

Chapter – 5

Data Analysis, Interpretation & Discussion

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DATA ANALYSIS, INTERPRETATION AND DISCUSSION

5.1 Introduction

“The ultimate authority must always rest with the individual's own reason and critical analysis.”
- Dalai Lama

Before we decide what to wear in the morning, we collect a variety of data: the season of the year, what the forecast says about the weather and what we will be doing during the day. We then analyze that data. We think, “It’s summer, so it’s usually warm.” That analysis helps us to determine the best course of action, and we base the decision on our interpretation of the information.

This chapter includes the process through which the researcher compiled and analyzed the data. The actual outcomes have been presented in an authentic manner by the researcher. The basic purpose of this chapter is to provide concise, concrete and correct data and analyze them through divergent techniques. It is of two kinds qualitative (descriptive in nature) and quantitative (Numerical in nature). The analysis of the data in present research has been done through descriptive analysis and T-Test.

5.2 Data Analysis and Interpretation for the Pre-Test

The following discussion includes question wise analysis and interpretation of the data collected through Pre-test.

Section 1 (MCQs)

Q1. One of your students is found copying from a chit in the examination hall. What will you do if he/she is the son of your neighbour? Answer with logical arguments.

Table no. 5.1: Pre-Test: Question 1 (1)						
Decisions	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. You will turn a blind eye.	00	00	00.00%	00	00	00.00%
b. You will take the chit and let him/her write after a short warning	14	08	81.48%	11	06	60.71%
c. You will ask the authority to handle the issue	02	01	11.11%	04	03	25.00%
d. Any Other	02	00	07.41%	02	02	14.29%

Among the four options, **twenty-two** (male and female) respondents of HMPIETR opted for option B and gave the following reasons.

- **None** (00.00%) of the respondents ever thought of turning a blind eye to the anomaly – a good sign when general trend sides with turning a blind eye.
- **Twenty-two** (81.48%) of them believed in giving a chance to the student assuming that it was his/her first mistake.
- **Three** (11.11%) believed that if given harsh punishment will probably make him/her lose confidence, and will de-motivate the person.
- **Two** (07.41%) would like to consider it their first mistake and forgive them.

Among the options, **seventeen** (male and female) of the respondents of WMCE opted for the option B and gave variety of reasons that include following:

- **None** of the respondents ever thought of turning a blind eye to the anomaly – a good sign when general trend sides with turning a blind eye.
- **Seventeen** (60.71%) believed in giving a chance to the student assuming that it was his/her first mistake and that harsh punishment should be avoided and just a strict warning may work keeping in mind their career
- **Seven** (25%) believed that the issue should be given to the higher authority in order to take an appropriate action. Some of them also believed that this may

prevent the child from developing such a habit in the future and avoid allegation to being subjective.

- **Two** (14.29%) would like to motivate and persuade him/her to try harder next time.

Q2. You have completed your bachelor's in education and you want to take up a job but your father wants you to study more. What would you decide? Support your answer.

Table no. 5.2: Pre-Test: Question 1 (2)						
Decisions	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. You would disobey your father and will go for a job.	00	00	00.00	00	02	07.15
b. You would obey your father and will not go for a job.	12	04	59.26	09	05	50.00
c. You would not study and will not go for a job.	00	00	00.00	00	00	00.00
d. Any other	06	05	40.74	08	04	42.85

Sixteen (male and female) respondents of HMPIETR opted for option B and gave the following reasons.

- **None** of the respondents ever chose disobeying father and going for a job
- **Sixteen** respondents (59.26%) of them believed obeying the father and not going for a job stating that they have proper vision and we should be obedient and give respect to them by firmly believing in their father's decision.
- **None** of the respondent opted for the third choice i.e. you would not study and not go for a job.
- **Eleven** respondents (42.85%) suggested convincing their father to consider their interest, believed in the satisfying themselves as well as their father by opting for both i.e. job and study being obedient and self reliant in order to help financially to their father.

Fourteen (male and female) respondents of WMCE opted for option B and gave the following reasons.

- **Two** respondents (7.15 %) believed in independence and take personal decisions.
- **Fourteen** respondents (50.00%) chose to obey their father because they wanted to be obedient, give respect, trust his decision because the father supports them financially.
- **None** of the respondents chose option C of neither studying nor not going for the job. This is very typically of Indian culture that they would not like to hurt the feelings of their elders or protest them.
- **Twelve** (42.85%) respondents opted to convince the father and believed in satisfying themselves as well as the father by opting for both i.e. job and study, being obedient and self reliant in order to help financially to their father.

Q3. Among the following what will be first, second and last in decision making process?

Table no. 5.3: Pre-Test: Question 1 (3)						
Decisions	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
True	00	00	00.00%	00	02	7.14%
False	18	09	100%	17	09	92.86%

The three C model was new to them.

- **None** of the respondents (Male and Female) of HMPIETR was able to give chronology to the given option. It seems that they were simply ignorant with the chronology – which is a grave situation and needs immediate attention.
- **Two** (male and female) (7.14%) respondents of WMCE, were able to give chronology to the given options. It can be interpreted as their awareness and high concern for thinking process.

- **Twenty-six** (92.86%) respondents seemed to be simply ignorant with the chronology. In the opinion of the researcher, the situation is very grave and needs serious immediate attention.

Q4. Which of the following is not necessary for reaching a decision? Why?

Table no. 5.4: Pre-Test: Question 1 (4)						
Answers	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. Justice	02	03	18.52	01	01	7.14
b. Empathy	07	01	29.63	05	03	28.57
c. Logic	00	00	00.00	02	00	7.14
d. Relation	08	05	48.15	06	05	39.28
No Reply	01	00	03.70	01	00	03.57
All of them	00	00	00	02	00	7.14
Combination	00	00	00	00	02	7.41

Thirteen (male and female) respondents of HMPIETR opted for option D which is considered to be the correct answer and gave the following reasons.

- **Five** (18.52 %) respondents believed justice is not necessary in reaching a decision that reflects badly on their understanding of the decision making process or their inability to comprehend the question.
- **Eight** (29.63 %) respondents found empathy as an unnecessary element to make it objective, to avoid confusion and not allow emotions rule over practical life in the decision making process which again is alarming in nature.
- **None** of the respondent rejected logic however they did not give any reason for it.
- **Thirteen** (48.15%) respondents considered relations an unnecessary element in decision making process and in order to avoid partiality, bias, interference of relations and to take proper, right and correct decisions
- **One** (3.70%) respondent did not attempt the question.

Thirteen (male and female) respondents of WMCE opted for option D which is considered to be the correct answer and gave the following reasons.

- **Two** (7.14%) respondents believed justice is not necessary as it cannot be guaranteed to everyone in reaching a decision that reflect badly on his/her understanding of the decision making process.
- **Eight** (28.57%) respondents found empathy as an unnecessary element to remain neutral, to decide correctly and not allow emotions rule over practical life in the decision making process which again is alarming in nature.
- **Two** (07.14%) of the respondents rejected logic as only logic doesn't help in decision making process. That is, while dealing with human beings only pure logic should be avoided.
- **Eleven** (39.28%) respondents considered relations an unnecessary element in decision making process as relations should not be allowed to influence decisions. That can help to keep decisions free and fair, avoid obstacles and to remain honest and fair in the decision making process.
- **One** (3.57%) respondent did not attempt the question.
- **Two** (7.14%) respondents used combination of the options which the researcher perceives as non-application in answering this question.

Q5. Decision making is typically described as ...

<u>Table no. 5.5: Pre-Test: Question 1 (5)</u>								
Gender	HMP		HMP Overall %		WMCE		WMCE Overall %	
Answer	True	False	True	False	True	False	True	False
Boys	02	07	40.75	59.25	07	04	46.43	53.57
Girls	09	09			06	11		

Eleven (40.75%) (male and female) respondents of HMPIETR opted for option C which is considered to be the correct answer.

Sixteen (59.25%) respondents (male and female) of HMPIETR opted for other options which were false.

Thirteen (46.43%) (male and female) respondents of WMCE opted for the option C which is considered to be the correct answer

Fourteen (53.57%) respondents (male and female) of WMCE opted for other options i.e. A, B, and D which were false.

Q6. Which of the following must be taken care of in the decision making process? Why?

Table no. 5.6: Pre-Test: Question 1 (6)						
Answers	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. Plenty of time.	11	05	59.26	10	04	50.00
b. Lack of authority	00	00	00.00	00	02	7.14
c. Lack of Resources	02	01	11.11	01	03	14.29
d. Pressure to act	04	03	25.93	06	02	28.57
None	01	00	3.70	00	00	00.00

Among the four options which were very close to each other **seven** (male and female) respondents of HMPIETR opted for option D which is considered to be the correct answer and gave the following reasons.

- **Sixteen** (59.26%) respondents thought that plenty of time has to be spent to avoid problems, to provide time for thinking about consequences and to take proper decisions. It was perceived that majority of the respondents opted for this option because they were confounded by the very close nature of all the options.
- **None** of the respondents found lack of authority as a problem in decision making.
- **Three** (11.11%) respondents thought that resources are to be taken care of in decision making process to take right decision and avoid wrong decisions.
- **Seven** (25.93%) respondents thought correctly that pressure to act is to be taken care of in decision making process to avoid inappropriate and harmful decisions and in considering other options.
- **One** (3.70%) respondent did not attempt the question.

Among the four options which were very close to each other, **eight** (male and female) respondents of WMCE opted for the option D which is considered to be the correct answer and gave the following reasons.

- **Fourteen** (50.00%) respondents thought that plenty of time has to be spent to analyze the problem taking correct and relevant decision. It was perceived that the majority of the respondents opted for this option because they were confounded by the very close nature of all the options.
- **Two** (7.14%) respondents found lack of authority as a problem in decision making to avoid delay in taking decisions.
- **Four** (14.29%) respondents thought that lack of resources are to be taken care of to take appropriate, perfect, decisions and consider other choices available in decision making process.
- **Eight** (28.57%) respondents thought correctly that pressure to act is to be taken care of in decision making process to take free, fair, proper, ease in decision making.

Q7. What are the pre-requisites to decision-making exercise? Why?

Table no. 5.7: Pre-Test: Question 1 (7)						
Answers	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. A problem and alternatives	05	03	29.63	08	05	46.43
b. A situation and a problem	05	04	33.33	04	04	28.57
c. A person and a decision	03	00	11.11	03	01	14.29
d. A decision and its implementation	05	02	25.93	01	01	7.14
None	00	00	00.00	01	00	3.57

Eight (male and female) respondents of HMPIETR opted for option A which is considered to be the correct answer and gave the following reasons.

