

Work Experience

or

SEWA (Social Empowerment through Work Education and Action)

1.1 Introduction

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

SEWA aims to develop a whole person in their intellectual, personal, social, emotional and social growth. Learners engaged in this program are expected to be life-long learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process.

SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following maybe noted with regard to SEWA:

- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII (for XII, only till end of the first semester/ term) will participate in SEWA program around the year.

1.2 Objective:

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem.

Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

1.3 The SEWA Philosophy

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social

Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.

1.4 Note to Class Teachers

SEWA has been designed to integrate social awareness into the regular curriculum of the students. The teacher must be careful in facilitating the child's activities so as to provide a suitable learning environment. This in turn would also give a boost to a positive school environment.

The teachers need to create opportunities for students to engage with learning activities to develop core competencies such as:

- a) Social Awareness, Self Awareness and Empathy
- b) Self Management and Leadership Skills
- c) Creative and Critical Thinking
- d) Interpersonal Skills and Effective Communication Skills
- e) Responsible Decision-making through Problem Solving

The teachers need to be open-minded about errors committed by learners while implementing the SEWA programme. The learners may find themselves in ambiguous situations and sometimes suffer from moral conflicts. As adults, we need to facilitate the widening of the scope for the learner so that they find alternative ways of making informed decisions. Here, one cannot undermine the responsibility of the school as a community. Thus, one can develop and establish a caring community encouraging collaborative learning activities by weaving Self-empowerment into their daily school activities.

1.5 The learning outcomes expected to be developed and fostered through participation in SEWA are experiential:

The Learner:

- Develops Life Skills of **Self-Awareness and Empathy**. *
- Develops Creative and Critical Thinking Skills. *
- Becomes a **caring and compassionate** individual.*
- Responds as a socially empowered change maker. *
- Acquires the skills to be an active leader and initiator of change.
- Plans, implements and delivers projects connected to the real world.
- Visualizes and participates in a world going beyond the classroom and often/ sometimes beyond the boundaries of the school.
- Formulates strategies to deliver meaningful programs and projects
- Critiques premises as a **reflective enquirer**.
- Demonstrates fair play and **non-judgmental ethical behavior**. *
- Actively engages in SEWA activities as an individual and at a team level.
- Participates in various activities in **age appropriate ways across disciplines**.
- Selects and applies skills, facts and compositional ideas.
- **Competes with oneself** to improve **self-performance** and **evaluate strategies** for further enhancement. *
- Knows, understand and applies rules.

* Integrated values across HPE

The integrated SEWA program helps to acquire the following learning skills:

- Plan, initiate and implement activities
- Learn to work in teams and collaborate through organizing activities/events in terms of skills, interest, motivation and professional growth
- Identify and nurture areas of strength and identify areas requiring further growth
- Engage with issues of social concern in the community, society, state and nation
- Develop new life skills and strategies and become lifelong learners.

1.6 Guidelines for Schools

- School can Design and announce school SEWA policy.
- School can also decide on yearly focus theme for SEWA and class-wise sub themes.
- Each class as a whole can decide to take up one SEWA activity for the entire year
- The choice of activity can be left to the students of the class, with guidance and facilitation by the class teacher and will depend upon the school policy too.
- Schools are encouraged to allow children to suggest SEWA themes for the year.
- Once a SEWA activity is decided for a particular school/class/year, the class students themselves will decide upon the role of each student of the class.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint School SEWA Mentor and Class-wise SEWA Mentors, if required. Mentors could also be from amongst the parents or teachers.
- Arrange administrative support for the activities involving government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Ensure that each child in a class actively participates in his/her assigned role of SEWA.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

1.7 Guidelines for Students

- Discuss how they can improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project.
- Brainstorm and create mind-maps on the chosen area
- Identify the causes they want to support and choose one/or more ways of carrying it forward.
- Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.
- Assign roles to each member of the class community by consensus. Ensure each and every child is included.
- Learn to research on the chosen area of SEWA
- Seek guidance from the teacher when they need it.
- Learn how to plan, implement, review and take responsibility for their decisions.
- Examine the effect of their intervention and support for the causes they have chosen and present them to the rest of the class/school.
- Capture the hours spent as well as documents as evidence wherever required in the student Portfolio/dossier

- Share the impact of the SEWA work undertaken as Power Point with the school community and as part of a special exhibition at the end of the year, clearly highlighting the role of each student in the class.

1.8 What forms a Social Empowerment activity?

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report.

Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up are as follows (illustrative list):

- Organizing sports meet for CWSN (Children with Special Needs)
- Planning, organizing and delivering a League tournament (Basketball, Cricket, Football)
- Planning and holding a friendly cricket match between alumni and the current grade XI and XII
- Organizing sports competition for primary school
- Organized Inter-class/ Inter-school sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing)
- Long distance runs (half and full marathons) for a cause
- Researching on Yoga, Running/Jogging, Dance, Trekking/ Hiking/Biking/Cycling, Camping, Military training as part of planned projects.

There are multiple other possibilities of projects that can be taken up under SEWA, such as (illustrative list):

- Organizing a fund raising Musical Extravaganza for school
- Holding an Art Exhibition for fund raising
- Inviting professionals from industry to develop career pathways (App on mobile)
- Running school café with focus on nutrition
- School gardening project
- Collaborating as part of Photography Club and create Exhibitions across the city with a social message.
- Projects on social awareness or cross curricular themes initiated, planned and implemented by students with teacher as initiator.
- As volunteer for '**in school activities**' such as organizing a school-based event based on Life Skills.
- Participating or volunteering in Youth Parliament or mock UN Sessions
- Activities from 'Revised School Health Manual (**see under Resources**)
- Life Skills Activities (Creative and Critical Thinking, Problem Solving and Decision Making, Effective Communication, Self Awareness and Empathy) (**see under Resources**)

- 'Buddies' or 'Peer Mentors' for **Adolescence Education, School Health Program, Life Skills Program** etc.
- Anti Bullying or Anti Ragging Committee and awareness raising
- As volunteer for charities '**outside of school**' such as orphanages, old-age homes
- Collecting and distributing used and unused books and clothes to the underprivileged
- **Volunteer work** with stray animals and organizations connected with the same cause
- Helping to raise funds for beneficiaries involving natural disasters (flood, earthquake victims)
- Adopting an old age home for interactive activities
- Adopting an orphanage for conducting joyful activities
- **Online volunteering** for counseling peers for raising awareness regarding career pathways.
- **Enrichment Activities** of different Ministries can be taken up in project mode, such as **Swachhta Abhiyan for neighbouring community, Ek Bharat Shrestha Bharat** (upto Oct 2018), **Paryatan Parv – creating awareness about historical sites and tourist spots in your city**, etc.
- Organising and volunteering for various 'in-school activities' and Language Club, Theatre and Dramatics Club, Social Science Club, Dance club, Science Club, Science Fairs, Heritage Club, Nature Clubs.

1.9 Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities of a temporary nature - like a visit to a museum, the theatre, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

1.10 Guidelines for Class Teacher/Mentor for conduct of SEWA

- Support students in identification and selection of the causes they want to support and take up as projects, brainstorm and create mind-maps.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it including for research.
- Intervene positively to ensure participation of each and every child in the class, including CWSN
- Guide students on how to plan, implement, review and take responsibility for their decisions.

- Guide students on upkeep of Portfolio/dossier, making a report, analyzing data, creating presentations, video films, channels on social media, websites.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

1.11 Procedures

1. Fill out a My SEWA promise form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
2. Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by a parent and submitted before the activity begins to the school's SEWA Mentor.
3. Fill out 'Reflective Musings' at the end of every 4 hours given to the project and keep attaching it to the SEWA dossier. (The time is given in hours and not in periods with the intention that if the child does any additional work outside school hours, it can be reflected here).
4. SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
5. It is expected from a SEWA volunteer that they would be honest in recording their activities.
6. Complete your SEWA classes/periods before the last date.
7. All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
8. The visual evidence (photographs, videos, etc.), testimonials and certifications must be there to support the project.

1.12

My SEWA Promise Form (illustrative)

Dear Student,

SEWA is a firm step to prepare you for life. It is a voluntary project experience. You have to complete **My SEWA Promise Form** and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Student's Name: _____ Class: _____

(Print or type)

Brief Description of the Activity:

Duration (Days and Time): _____ Estimated Hours: _____

Name of Mentor Teacher: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

1.13 SEWA Hourly Schedule (illustrative)

Hour Count	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		

1.14

SEWA Hour Log (illustrative)

STUDENT NAME: _____

PROJECT: _____

Date	Activity	Hours	Mentor's Signature

Mentor's Observation (Suggestive)

Attendance: _____

Involvement: _____

Regularity: _____

Commitment: _____

Additional Comments: _____

The activity/project was (circle appropriate response):

Satisfactorily completed

Not Satisfactorily completed

Activity/Project Mentor's signature

Name

Seal of school

1.15

SEWA Self-Appraisal Form (illustrative)

