Appendices
Preparation of TEA

Process
- After collecting all the ingredients and apparatus for preparation of tea, there is need to exercise choice for pan. After that drinking water is collected.
- Then the gas is burnt with the help of lighter/match box. There is need to regulate the desired volume of the flame.
- After boiling water, it’s time to add dry tea leaves, basil, grated ginger, black pepper, green tea leaves, tucina and cardamon.
- After extraction of these things there is need to add sugar and milk. Boil for some time and pour it in tea pot, serve it in cups and enjoy Tea. This is the simple recipe for Tea.

Emerging Questions
- What ought to be the characteristics of the Pan use for tea preparation?
- What is the chemical composition of all the ingredients used in preparation of tea?
- Why water for extraction of ingredients?
- What is the chemical composition of the various materials?
- What are the contents of the prepared tea?

Apparatus
- Pan
- Water container
- Milk container
- Sieve
- Cup and saucer
- Mug
- Pair of tongs
- Stove/Gas
- Kettle/Tea Pot
- Dry Tea leaves container
- Sugar container
- Lighter/Match Box

Materials
- Water
- Milk / Milk Powder
- Dry Tea Leaves
- Basil
- Sugar/ Sugar free Tablets
- Ginger
- Green Tea
- LPG/ Kerosene
- Elaichi

Classification
- Classify this listed apparatus and materials used in preparation of tea in three category i.e. solid, liquid and Gaseous.

Properties of solid, liquid, Gaseous, Metal, Water, colloidal solution and Milk.

Pan / Container
- Metal / Material of Pan
- Size of Pan
- Shape of Pan
- Edges of the Pan
- Molding of Pan
- Neck of Pan
- Handle of Pan
- Base of Pan
Material
- Made up of which material?
- Conductance
- Reaction with edibles material
- Surface
- Luster
- Chemical composition of edible material used for preparation of Tea.

Water container
- Metal / Material of Container
- Size of Container
- Shape of Container
- Edges of the Container
- Molding of Container
- Neck of Container
- Colour of Container

Milk container
- Metal / Material of container
- Size of Milk container
- Shape of container
- Edges of the container
- Molding of container
- Neck of container
- Lid of Milk container

Milk container
- Metal / Material of container
- Size of Milk container
- Shape of container
- Edges of the container
- Molding of container
- Neck of container
- Lid of Milk container

Sieve
- Material of sieve
- Mesh size of sieve
- Importance of Mesh size
Cup and saucer

- Material
- Size
- Shape
- Properties

Mug

- Material
- Size
- Shape

Pair of tongs

- Material
- Size
- Shape
- Science Principle

<table>
<thead>
<tr>
<th>Types</th>
<th>Lever</th>
<th>Position</th>
<th>Side</th>
<th>Force</th>
<th>Example</th>
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<tr>
<td>First</td>
<td>Middle</td>
<td>One side</td>
<td>Other side</td>
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</table>

Stove/Gas

Stove

Kerosene
Tea Preparation

Appendix I

Stove/Gas
- Material
- Size
- Shape
- Science Principle
- Fuel used
- Environment friendliness

Kettle/Tea Pot
- Material
- Size
- Shape
- Science Principle

Container
- Material
- Size
- Shape
- Science Principle

Lighter

Match Box
Edible Material
- Chemical composition
- Effect on human body
- Side effect on human body
- Affect on environment

Properties
- Properties of Milk
- Properties of Water
- Properties of LPG
- Properties of Metal

Milk / Milk Powder

Water and Milk

LPG

Component of Milk
- The constituents of milk are
- Water
- Lipids
- Carbohydrates
- Proteins
- Vitamins
- Minerals.

Sugar/ Sugar free Tablets

- Molecular Formula of sucrose: $C_{12}H_{22}O_{11}$
- Structural Formula:

Sucrose
**Sugar Free Powder/ Tablet**

- Artificial sweetening agents
- Stevia, aspartame, sucralose, neotame, acesulfame potassium, and saccharin.

