Readiness Of Pupil-Teachers Towards Creating Progressive Environment For 6 Cs Of Education- A Parallel Mixed Method Study

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ABSTRACT

As human beings we know quite well that humans can do any impossible thing if they make a mindset. We can't force someone to do a task until he or she is ready. So, to make things work we all need to know the readiness level. This comes true when it comes to making a future teacher more skillful and advanced. Pupil- Teachers will learn teaching techniques effectively only when they are ready for it. During their internship period it is very important to impart them with the knowledge about Communication, Collaboration, Critical thinking, Creativity, Citizenship/ Culture and Character/ Compassion and with the skills by which they can effectively use these concepts inside a classroom teaching and learning. Which are known as 6Cs of Education. Therefore, the readiness level of Pupil-Teachers for creating a progressive environment for 6Cs of Education comes into highlight. Through this study researcher comprehensively assessed it using a parallel mixed- method research design. In this design both quantitative and qualitative approaches are used to obtain the data on the same topic. Researcher collected quantitative data from 130 randomly selected Pupil- Teachers of H.N.B. Garhwal University through a self- made questionnaire and for qualitative data researcher performed detailed interviews of 15 purposively selected individual by face-to-face interaction. After collecting all the data, the final work of analyzing was done by comparing results of both sets. In most of the indicators of readiness either the results of quantitative descriptions, and qualitative themes converge, or the quantitative result is elaborated by the qualitative result.

All over a slightly readiness of Pupil-Teachers for creating a progressive environment for 6Cs of Education is measured.

Keywords: Readiness, Pupil-Teachers, Progressive environment, 6Cs of Education, parallel mixed-method.

1. INTRODUCTION

Creation is not just a word; it is something beyond human control. The universe is full of lives and the creation of each one is so miraculous. Human life is also a part of this universe and from the beginning when a child is born just as a helpless soul, he is totally dependent on his or her mother. Child's growth and development directly related to the love and care he or she gets from his or her mother and other family members. With the passing of time when he or she encounters the outer world his or her success depends on other social factors along with the family environment. Both social context and family support effects the growth and development of a child. Doing this task perfectly every society focused the betterment of every child's growth in each spare of his or her life and this can be only done with the help of educating them in the right direction. If a child gets both best family environment and a progressive society still don't get the education according to his or her needs and ability than everything goes in vain as proper growth and development is still not possible. That's why all these factors are necessarily important and work complementary to each other. The success of the education system is affected by the efficiency of a teacher because in a classroom only a teacher can motivate the students to do better and thus directly play a crucial role in students' growth and development.

Teacher acts like a gateway to all the knowledge and resources for their students. Only a teacher can inspire his or her students to achieve more and more and bring out the best in them. He or she is not only responsible for a student's academic achievements but also for their personal growth and covers every phase of a student's life. Improvement in any child's behavior and learning habits can be made by a teacher's continuous support, unconditional encouragement and from time-to-time feedback given by him or her. The success of the whole process of education depends on the ability of a teacher. If a teacher possesses a sound knowledge of the subject matter, is able to manage the classroom teaching- learning activities very effectively and truly passionate about teaching and helping the students and making them capable to fulfill their

goals than only we can confidently say that nothing harms a child succuss in the academic work as well in his or her personal life. Attitude of Teachers makes a lot of difference in the effectiveness of teaching learning environment of a class. He or she can, through his attitude, make any difficult task or skill easily understood and able for all the students.