- **Eight** (29.63%) respondents thought a problem and alternatives are required for decision making as without alternatives one cannot take appropriate decision that facilitates thinking process – essential component in decision making process.

- **Nine** (33.33%) respondents found a situation and a problem necessary for decision making as the respondents thought that situation leads to decisions.
- **Three** (11.11%) respondents thought that a person and a decision are necessary in decision making but could not give justification to their choice in logical manner.
- **Seven** (25.93%) respondents thought that a decision and its implementation are necessary to aid solution of the problem.

Thirteen (male and female) respondents of WMCE opted for option A which is considered to be the correct answer and gave the following reasons.

- **Thirteen** (46.43%) respondents thought a problem and alternatives are required for decision making as without alternatives one cannot take appropriate, correct and are essential component in decision making process.
- **Eight** (28.57%) respondents found a situation and a problem necessary for decision making as they create awareness, provide scope for making decision, motivate one to take decisions.
- **Four** (14.29%) respondents thought that a person and a decision are necessary in decision making but could not give justification to their choice in logical manner.
- **Two** (7.14%) respondents thought that a decision and its implementation are necessary but could not give justification to their choice.
- **One** (3.57%) respondent did not attempt the question.

Q8. What are the pre-requisites to problem solving? Why?

<u>Table no. 5.8: Pre-Test: Question 1 (8)</u>						
Answers	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. A problem solver and solutions	02	03	18.52	04	02	21.43
b. A decision and its implementation	03	00	11.11	03	01	14.29
c. A situation having a problem and an observer/problem solver	08	04	44.44	09	07	57.14
d. Technical steps and its administration	05	02	25.93	01	01	7.14
None	00	00	00.00	01	00	3.57

Twelve (male and female) respondents of HMPIETR opted for option C which is considered to be the correct answer and gave the following reasons.

- **Five** (18.52%) respondents thought a problem solver and solution are required for problem solving but did not justify their decision. It seems that they have not understood the question and just bluffed.
- **Three** (11.11%) respondents found a decision and its implementation to be necessary for problem solving for they are interconnected.
- **Twelve** (44.44%) respondents correctly thought that a problem and a problem solver are necessary elements in problem solving.
- **Seven** (25.93%) respondents thought that technical steps and their administration are necessary to help solve a problem and are of prime concern in problem solving as it required for enlisting solutions to administer and implement proper implementation in problem solving.

Sixteen (male and female) respondents of WMCE opted for option C which is considered to be the correct answer and gave the following reasons.

- **Six** (21.43%) of the respondents thought a problem solver and solution are required for problem solving.

- **Four** (11.11%) respondents found a decision and its implementation to be necessary for problem solving.
- **Sixteen** (57.14%) respondents correctly thought that a problem and a problem solver are necessary elements in problem solving.
- **Two** (7.14%) respondents thought that technical steps and their administration are necessary to help solving a problem and are of prime concern in problem solving.
- **One** (3.57%) of the respondents did not attempt the question.

Q9. Among the following underline the sentence that stands not true about decision-making.

Table no. 5.9: Pre-Test: Question 1 (9)						
Answers	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
True	09	04	48.15%	06	06	44.44%
False	09	05	51.85%	11	05	59.26%

Thirteen (male and female) (48.51%) respondents of HMPIETR opted for option B which is considered to be the correct answer.

On the other hand, **fourteen** (51.85%) respondents opted for other statements which stood true for decision making process.

Twelve (male and female) (44.44%) respondents of WMCE opted for the option B which is considered to be the correct answer.

On the other hand, **sixteen** (59.26%) respondents opted for other statements which stood true for decision making process. It was perceived that the respondents lack in their ability to recognize decision making skills.

Q10. Among the following sentences underline the sentence stands true for problem solving.

Table no. 5.10: Pre-Test: Question 1 (10)						
Answers	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
True	02	01	11.11%	06	01	25.00%
False	16	08	88.89%	11	10	75.00%

Three (male and female) (11.11%) respondents of HMPIETR opted for option C which is considered to be the correct answer.

On the other hand, **twenty-four** (88.89%) respondents opted for other statements which stood false for decision making process. It was perceived as the respondents' lack in ability to recognize problems solving skills and their inability to understand the questions.

Seven (male and female) (25.00%) respondents of WMCE opted for option C which is considered to be the correct answer.

On the other hand, **twenty-one** (75.00%) respondents opted for other statements which stood false for problem solving skills. It was perceived as the respondents' lack in ability to recognize problems solving skills and their inability to understand the questions.

Section 2 of the test offered multiple choices as well as freedom to express respondents' own opinion. The following discussion includes question wise analysis and interpretation of the data collected through Pre-test.

Q1. Do you consult anybody else for making decision? If yes, whom do you consult and why, if no why don't you consult anybody?

Table no. 5.11: Pre-Test: Question 2 (1)						
Answers	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	14	05	70.37%	15	09	85.71%
No	04	04	29.63	02	02	14.29%

Nineteen (male and female) respondents of HMPIETR answered positively that yes, they consult someone and included teachers, friends, family members and gave the following reasons.

- **Two** respondents consulted teachers for providing proper guidance and as they have experience and know how to handle and solve problems regarding his/her future course/ life.
- **Seven** respondents consulted their friends for their divergent experience, mature behavior and availability in every situation, as their mutual understanding, helping nature.
- **Ten** respondents consulted their family member for their maturation, experience, availability, proper guidance, concern, understanding and intelligence.

Eight (male and female) respondents of HMPIETR denied that they don't consult someone else for the following reasons.

- **Three** respondents did not prefer to consult anybody as they thought they are independent beings.
- **One** of the respondents preferred not to consult as he/she thought that relations confuse in taking decision.
- Other **four** denied to consult anybody in taking decision as they didn't want to blame others and believed in self and to avoid interference in personal life.

Twenty-four (male and female) respondents of WMCE answered positively that yes, they consult someone and included friends, family members and gave the following reasons.

- **Four** respondents consulted friends for they can facilitate other aspect of problem and which could be beneficial for taking decision.
- **Ten** respondents consulted their family members for their divergent experience, mature behavior, and as their suggestions are always right that helps in the awareness of right and wrong.
- **Four** of the respondents kept their cards open for consultancy and opted for experienced people, right person (dependent of situation) and people who

understand me as they are experienced, understands him/her and are available at a situation.

Six (male and female) respondents of WMCE denied saying they don't consult someone else and gave the following reasons.

- **Two** respondents preferred not to consult anybody as they thought they are independent beings.
- **Two** of the respondents preferred not to consult as he/she thought that it is his/her responsibility to take decisions and didn't want to blame others for their wrong decisions.
- **Two** denied consulting anybody in taking decision as they wanted to take decisions of personal choice.

Q2. You're newly married. And you have a wife/husband, you had a conflict regarding the day's dinner. You are sick and wanted to eat late but your partner is forcing you to have it with him/her. In reaction to you act she/he denied to have dinner together, that turned out to be a big quarrel between you and your partner. Based on this situation answer the following questions:

a. What you will decide to do? Why?

Table no. 5.12: Pre-Test: Question 2 [2 (a)]						
Answers	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Convincing	3	5	29.63	5	3	28.57
Go and not eat	2	0	7.41	0	0	00.00
Let go	1	0	3.70	0	0	00.00
Compromise	8	3	40.74	7	8	53.57
Deny	1	0	3.70	3	0	10.71
No response	3	0	11.11	0	0	00.00
Avoid	0	0	00.00	1	0	3.57
Not understood	0	1	3.70	0	0	00.00
Not attempted	0	0	00.00	1	0	3.57

Reading the responses, it was perceived that respondents of HMPIETR, decided to convince, to go with the partner but not to eat, to let things happen, to compromise with the partner and to deny eating and gave following reasons. It was perceived that the majority of the respondents either wanted to convince their partners or reach a compromise.

- **Eight** (29.63%) respondents wanted to convince their partner to avoid quarrel, and to strengthen the relationship.
- **Two** (7.41%) respondents wanted to go with the partner for dinner but not eat because they wanted to avoid conflict and show respect to their partners.
- **One** (3.70%) of the respondents wanted to let go and provide time to the partner to calm him/her down and to put an end to the quarrel.
- **Eleven** (40.74%) respondents wanted to compromise as they don't want to hurt his/her feelings and express respect for their feelings apart from that they wanted to support their partner and considered the situation as a matter of understanding.
- **One** (3.70%) respondents denied having dinner considering his/her personal health.
- **Three** (11.11%) respondents did not attempt the question. They negated occurrence of such a situation in their life.

- **One** (3.70%) of the respondents had misunderstood the question.

Reading the responses, it was perceived that **fifteen** of the respondents of WMCE decided to compromise, resolve conflict, show understanding nature and show consideration for both versions of the story. It was perceived that majority of the respondents wanted to compromise with their partners. It is reflective of their wish to continue the relationship.

- **One** (3.57%) respondent wanted to avoid conflict, which is rather unwilling acceptance, without putting heart and soul into it.
- **Eight** (28.57%) respondents wanted to convince the partner believing in his/her readiness to change to sort out problem and avoid quarrel
- **Three** (10.71%) respondents opted to deny any choice. This reflects stubbornness.

b. How would you convince your partner? Why?

Table no. 5.13: Pre-Test: Question 2 [2 (b)]						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Compromise	3	1	14.81	0	3	10.71
Rely on better sense	9	4	48.15	11	4	53.57
No decisions	2	0	7.40	1	1	7.14
Coxing	0	1	3.70	3	2	17.86
Let go	1	0	3.70	0	0	00.00
Remain stubborn	0	2	7.40	2	1	10.71
Misinterpretation	2	0	7.40	0	0	00.00
Not attempted	1	1	7.40	0	0	00.00

Reading these answers, it was perceived that **thirteen** respondents i.e. (48.15%) of HMPIETR, decided rely on the better sense of the partner, take care of health and to get convinced and make the partner eat. It can be perceived that majority of the respondents trusted their partner. It is also reflective of their faith in themselves.

- **Four** (14.81%) respondents opted for compromise to make their partners happy and to live in peace. It is reflective of their democratic attitude and also giving happiness a chance.

- **Two** (7.40%) respondents opted to coax and buy agreement by taking the partner on a ride and please the partner.
- **Two** (7.40%) respondents opted to remain stubborn to make the partner follow. It is reflective of the respondents' dictatorial attitude.
- **One** (3.70 %) respondent opted to take no decision. It reflects his lack of concern about the matter or confusion
- **One** (3.70%) respondent opted to let the matter go without assigning any reason.
- **Two** (7.40%) respondents misinterpreted the statement but cited health and economy as the reasons. It can be perceived as their lack of resourcefulness.
- And, what to say about those **two** respondents (7.40%) who, with all the time in the world, did not think it proper to respond to this curiosity ridden and testing option. It's a pity, they didn't do it

Reading these answers, it was perceived that **fifteen** (53.57%) respondents of WMCE, decided rely on the better sense of the partner, to take care of health, to empathize, to see that the partner eats. It is reflective of their faith in themselves and also their trust in their partners.

