1	Surrender	Eswarapranidhana
75	5	4	3	2	1	Surrender	Iswarapranidhana

**Appendix IC**  
**Universal Human Value Assessment Test (UHVAT)**  
**Final**  
**N S S Training College, Ottappalam**  
**Prepared by**  
**Baby A & Prof (Dr.) Sunil Kumar AS**

Dear Student,

I am a research scholar in NSS Training College, Ottappalam. The topic selected for my study is “Development of an of an Instructional Package for the Promotion of Universal Human Values and Soft Skills among Higher Secondary School Students”

The UHVAT given is prepared for collecting the data required for the study. I request your frank responses which will be kept confidential and used only for the research purpose. This booklet contains 50 items. Please read each statement carefully. Each statement has five choices. You may put a tick mark (✓) on one of the options you feel best. Thank you for your participation.

Baby A

Name of the Student: .....

Name of the School: .....

### Universal Human Value Assessment Test – Final Form

- 1 If you reach school late because of a quarrel with your friend, how do you explain the reason to your teacher for being late?
  - a) Tell the real incident
  - b) You say you, woke up very late that day
  - c) Keep silent
  - d) Blame your friend
  - e) Blame your mother not prepare food in time
- 2 According to you to the way of making money is
  - a) Do whatever job to earn money
  - b) No need to bother about the way of making money, only need to make money
  - c) Without hurting others is better
  - d) By winning lottery
  - e) Only through doing righteousness activities with honest
- 3 You tell a lie to protect one of your friends in front of other friends. Then you will
  - a) Stick with the lie to maintain the positive relationship
  - b) When the situation feels safe reveals the truth
  - c) Apologize and explain why you say so
  - d) Keep honest for future good relationship focus on building trust
  - e) Avoid telling lies altogether, whatever happened
- 4 You know a secret event about your friend. You shouldn't share with anyone. You will
  - a) Share with your close friends all about it to feel supported and understood
  - b) Keep the secret and avoid the situations where it might come out
  - c) Talk to the trusted friends only
  - d) Think about the consequences of revealing the secret
  - e) Understand the importance of trust and confidentiality even with close friends
- 5 You discover a way to get a good grade on a test without studying. What do you do?

Take advantage of the opportunity and cheat on the test'

  - a) Decide not to cheat yourself at any cost

- b) Consider the consequences of cheating and choose the honest path
  - c) Talk to your teacher or classmates about how to best prepare for the test.,
  - d) Share the opportunity with others, even if it means potentially lowering your own grade.
- 6 You see a group of people humiliating a student. In this time, You will
- a) Join in and laugh with the group
  - b) Ignore the situation and walk away
  - c) Stand up with the student and fight against the people to stop it
  - d) Report the incident to the teacher
  - e) Make an attempt to mediate the situation and find a peaceful resolution
- 7 You see a group of children throwing stones at a stray dog. You will
- a) Throw stones along with them and join with the fun
  - b) Walk away without looking that side pretend you didn't see it
  - c) Tell the children to stop and explain why its wrong to hurt animals
  - d) Report the incident to an animal welfare organization
  - e) Try to stop and offer food the dog food and water instead
- 8 You find a lost wallet with a large amount of money inside. You will
- a) Try to find the owner by looking for identification in the wallet
  - b) Keep the wallet for your self
  - c) Inform the police and make an enquiry about the owner
  - d) Spend some money and return the wallet to the same place
  - e) Use the money to help someone in give up the wallet
- 9 Your parents blamed you about your poor performance in your exam. You will
- a) Shout to them and make argument about your performance
  - b) Ask about their marks and achievement and blame them
  - c) Stand still and listen silently
  - d) Feel sad and cry
  - e) Promise to score good marks in next exam and convince the reason for failure peacefully
- 10 You find Rs 500 lying on the ground in a crowded road. You will
- a) Pocket the money and hope no one notices
  - b) Spend the money to buy a small treat for your friends
  - c) Donate money to a charity work

- d) Put the money the same place
  - e) Give the money to your parents
- 11 You borrow your friend's expensive video game without asking but accidentally damage it. You will
- a) Refuse the responsibility and hope your friend doesn't find out
  - b) Try to fix the game yourself without having the perfect knowledge
  - c) Apologize for the damage and confess to your friend.
  - d) Offer to replace or pay for the repairs the game
  - e) Avoid your friend until they forgot about the game.
- 12 If your neighbor purchased a car which was your favorite brand car. You feel
- a) To have such a car, and dream the car as your own
  - b) You are satisfied with your limited resources
  - c) Never bothers about the car of neighbors
  - d) You will be happy to have such car near your house
  - e) Avoid the presence of neighbors
- 13 In a cultural program your friends are participating different items, but you think you have no such skills, In this time You will
- a) Take leave from school
  - b) Curse yourself about your inability
  - c) You watch program with jealousy
  - d) You encourage your friends
  - e) Make a plan to create an issue the performing day.
- 14 Your friend gets a valuable brand new phone while you have an older model. How do you feel?
- a) Feel happy and praise him to get such valuable gift.
  - b) Compare your phone and get disappointed c
  - c) Focus your own phone and its positive features
  - d) Ask them to borrow their phone occasionally
  - e) Find out some disadvantage of such phone and discourage them to use it continuously.
- 15 You have to attend your friend's birthday. You don't have much money. You will
- a) Explain your situation and offer to bring an offer to bring something else like food
  - b) Politely will decline the invitation

- c) Borrow money to buy something as gift
  - d) Make a homemade gift and present it
  - e) You think you have no such obligation to buy gift and present them
- 16 You have lot of books which you have read many times in your library. You will
- a) Keep all books for coming generation
  - b) You decide to sell it
  - c) You will donate it to library and make publicity through social media
  - d) Give it to friend or family member
  - e) After digitalize the important documents and incidents you donate all books to the deserved team
- 17 You get accepted your dream college. But you can't afford the expenses. You will
- a) Drop the idea and feel discouraged
  - b) Explore scholarship opportunities and financial options
  - c) Ask friends and family for financial support
  - d) Look for creative ideas to make money and make dream successful.
  - e) Postpone your opportunity by expecting a good future
- 18 Your friends scalded you for a silly matter. You will
- a) Wait for a chance to make revenge
  - b) You tells all other students and create a war against them
  - c) You deal it calmly as nothing happened and keep silent
  - d) Complaint to the teacher and family members
  - e) You also scold them and shout against them and collect others to attack them
- 19 You and your friends are planning a trip; and one friend a cannot afford it to join. You will
- a) Suggest a an affordable place
  - b) Offer to cover a part or all their expenses
  - c) Go without them
  - d) Encourage them to find a way to pay the amount
  - e) Sympathies but don't change the plan
- 20 You got cash award in competition. What do you do with it?
- a) Share the money or part of it for it with others
  - b) Keep it all with you
  - c) Buy a beautiful thing for you

- d) Buy a gift for your parents
  - e) Share it with all your family members and friends
- 21 Classmate forgets their lunch. What do you do?
- a) Suggest finding a solution
  - b) Share your food by expressing some inconvenience
  - c) Ignore the situation and eat your lunch
  - d) Keep your lunch; it's not your responsibility
  - e) Offer to share your lunch with them with pleasure
- 22 You are struggling with difficulties of academic achievement How do you manage your frustration?
- a) Give up easily and blame yourself
  - b) Channel your frustration to productive activities like sports or arts competition
  - c) Seek advice from a counsellor to while maintaining self discipline
  - d) Seek help from teachers or friends
  - e) Take a break to refresh your mind and approach the problem with a renewed focus
- 23 You are attracted in some romantic feeling and attracted. How do you navigate this attraction?
- a) Focus on your emotion and maintain your emotional maturity
  - b) Like to be with lover without knowing others
  - c) Seek guidance from counselor, parents or from friends
  - d) Show real feelings and create maximum opportunity to them
  - e) Direct your energy for career growth and positive relationsh
- 24 You are facing difficulties about your over emotion like control your angry. How do you manage?
- a) React impulsively and shout to others
  - b) Never bothers about break of relationship due to your loose temper
  - c) Communicate your feelings assertively to resolve the situation
  - d) Seek healthy way of release emotions to avoid such situation
  - e) Practice, healthy and constructive technique to control emotions.
- 25 You have got an opportunity to engage in an activity that could compromise your integrity. You will
- a) Prioritize immediate achievement and forget your values
  - b) Stand firm in your values and refuse to participate in anything unethical