There are many new emerging concepts of Education in front of us. All educators are trying to make the learning process easy and available for all. For such effective learning every factor related to Education must be touched and understood deeply. The concept of 6'Cs of Education is one of them. In the beginning Communication, Collaboration, Critical thinking and Creativity were included in the 4Cs of Education, which provide opportunity for a child to develop his or her interactive capability and good mental exploration abilities and thus try to provide a positive classroom environment for the students to learn new things. However, education experts then came up with additional Cs: Miller (2015) coined 2 other Cs: Connectivity and Citizenship, while Fullan (2015), prefers the term Character education and Culture, respectively. Now it becomes 6Cs of Education which includes Citizenship/ Culture and Character/ Compassion along with the previous 4Cs of Education. This addition is now able to bring a holistic development in student's learning. The concept of 6Cs of Education must be properly implemented in every classroom learning and this task is properly done only by a teacher effectively. Several research studies that examine the role of teachers with 6C skills in several subjects at school include: Mirjam Anugerahwati's (2019) research identifies that in English lessons in secondary schools, the 6C concept contains (critical thinking, creative thinking, collaboration, communication, culture, connectivity) given students to achieve critical thinking competence in solving real-world problems, perform clear communication, carry out collaborative practices and utilize connectivity, respect culture, and develop creativity. In one of the previous research the researcher tries to find out the factors responsible for critical thinking of Pupil- teachers into three dimensions - Pedagogical factors, Personal factors and Social factors which can boast the ability of the students to think critically in their day-to-day life. Another research explains that 6C concept is embodied in all teaching and learning activities so that the graduates produced have the skills, qualifications and fighting spirit in the face of changing times.

Anggraeni, Sunendar, Maftuh, Sopandi & Puspita (2021) in their research work also focus the need of 6Cs of education inside a classroom. There are several studies which mainly focus on the implementation process of 4Cs in the classroom (Rizkiah, 2019; Ainuningsih, 2018; Pardede, 2020), and the measurement of 6C levels among trainee teachers in the teacher training institute (Karim et al., 2020)

The NEP 2020 also aimed to foster these competencies through various means, including changes in the curriculum, pedagogical practices, and assessment methods. Here's how some of the key aspects of NEP 2020 relate to the 6Cs:

- Critical Thinking and Creativity: NEP 2020 encourages a shift from rote learning to an inquiry-based and experiential learning approach. It emphasizes problem-solving, analysis, and creativity across subjects to nurture critical thinking skills.
- Collaboration and Communication: The policy promotes the use of group projects, interactive classroom sessions, and extracurricular activities that require students to collaborate and communicate effectively with their peers.
- Character: NEP 2020 highlights the importance of holistic development, including moral and ethical values. The aim is to instill a strong character foundation in students through education.
- Citizenship: The policy underscores the need for inculcating a sense of national and global citizenship among students. It encourages understanding and appreciation of diverse cultures, traditions, and ideas.

While the NEP 2020 does not explicitly use the "6Cs" terminology, it does align with the broader goals of nurturing the skills and qualities encompassed by the 6Cs of Education. The emphasis on holistic development, critical thinking, creativity, collaboration, communication, character, and citizenship is in line with the principles advocated by the 6Cs framework.

In this respect the conducted study aimed to check comprehensively the readiness level of Pupil- Teachers towards creating a progressive environment for 6Cs of Education.

2. METHODS

This section of Methods includes the research design, population, sample, data collecting tools, data gathering procedure and techniques for data analysis.

2.1. Research design

To conduct the study researcher used a parallel mixed- method research design. In this design both quantitative and qualitative approaches are used to obtain the data on the same topic so that the result will be comprehensibly analyzed and readiness level of Pupil- Teachers towards creating a progressive environment for 6Cs of Education can be better checked in every dimension.
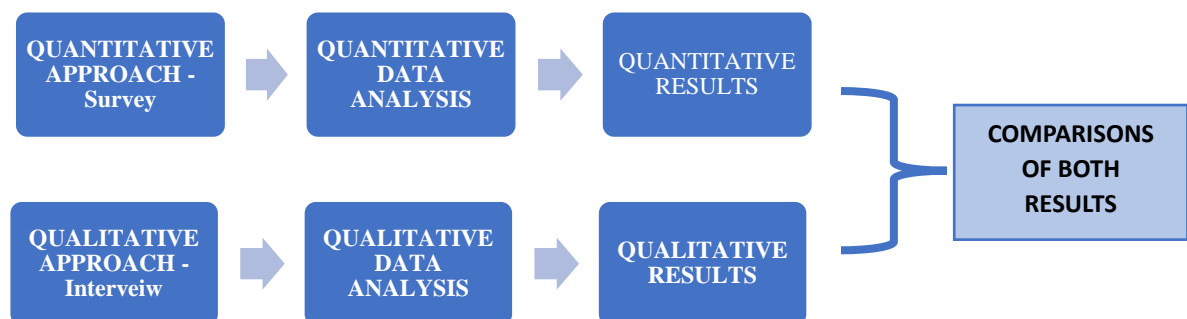

