

# **KHOJ**

## **KHOJ Spring 2022 Project list and Projects**

<b>Sr.No.</b>	<b>Name of faculty</b>	<b>Name of Project</b>	<b>Deliverable</b>
<b>1</b>	Prof Gaurav Gaharwar	Recommendation of a model for holistic education based on the assessment of holistic education programs of Aatapi Seva Foundation	A model of holistic education based on the assessment
<b>2</b>	Dr. Pallavi Ghalsasi	Enterprise of Kitchen Garden	Business model and plan Educational material for the rural farmers/ women farmers for Kitchen Garden
<b>3</b>	Dr. Payal Desai	Enterprise for paratha and snack making- (one location to be selected)	Set and implement business plan
<b>4</b>	Prof Vaidehi Jain	Enterprise for paratha and snack making (one location to be selected)	Set and implement business plan
<b>5</b>	Dr. Salma Pirzada	STEM Education for rural children	Educational Material for teaching /learning maths and science for rural children
<b>6</b>	Dr. Tejal Gajaria	Enterprise for organic fertilizers	Marketing plan and its implementation for organic fertilizers
<b>7</b>	Dr. Viren Parikh	Waste Management Model for village	Implementation of Waste Management Model
<b>8</b>	Dr. Ankita Doshi	Awareness and nutritional status of women with respect to anemia	Nutritional requirement for women to be identified Educational material for nutritional awareness and anemia awareness
<b>9</b>	Dr. Lipika Mazumdar	Waste management for village	Educational material on waste management
<b>10</b>	Dr. Minaxi Bhagwat	Livelihood skills for persons with disabilities	Educational / Training material for skills for livelihood for persons with disabilities.

## HOLISTIC EDUCATION

**PROJECT -** Imparting knowledge and basic understanding of what Holistic education consists of and explaining the importance of life skills in order to lead an emotionally and physically healthy life.

### MENTORS:

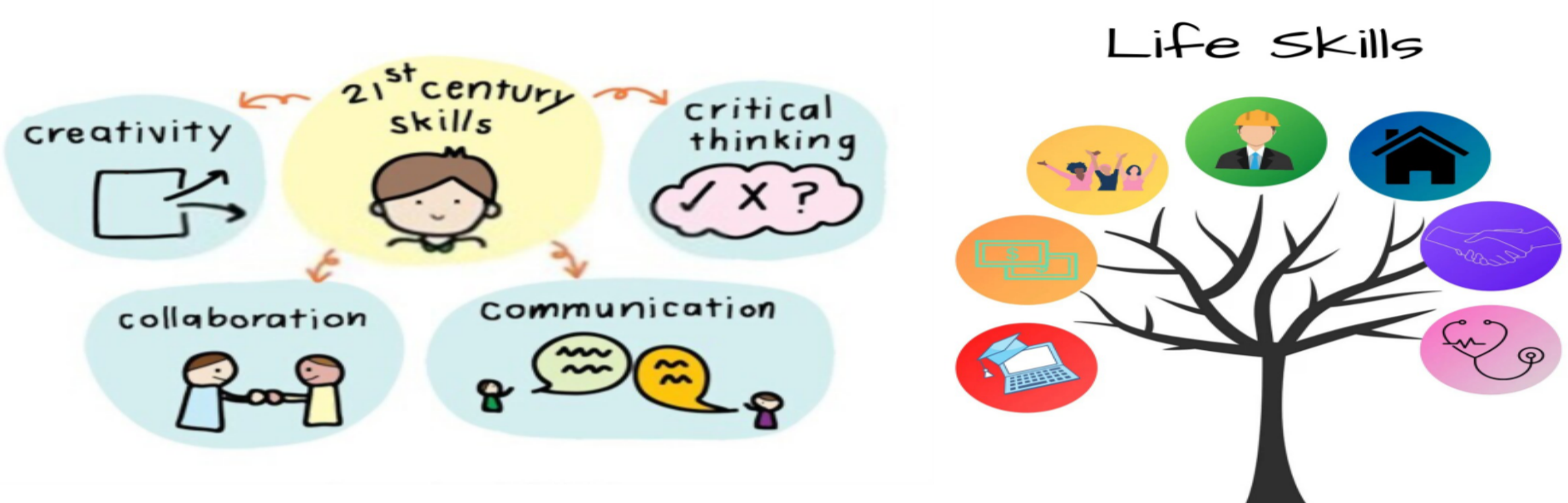
- MR. GAURAVKUMAR GAHARWAR
- MS. CHANDRIKA MAKWANA
- MS. SIDDHI KULKARNI

## Problem Analysis

The main goal of this project was to understand educate the rural people about the basic life skills and holistic education. Based on the information received from the Aatapi Seva Foundation team and through physical observation during field visit, we have come to conclusion that holistic education is a necessity for the overall all-round development of students along with normal teaching of basic subjects.



### ❖ Literature survey:



1. Holistic education is a branch that deals with the overall development of the rural students.
2. Holistic development helps students to grow in domains other than academics.
3. Life skills is a part of Holistic education that guides students in the direction of leading lives in a better and civilized manner.

### ❖ Field visit :



Our group along with our mentor visited Uchhaad village under Taluka Jambusar for our field visit . We did the following work on our field visit:

1. We interacted with the students and baal sathis.
2. We surveyed them with few questions.
3. We tried to understand the current lifestyle and difficulties for students regarding their studies and other activities.

❑ Lastly, The field visit gave us insights into the way of life and the way of education of the underprivileged students. Interacting with them gave us a clear idea about their thought process and their ways of adapting to things.

### ❖ Understanding gained for proposed strategy



THE UNDERSTANDING WE GAINED FOR THE PROPOSED STRATEGIES ARE:

1. A proper environment is required for learnings and for that resources and basic infrastructure is needed.
2. Hygiene education and implementation on maintaining hygiene is required.
3. Nutritional values should be taught with the consequences of not maintaining a good health.
4. Proper evaluation of students should be taken time to time.

### Suggested Activities for Suggested solution

### Suggested solution Title of Solution

- ❑ Create a country
- ❑ Decision making wheel
- ❑ Creating Story
- ❑ Guessing Story
- ❑ Meditation
- ❑ Elocution
- ❑ Role Play
- ❑ Drawing
- ❑ Write in Journal
- ❑ Active Listening



- Group members :**
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  - 19166002 AYUSHI PATEL
  - 19125001 ABHI FALDU
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# NAVRACHANA UNIVERSITY



**COURSE: Khoj**

**COURSE CODE: PS311**

**ACADEMIC YEAR: 2021-22 SEMESTER: SPRING**

**Name of the Site:**

Aatapi Seva Foundation

**PROJECT TOPIC:**

Identify different activities that can be planned across the year for each age group of children regarding the holistic education program.

**Name Of Faculty Mentor:** Mr. Gauravkumarsingh Gaharwar

**Name Of Aatapi Mentor:** Ms. Chandrika Makwana & Ms. Siddhi Kulkarni

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**Table of Contents**

<b>CHAPTER NUMBER</b>	<b>TOPIC</b>	<b>PAGE NUMBER</b>
1	Problem Analysis	3-7
2	Literature review	8-12
3	Social innovation to solve the problem identified	13-120
4	Logbook	121-144
5	References	145

## Chapter 1

### Problem Analysis

On the basis of the information received from the Aatapi Seva Foundation team and through physical observation during field visit, we have come to conclusion that holistic education is a necessity for the overall all-round development of students along with normal teaching of basic subjects. As a result of implementation of holistic education program, the students will be able to meet the challenges in real life and acquire skills which will be helpful for their future life.

