

# Appendices

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# Appendix - A

## Permission Letters

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Letter 1	Ankur Vidhyalaya, Dasrath (2013-14)	A1
Letter 2	Shannen School, Vadodara (2014-15)	A2



Center of Advance Study in Education  
Faculty of Education and Psychology  
The M. S. University of Baroda  
Vadodara – 390 002  
Phone No. 0265 2795516, 2792631  
Fax No. 0265 2795516

Date: 07.09.2014

To  
The Principal,  
Ankur Vidyalaya  
Dashrath

Respected Madam,

Subject: Permission to conduct Research work in your School

I, the under signed, am Research Scholar at CASE, Department of Education, Faculty of Education & Psychology, The M. S. University of Baroda, Vadodara. I am Pursuing Ph.D. study under the guidance of Prof. D.R. Goel, Title of my study is "A study of Coping Skills for 21<sup>st</sup> Century at Secondary School Level". In this regard I want to conduct Research work in Standard IX. May I request you to kindly permit me to conduct the study in your school.

Your co-operation in this regard will be highly appreciated. I look forward for further communication from you.

Yours truly,

Asit R. Purohit

Forwarded Through:

Prof. D. R. Goel

Guide



Center of Advance Study in Education  
Faculty of Education and Psychology  
The M. S. University of Baroda  
Vadodara – 390 002  
Phone No. 0265 2795516, 2792631  
Fax No. 0265 2795516

Date: 02.12.2014

To  
The Principal,  
Shannen School (CBSE)  
Vadodara

Respected Madam,

Subject: Permission to conduct Research work in your School

I, the under signed, am Research Scholar at CASE, Department of Education, Faculty of Education & Psychology, The M. S. University of Baroda, Vadodara. I am Pursuing Ph.D. study under the guidance of Prof. D.R. Goel, Title of my study is "A study of Coping Skills for 21<sup>st</sup> Century at Secondary School Level". In this regard I want to conduct Research work in Standard IX. May I request you to kindly permit me to conduct the study in your school.

Your co-operation in this regard will be highly appreciated. I look forward for further communication from you.

Yours truly,

Asit R. Purohit

Forwarded Through:

Prof. D. R. Goel  
Guide

# Appendix - B

Teachers' Tool

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**Asit R. Purohit (Research Scholar)**  
**Center of Advance Study in Education**  
**Faculty of Education and Psychology**  
**The M. S. University of Baroda**  
**Vadodara – 390 002**

## CHALLENGES OF 21<sup>ST</sup> CENTURY

Worldwide interdependence and globalization are major forces in contemporary life. They are already at work and will leave a deep imprint on the twenty-first century (UNESCO, 1997). In 21<sup>st</sup> century, the globe is becoming a small village through technological advancement, global trades, ideographical change and economical acceleration. These changes in the Global era are termed as globalization. However, the process of globalization has remained lopsided as economic development is emphasized, causing many global challenges, such as, environmental, health and hygiene, peace, educational and economical. To deal with such global challenges, UNESCO (2007) has emphasized eight goals that each developing nation has to achieve. The goals are known as Millennium Developmental Goals (MDGs).

**Goal 1:** Eradicate extreme poverty and hunger

**Goal 2:** Achieve universal primary education

**Goal 3:** Promote gender equality and empower women

**Goal 4:** Reduce child mortality

**Goal 5:** Maternal health

**Goal 6:** Combat HIV/AIDS, Malaria and other diseases

**Goal 7:** Ensure environmental sustainability

**Goal 8:** Global Partnership

(United Nation Developmental Programme, 1990)

### Global level Changes in 21<sup>st</sup> Century

- A globalization of economic systems
- In the rapid development of science and technology
- In the age structure and mobility of populations
- In the emergence of an information-based and knowledge-based society
- In patterns of work and unemployment
- A growing ecological crisis

- Tensions between social groups based on culture, ethnicity, gender roles, religion and income  
(Confintea, The Hamburg declaration, 1997)

### **Challenges due to the Global Changes**

As a result of such changes, today societies and their individuals are facing many challenges. Rychen and Salganik (2001) have comprehensively illustrated the challenges

- Technology is changing rapidly and continuously, and learning to deal with it requires not just one-off mastery of processes but also adaptability.
- Societies are becoming more diverse and compartmentalized, with interpersonal relationships therefore requiring more contact with those who are different from oneself.
- Globalization is creating new forms of interdependence, and actions are subject both to influences (such as economic competition) and consequences (such as pollution) that stretch well beyond an individual's local or national community.

### **Expectations from the Individuals in the Globalization**

Rychen and Salganik (2001), have defined 21<sup>st</sup> century needs of society and their individuals in this complex world

- The need to realize one's identity and set goals in complex world
- The need to exercise rights and take responsibility
- The need to understand one's environment and its functioning
- The need to deal with diversity in pluralistic societies
- The need to keep up to date with technologies
- The need to adapt tools to own purposes
- The need to conduct active dialogue with the world
- The importance of empathy and the importance of social capital

Nivedita (2010) elaborated **social aspect** of 21<sup>st</sup> century and needs arising due to it as, in this increasingly complex world, where

- Differences need respects
- Mixture of culture needs understanding and acceptance

- Learning to live together needs international cooperation and exchange

### **Challenges faced by the students**

21<sup>st</sup> century challenges has inflicted many challenges also on students of the fast changing global society in terms of learning various subjects, busy school curriculum, adjustment, creativity and health. Further students' aspiration for high achievement also emphasized, which has caved between students profile and parents expectation. Purohit & Goel (2012) identified challenges faced by students as follows:

#### **1. Finding leisure time out of the tight schedule of school and then private tuition**

Students of secondary schools are so occupied in developing/sharpening their cognitive faculties and getting good grade in board exams that they hardly get constructive leisure time where they can play with their mates, spend time with parents, devote time for hobbies & works of interest and participate with community. The free time they get, is being used in watching TV or plying Computer Games or accessing mobile phone. They hardly utilize active structured or unstructured leisure time.

#### **2. Learning school subjects, such as, Social-Science, Mathematics, and Science**

Students find subjects like science, social-science and mathematics tough due to undue emphasis on theoretical aspects without considering applicability/practicality. The adolescents opined that they are learning such subjects as they are required to pass the examinations.

#### **3. Wholistic Adjustment with the changing educational need and social need**

Keeping pace with the changing needdemands higher level of social, emotional and health adjustment at home, school and society.

#### **4. Pressure for High Achievement**

These days there is competition in every fields, be in for vertical mobility or suitable placement in the field of interest. For that high academic achievement is required. The students are very often under stress for realizing high academic achievement.

#### **5. Gaps between parental expectation and children profile**

Very often it has been observed that there are wide gap between what the child likes to pursue and what the parents expect.

Having entered into a non-compatible field, the learners loose their interest. It results into wastage in the prime time of life.

**6. Underestimation of Abilities of Children**

It has been observed that the strengths and weaknesses of the children are not properly estimated, under estimation of their capabilities results into deprivation of career that like to pursue. It demands development of guidance & counseling facilities in Educational Organizations.

**7. Role of Social Networking in the digital communication age**

We have not yet been in a position to keep pace with the technological evolution. Rather than social networking there is an alienation of the individual and institution. There is need to realize social networking optimally. Various networking tool, such as, classroom 2.0, C-Maps, Weblogs and Mahara should be thoroughly introduced.

**8. Value Dilemma among students**

With a changing culture and globalization there are value conflicts between the primitive values & the global values, ideal values & practiced values with respect to various facts of life. It has resulted into degeneration of values. There are generation gaps with respect to values. The old should appreciate the new, where as new should appreciate the old. Attempts should be made for amalgamation of all the desired values.