**Tea Leaves**

**Compounds present in Tea Leaves**

- Polyphenols
- Flavanols
- Amino Acids
- Enzymes
- Methylxanthines

**Medicinal uses of different herbs used in preparation of tea**

**Ginger**

*Zingiber officinale*

Ginger root is effective in reducing nausea and also may be useful in reducing the pain, stiffness, and immobility of arthritis. Ginger has also has a long history of use as an antinausea herb recommended for morning sickness, motion sickness, and nausea that accompanies gastroenteritis (more commonly called stomach flu). As a stomach-catering agent, ginger also reduces gas, bloating, and indigestion, and aids in the body’s use and absorption of other nutrients and medicines. It is also a valuable deterrent to intestinal worms, particularly roundworms.

**Cardamom**

*Elettaria cardamomum*

Cardamom is used as flavorings in both food and drink, as cooking spices, and as a medicine. Green cardamom is broadly used in South Asia to treat infections in teeth and gums, to prevent and treat throat troubles, congestion of the lungs and pulmonary tuberculosis, inflammation of eyelids and also digestive disorders. It also is used to break up kidney stones and gall stones, and was reportedly used as an antitoxin for both snake and scorpion venom.

**Basil**

*Ocimum tenuiflorum*

Basil used as Healing Power, Fever & Common Cold, Coughs, Sore Throat, Respiratory Disorder, Kidney Stone, Heart Disorder, Children’s Ailments, Stress, Mouth Infections, Insect Bites, Skin Disorders, Teeth Disorder, Headaches, Eye Disorders

**Black Pepper**

*Piper Nigrum*

Black pepper has been used for digestive disorders, such as indigestion, vomiting, diarrhea, and flatulence. Black pepper is used to improve digestion, stimulate appetite, and treat gastrointestinal problems, including diarrhea, dyspepsia and flatulence. It is also used to treat colds, coughs and sore throats.
Tea Preparation

Appendix I

Fudina

**Mentha Arvensis**

The dried leaves and flowering tops of the plant make the drug peppermint, this drug is used in treatment of vomiting and nausea. Brushed leaves are applied in headache and other pains. The main use of drugs is or extraction for peppermint oil and is largely used in medicine for stomach disorders. The oil is also “antiseptic” at here is several frame of (fudina) like koshu, horsemint.

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### Science Principle/Mechanism in various material and apparatus

- **Lighter (Friction)**
  According to Newton’s first law in absence of external force body should maintain its motion with constant velocity. But instead of velocity remaining constant it reduces gradually and after travelling some distance body comes to halt. This force which opposes motion of the body is called as force of friction. When a body moves on a surface, keeping contact with the surface, force exerted by the surface on moving body, which opposes motion of the body is called frictional force.

- **Brightness of sugar** (by passing sugar syrup through activated charcoal it decolourized syrup and increase the brightness of sugar)
- **Stove** (combustion converts fluid energy in to heat which will help to prepare food, tea, boil water)
- **Conversion of electric energy in to thermal energy** e.g. Electric coil, Induction stove
- **Shape of Pan** (utility of generated thermal energy)
- **Size of Pan** (utility of generated thermal energy and volume (capacity) to holding material used for preparing tea)

- **Structure of Tea Mug** (upper portion of tea mug is broader than lower portion. Broader portion will help to make tea cold earlier due to more surface area in contact with environment and lower narrow portion kept tea hot due to small surface area in contact with environment.)
- **Structure of double layer Tea Mug** (outer layer of mug is not in contact with hot tea so its temperature is normal as environmental temperature, inner layer is not directly in contact with environment so it kept tea hot.)

- **Metal of Pan** (reaction with edible material and conductor of heat)
- **Thickness of Pan** (transfer of energy)
- **Base of Pan** for balance on other surface like stove, induction coil, electrical coil etc.
- **Surface area of sugar powder and sugar** (reaction time will be reduced)
- **Crystalline sugar** (crystallization)

---

### Development of Psychomotor Domain

- **Handling of different material and apparatus used in preparation of tea**
- **Handling of Gas stove, lighter, match sticks etc.**
- **Pouring tea from pan to mug or cup**
Tea Preparation

Appendix I

Health and Environment

- Cleanliness of platform during and after preparation of tea
- Handling of hot pan with cloth (which type of cloth is safe for handling hot pan?), or pan has insulated handle, wooden handle

Spiritual Aspect

- Usefulness of different edible material to human being
- Useful amount of different edible material used in preparation of tea for human being
- Usefulness of used tea leaves for plants
- Milk is wholesome meal
- Excessive tea is harmful for health.