- c) Seek support from you mentor who share your values and ethical commitment
  - d) Explain your reason for declining and asset your commitment to responsible behavior
  - e) Remember that true success comes from maintaining your actions with your principles
- 26 You are surrounded by friends engaging in gossip and teasing others. How do you react?
- a) Stay silent but internally feel sad
  - b) Join in and do the e same thing and enjoy the situation
  - c) Politely withdraw from there and find a more comfortable environment
  - d) Try to redirect the topic towards more constructive one
  - e) Explain the death of their mistake and remind them about the karma yoga.
- 27 You noticed your classmates put waste after their lunch in your bench and classroom. What do you do?
- a) You change your place; think that that is not your responsibility to clean there
  - b) You start to clean the place and politely encourage others to do the same
  - c) Offer the help to the responsible students
  - d) Express your dislike about their behavior but take no action yourself
  - e) Ignore the situation and drawing attention towards it.
- 28 You are assigned group project for school, but some of your team members show little effort or responsibility, In this situation You will
- a) Get frustrated and do all the work yourself to avoid a bad remark
  - b) Talk to your team mates openly and expresses your concerns about their lack of contribution
  - c) Conduct a meeting and offer your help and guide them how to finish their work systematically
  - d) Report their irresponsibility's to the teacher and let them face the consequences
  - e) Avoid the group work and focus your own individual work
- 29 You are tempted to keep bits and cheat exam because of tension about the failure. You will
- a) Prepare bit notes to cheat exam without being caught
  - b) Confess your lack of preparation to the teacher and seek alternative solution
  - c) Ask friends to help understanding the topic instead of copying their answers or using bit notes

- d) Study sincerely in the remaining time with proper plan about the learning style and time management
  - e) Accept the consequences of not being prepared and learn well.
- 30 You take a book from library and accidentally damage it. You will
- a) Ignore the damage and pretend it never happened
  - b) Buy a new book and replace it c
  - c) Apologize sincerely and explain what happened in honest way
  - d) Try to fix the damage by yourself
  - e) Ask your teacher for advice how to make up the damage
- 31 You noticed someone littering plastic and polluting the environment. You will
- a) Politely educate why their actions are harmful and encourage them dispose the waste in proper way
  - b) Report the incident to the relevant authorities if lightering is prohibited in the area
  - c) Share information about the environmental protection
  - d) Ignore the situation and avoid getting involved
  - e) Offer to help and do necessary actions with them and educate the consequences with friendly approach
- 32 Unexpectedly your words make hurt to your close friend. You will
- a) Wait to resolve it without any action after sometimes
  - b) Apologize about your behavior and promise never create such situation again and make them happy
  - c) Avoids them maximum and keep a distance
  - d) Create a n new group of friend and enjoy the new situation
  - e) Seek others help to resolve the issue
- 33 You have a significant achievement related to you goal. How do you celebrate it?
- a) Boast about your achievement and seek validation from others
  - b) Take a moment to appreciate your hard work and dedication
  - c) Share your joy with loved ones who supported you to show your gratitude towards them
  - d) Don't share about your achievement to anybody
  - e) Contact all the persons behind your success and show your gratitude through an arrangement of a function and also show your esteemed love towards the universe

- 34 You miss out an opportunity you intensely wanted. How do you handle this situation?
- a) Dwelling on what you missed and think about it continuously
  - b) Accept the situation expect on future possibilities
  - c) Blame others for this unfortunate event
  - d) Learn from the experience and think it is an opportunity for growth
  - e) Maintain a positive outlook and trust that life has better things yet to come
- 35 You compare yourself with your lucky classmates. How do you avoid feeling inadequate?
- a) Believe that all are lucky persons than you and feel disappointed
  - b) Stop watching others and decide to focus your own work
  - c) Think that the reality may be different from your perspective
  - d) Engage in positive comparison learning from success without feeling inferior
  - e) Be grateful for your own blessings and cultivate self esteem
- 36 You are travel in a train. You get a call from your home about an excitement news. You will
- a) In next station you arrange a return ticket
  - b) Desire to reach home the very moment
  - c) You enjoys your travel and wait for next day to celebrate the happiness
  - d) You curse yourself about the decision taken to travel
  - e) You blame the authority for being late arrival of the train throughout the journey not to reach the destiny in time
- 37 You are offered a part time job with long hours but minimal free time. How do you make your decision?
- a) Take the job without considering the impact on your education and over all well being
  - b) Analyze the draw back and benefits and prioritize your long term goal and commitment
  - c) Discuss the offer with your parents and well-wishers and seek their guidance
  - d) Compare the financial benefits with your friends and feel pressured to match their income
  - e) Choose a balance between financial responsibility and making time for personal growth and leisure
- 38 You are struggling with a challenging task, it will take long hours to finish. How do you handle the situation?
- a) Seek help and guidance from teacher

- b) Decide to give up and to inform teacher
  - c) Compare your progress with others and feel discouraged
  - d) Celebrate with your new venture and put your hundred percent efforts finish systematically
  - e) Remind yourself about your goals and breakdown the task into smaller achievable steps
- 39 You are forced to attend a function with the compulsion of your parents. You will
- a) Complain to yourself about your destiny
  - b) Blame your parents for assign you such a duty
  - c) You do your duty with the feeling of sad
  - d) You think you are very unlucky to obey the order of your parents
  - e) You enjoy the situation with the new situations
- 40 You fail in a subject twice. It is the time to reappear the exam. How do you feel
- a) You prepare without any hope of success
  - b) Expect failure and decide to write the exam anyhow
  - c) Make a systematic plan about how to study and take it as a challenge and decide to make it as an experience
  - d) Give up the exam for ever
  - e) Think about reappear exam and not prepare properly
- 41 You are watching your favourite program on TV, and your brother changes the Channel. You will
- Accept the situation and enjoy the other program
  - Sit along with disappointed and watch the other programme
  - Complain to your parents
  - Warn your brother not to change the programme
  - a) Scold him and punish him for not obeying you
- 42 Your principal requests you to come to school for cleaning the school premises on a holiday. What will you do?
- Actively participate in the cleaning as it is your responsibility and take it as an opportunity to do seva
  - Participate in it for fear of the principal
  - Attend only if your friends are participating with you
  - Will not go as you are not interested in cleaning
  - a) Will not go as it is an holiday

- 43 Your request for an expensive mobile phone is denied by your parents because not to afford it in the present situation. You will
- Accept the situation and postpone your wish with pleasure
  - Request again for a cheaper one
  - Ask them to borrow money and buy it
  - Argue with your parents and then stop talking to them
- a) Take away some item from home to sell and arrange for the money
- 44 You are preparing for exam of next day. You haven't studied much throughout the semester and now you are feeling anxiety about the exam day. You will
- a) Put your effort 100% the last minute
  - b) Set an urgent time table prioritizes key topics and get good nights sleep
  - c) Ask a friend to share notes and try to learn everything quickly
  - d) Panic and give up, believing you will fail
  - e) Reflect on your own study habits and find out areas of improvement and prepare well with confidence
- 45 After facing a challenging situation, how do you reflect on your actions?
- a) Immediately analyze the situation and modify emotions
  - b) Take some time to spot the real situation in mind and take necessary steps to overcome it
  - c) Face the situation with full of frustration
  - d) Ask parents or friends for solution
  - e) Give up the achievement and consequences of this challenge totally.
- 46 When facing a conflict with your parents. How do you reflect?
- a) Avoid thinking about your role
  - b) Blame others without self-reflection
  - c) Regret for a while after outburst emotion
  - d) Seek help from others
  - e) Actively seek to understand your role and take some breathing exercise and rectify yourself
- 47 After return from school what measure do you take to retain the learning?
- a) Before bed ,read the study materials
  - b) Many times you recollect all the learning matters
  - c) Think about the learning things and prepare your own notes and reproduce it your own way
  - d) Totally forget about study matter

e) \Focus other entertainment

48 In moment of success and celebration how do you express your gratitude?

- a) Show gratitude through messages to concerned persons
- b) Express gratitude through prayer and believe the unseen power
- c) Believe that no need to thanks anybody because the successes is with own effort
- d) Show gratitude towards parents and ancestors
- e) Write in my gratitude journal all the name of the person behind the success including the universal power

49 When facing a moral dilemma, how do you face it?

- a) Reflect on personal values and principles
- b) Make decision based on personal gain
- c) Seek guidance from spiritual knowledge and principles already acquired
- d) Seek guidance from your friends
- e) Think about the consequences and withdraw from the decision