Figure 1- Parallel Mixed- Method Research design for the study.

2.2. Population and Sample

Pupil- teachers of H.N.B. Garhwal University, (A Central University) Srinagar, Uttarakhand, (India), were the population for this study. Out of this population 130 Pupil-teachers were selected for quantitative data collection by simple random sampling method and 15 Pupil-teachers were selected for qualitative data collection by Purposive sampling method.

2.3 Tools

Self- made Questionnaire containing 45 research questions were used by the researcher for quantitative data collection, and for Qualitative data collection a structured Interview questionnaire was used in this study to check the readiness level of Pupil- Teachers towards creating a progressive environment for 6Cs of Education.

2.4 Data gathering procedure

The researcher first asked permission from the Head of Department to conduct the research work. In the first phase researchers collected quantitative data from 130 randomly

selected Pupil- Teachers through a self- made questionnaire and then conducted second phase of the study. For the second phase researcher performed detailed interviews of 15 purposively selected individual by face-to-face interaction to collect qualitative data and after collecting all the data from both phases the final work of analyzing was done for getting best possible outcomes.

2.5 Techniques for data analysis

In this study the gathered quantitative data was analysed with the help of descriptive statistics and qualitative data was taken into consideration using thematic analysis. At the end results of both phases were comprehensively assessed and the readiness level of Pupil- Teachers towards creating a progressive environment for 6Cs of Education was measured dimensionally.

3.   RESULTS AND DISCUSSIONS

The aim of this study is to comprehensively assess the readiness level of Pupil- Teachers towards creating a progressive environment for 6Cs of Education.The data were gathered in two phases and two different approaches were used in them, one is quantitative and another one is qualitative. The results of both are presented in the following next sections.

3.1 Result of Survey

In the first phase, this study aims to determine the readiness level of Pupil- Teachers towards creating a progressive environment for 6Cs of Education through the survey. The mean per item was computed to consist of the weighted mean per indicator of readiness level of Pupil- Teachers towards creating a progressive environment for 6Cs of Education. The descriptions are offered which was based on the weighted mean. The result is presented in Table 1.

Table 1: Survey on readiness level of Pupil- Teachers towards creating a progressive environment for 6Cs of Education.

S. No.	Indicators	Mean	Description
1.	Knowledge of 6Cs of Education	2.46	Slightly Ready
2.	Healthy Communication	3.23	Ready
3.	Collaboration with students	3.15	Slightly ready
4.	Critical thinking activities	2.34	Slightly not ready
5.	Creativity boosting skills inside classroom	3.22	Ready
6.	Citizenship/ Culture folding	2.48	Slightly ready
7.	Character/ Compassion building	3.35	Ready

8.	Application skills needed for 6Cs of Education	2.43	Slightly ready
9.	Evaluating and Reflecting skills for 6Cs of Education	2.36	Slightly not ready
10.	Overall	2.78	Slightly Ready

Legend: 1.00-1.60 **not ready;** 1.61-2.40 **slightly not ready;** 2.41-3.20 **slightly ready;** 3.21-4.00 **ready**

The result showed that the Pupil- Teachers were slightly ready on creating progressive environment for 6Cs of Education in terms of Knowledge of 6Cs of Education (M=2.46); Collaboration with students (M=3.15); Citizenship/ Culture folding (M=2.48); and Application skills needed for 6Cs of Education (M=2.43).