Affective Domain

- All the materials used in preparation of tea have their own characteristics and importance but they gathering in appropriate manner and made Tea. Separately every material has their own essence, flavour and fragrance but in Tea there is oneness.
- Water is a good solvent

- Effect of edible material used in tea on human body
- Affection of water towards different material used in preparation of tea
- Affection regarding workers working in different area tea garden, tea factory, gas factory, stove factory, fuel vendors, metal factory
- Affection of person making tea

- Purpose of serving
- Use of dry tea leaves again and again for whole day. (Using dry tea leaves again and again changes chemical composition of tea which harm to human body). Tannin of tea will be converted into tannic acid while it’s used again and again for brewing tea.
LETTER WRITTEN IN THE YEAR 2070

This is the year 2070

I have just turned 50, but I my appearance is of somebody of 65

I suffer from serious kidney problems, because I do not drink enough water.

I'm afraid I do not have much time left to live.

I am one of the oldest people in this society.

I remember when I was a child of 5.

Everything was very different then.

There were lots of trees in the parks, houses with beautiful gardens, and I could enjoy having a shower for half an hour.

Nowadays we use towels with mineral oil to clean our skin.
Before, women had beautiful hair.

Now, we have to shave our heads to keep them clean without the use of water.

Then, my father washed his car with water coming out of a hosepipe.

Now, my son does not believe that water could be wasted that way.

I remember there were SAVE WATER warnings on outside posters, radio and TV, but nobody paid attention. We thought that water was to last forever.

Now, all the rivers, lakes, dams and underground water beds are either dry or contaminated.

Industry came virtually to a standstill and unemployment reached dramatic proportions. Desalination plants are the main source of employment and workers receive part of their salary in drinkable water.
Assaults at gun point on the streets for a jerrycan of water are very common.
Food is 80% synthetic.

Before, the recommended quantity of water to drink for an adult was 8 glasses a day.
Nowadays, I am only allowed half a glass.
We now have to wear disposable clothing, and this increases the amount of litter.
We are using now septic tanks, because the sewerage system does not work for lack of water.

The outside appearance of the population is horrible: wrinkled, emaciated bodies, due to dehydration, full of sores caused by ultra violet radiation, now stronger without the protective shield of the ozone layer.
Skin cancer, gastrointestinal infections and of the urinary tracts are the main causes of death.
Due to the excessive drying of the skin young people of 20 look like 40.

Scientists investigate, but there's no solution to the problem.

Water cannot be produced, oxygen is also degraded due to the lack of trees and vegetation, and the intellectual capacity of the new generations is severely impaired.

The morphology of spermatozoa in many men has changed.

As a consequence, babies are born with deficiencies, mutations and physical deformities.

Government makes us pay for the air we breathe, 137 m³ per day per adult person.

People who cannot pay are expelled from the "ventilated zones", with huge mechanical lungs driven by solar power. The air is not of good quality, but at least people can breathe.

The average life expectancy is 35 years.
In some countries, where there are still some green zones crossed by rivers, these are guarded by heavy armed soldiers.

Water became a very coveted treasure, more precious than gold and diamonds.

Where I live, there are no trees, because it seldom rains. When it happens to register some precipitation, it is of acid rain.

The seasons have been severely affected by the atomic tests and by contamination from the 20th century polluting industries.

We were warned to look after the environment, but nobody cared.

When my son asks me to talk about my youth, I tell him about the green fields, the beauty of the flowers, the rain, how pleasant was to swim and fish in the rivers and dams, to drink all the water we could, and how healthy people was.
He asks: Daddy! Why there is no water?

Then, I feel a lump in my throat!

I cannot help feeling guilty, because I belong to the generation who contributed to the destruction of the environment or simply did not take into account all the warning signs.

Now our children pay a very high price!
I sincerely believe that within a short time life on earth will not be possible, as the destruction of nature reached now an irreversible stage.

How I would like to go back and make mankind understand...