50 How do you approach the uncertainty and impermanence of life?

- a) Embrace the impermanence and trust the power of supreme power
- b) Accept change as a part of life
- c) Resist and fear about the mortality
- d) Don't likes to think about the uncertainty
- e) Feel fear and frustration thinking about the uncertainly

## Appendix ID

### SCORING KEY OF UNIVERSAL HUMAN VALUE TEST- Final

Item no	Score on each item					Attributes of Values	Component of Traditional values
	a	b	c	d	e		
1	5	4	3	2	1	Honesty	Truthfulness
2	3	1	4	2	5	Justice	Truthfulness
3	1	5	2	3	4	Honesty	Truthfulness
4	1	4	2	3	5	Trust	Truthfulness
5	2	5	3	4	1	Honesty	Truthfulness
6	1	2	3	4	5	Non violence	Ahimsa
7	1	2	3	4	5	Courage	Ahimsa
8	5	1	4	3	2	Belongingness	Ahimsa
9	1	2	3	4	5	Commitment	Ahimsa
10	1	2	3	4	5	Commitment	Asteya
11	2	3	4	5	1	Commitment	Asteya
12	2	4	3	5	1	Belongingness	Asteya
13	2	3	4	5	1	Belongingness	Asteya
14	5	3	4	2	1	Generosity	Aparigraha
15	4	2	3	5	1	Generosity	Aparigraha
16	2	1	4	3	5	Generosity	Aparigraha
17	1	4	3	5	2	Commitment	Aparigraha
18	1	2	5	4	3	Belongingness	Aparigraha
19	4	5	1	3	2	Generosity	Aparigraha
20	4	1	2	3	5	Generosity	Aparigraha
21	3	4	1	2	5	Commitment	Aparigraha
22	1	4	3	2	5	Austerity	Brahmacharya
23	5	2	1	4	3	Awareness	Brahmacharya
24	1	2	3	4	5	Awareness	Brahmacharya
25	1	5	4	3	2	Awareness	Brahmacharya
26	2	1	3	5	4	Awareness	Brahmacharya
27	1	5	4	3	2	Cleanliness	Soucha
28	3	4	5	2	1	Commitment	Soucha
29	1	2	3	5	4	Commitment	Soucha
30	1	5	3	3	4	Commitment	Soucha

31	5	2	3	1	5	Awareness	Soucha
32	4	5	2	1	3	Contentment	Soucha
33	1	3	4	2	5	Contentment	Santosha
34	1	3	2	4	5	Contentment	Santosha
35	4	2	3	1	5	Contentment	Santosha
36	2	1	1	5	4	Contentment	Santosha
37	3	4	5	1	2	Commitment	Tapas
38	2	1	4	3	5	Belongingness	Tapas
39	4	3	2	5	1	Austerity	Tapas
40	3	2	4	5	1	Awareness	Tapas
41	5	3	4	2	1	Commitment	Tapas
42	5	4	3	2	1	Commitment	Tapas
43	5	4	3	2	1	Commitment	Tapas
44	3	4	2	1	5	Awareness	Swadhyaya
45	4	5	1	3	2	Awareness	Swadhyaya
46	2	1	3	5	4	Self study	Swadhyaya
47	3	4	5	2	1	Self study	Swadhyaya
48	2	4	3	1	5	Awareness	Iswarapranidhana
49	5	1	4	2	3	Awareness	Iswarapranidhana
50	5	4	3	2	1	Awareness	Iswarapranidhana

**Appendix II A**  
**N S S Training College Ottappalam**  
**SOFT SKILL ASSESSMENT TEST (SSAT)**  
**(Draft)**  
**Prepared by**  
**Baby & Prof. (Dr.) Kumar**

Dear Student,

I am a research scholar in NSS Training College, Ottappalam. The topic selected for my study is “Development of an of an Instructional Package for the Promotion of Universal Human Values and Soft Skills among Higher Secondary School Students”

The SSAT given is prepared for collecting the data required for the study. I request your frank responses which will be kept confidential and used only for the research purpose. This booklet contains 64 items. Please read each statement carefully. Each statement has five choices. You may put a tick mark (✓) on one of the options you feel best. Thank you for your participation.

Baby A

Name of the Student: .....

Name of the School: .....

**Soft Skill Assessment Test (SSAT)**  
**(Draft)**

- 1) Your friends are insisting you to bunk the class and go for a lunch in a restaurant which is far away from your school with them. You
  - a) Promise that you will go next time
  - b) Will not go thinking about the consequences of being caught
  - c) Accept it thinking that no one will know
  - d) Accompany them as you don't want to disappoint your friends
  - e) Never go bunking the class because you valuing your principle
  
- 2) If you come to know about one of your classmates gossiping about you to others about your achievements, you will
  - a) Not respond due to fear
  - b) Warn them not to repeat it
  - c) Complain to the class teacher
  - d) Threaten them with the help of others
  - e) Consider their gossip and make an analysis about it to know the truth behind it
  
- 3) On your way to a trip with your family, you saw a person throwing plastic waste on road. You will
  - a) Do not bother as it is not your duty
  - b) Complain to the concerned authorities
  - c) Make him aware and educate them about the consequences and request him not to repeat it
  - d) Warn him about legal consequences
  - e) Think of the place to throw waste from your house too

- 4) You receive a lower grade in a test than your expectation. How do you react?
  - a) Avoid thinking about the grade and continuing your work
  - b) Complaint to your friend about the difficulty of the test
  - c) Reflect on your study habits and try to improve it
  - d) Blame the teacher for giving unfair grading.
  - e) Ignore the grade and think it is silly matter
  
- 5) Your class is responsible for this day's "thought of the day" in daily assembly. The student entrusted for the same is absent. Teacher announces that any one of you may come forward and recite the pledge. What will you do?
  - a) Accept it without hesitation
  - b) Accept it after some persuasion
  - c) Arrange someone else for the role
  - d) Avoid it with a lie
  - e) Run away due to stage fear
  
- 6) Your foot ball team is suffering from defeat in a competition. All members are disappointed. What will you do?
  - a) You surrender and give-up.
  - b) You try your best to win.
  - c) You motivate and energize your team members.
  - d) You also feel bad and disappointed, but continue to play.
  - e) You compensate the disappointment by pushing down one from other team.
  
- 7) The Headmaster is requesting students, who can afford, to bring Rs 100/- each to help the poor. What will you do?
  - a) You decide not to contribute the money.
  - b) You receive the money from home and use it for other needs.

- c) You plan to give the money, if your parents give it.
  - d) You persuade your parents and give the money somehow.
  - e) You will be ready to give, if your class-teacher continues to insist for the same.
- 8) You see a person lying on the road injured after an accident. You will
- a) Take photograph in your mobile for uploading
  - b) Move away from the spot without helping him
  - c) Wait for someone else to help him
  - d) Inform police or someone for help
  - e) Take an action to help him immediately
- 9) You were running first in a running race. Suddenly somehow you fell down and the person behind you won the prize, you will
- a) Stand up and get out of the place
  - b) Stand up and congratulate the person who won the race
  - c) Shout at the person who had won
  - d) Complain that the other fellow had hit you
  - e) Complain the authority
- 10) Your class teacher does not allow you to participate in practice of drama as you have not completed your home work. What will you do?
- a) Obey him as you understand your mistake
  - b) Request him to allow you to participate
  - c) Complain to the principal
  - d) Argue with the teacher
  - e) Disobey him and go out for playing
- 11) If someone breaks into a queue that you are standing in, you will

- a) Keep silence to avoid a fight
  - b) Complain concerned officials
  - c) Push him away forcefully
  - d) Ask him to go back and stand in line
  - e) Support others who question him
- 12) You are watching star sports channel on TV and you grandmother wants to watch a film in another channel. You will
- a) Tell her she can watch the same as a re-telecast programme
  - b) Allow her to watch her favourite programme
  - c) Ignore her request and forcefully change to your channel
  - d) Argue with her
  - e) Complain to your parents
- 13) You saw some of your friends smoking during lunch break in school. If they invite you to join them, you will
- a) Run away for the fear of compulsion from your friends
  - b) Join them as you don't want to feel inferior
  - c) Never go as it is a bad habit
  - d) Ask them not to smoke and injurious to health
  - e) Inform the class teacher
- 14) Some of your parent's friends, who are not very familiar to you, are coming to stay in your house for two days. You will
- a) Treat them well and build a good relationship
  - b) Ill treat the guests
  - c) Stay with your friend till they return
  - d) Avoid them by staying in your room

- e) Interact with tem with some hesitation
- 15) Your teacher caught you lying over an issue like you steal an assignment of your friend. What will be your reaction?
- a) Never admit the mistake
  - b) Behave as if nothing has happened
  - c) Apologize for the mistake and give back it the concerned student
  - d) Decide never to lie again
  - e) Feel ashamed
- 16) If you are asked to act in a drama for school arts festival, your reaction would be
- a) Accept it without hesitation
  - b) Accept it after some persuasion
  - c) Arrange someone else for the role
  - d) Avoid it with a lie
  - e) Run away due to stage fear
- 17) In case your friend wants to share his personal problems with you, what will be your reaction?
- a) You think what benefit you get out of that?
  - b) You ask him to share and you continue your work
  - c) You patiently listen and suggest solutions.
  - d) You inform him that you are busy.
  - e) You hear all things and prefer to give your response later.
- 18) You are climbing with your team members as part of your school picnic. One of the team members felt exhausted and fell down. What will you do?
- a) You make immediate action to take care him /her and continue your task.

