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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.

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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).

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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:

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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.

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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.

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