The Pupil- Teachers were ready on creating progressive environment for 6Cs of Education when it comes to Healthy Communication (M=3.23); Creativity boosting skills inside classroom (M=3.22); and Character/ Compassion building (M=3.35).

On the other hand, the Pupil- Teachers were Slightly not ready for creating progressive environment for 6Cs of Education when it comes to Critical thinking activities (M=2.34); and Evaluating and Reflecting skills for 6Cs of Education (M=2.36).

Overall, the Pupil- Teachers were Slightly ready for creating progressive environment for 6Cs of Education (M=2.78), this implies that the Pupil- Teachers have a moderate level of readiness for providing progressive environment for 6Cs of Education

3.2 Result of Interview

This study also aims to determine the readiness of the Pupil- Teachers for creating progressive environment for 6Cs of Education through interviews. The common codes that appeared at least twice were grouped into categories. Then related categories were synthesized in an overarching theme. The summary of the result of the thematic analysis is presented in Table 2.

Table 2: Interview on Readiness for creating progressive environment for 6Cs of Education

S.No.	Theme	Category	Sample Codes

1.	Knowledge of 6Cs of Education	Beginning level of knowledge	Though I know the basics, I still need to enrichment my knowledge about 6Cs.
			I only know the full form of 4Cs.
		Developing a level of knowledge	My skills are in the developing phase during my B.Ed. training.
			My knowledge when it comes to using instructional purposes for 6Cs is still developing.
2.	Healthy Communication	Understands that skills for proper communication needs to be heightened	I am trying to develop all my skills related to healthy communication with the students.
		Awareness about the importance of healthy communication with the students	The whole classroom management depends on the communication skills of a teacher.
			Without a healthy communication you are unable to analyse the needs of your students.
		Ready to improve the communication skills during the training period	I believe I have few knowledges when it comes to communicating with all the students in a same class.
			I want to be better at classroom communication skills.
3.	Collaboration with students	Confidence about his or her collaboration skills	I am good at handling my students during classroom activities
			I believe I am ready to collaborate with students during teaching.
		Involves the students in the classroom activities	For a long-term learning student should impart learning experiences by their own.
			Active involvement of all the students should be the focus of teachers while teaching any topic.
			Aims of teaching can be easily achieved by letting students' involvement in the learning tasks
4.	Critical thinking activities	Favourable dispositions about Critical thinking	There should be such activities in the classroom which give opportunities to the students to think critically.
			Critical thinking awaking is necessary for students reasoning attitude and other important abilities.

			If as a teacher, we provide our students such learning environment which increase their critical thinking ability than we are making them capable to solve problems by their own.
		Lacking Skills for organising activities boosting Critical thinking	It is hard to organise such activities which effect critical thinking of the students inside the classroom.
			Critical thinking is a very broad concept. We need proper training to conduct such activities with students.
5.	Creativity boosting skills inside classroom	Needing inputs for planning activities boosting Creativity	School management needs to work in providing facilities to the learners to utilise their own ideas and boost students' innovational skills.
			Students should include in such activities which gives them chance to create new things.
		Emerging skill to transfer the ability of creation.	I am getting training and developing my skills so that I can make my students creators.
			I still need to upgrade myself so that I can be enough resourceful for the students so that they get motivated to create something new.
6.	Citizenship/ Culture folding	Planning teaching technique grounded on existing practices for citizenship	I am used to following the traditional instruction methods to make students understand their role as a citizen of our nation.
			Students can be better citizens if we make them aware of their duties and responsibilities as a citizen.
		The affirmation on integration of education and cultural heritage under favourable conditions	Today we need students to develop an insight into the uniqueness of our cultural heritage.
			Cultural diversity can be used as an inspiring factor in education sector.