- b) You scold him for joining to climb.
  - c) You ignore him.
  - d) You ask others to bring him down.
  - e) You think that this shouldn't happen to you.
- 19) In a three round running race, after the first round you noticed that four people were running ahead of you, you will
- a) Accelerate the speed with confidence to win
  - b) Slow down losing hope to win
  - c) Continue at the same speed
  - d) Withdraw from the race
  - e) Try to push others, running ahead of you
- 20) Your class is engaged in a team work to develop a model on Vision Board. When someone in the team propose a create idea that makes the model more appealing, what will you do?
- a) You say to that person as, 'the tail need not wag, when there is head'.
  - b) You positively accept the idea and discuss the same with the team;
  - c) You suggest considering the idea next time;
  - d) You accept partially, and then proceed with your own ideas;
  - e) You integrate that person and his idea and proceed to complete the model accordingly
- 21) Your class is divided into five groups for an activity. How will you interact with others members if you are the leader of the group?
- a) Avoid speaking for fear of getting teased
  - b) Talk only if you have been asked by someone
  - c) Actively participate in the activity telling your opinions and make other as a part of the group

- d) Will not attend the activity
  - e) Try to withdraw from the group
- 22) A famous Poet took a class for you all. If your teacher asks you to say vote of thank, you will
- a) With great pleasure accept it and speak in that way that your speech contains the consolidated the gist of what the Poet presented;
  - b) You just repeat a stereotyped 'vote of thanks', which you had by-hearted;
  - c) You avoid the opportunity due to the lack of confidence,
  - d) You respond to the teacher that you would be ready for the same next time;
  - e) You express your response in the literary language that the class teacher guided you before
- 23) You failed in one examination due to ill-health. If your teacher insults you, while giving the answer-paper, how will you respond?
- a) You feel disappointed and cry
  - b) You react to the teacher emotionally
  - c) You will take a decision to score high marks in that paper.
  - d) In order to avoid scolding from home, you will try to influence the teacher somehow to obtain the pass-mark.
  - e) You will inform the teacher the reason of ill-health as not doing well in the exam.
- 24) You are hearing the screaming sound of from the neighborhood, as there is a snake in their house.. What will you do?
- a) Hurriedly take a stick and ran towards the neighbors' house to protect the neighbor
  - b) You help her to inform others
  - c) You bring your friend and jointly try to kill the snake.

- d) You ask her to find others, by the time you watch the snake from escaping.
  - e) You will not come out from your home as you are frightened.
- 25) The students of other classes are brought into your class for attending a special programme. Your teacher asks your class-students to stand at the sides of the class, after providing your seats to them. What will you do?
- a) You sit with the students of the other class, unnoticed of your teacher.
  - b) You snatch a seat immediately.
  - c) You follow as instructed by the teacher.
  - d) You sit in the bench if you get the space, without rushing.
  - e) You continue to sit in the same seat, without allowing anybody else to sit there.
- 26) Teacher asks you to bring c chart papers to draw group-wise drawings. One student forgot to bring. What will you do?
- a) You share your paper with that student
  - b) You expect him to get scolded by the teacher
  - c) You will not share the chart paper
  - d) You allow him to share your chart paper, on the condition that the other does your work also.
  - e) You draw the picture and allow the other to do the same.
- 27) Your grandma fell down and seriously injured, ask you to get a taxi car, while you were playing. What will you do?
- a) You feel irritated and express not to disturb you while playing.
  - b) You stop playing and rush to get the taxi.
  - c) You ask others, who are not playing to get the taxi.
  - d) You agree to do it, after finishing the play.
  - e) You try whether it is possible to arrange the taxi through the phone call.

- 28) In case you meet a blind who finds it difficult to cross the road, while you were going to school, what will you do?
- a) You feel just sympathetic to him
  - b) You skip him by feeling ashamed to help him.
  - c) You avoid him as being late at the school.
  - d) You help him to cross the road and then rush to the school.
  - e) You request somebody to help him, as you have to reach the school in time
- 29) While you make a design for the school, one of your classmates, who is more skillful in that volunteers to help you. What will be your response?
- a) You inform him that you yourself will complete the sculpture.
  - b) You collect his suggestions, but you yourself complete the same.
  - c) As he is more skillful, you accept his offer and complete the work together.
  - d) You simply ignore him fearing the loss of your reputation.
  - e) You take it as a challenge to do it more excellent than the other, who is skilled.
- 30) On the way to School, you happened to see on the way that a person is abusing a child. What will you do?
- a) You shout at him to release the child.
  - b) You bring into others' attention.
  - c) You feel relaxed as you are not attacked by that person.
  - d) You simply ignore the scene.
  - e) You asked the reason and somehow save the child.
- 31) In case your friend wants to share his personal problems with you, what will you do?
- a) You think what benefit you get out of that?
  - b) You ask him to share and you continue your work

- c) You patiently listen, and suggest solutions.
  - d) You inform them that you are busy.
  - e) You sympathies and let them talk
- 32) You are going along with your friends for cite seeing on the way your uncle gives one hundred rupees as pocket money. What will you do?
- a) You keep it in your pocket and then you join back to your friends.
  - b) You put the money into your pocket, unnoticed by your friends.
  - c) You decide to share it with your friends.
  - d) You take half of it and then give the other half to your friends.
  - e) You politely inform your uncle that you don't want the money now as you are with your friends
- 33) The students sitting at the back bench threw a cockroach on your side. What will you do?
- a) You quarrel with all in that bench.
  - b) You throw back it on them.
  - c) You keep away from this creature with fear
  - d) You throw it outside.
  - e) You complain to the teacher
- 34) One of your classmates is always depressed as his father is a drunkard and problematic. What will be your attitude towards that student?
- a) You feel pity on him.
  - b) You disassociate with him.
  - c) You tease him with other classmates.
  - d) You motivate him not get distracted and to be smart in studies.
  - e) You advise him not to blame his father

- 35) You missed the school bus as you spent time by playing video game that day. What will you say when Headmaster asks the reason for being late.
- a) You blame the bus driver that he didn't stop.
  - b) You blame your mother that she prepared the meal late.
  - c) You tell the truth that you spent lot of time with mobile game
  - d) You put the reason as being staying far from the school.
  - e) You promise to come in time in future
- 36) Nobody attends the, newly joined students in your class recently. What will you do?
- a) You try to threaten them
  - b) You also ignore them.
  - c) You wait for their initiative to approach you.
  - d) As others ask their names and places, you also do the same.
  - e) You mix with them and behave very friendly.
- 37) You are busy with your project work and each member has a different role. One of your team members is struggling to contribute. You will
- a) Request teacher to get an additional member
  - b) Encourage the struggling member to share their challenges and offer help
  - c) Ignore the team member and focus your own work
  - d) Complaint to the teacher
  - e) Advise the member about the value of hard work
- 38) Your school is organizing a fundraising event to help poor students and for charity work and you are a part of the organizing committee. There is different of opinion and ideas. Your approach
- a) Withdraw from the discussion and let others to decide
  - b) Insist on your idea because you think its best