...that we still had time to save our Planet Earth.

This show was made by a most very talented person, named A P J Abdul Kalam. I thank you.
Dear friends,

As part of my Ph. D Research work, I have constructed a tool Knowledge and Skills Checkup to measure Knowledge and skills. For this purpose, I request your kind cooperation. I assure you that the data collected will be kept confidential and used for research purpose only.

Thanking You,

Yours truly,

Meghavi H. Bhatia

Instructions

Kindly provide the following information.

1. Write your personal information in the space provided on bottom of this page.
2. There are several questions for checking knowledge and skills.
3. Read the instructions given inside carefully and follow them.

Name: _______________________________________________________________

Roll No. _______

Age: ________

Educational Qualification: _____________________________________________

Methods of Teaching: _________________________ and _______________________

Work Experience as teacher: _____ Years _______ Months
Knowledge and Skill Check up

Each item has up to four alternative responses a. b. c. d. please encircle your response letter.

1. Cognitive Education focuses on mental phenomena
   a. Logical
   b. Linguistic, Neurological
   c. Perceptual
   d. All of the above

2. Psychomotor Education focuses on
   a. Playing with object
   b. Human movement
   c. Continuum ranging
   d. a and b

3. Affective Education focuses on
   a. Feelings
   b. Values
   c. Both (a) and (b)
   d. None of the above

4. Spiritual Education Focuses on
   a. Spirit
   b. Moksha
   c. Salvation
   d. All of the above

5. Wholistic Education focuses on
   i. Deep understanding
   ii. Critical thinking and Creative thinking
   iii. Social relationship
   iv. Realising the fullness of human existence
   a. i, ii, iii, iv
   b. i, ii, iv
   c. only iv
   d. i and ii
6. Wholistic Education develops person’s potential in
   i. Intellectual
   ii. Emotional
   iii. Social
   iv. Physical
   v. Spiritual
   vi. Surrounding Environment
   a. i, ii, iv
   b. i, ii, v, vi
   c. ii, iii, vi
   d. i, ii, iii, iv, v, vi

7. Define Spiritual Education in your words.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

8. Give Mahatma Gandhi’s view on wholistic Education.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

9. What do you mean by all round development of a child?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
10. Which Spiritual qualities should be inculcated in a child?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

11. Match the following

<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge</td>
<td>1. To organize</td>
</tr>
<tr>
<td>2. Comprehension</td>
<td>2. To modify</td>
</tr>
<tr>
<td>3. Application</td>
<td>3. To recognize</td>
</tr>
<tr>
<td>4. Analysis</td>
<td>4. To judge</td>
</tr>
<tr>
<td>5. Synthesis</td>
<td>5. To illustrate</td>
</tr>
<tr>
<td>6. Evaluation</td>
<td>6. To distinguish</td>
</tr>
</tbody>
</table>

12. Match the following

<table>
<thead>
<tr>
<th>Affective Domain</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Receive</td>
<td>1. To specify</td>
</tr>
<tr>
<td>2. Respond</td>
<td>2. To compare</td>
</tr>
<tr>
<td>3. Value</td>
<td>3. To approve</td>
</tr>
<tr>
<td>4. Organise</td>
<td>4. To accept</td>
</tr>
<tr>
<td>5. Internalise</td>
<td>5. To recall</td>
</tr>
<tr>
<td></td>
<td>6. To revise</td>
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</table>

Four components have been given, in below questions. Out of which three are alike in some manner and the one is different. Choose the odd one and give reason for it. (For question 13 to 23)

13. Component of wholistic education
   a. Independence
   b. Enlightened
   c. Self -governance
   d. Individual learning in different way

Reason: ____________________________________________________________________
14. Component of wholistic education
   a. Self-actualization
   b. Social skills
   c. Development of character
   d. Freedom