**Name of the Site and location: Jambusar, Gujarat**

**Date of Interview: 31/01/2022**

**Duration of Interview (hours):1 hr**

**Points discussed through questionnaire: -**

1. What is your target age group and children to be enrolled in holistic education for whom we should provide suggestions?
2. What are the facilities/infrastructure that are currently provided to the children?
3. What are the different methodologies followed for better learning and understanding of material taught to children?
4. Is some kind of education like hygiene, food nutrition, etc. delivered to the children when they have their mid-day meal?
5. How is awareness being spread among the village people to send their children to Aatapi for holistic education?
6. What efforts are taken for holistic development by Aatapi?
7. Is STEM learning method followed in the education program?
8. What are the perks of these programs offered by Aatapi foundation?
9. What is your teaching model ?
10. How do you manage the students with special conditions?
11. How are the teachers who are part of this program selected?
12. What are benefits of holistic education?
13. Other than education what are the other activities they will be involved?
14. In Aatapi how many children ,which age group and how many villages they covered?
15. what are different methods for learning and teaching for taught to children ?
16. What is the teacher to student ratio?
17. Do you prefer skill-based education?
18. What is your work on girl child education?

19. Do you have special child educator in your inclusive class?
20. What are the necessary qualifications for special child educators?
21. Is there Career oriented education?
22. Are there any school facilities which provide free education for all?
23. How many languages teachers use while teaching?
24. What facilities have been provided by them for their education?
25. How many teachers are associated with you in the teaching process who are aware about holistic education system?
26. How do you manage with the students who are given inclusive education?
27. What are the technologies and tools that are used for holistic development?
28. Do you have any special programs for learning and is there and any special room for special students?
29. What is the medium of education like through what do you educate children like what kind of infrastructure is there?
30. I learned that in holistic education you develop children physically, emotionally and at educational level. So, what is done for emotional development like how is that done?
31. How do you manage things in COVID period?
32. Do children of all age groups study together?
33. What kind of physical education is provided like sports?
34. Other than education are the children involved in any other activities?

### **Problem as stated by the stakeholders**

There is a need of providing holistic education to the children of aatapi seva foundation for their better well-being, all round development other than bookish education, to engage all aspects of the children including body, mind and spirit developing social, emotional and psychological growth. Also, they have few resource constraints with which we have to take into consideration while solving the problem.

## Field visit:

### Site at Uchhad village

Date: 21 March 2022

#### Summary of field visit:

We had a field visit at Uchhad village which comes under the Taluka Jambusar, we were fortunate to get a chance to work with such organization who do work for the under-privileged children of that village for their betterment.

Our aim for this field visit was to get some information about what are the activities they are doing for their holistic development and how they are doing those activities. For that we met with children and their "Baal saathis" who taught them or guide them. Many things which we got to know that may help in further use such as:

- ❖ There are 14 centers or 5 village named Uchhad, Kareli, Piludara, Vedach, Uber, in which they are working on.
- ❖ 7 health inspectors and 8 Baal saathis are there.
- ❖ They are working on under privileged children. Students are classified based on their grasping capacity so, there are no age specific activities.
- ❖ They have two session per day (First session: 8am to 9:30am; Second session: 5pm to 6:30pm). Approximately 60 students in each session. After the morning session children go to the school named "Prathmik Mishra Shala".
- ❖ They are mainly focused on grade 1 to 8.
- ❖ Every Saturday they used to conduct a sports activity.
- ❖ They believe on activity-based learning.
- ❖ Books (462 books) are provided by the Aatapi foundation (Gujarati medium). They generally use Shaishav's books.
- ❖ Blackboard facilities are also available.
- ❖ They also conduct fare occasionally.

The idea for field visit came from our mentor Prof. Gauravkumarsingh Gaharwar. This idea was shared with university management and they not only allowed us to conduct field visit but appreciated our work, which gave us a clear image of what they are doing and in which domain we can give suggestions to them.

Pictures of field visit



## **PROPOSED SOLUTION:**

### **Objectives of the proposed solution: -**

- ❖ To evaluate the existing program of Aatapi seva foundation.
- ❖ To identify the life skills under the holistic education program.
- ❖ To identify life skills activities according to the age group under the identified categories.
- ❖ To prepare a framework for Aatapi team to implement life skills activities for holistic education program.

### **What we have planned to achieve the objectives: -**

- ❖ We have collected information about the Aatapi Seva Foundation through internet.
- ❖ We have collected information through a set of broad questions asked to the mentors of the Aatapi Seva Foundation.
- ❖ We have identified life skills under the holistic education program which includes:
  1. Coping with stress
  2. Managing emotions
  3. Self-awareness
  4. Empathy
  5. Critical thinking
  6. Creative thinking
  7. Decision making
  8. Problem solving
  9. Effective communication
  10. Interpersonal Skills
- ❖ All these life skills have been defined by NICEF, WHO and UNESCO and hence we are working on these above-mentioned life skills.
- ❖ We have planned to identify the activities under life skills mentioned above and prepare a framework based upon the activities which can be implemented by the Aatapi team.

## Chapter 2

### LITERATURE REVIEW

- Using Bloom's taxonomy of educational objectives to define critical thinking, they have developed a process by which questions are prepared with both content and critical-thinking skills in mind. Using this methodology has clarified the goals (for us students) and improved our metacognition. (Athanassiou, 2003)
- Among the factors influencing students' educational performance of English language course, critical thinking is thought to be of crucial importance. The statistical population included all eleventh-grade female students in district one of Zanjan city in the academic year of 2018-2019 with 1400 people. The statistical sample was 300 people based on Cochran's formula. A multi-stage random sampling method was used to select the participants. Also, based on regression tests, it was revealed that English language proficiency is predictable based on critical thinking. (Abbas, 2018)
- Adolescence is a period when the intellectual, physical, social, emotional and all the capabilities are very high, but, unfortunately, most of the adolescents are unable to utilize their potential to maximum due to various reasons. (Ravindra Prajapati, 2017)
- They face many emerging issues such as global warming, famines, poverty, suicide, population explosion as well as other issues like alcoholism, drug abuse, sexual abuse, smoking, juvenile delinquency, anti-social acts, etc. It has been felt that life skills education bridges the gap between basic functioning and capabilities. Imparting life skill training through inculcating life skill education will help youth to overcome such difficulties in life. The industrial era 4.0 requires that every individual must have superior competence and wise morals. However, there has been no development in line with the demands, resulting in much unemployment in Indonesia. Character education is encouraged to maintain and strengthen the culture and character of the nation. (Mahmudah, January 1, 2021)
- Catherine Sebastian at all suggested that adolescence is a period of life in which the sense of self change profoundly. Recently behavioural and neuroimaging studies on adolescent development of the self-concept is reviewed. Recent neuroimaging studies have shown that between early adolescence and adulthood, activity in brain regions related with self-processing, such as the medial prefrontal cortex, changes. These findings suggest that neurocognitive development may play a role in adolescent behaviours like self-consciousness and vulnerability to peer influence. (Sebastian, Burnett, & Blakemore, 2008)
- Robert A. Wicklund Suggest that a theory named "objective self-awareness" is discussed it chiefly explains that the self-awareness has motivational properties which are deriving from various social feedback and considered with relation to conformity, attitude behaviour discrepancies and various communication sets. (wicklund, 1975)
- According to Dr Arpita kackar & Dr Hemlata Joshi, the end of 20th century can be considered as best and worst time for adolescents as it provides maximum opportunities to grow independently. But at certain extend, unimaginable developments of technologies diverted their capabilities to unfertile engagements and the psycho social factors of adolescents itself is a contributing factor to their misbehaviour. Being the turning period of life, this is the right

time to take right decisions. In this condition, life skills are those psycho social skills that enable individuals to cope effectively with their life challenges. (Kackar & Joshi, 2019)