- c) Accept ideas of the leader
  - d) Facilitate a group discussion to understand every ones perspective and find a compromise
  - e) Keep silently to do whatever others forced to do
- 39) Your group is participating in a community service project. One member is not attaining the target work is falling behind, you will
- a) Complete the task at your own risk to meet the dead line
  - b) Redistribute the task to ensure everyone contributes
  - c) Prioritize your own task and let the member to manage their responsibilities
  - d) Make a Complaint to the teacher in charge
  - e) Ignore the member totally.
- 40) Your group is working on a project, there are different of opinion on a theme. You will response
- a) Push your ideas without considering others opinion
  - b) Step back and let others take a decision
  - c) Persuade the group to follow your idea forcefully
  - d) Propose multiple approaches and let the group vote
  - e) Engage in open communication and listens every ones opinions and work towards a consensuses
- 41) Your sports team is not performing up to the expectation level. As a team leader you will
- a) Encourage and uplift the team spirits, emphasizing the impotence of team spirit
  - b) Focus your own performance and let others handle their issues
  - c) Criticize teammates who are not perfuming well.
  - d) Withdraw the hope and get ready to face the consequences

- e) Take a decision not to play with this team
- 42) Your class teacher encourages your participation in a discussion. You will
- a) Stay silent to avoid seek attention of others
  - b) Complaint to friends about the meaningless of discussion
  - c) Persuade your friend to express your ideas to the class
  - d) Wait until others have shared their thoughts and express your insightful thought and listen the idea of others also
  - e) Dominate the discus to ensure your voice is heard..
- 43) You are a part of a study group preparing for final exams. One member is consistently distracted during study time. Your action will be
- a) Comfort the member and express frustration about lack of commitment
  - b) Offer support and help the struggling member understand the study materials
  - c) Give some guidance about the necessity to go along with the group
  - d) Make a complaint against the member
  - e) Exclude the member immediately from the study group.
- 44) You overhear a classmate spreading a rumor about you that's not true. You will
- a) Discuss the situation to the teacher
  - b) Confront the classmate furiously and demand an explanation
  - c) Ignore the rumor
  - d) Spread another rumor against the classmate
  - e) Seek clarification calmly and ask clarification directly with your classmate
- 45) A new person with your age comes to your home to stay there for a few days to attend a camp near your residence. You approach them
- a) Wait for to get an initiation from the stranger
  - b) Introduce yourself and stretch your hand first to become friends

- c) Ignore them and do your routine work as usual
  - d) Observe from a distance before deciding to approach
  - e) Smile to them and keep a distance
- 46) A friend supported you with a challenging task. You will
- a) Send thanks message immediately
  - b) Assume they know about your gratitude, no need to show gratitude
  - c) Make an attempt to appreciate and acknowledge them in front of the public
  - d) Write a heartfelt note to express your gratitude
  - e) Give a surprise gift to show your gratitude
- 47) You and your friend have a disagreement about plans for the week end. You will
- a) Ignore the disagreement and make plans without your friend
  - b) Insist your plans and expect your friend to follow
  - c) Convince other friends to support your plan
  - d) Talk openly with your friend expressing your view point and try to find a compromise.
  - e) Decide to skip week end plans altogether
- 48) You are struggling with a doubt about your subject and you need help from you teacher. You will
- a) Raise your hand in class and ask for help in front of everyone.
  - b) Complain about the class and class teacher about not to make understand to students
  - c) Try to work out own way and finish it
  - d) Ask the help of your friend to copy the note.
  - e) Create a one to one session with teacher to clarify your doubts clearly.

- 49) What will you do when a team leader of another group, used to defeats your group,
- a) All from your group join together to tease him.
  - b) You put a condition on him that if they don't defeat your group further, then only that you will be ready to help him.
  - c) You ask them the real reason for this attitude and ignore the incidents
  - d) You put the complaint to the concerned authority
  - e) You help and also accept them in your group, saying that competition is only while playing, and then all are same.
- 50) You and your sibling often argue over the use of shared spaces at home..You will
- a) Avoid using your place while sibling is around you
  - b) Complaint your parents to solve the problem
  - c) Make a quarrel to occupy your space
  - d) Establish strict rules not to occupy others space
  - e) Have a calm conversation with your sibling and help him to accommodate where ever they want with a peaceful way.
- 51) Some students from lower classes have already occupied the place where you take lunch regularly. They are not clearing the space, though you waited for a while. What will you do?
- a) You angry at them and demand to vacate the place immediately.
  - b) You threaten them and make them keep away
  - c) You sit somewhere else and start eating your lunch.
  - d) You patiently wait until they finish their lunch.
  - e) You join with them and eat your lunch

- 52 Your class has decided to celebrate birth day of your class teacher. You want to present a gift to them. How do you prepare for the event?
- a) You will arrange everything and surprise others
  - b) You select some active members to organize the event beautifully
  - c) You do not take the responsibility of anything
  - d) You conduct a class meeting and make an open discussion and assign duty to each of the member and ensure their participation
  - e) You decide to take leave on that day.
- 53 You are the selected person to present a topic in front of the class on next week. How do you prepare and deliver it?
- a) Create a Rough note and present with a minimal verbal explanation
  - b) Read directly from your notes to ensure to cover every main points.
  - c) Skip the presentation and ask the teacher to let you to submit the written assignment
  - d) Speak softly and finish presentation quickly
  - e) Practice in front of the mirror and speak confidently, referencing note frequently.
- 54 After a debate conducted in your school you notice that you didn't contribute much to the conversation. How do you interpret this?
- a) Reflect on your communication style and consider ways to engage more next time
  - b) Blame others for not including you in the conversation
  - c) Disregard the situation and focus on your own thoughts.
  - d) Avoid such situation in future
  - e) Rationalize about your non participation in conversation

55 You consistently noticed that you are running late for commitments. How do you address this issue?

- a) Disregard the importance of punctuality
- b) Reflect on your time management habits, and identify areas of improvement
- c) Blame external factors for the lateness
- d) Apologize for being late commitment
- e) Avoid acknowledging the issue and hope others understand

56 You consistently noticed that you are running late for commitments. How do you address this issue?

- a) Disregard the importance of punctuality
- b) Reflect on your time management habits, and identify areas of improvement
- c) Blame external factors for the lateness
- d) Apologize for being late commitment
- e) Avoid acknowledging the issue and hope others understand

57 You set a personal goal but are struggling to make progress. In this situation you will

- a) Blame external factors for the lack of progress
- b) Think that the goal setting is not so important
- c) Reflect on the obstacles adjust your approach ,and seek support if needed
- d) Give up on the goal and set a mew goal.
- e) Totally ignore it

58 You find yourself suffering to peer pressure to engage in activities against your values. You will

- a) Reflect on your values, assertively communicate your boundaries, and make choices aligned with your values
- b) Ignore the conflict and hope it doesn't happen again

- c) Blame others for pressuring you and distance yourself.
  - d) Your values are conquered by the peer pressure
  - e) Avoid such situation and try to follow your ethics and values
- 59) Your friend asks to share your homework answers. How do you handle the request?
- a) Share your answers without hesitation
  - b) Share your answers but express your discomfort doing so
  - c) Politely refuse and ask the difficulties facing by them and explain how to solve it
  - d) Share your answers but expect something in return
  - e) Ignore the request and pretend you didn't hear it.
- 60) You have a disagreement with a friend, and they express hurt feelings. How do you respond?
- a) Blame them for the conflict and distance yourself
  - b) Acknowledger their feelings, reflect on your behavior, and apologize if necessary.
  - c) Seek advice from others on how to handle the situation
  - d) Defend your thoughts and feelings
  - e) Avoid addressing the issue and hope it resolve its own
- 61) Your classmate is consistently teases you about your appearance. You will
- a) Ignore and hope it stop after a few days
  - b) Address assertively and ask to stop and not to continue
  - c) Respond with aggressive and counter the teasing
  - d) Complain about it to the classmates and class teacher
  - e) Laugh along with the teasing and show it doesn't bother you

- 62) In Youth festival you like to join music competition, but your parents forced to participate in Kathagali sangeetham. How do you handle
- a) Agree with your parents choice without prefer your choice
  - b) Communicate about your interest and preference and discuss why it's important to you.
  - c) Ignore the disagreement and do as your own choice
  - d) Refuse to participate in any activities to avoid conflict
  - e) Join the activities without thinking too much
- 63) You are struggling with your assignments and household issues, in this situation you will
- a) Keep your feelings silently and manage everything silently
  - b) You explain the situation to your classmates and teachers openly, and seek support from them
  - c) Complain about your busy schedule to your classmates
  - d) Avoid discussing about your stress and workload to others
  - e) Ask others to take your responsibilities because of your work load
- 64) What will you do, when each group in the class is asked to present a skit on 'environmental pollution'?
- a) You wait for somebody else to volunteer to take the leadership.
  - b) You wait until the teacher assigns roles to each student.
  - c) You volunteer the leadership role and start practicing the skit.
  - d) You persuade some others to take the leadership.
  - e) You tease the teacher by commenting that teacher is simply wasting time, rather teaching

