

LIST OF TABLES

Table No.	Title	Page No.
1.1	Implications of Theories for Developing Life Skills	34
1.2	Types of Problem	61
1.3	Biggs' Approaches to learning	72
1.4	Features of Different Approaches to Learning	74
3.1	Unit-wise Specification of Content in Modules	156
3.2	Unit-wise Statements of Behavioural Objectives	160
3.3	Statement of Behavioural Objectives for Entry Behaviour Test	177
3.4	Table of Specification for the Entry Behaviour Test	180
3.5	Distribution of Entry Behaviour Test Items as per Ebel's Difficulty Value Criteria	182
3.6	Distribution of Items of Entry Behaviour Test as per Ebel's Discriminating Power Criteria	182
3.7	Table of Specification (Cognitive Domains)	185
3.8	Table of Specification (Types of Test Items) for Unit Formative Test	186
3.9	The reliability coefficient of unit formative tests	188
3.10	Table of Specification (Cognitive Domain) for Summative Tests	189
3.11	Table of Specification (Types of Test Items) for Summative Test	190
3.12	The Reliability Co-efficient of Summative Test	192
4.1	Randomly Selected Schools for Experimental Treatment	219
4.2	Final sample according to Instructional Treatment	220
4.3	Distribution of Final Sample according to Learning Approaches	220
4.4	The Date wise schedule of the Experiment	223

Table No.	Title	Page No.
4.5	Schedule of Implementation of Life Skill Activities	226
5.1	Statistics of Entry Behaviour Scores	230
5.2	Summary of One-Way ANOVA on Entry Behaviour Scores	231
5.3	Skewness and Kurtosis of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Chemistry	232
5.4	Frequency Distribution of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Chemistry (Deep Approach)	234
5.5	Frequency Distribution of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Chemistry (Surface Approach)	235
5.6	Gain Means and Standard Deviations for the Skill of Acquiring Knowledge in Chemistry	239
5.7	Summary of Two-way ANOVA (3×2) on Gain Means for the Skill of Acquiring Knowledge in Chemistry	242
5.8	The t ratios for difference between Gain Means of Different Pairs due to Instructional Modes - HI-CL, CL and CGL for the Skill of Acquiring Knowledge in Chemistry	243
5.9	Skewness and Kurtosis of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Physics	246
5.10	Frequency Distribution of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Physics (Deep Approach)	247
5.11	Frequency Distribution of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Physics (Surface Approach)	249
5.12	Gain Means and Standard Deviations for the Skill of Acquiring Knowledge in Physics	252
5.13	Summary of Two-way ANOVA (3×2) on Gain Means for the Skill of Acquiring Knowledge in Physics	255
5.14	The t ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for the Skill of Acquiring Knowledge in Physics	256
5.15	Skewness and Kurtosis of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Biology	259

Table No.	Title	Page No.
5.16	Frequency Distribution of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Biology (Deep Approach)	260
5.17	Frequency Distribution of Gain Scores on Criterion Test for the Skill of Acquiring Knowledge in Biology (Surface Approach)	262
5.18	Gain Means and Standard Deviations for the Skill of Acquiring Knowledge in Biology	265
5.19	Summary of Two-way ANOVA (3×2) on Gain Means for the Skill of Acquiring Knowledge in Biology	268
5.20	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for the Skill of Acquiring Knowledge in Biology	269
5.21	Skewness and Kurtosis of Gain Scores for the Skill of Critical Thinking	272
5.22	Frequency Distribution of Gain Scores for the Skill of Critical Thinking (Deep Approach)	273
5.23	Frequency Distribution of Gain Scores for the Skill of Critical Thinking (Surface Approach)	275
5.24	Gain Means and Standard Deviations for the Skill of Critical Thinking	278
5.25	Summary of Two-way ANOVA (3×2) on Gain Means for the Skill of Critical Thinking	281
5.26	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for the Skill of Critical Thinking	282
5.27	Skewness and Kurtosis of Gain Scores for Decision Making Ability	285
5.28	Frequency Distribution of Gain Scores for Decision Making Ability (Deep Approach)	286
5.29	Frequency Distribution of Gain Scores for Decision Making Ability (Surface Approach)	288
5.30	Gain Means and Standard Deviations for Decision Making Ability	291