- **Five** (17.86%) respondents opted coaxing to convince, to save relationship, to win trust of the partner, and to give time to partner to cool down a bit. It is reflective of their concern to save a relationship amicably
- **Three** (10.71%) of them opted to enter into compromise mode to see the partner happy. This is reflective of their concern for the relationship.
- **Five** (17.86%) respondents believed in coaxing for convincing, saving relationship, to give time to cool off and to win trust. It is reflective of their belief in finer elements of life and self confidence

c. Will you sulk and prefer to remain hungry? Why?

Table no. 5.14: Pre-Test: Question 2 [2 (c)]						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	6	2	29.63	5	4	32.14
No	9	7	59.26	12	6	64.29
Misinterpretation	1	0	3.70	0	1	3.57
Not attempted	2	0	7.40	0	0	00.00

Reading the answers, it was perceived that **sixteen** (59.26%) respondents of HMPIETR, decided to say no to get sulked. They opted for it not to hurt the partner, to compromise, to make partner happy, or just because they were hungry. It is reflective of their inhibition against coercive methods.

- **Eight** (29.63%) respondents opted to accept that they would sulk as – it would cause difficulty, to give peace another chance, for health reasons or that they have had their meals already.
- **Two** (7.40%) respondents did not answer the question.
- **One** (3.70%) of the respondents interpreted the question wrongly and did not care to give any reason. How piteous

Reading the answers to the present question it was perceived that **eighteen** (64.29%) respondents of WMCE, decided to say no to get sulked. They opted for it not to seek compromise, understanding and felt that it was not a solution. One of them felt that partner should understand the situation and not press for it. It is reflective of their inhibition against coercive methods.

- **Nine** (32.14%) respondents opted to accept that they would for their love for the partner and is the simplest way. that they have had their meals already.
- **One** (3.57%) of them misinterpreted the whole idea and did not give any reason. It reflects the respondent's inability to understand simple statements i.e. communication skills.

d. What if your partner sulks and denies having dinner, although you have tried to convince him/her? Why?

Table no. 5.15: Pre-Test: Question 2 [2 (d)]						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Rely on better sense	9	7	59.26	4	7	39.29
Compromise	2	0	07.41	5	3	28.57
Stubborn	3	0	11.11	1	1	03.57
No decision	0	0	00.00	5	0	17.86
Not understood	3	1	14.82	0	0	00.00
Not attempted	1	1	07.41	2	0	07.14

Sixteen (59.26%) respondents of HMPIETR, decided to rely on the better sense of their partner for health reasons, to provide time to think, and as denial would have been inappropriate and wouldn't have brought any good result. One of them wanted to express concern for the partner

- **Two** (7.41%) respondents opted for compromise as the solution to avoid separation.
- **Three** (11.11%) respondents opted to remain stubborn as he/she expected the partner to remain convinced.
- **Four** (14.82%) respondents did not understand the real motive behind the question. It reflects lack of communication skills.
- **Two** (7.41%) respondents didn't care to respond to this important question. It reflects carelessness on the part of the respondent.

Reading the answers, it is clear that **eleven** (39.29%) respondents of WMCE, decided to rely on the better sense of their partner and would talk for a healthy relationship and out of care and compulsion.

- **Eight** (28.57%) respondents opted for compromise as the solution out of empathy, understanding and dislike for any other option – reflecting maturity.
- **Two** (7.14%) respondents opted to remain stubborn and gave no reason. It reflects their unreasonableness
- **Five** (17.86%) respondents did not take any decision but empathized and wanted mutual understanding

- **Two** (7.14%) respondents did not reflect their options – its pitiable and reflects their insensitivity

Q3. According to you, what three qualities or skills are required to exercise effectively problems?

Table no. 5.16: Pre-Test: Question 2 (3)							
Category	HMP Female	HMP Male	Total	Category	WMCE Female	WMC E Male	Total
Cognitive abilities	7	1	08	Cognitive abilities	2	1	03
Problem solving	5	5	10	Decision making	4	2	06
Communication Skills	1	0	01	Problem solving	3	3	06
Attitude	1	0	01	Skills of explanation	1		01
Courage	1	1	02	Adjustment	1		01
Maturity	1	0	01	Patience	3	3	06
Patience	0	1	01	Polite	2		02
Wisdom	1	0	01	No response	1	1	02
No response	1	1	02	Convincing power		1	01

HMPIETR respondents opting for different values are reflected in the table given above. Except the choice of NO RESPONSE all the other respondents gave proper answers. They gave top priority to Problem Solving Skills followed by cognitive abilities and courage at the second and third level

WMCE respondents opting for different values are reflected in the table given above. Except the choice of NO RESPONSE, all the other respondents gave proper answers. They gave top priority to Problem Solving Skills, decision making skills and Patience as Value. These three were cognitive abilities, politeness, communication skills and a value called adjustment.

Q4. Do you think problem solving and decision making skills are necessary for getting education? Why?

Table no. 5.17: Pre-Test: Question 2 (4)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	17	9	96.30%	15	11	92.86%
No	00	00	00.00%	01	0	03.57%
Not Attempted	1	0	03.70%	01	0	03.57%

Responses of HMPIETR respondents were quite in line with what was expected in the matter. A majority of respondents found both the skills acceptable. Only one opted not to attempt the question.

Twenty-six (male and female) respondents of HMPIETR answered positively that “yes, problem solving and decision making skills are necessary for getting education” and gave the following reasons.

- **Twenty-six** (96.29%) respondents asserted that “yes, problem solving and decision making skills are necessary for getting education” as to solve the problems, to get good results, to facilitate learning, to open new ways, to take decisions and for understanding, to increase one’s ability, to build a good career, to get knowledge, to distinguish between right and wrong.
- **One** (3.70%) of the respondent did not attempt the question.

Twenty-Six (male and female) respondents of WMCE answered positively that yes, problem solving and decision making skills are necessary for getting education and gave the following reasons.

- **Twenty-Six** (96.30%) asserted that “yes, problem solving and decision making skills are necessary for getting education” for good education, to handle situations, for independence, success, benefit, to be aware, to face problems, to find a better life, to learn lessons of life, to value decisions, not to lead to problems, to reach a compromise and decision.
- **One** (3.57%) respondent denied that problem solving and decision making skills are necessary for getting education but was not able to give justification to the decision.

- **One** (3.57%) respondent did not attempt to the question.

Reading answers to the present question it was found that the responses were quite in line with what was expected and appropriate. Majority of respondents found both the skills acceptable. Only one opted not to attempt the question and one found it unacceptable. The responses are reflective of majority going the right way and the couple of those who did not attempt of responded in the negative need to learn things better.

Q5. Do you think it is necessary to understand the concept of decision-making and problem solving? Why?

Table no. 5.18: Pre-Test: Question 2 (5)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	16	06	81.48%	15	11	92.86%
No	00	03	11.11%	02	00	7.14%
Not attempted	02	00	7.41%	00	00	00.00%

Twenty-two (male and female) respondents of HMPIETR answered positively saying that it is necessary to understand concept decision making and problem solving and gave the following reasons.

- **Twenty-Two** (96.29%) respondents asserted that “yes, it necessary to understand concept decision making and problem solving” as to handle, to apply the theories/concepts, to get the complete idea, to have better life, and for good education.
- **Three** (11.11%) respondents denied that no, it is not necessary to understand concept decision making and problem solving as to take decisions unknowingly.
- **Two** (7.41%) respondents did not attempt the question.

Twenty-six (male and female) respondents of WMCE answered positively saying that it is necessary to understand concept decision making and problem solving and gave variety of reasons including following:

- **Twenty-six** (96.86%) respondents asserted that “yes, it necessary to understand concepts of decision making and problem solving” as to increase ability and confidence, to build a good career, good education, get knowledge, to distinguish between right and wrong, to make life better, to make use of scientific steps, to solve problem and to reach desired goals.
- **Two** (7.14%) respondents denied saying that it is not necessary to understand concepts of decision making and problem solving as we take decisions unknowingly in real life and do not employ steps to take decisions.

Q6. Many successful people have relied on astrologers. How often do you believe in prediction by astrologers? Why?

Table no. 5.19: Pre-Test: Question 2 (6)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Always	00	01	3.70%	00	00	00.00%
Many times	00	00	00.00%	00	01	3.57%
Sometimes	10	00	37.04%	05	03	28.57%
Rarely	02	03	18.52%	06	03	32.14%
Never	06	05	40.74%	06	04	35.71%

Twenty-two (male and female) respondents of HMPIETR rejected being dependent on astrologers and gave the following reasons,

- **One** (3.70%) respondent always relied on astrologers for help in education and study.
- **None** of the respondents opted to rely many times on astrologers.
- **Ten** (37.04%) respondents opted to rely sometimes on astrologers as not acceptable to him/her always, as they sometimes are proved to be true and it is bad to consult and rely on the astrologers every time and as they give confidence and out of fear of Rahu and Ketu.

- **Five** (18.52%) respondents opted to rely rarely on the astrologers as they are true and sometimes they are false and due to lack of trust, as he/she believed as everyone believed and as it is not a god given gift to foresee.
- **Eleven** (40.74%) respondents denied to rely on the astrologer as they confuse us and did not possess belief in prediction and believed in hard work, one's deeds, self in leading to success.

Twenty-Two (male and female) respondents of HMPIETR rejected to remain dependent on the astrologers and gave following reasons:

- **None** of the respondents relied always on astrologers.
- **One** (03.57%) respondent opted to rely many times on astrologers as his/her parents also believe in them.
- **Eight** (28.57%) respondents opted to rely sometimes on astrologers as they have experienced previously for it is scientific knowledge, and sometimes it works.
- **Nine** (32.14%) respondents opted to rely rarely on the astrologers as sometimes they are true and sometimes false and due to lack of trust, as he/she believed as everyone believed as it depends on calculation of positions of planets and time. And were able to express their belief in hard work as well as luck.
- **Ten** (35.71%) respondents denied to rely on the astrologer as did not possess belief in prediction and believed in hard work. Success depends on one's deeds and efforts and not on the stars.