**9. Devoid of the Beauty of Nature**

With the obsession of possession in the present day society has started treating the nature as resource rather than source; as a result there is depletion of nature and environmental pollution. So, the nature is progressively become hostile. We ought to learn to live life economically and try our level best to be nature friendly. Further, exploring nature into nature become quite impossible in the era of priority conflicts.

**10. Child Rights not fully observed**

Despite the UN Convention on the Rights of Children (CRC) we have not yet integrated the CRC in our education system. The rights of children ought to be observed and respected.

**11. Absence of Creativity Culture**

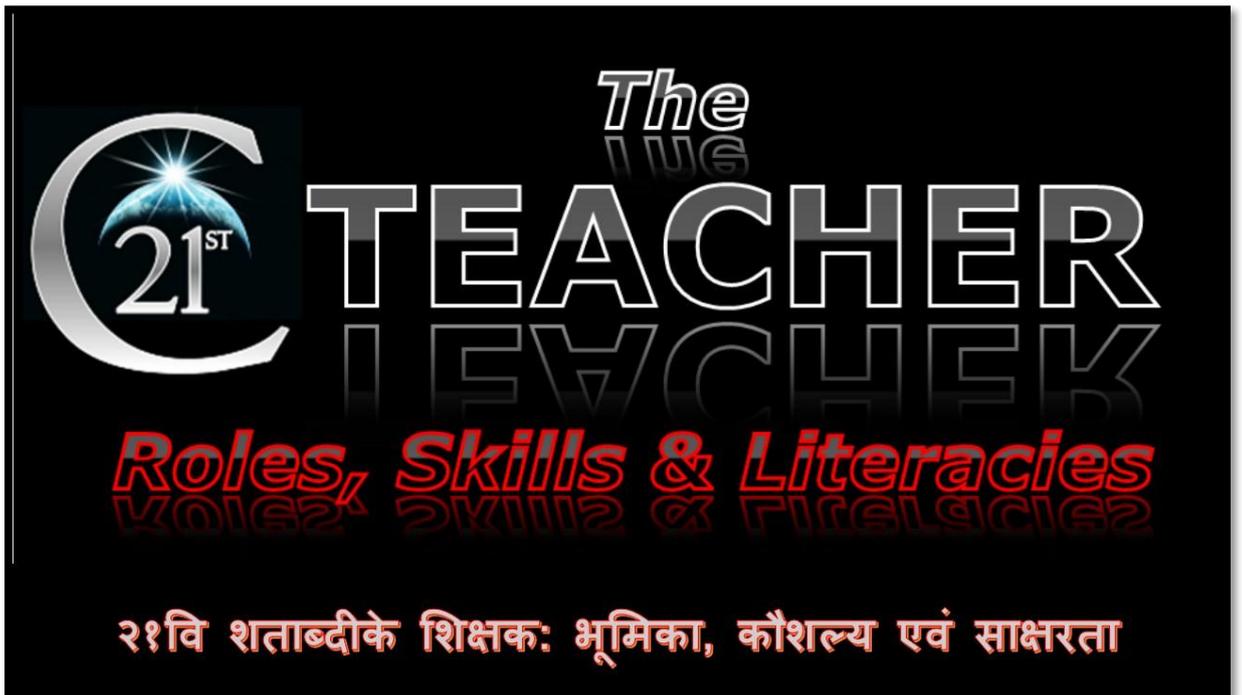
There has been inadequate focus on the development of literal thinking and creative abilities of the learners there ought to be due focus on the development of creative faculties in our educational institutions.

The students have their own self-sustained mechanism to meet their ends, i.e., “Do the Work that You Like or Make the Work Liked”. They want to be cared and supervised, but at the same time they want some freedom.

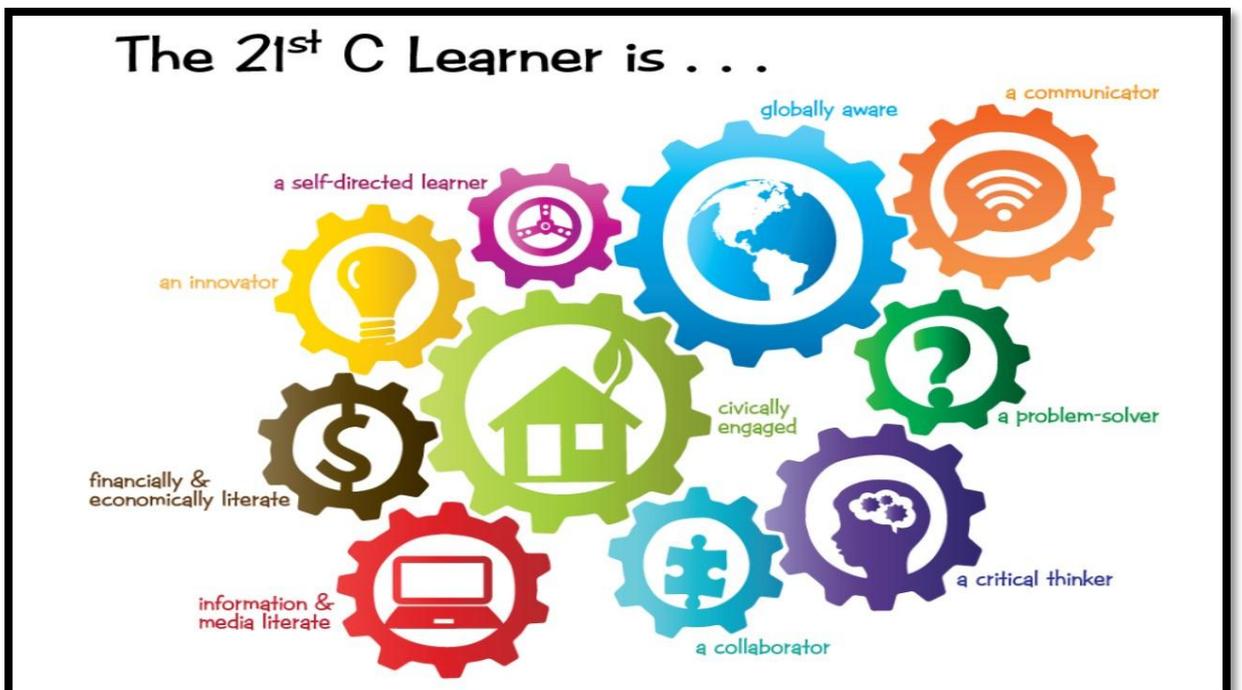
# Appendix-C

21<sup>st</sup> Century Teacher

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Slide 1



Slide 2

## २१वि शताब्दीके शिक्षणकी निष्पत्ति

२१ शताब्दीका ज्ञान एवं  
विषयवस्तुका अनुबंध:

- विषयवस्तुकी वैश्विक व्यापकता
- विषयवस्तुकी समग्रता
- विषयवस्तुकी अन्य विषयवस्तुके साथ सम्बन्ध