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name _____

My Activity / Project _____

My Commitment Towards the Project/ Activity

This Activity/ Project has been a great learning experience because

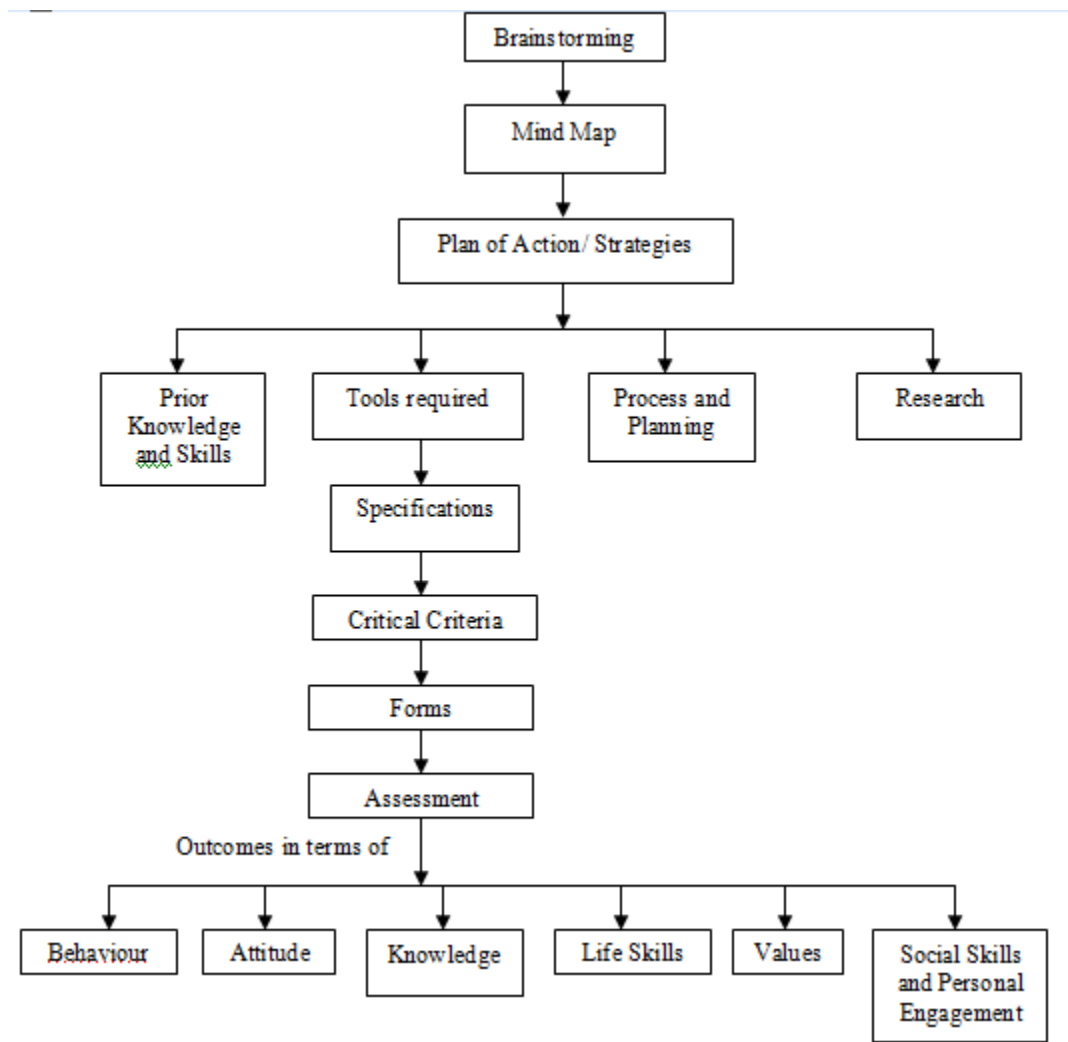
I initially felt that the project could not have achieved its outcomes because

The project has definitely changed me as a person in terms of behaviour, attitude and life skills because

The details of beneficiary(ies). Any significant comment received from them; please quote

The challenges I faced and the things I might do differently next time so as to improve?

1.16 Illustrative Flow Chart for Conducting a Project/Report/ Event (Can be Quarterly/ Bi-Annual / Annual)



1.17 Assessment and Evaluation

The following strategies may be taken up for assessing the individual/ group projects. In case of group, they all get marked the same way.

Tools, Techniques and Strategies:

1. For activities being done, a portfolio or dossier may be maintained individually by each student.
2. Report at the end of the project may be assessed through a rubric developed by teachers and students.
3. Rubric for assessing will depend on the project/ activity being taken up.

1.18 Exemplar Projects under Social Empowerment sub-strand of SEWA

(These may be taken up in age-appropriate ways across IX - XII)

The projects given here are only exemplar projects and are illustrative/ suggestive in nature. These are given so that the child/class may be able to understand the topic/ activity. This will help the child/class to plan the activity / project accordingly. The child/class may take/ choose any other project/ activity which has a positive impact on the environment, community, society, the disadvantaged, etc.

Project-1: 'Swachha Vidyalaya Swachha Bharat'

Project Focus- Cleanliness and Sanitation

Duration- Term/Annual

Key Objectives:

Learner will:

- identify clean and dirty places.
- bring attitudinal change towards cleanliness and sanitation.
- be able to distinguish between benefits of cleanliness and the disadvantages of uncleanness, including the health hazards.
- make the community aware of the result of not practising cleanliness.
- know the importance of cleanliness in neighbourhoods, parks, market places, roads and cities.
- know how to appeal for clean places.
- be aware of unclean and unhealthy surroundings as breeding ground of epidemics and diseases.
- be able to highlight cleanliness as an important value in day-to-day life.
- Develop a creative methodology to create awareness in community and test it

SE Component

- To be able to take care of personal hygiene and being organized with belongings.
- To learn to keep household items and personal belongings in proper place (before and after photos).
- To be able to live life of cleanliness through word and example.
- To learn the art of **proper waste disposal and be able to sensitize other people about it.**

"We must get obsessed about the cleanliness of our city."

Role of Mentor/ Teacher:

- Initiate a project in consultation with students
- Act as an initiator and motivate learners to be ever vigilant in maintaining cleanliness at all public places such as markets, parks, gardens, bus stands, railway stations, movie halls, and malls, etc., as well as while using public transport, public utilities.
- Focus on the tidiness of Class Room, Library, Assembly Hall and Computer Room.
- Respect National property.
- Generate awareness of health and hygiene amongst the slum dwellers.

Project Process:

Prepare:

- Brainstorming and discussion sessions to be organised for students.
- Identify the area to focus on and prepare a **road map** to achieve targets.

The following ideas can be further explored (illustrative only):

- a) Disposal of human waste properly and safely
- b) Creating sensitization amongst community members about personal hygiene
- c) Spreading awareness about sanitized and clean toilets and contribution required to maintain public utilities
- d) Proper garbage disposal
- e) School Sanitation
- f) Personal Hygiene
- g) Drinking Water Testing
- h) Green and Blue Bins
- i) Recycling
- j) Water Conservation
- k) Water Table
- l) Interacting with City Sanitary Workers
- m) Spending a day with sanitary workers
- n) Visiting a city water works
- o) Adopt a Park/ Lake/ Pond

Collect the above data and read prepared report of the class, then segregate the areas where 'Mission Cleanliness' can be accomplished. Reflect and form groups and get the project rolling.

Suggestions: (May be done in groups under the supervision of a Mentor/ Adult/ Peer Mentor)

Organize Cleanliness Month:

- For cleanliness drive arrange advertisement competition for students' in schools.
- Identify surroundings or a locality which need assistance by doing a field survey of the surrounding community area.
- Create awareness and take up projects to ensure cleanliness of water sources like lakes, rivers, ponds and other such bodies that are getting polluted due to insensitivity of human beings.
- Segregate groups who can provide solutions to most aspects of cleanliness through researching articles, TV programmes, and video on YouTube or by speaking to the authorities and residents.
- Students can prepare Street Plays and present them to community members, using creative medium like-posters, placards for slogan march to generate awareness.
- Project on 'Cleanliness Drive' of a nearby public place may be taken up in groups.
- Don't miss to click the photographs of the area before the cleanliness drive and after that.

Reflective Musings:

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,
 - Describe what have you learned and felt about your project?

- How far was the activity beneficial for you?
- What have you learned about yourself and your surroundings from this project?
- How do you think we can solve problem of cleanliness and sanitation? Where did you find maximum dirt and squalor?
- How can we make the project more effective?
- The students will be given a Proforma to fill in (Self-Assessment) so that they can assess their own learning from the project.
- Share and Celebrate
- An assembly can be arranged to award all participants.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to students.
- The students can make future plans about continuing the activities/projects by taking them to the community.
- The class room can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Activity Report for Cleanliness/ Sanitation Drive (illustrative only):

S. No.	Identified Locality	Steps taken for cleaning up	Awareness generated	Solutions recommended

Student to write and update their activity report:

Date	Activity	Learning Experience	Outcome

Students to give details of their learning experience:

Learning Outcomes

Learner will:

- learn that they must keep their surrounding areas and themselves clean.
- raise awareness among other students and their community members about personal hygiene and keeping their surrounding environment clean.
- become aware citizens and will be able to spread awareness amongst the people around them.
- go through the process of initiating, planning and implementing a project based on cleanliness and sanitation.

Key Messages

- Share your knowledge, experience and skills with others.
- Take utmost care of both personal hygiene and environmental hygiene.
- Do not throw garbage or litter at public places.
- Keep your surrounding areas clean in order to make your environment pleasant.

Assessment

Rubric may be developed in consultation with teachers

Project - 2: "Dignity of Labour"

Project Focus – Empathy and Compassion

Target Point- As individuals we should encourage students to respect all jobs and understand the value and dignity of work. Sweepers, shoe makers, laborers and launderers contribute to comfortable living.

We should respect people for their perseverance, hard work and effort. If we have to accord dignity to labour, social services must be commended and community has to be sensitive to individuals and learn to understand and respect them.

Key Objectives:

Learner will:

- understand the value of toil.
- understand the importance of different occupations in our social system – such as, ice-cream lorry, balloon man, chai stall, kite seller, bangle seller, knife sharpener, food lorry, etc.
- learn to respect people from different vocations of life. *
- understand and value of Human Rights.
- be empathetic and compassionate. *
- respect people despite nature of work involved in their vocations. *
- instill love for labour. *

* values integrated across SEWA

Role of mentor teacher / Peer Mentor:

- Initiate and brainstorm a collaborative project.
- Deducing inferences from comparative study of life situations.
- Discussing consequences of disliking a type of work and attitudinal problems related to it.
- Suggest remedies.
- Instill respect for all types of work.
- Be able to support discussions with anecdotes and examples from the life of great people (M.K. Gandhi, Abraham Lincoln, Martin Luther King, Lal Bahabhur Shastri), who believed in dignity of labour and practised it as well.

Project Process:

- Divide students in groups of around ten.
- Organise brainstorming sessions with the students.
- Collect quotations and quips.
- Collect Newspaper cuttings indicating both - respect for Human Rights and violation of Human Rights.
- Share stories and anecdotes highlighting the theme.
- Prepare an action plan and roadmap to achieve it.
- Analyze the action plan.
- Collect views of elders/parents/other adults.
- Organise outing in specific area to identify and correlate the project.