Q7. What do you think are the skills accompanied with decision-making and problem solving? List them in the space given below:

Table no. 5.20: Pre-Test: Question 2 [7(HMP)]			
Skills	HMP Female	HMP Male	Total Skills
Cognitive abilities	47	09	56
Communication skills	04	00	04
Creativity	03	00	03
Decision Making	03	06	09
Guidance	05	03	08
Problem solving	23	23	46
Not attempted	00	01	01

Responding to the question, respondents of HMPIETR, were able to write one hundred and twenty-seven skills as mentioned in the table above.

- **One** (3.70%) respondent did not attempt the question and depicted his/her inability or disinterest in answering the question.
- While other **twenty-six** (96.30%) respondents were able to suggest the skills accompanied with decision making and problem solving among which included the following skills and values.
 - o Cognitive abilities included skills such as thinking, analytical skills, synthesizing skills, understanding, comparative skills, critical skills, hypothesizing skills, judgmental skills, logic, mind reading and reasoning skills. Under this broad category the respondents placed fifty six observations.
 - o Communication skills included reading skills, writing skills and practical skills and recorded four observations of the respondents.
 - o Creativity did not include any other skill giving it a separate place in skills. It comprised three observations of the respondents.
 - o Decision making skills included ability to select appropriate choice among the available alternatives and found nine observations in the answer sheet.

- o Guidance included attitude, experience, time management and emotions as their subsets. This recorded eight observations by the respondents.
- o Problem solving skills included ability to collect data, overcome problems, apply/implement, plan, remember, solution and recorded forty-six observations.

Table no. 5.21: Pre-Test: Question 2 [7(WMCE)]			
Skills	WMCE Female	WMCE Male	Total skills
Communication skills	06	01	07
Coping with emotions and stress	01	03	04
Decision making skills	02	07	09
Interpersonal skills	06	02	08
Intra-personal skills	06	02	08
Problem solving skills	03	07	10
Research skills	02	05	07
Thinking skills	28	16	44
Values	17	02	19
Not attempted	00	01	01

Responding to the question, respondents of WMCE, were able to write one hundred and sixteen skills as mentioned in the table above.

- **One** (3.57%) respondent did not attempt the question and depicted his/her inability or disinterest in answering the question.
- **Twenty-seven** (96.43%) respondents were able to suggest the skills accompanied with decision making and problem solving among which it included following skills and values.
 - o Communication skills included reading skills, writing skills, listening skills, speaking skills and practical skills and recorded seven observations of the respondents.
 - o Coping with emotions and stress did not include any other skill giving it a separate place in skills. It comprised of four observations of the respondents.

- o Decision making skills included ability to select appropriate choice among the available alternatives and found nine observations in the answer sheet.
- o Interpersonal skills recorded eight observations by the respondents.
- o Intrapersonal skills recorded eight observations by the respondents.
- o Problem solving skills included ability to collect data, overcome problems, apply/implement, plan, remember, solution and recorded ten observations.
- o Research skills recorded seven observations by the respondents and found it to be a new category in the list of skills.
- o Thinking skills included critical thinking, reflective thinking. Logical thinking and recorded forty-four observations

Q8. How often do you think you have taken decisions that affected your life? Narrate any one situation.

Table no. 5.22: Pre-Test: Question 2 (8)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Joining a course	06	05	40.74%	09	0	55.56%
Selecting wrong Person	04	00	14.81%	00	00	00.00
Study after marriage	02	01	11.11%	02	00	7.14%
Breaking relationship	01	00	3.70%	00	02	7.14%
No decision affected	01	00	3.70%	03	00	10.71%
Remain bachelor	00	01	3.70%	02	00	7.14%
Misinterpretation	04	01	18.52%	00	01	3.57%
Not attempted	00	01	3.70%	01	01	7.14%

Respondents of HMPIETR were able to mention six different situations wherein they found positive/negative effects of their decision and twenty-one respondents were able to mention the following situations.

- **Eleven** (40.74%) respondents provided situations with regard to deciding their future course of action for selecting a particular course.
- **Four** (14.81%) respondents wrote situations with regard to marriage i.e. a suitable candidate for their marriage life.

- **Three** (11.11%) respondents wrote situations with regard to their study after married life and found it difficult to manage both their study and household.
- **One** (3.70%) respondent was able to identify his/her decisions with regard to his/her relationship and effect till the present day.
- **One** (3.70%) respondent stated that such a situation has not occurred as no decision has affected his/her personal life.
- **One** (3.70%) respondent was able to identify his/her decisions with regard to his/her decision to remain a bachelor which was a positive effect on his/her decision.
- **Five** (18.52%) respondents were not able to identify the situation and probably misinterpreted the question.
- **One** (3.70%) respondent did not attempt the question.

Respondents of WMCE were able to mention six different situations wherein they found positive/negative effects of their decision and twenty-five respondents were able to mention the following situations.

- **Nine** (55.56%) respondents provided situations with regard to deciding their future course of action for selecting a particular course and mentioned its negative/positive effect.
- **Four** (14.81%) respondents wrote situations with regard to marriage i.e. a suitable candidate for their marriage life.
- **No** respondent wrote situations with regard to their study after married life.
- **Two** (7.14%) respondents were able to identify their decisions with regard to relationship and its effect till the present day.
- **Three** (10.71%) respondents stated that such a situation has not occurred as no decision has affected his/her personal life.

- **Two** (7.14%) respondents were able to identify their decisions with regard to their decision to remain unmarried which was a positive effect of the decision
- **One** (3.57%) respondent was not able to identify the situation and probably misinterpreted the question.
- **Two** (7.14%) respondents did not attempt the question.

Q9. Define Decision making in two to three sentences in the space below.

Table no. 5.23: Pre-Test: Question 2(9)						
Definition	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
True	00	00	00.00%	01	02	10.71%
False	18	09	100.00%	16	09	89.29%

Respondents were expected to arrive at the following definition, if not, their definition should include the below mentioned elements:

- Mental activity
- Selecting suitable alternatives
- Judging option

Respondents of HMPIETR were found ignorant about the definition of decision making and were not able to define the expected elements.

- **None** of the respondents were able to define decision making skills. It seems that they were simply ignorant about this skill.

Three respondents (male and female) of WMCE were able to define the definition including the expected elements.

- **Three** (10.71%) respondents successfully defined decision making skills in the following words.
 - o Decision making is analyzing the problem or situation finding alternatives, choosing the best alternatives and applying the solution.
 - o Decision making is a mental ability to overcome a situation positively

- o Decision making is a process of identifying the situation choosing pre-requisites, chronological step and their effect in order to take appropriate decision.
- **Twenty-five (89.29%)** respondents were not able to define decision making skills. It seems that they were simply ignorant about this skill.

2) Define problem solving in two to three sentences in the space given below.

<u>Table no. 5.24: Pre-Test: Question 2(10)</u>						
Definition	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
True	04	02	22.22%	03	02	17.86%
False	14	07	77.78%	14	09	82.14%

Respondents were expected to arrive at the following definition, or at least the below mentioned elements:

- Scientific and systematic activity
- Include steps of problem solving
 - o Identify the problem
 - o Define the problem
 - o Form a strategy
 - o Organize information
 - o Allocate resources
 - o Monitor progress
 - o Evaluate the results
- In order to solve problem

Respondents of HMPIETR were found ignorant about the definition of decision making and were not able to define the definition including the expected elements.

- **Six** (22.22 %) respondents were able to define problem solving as given below.
 - o It is the process of identifying and analyzing the problem, finding alternatives, selecting the best solution, implementing the solution and follow up.
 - o Problem solving is a skill based on thinking, reasoning and outcome.
 - o It is the process of identifying the problem, planning of action implementing, data collection, interpretation/ analysis of the data to solve the problem.
 - o It means to solve/minimize any difficult situation with the help of thinking, analysis and decision making skills.
 - o It is a process of identifying, planning, implementing, collecting data for the solution in order to take decision.
 - o It is the process of finding problems and solving them.\it is the process of reaching at destination and taking right decision depending on one's ability.
- **Twenty-one** (77.78%) respondents were not able to include elements expected in their definitions.

Five respondents (male and female) of WMCE were able to define the definition including the expected elements.

- **Five** (17.86%) respondents successfully defined problem solving skills in the following words.
 - o A skill to arrive at right solution after analytical and logical observation of the problems and its various alternative/solutions.
 - o It is a goal oriented activity to overcome obstacles and find solutions.

- o Is analyzing the problem finding out alternative solution, selecting best one and apply.
 - o Process of searching problems, finding alternatives, implementing that seemed best under the circumstances.
 - o Knowing about the problem, choosing alternatives, and taking scientific steps assuming consequences and use appropriate decision.
- **Twenty-three** (82.14%) respondents were not able to define problem solving skills. It seems that they were simply ignorant about the definition.

5.3 Data Analysis and Interpretation of Post-Test responses

Section 1 deals with multiple choices and their justification. The following discussion includes question wise analysis and interpretation of the data collected through Post-test.

Q1. You are supervising the class of 25 students and you've found a chit in the passage between two benches. The students around are busy writing their answers and all the students in that area are scholars. What will you do to find out the person who had thrown that chit? (Note: The chit contains computerized writing). Answer with logical arguments.

Table no. 5.25: Post-Test: Question 1(1)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. You will match the writings of all the students one-by-one.	00	01	3.70%	02	02	14.29%
b. You will match the writing with the students whom you suspect	11	02	48.15%	01	01	07.14%
c. You will ask the authority to handle the issue	05	04	33.33%	10	01	39.29%
d. Any Other:	01	02	11.11%	03	07	35.27%
Not attempted	01	00	3.70%	00	00	00.00%

Thirteen (male and female) respondents of HMPIETR opted for option B and gave the following reasons.

- **One** (3.70 %) respondent thought of matching the writings of all the students one by one to identify the student. However the logic was not clear.
- **Thirteen** (48.15%) believed that they would match with the students whom they suspect as it is logical, easy, to match and not to play with other students' future and don't want to disturb all the students and thinking that it is impossible to check all the students.
- **Nine** (33.33%) respondents believed that they would ask the authority to handle the issue as they did not want to disturb other students, not to waste time and not to do injustice to other students who are not cheating, and it is impossible to handle alone and to avoid disturbing other students and considered this matter a serious issue.
- **Three** (11.11%) respondents opted for alternative solutions to this problem and stated that they would warn all the students and throw the chit in dustbin as they are busy writing in the answer sheet and not disturb and waste time of the students.
- **One** (3.70%) respondent misinterpreted the question and was not able to write the reason.

Eleven (male and female) respondents of WMCE opted for the option C and gave the following reasons.