- Dr. Anna Ratka, suggested that Empathy helps students to develop affective skills, behaviour, attitude, achieve competencies and professional development. Educators in health professional programs should recognize that many affective skills are rooted in empathy and the empathy based affective skills is essential for student care which should be routinely and deliberately taught, modelled and assessed across the continuum of health care curricula. (Ratka, 2018)
- According to Colakkadioglu, O., & Celik, B., decision making is a critical cognitive process in every area of human life. In this process, the individuals play an active role and obtain outputs with their functional use of decision-making skills. Therefore, the decision-making process can affect the course of life, life satisfaction, and the social relations of an individual. (COLAKKADIOGLU & CELIK, 2016)
- According to Johannes Ulrich Siebert, Reinhard E. Kunz and Philipp Rolf, Decision sciences are in general agreement on the theoretical relevance of decision training. From an empirical standpoint, however, only a few studies test its effectiveness or practical usefulness, and even less address the impact of decision training on the structuring of problems systematically. Yet that task is widely considered to be the most crucial in decision-making processes, and current research suggests that effectively structuring problems and generating alternatives—as epitomized by the concept of proactive decision making —increases satisfaction with the decision as well as life satisfaction more generally. (Siebert, Kunz, & Rolf, 2021)
- According to Uus Toharudin, Critical thinking skills and problem-solving ability is extremely helpful in educational psychology courses to train student teachers in solving complex problems of education, especially in the classroom. Solving problems in education, especially in the learning always evolving because of human social nature that continues to change. Problem solving is directed to conduct operations in a systematic procedural so that it can be used as a starting point to search for an answer or a solution to solve the problem. According to Qin, Z., Johnson, D.W. & Johnson R.T. the problem to be solved can be divided into four kinds, namely (a) linguistic problems (b) non-linguistic problems, (c) well-defined problems, (d) ill-defined problems. (Toharudin, 2017)
- Delia Muste suggested that Classroom is a complex communication space. Communication processes involves verbal, nonverbal and Para verbal components and is designed to mediate student and teacher behaviour Effective communication, especially in educational field is based on the ability to express your own ideas and views clearly, with confidence and concisely, permanently adapting your content and style to the class. Interaction between teachers and students can contribute to effective communication in the classroom or may be the source of problematic situations. Through the specific school subjects, through content or features for their teaching-learning activity as a communicational situation, teachers made an inventory of a variety of communication skills developed at students: using a rich vocabulary, at list a minimal use of specialized language, use of language (in the general context of communication), use of Information Technology, information search skills, argumentation skills of personal opinions , non-verbal skills, networking skills in group (Muste, 2016)

- According to Zhanar karasheva et.al Modern primary school teachers must implement training, development, and education based on knowledge of the individual characteristics of the younger pupil, be able to manage the process of the schoolchild's constant change and ensure his ascent to a higher level of development, carry out the scientific-pedagogical search, solving the problems of the child's personality formation on a scientific basis. The relevance of this research is determined by the fact that it considers the problem of mastering communication skills as an integral part of speech communication skills, which is a necessary condition for successful social adaptation of the trainee. This article discusses the issue of determining the theoretical knowledge level of future primary school teachers for the formation of communication skills of younger learners. For this research, a research experiment (2017-2018), a search experiment (2018-2019), education experiment (2019-2020) was designed. The survey of students was conducted to determine their own opinion about the formation of their knowledge, skills, and abilities. For this purpose, a survey was conducted with 152 students. The developed method is more likely to create information about the formation of communication skills of primary school students than the traditional method of future teachers. (Karasheva, 2021)
- According to Ebrahim Jafari, Ebrahim Jafari Holistic education encompasses a wide range of philosophical orientations and pedagogical practices. It focuses on the wholeness and it does not leave any important aspect which is required for development. Its main characteristic is the idea that educational experiences foster a less materialistic and a more spiritual worldview along with more dynamic and holistic views of reality. It balances the distinct aspects of the individual like intellectual, physical, spiritual, emotional, social, and aesthetic as well as the relationships between the individual and other people, the individual and natural environment, the inner- self of students and external. World, emotion and reason, different discipline of knowledge and different form of knowing. (Ebrahim Jafari, 2012)
- According to Lourdes Arguelles, Rollin McCraty, and Robert A. Rees Educational programs based on new scientific discoveries about the heart lead to improved emotional stability, cognitive functioning, and academic performance. As a primary and consistent generator of rhythmic information patterns in the human body, and possessing a far more extensive communication system with the brain than do other major organs, the heart exerts a unique and far-reaching influence on the brain and the entire body. With every beat, the heart transmits to the brain and throughout the body complex patterns of neurological, hormonal, pressure, and electromagnetic information, which form a major component of the physiological backdrop that determines our emotional experience. (Lourdes Arg, 2012)
- According to Julius p. Reyes, the Department of Education strengthens the inclusion of kindergarten in the curriculum since it provides positive experiences that will nurture and ascertain school readiness. Kindergarten pupils at this stage should be immersed with different activities, like games and plays to naturally gain the abilities or skills appropriate for their wholesome development, these activities literates and make them ready for school. This study sought to assess the play-based projects of children towards their holistic development in the District of San Jose, Division of Batangas. Specifically, this looked into the profile of the teacher-respondents and also considered the extent by which teachers used the play-based activities. It also dealt on the extent that play-based activities contributed holistically to

development of kindergarten pupils. This study used the descriptive method of study with a researcher-made questionnaire as the main. (Reyes, June 2021)

- According to Kathryn L. Modecki, & Melanie Zimmer-Gembeck, Research on executive control during the teenage year's points to shortfalls in emotion regulation, coping, and decision-making as three linked capabilities associated with youth's externalizing behavior problems. Evidence gleaned from a detailed review of the literature makes clear that improvement of all three capabilities is critical to helping young people better navigate challenges and prevent or reduce externalizing and related problems. Moreover, interventions can successfully improve these three capabilities and have been found to produce behavioural improvements with real-world significance. Examples of how successful interventions remediate more than one of these capabilities are provided and future directions in research and practice are proposed to move the field towards the development of more comprehensive programs for adolescents to foster their integration. (Kathryn L. Modecki, 2018)
- According to Meredith A. Gruhn, Bruce E. Compas: Coping has been defined as conscious, volitional efforts to regulate emotion, cognition, behavior, physiology, and the environment in response to stress. Emotion regulation has been defined as the process by which individuals influence the occurrence, timing, nature, experience, and expression of their emotions. coping may include a wider array of goal-directed regulatory efforts whereas emotion regulation efforts generally focus on the goal of changing one's own emotional experience. While each construct provides unique information, the current review examines the controlled, purposeful strategies of both coping and emotion regulation simultaneously to provide a more complete picture of stress response patterns in youth (Meredith A. Gruhn, 2020)
- According to Anna Sutton, Self-awareness is associated with positive physiology and well-being. The importance of self-awareness includes substantial impacts on day-to-day functioning. It has effects on performance, with reflection and mindfulness. (sutton, 2016)
- According to Douglas T. Hall, two personal capabilities that help learners learn are self-awareness and adaptability. A leader can be successful with the ability to learn to deal with changing demands and adapting new skills accordingly. (hall, 2004)

## **IMPLICATIONS FOR PROPOSED SOCIAL INNOVATION / STRATEGY FOR THE KHOJ PROJECT UNDERTAKEN**

### **Overall Implications for the proposed social Innovation /strategy of the KHOJ project undertaken.**

- On the basis of feedback from stakeholders, field visit on site and literature reviews, we have come to conclusion that the holistic development of children through life skills is a great way to endure all round development. For application of life skills, we have identified the 10 life skills and also selected activities that can be implemented by the foundation for holistic development of children. NICEF, WHO and UNESCO have laid down 10 life skills and hence we are following those recommended life skills for holistic development of children.

**What ideas/ materials have generally been tried out? Which of those can be adopted or adapted?**

- Life skills have been laid out by NICEF, WHO and UNESCO and those life skills can be undertaken and proper activity tutorial can be developed containing all the essential things regarding the activity.

**What aspects in your social innovation needs to be different in the local context of the community site?**

- The aspects such as developing activities as per the resources available in the community making sure that there are no expensive resources to be bought for conducting the activities as much as possible, to develop activity tutorial in a simple language for better understanding of the children as well as Baal Saathis, making sure that that the activities are smoothly conducted with the tutorial made, need to be different in the local context of the community site.