Suggestive Activities:

- One group could contribute to community work by regularizing and facilitating the job of people from different walks of life in their respective areas/ apartment complexes by making them aware of hygiene, etc.
- Collect funds in cash / kind to recognize and reward the contribution of helpers on special occasions like New Year / Labour Day. Keep proper records of this collection.
- Organise a discussion in class where people were victimised due to their profession and how Human Rights were violated in such situations.
- Celebrate World Human Rights Day (10th December) and Labour Day (1st May).
- Address the issue through creative arts, perform street plays, interviews of the school helpers (getting to know them better).
- Understand the importance of knowing how to work with the hand.

Reflective Musings:

- Discussion sessions will be organized to have a better understanding of Human Rights.
- Students can discuss about the importance of different vocations in a social structure.
 - Why must a human being be seen and treated beyond his/her occupation.
 - Basic courtesies that should be extended to one and all.
 - How do they need to change their attitude and behaviour to be more humane compassionate and empathetic.

- What are the social or mental problems that arise from lack of respect for labour in different categories?
- How can we appreciate the contribution of helpers?
- Develop a code of personal behaviour consistent with the social and physical aspects.
- In a Journal explore the life skills you have developed in the process.
- Elucidate the ideas you have gathered from your preparation on the value of 'Dignity of Labour'.

"It is dignity for a man to labor in his vocation."

Interview Questionnaires

- Understand the problems of ten different community helpers.
- Share experiences in class discussion and dissect problems and threats.

S. No.	Name and address	Occupational problems and threats	Assistance required	Suggestions

Activity reports (to be updated by students):

Date	Name and address	Activity	Outcome/s	Change in attitude

Assessment

Rubric may be developed in consultation with teachers

Project - 3: "Empathy"

Project Focus- Facilitating inclusivity

Target Point- The concern about the fate of others, the ability to realize another person's insecurities and fears and ability to put oneself in their shoes and willingness to extend a supportive hand makes for empathy.

Individuals, communities, countries will not be able to get socially empowered without EMPATHY.

It is also ability to appreciate, understand and accept other person's emotions. It improves inter-personal relations especially with people of different abilities, backgrounds, regions and nationalities.

Key Outcomes:

Learner will:

- be sensitive to the needs of others
- support inclusivity and develop a positive attitude
- develop compassion and value human life
- support and help people in distress
- develop a humane outlook
- express love, care and compassion towards the disadvantaged and CWSN (Divyang)
- be able to communicate the value of empathy
- understand the importance of inclusivity and support it
- sensitize peers as well as community members about inclusivity and help prepare a conducive environment for the same
- develop skills of self awareness and critical thinking towards the under privileged

Role of Mentor/ Teacher:

The mentor/teacher should:

- help students understand implications of life situations -discrete difference between sympathy and empathy;
- guide students to communicate value of empathy through examples;
- organize rotation mentoring of CWSN (Divyang)
- support and create conducive environment for promoting inclusivity.
- Initiate, brainstorm, plan, organize and collaborate with students.

Project Process

Prepare: (Suggestive ideas)

- Organise brainstorming sessions with the students
- Discuss the scope of project and prepare a road map

- Draft an action plan
- Make 'who needs my help' worksheet
- Participate in prayer services. Express feelings in form of poem/ story.
- Write letters to sick or distressed or visit old age homes / orphanages (read to them or play with them)
- Role-play, creating situations which call for a manifestation of empathy.
- Identify or compose a poem on the subject and read it to the class.
- Ask them to work on 'who needs my help' worksheets prepared during the 'Prepare' phase. They can depict it through words or drawing thinking about the needs of others and provide assistance without being asked. (Show the writings and pictures)
- Discuss how we can help CWSN, fighting with terminal diseases like Cancer, belong to disadvantaged groups.
- Plan their interaction, on rotation, with CWSN.

Reflective Musings:

- Talk about empathy with students, ask them to discuss it within their peer group and family.
- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.

"I believe empathy is the most essential quality of civilization."

- Describe what have you learned and felt about your project?
- How far was the activity beneficial for you?
- What have you learned about inclusivity from this project?
- The students will be given a Proforma to fill in so that they can assess their own learning from the project.
- The teacher will also fill the Proforma to assess and rate the performance of the students.

Share and Celebrate

- Students share awards and certificates for practicing the value after relating situations and elaborating on them.
- An assembly can be arranged to award the outstanding students.
- The report of the project may be published in the newspapers and the school's magazine.

Assessment

Rubric may be developed in consultation with teachers

Project - 4: Care for Homeless Children

Project Focus- Child Rights

Target Point- Groups as community volunteers participate in a programme to give happiness to children living in shelters. This would also increase awareness about the issue of homelessness. This SE project will also focus on every child's right for special protection and care. Children have the right to an adequate standard of living, health care, education and services, and to play and recreation.

Learning Outcomes:

Learner

- understands and appreciates every child's right to an optimal standard of living, health care, education and services, and to play and recreation. These also include a balanced diet, a warm bed to sleep in, and access to schooling.
- is aware about issues of homelessness.
- develops empathy for other children who may be less privileged than them but not less creative or talented.
- expands their horizon of society and develop an understanding of child rights.
- assesses impact of one's work.
- supports underprivileged children.
- helps create a social environment that supports and respects every child's rights.
- develops deep insight into the living conditions of underprivileged children.

Role of mentor/ teacher:

The teacher/ Mentor/Initiator

- help students develop an action plan.
- provide them with an understanding of Child Rights.
- help them with all support in terms of logistics.
- facilitate the process and provide them all scaffolding required.

Project Process:

- help students in identifying a shelter for children.
- guide students to understand the complexities involved by a few pre-project activities.
- brainstorm and ask what they think their objective is.
- coordinate with the authorities concerned and complete any official formalities required in the school and in the shelter.

Suggestive activities

- Plan to clean a shelter. The improved aesthetics will add cheer to the House.

- Identify needs of various Shelters in the community (Read the concept and complete the Survey Form). Look up which Shelter has the direst need to be painted. Steps for painting the Shelter:
 - a) A group of students may go and take measurement of the area to be painted-the rooms, the compound wall and the outside wall.
 - b) Discuss the budget that will be involved in purchasing the paints and discuss how to arrange for any donation from the community.
 - c) Organise a donation drive.
 - d) Meet the local authorities.
 - e) Get budget allocated for cleaning

Reflective Musings:

- Discussions will be held in the class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.:
 - i. Describe what you have learned and felt about your project.
 - ii. How far was the activity beneficial for you?
 - iii. What have you learned about child rights from this project?
- What can be your future plans about continuing to support such children in terms of their other basic requirements?

Share and Celebrate

- An assembly can be arranged to award the outstanding students.
- The students may display activity pictures (before and after) on school notice-board.
- Certificates can be awarded to all students.
- The report of the project be published in the newspapers and the school's magazine.

Survey Form - Suggestive

1. Please read the following concept and complete the survey:

A group of students from _____(School's name) are interested in giving a makeover to a House like yours. These children have decided to bring happiness to a group of their friends by adding colour to their life and be friends with them. However, as the resource is limited, they are interested to find out which of the Shelters have the urgent need for it.

Survey form to identify Shelter for Makeover

i) Select how you feel about the qualities of your Shelter:

Quality/Scale Low _____ High 1, 2, 3, 4, 5

Maintenance of rooms
Maintenance of bathrooms
Number of games played
Colour of your room-wall
Classes conducted

ii) After reading the above service description, how interested would you be in using the described service?

- Not at all interested
- Not very interested
- Neither interested nor uninterested
- Somewhat interested
- Extremely interested

iii) Which features are the most valuable in the above description?

iv) Do you find anything unappealing in the concept? Please Write.

v) How often do you get such opportunities from other community groups?

- Once in a year
- Once in two years
- Less often
- Never seen

vi) Do you want us to do anything more for you in addition to what we offering? List any three in order of you preference.

Alternate Suggestive Activities:

- Celebration of festivals with children in Orphanages.
- Adopting an Orphanage/Slum/Village and help to skill children (Communicative Skills, Etiquette, Exploring viable job opportunities)

Assessment

Rubric may be developed in consultation with teachers

Project - 5: Being Safe and Responsible

Project Focus - First Aid/ Health Club; Disaster Prevention and Mitigation

Target Point - To bring awareness in the society about safety concern, reactions to different types of dangers and how to give first aid during emergencies.

Learning Outcomes:

Learner will

- understand importance of being safe and responsible.
- understand the importance of first aid, dealing with cuts and bruises, heat exhaustion and heat stroke, breathing difficulties, cuts nosebleeds, choking, basic sports injuries
- practice first aid skills in order to empower them to help people in emergencies.
- learn to prepare a first aid kit.

Cross-Curricular Linkages

- The students will learn basics of first aid.
- The students will be trained practically about first aid skills.

Project Process

- The students will be provided tips for facing danger.
- Informative lecture-demonstration sessions will be arranged with doctors from different hospitals including a dentist.
- The students will be provided first aid boxes.
- The students will be divided into four groups for conducting the project. A project manager from within the group will check the progress of the students for their field work. The project manager will bring a camera to make video of first aid provision to others.
- After collecting data about the topic, the students will discuss various dangers in the classroom and will come up with life saving and precautionary reactions. They will be asked the following questions:
 - What is your very first response to danger?
 - Why is first aid not a common practice?
 - How can it be made common practice among people of the community?
 - Can you explain different situations in which first aid is required?
 - What can be your first reaction towards an injured person?
 - What will you do, if you see an unconscious person lying in a pool of blood?
 - What can be done to make first aid a common practice?
- The students will go to the hospitals in order to attend lectures of the doctors about first aid. Each group of students will visit 3 doctors. The students will also make videos of the sessions held with the doctors. 'First aid' videos will be shown to students.
- Practice of first aid will be done in the classroom.
- The students will learn how to check temperature and blood pressure of a person.
- Charts and models will be prepared by students.

- The students will perform first aid in real life. They will treat the injured students and their community members. They will keep a record of those who will be treated.
- The students will teach students of lower class about different first aid techniques.

Reflective Musings:

- Students will share their experience of working on the project with their teachers and class fellows.
- Students will be asked the following questions about their project and present it in the form of a report:
 - What did you learn after conducting this project?
 - Did you feel that this project made a difference to your life and the lives of others?
 - What problems did you face during the project?
 - Do you think that the project was successful?
- The students will develop a proforma to fill in, so that they can assess and judge their performance.
- The teacher will also develop a proforma to assess and rate the performance of the students.
- Each student will present a Report.