Slide 3

CHALLENGE

२१वि शताब्दीकी चुनौतिया

Slide 4

## सुपर KID: हमारी अपेक्षा

### चुनौती १:

Slide 5

## विद्यार्थियों की शक्ति का संचालन करना एवं दिशा देना

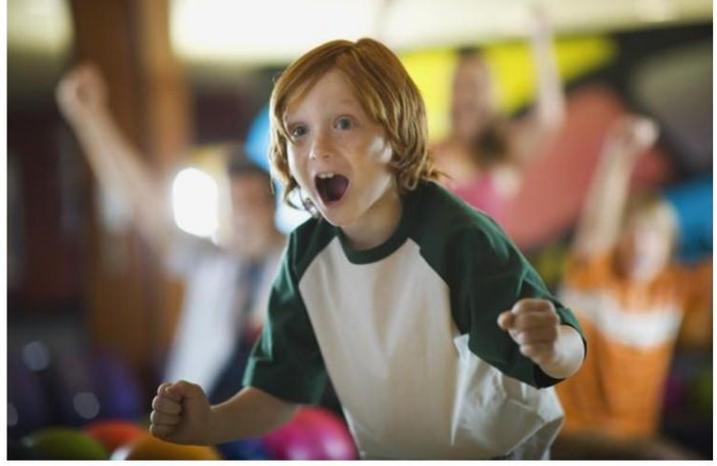
एकविंसी सदीके माहिती एवं माहितीप्रसार माध्यमो के अतिरेक से छात्रोके सामने ज्ञानके व्यापक अदिशीय विकल्प खुल गए हैं... जिसके उत्तरमें वर्गखंड की रुधिचुस्त प्रणालिया, ज्ञान आधारित शिक्षण... अतः कारन छात्र वर्गखंडमें भी अदिशीय रहते हैं... जिसको जरूरत हैं कोई निश्चित दिशानिर्देशिय शिक्षण प्रणालीकी जो छात्रोकी शक्ति का संचालन करे...

### चुनौती २:

Slide 6

## समग्र समायोजन का आभाव

बदलावके इस युगमें, जहा सामाजिक, आर्थिक, राजनैतिक एवं आरोग्यके कारणों में व्यापक बदलावके साथ तालबद्ध रहनेके हेतु समय-सातत्यपूर्ण समायोजनकी जरूरत हैं... जो वह नहीं हैं तो छात्र अनुकूलित होनेके अतिरिक्त माध्यममें प्रवाहित होते हैं... जो सही मार्गदर्शन प्रस्थापित करने में विफल रहेते हैं... जिसके कारन छात्रके स्वाभाव चलित/अतिक्रमित रहेते हैं...



चुनोती ३:

Slide 7

## मूल्योंका उन्मुखीकरण

विश्वीकरणके युगमें जहा विविध संस्कृति एवं मूल्योंके संगम फलस्वरूप 'वशदैवकुटुम्बकम्' के मूल्योंको प्रस्थापित करना हैं... परंतु ये प्रक्रियामें विविध संस्कृति एवं मूल्योंका संगम न रहते पाश्चात्य संस्कृतिका अतिक्रमण एवं प्रसार हो रहा हैं... छात्रोकी दुविधा ये हैं की कौनसे मूल्योको पसंद करना, प्रस्थापित या फिर पाश्चात्य... अगर मूल्योंका उन्मुखीकरण न कर पाए तो जो भी पसंद करके अनुकरण करेंगे वह अन्धानुकरण रहेगा...



चुनोती ४:

Slide 8

## परीक्षालक्षी शिक्षणका अतिक्रमण

छात्रोकी मानसिक क्षमताके विकासके  
नामपर



चुनोती ५:

Slide 9

## कंप्यूटरका अनावश्यक अतिक्रमण

सामाजिक



चुनोती ६:

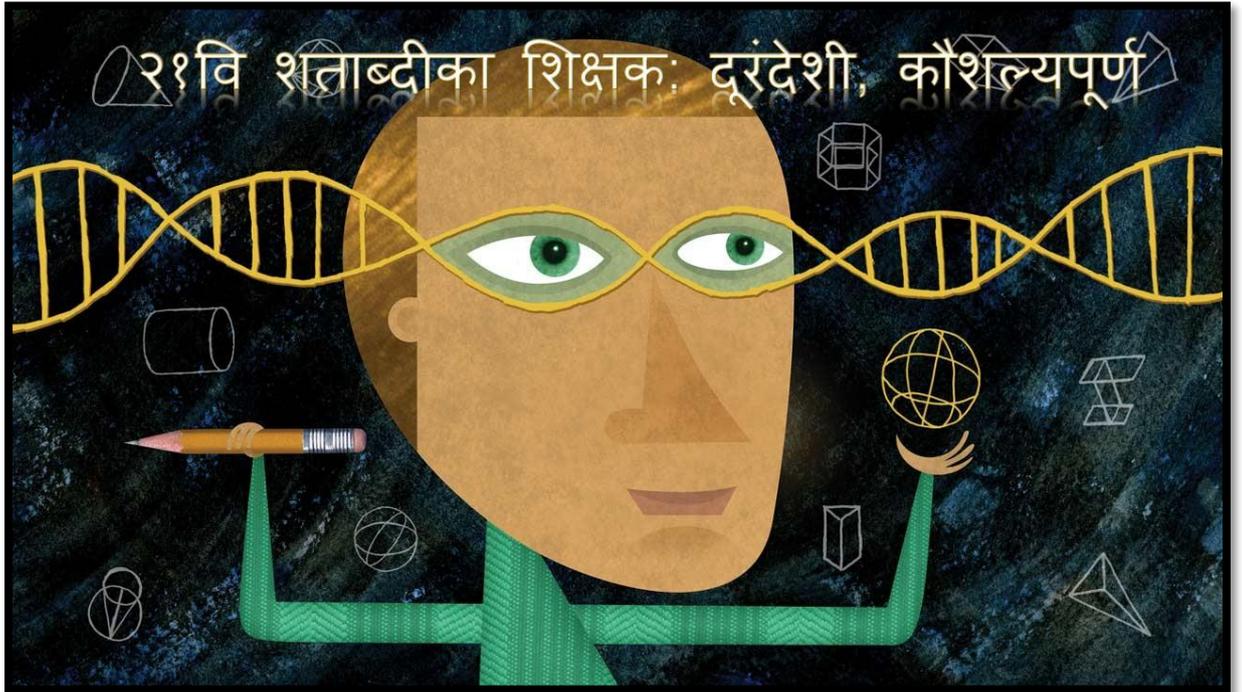
Slide 10

यह चुनौतियोका सामना करने हेतु शिक्षक को भी वैश्विक-शिक्षक बनना पड़ेगा...

Slide 11

शिक्षकको भी यह क्षेत्रोमें पारंगत होना पड़ेगा

Slide 12



Slide 13

## २१वि शताब्दी के कौशल्य

छात्रोंके सामान शिक्षक भी यह कौशल्यसे संपन्न होने चाहिए...

We're taking teaching and learning  
**Above & Beyond**

Today's students are moving beyond the basics and embracing the 4C's — "super skills" for the 21st century!

**Communication**  
Sharing thoughts, questions, ideas, and solutions

**Collaboration**  
Working together to reach a goal — putting talent, expertise, and smarts to work

**Critical Thinking**  
Looking at problems in a new way, linking learning across subjects & disciplines

**Creativity**  
Trying new approaches to get things done equals innovation & invention

For more 4C resources from the Partnership for 21st Century Skills, including the animated film ABOVE & BEYOND by Peter N. Reynolds & FabriceFeron, journey to [www.p21.org/4Cs](http://www.p21.org/4Cs)

PARTNERSHIP FOR 21ST CENTURY SKILLS

Slide 14

## e-शिक्षक

२१वि शताब्दीके छात्रके साथ लयबद्ध लोने हे लिए शिक्षकको विविध Social Networking Services को शिक्षामें प्रयोजनके विकल्पों को अभ्यास एवं यह तकनीको के प्रति अभिरुचि दिखानी पड़ेगी...