## Chapter 3

### Strategy/ Social Innovation

#### Team Details with Their Selected Life Skill Undertaken to Develop Activity Tutorial

Serial No.	Student ID	Group With Their Life Skills Undertaken to Develop Activity Tutorial	Student Name	Program
1	19166001	Coping with stress & Managing emotions	AASTHA BHATTASANA	BMS
2	19125005		ARYAMAN MANOJBHAI JOSHI	BTech (IT) - VI
3	19166002	Self-awareness	AYUSHI PATEL	BMS
4	20167001		HITAKSHI PARAG CHUGH	B Sc Data Science - IV
5	21162003	Empathy & Creative thinking	AISHWARYA NAYAK	B Ed - 2
6	21162004		AMEE SUNIL PATEL	B Ed - 2
7	19125001	Critical thinking	ABHI MUKESHBHAI FALDU	BTech (IT) - VI
8	19125004		ANKUR SHARMA	BTech (IT) - VI
9	19125002	Decision making & Problem solving	ABHISHEK AMIT NAMJOSHI	BTech (IT) - VI
10	19125003		AJAY VAJUBHAI GALANI	BTech (IT) - VI
11	21162001	Effective communication & Interpersonal relationship	AABEDA ABDURRAHIM KAPADIYA	B Ed - 2
12	21162002		PATHAK AYUSHI SANDIPKUMAR	B Ed - 2

**Note:** “The Page Numbers in the below developed life skills activity tutorial are of the original file so don’t take them into consideration for this file”.



# LIFE SKILLS ACTIVITY TUTORIAL



## Table of Contents

<b>Coping with stress</b> .....	<b>5</b>
GANTT CHART .....	6
Complete The Story .....	7
Mind Games.....	8
Recognizing People .....	9
Meditation .....	10
Exercise .....	11
<b>Managing emotions</b> .....	<b>12</b>
GANTT CHART .....	13
Visual Imagery.....	14
Blind Artist .....	15
Role Play.....	16
Drawing.....	17
Write In a Journal.....	18
<b>Self-awareness</b> .....	<b>19</b>
GANTT CHART .....	20
Identifying Emotions.....	21
Self-Responsibility.....	22
Hand Hygiene.....	23
Clean Surroundings.....	24
Nail and Hair Hygiene .....	25
Menstruation .....	26
Self-Management .....	27
Relationship Awareness.....	28
Observing Others .....	29
Self-Description.....	30
<b>Empathy</b> .....	<b>31</b>
GANTT CHART .....	32
Orientation to the topic.....	33
Mirror Game .....	34
The Exclusion Game.....	35
Guessing Emotions.....	36
Active listening and showing empathy.....	37
Feeling’s Collage .....	38
Stepping into other’s shoes .....	39

<b>Critical thinking</b> .....	<b>40</b>
GANTT CHART .....	41
Baithak .....	42
Tic Tac Toe .....	43-44
Bad Situation Scenario .....	45
ZOOM .....	46
Inspire Thinking .....	47
Think-Pair-Share (TPS) .....	48
Atlas .....	49
Creating Story .....	50
How Many Are There? .....	51
Guessing Games .....	52-53
Spell Bee .....	54-55
<b>Creative thinking</b> .....	<b>56</b>
GANTT CHART .....	57
New ways to do a thing: Thinking out of the box .....	58
Let us be imaginative .....	59
In the creative list .....	60
Mind Map .....	61
The perks of advertisement .....	62
Space travel .....	63
Approaching the problem differently .....	64
<b>Decision making</b> .....	<b>65</b>
GANTT CHART .....	66
Decision Making Process .....	67
Have A Heart .....	68-69
Decision Making Wheel .....	70-71
Straw Tower .....	72
Bomb Shelter .....	73
Two Truths and A Lie .....	74
Create a Country .....	75
Survival Shopping .....	76
<b>Problem solving</b> .....	<b>77</b>
GANTT CHART .....	78
Barriers to problem solving .....	79

Priorities .....	80-81
The Six Thinking Hats .....	82
Understanding Problem Better .....	83
Solve It Twice .....	84-85
Brain Blast .....	86-87
Protto, or problem lotto .....	88-89
<b>Effective communication .....</b>	<b>90</b>
GANTT CHART .....	91
Elocution .....	92
Card Pieces.....	93
Chinese Whisper .....	94
The Guessing Game .....	95
Blind Fold Game .....	96
Back-to-Back .....	97
Group Activity .....	98
<b>Interpersonal Skills.....</b>	<b>99</b>
GANTT CHART .....	100
Co-operative Games .....	101-102
Word Chop Challenge .....	103
Post Presentation Q and A Session .....	104
Conversion Around the Circle.....	105
Try Not to Listen.....	106
Sabotage .....	107



# COPING WITH STRESS

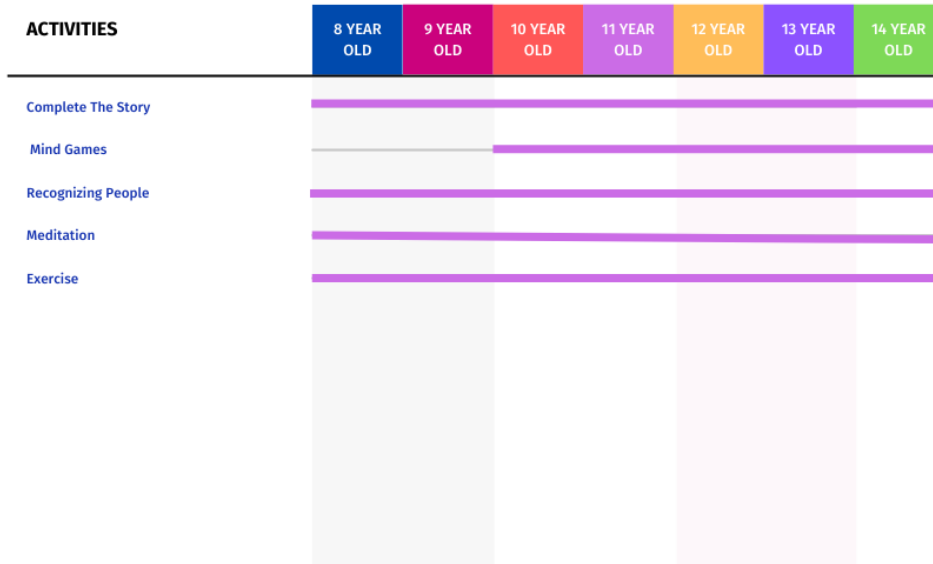




# COPING WITH STRESS



## GANTT CHART



## **Activity 1: Complete the Story**

### **Activity Description**

Stress is the reaction of mind and body to any event that brings out a change. The change could be pleasant, unpleasant, boring or exciting. We need to understand various types of stress and ways to handle them.

### **Activity Objective**

This activity will help children to process a situation and will be able to understand the things happening around them.

### **Materials Required**

A book/paper, A pen/pencil

### **Procedure**

Step 1: Students will be given an incomplete story by the Teacher. Students will get 5 min time to read the story and 10 min time to imagine and complete the story.

### **Evaluation**

Teacher will randomly select any students to read out the story in front of class.

### **Age Group**

All children (difficulty level according to age)

### **Activity Timespan**

30 minutes

### **Activity Outcome**

This activity will help them to cope up a situation by actually processing it.

## **Activity 2: Mind Games**

### **Activity Description**

A mind game can help a child to not only to cope up the stress but also to increase the cognition.

### **Activity Objective**

The objective of this activity is to make child's mind wander so as to focus more properly.

### **Materials Required**

A bowl and papers to make chits

### **Procedure**

Step 1: Split the class into two groups

Step 2: There is a bowl of chits in which there are different words in it.

Step 3: Ask one of the students to pick up a word, draw a picture which describes that word and the opposite group is supposed to guess the word.

Step 4: If they guess correctly then they will get points.

Step 5: Similarly with another group.

### **Evaluation**

Student with maximum points wins the game.

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

This game can generate laughter, laughter is nature's stress-buster, reducing heart rate and blood pressure in the short term and increasing your wellbeing in the long term. Also, this can teach us to be more resourceful.

### Activity 3: Recognizing People

#### **Activity Description**

This activity will help an individual to examine activities from video sequences or still images.

#### **Activity Objective**

The objective of this activity is motivated by the fact that human activity recognition systems aim to correctly classify input data into its underlying activity category

#### **Materials Required**

Photo card of any object, thing or person

#### **Procedure**

Step 1: We have a picture of some person, object, or place known to all the students.

Step 2: Split the class into two groups and ask one of the students to see the picture and introduce it without using its name.