			Impact of the cultural background can be directly seen in child's growth and development.
7.	Character/ Compassion building	Readiness to facilitate student character and compassion	Character building is the foremost aim of education from starting.
			Students all round developments make them successful in every task of life.
			It is important for a teacher to build the character of their students in the right path.
8.	Application skills needed for 6Cs of Education	Expression of need to develop skills in designing content engaging to the learners in 6Cs of education	When it comes to applying the strategies related to 6Cs we need to more skilful.
			I am still trying to figure out how to have design the content and classroom activities so that concept of 6Cs can be achieved in practical form.
9.	Evaluating and Reflecting skills for 6Cs of Education	Non-readiness to facilitate evaluating and reflecting skills based on the level of their training	It is hard to achieve hundred percentage results right now.
			I am not yet aware about the actual set-up in the schools so I'm not that well prepared to evaluate the skills related to 6Cs.
			Reflecting skills needed to evaluate the progress of the students on the criteria suggested by this new concept is still needs to get learnt by all of us.
		Lacking confidence in the evaluating and Reflecting skills for 6Cs of Education	Reflecting skills related to 6Cs of education needs to clarify properly first. I am still having doubt about the evaluation process.
			I am not very confident with my skills to ensure that students will find the content relevant which I design to evaluate them.

Theme 1: From beginning to developing level of knowledge. Based on their assessment of their knowledge, the participants expressed varying knowledge levels. However, it can be noted from their qualitative responses that they tend to closely

cluster at minimum levels, ranging from beginner level ("Though I know the basics, I still need to enrichment my knowledge about 6Cs."- Pupil Teacher 4) to developing level ("My skills are in the developing phase during my B.Ed. training." - Pupil Teacher 7). There is a general indication to promote the knowledge level of the participants to an advanced level for 6Cs of education and its transition in real form.

Theme 2: An awareness for healthy communication is sought. Relative to healthy communication, some participants possess an awareness about the importance of healthy communication with the students ("The whole classroom management depends on the communication skills of a teacher." - Pupil Teacher 1 and similarly Pupil Teacher 5 said "Without a healthy communication you are unable to analyse the needs of your students.") some also indicate a need to heighten it ("I am trying to develop all my skills related to healthy communication with the students." - Pupil Teacher 12). While others felt a need to improve their communication skills during the internship period ("I want to be better at classroom communication skills." - Pupil Teacher 9)., These utterances generally suggest a need for more covert inputs on providing healthy communication environment inside a classroom so that students get more opportunities to be a part of active learning.

Theme 3: Support to Collaboration with students. Based mainly on their background and interest in teaching, the participants conveyed confidence about his or her collaboration skills with the students. ("I am good at handling my students during classroom activities" - Pupil Teacher 2). However, most of them are ready to involves the students in the classroom activities. ("Active involvement of all the students should be the focus of teachers while teaching any topic." - Pupil Teacher 15). Thus, support to collaboration with students with an emphasis on their active participation during learning is sought.

Theme 4: Critical thinking activities. Most of the participants disclosed favourable dispositions about Critical thinking ("If as a teacher, we provide our students such learning environment which increase their critical thinking ability than we are making them capable to solve problems by their own." - Pupil Teacher 6) while some others felt the lacking of Skills for organising activities boosting Critical thinking. ("Critical thinking is a very broad concept. We need proper training to conduct such activities with students." -Pupil Teacher 3). This result suggests

a need to connect theory and practical aspects related to organizing Critical thinking activities with students inside a classroom.

Theme 5: Creativity boosting skills inside classroom. A large majority of the participants held believes that there should be needing inputs for planning activities boosting Creativity ("School management needs to work in providing facilities to the learners to utilise their own ideas and boost students' innovational skills." - Pupil Teacher 1) and still in the phase of emerging skill to transfer the ability of creation. ("I am getting training and developing my skills so that I can make my students creators." - Pupil Teacher 8). Hence, it can be said that the participants generally maintain a progressive outlook when it comes to Creativity boosting skills inside classroom.

Theme 6: Citizenship/ Culture folding. Furthermore, it was disclosed by some participants that in the planning teaching technique, they hold ground on existing practices for citizenship ("I am used to following the traditional instruction methods to make students understand their role as a citizen of our nation." -Pupil Teacher 12). They further give affirmation on integration of education and cultural heritage under favourable conditions ("Cultural diversity can be used as an inspiring factor in education sector." - Pupil Teacher 6). This result suggests a need to connect education with culture and are fine with the existing practices to make students good citizens.