Share and Celebrate:

- Health Mela: A Health Mela can be organised to sensitize people about the importance of first aid. Demonstrations and lectures on administering first-aid can be presented.
- Exhibition: An exhibition will be held during the Mela. Charts and models made by the students can be displayed in the exhibition.
- Speeches: Speeches/ Lecture-demonstrations can be done by the students to spread awareness about first aid.
- Publicity: The report of the project may be published in the school's magazine and newspapers.

Assessment

Rubric may be developed in consultation with teachers

Project - 6: Environment Conscious Citizens as Part of Eco Clubs

Project Rationale -

Our world is changing, and changing fast. Our environment is pressured due to over-exploitation of our finite natural resources, climate change, and rapidly changing economic and social situations. This is leading to us leaving behind a complicated and difficult mess for our future generations to deal with. Unless the young generation does not build an appreciation for nature and see value in its preservation, we will continue to deplete our natural resources, causing irreparable damage to our planet.

Our education systems must ensure our children develop an understanding of the environmental systems and learn new skills and new ways of living sustainably with respect for themselves, each other, their communities and their surrounding environment.

Education has been globally recognized as a key solution to achieving sustainability in development and current lifestyle approaches. To achieve this, it is important to target all the stakeholders by empowering them to take conservation action. Classes IX to XII are the most crucial years of laying foundation for professional life, thus an intervention at this stage is most impactful in shaping the society.

Project Focus-

This is a leadership building exercise and will help the students to become a thinking and environmentally conscious individual. It is a journey of self-evaluation and personal and professional growth.

Target Point-

The following activities that the senior secondary school (Classes IX to XII) students of all the CBSE schools, can undertake through its Social Empowerment through Work Education and Action (SEWA) programme. You can choose 1 activity from each section.

6.1. SELF HELP

6.1.1 Learning Outcomes:

Students will –

1. Connect with nature
2. Adopt practices that will benefit the environment
3. Prepare a plan and suggest steps your family can take to become a sustainable household.
4. Manage domestic waste produced in their homes

6.1.2 Activities –

Did you know that nature has a therapeutic effect on us? It has been scientifically proven that, being in the proximity of nature encourages physical activity, reduces negative emotions, enhances recovery from illness and eventually has positive effects on physical and mental health. Nature can be an individual's first step to achieving holistic well being.

6.1.2.1 Connecting with Nature

- a) Go on a walk in a park/garden/forest nearby. Choose a time when there is a likelihood of minimum disturbance.
- b) Take a deep breath and feel the air (warm/cool).
- c) Visit regularly and observe different kinds of trees that grow there.
- d) Compare their size, kinds of leaves, flowers, seeds, bark, canopy etc.
- e) Observe different kinds of birds, insects any other animal that you see on the walk.
- f) Look closely at the birds and insects having an affinity to a particular kind of tree. Find out if there is a symbiotic relationship.
- g) Choose a plant and observe it closely to find some additional information about the tree such as flowers, fruits, seeds, bark, trunk, any special adaptation, size, kind of soil it grows on etc.
- h) Find the name of the tree, its importance in nature and for humans.
- i) Collect or draw pictures of its leaves, fruit, flower and other prominent parts.
- j) Create herbariums with fallen leaves, flowers and twigs of the tree.
- k) Look for a special feature that helps the plant adapt in the climate of your region.
- l) Make a list of books and publications that you referred for additional information on the tree.
- m) Prepare a portfolio for the tree capturing detailed information about the tree.
- n) Read National/International publications and websites on environmental themes regularly.
- **Refer to field guides on the Indian Landscape on Birds, Mammals, Reptiles, Trees and Marine life**

6.1.2.2 Set up a small kitchen/herb garden at your school. This can be your first step to healthier living while conserving resources. If possible, take help from a gardener or a visit a nursery nearby.

- a) Identify a space in your school, where you can start your kitchen garden. You can grow vegetables/herbs in pots as well.
- b) Ensure that it gets enough sunlight.
- c) Analyze the space available and decide upon the herbs/vegetables you can grow.
- d) Choose the herbs/vegetables that are easy to grow and are seasonal.
- e) Procure the seeds, soil, pots (optional), manure and basic gardening tools.
- f) Water your garden regularly.
- g) Consult a gardener on the steps to be taken to care for the plants.
- h) Harvest the vegetables/herbs and cook your favourite dishes with them.
- i) Involve others in looking after the garden.

6.1.2.3 Prepare a plan to make the households of all students and teachers of a class more efficient and sustainably functioning unit.

a) Prepare a chart to evaluate the monthly household expenditure on various items used by your family and the waste generated. Talk to your parents and other family members to collect the information.

Items	Monthly Expenditure	List of waste generated
Groceries	INR	Packaging material- Plastic bags, tetra packs, cartons, plastic bottles etc.
Fruits & Vegetables	INR	Food waste
Clothing (monthly average)	INR	Old clothes, buttons, bed sheets, old shoes etc.
Electricity	INR	
Transport	INR	
Cooking Gas	INR	
Water	Litres	Waste water from kitchen, laundry etc.

b) A sustainable household should have minimal impact on the environment. For this, it should use minimal resources and generate as less waste as possible. To ensure this, suggest ways in which use of resources and generation of household waste can be minimized.

c) Reuse grey water or waste water from the kitchen and laundry for gardening or floor cleaning.

d) Repair, Reuse and Recycle household waste as much as possible.

e) Reduce the use of electricity and cooking gas

f) Use eco friendly means of transport such as public transport or CNG vehicles.

g) Practice the above ways and review the chart to measure the extent to which your household has become low cost and sustainable.

6.1.2.4 Segregation and proper disposal of waste in every household will help combat the issue of waste management in out towns and cities by reducing the burden on its landfills. It is important to segregate waste at source itself. Sensitize family members of households and start segregating waste at each selected home.

a) Keep separate containers for dry and wet waste in the kitchen.

b) Keep two bags for dry waste collection- paper and plastic, for the rest of the household waste

c) Keep plastic from the kitchen clean and dry and drop into the dry waste bin. Keep glass/plastic containers rinsed of food matter. Give away the recyclable waste items to the kabadiwala/junk dealers or rag pickers.

- d) Send kitchen waste to the community compost pits. You may sensitize and encourage your community to start composting wet waste from the kitchen.

6.2 COMMUNITY OUTREACH ACTIVITIES

6.2.1 Learning Outcomes:

Students will –

1. Conduct awareness campaigns in School and neighbourhood community.
2. Conduct survey on utilization of resources, quality of soil, water, air and sanitary conditions
3. Prepare a report based on the survey and inform the local authorities about the issues.
4. Adopt a neighbourhood community for greening and cleanliness.
5. Suggest innovative solutions for sensitization of the community and dealing with local environmental issues.

6.2.2 Activities –

6.2.2.1 Start a Birding club in your school

a) Find a group of nature enthusiasts (conservation leaders) in your school who volunteer to be the core working committee for the Birding club. Give an interesting name to your club.

b) Organize the Birding club core committee meeting to plan the activities of the club. Arrange for some binoculars, if possible.

- Conduct regular nature walks especially during winters.
- To start with looking at some common birds.
- Be attentive to the different kinds of bird calls you hear during the walk.
- Observe their size, colour of feathers, colour of the eyes and beak and claws if possible.
- Try to find out the different kinds of nests birds make.
- Follow some basic rules during birding walks such as, maintaining a distance from nests and nesting colonies to ensure that there is no stress caused to the birds.
- Learn some interesting facts and stories about birds and share them among your birding community members.
- Refer to books
- Conduct regular meetings for the core committee to share knowledge and gain from each other's experience.
- Conduct presentations for others in the school to sensitize them about issues concerning the birds.

6.2.2.2 In the 21st century, it has become utmost essential for the schools to become green entities and undertake activities that will empower their students and teachers to take conservation action and become leaders for nature conservation. Prepare an annual calendar of activities that will offer them opportunities to explore, learn and practice sustainable living. Student committees can be formulated to undertake following activities during the year.

- Publish quarterly e-newsletter on Sustainability and Conservation of environment, "The Green Gene". Students will design e-newsletter. The following are the suggested sections; however, students may use their own creativity to design it. –

- i. Editor's Column
- ii. News Alert

- iii. New species discovered
 - iv. People for the Planet (Conservationists, scientists, authors for nature etc.)
 - v. Sustainable practices – Try at Home
 - vi. Activity section (Crossword, Quiz, picture quiz, puzzles etc.)
 - vii. Reader's Column (Nature art, posters, stories, poems, photographs etc. contributed by the readers)
 - viii. Circulate the newsletter to all the stakeholders.
- Suggest methods to reuse of greywater in school. Share the ideas with the school authorities and support them in the implementation.
 - Track journey of waste in your school from source to destination
 - Segregate waste in your classroom and prepare a plan to dispose each kind of waste sustainably. Attempt to become a zero waste classroom and showcase your classroom as a model classroom for others to follow.

6.2.2.3 Survey your local community to find out the environmental issues. Prepare a set of questions that you will need to ask to collect relevant information on sanitary conditions, quality of air, soil and practices that have a negative impact on the environmental health.

Prepare a report on the above with respect to your school/community highlighting the issues and its impact on them. Draft a letter to the school/local authorities informing them about the issue and send the letter to them along with the report.

6.2.2.4 Make a School Compost pit- Organic waste constitutes 35-40% of the municipal solid waste generated in India. This waste can be recycled by the method of composting. Composting ensures that this waste is not carelessly thrown or left to rot but nutrients are recycled and returned to the soil.

- a) A group of students may conduct a survey on the kind of waste produced in the school.
- b) Identify a cool, shady corner in your school compound or garden where a pit can be dug. Cover the pit with a net or mesh to keep away flies and birds.
- c) Start a waste segregation project in the school. Install two dustbins in the school for biodegradable and non-biodegradable waste.
- d) Put a layer of biodegradable waste (Bits of paper, leaves, twigs, fruit peels, leftover food etc.) into the pit and cover it with a thin layer of soil or dried leaves to prevent bad odour.
- e) Turn the waste over and over once every three days. In about 45 days, the pure, rich and organic waste will be ready to be used in the school's garden.