- **Four** (14.29%) respondents thought of matching the writings of all the students one by one so as not to promote wrong practice among students and to be fair to all students. They seemed to be illogical while practicing such things as it will take time of the student which is not preferable in an examination hall.
- **Two** (07.14%) respondents believed that they would match with the students whom they suspect as not to waste other students' time in the examination hall.
- **Eleven** (39.29%) respondents believed that they would ask the authority to handle the issue as they did not want to disturb other students' time and

without proof there could be no justice. Authority is meant for such issues and it was not possible to match the writing of all the students.

- **Ten** (35.27%) respondents opted for independent decision and wanted to approach the students by inquiring the students as to give them chance, to make them alert, and to give a first chance to improve their mistakes.

Q2. You have completed your bachelor's in education after pursuing bachelor/ master degrees in science/commerce/arts and you want to study more but your father wants you to take up a job. What would you decide? Support your answer with logical reasons.

Table no. 5.26: Post-Test: Question 1(2)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. You will disobey your father and will go for further study.	02	01	11.11%	00	02	07.14%
b. You will obey your father and will go for a job.	05	03	29.63%	06	01	25.00%
c. You will neither study nor go for a job.	00	00	00.00%	01	00	03.57%
d. Any other:	11	05	59.26%	09	08	60.71%

Sixteen (male and female) respondents of HMPIETR opted for option D and gave the following reasons.

- **Three** (11.11%) respondents chose disobeying father and going for the job as they wanted to follow their dream and there are very few years to finish the study.
- **Eight** (29.63%) respondents believed obeying father and going for a job as considered their father as the best judge with a proper vision and would think for their benefit. They don't want to disobey their father they and would study later.
- **No** respondent opted for the third choice i.e. you would not study, nor go for the job.

- **Sixteen** (59.26%) respondents suggested convincing their father to satisfy their interest, believed in satisfying themselves as well as their father by opting for both i.e. job and study being obedient and self reliant in order to be obedient and helpful to their father financially. Majority of the students opted to do a job and study simultaneously.

Seventeen (male and female) respondents of WMCE opted for option D and gave the following reasons.

- **Two** (7.14 %) respondents chose disobeying father and going for a job as they thought that education is important and that they are mature enough for taking decision for their life.
- **Seven** (25.00%) respondents chose to obey their father and not go for a job because they wanted to be obedient, give respect, trust father's decision.
- **One** (03.57%) respondents chose option C of neither studying nor going for the job as he/she wanted to pressurize his/her father to let him study more although this choice would have been considered a protest against father.
- **Seventeen** (60.71%) respondents opted for convincing their father to consider their future, believed in satisfying themselves as well as their family members by opting for both i.e. job and study, being obedient and self reliant in order to help financially to their father apart from that one of the respondent believed that he/she would consult his/her teacher to convince his/her father.

Q3. Reorganize the steps of problem solving in chronological order.

Table no. 5.27: Post-Test: Question 1(3)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
True	00	00	00.00%	00	02	7.14%
False	18	09	100%	17	09	92.86%

None of the respondents (male and female) (100%) of **HMPIETR** was able to give chronology to the steps of problem solving. It seems that they were simply ignorant about the chronology – which is a grave situation and needs immediate attention. It

could be perceived as their inability and inattentive behavior in the session delivered by the researcher.

Two (male and female) (7.14%) respondents of WMCE were able to give chronology to the given steps of problem solving. It can be interpreted as their awareness and high concern for thinking process and their ability to recognize the steps of problem solving. While other **twenty-six** i.e. (92.86%) respondents seemed to be simply ignorant about the chronology. In the opinion of the researcher, the situation is grave and needs immediate attention as despite teaching the steps to problem solving the respondents were not able to give chronology to the steps.

Q4. _____ among the following is of vital importance in decision making? Why?

Table no. 5.28: Post-Test: Question 1(4)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. Justification	05	02	25.93%	03	01	14.29
b. Cohesiveness	01	01	7.41	00	00	00.00
c. Awareness /Prior knowledge	11	05	59.26	10	10	71.43
d. Feedback	00	01	03.70	03	00	10.71
Not Attempted	01	00	03.70	01	00	03.57

Sixteen (male and female) respondents of HMPIETR opted for option C which is considered to be the correct answer and gave the following reasons.

- **Five** (18.52%) respondents believed justification is necessary in reaching decision making that reflected their inability to perceive the essence of the question. It was a false answer as justification is something that a decision taker requires during the process but not necessarily in all situations.
- **Two** (07.14%) respondents found cohesiveness as a necessary element in the decision making process which again is disturbing in nature. As cohesiveness is something that is seen a group. Decision could be taken in a haphazard manner and spontaneously it is not necessarily of vital importance. For example, while taking action during a road accident one is not required to

think in a logical or cohesive manner as the person lying before you is badly injured and needs medicines. Here if you keep on thinking it is possible that the person could die of medicine or treatment.

- **Sixteen** (59.26%) respondents accepted that awareness helps in making the process of decision making practical and to avoid obstacles and argued that past has elements of future and hence awareness or prior knowledge is required for right, better and helpful for decision making. It is perceived that majority of the respondents were able to recognize the requirement of the question and hence they could perform better in the question.
- **One** (3.70%) of the respondents considered feedback as a necessary element in decision making process and thought that without feedback an individual cannot decide. It was perceived that they have not understood problem solving skill and the question and its requirement and chosen a wrong option.
- **Three** (10.70%) respondents opted for feedback and considered that in reaching a decision getting feedback is of vital importance and that was articulated as the most undesired option.
- **One** (3.57%) respondent has not attempted the question.

Twenty (male and female) respondents of WMCE opted for option C which is considered to be the correct answer and gave the following reasons.

- **Four** (14.29%) respondents believed justification is necessary as it facilitates unbiased decision and authenticity in decision making process. It is perceived that the respondents were unable to decide which reflects badly on respondents' understanding of decision making process.
- **None** of the respondents found cohesiveness as a necessary element in decision making process – as organized steps in every decision may lead to a complex situation.
- **Twenty** (71.43%) respondents opted for awareness/prior knowledge as of vital importance in decision making as it prevents obstacles, helps to decide effectively, correctly and facilitates decision making process.

- **Eleven** (39.28%) respondents considered relations an unnecessary element in decision making process as relations should not be allowed to influence decisions and to keep decisions free and fair, avoid obstacles and to remain honest and fair in the decision making process.
- **One** (3.57%) respondent has not attempted the question.

Q5. Decision making should be _____ process.

Table no. 5.29: Post-Test: Question 1(5)					
	HMP			WMCE	
Gender	True	False		True	False
Male	02	07		07	04
Female	09	09		06	11
HMP Overall (%)	40.75%	59.25%	WMCE Overall (%)	46.43%	53.57%

Eleven (40.75%) (male and female) respondents of HMPIETR opted for option C which is considered to be the correct answer.

Sixteen (59.25%) respondents (male and female) of HMPIETR opted for other options i.e. A systematic, an unconscious process and a scientific process which were false options.

Thirteen (46.43%) (male and female) respondents of WMCE opted for option C which is considered to be the correct answer

Fifteen (53.57%) respondents (male and female) of WMCE opted for other options i.e. A, B, and D options which were false.

Q6. Problem solving is....

Table no. 5.30: Post-Test: Question 1(6)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. The process of reasoning leading to solutions using more than simple application of previously learned procedure	08	04	44.44	05	06	39.29
b. Linear and does not strictly follow any particular rule	00	00	00.00	00	00	00.00
c. Part of individuals' natural make up to solve issues	01	00	3.70	04	02	21.43
d. An activity of making up our mind on the available solutions and deciding among them.	08	05	48.15	08	03	39.29
None	01	00	3.70	00	00	00.00

Among the four options which were very close to each other and were placed to check whether the respondents were in a position to find out the finerities, **Twelve** (male and female) of the respondents of HMPIETR opted for option A which is considered to be the correct answer and gave the following reasons.

- **Twelve** (44.44%) respondents thought that A is the correct option among the given options as experience is the best teacher that facilitates solutions of a problem, as it helps in discriminating right from wrong, as it is systematic and inculcates technical steps and scientific attitude in reaching a solution.
- **None** respondents found B as the definition of problem solving. Here it seems to have been perceived as an option that received clear negation by the respondents and which was their correct decision.
- **One** (3.70%) of the respondents thought that C is the correct decision which appealed to be a wrong decision by the respondents as it is a human conducted

procedure and one has to strive to solve a problem and hence it is the wrong decision of the respondent.

- **Thirteen** (48.15%) respondents opted for D option is the correct definition however it was not the correct as problem solving is a scientific activity and this definition stands true in the case of decision making and one has a problem that requires tentative solution.
- **One** (3.70%) respondent did not attempt the question.

Among the four options which were very close to each other and were placed to check whether the respondents were in a position to find out the fineness, **Eleven** (male and female) respondents of WMCE opted for option A which is considered to be the correct answer and gave the following reasons.

- **Eleven** (39.29%) respondents thought that A is the correct option among the given options as it leads to solutions by involving technical steps and experience is required for the study of the problem as well they plays an important role in finding out different methods and allows one to think about the consequences..
- **None** of the respondents found B as the definition of problem solving. Here, it seems to have been perceived as an option that received clear negation by the respondents and which was their correct decision.
- **Six** (21.43%) respondents thought that C is the correct decision which appealed to be a wrong decision by the respondents as it is a human conducted procedure and one has to strive to solve a problem and hence it is the wrong decision of the respondent.
- **Eleven** (39.29%) respondents opted for option D. However it was not correct, as problem solving is a scientific activity and this definition stands true in case of decision making and one has a problem that requires a tentative solution.

Q7. A good problem solver should have _____. Why?

Table no. 5.31: Post-Test: Question 1(7)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. Self-esteem, competence and a responsible attitude	06	03	33.33	06	02	28.57
b. Expression, Convincing power and a spontaneous attitude	04	02	22.22	01	02	10.71
c. Sincerity, understanding and cohesiveness	05	03	29.63	03	03	21.43
d. Imagination, relevance and reactive attitude	03	1	14.81	06	04	35.71
All of them	00	00	00.00	01	00	3.57

Nine (male and female) respondents of HMPIETR opted for option A which is considered to be the correct answer and gave the following reasons.

- **Nine** (33.33%) respondents thought self-esteem, competence and a responsible attitude are to be possessed by a problem solver as they lead to solutions that facilitate awareness with the future, and helps in taking responsibility to become proactive and solve problems in scientific manner.
- **Six** (22.22%) respondents found expression, convincing power and a spontaneous attitude are necessary for problem solving as they are necessary for problems of practical life. hence it is perceived that the respondents did not get the requirement of the question and answered haphazardly.
- **Eight** (29.63%) respondents thought that sincerity, understanding and cohesiveness are necessary in a problem solver as it facilitates problem solving process in a holistic manner. It was mere a choice that was put before the respondents to confuse them and stands false.
- **Four** (14.81%) respondents thought that imagination, relevance and reactive attitude are necessary to problem solving. That seemed not to be true as it is a scientific process it must not involve imagination in solving a problem.