Slide 15

Android शिक्षक / Apple शिक्षक

**21st Century TRAINERS**

Slide 16

Apple-शिक्षक और MI

Gardner's Multiple Intelligences for iPads

Intrapersonal



Interpersonal



Visual Spatial



Musical



Linguistics



Logical Mathematical



Silvia Rosenthal Tolisano - GloballyConnectedLearning.com

Slide 17



Slide 18

# **Appendix-D**

## **Self Report Card**

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Asit R. Purohit (Research Scholar)  
Center of Advance Study in Education  
Faculty of Education and Psychology  
The M. S. University of Baroda  
Vadodara – 390 002

## Self Report Card

Write all the information in CAPITAL letters only

I am \_\_\_\_\_ (Write your name)

DOB \_\_\_\_\_ (DD/MM/YYYY)

Residential Address: \_\_\_\_\_

City: \_\_\_\_\_ PIN code: \_\_\_\_\_

Father's Full Name: \_\_\_\_\_

Mother's Full Name: \_\_\_\_\_

Number of Brother/s \_\_\_\_\_ and \_\_\_\_\_ sister/s

Father's Educational Qualification: \_\_\_\_\_

Mother's Educational Qualification: \_\_\_\_\_

Father's Occupation: \_\_\_\_\_

Mother's Occupation: \_\_\_\_\_

State of Domicile: \_\_\_\_\_ Mother Tongue: \_\_\_\_\_

Language in which I can communicate: \_\_\_\_\_

I want to become \_\_\_\_\_

My efforts \_\_\_\_\_

My Hobbies are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

I am good at:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

I like to do:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

My Strengths:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

I don't like to do:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

My weaknesses:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

My Friends are \_\_\_\_\_

I describe my self as (Give a metaphor that describe you): \_\_\_\_\_

Justify: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Appendix-E

## Battery of Test

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Test 1	My Peers	E1
Test 2	My Life... My Ways... My Meanings...	E2
Test 3	My Favorites	E4
Test 4	Reasoning Test	E6
Test 5	Picture Perception Test	E9
Test 6	Minesweeper Game	E14



Asit R. Purohit (Research Scholar)  
 Center of Advance Study in Education  
 Faculty of Education and Psychology  
 The M. S. University of Baroda  
 Vadodara – 390 002

*My Peers*

*Name:(in CAPITAL letters only)*

Name of the Student	One Good Thing for You	Good Thing of his/her for Others	Thing You Don't Like of his/her
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			
Student 7			
Student 8			
Student 9			
Student 10			
Student 11			
Student 12			
Student 13			
Student 14			
Student 15			
Student 16			
Student 17			
Student 18			
Student 19			
Student 20			
Student 21			
Student 22			



Asit R. Purohit (Research Scholar)  
Center of Advance Study in Education  
Faculty of Education and Psychology  
The M. S. University of Baroda  
Vadodara – 390 002

*My Life... My Ways... My Meanings...*

Name: (in CAPITAL letters only)

1. My Life is: \_\_\_\_\_ (Give a Metaphor)

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2. My Happiness is: \_\_\_\_\_ (Give a Metaphor)

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3. My Freedom is: \_\_\_\_\_ (Give a Metaphor)

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4. I define Family as: \_\_\_\_\_ (Give a Metaphor)

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5. I define Friend as: \_\_\_\_\_ (Give a Metaphor)

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6. I define Love as: \_\_\_\_\_ (Give a Metaphor)

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7. I am a Citizen, if I do... (My Rights & My Duties):

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8. After 20 years I would like to see my self as...

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Asit R. Purohit (Research Scholar)  
Center of Advance Study in Education  
Faculty of Education and Psychology  
The M. S. University of Baroda  
Vadodara – 390 002

*My Favorites*

Name: \_\_\_\_\_ (in CAPITAL letters only)

1. My favorite animals/birds:

a. \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

2. My perception about Ocean is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. My perception about Wall is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. My perception about Coffee is

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. My perception about Rat is

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6. My perception about \_\_\_\_\_ is

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Asit R. Purohit (Research Scholar)  
Center of Advance Study in Education  
Faculty of Education and Psychology  
The M. S. University of Baroda  
Vadodara – 390 002

### Reasoning Test

Name:

(in CAPITAL letters only)

#### Arrangement-1

- a. A ,B, C, D and E are five men sitting in a line facing to south - while M, N, O, P and Q are five ladies sitting in a second line parallel to the first line and are facing to North.
- b. B who is just next to the left of D, is opposite to Q.
- c. C and N are diagonally opposite to each other.
- d. E is opposite to O who is just next right of M.
- e. P who is just to the left of Q, is opposite to D.
- f. M is at one end of the line.

*Answer the following questions based on the situations stated above:*

1. Who is sitting third to the right of O?
2. If B shifts to the place of E, E shifts to the place of Q, and Q shifts to the place of B, then who will be the second to the left of the person opposite to O?
3. Which of the following pair is diagonally opposite to each other?
4. If O and P, A and E and B and Q interchange their positions, then who will be the second person to the right of the person who is opposite to the person second of the right of P?
5. In the original arrangement who is sitting just opposite to N ?

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**Arrangement-2**

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- a. A ,B, C, D and E are five men sitting in a line facing to south - while M, N, O, P and Q are five ladies sitting in a second line parallel to the first line and are facing to North.
- b. B who is just next to the left of D, is opposite to Q.
- c. C and N are diagonally opposite to each other.
- d. E is opposite to O who is just next right of M.
- e. P who is just to the left of Q, is opposite to D.
- f. M is at one end of the line.

*Answer the following questions based on the situations stated above:*

- 1. Who among the following is to the immediate left of F?
  - 2. What is true about J and K?
    - a. J is male, K is female
    - b. J is female, K is male
    - c. Both are female
    - d. Both are male
  - 3. How many persons are seated between K and F?
  - 4. Who among the following are three lady members?
  - 5. Who among the following is seated between E and H?
-

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**Arrangement-3**

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In a class there are seven students (including boys and girls) A, B, C, D, E, F and G. They sit on three benches I, II and III. Such that at least two students on each bench and at least one girl on each bench. C who is a girl student, does not sit with A, E and D. F the boy student sits with only B. A sits on the bench I with his best friends. G sits on the bench III. E is the brother of C.

*Answer the following questions based on the situations stated above:*

1. How many girls are there out of these 7 students ?
  2. Which of the following is the group of girls?
    - a. BAC
    - b. BFC
    - c. BCD
    - d. CDF
  3. Who sits with C?
  4. On which bench there are three students?
-



Asit R. Purohit (Research Scholar)  
Center of Advance Study in Education  
Faculty of Education and Psychology  
The M. S. University of Baroda  
Vadodara – 390 002

### Picture Perception Test

Name:

(in CAPITAL letters only)

I Love you too, Pollution!



I love you too, pollution!

- Do you agree with the tag given?
- Justify your reflection for the tag given to picture.
- What is your role in promoting and reducing pollution?

Write your perception here:

Cow



- Do you come across to such phenomenon?
- Are you responsible?
- Do we really worship cow?

Care & Affection...?

Man & Tiger



Monkey & Lion



What is the similarity between two pictures?

*Write your perception here:*

Care & Affection...!!!

Man & Tiger



Monkey & Lion



Does the tiger had same intention? (Question was followed by narrations regarding the postmortem report of the boy)

*Write your perception here:*

## Swinging Girl



- Observe the picture
- Write your feelings for the picture
- Does she get quality life?
- What could be the reasons of her happiness

*Write your perception here:*

## Boy @ Garage



- What do you feel for the boy?
- Does he get quality life?
- Justify your answer.
- If your roles are interchanged. Do you wish to be at his place?

*Write your perception here:*

Freedom-1



- Observe this picture and write what click first...
- Does the freedom is encroached?
- Are you free?
- Do you have freedom?

*Write your perception here:*

Freedom-2



- What do you mean by Freedom?
- What do you mean by Freedom of Speech?
- Is it the freedom of speech?