6.2.2.5 Plan an awareness campaign for water conservation/plastic free school/neighbourhood in your school and execute it.

- a) Create a poster to dissuade the local community members from using plastic bag or waste water and display the posters in public places.
- b) Write slogans against use of plastic bags/water wastage/pollution.
- d) Have these community members take pledge to avoid using plastic bags/ prevent water wastage.

6.2.2.6 Form groups of volunteers in your neighbourhood for making it greener and cleaner.

Undertake any of the following activities in the locality-

- Conduct cleanliness drives in the locality
- Carry out plantation drive in the locality
- Install dustbins in the area
- Write a letter to the local authorities to ban plastics
- Run anti fire cracker campaigns in the locality.
- Encourage community households to segregate waste and educate them about proper disposal of waste.

6.3 PRE VOCATIONAL AND SKILL DEVELOPMENT ACTIVITIES

6.3.1 Learning Outcomes:

Students will –

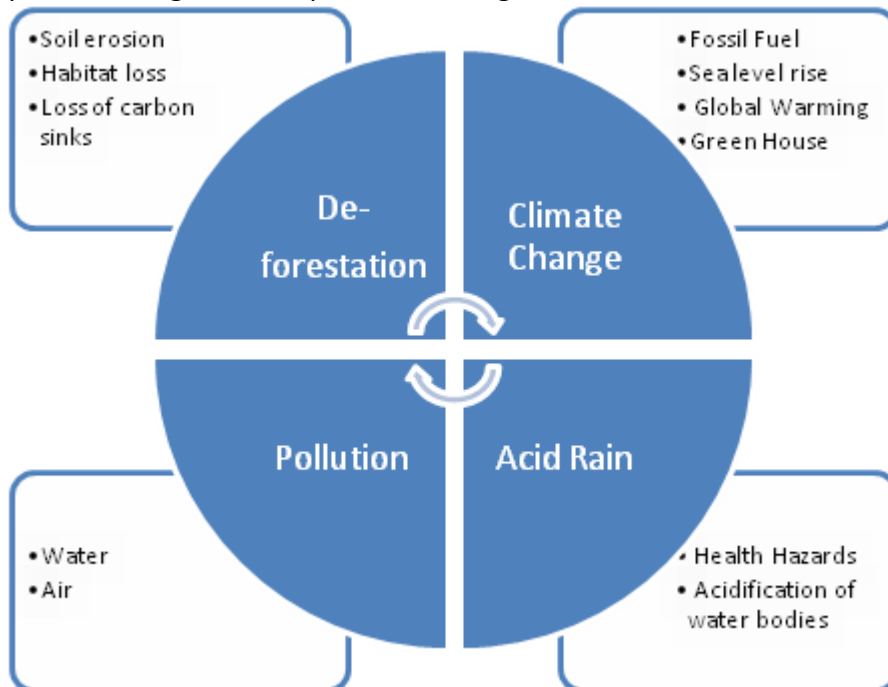
- Prepare a plan to start a small scale eco-friendly business (Entrepreneurship)
- Set up Vermicompost pits/compost bins, Upcycle (Paper, Glass bottles, plastic), installing vertical gardens for earning profits.

6.3.2 Activities –

6.3.2.1 As more consumers demand that companies behave in a socially responsible way, it's becoming more common for businesses to implement environment friendly practices. You can take this initiative one step further by starting an eco friendly business and scale it.

- Prepare a mind- map of desirable and sustainable future in local community or neighbourhood.

For example, following is the map for describing environmental issues-



- List the changes needed in the local community to ensure that the business does not harm or degrade the environment in any way. Each required change is a business opportunity.
- The business can be service/product based.
- Fix upon a business based on your knowledge and skills.
- Describe your business idea. (What to sell? How to sell? Where to sell? Who will buy? Why will he buy?)
- Find the investment on the basis of operational and human resource costs. Fix the pricing.
- Plan a fundraising activity (refer to next activity).
- Analyze the risks & threats. Prepare a strategy to overcome it.
- Analyze strengths and opportunities and plan to use them for running your business.
- Build your network. Promote your product/service (Make a poster advertisement for your product/service).
- Few eco friendly businesses are- Selling upcycled (paper bags, cloth bags etc.) or energy efficient products, garden products, nursery, environmental radio programme etc.

6.3.3. Fund- Raising for Eco Friendly businesses-

- Explain who you are, what you are all about and why someone should support you in 15 seconds.
- Remember fundraising is not just about raising money, it's also about building relationships with your community for the longer term.
- Tell the prospective supporters following things.



- Share a report of expenditure with your donors/supporters to ensure transparency and credibility in your efforts.

6.3.4. Environmental consciousness and sustainability should infuse in every aspect of our living. This will require every individual to develop certain skills that will enable them to manage their resources more efficiently.

- Make a list of skills that are required to manage resources in a more sustainable way such as vermicomposting, paper recycling, gardening, rainwater harvesting etc.
- Find an expert and invite him/her to conduct a workshop.
- Organize the workshop in the school.
- Have students form groups and undertake the project.
- Organize an exhibition to display the projects.

Project - 7: Reduce, Recycle, Reuse (most important 3R's) and Now Respect

Project Focus – Conservation, Caring for the Planet, Segregation of garbage

Target Area - It enables children to learn about the original source of material and also which materials can be recycled.

Every living organism is important in this world, be it an elephant, a banyan tree, a rabbit, an insect, a mustard plant, or inanimate resources such as water, air or soil. They are members of one or the other food chain and are dependent on one another. Every food chain starts from a plant source and man is the last consumer in almost all the food chains. But with increasing population the resources are depleting. We need to establish a balance between human populations and available resources so that renewable sources find sufficient time to renew themselves and others can be recycled and reused.

Learning Outcomes:

Learners-

- learn about the original source of material goods such as glass, aluminium, iron, paper, plastic, petroleum, coal.
- learn the importance of segregating garbage.
- learn which materials can be recycled. .
- learn to coordinate between plan and action, within the volunteer group as well as with the target group.
- find new ways of cooperating with each other.
- learn social skills and ability to solve problems in a group.
- understand the importance of conserving resources.
- explore and internalize the importance of Reduce, Recycle, Reuse.
- learn to use resources judiciously.

Project Process: Prepare:

- Students will make a rough layout and plan the activities to practically implement the project.
- Conduct a class discussion. Discuss the meaning of recycling. (The teacher may tell a story with a message - "There is enough for everyone's need but not for their greed").
- Students will make a list of things that can be recycled at home or at school.
- Discuss the reasons for recycling. Ask students if they know what the source of the original material is.
- Many students do not know the actual origin of materials and how material is recycled. Prepare and use the resource sheets to sequence the steps from original product to recycling for each material.
- Draw story boards about where materials come from. Display stories.
- Identify locality or target area for the execution of the project.

- Form groups of 10 to 12 students and elect a group leader for each group. The students in each group should preferably be from the same residential area to make it practically easy for them to target their project area.
- Divide larger areas into smaller target areas, and allot them to each group accordingly.
- Do a door to door survey to find out things that are needed to be recycled by the people living in the neighbourhood and collect data to fill in the provided survey sheet.
- Talk to the local area welfare society and arrange a presentation.
- Conduct a survey an environmental hygiene of your school (classroom, corridors, washroom, public spaces) and suggest solutions.
- Prepare a presentation to :-
 - spread awareness about Reuse and Recycling.
 - sensitize people about conservation of nature by recycling.
 - make residents aware about the benefits of segregating the trash.
 - tell them about the various benefits of understanding the origin of various goods so that recycling becomes easy for them..
- Ask students to prepare two lists by following the steps given below:
 - Make a list of all man-made things around them.
 - Try to find out where they come from.
 - The materials, about which they have a doubt (its origin), will be marked in the list.
 - The teacher will help them find the origins of these materials.
- Share the list prepared by you with the residents and prepare a consent list of those who would agree to segregate the trash in order to facilitate the garbage disposal.
- Prepare an evaluation sheet after monitoring and taking feedback from the residents to make a record of people to know how they have benefitted from the project.

Reflective Musings:

- After the collection of the data from survey, ask students to assemble all the collected data at one place.
We have to start caring about our planet. That is why we should recycle. "Why should we recycle? To talk is good, to act is better."
- Guide students to research and prepare two lists- one with the materials that can be recycled and another one with the materials that cannot be recycled.
- Guide students to prepare a presentation highlighting the following:
 - Meaning of Recycling.
 - The need for reuse.
 - Does it help in easy disposal if the garbage is segregated?
 - Why do some materials need to be recycled while others cannot?
 - Why does man need to control greed and utilise Mother Earth's resources thoughtfully?
 - Why do we need to respect the resources provided by nature?
 - What should be reduced and why?

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.,
 - Describe what you have learned and felt about your project:
 - How far was the activity beneficial for you?
 - What have you learned about yourself and your surroundings from this project?
 - How do you think we can sensitize people about conserving and respecting resources?
 - How can we make the project more effective?
- The students will be given a Performa to fill in so that they can assess their own learning from the project.

Share and Celebrate:

- An assembly can be arranged to award the outstanding students.
- The students will display the charts and models on school notice-board.
- Certificates can be awarded to all students.
- The classroom can also be decorated with charts and models.
- The students can also keep imparting information regarding cleanliness through a practical demonstration to other students.
- The report of the project may be published in the newspapers and the school's magazine.

Survey Sheet

SN	Name	Residential Address	People who started segregating garbage	People who did not start segregating garbage	People who were benefitted (Those who Changed)

Student Evaluation Sheet to be filled by the Mentor after the completion of each activity:-

Scheduled Activity	Proposed Date	Suggested number of hours	Hours invested	Date of completion of the activity	Learning Outcomes achieved	Skills developed

Self Assessment

1. The experience was a great learning experience because

2. The next time, i will ensure

3. The community needs that were fulfilled

4. The community needs that were not addressed include

5. The things that i would do differently next time include

6. I think we can be better equipped for future involvement in the community by

Overall Assessment: Rubric may be developed in consultation with teachers

Activities under SEWA?

Activities leading to 'Physical Fitness' as an outcome and contributing to a healthy lifestyle will fall under SEWA.