Eight (male and female) respondents of WMCE opted for option A which is considered to be the correct answer and gave the following reasons.

- **Thirteen** (46.43%) respondents thought a problem and alternatives are required for decision making as without alternatives one cannot take appropriate, correct and are essential component in decision making process.
- **Eight** (28.57%) respondents found a situation and a problem necessary for decision making as they create awareness, provide scope for making decision, motivate one to take decisions.
- **Three** (10.71%) respondents thought expression, convincing power and a spontaneous attitude are necessary for problem solving as they are necessary for problem of practical life. hence it is perceived that the respondents did not get the requirement of the question and answered haphazardly.
- **Six** (21.63%) respondents thought sincerity, understanding and cohesiveness are necessary in a problem solver as it facilitates problem solving process in a holistic manner. it was mere a choice that was put before the respondents to confuse them and stands false.
- **Ten** (35.71%) respondents thought that imagination, relevance and reactive attitude are necessary to problem solving. That seemed not to be true as it is a scientific process it must not involve imagination in solving a problem.
- **One** (3.57%) of the respondent thought that all the mentioned are necessary for problem solving as they all are inter connected and required to solve problems. It seems that he/she opined to multiplicity of option and wanted to have a holistic portrait of a problem solver but it was perceived that the respondents are expected to come up with a particular option among the given and hence s/he stands false.

Q8. Do you think that a leader with good problem solving skills affects an organization? How?

Table no. 5.32: Post-Test: Question 1(8)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. Yes	15	09	88.89	17	11	100.00
b. No	03	00	11.11	00	00	00.00
c. Not attempted	00	00	00.00	00	00	00.00

Twenty-Four (male and female) respondents of HMPIETR opted “yes, a leader with good problem solving skills affects an organization” which is considered to be the correct answer and gave the following reasons.

- **Twenty-four** (88.89%) respondents thought that yes a leader with good problem solving skills affects an organization as to smoothen the functioning, to solve problems of organization, to develop an organization, to organize and manage and find out solution to the problem, to predict future and to develop, to take appropriate decisions, to benefit organization and laid responsibility of the leader to gain respect, to regulate and to solve problems in order to become successful by leading an organization in a better direction. Problem solving skills help in the progress of an organization.
- **Three** (11.11%) respondents thought that no a leader with good problem solving skills does not affect an organization as it specifies and generates ideas in a sequential manner as it is he/she who leads the group and not necessarily thought of developing an organization. They seem to believe in effect of collective problem solving.

Twenty-eight (male and female) respondents of WMCE opted “yes, a leader with good problem solving skills affects an organization” which is considered to be the correct answer and gave the following reasons.

- **Twenty-eight** (100.00%) respondents thought yes, a leader with good problem solving skills affects an organization as it will enable them to solve problems at ease, to ensure smooth functioning, to take right decisions, to develop the image of organization, to gain respect among the peers, to solve the problems, to ensure right decision, to lead the organization, to solve issues and progress,

to maintain stability and progress, to affect organization in a positive manner and to progress, to benefit organization, to guide work force towards the goals and to succeed, to handle problems and to develop an organization, as development of an organization solely depends on the problems solving skills he possess.

- **No** respondent negated that it does not affect an organization. It seems that they all are in favor of problem solving skills in an organization and in their personal life – a good sign that they understand the necessity of an organization and role of leader in an organization.

Q9. Suppose you are a student of some college far away from your native town. The college has compelled you to stay in the hostel where you have been given a room. You don't have friends. In the very first week you come to know about the ragging performed in the hostel. Despite ragging being illegal in the university premises, some of the college staff is also secretly involved in the act.

Table no. 5.33: Post-Test: Question 1(9)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. You will report to the management/principal and would find a shelter for yourself. (Knowing that reporting to the principal would put you in trouble afterwards)	06	04	37.04%	08	06	50.00%
b. You will decide to stay in some lodge/hotel nearby spending some extra money.	04	01	18.52%	01	00	3.57%
c. You would go to the police station for help.	04	01	18.52%	04	03	25.00%
d. Any other:	04	03	25.93	04	02	22.22%

Ten (male and female) respondents of HMPIETR opted for option A which is considered to be the correct answer and provided the following reasons.

- **Ten** (37.04%) respondents thought that report to the management/principal and finding a shelter for self. (Knowing that reporting to the principal would put you in trouble afterwards) is a better option as they thought that management is the best source to stop ragging and to claim their right and avoid waste of money, and showed readiness to leave the college if some strict steps are not taken against them and represent the feeling of sacrifice and prioritized learning than fighting with social evils.
- **Five** (18.52%) respondents decided to stay in some lodge/hotel nearby spending some extra money as to concentrate on studies and remain away from such matters, and found it a better option at some extra cost.
- **Five** (18.52%) respondents decided to go to the police station for help as to seek help from them in removing an illegal act. As staffs are also involved, going to police would be beneficial and to protect other peers (fresher) from this act.
- **Seven** (25.93%) of the respondents opted for option D and gave various decision that included taking powerful steps against, unity among the peers and reporting to the management or police, reporting to anti-ragging commission, to defend, to plea higher authority and fighting individual staying in the same situation as to protect future students, to seek justice, to handle the situation, to teach a good lesson to them and believed in self confidence as to protest such issue.

Fourteen (male and female) respondents of WMCE opted for option A which is considered to be the correct answer and provided the following reasons:

- **Fourteen** (50.00%) respondents thought that report to the management/principal and finding a shelter for self. (Knowing that reporting to the principal would put you in trouble afterwards) is a better option as it is the management's responsibility, to fight against the evil irrespective of the consequences, not to support such act, to maintain reputation of the college and to inform management seeking for some strict action, and as ragging is

illegal. They thought this decision would be beneficial in curtailing such illegal an act.

- **One** (03.57%) respondents decided to stay in some lodge/hotel nearby spending some extra money as to remain away from such matters, and found it a better option at some extra cost.
- **Seven** (25.00%) respondents decided to go to the police station to seek help from police and to stop this illegal act as they don't want to tolerate ragging.
- **Six** (22.22%) respondents opted for option D and gave various decision that included giving threat to the seniors, reporting to the management and police both, to leave the college and to talk with fresher as to be united to fight evil and to be on safe side thinking that it is unable to live in such environment.

Q10. You want to take up a course under CBCS (Choice Based Credit System) in your respective field. But due to lack of resources, the college is imposing their decisions on you. You are not going to have the same course elsewhere in the university. You are not happy with the situation. Give logical reasons to your choice. (Note: The management is aware of the situation and is defending the situation)

Table no. 5.34: Post-Test: Question 1(10)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
a. You will join the course unwillingly knowing that there is a good scope for other subjects in the course	03	03	22.22%	06	06	42.86%
b. You will not go for the admission and will wait till they provide your choice of subject.	10	01	40.74%	06	02	28.57%
c. You will conduct a rally against the authority knowing that it may spoil your future if you get admitted to the course.	03	02	18.52%	03	00	10.71%
d. Any other:	00	00	00.00%	03	02	17.86%
Not attempted /Not understood	02	02	14.81%	00	01	3.57%

Eleven (male and female) respondents of HMPIETR opted for the option B. Majority of the respondents opted for this option and provided the following reasons.

- **Six** (22.22%) respondents opted option A is a better decision considering the scope of the course, and decided to adjust and have a chance to learn new thing and thought it helpful for their career and avoided waste of time and build capacity by opting for any other subject.
- **Eleven** (40.74%) respondents opted option B and provided due consideration to their personal choice and interest, by providing democratic support to their right to select their choice of subject.
- **Five** (18.52%) respondents opted option C as they thought it is their duty to provide and to protest in order to make parents aware with the situation. Further some of them believed in non-violence and opted for Satyagrah to convince the authority.

- **No** respondent opted for option D that represents their inability to arrive and brain storm new decisions for the situation and also ensures that they are satisfied with the three options mentioned above.
- **Four** (14.82%) respondents did not attempt to the question which could be sought as their lack of interest in answering the question or might be said their inability to answer the question.

Eleven (male and female) respondents of WMCE opted for the option A. Majority of the respondents opted for this option and provided the following reasons.

- **Twelve** (42.86%) respondents opted for option A to learn something new, to have a good scope, to select other course with good scope in order to avoid waste of time and thought that interest is a matter of choice which can be developed.
- **Eight** (28.57%) respondents opted for option B and providing due consideration to their personal choice and interest by emphasizing their right to select their choice of subject.
- **Three** (10.71%) respondents opted for option C as to get quality education, to make authority think and considered their right to opt for the subject of their choice.
- **Five** (17.85%) respondents decided to opted for option D and provided decisions on the issue such as joining other university and joining the course and working independently thinking that there is possibility of course convergence and to exercise their personal choice.
- **One** (03.57%) respondent did not attempt to the question which could be sought as their lack of interest in answering the question or might be said their inability to answer the question.

Section 2 offers multiple choices as well as freedom to express their own opinion/decision. The following discussion includes question wise analysis and interpretation of the data collected through Post-Test.

Q1. Do you consult anybody else for making decision? If yes, whom do you consult and why, if no why don't you consult anybody?

Table no. 5.35: Post-Test: Question 2(1)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	15	06	77.78%	12	08	71.43%
No	03	03	22.22%	05	03	28.57%

Twenty-one (male and female) (77.78%) respondents of HMPIETR answered positively that yes, they consult someone and included friends, fiancé, father, elders, mother, teacher and gave the following reasons.

- **Six** respondents consulted their friends to take appropriate decision and are helpful and provide good advice, and for providing right advice.
- **Twelve** respondents consulted their family members including father mother fiancé and elders as they have varied experience and advise right decisions to be taken up, as they provide support and guidance and they are knowledgeable.
- **Three** respondents selected yes but did not mention whom do they consult and why do they consult them.

Six (male and female) (22.22%) respondents of HMPIETR denied that No, they don't consult someone else and gave the following reasons.

- **Two** respondents preferred not to consult anybody and stated that they knew their strengths.
- **Four** respondents preferred not to consult as he/she believed in independence and did not want others to interfere to keep secrecy.

Twenty (male and female) (71.43%) respondents of WMCE answered positively that yes, they consult someone and included learned persons, family members and gave the following reasons.

- **Ten** respondents consulted learned people for their knowledge, decision, experience, maturity, trust worthiness, versatility and creativity.