*Write your perception here:*

# EQUALITY

- What do you mean by the Equality?
- Which of the pictures justify equality?
- What are the constitutional provisions for equality?

*Write your perception here:*

# Fundamental Rights

Know Your Fundamental Rights & Learn To Use Them	
Right to Equality	Article 14 :- Equality before law and equal protection of law Article 15 :- Prohibition of discrimination on grounds only of religion, race, caste, sex or place of birth Article 16 :- Equality of opportunity in matters of public employment Article 17 :- End of untouchability Article 18 :- Abolition of titles, Military and academic distinctions are, however, exempted
Right to Freedom	Article 19 :- It guarantees the citizens of India the following six fundamental freedoms:- Freedom of Speech and Expression Freedom of Assembly Freedom of form Associations Freedom of Movement Freedom of Residence and Settlement Freedom of Profession, Occupation, Trade and Business Article 20 :- Protection in respect of conviction for offences Article 21 :- Protection of life and personal liberty Article 22 :- Protection against arrest and detention in certain cases
Right Against Exploitation	Article 23 :- Traffic in human beings prohibited Article 24 :- No child below the age of 14 can be employed
Right to freedom of Religion	Article 25 :- Freedom of conscience and free profession, practice and propagation of religion Article 26 :- Freedom to manage religious affairs Article 27 :- Prohibits taxes on religious grounds Article 28 :- Freedom as to attendance at religious ceremonies in certain educational institutions
Cultural and Educational Rights	Article 29 :- Protection of interests of minorities Article 30 :- Right of minorities to establish and administer educational institutions Article 31 :- Omitted by the 44th Amendment Act
Right to Constitutional Remedies	Article 32 :- The right to move the Supreme Court in case of their violation (called Soul and heart of the Constitution by BR Ambedkar) Forms of Writ check Habeas Corpus :- Equality before law and equal protection of law

*Write your perception here:*



Asit R. Purohit (Research Scholar)  
 Center of Advance Study in Education  
 Faculty of Education and Psychology  
 The M. S. University of Baroda  
 Vadodara – 390 002

*Minesweeper*

Name: \_\_\_\_\_

(in CAPITAL letters only)



# **Appendix-F**

## **Socio-metric of Students**

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Asit R. Purohit (Research Scholar)  
 Center of Advance Study in Education  
 Faculty of Education and Psychology  
 The M. S. University of Baroda  
 Vadodara – 390 002

*My Friends & Friendship*

Name: \_\_\_\_\_ (in CAPITAL letters only)

1. With whom would you like to sit in class?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_ (NOT Like to Sit)
  
2. To whom would you like to choose as a partner for School project?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_ (NOT Like to Choose)
  
3. With whom would you like to play?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_ (NOT Like to Play)
  
4. With whom would you like to study?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_ (NOT Like to Study)
  
5. With whom would you like to go for excursion?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_ (NOT Like to Go)
  - d. \_\_\_\_\_ (NOT Like to Go)
  
6. Who is interesting person in your class?
  - a. \_\_\_\_\_
  
7. Who are boring person in your class?
  - a. \_\_\_\_\_

8. Who is most helpful person in class?

a. \_\_\_\_\_

9. Who is least helpful person in class?

a. \_\_\_\_\_

10. Who is your best friend?

a. \_\_\_\_\_

11. Who are your good friends?

a. \_\_\_\_\_

b. \_\_\_\_\_

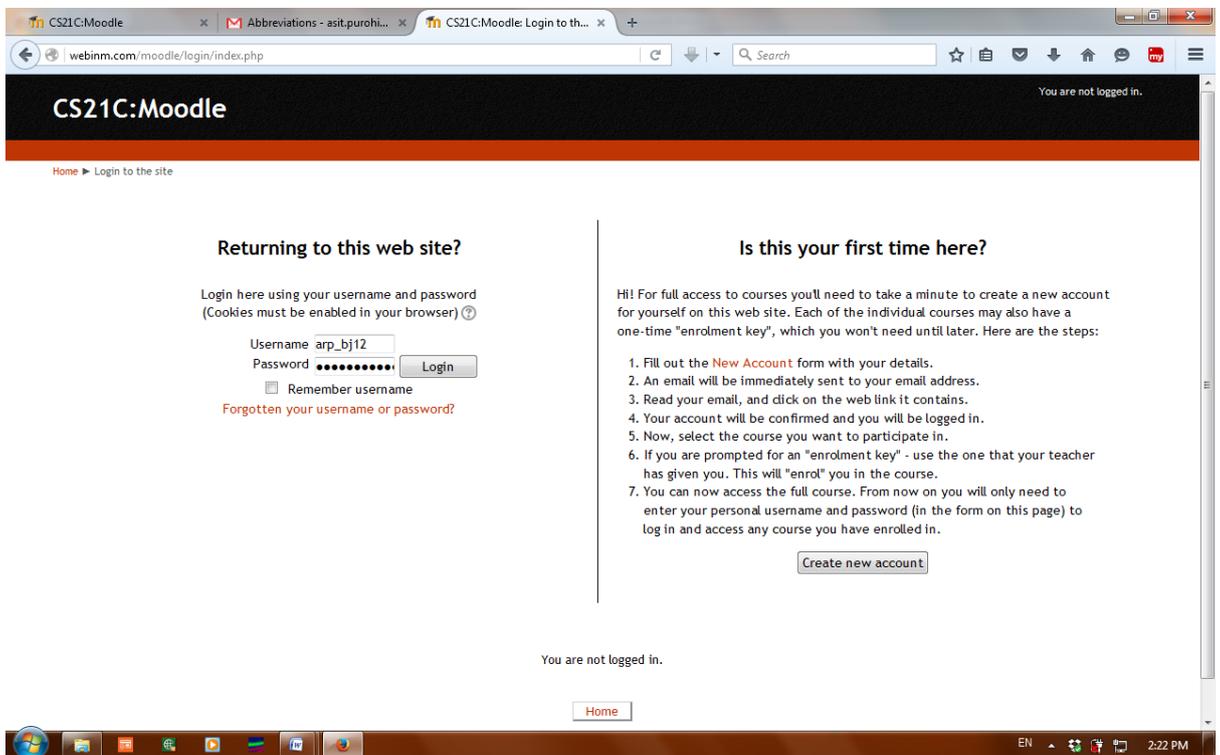
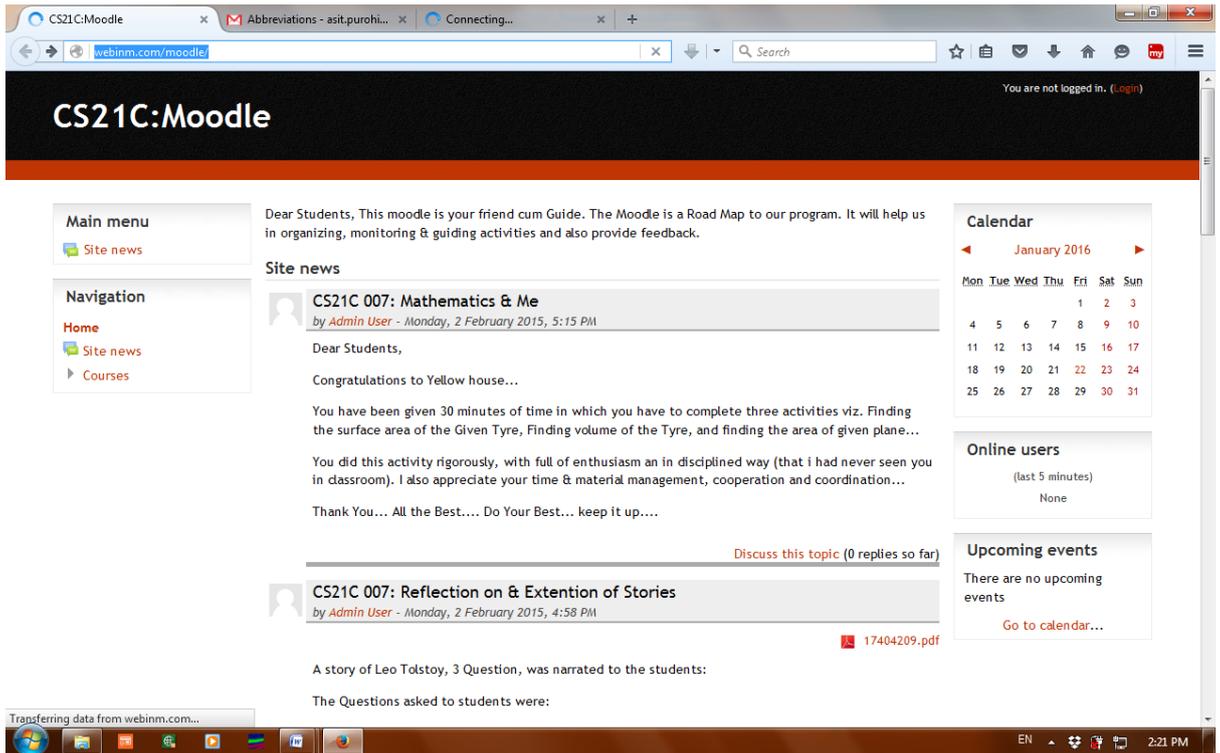
c. \_\_\_\_\_

