

## PROJECTS

NOTE : Any one of the following projects may be undertaken and evaluated.

### PROJECT 1: ANALYSIS OF TRADITIONAL OCCUPATIONS

Analysis of traditional occupations prevalent in one's own local area, their beginnings, present status and challenges faced. Analyse gender roles, entrepreneurial opportunities, future careers and family participation.

#### Content of the Project

Identify the traditional occupations prevalent in your region. Interview some craftsmen about their beginnings, present status, and problems and challenges that they face.

#### Purpose of the Project

You have read in Unit 1 about traditional occupations in India. Doing this project will give you insights into the origin and history of the craft, the changes that have emerged in the modern context, its marketability and the challenges faced by craftsmen. You may also learn about how some of them have become entrepreneurs. It is intended that this will enable you to think of entrepreneurial possibilities in the modern context.

#### Procedure

1. Teacher to initiate brainstorming session in the class by asking students to identify different occupations prevalent in their region or state.
2. List all the occupations on the black board. For example,
  - (i) Occupations related to food industry — pickles, jams, snacks, sweets, traditional festival specialty cuisines etc.
  - (ii) Occupations related to garment industry — weaving, stitching, embroidery, knitting etc.
  - (iii) Occupation related to handicraft industry — carpet making, pottery, bamboo art, traditional paintings, paper art, assessor making etc.
  - (iv) Any other occupation prevalent in the local area.

3. The class can be divided into groups consisting of not more than 5 students per group.
4. Each group will identify a specific traditional craft or art or product.
5. Each group will identify artisans/craftsmen practising the selected craft/art.
6. Develop an interview format based on the list of points given below under 'Discussion Points'.
7. Students will interact with approximately 2–3 such persons and discuss with them the following points:

### **Discussion Points**

- i. Origin of the specific art or craft, if they know any historical perspective
- ii. Types of products made, raw materials used, the source of raw materials, process of manufacture and skills required at various stages, training acquired, any formal training required
- iii. Costing and profitability
- iv. Production per month and approximate earnings, customers, profitability
- v. Changes that have occurred in the modern setting and challenges or problems faced
- vi. Remedial actions and support required, if any
- vii. Government or private schemes available and availed of
- viii. Gender aspects in relation to (a) type of products made (b) specific tasks assigned for production (c) family support and participation including children (d) payment to males and females
- ix. Marketing strategies adopted
- x. Assistance, support and funds required
- xi. Self-employment and entrepreneurship possibility

Responses of the persons interviewed should be recorded and a project report prepared.

Each group will then draw conclusions in relation to entrepreneurial possibilities and gender roles in the modern context as well as child labour.

Each group will make a presentation to the class, which will be evaluated by the teacher(s).

Outline for project report — Introduction to the profession, job description and skills required, etc., followed by presentation and discussion.

## PROJECT 2: DOCUMENTATION OF ANY PUBLIC/MASS CAMPAIGN

**Documentation of any public/mass campaign being implemented in own area, with reference to:**

- (a) Purpose of campaign
- (b) Focal group
- (c) Modalities of implementation
- (d) Stakeholders involved
- (e) Media and methods used
- (f) Comment on the relevance of the campaign.

### **Content of the Project**

Documentation of a public or mass campaign implemented in your own area.

### **Purpose of the Project**

You have learnt about the use of media for various purposes. This project will enable you to gain firsthand experience in how campaigns are conducted.

### **Procedure**

The class is divided into four groups. Class should identify and select two public or mass campaigns that have been or are being conducted in their locality or region. For each campaign, one group should interview some members of the organising committee and the other group should interview some members of the focal or target group.

1. Each group should prepare a file which contains the record of the event in detail.
2. Record should be kept of the interviews regarding the following details:

- i. Purpose of the Campaign
- ii. Focal or target group intended to be covered
- iii. Methods of implementation
- iv. Media used
- v. Methods of communication
- vi. Duration of the campaign
- vii. Persons/organisations involved in planning and implementation (stakeholders)
- viii. Actual coverage of focal and target group in terms of number or geographic areas/age groups
- ix. Amount and type of planning required
- x. Sources of funds
- xi. Responses to the campaign
- xii. Evaluation done by the organisers

Each group should present their observations in brief to the class. Teacher and students can discuss in classroom whether the purpose has been served and whether any aspect could have been dealt with differently.

### PROJECT 3 : STUDY OF AN INTEGRATED COMMUNITY-BASED PROGRAMME

**Study of an integrated community-based nutrition/health programme being implemented in own area, with reference to:**

- (a) Programme objectives
- (b) Focal group
- (c) Modalities of implementation
- (d) Stakeholders involved

#### **Content of the Project**

Study of a community-based nutrition/health programme being implemented in your own area.