- **Ten** respondents consulted their family members for their decisions/suggestions are appropriate, honest, knowledgeable, and maturity.

Eight (male and female) (28.57%) respondents of WMCE denied that No, they don't consult someone else and gave the following reasons.

- **Eight** respondents preferred not to consult anybody as they thought they are capable of taking decisions for themselves, out of self confidence, and preferred to remain self reliant and to take responsibility for self.

Q2. On the very first day of your teaching job – you are assigned the task of engaging a class notorious for its belligerent nature. Trouble starts brewing the moment you open the book for taking a lesson and a lot of noise starts emanating from non-traceable corners – behind you back (while you are writing on the black board). Based on this situation, answer the following questions.

a. What step will you take to have control over the class? Why?

Table no. 5.36: Post-Test: Question 2 [2 (a)]						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
I. Marking the trouble maker with the help of Monitor and banishing him from the class	00	03	11.11%	00	01	03.57%
II. Chide the culprit in the presence of all the students in the class.	00	00	00.00%	00	01	3.57%
III. Keep a watchful eye on the group and intervene and surprise them with witty questions from the text.	14	05	70.37%	17	10	96.43%
IV. Note-down the roll-number of the student and report his behaviour to Class Teacher, Supervisor, Vice Principal, Principal	02	00	07.41%	00	00	00.00%
Not attempted	02	01	11.11%	0	00	00.00%

Nineteen respondents of HMPIETR, opted for reason III and gave following reasons it was perceived that majority of the respondents opted for this decision and gave the following reasons.

- **Three** (11.11%) respondents opted for option I s to report the matter to the higher authority, improve classroom environment and arouse self respect.
- **None** of the respondents opted for option II.
- **Nineteen** (70.37%) respondents opted for option III to solve problem, to engage them, to evoke fear, for its effectiveness, make them think, silence them, and to stop them from misbehaving.
- **Two** (07.14%) respondents opted for option IV to stop them from repeating and as they create problems.
- **Three** (11.11%) respondents either did not attempt or had misunderstood the question.

Twenty-Seven respondents of WMCE, opted for reason III and gave the following reasons. It was perceived that the majority of the respondents opted for this decision and gave the following reasons.

- **One** (03.57%) respondent opted for option I to discipline others.
- **None** of the respondents opted for option II.
- **Twenty-Seven** (96.43%) respondents opted for option III to solve problem, to engage them, to evoke fear, for its effectiveness, make them think, silence them, and to stop them from misbehaving and draw their attention to the mistake consider the most effective strategy.
- **None** of the respondents opted for option IV.

- b. What will you do to creatively involve the students who have gone astray from the mainstream?

Table no. 5.37: Post-Test: Question 2 [2 (b)]						
Decision	HMP Fema le	HMP Male	HMP Overa ll %	WMCE Female	WM CE Male	WMCE Overall %
I. Ask them to meet in-camera individually and have their personal details to have a feel of their background.	02	02	14.81	01	00	03.57
II. Place challenging tasks before the class and make the whole task a Prestige Issue	02	01	11.11	06	03	32.14
III. Mark special tasks with some inputs from their family members and also broaden the base of excellence from mere academics to other aspects of personality	12	04	59.26	09	02	39.29
IV. Any other:	00	01	03.70	01	06	25.00
Not attempted	02	01	11.11	01	00	03.57

Sixteen respondents of HMPIETR opted for reason III and gave the following reasons. It was perceived that the majority of the respondents opted for this decision and gave the following reasons.

- **Four** (14.81%) respondents opted for option I to know the background of the student and its effect on the learner.
- **Three** (11.11%) respondents opted for option II to make them conscious about what is happening, silence them, make them learn, and to find a solution.
- **Sixteen** (59.26%) respondents opted for option III to involve them, leading to creativity, to guide, to make them realize their inner potential, to intervene creatively, and to give positive reinforcement to them by respecting their feeling.
- **One** (03.70%) respondent opted for option IV for diagnosing the reason as to know their family background and to make them feel important and positive.

- **Three** (11.11%) respondents did not attempt the question.

Eleven respondents of WMCE, opted for reason III and gave the following reasons. It was perceived that the majority of the respondents opted for this decision and gave the following reasons.

- **One** (3.57%) respondent opted for option I but could not justify the decision/choice.
- **Nine** (32.14%) respondents opted for option II to make them attentive, involved, creative, and to awaken their interest, to activate and make them participate in class activities.
- **Eleven** (39.29%) respondents opted for option III to develop their individuality, inculcation of creativity, and excellence, impart extra knowledge, guide, develop their personality, to make them take interest and participate in the class activities revealing their background and personality.
- **Seven** (25.00%) respondents opted for option IV and provided a variety of decisions including counseling, talking to them and to inquire about the reason as to guide, counsel, and identify the reason behind such behavior.
- **One** (3.57%) respondent did not attempt the question.

c. Will you make teaching interesting by some anecdotes and relevant advanced information? Why?

Table no. 5.38: Post-Test: Question 2 [2 (c)]						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	18	09	100.00%	17	11	100.00%
No	00	00	00.00%	00	00	00.00%

Twenty-seven i.e. all the respondents of HMPIETR opted for using anecdotes and relevant advanced information and gave the following reasons.

- **Twenty-seven** (100.00%) respondents opted for using anecdotes and relevant advanced information as to make students interested, involved, confident, give a fresh start up, interactive, fearless and expressive, advanced knowledge base, to make them learn better get attention and to insight curiosity of the learners.

- **No** respondent opted for not using anecdotes and relevant advanced information – a good sign for the teaching learning process.

Twenty-eight i.e. all the respondents of WMCE, opted for using anecdotes and relevant advanced information and gave the following reasons.

- **Twenty-eight** (100.00%) respondents opted for using anecdotes and relevant advanced information as to make students interested, involved, confident, give a fresh start up, interactive, fearless and expressive, advanced knowledge base, to make them learn better get attention and to insight curiosity of the learners.
- **No** respondent opted for not using anecdotes and relevant advanced information – a good sign for the teaching learning process.

d. Will you arrange intra-class competition for overall personality development? If not, why? If yes, what type of competition?

Table no. 5.39: Post-Test: Question 2 [2 (d)]						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	17	09	96.30%	14	08	78.57%
No	01	00	03.70%	03	02	17.86%
Not attempted	00	00	00.00%	00	01	03.57%

Twenty Six (96.30%) respondents of HMPIETR, opted for using intra class competitions as cultural programmes, dancing, debate, drawing competition, elocution, essay writing, group discussion, poetry recitation, quiz, reading, role play, singing competitions, sports competitions, technological games, worksheet filling (first one will be rewarded)

- **One** (03.70%) of the respondents opted for not using intra-class competitions as there is lack of participation and unhealthy competitions.
- **Twenty two** i.e. (78.57%) of the respondents of WMCE, opted for using intra class competitions as co-curricular activities, dance, debate, drama, drawing, elocution, essay writing, extempore, speech, group discussion, peak and speak, personal interview, poetry recitation, poster making, quiz, rangoli, role-play, simulation, singing, skit, sports, value, week celebration.

- **Three** (17.86%) respondents denied using intra-class competitions it does not promote equality, brotherhood and participation of all. And they have negative effect on the learners.
- **One** (3.57%) of the respondents did not attempt the question.

Q3. You are a person who is organizing celebrations for different festivals with cooperation of your peers in your society from last 7 years. This year all of your friends have scattered due to their jobs and other reasons from the society. And new society members are not having attitude to help or cooperate and you want to organize celebration for the Ganesh Chaturthi in the society. What will be your step knowing that the old peers are not going to come back and new peers are not going to cooperate. All the responsibility is laid upon you.

Table no. 5.40: Post-Test: Question 2 (3)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Multiple Choice	13	06	70.37	17	10	96.43%
Selected choices	13	06	-	17	10	-
Consequences	13	06	-	17	10	-
Not attempted	04	02	22.22%	00	01	03.57%
Misinterpreted	00	01	03.70	00	00	

Answering the present question, **nineteen** (70.37%) respondents of HMPIETR were able to give choices, selected choices and mentioned consequences.

- **Nineteen** (70.37%) respondents provided choices such as celebrate with peers, celebrating on own, convincing new peers, demand co-operation from society, give contract, cancel celebration, take help from other friends, taking help of brother, taking help of children, withdraw from the society
- **Nineteen** (70.37%) respondents selected choices including celebrating with peers, taking help of children, taking help of brother, demand co-operation from society, taking help from other friends, celebrate with peers, cancel celebration, etc.
- **Nineteen** (70.37%) respondents selected following consequences:
 - o Whether they help
 - o Will they help
 - o Will it get success
 - o Are they able to help

- | | |
|-----------------------------------|---|
| o Uniting them as a group | o Fulfilling requirements |
| o Giving importance to each other | o Generating cooperation through compulsion |
| o Motivating them | o Control responsibilities |

Answering the present question, **twenty-seven** (96.43%) respondents of WMCE were able to give choices, selected choices and mentioned consequences.

- **Twenty-seven** (96.43%) respondents provided choices including taking help of family members, convince new peers, convince old peers and will involve them, seek for co-operation from new peers, distributing responsibility, not to celebrate, do by self, giving opportunity to other person, seek help from event manager, making new peers understand the spirit of the celebration, organize small celebration, celebrate at home, make it compulsory to new peers.
- **Twenty-seven** (96.43%) respondents selected choices including celebrate at home, do by self, making new peers understand the spirit of the celebration, will convince new peers, organize small celebration, convince new peers, make it compulsory to new peers, take help of family members, distributing responsibility, convince through meeting, convince old peers and will involve them
- **Twenty-seven** (96.43%) respondents selected the following consequences:

o Peers will get angry	o May help me next year
o Develop understanding among new peers	o Convincing new peers
o Motivating new peers	o Handling the situation
o Whether they feel happy	o Whether they co-operate and agree
o Will appreciate my efforts	o Will they understand the value, and how to organize
- **One** (03.57%) of the respondents did not attempt the question.

Q4. Do you think that decision making and problem solving concepts are helpful to a teacher? How?

Table no. 5.41: Post-Test: Question 2 (4)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	18	09	100.00	17	11	100.00
No	00	00	00.00	00	00	00.00
Not attempted	00	00	00.00	00	00	00.00

Twenty-Seven (male and female) (100.00%) respondents of HMPIETR opted for positive answers and provided the following reasons.

- As they are very useful to students and future life
- To be a good judge and problem solver
- To become proficient teacher and to make teaching excellent
- To deal with different kinds of minds and to solve the problems
- To get success
- To handle situations nicely
- To help teacher take decision regarding teaching
- To take decision of personal life
- To take right decisions at right time for futuristic life

Among the two available options (Yes/No), **Twenty-Eight** (male and female) (100.00%) respondents of WMCE opted for positive answers and gave the following reasons.