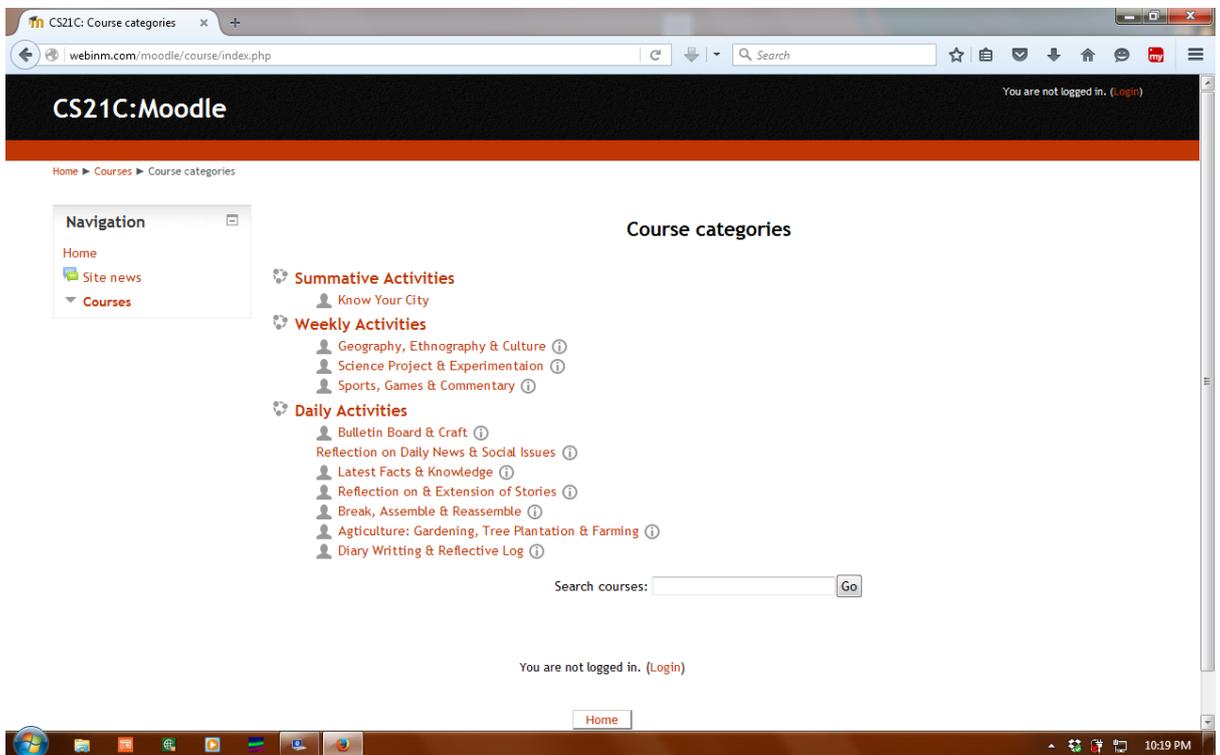
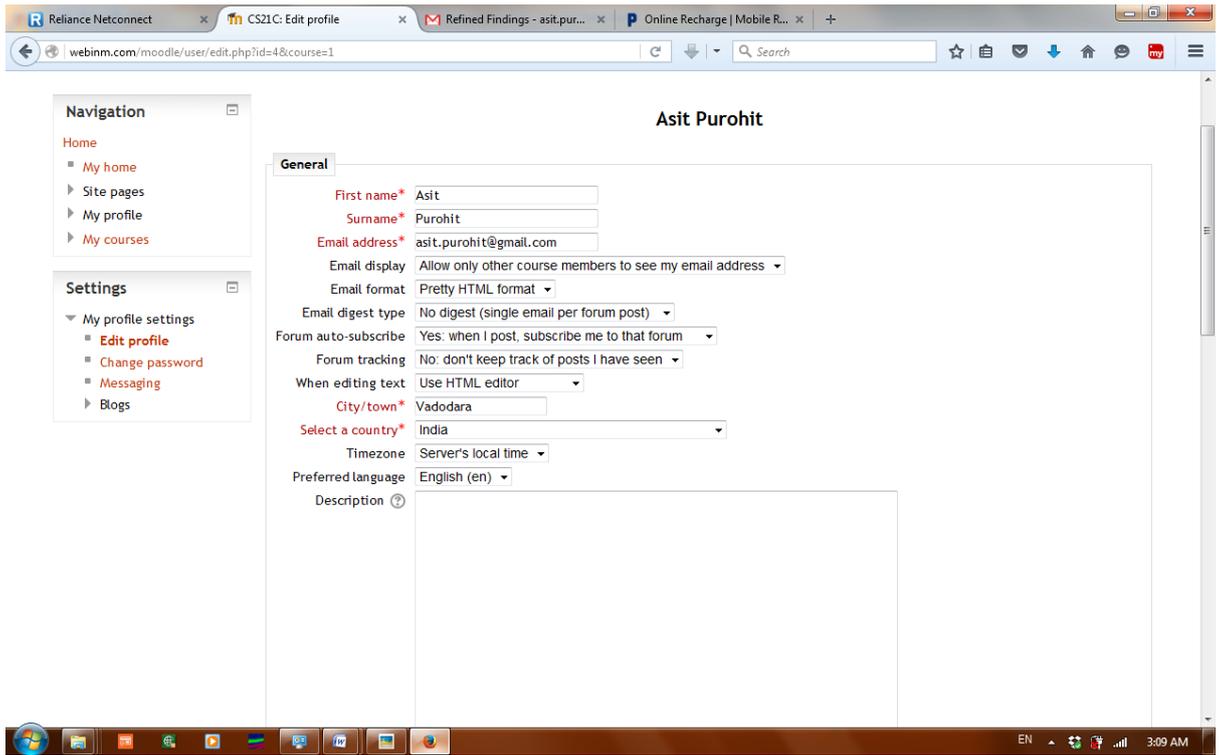
d. \_\_\_\_\_