Theme 7: Character/ Compassion building. Furthermore, a large majority of the participants held positive attitudes and Readiness to facilitate student character and compassion ("Character building is the foremost aim of education from starting." - Pupil Teacher 11). Hence, it can be said that the participants generally maintain a progressive outlook when it comes to facilitate student character and compassion.

Theme 8: Application skills needed for 6Cs of Education. Expression of need to develop skills in designing content engaging to the learners in 6Cs of education is observed ("I am still trying to figure out how to have design the content and classroom activities so that concept of 6Cs can be achieved in practical form" -Pupil Teacher 14), Thus, for most of the participants, Application skills needed for 6Cs of Education appears to be a challenge to be addressed.

Theme 9: Evaluating and Reflecting skills for 6Cs of Education. Non-readiness to facilitate evaluating and reflecting skills based on the level of their training ("I am not yet aware

about the actual set-up in the schools so I'm not that well prepared to evaluate the skills related to 6Cs." -Pupil Teacher 6), similar views was shared by most of the participants ("Reflecting skills needed to evaluate the progress of the students on the criteria suggested by this new concept is still needs to get learnt by all of us." -Pupil Teacher 14), On the other hand, a generally uncertain view was expressed by the participants as regards their confidence in the evaluating and Reflecting skills for 6Cs of Education ("I am not very confident with my skills to ensure that students will find the content relevant which I design to evaluate them." -Pupil Teacher 9) and need to clarify ("Reflecting skills related to 6Cs of education needs to clarify properly first. I am still having doubt about the evaluation process." - Pupil Teacher 2). These situations contribute to their non-readiness to facilitate evaluating and reflecting skills.

3.3 Combined Results of Survey and Interview

To determine points of convergence, elaboration, and divergence, the two data sets generated from the survey and interviews were placed in a broader comparative perspective. The result of the analysis with the descriptive assessment is presented in Table 3.

Table 3: Survey and Interviews on the Readiness for creating progressive environment for 6Cs of Education

S. No.	Indicators	Quantitative Result	Qualitative Result	Assessment
1	Knowledge of 6Cs of Education	Slightly Ready	Knowledge level for 6Cs of Education ranging from beginning to developing level of knowledge.	Converge
2	Healthy Communicaiton	Ready	An awareness for healthy communication is sought	Diverge
3	Collaboration with students	Slightly ready	Support to Collaboration with students	Quantitative Result is elaborated by Qualitative Result
4	Critical thinking activities	Slightly not ready	Favourable dispositions about Critical thinking	Diverge
5	Creativity boosting skills inside classroom	Ready	Maintain a progressive outlook when it comes to Creativity boosting skills inside classroom.	Quantitative Result is elaborated by Qualitative Result

6	Citizenship/ Culture folding	Slightly ready	Planning teaching technique grounded on existing practices for citizenship	Converge
7	Character/ Compassion building	Ready	Positive attitudes and Readiness to facilitate student character and compassion	Converge
8	Application skills needed for 6Cs of Education	Slightly ready	Expression of need to develop skills in designing content engaging to the learners in 6Cs of education is observed	Quantitative Result is elaborated by Qualitative Result
9	Evaluating and Reflecting skills for 6Cs of Education	Slightly not ready	Non-readiness to facilitate evaluating and reflecting skills based on the level of their training	Quantitative Result is elaborated by Qualitative Result
	Overall	Slightly Ready	Slightly Ready for creating progressive environment for 6Cs of Education	Quantitative Result is elaborated by Qualitative Result

The comparison of the quantitative survey result and qualitative interview result revealed three interesting points in the indicators of readiness for creating progressive environment   for 6Cs of Education.