The assessment criteria will be evidence based taking the readings from Health Card (**Fitnometer, Actometer and Nutrometer**). These will be used as scientific evidence towards fulfilling the weighting assigned to this component. These activities need to be taken up in larger groups and organized as a motivational and aspirational tool of outreach to the community.

The illustrative list of activities suggested under this theme are as under:

- Being part of **adventure camps** either at school or as part of collaboration with uniformed services, this is in addition to the 'adventure' activities under the strand
- Part of '*Swachh Bharat*' activities such as cleaning and clearing fields and other initiatives of Ministries.
- Creating leagues of Sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing) as interclass, school, city, district or even at national levels
- Long distance runs (half and full marathons). 'Fun runs' for a cause
- Yoga, Running/ Jogging with fitness trackers with a goal in mind at the end of the year.
- Dance and choreography in groups
- Trekking/ Hiking/ Biking/ Cycling as meaningful fitness activities with a goal in mind at the end of the year.
- Camping, Military training with a goal in mind at the end of the year.
- Gardening and creating herb gardens/medicinal gardens/vegetable garden
- Disciplined and responsible dietary habits as outcome-based fitness projects

Managing Sport Events: An Exemplar Activity:

All participation in any of the above activities or those under scheme of games and sports must be consistent and on a daily basis. The **by-product and outcome** of these will be **health and wellness and overall fitness**. **Physical fitness** also leads to choosing **good dietary practices**, thus ensuring **good nutrition habits**.

Organizing and managing sport events are complex. It includes integration of modern management skills like budgeting, sponsorship management, venue management logistic management, facility management are required.

Learning outcomes:

The learner:

- Creates court/ground marking as per specifications
- Learns to use equipment for marking such as nails, ropes, pegs, hammer, measuring tape, chalk powder
- Prepares fixtures as per the specifications:
- Maintains props and equipment as per the requirement e.g. pressure for various balls, plans budgets, organizes venue, logistics

- Implements to make it a positive learning experience
- Marks restricted area around the field servings, area, pitch, scorers table
- Uses chalk powder to make a 5 cm line as per the dimension of the field depending on the game.
- Understands cross curricular linkages through concept of dimensions (Length, breadth, depth on height), radius, diameter
- Understands the methods of conducting a league and implements them

League Format

League is a way of conducting a tournament where each team plays against all the teams or within a group. In league format, teams play all the pre-fixed matches and get the advantage to recover even if the team losses the first or second match.

For example, in a tournament, if 4 groups are made and each group has 4 teams in each group, one team may play against 3 other teams.

Likewise, the champion of all 4 groups move to the next level. In the next level, the group champion teams may play against each other (all the teams) and the winner is decided based on the maximum number of wins. This method is known as league-cum-league.

The other method is league-cum-knockout where in the champion team of a group plays with the other group champion and the winners play the final.

The method of league or league-cum-knockout solely depends on the organizers. Organizers decide on the basis of time availability, no. grounds available, funds and no. of teams.

In a league format, the total no. of matches is calculated as $n(n-1)/2$

'n' is the total number of teams.

Each group has 4 teams. So the total no. of matches in each group will be

$$n(n-1)/2$$

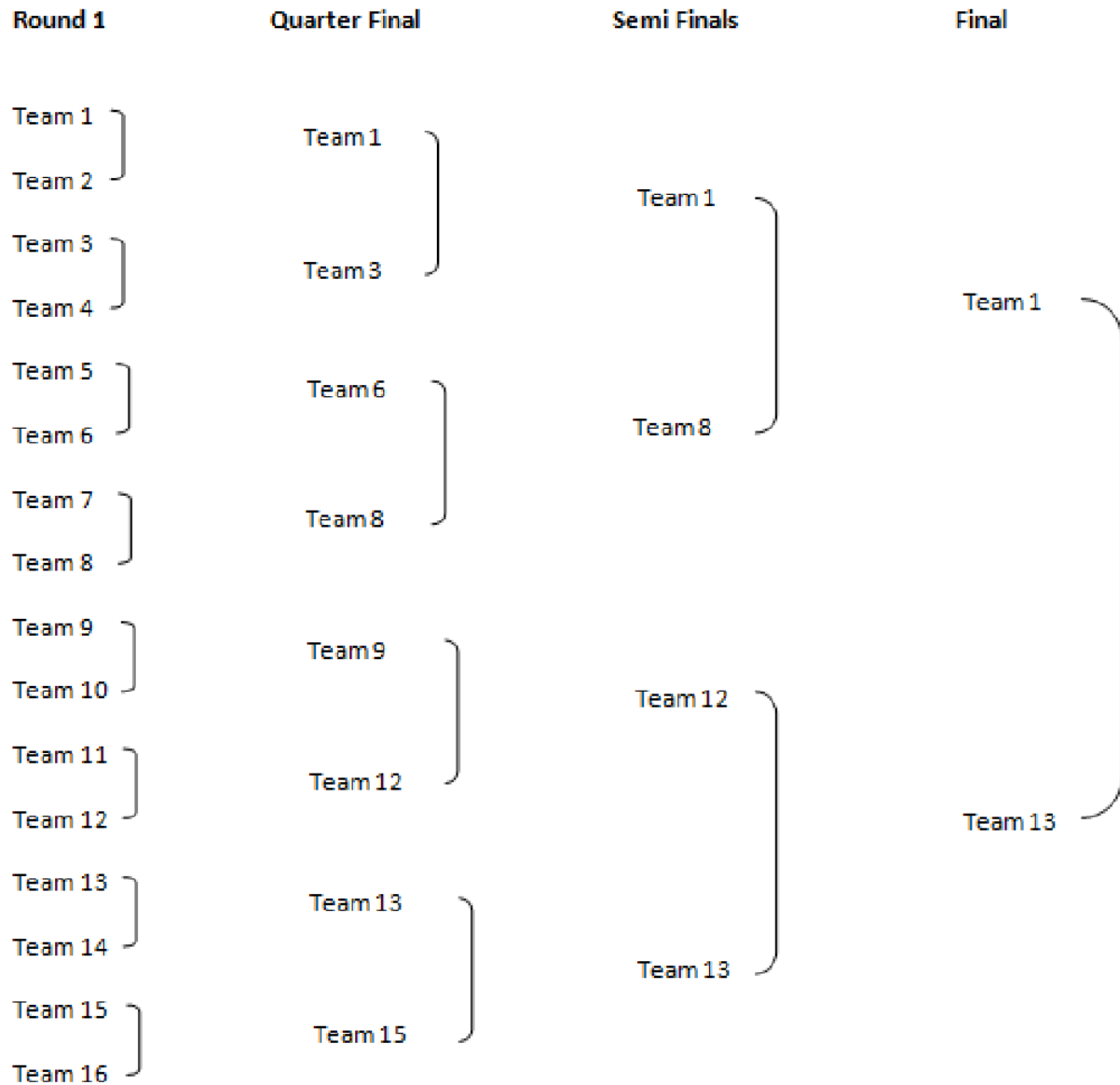
$$4(4-1)/ 2 = 6 \text{ matches}$$

Total no. of matches including all the groups will be 24 only (6 matches per group X 4 groups).

Post group league, it may continue as league format or knockout format.

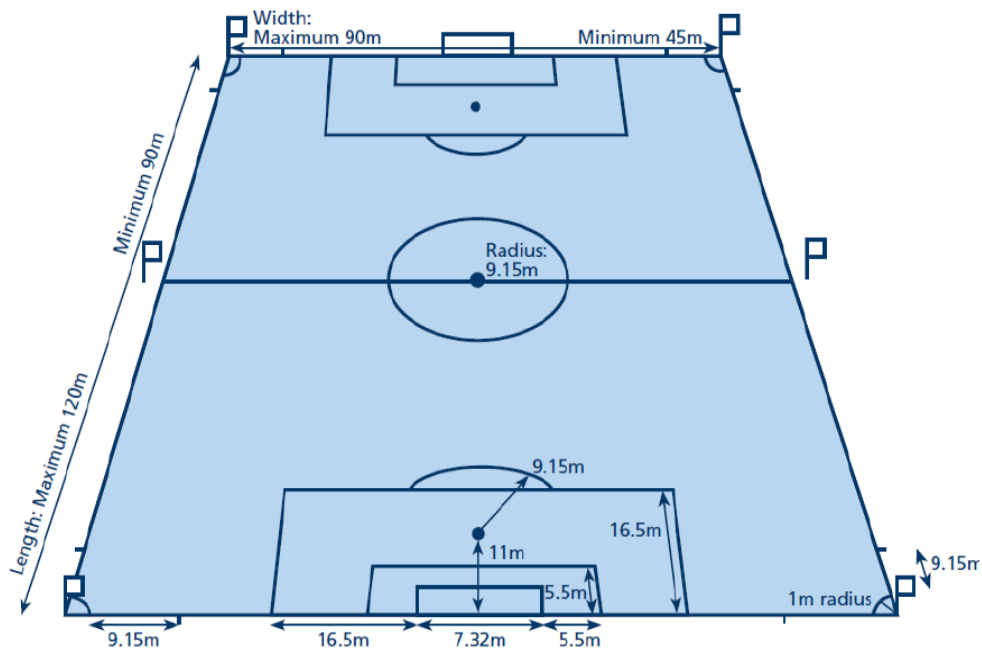
Knockout Format

Knockout is another way of conducting a tournament where in the teams get knocked out on losing. The winning teams keep moving to the next level and finally 2 teams compete for the championship.