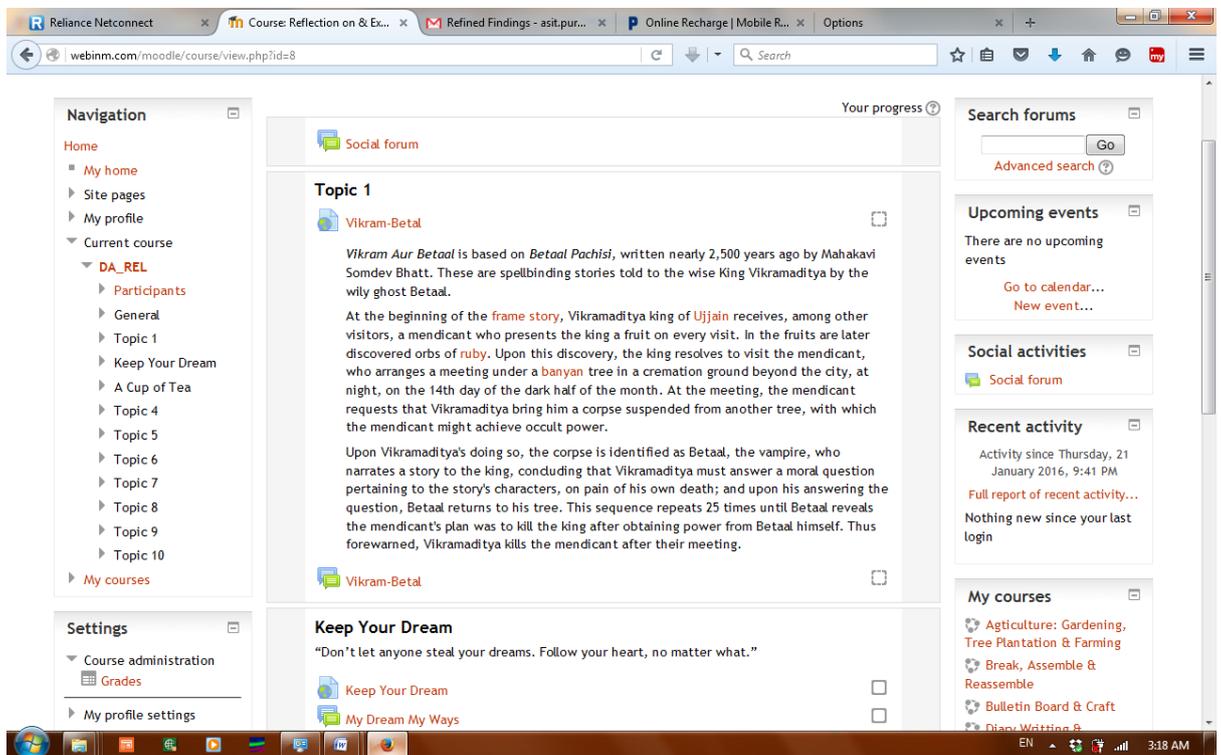
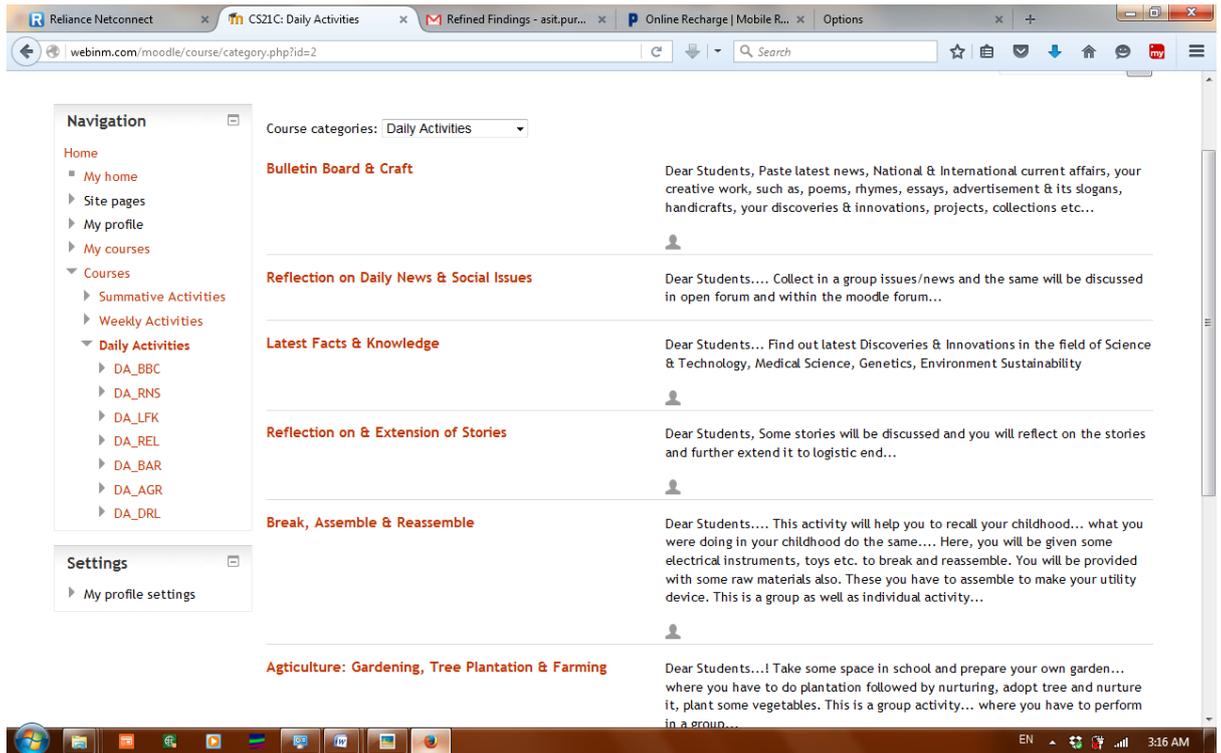
# **Appendix-G**