Step 3: You can ask students to give hints if required. For example, suppose the name of the person in the picture is a cartoon character, so they have to tell, "I am a cartoon character, and I like eating spinach because it gives me strength. Who am I?" The students from the opposite group have to guess the character. If the student says, it's Popeye. Then the points will be given to that group.

#### **Evaluation**

The student with maximum points is the winner of the activity.

#### **Age Group**

Children having 8-14 years of age

#### **Activity Timespan**

30 minutes

#### **Activity Outcome**

The outcome of this activity is to help youth eliminate stereotyping and recognize the uniqueness of each individual.

## Activity 4: Meditation

### **Activity Description**

Meditation is considered a type of mind-body complementary medicine. Meditation can produce a deep state of relaxation and a tranquil mind. During meditation, you focus your attention and eliminate the stream of jumbled thoughts that may be crowding your mind and causing stress.

### **Activity Objective**

This activity will help an individual to help increase both physical and mental peace and calm, which also helps you to learn how to live more fully in the present.

### **Materials Required**

Drinking straws, paper clips, string, pipe cleaners, scissors

### **Procedure**

Step 1: Let the children sit in relaxing position.

Step 2: Ask them to focus and not to wander in the imagination (they might start over thinking). Calm music can also be played in background.

### **Evaluation**

Teacher will ask children to tell their experience and how they feel after meditation.

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

15-20 minutes

### **Activity Outcome**

The outcome of this activity is being in better mental health and heading towards stress free.

## **Activity 5: Exercise**

### **Activity Description**

Exercise is physical activity that is planned, structured, and repetitive for the purpose of conditioning the body.

### **Activity Objective**

This activity will help an individual to Regular exercise can increase self-confidence, improve your mood, help you relax, and lower symptoms of mild depression and anxiety. Exercise can also improve your sleep, which is often disrupted by stress, depression and anxiety.

### **Materials Required**

-

### **Procedure**

Step 1: Exercise like yoga or Zumba or any other kind of body exercise can be done.

### **Evaluation**

Teacher will ask children to tell their experience and how they feel after exercising.

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

15 minutes (minimum)

### **Activity Outcome**

Exercise leads to the release of 'feel good' hormones like Dopamine which leads to improving the mood.



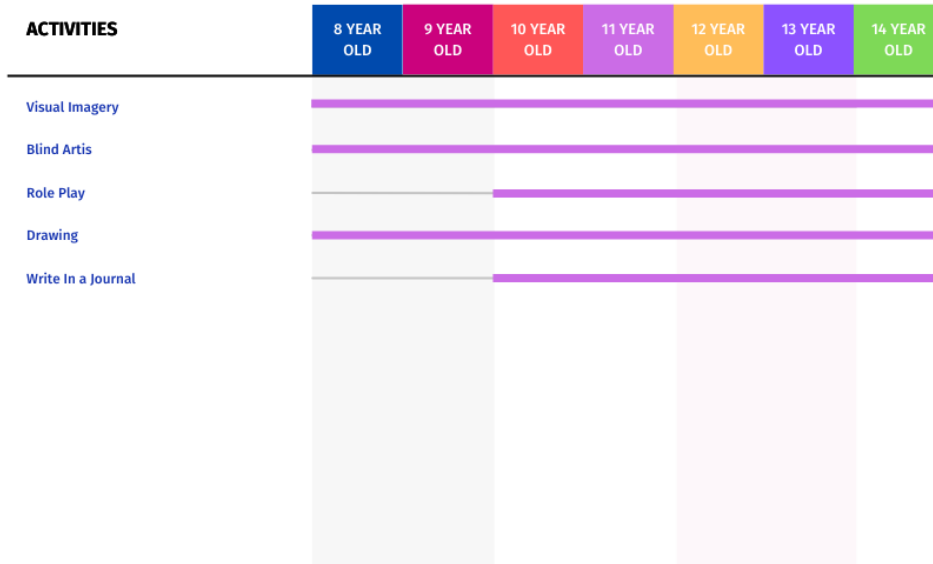
# MANAGING EMOTIONS





# MANAGING EMOTIONS

## GANTT CHART



## **Activity 1: Visual Imagery**

### **Activity Description**

Handling stress in a constructive way using different methods and actions is known as stress management. Whenever person faces stress, certain changes occur in the body and mind. This set of changes is known as stress reaction. It consists of chain of physical and biochemical changes due to the reaction of nervous system and the other organs of the body to different chemicals. As a result, the body goes on full alert”.

### **Activity Objective**

Visual Imagery improves comprehension by encouraging students to use their senses to create visual images that are representative of the content of the text/story.

### **Materials Required**

Any device like phone or speaker for calm music.

### **Procedure**

Step 1: Students sit comfortably for this activity.

Step 2: Use a calm, low, slow voice and give sufficient time between each visual suggestion for students to “ease” into the vision and “see” each step.

Step 3: Create your own visual scenario appropriate to students’ age, experience and interest.

### **Evaluation**

Allow time for students to debrief and share about where they went in their visualization and what they felt about the experience/technique.

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

40 minutes

### **Activity Outcome**

Imagination can actually be helpful in healing and keeping a good mental health. Imagining good and peaceful things can be helpful to child’s well- being.

## **Activity 2: Blind Artist**

### **Activity Description**

Game can help a child to not only to cope up the stress but also to increase the cognition.

### **Activity Objective**

Provide the same opportunities and educational experiences for blind children as those provided for sighted children.

### **Materials Required**

Paper, Pencil and photo cards or pictures of some objects.

### **Procedure**

Step 1: Make a pair of students sitting opposite each other.

Step 2: One of the students will be given a picture and the other student will have paper and a pencil.

Step 3: A student holding the picture has to describe it to his partner and the other students have to creatively draw based on his description of the picture.

Step 4: The pair who gets the closest resemblance to the picture will be given points.

### **Evaluation**

The pair scoring maximum points is to declared as winner.

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

This game will introduce to obstacles that will challenge child's patience, creativity, and critical thinking skills which will help increase their thinking power.

### **Activity 3: Role Play**

#### **Activity Description**

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation

#### **Activity Objective**

This activity will help an individual to learn, improve or develop upon the skills or competencies necessary for a specific position.

#### **Materials Required**

Materials according to the play decided.

#### **Procedure**

Step 1: Give an abstract or a story line and let children decide the complete role play including dialogues.

#### **Evaluation**

Teacher can give their feedback upon the role play.

#### **Age Group**

Children having 10-14 years of age

#### **Activity Timespan**

30 minutes

#### **Activity Outcome**

This game can sometime bring out real life circumstances and will help how to deal with that situation without being much panicking.

## **Activity 4: Drawing**

### **Activity Description**

The student who can see the artwork then must describe the artwork to the other student in detail while they draw it based only on the art description. The describing student must not point to or draw on the drawing student's paper.

### **Activity Objective**

This activity will help an individual to prove that drawing not only provides the basis for other creative activities – like painting, sculpture and printmaking – but it also provides a direct link with reading, writing and especially mathematics.

### **Materials Required**

Pencil and Plain Paper

### **Procedure**

Step 1: Students can be asked to draw anything after the day is over and that can be anything they experienced in a day.

### **Evaluation**

Evaluate students on basis of their creativity and the meaning attached with the drawing made with proper feedback.

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

This activity can act as a stress reliver as through this the child can vent their emotions and feelings.

## **Activity 5: Write in A Journal**

### **Activity Description**

One of the most effective ways to reduce stress with journaling is to write in detail about feelings and thoughts related to stressful events, as one would discuss topics in therapy, and brainstorm solutions, but there are several different ways to practice journaling.

### **Activity Objective**

This activity will help a child to reduce stress and about feelings and thoughts related to stressful events.

### **Materials Required**

Pen and Small Book

### **Procedure**

Step 1: Try to write each day.

Step 2: Writing for at least 20 minutes is ideal, but if you only have 5 minutes, write for 5.

Step 3: If you skip a day or 3, just keep writing when you can. ...

Step 4: Don't worry about neatness or even grammar. ...

Step 5: Try not to self-censor; let go of "should", and just write what comes.

### **Evaluation**

Teacher can check the journal made and give feedback to the children.  
Motivational videos can be showed to children to encourage them.