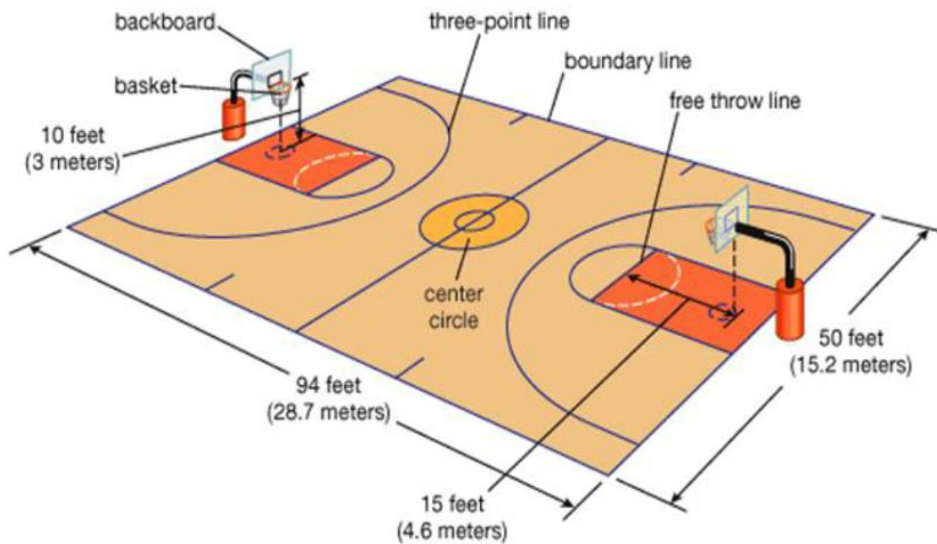


The above fixture is applicable only if the total no. of teams is exponential power of 2 that means $2^2 = 2 \times 2 = 4$, $2^3 = 2 \times 2 \times 2 = 8$ and so on (16, 32, 64).

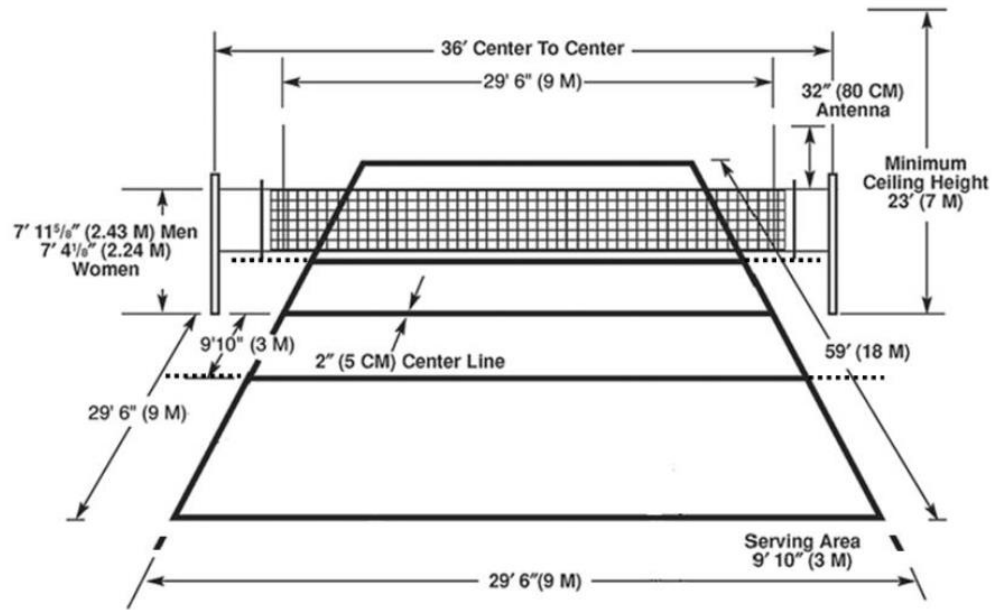
Football: Dimension of the Field



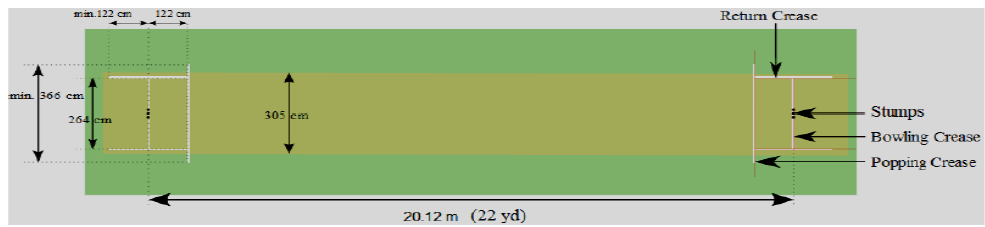
Basketball: Dimension of the Court



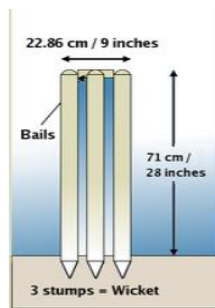
Volleyball: Dimension of the Court



Cricket: Dimension of the Pitch



Pitch Dimension



Wicket/ Stumps Measurement

Maintaining the Props and Equipment?

Check the pressure carefully. Pressures for various balls are:

Football - 0.6 – 1.1 atmosphere (600 – 1,100 g/cm²) at sea level

Basketball – 3.17 – 4.0 atmosphere (3170 – 4000 g/cm²) at sea level

Volleyball - 0.30 - 0.325 atmosphere (300 – 325 g/cm²) at sea level

Before using balls:

1. Inflate balls to correct pressures.
2. Before you inflate the balls, moisten the needle.
3. To inflate balls, squeeze balls while gradually adding a small amount of air at a time.
4. Inflating balls with too much air at once will damage the inner tube/ bladder.
5. Avoid inflating balls with machines as it may over inflate resulting in bursting.

After using balls:

1. Deflate little air after use. If the same air pressure remains in balls after use, balls may expand or deform.
2. Wipe the surface with a soft cloth.
3. If you are unable to remove dirt easily, wipe balls with a moistened cloth.
4. If you are unable to remove dirt with water, wipe balls with a cloth moistened with water-diluted mild detergent.
5. If you use mild detergent to clean balls, thoroughly wipe off any remaining detergent to ensure that it does not remain on the ball surface. (Detergent may cause stain).
6. If you use water to clean balls, wipe the ball afterwards with a dry cloth.
7. Dry balls out of direct sunlight in a well-ventilated place.
8. If the ball has been soaked by rain, wipe away moisture and dirt using a cloth. Dry the ball out of direct sunlight in a well-ventilated place.

To store balls:

1. Avoid leaving balls in a place that is exposed to direct sunlight.
2. Avoid storing balls in hot or damp places.
3. Store balls in a well-ventilated place.
4. Inflate balls regularly, in a well-ventilated place out of direct sunlight.

To maintain props and equipment:

1. After the activity, use a dry cloth to wipe the props/ equipment and store in a well-ventilated place out of direct sunlight.
2. Check the condition of the props/ equipment regularly to avoid any unobserved crack/ breakage.
3. Do not leave the props/ equipment in direct sunlight for the whole day. It would reduce the life of props/ equipment.
4. Do not store the props and equipment made of iron/ metal in a damp place. The moisture may lead to rusting.
5. The equipment which has not been in use for long duration (posts, flags, poles, hurdles etc.) needs special care.
6. Wrap it properly and store it in a well-ventilated place out of direct sunlight. Such equipment should be checked at least once in a year to ensure the good condition.
7. Do not apply water in any leather props and equipment. Always use dry cloth to clean.

Project/ Activity 8: Studying the nutrition and health status of people in a peer group/ village/city slum/ tribal area/ neighbourhood

The nutrition and health status of the people reflect and present status and future prospects of a country. Enhancement of the nutrition and health status of the people should, therefore, be the first priority of the national planning for development. Study of the factors responsible for the present status of nutrition and health will lead to acquisition of facts on the basis of which proper planning for the enhancement of their status can be made.

Specific Activities

- Adoption of a village/city slum/tribal area or even peer group/neighbourhood
- Preliminary identification of nutritional and health problems of the community.
- Preparation of questionnaire/interview schedule to elicit background and information from family such as:
 - General information: head of the family, type of family
 - Composition of the family
 - Meal pattern of the family
 - Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items.
 - Details of monthly food expenditure.
 - Food produced at home.
 - Food given under special condition
 - Methods of cooking.
 - Food items stored in the home
 - Food items which are considered "good" and "not-good".
 - Commonly occurring health problems:
 - deficiency / diseases of children
 - other common ailments of children
 - commonly occurring ailments in the family
 - Measures taken to get rid of the ailments
 - Environmental sanitation problem:
 - procedure of disposal of wastes (soild or liquid)
 - source of water supply and mode of water storage at home
 - Hygienic habits followed
 - Health services available
- Conduct of Survey (Students in groups may develop a questionnaire for the survey)
- Analysis of data and preparation of reports on main findings in respect of:
 - socio-economic conditions;
 - environmental sanitation problems;
 - commonly prevalent health problems;
 - malnutrition problems of children, mothers and the community;
 - undesirable nutrition, health and sanitation practices in the community;
 - practicable intervention measures to enhance the nutrition and health status;
- Helping in community health programmes and enhancing the nutrition, health and environmental status of the community through door-to-door contact programmes.
- Presentation through feedback videos/posters/pamphlets

Process

1. May be done individually, in pairs or in groups
2. Form may be developed for data collection
3. Online data analysis and graphical presentation of findings

Assessment

Rubric may be developed in consultation with teachers

Project/ Activity 9: Participating in the community health programme through door-to-door contact programmes.

Malnutrition and infection are the major causes of the precarious status of health in the developing world. Malnutrition is not only due to poverty or non-availability of food resulting from social and distributive injustice, but also due to ignorance of nutritional facts and undesirable practices. Malnutrition problems can be resolved to a great extent if judicious selection of food is made possible within economic means and the available foods are better utilized. Infectious diseases are caused mainly by the lingering existence of two fundamental problems of environmental sanitation, mainly unsafe water supply and unhygienic disposal of waste, specially human excreta. The application of modern scientific knowledge to environmental sanitation can lead to 80 percent of the diseases being effectively controlled.

Thus, by developing desirable nutrition, health and environmental sanitation practices in the communities, health problems can be considerably resolved. This can be achieved through environment-based education for all age groups of population. A door to door contact programme is the most effective way of environment-based education. Without any nutrition, health and sanitation intervention, the status of nutrition, health and sanitation in the community can be enhanced through functional education by door to door contact.

Process

- May be done in groups
- Developing a checklist to collect data
- Analyze data and prepare a graph
- Record the findings in the report

Specific Activities

- Correlating the nutrition, health and sanitation problems in the adopted community. With the community health programmes being implemented and preparing a check-list of specific practices desirable in the community such as:
 - Gives supplementary foods to the child from the age of four months.
 - Gives milk to the child in katori and not in a bottle.
 - Feeds the child several times a day.
 - Feeds the child even when sick.
 - Immunizes the child.
 - Washes vegetables before cutting.
 - Makes use of surplus cooking water.
 - Uses green leafy vegetables regularly.
 - Uses raw vegetables/fruits/sprouted grains regularly.