- As decision making is inevitable and problem solving increases confidence
- As it is needed everywhere (class, principal, play ground)
- As they are required in day-today life
- To become a good, effective, and helpful teacher.
- To cope with the problems of class
- To face challenges of professional life
- To identify problems and to help development of a child
- To lead teaching profession
- To take plenty of decisions

Q5. Do you think decisions are part of an individual's life? Write a situation wherein decisions are mandatory to be made.

Table no. 5.42: Post-Test: Question 2 (5)						
Decision	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
Yes	15	07	81.48%	17	10	96.43%
No	00	02	7.41%	00	00	00.00%
Not attempted	03	00	11.11%	00	01	03.57%

Among the two available options (Yes/No), **Twenty-two** (male and female) (81.48%) respondents of HMPIETR opted for positive answers and provided the following situations.

- **Twenty-two** (81.48%) respondents opted for positive answer and gave the following situations.
 - o Deciding about changing job when paid less
 - o Deciding about doing graduation in English when not opted for English in 12th
 - o Deciding about the future course of study
 - o Deciding about a suitable life partner
 - o Deciding among B.Ed or M.A. for further study
 - o Deciding course between B.Ed. or M.Phil.
 - o Deciding course for further study
 - o Deciding future course of action about your prodigal son who spoiled his life. As it is needed everywhere (class, principal, play ground)
 - o Deciding suitable job for self
 - o Deciding the best/suitable choice (dilemma)
 - o Deciding the course of action in critical health condition in hospital
 - o Deciding to deliver a baby through caesarean or normal delivery
 - o Deciding to marry or to study further
 - o Deciding to marry person whom I love or selected by parents
 - o Deciding to share feeling with friends or not
 - o Deciding to study further against grandmother's wish
 - o Deciding to take up job in self-financed or grant-in-aid school

- **Two** (7.41%) respondents denied and opted for No, decision are not part of an individuals' life. It seems that they are avoiding to give a situation. It depicts their disinterest for answering the question.
- **Three** (11.11%) respondents did not attempt the question.

Among the two available options (Yes/No), **Twenty-Seven** (male and female) (96.43%) respondents of WMCE opted for positive answers and provided the following situations.

- **Twenty-Seven** (96.43%) respondents opted for positive answers and gave the following situations.
 - o A husband wants to take decision of divorce
 - o Deciding a suitable candidate for marriage
 - o Deciding a suitable job
 - o Deciding about own child's cheating action
 - o Deciding after 12th course
 - o Deciding After SSC course/field
 - o Deciding right option among many available jobs
 - o Deciding the course after 12th
 - o Deciding the course of action at a road accident
- One (3.57%) respondent did not attempt the question.

Q6. What life skills are accompanied with decision-making and problem solving? List them in the space given below:

Table no. 5.43: Post-Test: Question 2 (6)						
Life skills	HMP Female	HMP Male	HMP Overall %	WMCE Female	WMCE Male	WMCE Overall %
1) Critical thinking	04	03	07	11	01	12
2) Creativity	08	03	11	13	06	19
3) Empathy	00	00	00	06	05	11
4) Coping with stress	00	00	00	07	03	10
5) Coping with emotions	00	00	00	03	01	04
6) Interpersonal skills	00	00	00	07	03	10
7) Communication skills	01	00	01	02	02	04
No life skills mentioned	08	05	13	03	02	05
Not attempted	01	00	01	00	01	00

Answering this question, among all the life skills the respondents of HMPIETR, mentioned the following life skills. The respondents were required to write the skills listed by the WHO. Majority of the respondents gave priority to the skills such as critical thinking, creativity, and communication skills.

- Some of the respondents of HMPIETR were able to list out nineteen skills including critical thinking, creativity, and communication skills.
- **One** (03.70%) respondent did not attempt the question which could be perceived as his/her inability to recognize the life skills listed by the WHO.
- Some respondents of HMPIETR mentioned thirteen skills but none of them were in the list of the WHO. It seems that they don't recognize the list of life skills.

Answering this question, among all the life skills the respondents of WMCE, mentioned the following life skills. The respondents were required to write the skills listed by the WHO. Majority of the respondents gave priority to the skills such as critical thinking, creativity, empathy, coping with stress, coping with emotions and communication skills.

- Majority of the respondents of HMPIETR were able to list out seventy skills including critical thinking, creativity, empathy, coping with stress, coping with emotions and communication skills.
- **One** (03.57%) respondent did not attempt the question which could be perceived as his/her inability to recognize the life skills listed by the WHO.
- Some respondents of HMPIETR mentioned five skills but none of them were in the list of the WHO. It seems that they don't recognize the list of life skills.

5.4 Data Analysis and Interpretation for Focused Group Discussion

The researcher has used focused groups discussion as one of the tools and involved respondents into a kind of discussion that could make them reflect over the sessions and develop insights into life skills selected for this study.

WMCE

The researcher conducted FGD in the Waymade College of Education and came to certain observations/ conclusions. The whole discussion was monitored by the researcher in order to avoid waste of time. The researcher was able to create a conducive environment in the class so that all the respondents could be involved in the interaction for better discussion and better comprehension.

The researcher included FGD in his programme and video recorded the whole session which was later analyzed. It was conducted with a purpose to get feedback and judge whether the respondents had attained some level of comprehension. Some of the observations include the following.

➤ Observations

- Respondents got sensitized towards the responsibility of a teacher and teaching ethics.
- Respondents were...
 - Able to present their ideas in a lucid, fluent and comprehensive manner
 - Able to present creative ideas
 - Able to interact fruitfully

- Able to counter argue with confidence and with logic
- Able to resolve and convince the audience of their ideas.
- Found discussing with a view to develop insight with a positive attitude and respect for each other's idea.
- Some of the respondents appreciated the activity to form a definition of life skills by separating the two words i.e. Life + skills
 - Respondent were able to come up with some noble thoughts. For example, every action is the result of our previous decisions.
- General comments about the programme offered by the participants/ respondents.
 - It was found helpful
 - There was flexibility for individuals in terms of behavior modification in the divergent situations
 - Respondents were able to arrive at decisions and were inspired by the different tasks they were asked to perform such as simulation, look and respond, strip-story.
 - Involvement level in the activities was found up to the mark
 - Watching movies with a perspective to relate it with real life situations i.e. going beyond the literal meaning
 - The programme made them conscious about taking decision keeping in mind internal, external surroundings and made them behave accordingly while dealing with different situations.

HMPIETR

The researcher conducted FGD in the H. M. Patel Institute of English Training & Research and came to certain observations/ conclusions. The whole discussion was monitored by the researcher in order to avoid waste of time. The researcher was able to create a conducive environment in the class so that all the respondents could be involved in the interaction for better discussion and better comprehension.

The researcher included FGD in his programme and video recorded the whole session which was later analyzed. It was conducted with a purpose to get feedback and judge

whether the respondents had attained some level of comprehension. Some of the observations include the following.

➤ Observations

- Respondents were able to recognize the life skills such as empathy, creativity, decision making, problem solving and the like.
- They thought that the strip story activity carried out in the class was a creative task/ interest generating task and stated that they will be able to make use of such activities in their class if necessary.
- They became conscious about their decision making process and will probably use it in taking decision in diverse situations.
- They found the whole programme beneficial and got inspired to take decisions creatively as it made them think and decide.
- They became aware about some of the problems of teaching profession as a career.
- They were able to recognize their limitations, likes and dislikes.
- The researcher found them confident and supportive in communicating their ideas.
- Respondents found the programme facilitative that provided a clear vision of how to manage time and also their future endeavors.
- Respondents were able to take responsibility/decisions and were able to justify their decisions in a logical manner
- They became aware of professional teaching ethics and were motivated to follow them in future
- Respondents were sensitized towards their responsibility as a teacher in taking decision with regard to their students.
- Most of them were of the opinion that if problems persist they would opt for some middle path to resolve a problematic situation or enforce a resolution.
- They felt free to discuss the matter with the researcher and peers.
- They were able to come up with several difficulties with regards to the concept which were resolved/ clarified by the researcher in the discussion.

- o It was perceived that most of respondents were interested in the concept of decision making and problem solving and not in the activities of the class

To sum up, the researcher feels gratified to state that yes there is some improvement through the discussion and they have attained a higher level of decision making and problem solving skills as observed before the programme.

5.5 Discussion

On analyzing the above data, it is evident that most of the pre-service teachers possess awareness of some life skills. The male pre-service teachers of WMCE were found to have poor awareness of life skills as compared to male pre-service teachers of HMPIETR, while the female pre-service teachers of HMPIETR were found to have poor awareness of life skills as compared to the Female pre-service teachers of WMCE. Both the male pre-service teacher of WMCE and female pre-service teachers of HMPIETR need to develop their expression and awareness of life skills. They need to perform better in their written and oral part. Life skills require a person to assert oneself in public independently by exhibiting positive traits of life skills including their awareness with the different life skills their presentation and communication skills as well as their decision making and problem solving skill. It is clearly seen from this observation that the pre-service teachers need to develop their awareness of varied life skills. It is a matter of great concern. They need to take definitive steps in the direction of imbibing values, and for getting exposure for developing life skills in the real life situation or in pedagogy for the pre-service teachers. The present education system is witnessing a drastic change in it, so at this juncture it is a vital need for the present education system to have teachers who possess a high degree of moral values, life skills and other related skills to enhance the functioning of the society in order to build a harmonious nation.

Looking at the analysis of FGD session, it is observed that the students were able to recognize their responsibility as teachers and were able to present their views fluently about different skills and they were able to pose questions and answer the questions raised by the researcher. Although they were communicating effectively their basic understanding regarding teaching profession and its professional ethics were in some

manner found lacking. This could be perceived as their immature behavior or lackadaisical attitude towards the profession.

Thus, it is observed that awareness of life skills education is a must for male and female pre-service teachers and needs immediate attention. Educationists must try to plan and implement such curricula, plans and policies that help the pre-service teachers to improve their awareness of life skills. If such efforts are made then only we will have teachers who are able to satisfy the future needs of pedagogy. Thus the education system and the society must try to see lack of life skills as a problem that needs to be diagnosed and remedied. This will pave the way for the development of a civilized society.

5.6 Conclusion

To conclude the researcher would like to state that data analysis provided an insight that the respondents need to improve on other life skills such as inter-personal skills, communication skills to develop their expression to score better and attain success in upcoming endeavors. The next chapter in this dissertation is about findings interpretations and educational implications of the present study.