First, accounting for each indicator of readiness, results of three quantitative descriptions, and qualitative themes converge. For example, in the indicator of Knowledge of 6Cs of Education, the quantitative description shows that the Pupil-teachers were slightly ready which is complemented by the qualitative theme that Pupil-teachers possess knowledge level for 6Cs of Education ranging from beginning to developing level of knowledge only. The same can be said for the indicator of Citizenship/ Culture folding. While the quantitative description indicated a slightly ready description, the qualitative theme suggested for the Planning teaching technique grounded on existing practices for citizenship and cultural folding.

Furthermore, in terms of Character/ Compassion building, the Pupil-teachers quantitatively described their readiness as ready which is converged as they qualitatively expressed

Positive attitudes and Readiness to facilitate student character and compassion.

Second, there are also indicators of readiness in which the quantitative result is elaborated by the qualitative result. For example, relative to Collaboration with students, the Pupil-teachers quantitatively obtained a slightly ready level. This is qualitatively explained that Support to Collaboration with students and were confidence about his or her collaboration skills. This can also be noted in the indicator of Creativity boosting skills inside classroom. The quantitative results displayed a ready level which is expounded in the qualitative results that they maintain a progressive outlook when it comes to Creativity boosting skills inside classroom. When it comes to the indicator of Application skills needed for 6Cs of Education, the readiness was quantified as slightly ready. This is qualified as Pupil-teachers elaborate their Expression of need to develop skills in designing content engaging to the learners in 6Cs of education the Pupil-teachers quantitatively obtained a Slightly not ready level. This is qualitatively explained their non-readiness to facilitate evaluating and reflecting skills based on the level of their training.

Third interesting point in comparing the indicators is the presence of divergence between two quantitative and qualitative results., it can be noticed that in the indicator of Healthy Communication, the Pupil-teachers are ready as indicated by the quantitative result, but the qualitative result on the same indicator that reveals an awareness for healthy communication is sought. The same can be seen in the divergence between the results for the indicator Critical thinking activities. While the Pupil-teachers quantitatively rated a slightly not ready level, but the qualitative results show their Favourable dispositions about Critical thinking. Rather than viewing this divergence as an obstacle, the researchers consider this matter as a point to address a weakness by focusing on a strength.

4. CONCLUSION

A comprehensive view on the readiness of Pupil-teachers for creating progressive environment for 6Cs of Education is gained in this paper, which was done using a parallel mixed method design revealed points of convergence, elaboration, and divergence in the data sets collected by both quantitative and qualitative methods. In most of the indicators of readiness either the results of quantitative descriptions, and qualitative themes converge, or the quantitative result is elaborated by

the qualitative result. It was found that there are only two indicators that though quantitative and qualitative results diverge in some points. This divergence can be seen as a challenge for creating progressive environment for 6Cs of Education which can be further turned into opportunities for Pupil-teachers so that their skills required for creating progressive environment will be boosted in a proper way.

Overall, it can be concluded that a slightly readiness level of pupil- teacher is sought for creating progressive environment for 6Cs of Education after comparing the results of both the survey and interviews.

5. SIGNIFICANCE OF THE STUDY

Teacher education programme should be a mixer of both theoretical and practical work. Opportunities in which pupil teachers develop themself to the fullest form should be provided by the institution so that they become a skilful future teacher. This comprehensive research provides a practical aspect that will serve as a strong base for the development of a relevant and appropriate training program for Pupil- teacher to prepare them ready for the creating a progressive environment for 6Cs of Education. A future teacher should be able to design his or her instructional methods involving all the 6Cs of Education such as Communication, Collaboration, Critical thinking, Creativity, Citizenship/ Culture and Character/ Compassion.

This study also helps in finding the better ways for making Pupil- teachers properly ready for creating progressive environment for 6Cs of Education after solving the reasons for their slightly ready level. Results of this study can be used as base for designing needed instructional methods for Pupil- teacher which provides them proper knowledge of 6Cs of Education and boost their skills. Furthermore, studies adopting a parallel mixed-method research design employed in the future is also highly suggested and gets benefits from this research work.

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