- Keeps the home surroundings clean.
- Uses waste water for growing plants.
- Throws garbage in a pit
- Keeps teeth clean.
- Keeps nails trimmed and clean
- Keeps hair clean and combed.
- Keeps clothes clean.
- Uses clean toilet facilities
- Distributing families among members of the project team for door-to-door contact and preparing a time schedule for door-to-door contact programmes, explaining the importance of desirable practices for better nutrition, health and sanitation and recording the practices present in the family in the checklist of desirable practices.
- Discussing the problems encountered by the team members after every 3 contacts, analyzing why a particular desirable practice is not achieved, finding out possible solutions to reinforce the programme.

Process:

- May be done in groups
- Developing a checklist to collect data
- Analyze data and prepare graphs
- Record the findings in the report

Reporting and Consolidation

- Consolidating the records of desirable practices on the first and last contact programme for the entire community and seeing the impact of the programme on the basis of improvement in practice percentage.

Assessment:

- Assessing individual performance of the project team members on the basis of their integrity and honesty and improvement in practice percentage in the families assigned to them.

Project / Activity 10: First Aid: Awareness raising and demonstration

First aid is the immediate and temporary care given to the victim of an accident or sudden illness. The main purpose of first aid is to preserve life, assist recovery and prevent aggravation of the condition until the availability of a doctor, or during transport to a casualty home or hospital.

Specific Activities

- Preparation and use of First Aid Kit.
- Dressing of wounds and bandaging.
- Management of simple injuries and emergencies:
 - bleeding
 - shock
 - drowning
 - burns
 - snakebites
 - fractures
 - poisoning

Activity 11: Plantation of Shade/ Fuel/ Ornamental/ Avenue trees

- Writing a play and enacting the procedures
- Showing a video film
- Making a video film
- Importance of trees for ecological balance of the environment.
- Local and exotic trees for various purposes.
- Factors affecting normal growth of the plants.
- Specific problems pertaining to certain tree species and their solution.
- Raising seedlings in the nursery, nursery management.
- Vegetative propagation of ornamental trees.
- Planning layout.
- Planting and after care.

Specific Activities

- Identification of shade/fuel/ornamental/avenue trees.
- Preparation of herbaria of various trees.
- Phenological observations on vegetative growth, emergence of new shoots/leaves, flowering, fruiting, etc.
- Identification of seeds, seed treatment before sowing in the nursery.
- Preparation of nursery beds for sowing the seeds.
- Raising seedlings in the nursery and nursery management.
- Vegetative propagation by cuttings, layerage.
- Layout for planting
- Digging pits for planting.
- Preparation of soil-manure mixture for filling the pits.
- Transfer of seedlings for plantation.
- Planting with the help of planting board or rope.
- Providing tree-guards/fencing for protection (made of iron bars/empty old drums/thorny/ twigs/bricks/ barbed wire/live fence, etc.)
- After care of the plants: watering, weeding mulching, hoeing, protection against disease, pests, animals, adverse weather conditions, etc.

Project/ Activity 12: Acquaintance with common fertilizers and pesticides and their application with appropriate equipment.

- Elements of plant nutrition, Common fertilizers nitrogenous, phosphates.
- Concept of bio-fertilizers, micronutrients, Common insecticides, fungicides, weedicides.
- Calculation of doses.
- Plant protection equipments; various types of sprayers and dusters.
- Use and maintenance of plant protection equipments.
- Methods of fertilizers application soil and foliar application.

Specific Activities:

- Identification of various fertilizers, fungicides, insecticides, weedicides, bio-fertilizers.

- Identification of various parts of sprayers and dusters.
- Calibration of plant protection equipments.
- Calculation of doses of fertilizers, pesticides, etc. for specific purpose.
- Preparation of working solution of plant protection chemicals.
- Use of plant protection equipments.
- Fertilizer application through basal dressing, top dressing and foliar spraying.
- Use of bio-fertilizers for legume crops.
- Band placement of fertilizers in horticultural crops.
- General observation of crops/plants/after application of fertilizers/pesticides and their comparison with the untreated ones.

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project/ Activity 13: Acquaintance with Common Pests and Diseases of Plants and Use of Simple Chemicals and Plant Protection Equipment

- Significance of pests and diseases in agriculture.
- General idea about biological and integrated control measures.
- Common insecticides, fungicides, weedicides.
- Common plant protection equipments, their construction details, simple repairs and maintenance.
- Precautions while using plant protection chemicals.
- Common pests of important field crops, vegetable and fruit crops.
- Common diseases of important field crops, vegetables and fruit crops.

Specific Activities

- Collection and preservation of insects, their larvae, pupae, eggs.
- Collection and preservation of diseases affected plant parts.
- Identification and description of pests and diseases of crops.
- Identification of plant protection chemicals.
- Estimation of crop's damage due to pests and diseases.
- Cleaning, maintenance and simple repairs of plant protection equipments.
- Operation of plant protection equipments.
- Preparation of working solutions of plant protection chemicals.
- Observation of plant after application of plant protection chemicals.
- Comparison between the treated and untreated plants.
- Seed treatment with fungicides.

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project / Activity 14: Preparation of Family Budget and Maintenance of Daily Household Accounts.

Specific Activities

- Identifying importance of household accounts.
- Learning the procedure of recording transactions.
- Keeping records of expenses, vouchers, receipts, bill, etc.
- Preparing simple receipts & payment account in the register systematically & neatly.
- Comparing past receipts and payments with present receipts and payments.
- Discriminating between necessities, comforts and luxuries of different families.
- Preparing a list of consumable articles of the family.
- Collecting comparative prices for the required consumable articles.
- Allocating the family income on various heads.
- Preparing family budget.
- Making a comparative study of the budget of families from lower class, lower middle and middle class.

Assessment:

Data Collection, analysis and their reporting through graphs, presentations and written reports, rubric for assessment may be developed

Project / Activity 15: Helping school authorities in organizing

(a) picnics, tours, excursions, functions

(b) exhibitions.

Specific Activities

- Helping school authorities in organizing picnics, tours, excursions and school functions:
 - planning the programme;
 - forming groups for different functions such as conveyance, food, games and entertainment, collection of funds and maintenance of accounts;
 - making arrangements/preparation of each activity;
 - organizing/performing activities on the day of the picnic, tour/excursion, function;
 - evaluation of the success of the programme/effectiveness of the activity undertaken.
- Helping school authorities in organizing exhibitions:
 - planning the programme;
 - collecting/making exhibits and keeping them safely;
 - collecting suitable tables, boards, etc. for display;
 - cleaning and decorating the exhibition hall or ground;
 - displaying the exhibits on proper spots according to plan;
 - doing reception duty on the day of the exhibition;
 - explaining exhibits to the visitors;
 - collecting the exhibits after the exhibition and restoring them to their owners/the school authorities;
 - putting back the furniture, etc. in its proper place.

Assessment:

Writing a report and making an audio visual film on the entire process including the planning stage.

Project / Activity 16: Participation in Adult-Literacy Programmes

Specific Activities

- Survey of the neighbourhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes.

- Grouping the illiterates according to their age, occupation and interests.
- Grouping students on the basis of their known capabilities and interests.
- Selecting literacy materials with the guidance and help of the teacher.
- Making spatial and physical arrangements for conducting the programme.
- Making adequate preparation for teaching, including the selection of teaching aids.
- Teaching adults in groups.
- Getting together in class and reviewing the progress of work and problems, if any
- Modifying the teaching methods and procedures in the light of experience.
- Evaluating the progress of adult literacy and maintaining records.
- Materials, Tools and Equipment Required : Charts, maps, register, almirah, etc.

Procedure:

- Develop a survey form and conduct the same
- Develop a pre test and post test and administrator
- Conducting an end of the project assessment for the adult learners
- Compare the results of pre and post test and analyze the data

Project/ Activity 17: Resources for Classroom Use and School Use

Specific Activities

- Identification of the concept/topic/lesson for which teaching aids are to be prepared.
- Identification of the teaching aids to be prepared-flashcards, chart, model, scrapbook, flannel board,
- improvised apparatus, etc.
- Making a plan/working drawing of the teaching aid as also a list of tools and materials required.
- Collecting materials needed for making it.
- Preparing the teaching aid under the guidance of the teacher.
- Using the teaching aid on a sample of students to find out its effectiveness and defects.
- Submitting it to the school authorities for use.

Procedure

- Brainstorm with the concerned subject teacher and develop a mind map
- Identify resources to be developed according to the subject
- Work in groups of 3-5 to develop resources, aids for a particular subject
- Pilot them in class in age-appropriate ways, modify if required

Assessment

- In groups, write a report based on the template developed
- As peer educator/ mentor / buddy, teach a lower class level using the resources developed
- Video film a lesson you are teaching using the resources developed and share it with other groups

Assessment for SEWA

- The SEWA will be assessed internally through a blended approach of self-assessment and teacher assessment.
- **There will be no separate theory part as was the trend earlier.**
- Students will be assessed in each of the strands on the basis of evidence such as - direct observation, checklists, and/or use of video. In case of SEWA Projects Students plan and conduct projects and communicate their findings. Evidence in this case can include journals, diaries, essays, laboratory reports, oral presentations and/or the use of video, etc.

Maximum marks allotted for each strand are given in table 1.1. SEWA can be assessed on the basis of the rubric developed by the class teacher for the project chosen by the class for that year. Each activity should broadly be assessed on the basis of following criteria and marks should be given accordingly:

- Participation in SEWA/ activity
- Basic Knowledge & understanding of the SEWA/ activity
- Skills learnt/ development or enhancement of skills of SEWA/ activity
- Motivation to excel
- Improvement in performance (competing with self)
- Team spirit
- Development/ enhancement of
 - Organizational skills for SEWA/ activity
 - Leadership skills/ qualities
- Sensitivity towards
 - CWSN (children with special needs) / inclusion in team
 - Sensitivity towards gender in team

Strand	Periods (Approx.)	Grades
SEWA	50 periods	Grades of SEWA are considered against Work Experience Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E)