Table No.	Title	Page No.
5.31:	Summary of Two-way ANOVA (3 × 2) on Gain Means for Decision Making Ability	294
5.32	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for Decision Making Ability	295
5.33	Skewness and Kurtosis of Gain Scores for Factors Influencing Decisions	298
5.34	Frequency Distribution of Gain Scores for Factors Influencing Decisions (Deep Approach)	299
5.35	Frequency Distribution of Gain Scores for Factors Influencing Decisions (Surface Approach)	300
5.36	Gain Means and Standard Deviations for Factors Influencing Decisions	304
5.37	Summary of Two-way ANOVA (3 × 2) on Gain means for Factors Influencing Decisions	307
5.38	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for Factors Influencing Decisions	308
5.39	Skewness and Kurtosis of Gain Scores for the Skill of Problem Solving	311
5.40	Frequency Distribution of Gain Scores for the Skill of Problem Solving (Deep Approach)	312
5.41	Frequency Distribution of Gain Scores for the Skill of Problem Solving (Surface Approach)	314
5.42	Gain Means and Standard Deviations for the Skill of Problem Solving	317
5.43	Summary of Two-way ANOVA (3 × 2) on Gain means for the Skill of Problem Solving	320
5.44	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for the Skill of Problem Solving	321
5.45	Skewness and Kurtosis of Gain Scores for the Higher Mental Abilities in Science	324

Table No.	Title	Page No.
5.46	Frequency Distribution of Gain Scores for the Higher Mental Abilities in Science (Deep Approach)	325
5.47	Frequency Distribution of Gain Scores for the Higher Mental Abilities in Science (Surface Approach)	327
5.48	Gain Means and Standard Deviations for the Higher Mental Abilities in Science	330
5.49	Summary of Two-way ANOVA (3×2) on Gain means for the Higher Mental Abilities in Science	333
5.50	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for the Higher Mental Abilities in Science	334
5.51	Skewness and Kurtosis of Gain Scores for the Skill of Creative Thinking-Fluency	337
5.52	Frequency Distribution of Gain Scores for the Skill of Creative Thinking-Fluency (Deep Approach)	338
5.53	Frequency Distribution of Gain Scores for the Skill of Creative Thinking-Fluency (Surface Approach)	340
5.54	Gain Means and Standard Deviations for the Skill of Creative Thinking-Fluency	343
5.55	Summary of Two-way ANOVA (3×2) on Gain Scores for the Skill of Creative Thinking-Fluency	346
5.56	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional modes – HI-CL, CL and CGL for the Skill of Creative Thinking-Fluency	347
5.57	Skewness and Kurtosis of Scores for the Skill of Creative Thinking-Flexibility	350
5.58	Frequency Distribution of Gain Scores on Criterion Test for the Skill of Creative Thinking-Flexibility (Deep Approach)	351
5.59	Frequency Distribution of Gain Scores for the Skill of Creative Thinking-Flexibility (Surface Approach)	352
5.60	Gain Means and Standard Deviations for the Skill of Creative Thinking-Flexibility	356

Table No.	Title	Page No.
5.61	Summary of Two-way ANOVA (3×2) on Gain Scores for the Skill of Creative Thinking-Flexibility	359
5.62	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for the Skill of Creative Thinking-Flexibility	360
5.63	Skewness and Kurtosis of scores for the Skill of Creative Thinking-Originality	363
5.64	Frequency Distribution of Gain Scores on Criterion Test for the Skill of Creative Thinking-Originality (Deep Approach)	364
5.65	Frequency Distribution of Gain Scores for the Skill of Creative Thinking-Originality (Surface Approach)	366
5.66	Gain Means and Standard Deviations for the Skill of Creative Thinking-Originality	369
5.67	Summary of Two-way ANOVA (3×2) on Gain Scores for the Skill of Creative Thinking-Originality	372
5.68	The <i>t</i> ratios for difference between Gain Means of Different Pairs due to Instructional Modes – HI-CL, CL and CGL for the Skill of Creative Thinking-Originality	373