## Appendix II B

### SCORING KEY OF SKILL ASSESMENT (DRAFT)

Q.No	Score on each item					Attributes of Soft Skills
	a	b	c	d	e	
1	3	4	2	1	5	Assertiveness
2	1	4	3	2	5	Assertiveness
3	2	4	5	4	1	Awareness
*4	4	2	5	1	3	Awareness
*5	5	4	3	2	1	Adaptability
6	5	2	1	3	4	Assertiveness
7	2	4	5	3	1	Empathy
8	3	5	1	2	4	Empathy
*9	2	5	1	4	3	Empathy
10	2	3	1	5	4	Awareness
11	4	5	3	2	1	Adaptability
12	3	1	4	5	2	Adaptability
13	2	1	4	5	3	Assertiveness
*14	5	4	2	3	1	Adaptability
15	1	2	5	4	3	Adaptability
16	5	4	3	2	1	Adaptability
17	1	3	5	2	4	Empathy
18	5	3	1	4	2	Empathy
*19	5	3	4	2	1	Awareness
20	1	4	3	2	5	Leadership
*21	3	4	5	2	1	Leadership
22	5	3	4	2	1	Communication
23	5	3	1	2	4	Awareness
24	2	1	3	5	4	Adaptability
25	5	3	4	2	1	Adaptability
*26	5	1	2	4	3	Empathy
27	2	4	5	3	1	Empathy
28	1	5	2	3	4	Empathy
*29	2	3	4	1	5	Adaptability
30	3	1	2	5	4	Empathy
31	4	3	2	1	5	Conflict Resolution
32	2	3	5	4	1	Empathy
33	2	1	5	4	3	Awareness
34	2	1	3	5	2	Assertiveness
*35	2	1	4	3	5	Assertiveness
*36	1	2	3	2	5	Adaptability
*37	3	5	2	1	4	Empathy
38	3	2	1	5	4	Empathy
39	1	3	4	5	2	Conflict resolution

40	4	5	3	2	1	Leadership
*41	5	4	3	2	1	Leadership
42	1	3	2	4	5	Communication
43	4	5	3	2	1	Conflict Resolution
44	3	4	2	1	5	Conflict Resolution
45	3	5	1	4	2	Adaptability
46	2	1	3	4	5	Awareness
*47	2	3	4	5	1	Conflict Resolution
48	1	2	4	5	3	Communication
49	3	1	4	2	5	Conflict Resolution
50	1	2	4	3	5	Adaptability
*51	2	1	3	5	4	Adaptability
52	4	2	1	3	5	Leadership
53	4	3	2	5	1	Communication
54	4	2	1	3	5	Communication
55	5	4	3	2	1	assertiveness
56	4	2	5	1	3	Adaptability
*57	1	3	5	4	2	Awareness
58	1	5	2	4	3	awareness
59	5	2	3	1	4	Empathy
60	4	3	5	2	1	Assertiveness
61	1	5	2	3	4	Conflict Resolution
*62	3	5	1	2	4	Communication
63	2	5	3	1	4	Empathy
64	4	3	5	2	1	Leadership

**Appendix II C**  
**SOFT SKILL ASSESSMENT TEST (SAT)**  
**(Final)**  
**N S S Training College Ottappalam**  
**Prepared by**  
**Baby A & Dr. Sunil Kumar AS**

Dear Student,

I am a research scholar in NSS Training College, Ottappalam. The topic selected for my study is “Development of an of an Instructional Package for the Promotion of Universal Human Values and Soft Skills among Higher Secondary School Students”

The SAT given is prepared for collecting the data required for the study. I request your frank responses which will be kept confidential and used only for the research purpose. This booklet contains 48 items. Please read each statement carefully. Each statement has five choices. You may put a tick mark (✓) on one of the options you feel best. Thank you for your participation.

Baby A

Name of the Student: .....

Name of the School: .....

**Soft Skill Assessment Test (SSAT)**  
**(Final)**

- 1 Your friends are insisting you to bunk the class and go for a lunch in a restaurant which is far away from your school with them. You
  - a) Promise that you will go next time
  - b) Will not go thinking about the consequences of being caught
  - c) Accept it thinking that no one will know
  - d) Accompany them as you don't want to disappoint your friends
  - e) Never go bunking the class because you valuing your principle
  
- 2 If you come to know about one of your classmates gossiping about you to others about your achievements, you will
  - a) Not respond due to fear
  - b) Warn them not to repeat it
  - c) Complain to the class teacher
  - d) Threaten them with the help of others
  - e) Consider their gossip and make an analysis about it to know the truth behind it
  
- 3 On your way to a trip with your family, you saw a person throwing plastic waste on road. You will
  - a) Do not bother as it is not your duty
  - b) Complain to the concerned authorities
  - c) Make him aware and educate them about the consequences and request him not to repeat it
  - d) Warn him about legal consequences
  - e) Think of the place to throw waste from your house too
  
- 4 Your foot ball team is suffering from defeat in a competition. All members are disappointed. What will you do?

- a) You surrender and give-up.
  - b) You try your best to win.
  - c) You motivate and energize your team members.
  - d) You also feel bad and disappointed, but continue to play.
  - e) You compensate the disappointment by pushing down one from other team.
- 5 The Headmaster is requesting students, who can afford, to bring Rs 100/- each to help the poor. What will you do?
- a) You decide not to contribute the money.
  - b) You receive the money from home and use it for other needs.
  - c) You plan to give the money, if your parents give it.
  - d) You persuade your parents and give the money somehow.
  - e) You will be ready to give, if your class-teacher continues to insist for the same.
- 6 You see a person lying on the road injured after an accident. You will
- a) Take photograph in your mobile for uploading
  - b) Move away from the spot without helping him
  - c) Wait for someone else to help him
  - d) Inform police or someone for help
  - e) Take an action to help him immediately
- 7 Your class teacher does not allow you to participate in practice of drama as you have not completed your home work. What will you do?
- a) Obey him as you understand your mistake
  - b) Request him to allow you to participate
  - c) Complain to the principal
  - d) Argue with the teacher

- e) Disobey him and go out for playing
- 8 If someone breaks into a queue that you are standing in, you will
- a) Keep silence to avoid a fight
  - b) Complain concerned officials
  - c) Push him away forcefully
  - d) Ask him to go back and stand in line
  - e) Support others who question him
- 9 You are watching star sports channel on TV and you grandmother wants to watch a film in another channel. You will
- a) Tell her she can watch the same as a re-telecast programme
  - b) Allow her to watch her favourite programme
  - c) Ignore her request and forcefully change to your channel
  - d) Argue with her
  - e) Complain to your parents
- 10 You saw some of your friends smoking during lunch break in school. If they invite you to join them, you will
- a) Run away for the fear of compulsion from your friends
  - b) Join them as you don't want to feel inferior
  - c) Never go as it is a bad habit
  - d) Ask them not to smoke and injurious to health
  - e) Inform the class teacher
- 11 Your teacher caught you lying over an issue like you steal an assignment of your friend. What will be your reaction?
- a) Never admit the mistake
  - b) Behave as if nothing has happened

- c) Apologize for the mistake and give back it the concerned student
  - d) Decide never to lie again
  - e) Feel ashamed
- 12 |If you are asked to act in a drama for school arts festival, your reaction would be
- a) Accept it without hesitation
  - b) Accept it after some persuasion
  - c) Arrange someone else for the role
  - d) Avoid it with a lie
  - e) Run away due to stage fear
- 13 In case your friend wants to share his personal problems with you, what will be your reaction?
- a) You think what benefit you get out of that?
  - b) You ask him to share and you continue your work
  - c) You patiently listen and suggest solutions.
  - d) You inform him that you are busy.
  - e) You hear all things and prefer to give your response later.
- 14 You are climbing with your team members as part of your school picnic. One of the team members felt exhausted and fell down. What will you do?
- a) You make immediate action to take care him /her and continue your task.
  - b) You scold him for joining to climb.
  - c) You ignore him.
  - d) You ask others to bring him down.
  - e) You think that this shouldn't happen to you.
- 15 In a three round running race, after the first round you noticed that four people were running ahead of you, you will

- a) Accelerate the speed with confidence to win
- b) Slow down losing hope to win
- c) Continue at the same speed
- d) Withdraw from the race
- e) Try to push others, running ahead of you

16 Your class is engaged in a team work to develop a model on Vision Board. When someone in the team propose a create idea that makes the model more appealing, what will you do?