## Purpose of the Project

You have read that there are several nutrition problems that the country has to tackle. This practical will enable you to gain some knowledge and insight into programme(s) that are currently being implemented.

## Procedure

Divide the class into 4–5 groups. Each group should study one of the following programmes/schemes:

- ICDS
  - Mid-day Meal Programme
  - Pulse polio programme
  - Programme for reproductive and child health
  - Programme for safe/clean water and sanitation
  - Any other programme that is being implemented in the area
1. Each group should prepare a file which contains the record of the programme in detail.
  2. Each group should visit the site where the programme is being implemented and interact with the persons in charge e.g., Child Development Project Officer (CDPO) in ICDS, the field workers (e.g., anganwadi *sevika*/worker), observe the activities that are going on and interact with the participants/beneficiaries.
  3. Observations, understanding of the manner in which the programme is implemented, number of participants/beneficiaries, services given and benefits perceived by participants, suggestions of participants for improvement of programme.
  4. Each group should make a presentation to the class and give their comments and suggestions as to how they can contribute to the programme.

### A Note to the Teacher

It should be ensured that students are guided to cover and understand details regarding programme objectives, partners/stakeholders involved, focal group/target group and strategies of implementation, source of support(financial) costs and benefits, total coverage.

## PROJECT 4 : PERCEPTION OF ADOLESCENTS AND ADULTS REGARDING PERSONS WITH SPECIAL NEEDS

**Visit to the neighbouring areas and interviews with two adolescents and two adults regarding their perception of persons with special needs.**

### **Content of the Project**

Identify two adolescents and two adults in the neighbourhood and interview them, using the given interview schedule, about their perceptions of persons with special needs.

### **Purpose of Project**

You have read that one of the career options that you can take up after specialising in the Human Development/Child Development stream is working with children and adults with disabilities. Doing this Project (and the next one) will help you to develop some ideas of this career option. Specifically, this Project will help you to understand what people in general think about persons with disabilities. Talking with people may also cause you to introspect about your own beliefs and perceptions. You may find that there are many similarities in your thinking. Think about whether you need to change some of your beliefs.

### **Key Concepts in the Project/Learning Points in the Project**

Some important terms in this area include — adolescents, adults, neighbourhood, interview, interview schedule. We can say that these are the key concepts that we want you to understand through the Project. Why are you being asked to interview adolescents and adults? Why in the neighbourhood? And what is an interview and how is it different from talking to a person? You know:

1. That adolescence is the time when the person starts to focus on the self and others in a very deliberate and conscious manner. Recall your reading about the Development of Self in Class XI. The ability for abstract thinking makes it possible for the person to think of various possibilities. This is also the time when many values are in the process of being formed. The adolescent's values and beliefs regarding diversity in humanity is important as it shapes everyday interaction.

2. That adults often have well established opinions and beliefs — all of which may not necessarily be humane and just. Adults are also the ones who shape the attitude of children by their words and actions, directly and indirectly. Knowing their beliefs is important.
3. That you have been asked to interview adolescents and adults in your neighbourhood rather than interview people by visiting a centre or institution for people with disabilities. This means that persons with disabilities are a part of the society and we expect that most people would have some experience of interacting with people with disabilities. Therefore, we are asking you to interview people in the neighbourhood — we are not asking you to go to special places to look for people who would have interacted with people with disabilities.
4. You have to find out perceptions by interviewing the people — not simply by talking to them. What is the difference between an interview and a talk? Interview is a major method of collecting information or 'data' and doing this Project provides you exposure in this. Talking is an informal interaction between people. An interview is a conversation which is planned to some extent by the person who conducts the interview. The person doing the interview follows some rules in directing the talk. There is a certain way in which the interview should be conducted as well as there are ethics of an interview. We shall discuss these aspects in detail a little later.
5. To conduct a good interview so that you get all the information that you want, you need to have some advance preparation. You need to think of the questions that you will ask. These are written out in the form of an interview schedule. While for now we are providing you the schedule that you will use to conduct the interview, in another section, we will talk about the guidelines for developing interview schedules. This will help you to understand why we have constructed the interview schedule the way we have.

### **Preliminary Activities for the Project**

1. Read the relevant section in the textbook of Class XII. You should be familiar with the persons with special needs.
2. Locate one adolescent and one adult. It would be good if you can identify one male and one female.
3. Become familiar with the interview schedule we have provided which you will use to collect the required information for this Project.

### The Interview Schedule

Instructions: Read out the instructions before starting the questions.

Introduction: I am a student of Class XII. We are conducting interviews with the public regarding their views about persons with disability. Please assist by answering the questions below:

1. Have you met or heard about anyone with a special need or disability? Yes or No? If Yes, who and where? Describe the problems.
2. Can you describe what you felt when you met or saw this person?
3. What did you first notice about the person?
4. What do you think were the abilities the person had?