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

20 minutes

### **Activity Outcome**

Journaling about traumatic events helps one process them by fully exploring and releasing the emotions involved, and by engaging both hemispheres of the brain in the process, allowing the experience to become fully integrated within one's mind. It also improves cognitive functioning.



# SELF-AWARENESS





## SELF-AWARENESS



## GANTT CHART



## **Activity 1: Identifying Emotions**

### **Activity Description**

This is a self-awareness activity which aims to educate students about the rightful use of emotions

### **Activity Objective**

These activities help students to understand emotions and are designed to educate them about identifying emotions for various situations.

### **Materials Required**

Mood board with pictures of happy, sad, surprised, angry, tired etc printed on it.

### **Procedure**

Step 1: This is an individual activity so call up students one by one.

Step 2: Give the student any situation from the questions mentioned below or any situation that goes with this activity.

Step 3: Ask the student to model the emotion they feel and let them select the same from the mood board.

Step 4: Give the student a variety of day to day-based situations and note their emotions for the same.

### **Evaluation**

The evaluation for the same can be done by the emotions that you have noted down. There might be few students who give appropriate reaction for all the situations and a few who don't so this gives us the area or the student who needs to be educated about the rightful use of emotions.

### **Age Group**

Students from 8-14 years of age

### **Activity Time span**

Through out

### **Activity Outcome**

This activity results in making students self-aware about their emotions.

## **Activity 2: Self Responsibility**

### **Activity Description**

This is a self-responsibility activity which aims to make students more responsible about themselves and their surroundings.

### **Activity Objective**

The objective here is to teach students to be responsible for their stuff.

### **Materials Required**

Few articles from students' personal stuff

### **Procedure**

Step 1: This is an individual activity so call up students one by one.

Step 2: The importance of keeping the surrounding clean need to be explained to the students.

Step 3: The process of picking up trash and putting it into trash cans need to be explained.

Step 4: Keeping stuff at proper place and taking care of your personal belongings need to be taught.

### **Evaluation**

The evaluation can be done based on the students understanding about the topic. If the student disposes waste and keeps their personal belongings clean can be the criterion of the evaluation.

### **Age Group**

Students from 8-14 years of age

### **Activity Timespan**

Through out

### **Activity Outcome**

This activity teaches students the importance of clean surroundings and taking care of personal belongings.

### **Activity 3: Hand Hygiene**

#### **Activity Description**

Activity for training students about the basics of hygiene.

#### **Activity Objective**

These activities help students to maintain hygiene and be self-aware of the pros and cons of not having proper sanitation.

#### **Materials Required**

Water, Soap, Towel

#### **Procedure**

Step 1: This is an individual activity so call up students one by one.

Step 2: First the instructor has to teach students the proper way to wash hands. Show students the video link attached if possible. (<https://sawbo-animations.org/77>)

Step 3: Ask students to perform the same steps and also educate them about when and why it is necessary to wash hands.

Step 4: Ask students to demonstrate the proper hand washing technique to the entire class one by one.

#### **Evaluation**

This is an education-based activity and evaluation for the same is not necessary, but still the teacher can keep a watch on if the student is following the steps of proper hand washing or not. Also, the instructor can tell the students to teach the steps to the entire class and evaluate based on that.

#### **Age Group**

Students from 8-14 years of age

#### **Activity Time span**

Through out

#### **Activity Outcome**

This activity results in educating students the proper way to keep their hands clean.

## **Activity 4: Clean Surroundings**

### **Activity Description**

This is a hygiene activity which focuses on having clean surroundings.

### **Activity Objective**

This activity aims to make students aware about their surrounding and also keep them clean.

### **Materials Required**

Dustbin

### **Procedure**

Step 1: This is an individual activity so call up students one by one.

Step 2: Educate the student on why is it important to keep the surrounding clean and share with them the negatives of not having a clean surrounding.

Step 3: Teach them steps and methods which are to be followed in order to have a clean surrounding.

Step 4: Teach them proper disposal of waste, brooming and sweeping, keeping your surroundings dust free.

Step 5: Check if students are following the proper protocol of disposing waste and not littering anywhere.

### **Evaluation**

The evaluation about the same activity can be done by keeping a watch if the student is collecting waste and dumping it in trash cans.

### **Age Group**

Students from 8-14 years of age

### **Activity Time span**

Through out

### **Activity Outcome**

The outcome of this activity is a clean neighbourhood.

## **Activity 5: Nail and Hair Hygiene**

### **Activity Description**

This activity consists of methods to keep your body hygienic and clean.

### **Activity Objective**

The objective of this activity is to educate students on the importance of self-hygiene and to tell them the illness associated with not keeping yourself clean.

### **Materials Required**

Nail cutter, shampoo, water

### **Procedure**

Step 1: Teach students to cut their nails and keep them clean so that no dirt goes into them. Step 2: Teach students how to wash their hair and remove dirt from hair.

### **Evaluation**

The evaluation for the same can be done by regular checking of nails and hair and if they are clean or not.

### **Age Group**

Students from 8-14 years of age

### **Activity Time span**

Through out

### **Activity Outcome**

This activity lets students understand the importance of self-cleanliness.

## **Activity 6: Menstruation**

### **Activity Description**

An activity that focuses on explaining menstruation and spreading awareness about the same.

### **Activity Objective**

This activity aims to explain about menstruation and spread awareness about how to deal with the same and take care of your selves.

### **Materials Required**

Sanitary pads

### **Procedure**

Step 1: This activity is a knowledge-based activity which focuses on spreading awareness about the issue of menstruation in girls.

Step 2: Teach the girls the importance of hygiene during menstruation and the steps to be taken care of during that period.

Step 3: Demonstrate the proper use of sanitary napkins and explain the benefits of the same.

Step 4: Warn them about the illnesses faced due to improper sanitation.

### **Evaluation**

This is a knowledge-based activity and no evaluation for the same is necessary.

### **Age Group**

Girls from 8-14 years of age

### **Activity Time span**

This demonstration is required only once or twice throughout the session

### **Activity Outcome**

This activity educates the girls of rural places and removes the taboo about the same

## **Activity 7: Self-Management**

### **Activity Description**

This is a self-management activity which helps students have a proper scheduled lifestyle.

### **Activity Objective**

This activity focuses on improvement of lifestyle and proper management of time and resources.

### **Materials Required**

A journal to keep notes about time management

### **Procedure**

Step 1: This is an individual activity so call up students one by one.

Step 2: Explain students the importance of time and resource management.

Step 3: Ask students to keep a journal in which they keep track of what time they invest in what activity.

Step 4: Tell the students to create a proper time table of their spend of time throughout the day.

### **Evaluation**

The evaluation of the same can be done by checking the tracked record of the student and analyzing their regularity in following the time table.

### **Age Group**

Students from 8-14 years of age

### **Activity Time span**

Through out

### **Activity Outcome**

This activity teaches students importance of time management.

## **Activity 8: Relationship Awareness**

### **Activity Description**

This is a relationship awareness activity which aims to educate students about the importance of maintaining a healthy relationship with their friends and family.

### **Activity Objective**

This activity makes students aware about the conduct of relationship management.

### **Materials Required**

Verbal activity

### **Procedure**

Step 1: This is an individual activity so call up students one by one.

Step 2: Do an act or drama on how to maintain relationships at home and with your friends.

Step 3: Tell the students to share things when they felt like their friends misbehaved with them and address that issue to teach students on the proper conduct.

### **Evaluation**

Observe students and their way they talk to their friends and behave around them. Keep a track on the same and evaluate their behavior based on that.

### **Age Group**

Students from 8-14 years of age

### **Activity Time span**

Through out

### **Activity Outcome**

This teaches students the importance of relationships and the ways to maintain healthy relationships at home as well as with their friends.

## **Activity 9: Observing Others**

### **Activity Description**

This activity makes students observant about their surroundings and people around them

### **Activity Objective**

This activity focuses on increasing the observation of the students

### **Materials Required**

Journal

### **Procedure**

Step 1: This is an individual activity so call up students one by one.

Step 2: Guide the students about the activity and tell them to write or verbally share at least one incident of what they observed throughout the day.