- a) You say to that person as, ‘the tail need not wag, when there is head’.
- b) You positively accept the idea and discuss the same with the team;
- c) You suggest considering the idea next time;
- d) You accept partially, and then proceed with your own ideas;
- e) You integrate that person and his idea and proceed to complete the model accordingly

17 A famous Poet took a class for you all.if your teacher asks you to say vote of thanks? You will

- a) With great pleasure accept it and speak in that way that your speech contains the consolidated the gist of what the Poet presented;
- b) You just repeat a stereotyped ‘vote of thanks’, which you had by-hearted;
- c) You avoid the opportunity due to the lack of confidence,
- d) You respond to the teacher that you would be ready for the same next time;
- e) You express your response in the literary language that the class teacher guided you before

18 You failed in one examination due to ill-health. If your teacher insults you, while giving the answer-paper, how will you respond?

- a) You feel disappointed and cry

- b) You react to the teacher emotionally
  - c) You will take a decision to score high marks in that paper.
  - d) In order to avoid scolding from home, you will try to influence the teacher somehow to obtain the pass-mark.
  - e) You will inform the teacher the reason of ill-health as not doing well in the exam.
- 19 You are hearing the screaming sound of from the neighborhood, as there is a snake in their house.. What will you do?
- a) Hurriedly take a stick and ran towards the neighbors' house to protect the neighbor
  - b) You help her to inform others
  - c) You bring your friend and jointly try to kill the snake.
  - d) You ask her to find others, by the time you watch the snake from escaping.
  - e) You will not come out from your home as you are frightened.
- 20 The students of other classes are brought into your class for attending a special programme. Your teacher asks your class-students to stand at the sides of the class, after providing your seats to them. What will you do?
- a) You sit with the students of the other class, unnoticed of your teacher.
  - b) You snatch a seat immediately.
  - c) You follow as instructed by the teacher.
  - d) You sit in the bench if you get the space, without rushing.
  - e) You continue to sit in the same seat, without allowing anybody else to sit there.
- 21 Your grandma fell down and seriously injured, ask you to get a taxi car, while you were playing. What will you do? Interpersonal-pro social behavior
- a) You feel irritated and express not to disturb you while playing.

- b) You stop playing and rush to get the taxi.
  - c) You ask others, who are not playing to get the taxi.
  - d) You agree to do it, after finishing the play.
  - e) You try whether it is possible to arrange the taxi through the phone call.
- 22 In case you meet a blind who finds it difficult to cross the road, while you were going to school, what will you do?
- a) You feel just sympathetic to him
  - b) You skip him by feeling ashamed to help him.
  - c) You avoid him as being late at the school.
  - d) You help him to cross the road and then rush to the school.
  - e) You request somebody to help him, as you have to reach the school in time
- 23 On the way to School, you happened to see on the way that a person is abusing a child. What will you do?
- a) You shout at him to release the child.
  - b) You bring into others' attention.
  - c) You feel relaxed as you are not attacked by that person.
  - d) You simply ignore the scene.
  - e) You asked the reason and somehow save the child.
- 24 In case your friend wants to share his personal problems with you, what will you do?
- a) You think what benefit you get out of that?
  - b) You ask him to share and you continue your work
  - c) You patiently listen, and suggest solutions.
  - d) You inform them that you are busy.
  - e) You sympathies and let them talk

- 25 You are going along with your friends for a picnic on the way your uncle gives one hundred rupees as pocket money. What will you do? Collaboration
- a) You keep it in your pocket and then you join back to your friends.
  - b) You put the money into your pocket, unnoticed by your friends.
  - c) You decide to share it with your friends.
  - d) You take half of it and then give the other half to your friends.
  - e) You politely inform your uncle that you don't want the money now as you are with your friends
- 26 The students sitting at the back bench threw a cockroach on your side. What will you do?
- a) You quarrel with all in that bench.
  - b) You throw back it on them.
  - c) You keep away from this creature with fear
  - d) You throw it outside.
  - e) You complain to the teacher
- 27 One of your classmates is always depressed as his father is a drunkard and problematic. What will be your attitude towards that student?
- a) You feel pity on him.
  - b) You disassociate with him.
  - c) You tease him with other classmates.
  - d) You motivate him not get distracted and to be smart in studies.
  - e) You advise him not to blame his father
- 28) Your school is organizing a fundraising event to help poor students and for charity work and you are a part of the organizing committee. There is different of opinion and ideas. Your approach
- a) Withdraw from the discussion and let others to decide

- b) Insist on your idea because you think its best
  - c) Accept ideas of the leader
  - d) Facilitate a group discussion to understand every ones perspective and find a compromise
  - e) Keep silently doing whatever others forced to do
- 29 Your group is participating in a community service project. One member is not attaining the target work is falling behind, you will
- a) Complete the task at your own risk to meet the dead line
  - b) Redistribute the task to ensure everyone contributes
  - c) Prioritize your own task and let the member to manage their responsibilities
  - d) Make a Complaint to the teacher in charge
  - e) Ignore the member totally.
- 30 Your group is working on a project, there are different of opinion on a theme. You will
- a) Push your ideas without considering others opinion
  - b) Step back and let others take a decision
  - c) Persuade the group to follow your idea forcefully
  - d) Propose multiple approaches and let the group vote
  - e) Engage in open communication and listens every ones opinions and work towards a consensuses
- 31 Your class teacher encourages your participation in a discussion. You will
- a) Stay silent to avoid seek attention of others
  - b) Complaint to friends about the meaningless of discussion
  - c) Persuade your friend to express your ideas to the class
  - d) Wait until others have shared their thoughts and express your insightful thought and listen the idea of others also

e) Dominate the discussion to ensure your voice is heard..

32 You are a part of a study group preparing for final exams. One member is consistently distracted during study time. Your action will be

- a) Comfort the member and express frustration about lack of commitment
- b) Offer support and help the struggling member understand the study materials
- c) Give some guidance about the necessity to go along with the group
- d) Make a complaint against the member
- e) Exclude the member immediately from the study group.

33 You overhear a classmate spreading a rumor about you that's not true. You will

- a) Discuss the situation to the teacher
- b) Confront the classmate furiously and demand an explanation
- c) Ignore the rumor
- d) Spread another rumor against the classmate
- e) Seek clarification calmly and ask clarification directly with your classmate

34 A friend supported you with a challenging task. You will

- a) Send thanks message immediately
- b) Assume they know about your gratitude, no need to show gratitude
- c) Make an attempt to appreciate and acknowledge them in front of the public
- d) Write a heartfelt note to express your gratitude
- e) Give a surprise gift to show your gratitude

35 You are struggling with a doubt about your subject and you need help from your teacher. You will

- a) Raise your hand in class and ask for help in front of everyone.
- b) Complain about the class and class teacher about not making it understandable to students

- c) Try to work out own way and finish it
- d) Ask the help of your friend to copy the note.
- e) Create a one to one session with teacher to clarify your doubts clearly.

36 What will you do when a team leader of another group, used to defeats your group,

- a) All from your group join together to tease him.
- b) You put a condition on him that if they don't defeat your group further, then only that you will be ready to help him.
- c) You ask them the real reason for this attitude and ignore the incidents
- d) You put the complaint to the concerned authority
- e) You help and also accept them in your group, saying that competition is only while playing, and then all are same.

37 You and your sibling often argue over the use of shared spaces at home..You will

- a) Avoid using your place while sibling is around you
- b) Complaint your parents to solve the problem
- c) Make a quarrel to occupy your space
- d) Establish strict rules not to occupy others space
- e) Have a calm conversation with your sibling and help him to accommodate where ever they want with a peaceful way.

38 Your class has decided to celebrate birth day of your class teacher. You want to present a gift to them. How do you prepare for the event?