Reason: ____________________________________________________________________

15. Verbs of Affective domain
   a. To assist
   b. To protact
   c. To debate
   d. To avoid

Reason: ____________________________________________________________________

16. Verb of Affective domain
   a. To share
   b. To help
   c. To support
   d. To subsidize

Reason: ____________________________________________________________________

17. Verb of cognitive domain
   a. To rephrase
   b. To interpret
   c. To acquire
   d. To predict

Reason: ____________________________________________________________________

18. Component of spiritual development
   a. Compassion
   b. Coexistence
   c. Commitment
   d. Communication

Reason: ____________________________________________________________________
19. Component of spiritual Qualities
   a. Honesty
   b. Morality
   c. Discipline
   d. Trust

Reason: ________________________________________________________________

20. Qualities of character
   a. Educated
   b. Learned
   c. Puerile
   d. Scholarly

Reason: ________________________________________________________________

21. Qualities of character
   a. Rational
   b. Charming
   c. Sensible
   d. Competent

Reason: ________________________________________________________________

22. Qualities of character
   a. Provincial
   b. Cooperative
   c. Supportive
   d. Hospitable

Reason: ________________________________________________________________

23. Qualities of character
   a. Loyal
   b. Helpful
   c. Vile
   d. Polite

Reason: ________________________________________________________________
25. List down skills required for teacher to teach through Wholistic Approach.
Read the story carefully and write the moral of the story along with the spiritual attributes.

Once upon a time several men were passing a small but turbulent river. There was no bridge on that river. People had determined their path by their own experience. People carefully crossed the river by approximately determined path way. Everyone knew that after walking a few steps there were deep pit and vortex on both sides of river. But there was no bridge so what could they do?

One day one old man was crossing the river with others. Due to weakness and low eyesight with high difficulty he crossed the river. Behind him there was a lady crossing the river with her kids. He was observing that the lady was facing difficulty to cross the river with her small kids. He felt mercy on this lady. Old man was carpenter by profession. After reaching on bank immediately he opened his bag and took out his instruments. He collected bamboos and wild climbers and started procedure to make bridge. People stopped and watched this old man, what he was doing. One man asked the carpenter, “Old man what are you doing? Making bridge!” Old man was very much engaged in his work. So without looking at that man he nodded his head in yes. ‘Old man! Are you staying around here?’ Another man asked.
Old man said ‘no’. ‘Then you have to cross this river every day, isn’t it?’ People wondered, if he is not staying around then why he is building bridge?

Old man cut bamboos equally and tied them strongly. Now, questioner wondered if the old man has no self-interest then why he is building bridge? Man could stop himself and asked old man “why are you taking pain! For whom are you building this bridge?

Now old man stopped his work and without speaking pointed towards other kids who were crossing the river with high difficulty. After this again engrossed in his work!
Moral of the story

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
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___________________________________________________________

Spiritual attributes of the story

• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
• __________________________
Complete the crossword Puzzle with the help of Down and Across

Down

1. Wholistic Approach emphasis on realizing the fullness of ________________ (16)
2. Wholistic Approach focuses on the all round ________________ of child as whole (11)
3. Having the nature of spirit, which is not tangible or material (9)
4. Wholistic Approach concentrate on ______________ learning for self-development (6)
5. Wholistic Education focuses on understanding of relationship (18)
6. A spiritual quality, freedom from noise or anxiety, tranquility (5)
7. A person having a highly developed ability to think logically and understand things (12)
8. A Affective Attribute, live together in a peaceful or harmonious way in society (11)
9. Relating to abilities or phenomena that cannot be explained by natural laws, especially those involving telepathy (7)
10. Development of ______________ domain relating to the process of obtaining knowledge through thought, experience and the senses (9)
11. Related to mind or psychology and muscular movement (11)
12. Associated with a person’s emotion (9)
13. Thinking is which express or involve an assessment of a literary or artistic work (8)
14. Relating to things that can be seen or touched which involve bodily contact or activity (8)
15. A person’s ideas, opinions, thought or rational judgment (8)
16. Development of ______________ domain relating to moods, feelings and attitudes (9)
17. The surroundings or conditions in which a person lives, operates and develops (11)
18. Related to mind or psychology and muscular movement (11)
19. A spiritual quality, sympathetic pity and concern for the sufferings of other (10)
20. Wholistic approach tries to find out ______________ between life like situation (12)
21. Wholistic Education is not merely study of __________ (5)
22. Wholistic Approach has significance in ______________ relationships for development of society (6)
23. ______________ thinking is involving the use of person’s imagination or original ideas in order to create or to invent something (8)
24. A Wholistic Approach focuses on deep ______________ rather than rote memorization (13)