Step 3: Tell them to mention one point that they found exiting or something new they observed in their friends.

### **Evaluation**

Listen to their explanations about what they found out during the day and mark them according to how observant about their surroundings they are.

### **Age Group**

Students from 10-14 years of age

### **Activity Time span**

Through out

### **Activity Outcome**

This activity makes students aware about the happenings of their surroundings.

## Activity 10: Self-Description

### **Activity Description**

This activity approaches towards making students self-aware and knowing themselves better.

### **Activity Objective**

It focuses on helping students describe themselves and know themselves better

### **Materials Required**

Verbal Activity

### **Procedure**

Step 1: This is an individual activity so call up students one by one.

Step 2 Instruct the student to say a few words about themselves

Step 3: Tell them to also share if their likes and dislikes and why they like that particular thing and why they don't.

Step 4: Ask them if they want to change anything about themselves and why?

### **Evaluation**

This can be evaluated based on how well the person describes themselves. How well does he/she knows what they like and what they don't.

### **Age Group**

Students from 8-14 years of age

### **Activity Time span**

Through out

### **Activity Outcome**

The outcome of this activity is that students become self-aware and it also helps their baal sathis know them better.



# EMPATHY





**EMPATHY**



## GANTT CHART



## Activity 1: Orientation to the topic

### Activity Description

This Activity is designed to make the student aware of Empathy and how it can impact his/her quality of life. It will offer strategies for helping students to identify their feelings, concerns, emotions towards other. Students will be able to construct a personalized life style management program.

### Activity Objective

#### Learner will be able to:

- Understand what is empathy
- Identify their emotions, feelings
- Enhance empathy within themselves
- Develop skills of empathy

### Materials Required

Pen/pencil, notebook

### Procedure

#### Step 1: Orientation about Empathy

(Empathy, is the ability to feel like you understand and share another person's experiences and emotions or the ability to share someone else's feelings.

Essentially, it is putting yourself in someone else's position and feeling what they must be feeling. Renowned psychologists Daniel Goleman and Paul Ekman have identified three components of empathy: Cognitive, Emotional and Compassionate.

Here are some signs that you are a highly empathetic person: You listen intently to what others have to say. You can usually tell when someone is feeling sad, anxious, angry, or just off. You often absorb other people's emotions and end up feeling how others are feeling.

Empathy is important because it helps us understand how others are feeling so we can respond appropriately to the situation. It is typically associated with social behaviour and there is lots of research showing that greater empathy leads to more helping behaviour.)

Step 2: Cover some more important points on Empathy Afterwards go with the discussion part with students.

### Evaluation

Discussion with student to get idea about how much they understood and students have to write their reflections on their diary.

### Age Group

Children having 8-14 years of age

### Activity Timespan

1 hour

### Activity outcome

Enhance the knowledge and understanding about Empathy.

## **Activity 2: MIRROR GAME**

### **Activity Description**

Empathy is the ability to get an insight into other's concerns, needs, feelings and emotions. This activity will help in accepting and appreciating the emotions and the individuality of others and achieve the following learning outcomes.

### **Activity Objective**

#### **Learner will be able to:**

- Allow partner's movement in a mirror
- Pay attention to movements and actions
- Correlate the game with the ability to empathize with others

### **Materials Required**

Create proper space for conducting the activity

### **Procedure**

Step 1: Initiate the activity and ask participants to find a partner, form pair and face each other

Step 2: Tell them that it is a mirror game.

Step 3: Ask them to follow the instructions given below:

Step 4: Face each other.

Step 5: Designate each other as A and B.

Step 6: In the first row, A plays "the person" and B plays "the mirror"; then they reverse roles.

Step 7: Encourage them to make as many movements as possible for their mirror images to follow, beginning with facial expressions, then body movements.

Step 8: Do this at least 2 to 3 rounds.

### **Evaluation**

Ask the participants to discuss their experiences based on the following questions:

1. How did you like this activity?
2. When you were the mirror, how were you able to keep up with the movement of the person you were reflecting?
3. In our everyday life situations, when do we need to reflect each other's actions or emotions and why?

### **Age Group**

Children having 9-13 years of age

### **Activity Timespan**

30 minutes

### **Activity outcome**

Participants able to develop the quality of empathy towards other

## **Activity 3: The Exclusion Game**

### **Activity Description**

Empathy is the ability to get an insight into other's concerns, needs, feelings and emotions. This activity will help in accepting and appreciating the emotions and the individuality of others and achieve the following learning outcomes.

### **Activity Objective**

Learner will be able to experience exclusion and domination in a safe environment; encouraging empathy and solidarity with others

### **Materials Required**

Sheets of sticky dots in three different colours

### **Procedure**

Step 1: Divide participants into three groups. Place a dot on the forehead of each participant: Red for one group, Green for another and Blue for the third.

Step 2: Tell participants that Greens are all in their 30's and 40's years of age and that they have all the power. Give them chairs to sit on and sweets. Tell the Reds that they are all over 65 years old and to stand together with their noses touching one wall and not to look around or talk.

Step 3: Tell Blues that they are all under 14 years of age and that they must do exactly what the Greens say. You can give Greens some suggestions for instruction such as hop on 1 one leg, do press ups, make animal noises, pretend to be elephants.

Step 4: Repeat with Blues being in their 30's and 40's years of age and having all the power, Reds being under 14 years old and following Blues instructions and Greens being over 65 years old with the noses against a wall.

Step 5: Repeat with Reds being in their 30's and 40's years of age and having all the power, Greens being under 14 years old, following their instructions and Blues being over 65 years old with noses against the wall.

Step 6: Bring the group back together in a circle. Ask all participants to remove the dots from their head and to shake out their arms and legs taking deep breaths.

Step 7: It is important to ensure participants shake out any anger built up in the game and have the opportunity to discuss how the game made them feel.

### **Evaluation**

1. How did each participant feel at each stage of the game?
2. Does this game reflect how people of different ages are treated in your community? How are young people treated? How are old people treated?
3. What other groups in your community experience exclusion?
4. Where do you think exclusion and oppression like this happens around the world?

### **Age Group**

Children having 9-14 years of age

### **Activity Timespan**

30 minutes

### **Activity outcome**

Empathy makes students to build a sense of security and stronger relationship with other children and educators.

## Activity 4: Guessing emotions

### **Activity Description**

Empathy is the ability to get an insight into other's concerns, needs, feelings and emotions. This activity will help in accepting and appreciating the emotions and the individuality of others and achieve the following learning outcomes.

### **Activity Objective**

#### **Learner will be able to:**

Students will be able to understand the emotions of others

### **Materials Required**

List of facial emotions in papers

### **Procedure**

Step 1: Ask Individual students to choose an emotion from the list

Step 2: Instruct them not to tell their classmates which emotions they have chosen.

Step 3: Have students one by one, model the body language that reflects those emotions.

Step 4: While students are modelling emotions, ask their classmates to look for clues to help them guess the emotions that's being modelled.

Step 5: Remind students that it's not always easy to figure out people's feelings and reiterate that not everyone experiences or shows emotions the same way.

### **Evaluation**

Ask the participants to discuss their experiences based on the following questions:

1. How did you like this activity?
2. In our everyday life situations, when do we need to reflect each other's actions or emotions and why?
3. How much emotions they are able to identify?

### **Age Group**

Children having 8-12 years of age

### **Activity Timespan**

30 minutes

### **Activity outcome**

Participants able to understand the feelings of others.

## **Activity 5: Active Listening and showing empathy**

### **Activity Description**

Something very similar has happened to you and you really do feel what the person feels when you realize the situation, they are in. Even if we haven't been in similar situation, we can still feel and show empathy by looking at the situation the way another person sees it.

### **Activity Objective**

**Learner will be able to:**  
feel what other people feel.

### **Materials Required**

Story books, enough space

### **Procedure**

Step 1: First, introduce your students to the importance of active listening.  
Step 2: Then use the handout to practice active listening skills.  
Step 3: Divide students into three groups and give each of them a different story from the handout.  
Step 4: One student from each group will be the main character, and the rest of group should act together as the "director", to help the student act out the emotions the person in the story might have.