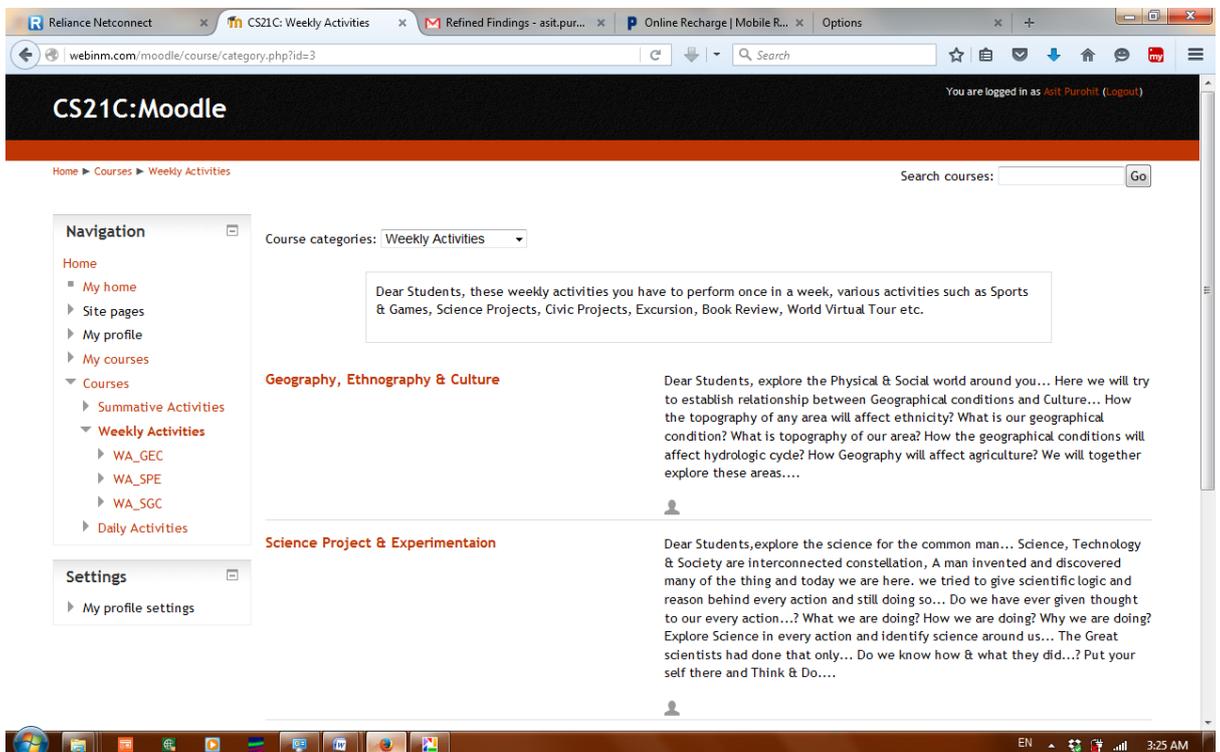
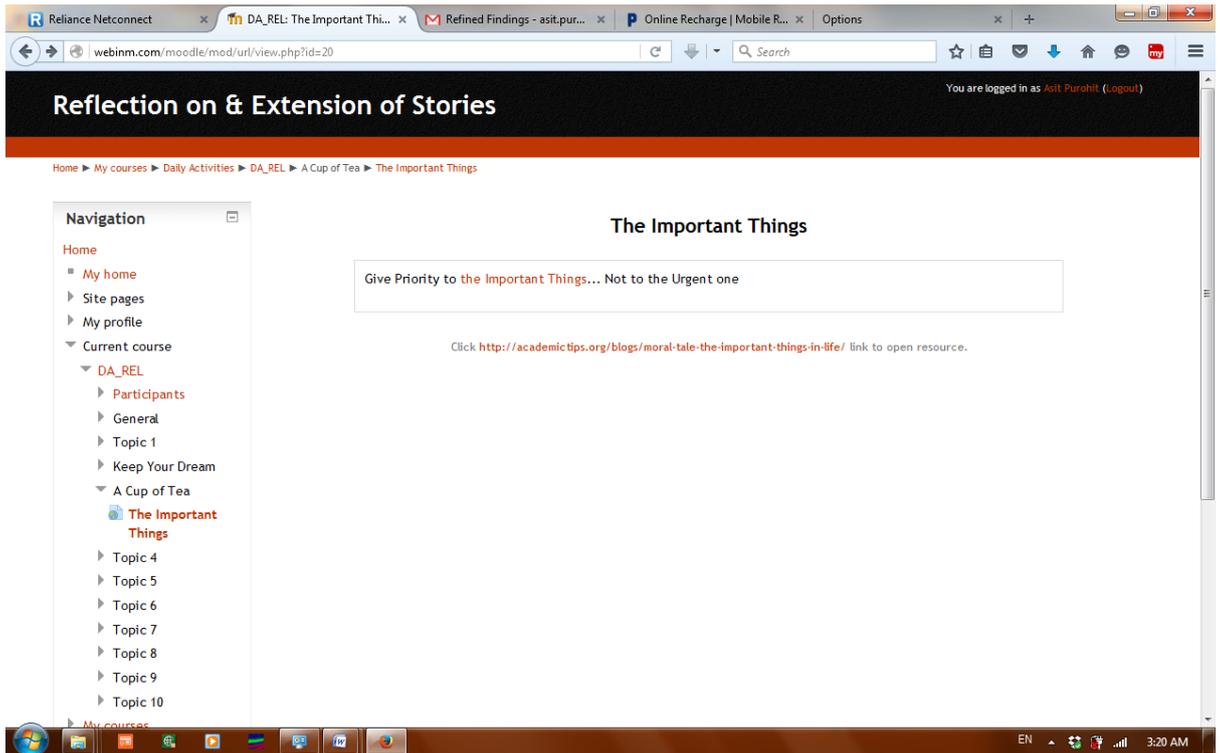
**Glimpse of Moodle**

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# **Appendix-H**

## **Hawkers' Project**

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JC/SH/OW-32/15-16

Date: 05.04.2015

**TO WHOM SO EVER IT MAY CONCERN**

We are sending our students of Grade- X, Shannen School to the Hawking zone for a Life Skill Project-“*Life of Hawk*ers”. The interviews will be conducted and students may also extend their helping hands.

We request your cooperation in this regard.

**Thanking You**

શાનેન કિડ્ઝ સ્કૂલમાં ભડાતા દસમાં ધોરણના વિદ્યાર્થીઓને જીવન કૌશલ્યનું મૂલ્ય સમજવની કૃત્રિચાઓનું જીવન' મામની એક પ્રવૃત્તિ ક્ષેત્રમાં આવી રહી છે. આ પ્રવૃત્તિ દ્વારા બાલકોમાં આપણા સમાજના અનિચ્છિત સંગ સમાન કૃત્રિચાઓના જીવન વિશે જાણકારી મળે તેજ આ પ્રવૃત્તિનો આશય છે.

Principal  
Nemal Pondon

Principal  
SHANNEN KID'S SCHOOL  
Vadodara

Opp. Vuda Office, Nr. L&T Circle, VIP Main Road,  
Karelibaug, Vadodara - 390018, Gujarat, INDIA.



T: 0265 - 2482318 | M: +91 80000 800 48  
E: info@shannenschool.com | www.shannenschool.com

**Shannen School**CBSE  
Primary - Secondary - Higher Secondary  
VIP Road Unit**Name of the Student:**\_\_\_\_\_  
\_\_\_\_\_**Roll Number:** \_\_\_\_\_

## Interview Questions

### Objectives:

*To study life style of hawkers*

*To study financial management of the hawkers*

*To prepare a photo story of the Life of Hawkercs*

1. Where do they live?
2. How do they live?
3. Who are the other family members are involved in the business?
4. How they are managing their life-ends?
5. How they are managing educational needs of their children?
6. What are the means of their enjoyment?
7. What are the problems they are facing in their business?
  - a. Licencing
  - b. Hawkercs' zone related problems
  - c. Financial problem
  - d. Material management
  - e. Any other problems
8. How they are solving their problems?

**BEST OF LUCK**

# **Appendix-I**

## **Course Work Certificate**

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**THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA  
CERTIFICATE**

*[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]*

This is to certify that **Purohit Asit Rameshchandra**, Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree*) Regulation, 2009, vide Registration Certificate Number **104** dated **13/10/2011**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade A.

**STATEMENT OF CREDITS EARNED**

Name of Research Scholar: **Purohit Asit Rameshchandra**

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
<b>Core Courses – 09 Credits [Offered At University Level]</b>			
I.	Introduction To Research & Research Writings	3	A
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	A
III.	Qualitative Research Techniques & Data Analysis	3	A
<b>Departmental Courses – 06 Credits [Offered at Departmental Level]</b>			
IV.	Review of Related Literature	3	A
V.	Conceptual Framework	3	A
<b>Overall Grade</b>			<b>A</b>

Date of Issue: 16-02-2015

Place: Vadodara

Registrar (OSD)

**Grade Conversion Table and Grade Calculation Formula**

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 – 9.00
B	8	7.01 – 8.00
C	7	6.01 – 7.00
D	6	5.01 – 6.00
E	5	4.01 – 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Points} \times \text{Credits})}{\sum \text{Credits}}$$