Across

1. Wholistic Approach focuses on deep ______________ rather than rote memorization (13)
2. Wholistic Approach is understanding of ______________ (5)
3. A Wholistic Approach has significance in ______________ relationships for development of society (6)
4. Wholistic Education is not merely study of __________ (5)
5. A person’s mental or physical condition (6)
6. A spiritual quality, kind or considerate towards people or animal (6)
7. Related to abilities or phenomena that cannot be explained by natural laws, especially those involving telepathy (7)
8. Wholistic Approach has significance in ______________ relationships for development of society (6)
9. A Wholistic Approach is understanding of ______________ (5)
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20. A Wholistic Approach is understanding of ______________ (5)
21. A Wholistic Approach is understanding of ______________ (5)
22. A Wholistic Approach is understanding of ______________ (5)
23. A Wholistic Approach is understanding of ______________ (5)
24. A Wholistic Approach is understanding of ______________ (5)
OBSERVATION SCHEDULE FOR LESSON IMPLEMENTED BY STUDENT-TEACHERS

Name of the Student-Teacher _________________________________________________________________ Roll No. _____
Topic _________________________________________________________________ Date __/__/______ Class _________
Name of the School _________________________________________________________ Time __:__ Period No. ___

1. Enunciation of objectives

- **General Objectives**
  Level of enunciation of objectives wholistically, that is, integrating all the Domains of Knowledge & Faculties of Human Beings.

- **Instructional Objectives**

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<thead>
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<th>Cognitive</th>
<th>Knowledge</th>
<th>Understanding</th>
<th>Analysis</th>
<th>Application</th>
<th>Synthesis</th>
<th>Evaluation</th>
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<tr>
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<td>Responding</td>
<td>Valuing</td>
<td>Value</td>
<td>Characterization by a value complex</td>
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<td>Value Organization</td>
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<td>Imitation</td>
<td>Manipulation</td>
<td>Precision</td>
<td>Articulation</td>
<td>Naturalization</td>
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<td>Wholistic Perception</td>
<td>Full Immersion</td>
<td>Interrelation</td>
<td>Emerging Action</td>
<td>Universal Development</td>
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<td><strong>Health &amp; Environment</strong></td>
<td>Awareness of Healthy Self &amp; Environment</td>
<td>Understanding of Wholistic Health</td>
<td>Functional Analysis</td>
<td>Observing Sound Health</td>
<td>Health Development</td>
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## Instructional Approach

### Cognitive Component

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<th>2</th>
<th>3</th>
<th>4</th>
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<td>Adequacy</td>
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<td>Suitability</td>
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### Affective Component

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<td>Attention</td>
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<td>Characterization by value complex</td>
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### Psychomotor Domain

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<td>Precision</td>
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<td>Ease</td>
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<td>Precaution</td>
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<td>persistence</td>
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<td>Speed</td>
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<td>Scale</td>
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<td>Spiritual Domain</td>
<td>Rating</td>
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<td>Wholistic Perception</td>
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<td>Immersion</td>
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<td>Interrelation</td>
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<td>Emerging Action</td>
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<td>Universal Becoming</td>
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<table>
<thead>
<tr>
<th>Health &amp; Environment</th>
<th>Rating</th>
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<tr>
<td></td>
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<tr>
<td>Health Awareness</td>
<td></td>
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<tr>
<td>Healthy Relation Between Self &amp; Nature</td>
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<tr>
<td>Contribution to Healthy Self</td>
<td></td>
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<tr>
<td>Contribution to Healthy Environment</td>
<td></td>
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<tr>
<td>Realizing Health Entrainment Ratio</td>
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</table>

<table>
<thead>
<tr>
<th>Wholistic Flow</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Spring of Ideas</td>
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<tr>
<td>Flow of Feelings</td>
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<tr>
<td>Expression of Skills</td>
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<td>Spiritual Control</td>
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<tr>
<td>Relation With the Nature</td>
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<tr>
<td>Wholistic Becoming</td>
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</tbody>
</table>
Dear friends,

As part of my Ph. D Research work, I have constructed an Interview Schedule to know your views on Wholistic Approach. For this purpose, I request your kind cooperation. I assure you that the data collected will be kept confidential and used for research purpose only.