#### A Note to the Teacher

Conduct a guided discussion in the class on:

- I
  - a) Interviewing
  - b) Recording the answers given by interviewees
  - c) Why was this activity done in your neighbourhood?
  - d) Activities towards disability
  
- II Report from the students should have:
  - a) answers to interview
  - b) concluding points

## PROJECT 5: PROFILING A PERSON WITH SPECIAL NEEDS

**Profile any one person with special needs, child or adult, to find out their diet, clothing, activities, physical and psychological needs.**

### Content

Profile any one person with special needs, child or adult, to find out his/her:



- (i) Diet
- (ii) Clothing
- (iii) Activities
- (iv) Physical needs
- (v) Psychological needs

### Procedure

Identify a child (11–18 years) or an older person who has a disability. Ensure that the child/adult is willing to be a participant and can answer your questions; alternatively his/her caregiver/family member can answer on his/her behalf.

Develop a set of questions in the form of an interview schedule that can elicit information in the areas listed above.

**Note:** Include questions, and ask them in a manner that you do not make the child/adult feel awkward, excluded or being labelled.

### Conclusion

Draw up a brief profile of the child/adult, focussing on how he/she is similar to children/people who do not have a disability.

#### A Note for the Teacher

This project is expected to develop in students the ability to frame relevant questions, plan and conduct an interview and also write up a case profile.

## PROJECT 6: PLANNING AND EXECUTING AN EVENT IN SCHOOL

**Plan and execute any event in your school. Evaluate the same with respect to:**

- (a) Its relevance
- (b) Resource availability and mobilisation
- (c) Planning and execution of the event

- (d) Financial implications
- (e) Feedback from stakeholders
- (f) Suggest modifications for the future.

### **Purpose**

To enable students to plan an event efficiently.

### **Procedure**

Using your knowledge about team members required for an event, plan and allocate duties to different personnel in the team. Make three columns and discuss duties such as, pre-event, during-event and post-event activities.

1. Plan and allocate work to different team members for an event you wish to plan in future. List the pre-event, during-event and post event activities.

After doing this activity you will be able to allocate duties to different personnel involved in organising the event for successful execution.

2. Divide the students into groups.
3. Assign groups the following tasks :
  - Designing an invitation card
  - Making copies of invitations and distribution
  - Choose a theme for the event (if desired)
  - Decide on a budget
  - Decide on a menu for refreshments
  - Make decisions about the decorations of the venue
  - Choose the music, activities, etc., to happen during the event (Programme)
  - Conduct the event
  - Record of income and expenses

4. Post-event evaluation to be done using the following points:

Name of Event

Date

Location

Type of Event

- Did you enjoy the event? If no, then please state the reason.
- What did you like most in the event?

- What did you like least in the event?
- What are the problems you faced during the event?
- What could have been done to make this event better?
- How do you rate the various services provided by us (please tick one option):

	Excellent	Good	Average	Poor
<b>Hospitality</b>				
<b>Catering</b>				
<b>Transportation</b>				
<b>Management Staff behaviour</b>				
<b>Management Staff Services</b>				

- Would you like to participate in our next event?

**Note:** Collect invitations of ten different events and understand the programme schedule in detail. Based on the information gathered, design the invitation card

For card evaluation or design, students can use the following checklist to ensure that all critical attributes are included.

S.No.	Attributes of the invitation card	Present/ Absent	Good	Average	Poor
<b>1.</b>	<b>Text</b>				
a.	Venue				
b.	Location map				
c.	Landmarks				
d.	Time duration				
e.	Programme details				
<b>2.</b>	<b>Layout of information</b>				
<b>3.</b>	<b>Appeal of the card</b>				
<b>4.</b>	<b>Clarity of information</b>				
<b>5.</b>	<b>Theme of the event</b>				
<b>6.</b>	<b>Expectation from guests</b>				
<b>7.</b>	<b>New design concept</b>				

S.No.	Attributes of the invitation card	Present/ Absent	Good	Average	Poor
8.	Organising team and their contact numbers				
9.	Any other				

### A Note to the Teacher

Teacher can ask students to bring invitation cards for different events and discuss the aspects important in card designing like —

- Relevant text such as, the venue and its location map or the significant landmarks, time, occasion, programme details, etc.
- Layout of information
- Appeal of the card
- Clarity in information
- Theme of the event and expectation from guests
- New design concept
- Organising team and their contact numbers

## PROJECT 7: PLANNING MESSAGES FOR NUTRITION, HEALTH AND LIFE SKILLS

**Planning messages for nutrition, health and life skills using different modes of communication for different target groups.**

### Content

1. Identification of a target group for education
2. Identification of needs and problems that are specific to the selected group
3. Planning a suitable message to educate the group
4. Selecting a mode of communication
5. Developing the educational material.