- a) You will arrange everything and surprise others
- b) You select some active members to organize the event beautifully
- c) You do not take the responsibility of anything
- d) You conduct a class meeting and make an open discussion and assign duty to each of the member and ensure their participation

- e) You decide to take leave on that day.
- 39 You are the selected person to present a topic in front of the class on next week. How do you prepare and deliver it?
- a) Create a Rough note and present with a minimal verbal explanation
  - b) Read directly from your notes to ensure to cover every main points.
  - c) Skip the presentation and ask the teacher to let you to submit the written assignment
  - d) Speak softly and finish presentation quickly
  - e) Practice in front of the mirror and speak confidently, referencing note frequently.
- 40 After a debate conducted in your school you notice that you didn't contribute much to the conversation. How do you interpret this?
- a) Reflect on your communication style and consider ways to engage more next time
  - b) Blame others for not including you in the conversation
  - c) Disregard the situation and focus on your own thoughts.
  - d) Avoid such situation in future
  - e) Rationalize about your non participation in conversation
- 41 You consistently noticed that you are running late for commitments. How do you address this issue?
- a) Disregard the importance of punctuality
  - b) Reflect on your time management habits, and identify areas of improvement
  - c) Blame external factors for the lateness
  - d) Apologize for being late commitment
  - e) Avoid acknowledging the issue and hope others understand

- 42 You consistently noticed that you are running late for commitments. How do you address this issue?
- a) Disregard the importance of punctuality
  - b) Reflect on your time management habits, and identify areas of improvement
  - c) Blame external factors for the lateness
  - d) Apologize for being late commitment
  - e) Avoid acknowledging the issue and hope others understand
- 43 You find yourself suffering to peer pressure to engage in activities against your values. You will
- a) Reflect on your values, assertively communicate your boundaries, and make choices aligned with your values
  - b) Ignore the conflict and hope it doesn't happen again
  - c) Blame others for pressuring you and distance yourself.
  - d) Your values are conquered by the peer pressure
  - e) Avoid such situation and try to follow your ethics and values
- 44 Your friend asks to share your homework answers. How do you handle the request?
- a) Share your answers without hesitation
  - b) Share your answers but express your discomfort doing so
  - c) Politely refuse and ask the difficulties facing by them and explain how to solve it
  - d) Share your answers but expect something in return
  - e) Ignore the request and pretend you didn't hear it.
- 45 You have a disagreement with a friend, and they express hurt feelings. How do you respond?
- a) Blame them for the conflict and distance yourself
  - b) Acknowledger their feelings, reflect on your behavior, and apologize if necessary.

- c) Seek advice from others on how to handle the situation
  - d) Defend your thoughts and feelings
  - e) Avoid addressing the issue and hope it resolve its own
- 46 Your classmate is consistently teases you about your appearance. You will
- a) Ignore and hope it stop after a few days
  - b) Address assertively and ask to stop and not to continue
  - c) Respond with aggressive and counter the teasing
  - d) Complain about it to the classmates and class teacher
  - e) Laugh along with the teasing and show it doesn't bother you
- 47 You are struggling with your assignments and household issues, in this situation you will
- a) Keep your feelings silently and manage everything silently
  - b) You explain the situation to your classmates and teachers openly, and seek support from them
  - c) Complain about your busy schedule to your classmates
  - d) Avoid discussing about your stress and workload to others
  - e) Ask others to take your responsibilities because of your work load
- 48 What will you do, when each group in the class is asked to present a skit on 'environmental pollution'?
- a) You wait for somebody else to volunteer to take the leadership.
  - b) You wait until the teacher assigns roles to each student.
  - c) You volunteer the leadership role and start practicing the skit.
  - d) You persuade some others to take the leadership.
  - e) You tease the teacher by commenting that teacher is simply wasting time, rather teaching



## Appendix IID

### Scoring of soft skill assessment test (SSAT) (FINAL)

For each question a score is given in the following table, in which 5 indicate very good, 4 indicates good, 3 indicates average, 2 indicates not satisfactory and 1 indicates need improvement in performance in Soft Skills . The maximum and minimum scores of the soft skill assessment test is 48 and 240 respectively.

Q. No	Score on each item					Soft Skill Parameters
	a	b	c	d	e	
1	3	4	2	1	5	Assertiveness
2	1	4	3	2	5	Assertiveness
3	2	4	5	4	1	Awareness
4	5	2	1	3	4	Assertiveness
5	2	4	5	3	1	Empathy
6	3	5	1	2	4	Empathy
7	2	3	1	5	4	Awareness
8	4	5	3	2	1	Adaptability
9	3	1	4	5	2	Adaptability
10	1	2	5	4	3	Adaptability
11	5	4	3	2	1	Adaptability
12	1	3	5	2	4	Adaptability
13	5	3	1	4	2	Empathy
14	1	4	3	2	5	Empathy
15	5	3	4	2	1	Leadership
16	5	3	1	2	4	Communication
17	2	1	3	5	4	Awareness
18	5	3	4	2	1	Adaptability
19	2	4	5	3	1	Adaptability
20	1	5	2	3	4	Empathy
21	3	1	2	5	4	Empathy
22	4	3	2	1	5	Empathy
23	2	3	5	4	1	Conflict Resolution
24	2	1	5	4	3	Empathy
25	2	1	3	5	2	Awareness
26	3	2	1	5	4	Assertiveness

27	1	3	4	5	2	Empathy
28	4	5	3	2	1	Conflict Resolution
29	1	3	2	4	5	Leadership
30	4	5	3	2	1	Communication
31	3	4	2	1	5	Conflict Resolution
32	3	5	1	4	2	Conflict Resolution
33	2	1	3	4	5	Adaptability
34	1	2	4	5	3	Awareness
35	3	1	4	2	5	Communication
36	1	2	4	3	5	Conflict Resolution
37	4	2	1	3	5	Adaptability
38	4	3	2	5	1	Leadership
39	4	2	1	3	5	Communication
40	5	4	3	2	1	Communication
41	4	2	5	1	3	Assertiveness
42	1	5	2	4	3	Adaptability
43	5	2	3	1	4	Awareness
44	4	3	5	2	1	Empathy
45	1	5	2	3	4	Assertiveness
46	3	5	1	2	4	Conflict Resolution
47	2	5	3	1	4	Empathy
48	4	3	5	2	1	Leadership

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## Appendix III A

### Evaluation Proforma of Instructional Package (For Experts)

NSS Training College, Ottappalam

(Prepared by Baby A & Dr. Sunilkumar A S)

#### Instructions

The following statements are based on the different aspects of the Instructional Package. Please go through them and give guidance and opinion by putting a tick mark (✓) In appropriate column.

Name of the expert: .....

Designation: .....

Name of the Institutions: .....

Sl. No	Criteria	Agree	Disagree
1	Activities of the Package cover all the principles of Yama and Niyama of Ashtangayoga		
2	Activities of the Package are appropriate as per s the objectives		
3	Activities in the package is suitable for the age and interest of the age group		
4	Activities of package are suitable to stimulate cognitive and affective demine		
5	Phases and activities are systematically arranged		
6	There is adequate provisions for group and individual participation		
7	The language used in the package is simple and easy to communicate		
8	The content of the package is adequate		
9	The Package can be easily administered		

10	The duration of the time of the each activity is adequate		
11	The material used in the activities are easily available and inexpensive		
12	All activities of the Package can be administered in an organized settings easily		
13	The objectives are specified in each activities		
14	There is provision for immediate feedback in all activities in the Package		
15	Do you recommend this Package in to inculcate values and Soft Skills among students		

## Appendix III B

### List of Experts

- 1 Dr Madhavan  
Assistant Professor  
Sree Ayyappa College,  
Erumallikara PO, Cheggannur
  
- 2 Dr Padmanabhan N  
Coculting Yoga & Ingrative Psychologist  
Visiting Faculty, CYN  
Mahatma Gandhi University, Kottayam
  
- 3 Dr Biju Lona K  
Professor  
Department of Physical Education  
P M Govt College, Chalakkudy
  
- 4 Dr Jayakumar R  
Assistant Professor /HoD  
Department of Physical Education  
Zamorian's Guruvayurappan College, Kozhikide
  
- 5 Dr Ramachandran,  
HoD of Department of English,  
Bharatheeya Vidya Nikethan Center of Training Education

6. Unniraman  
Director Patanjali Yoga Ceter, Kozhikode  
Vice president of National Yogasana Sports Federation
  
7. P Sasikumar  
Senior Art of Living Teacher  
Sri Sri Yoga Trainer  
Palakkad
  
8. Dr Aliyamma  
Rt Diet Lecturer from Physical Education Department  
Palakkad
  
9. Dr Vinod Kumar.  
Principal, Mount Seena Public School  
Palakkad