Thanking You,

Yours truly,

Meghavi H. Bhatia

Instructions

Kindly provide the following information.

1. Write your personal information in the space provided on bottom of this page.

2. There are several questions to know your views on Wholistic Approach.

Name:  
Roll No.:  
Mobile No.:  
E-mail ID:  

Interview Schedule

1. What are the efforts done by you to meet Wholistic Education through Wholistic Approach?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. Do you think infrastructure of the school hinders in implementation of the Wholistic Approach?

_____________________________________________________________________
_____________________________________________________________________
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Page 1 of 2
3. Do you face any problem regarding Time-Space-Personnel-Material Management while implementing Wholistic Approach of Science Teaching in the school?

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4. Describe a River or Sea Wholistically.

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Page 2 of 2
Dear friends,

To study the reactions of the student-teachers on the given intervention programme through Wholistic Approach
I request you to kindly co-operate and fill the given reaction scale.

Thanking You,
Yours truly,
Meghavi H. Bhatia

Give Your Information
Name: ____________________________________________________ Roll No. _________

Instruction
Read statements carefully. Against every statement there are five columns (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) tick “✓” as per the effectiveness of the programme.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The lessons were well designed by the teacher.</td>
<td></td>
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<tr>
<td>2.</td>
<td>Choice of content matter was appropriate.</td>
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<td>3.</td>
<td>The teacher explained the various concepts well.</td>
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<td>4.</td>
<td>There was logical sequence in the presentation.</td>
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<td>5.</td>
<td>The number of points covered was adequate as per the lesson time.</td>
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<tr>
<td>6.</td>
<td>Teaching points were well interconnected.</td>
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<tr>
<td>7.</td>
<td>Teaching points were well presented.</td>
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<tr>
<td>8.</td>
<td>The demonstrations given by the teacher were effective.</td>
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<tr>
<td>9.</td>
<td>The experiments done by us are satisfying.</td>
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<tr>
<td>10.</td>
<td>The questions asked by the teacher were distributed across various domains.</td>
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<tr>
<td>11.</td>
<td>The responses given by us were well treated by the teacher.</td>
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<tr>
<td>12.</td>
<td>I could formulate the principles governing the various scientific phenomena.</td>
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<tr>
<td>13.</td>
<td>The wholistic approach of teaching science was meaningful.</td>
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<tr>
<td>14.</td>
<td>The wholistic approach of learning science was joyful.</td>
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<tr>
<td>15.</td>
<td>The wholistic approach could interweave the cognitive- Affective- Psychomotor- Health- Environment and Spiritual Domains.</td>
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<tr>
<td>16.</td>
<td>The wholistic approach of teaching science helped me to inter-relate the concepts wholistically.</td>
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<tr>
<td>17.</td>
<td>I feel confident in employing wholistic approach for teaching Science.</td>
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<tr>
<td>18.</td>
<td>I would like to suggest this wholistic approach of teaching science to other colleagues.</td>
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<td>19.</td>
<td>I have learnt to view the reality wholistically.</td>
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<tr>
<td>20.</td>
<td>I have got a feeling that all the phenomena of the cosmos are inter-related.</td>
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<tr>
<td>21.</td>
<td>I find it difficult to employ wholistic approach of teaching Science.</td>
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<td>22.</td>
<td>I find it time consuming to design lesson plan through wholistic approach for Teaching science.</td>
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<tr>
<td>23.</td>
<td>It takes more efforts to design lesson plan through wholistic approach for teaching Science.</td>
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<tr>
<td>24.</td>
<td>I feel that infrastructure of school hinders in implementation of lessons designed through wholistic approach for teaching Science.</td>
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<tr>
<td>25.</td>
<td>I find it difficult to manage class while implementing lessons designed through wholistic approach for teaching Science.</td>
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<td>26.</td>
<td>I find it difficult to evaluate student performance while implementing lessons designed through wholistic approach for teaching Science.</td>
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