## Purpose

This practical is intended to enable the students to plan suitable messages for health and nutrition education of different groups of the community and to select an appropriate mode of communication to deliver the message.

## Procedure

1. The class can be divided into groups of 4–5 students in each group.
2. The first task is to identify the focal/target group for whom the message is to be made. The different focal groups could be — adolescents, school children, pregnant mothers, adults.
3. Once the focal/target group is selected, identify the nutritional problem or a topic about which you would like to educate the group.
4. Identify a suitable message (aimed at the selected group) which will help in improving the nutrition and health profile of the selected group. This will depend on the needs and the existing problems specific to each group. For example, the message to be delivered to pregnant mothers could be improvement in their diet during pregnancy. For adults it could be increasing physical activity to maintain weight, and enhance fitness and well being.
5. Select a suitable mode of communication to deliver the message. A variety of modes are available like poster, charts, flipbooks, puppet stories and short skits to convey the message. The learners can select any one depending on the availability of time and resources.
6. Each group should discuss about the target group they want to select and the message that they want to deliver. They are assisted by the teacher in this process. Then they decide as to how they will deliver the message. Once the plan is finalised, the group works on the message and develops the final product.
7. Each group will present its product to the teachers and classmates.
8. Group Evaluation of the product and presentation.

## PROJECT 8 : MARKET SURVEY OF PROCESSED FOODS

### Content

Market survey of processed foods, their packaging and label information

### Purpose

This practical is intended to familiarise students with the variety of processed foods available in the market, create awareness about the different types of packaging materials used for processed foods and to generate interest in the study of label information.

### Procedure

The students will work in groups comprising 4–5 students in each group.

1. Each group will go to a different market and collect information on the following:
  - A:** Availability of the following foods:
    - Cereal foods like breakfast foods, noodles, *atta*.
    - Dairy products — milk, cheese, butter, *ghee*, ice-cream.
    - Preserves — jams, pickles, squashes, ketchup, sauces.
    - Snacks — chips, *bhujias*, biscuits,
    - Nutrition Supplements such as Complian, Bournvita, Horlicks, Milo, Boost and other branded products.
    - Beverages — fruit juices, carbonated soft drinks, bottled water.
  - B:** Note the packaging material used for these products.

2. Make a table comparing the types of packaging materials used for different types of foods.

Name of product	Packaging materials used	Label information					
		Date of packaging	Best before date	Weight	Certification mark (e.g. Agmark)	Nutrition Information	Remarks, if any

3. Compare costs of different packaging for the same product (if available).

Result/Conclusion: The collected information to be tabulated on a chart and displayed. The findings can be discussed in a classroom session where the teacher can point out the relative merits and demerits of the different packaging materials used.

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# FEEDBACK QUESTIONNAIRE

## (HUMAN ECOLOGY AND FAMILY SCIENCES TEXTBOOK)

Please give your comments on the textbook by filling this feedback questionnaire. You may please send the questionnaire by post, or through email, to Dr. Tannu Malik, *Assistant Professor*, Department of Education in Social Sciences, NCERT, Sri Aurobindo Marg, New Delhi-110016. Email: tannu\_malik@rediffmail.com

We welcome feedback from teachers, students, parents and any other user of the textbook. You may attach a separate sheet as per your requirement.

Teacher/Student/Parent/Any other (please specify)

Name \_\_\_\_\_

School address \_\_\_\_\_

1a. Is the cover page and printing of the textbook attractive? Yes/No

1b. If not, please specify

\_\_\_\_\_

1c. Do you find the language simple and easy to understand? Yes/No

1d. Mention the chapters/pages where the language is difficult to understand.

Chapter No

Page No.

Lines

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2a. Do you find the content of the textbook adequate to meet the requirements of the syllabus? Yes/No

2b. Mention the chapters which are lengthy.

\_\_\_\_\_

2c. Mention the chapters which are too sketchy.

\_\_\_\_\_

3a. Does the textbook explain the scope and significance of each domain of HEFS? Yes/No

3b. If no, please specify.

\_\_\_\_\_

4a. Certain practical and activities have been suggested in the textbook. Which of them have you undertaken in your class? Mention those which you found useful, engaging and enriching.

\_\_\_\_\_

4b. Mention difficulties, if any, faced while organising/doing these practical/ activities.

\_\_\_\_\_

5a. Do you find the illustrations helpful in understanding the content? Yes/No

5b. Mention the illustrations which are not helpful in understanding the content.

Chapter No.

Page No.

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6. Mention the printing errors, if any.

Chapter No.

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7. Any specific comments/suggestions for overall improvement of the textbook.

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