### **Evaluation**

After each group shows their depiction of the emotion, ask the rest of the class:

1. What do you think the main character is feeling?
2. What physical cues led you to that conclusion?
3. Why is it important to know someone else's perspective?
4. What could you do or say if you were a friend of the main character?

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

30 minutes

### **Activity outcome**

Participants able to understand the feelings of others.

## Activity 6: Feeling's collage

### **Activity Description**

This is the fun activity to try in any classroom, especially if some of your students are shy and might have difficulty acting out emotions in front of the class.

### **Activity Objective**

**Learner will be able to:**

Express their feeling in front of others.

### **Materials Required**

Magazines, Posterboard/ construction paper, scissors, glue sticks

### **Procedure**

Step 1: Bring a big stack of magazines to class and give each of your student's art supplies.

Step 2: Invite your students to cut pictures from the magazines of people expression any kind of feeling, and instruct them to use these images to build a "feeling collage".

Step 3: Hand out markers and ask students to label each picture in their collage with a feeling word.

Step 4: Have them take turns explaining their collages and feeling label to the group.

Step 5: Encourage your students to elaborate on the details of what they noted regarding the person's, their body language, or the context of the photo or illustration.

### **Evaluation**

When the activity is over, let your students take the collages home and recommend that they keep the collage and post them in a prominent place at home for use in practicing, identifying and labelling their own feeling.

### **Age Group**

Children having 9-14 years of age

### **Activity Timespan**

30 minutes

### **Activity outcome**

Student able to express their Empathy.

## Activity 7: Stepping into other's shoes

### **Activity Description**

Empathy is the ability to get an insight into other's concerns, needs, feelings and emotions. It has the following components:

1. Putting oneself in other's shoes
2. Seeing the things from other's point of view, understanding feeling of another person.

### **Activity Objective**

**Learner will be able to:**

1. Realize the true feelings and concern of others
2. Practice empathy in daily life

### **Materials Required**

Music, worksheet and discussion

### **Procedure**

Step 1: Initiate the activity and ask everyone to sit in a circle and take off their shoes and place behind them

Step 2: Tell them that the game entails moving in circle, while the music plays (or while the group sings a song in case music is not available).

Step 3: When the music or songs stops, everyone has to slip on the shoes behind him/her.

Step 4: After five rounds, ask everyone to retrieve their shoes wherever they are.

Step 5: Then they should go back to their seats and begin to discuss the game. Provide the participants the following worksheet.

### **Evaluation**

#### **WORKSHEET**

1. Did you like this game \_\_\_\_\_
2. How did you feel when you were asked to remove your shoes? \_\_\_\_\_
3. What were your feeling when you had to wear other persons' shoes?  
\_\_\_\_\_
4. How does it feel when you see someone else wearing your shoes?  
\_\_\_\_\_
5. What went on in your mind when you saw someone else's shoes in front of you and you had to wear them?  
\_\_\_\_\_
6. How could these feeling be applied in real life? \_\_\_\_\_

### **Age Group**

Children having 12-14 years of age

### **Activity Timespan**

30 minutes

### **Activity outcome**

Students will be able to understand the need, concern, emotions etc. of others  
Empathy enhances our healthy relationship with others.



# CRITICAL THINKING





**CRITICAL  
THINKING**



## GANTT CHART



## **Activity 1 : Baithak**

### **Activity Description**

Like a real Baithak or meetings, individual students are “given the chance” and a time limit to express their views on a certain topic.

### **Activity Objective**

The objective of this activity is to teach students about assessing a problem and show their respective opinions on them.

This is a small group activity (5-6 students in a group)

### **Materials Required**

Pen/pencil and paper

### **Procedure**

Step 1: The teacher has to give the students a problem to present their opinions on.

Step 2: Students will be given time to write their opinions on a paper.

Step 3: Teacher will select a random student to present his/her opinion.

Step 4: The student will present his views in front of all students.

Step 5: The rest of the students will try to ask questions or will try to correct any mistakes the student on the stage makes.

### **Evaluation**

The student who assesses a problem correctly will be declared as winner. If they failed the teacher will have to educate them regarding that problem.

### **Age Group**

12 to 14 years

### **Activity Timespan**

50-60 mins

### **Activity Outcome**

Students will be able to assess a real world problem and will be able to conclude their own opinion about the problem.

## Activity 2 :Tic Tac Toe

### **Activity Description**

It is a fun activity that is used to increase the ability to think among the students before making any decisions

### **Activity Objective**

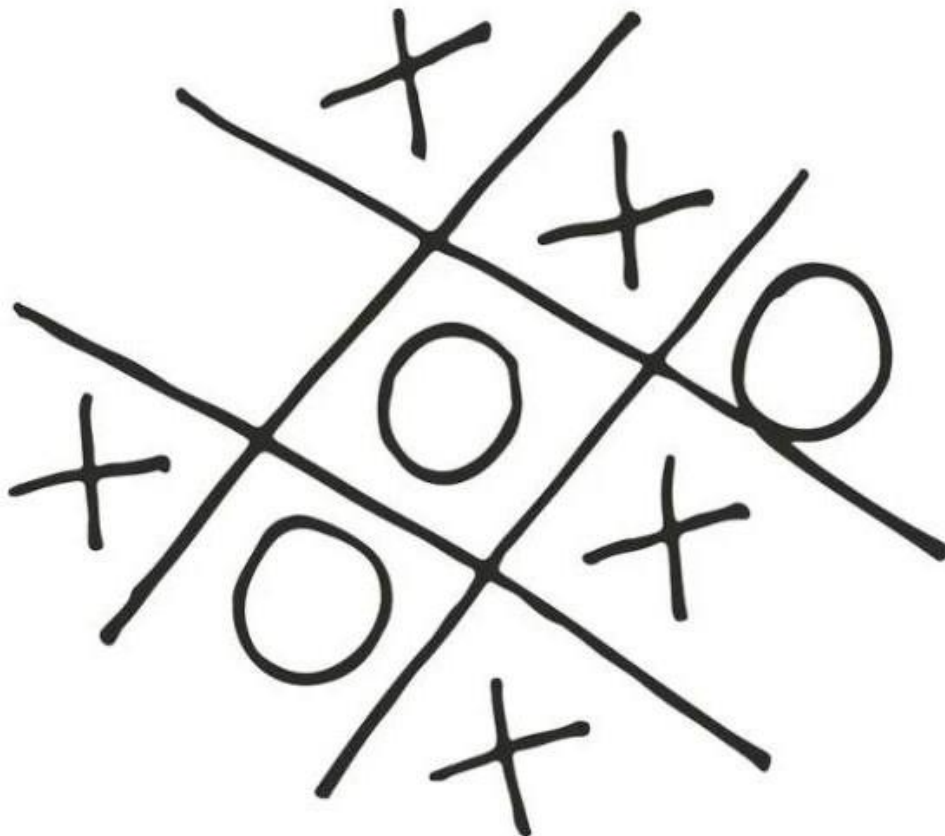
The objective is to get three crosses or zero in a row.

### **Materials Required**

Pen and paper

### **Procedure**

STEP 1: The students have to draw a figure like this shown below: -



### **Evaluation**

First one to completely complete a row of cross and zero vertically or horizontally wins.

<b>Age Group</b>
8 to 14 years
<b>Activity Timespan</b>
15 mins
<b>Activity Outcome</b>
Students will try to think of the possible outcomes before making any moves, which will lead to develop their minds in a good way.

### **Activity 3 : Bad Situation Scenario**

#### **Activity Description**

This activity is focused on working in groups and deciding possible actions to ensure safety.

#### **Activity Objective**

The objective is to teach the students to cope with each other and brainstorming together for some possible actions.

#### **Materials Required**

Pen and paper

#### **Procedure**

Step 1: Construct a scenario in which students would need to work together and solve problems to succeed.

Step 2: The scenario may consist of being stranded on a deserted island or getting lost at sea/jungle/town.

Step 3: Ask them to work together and come out with a solution that ensures everyone arrives safely.

Step 4: Ask them to come up with a list of 10 must-have items that would help them most, or a creative passage to safety.

Step 5: Encourage them to vote everyone must agree to the final solution.

#### **Evaluation**

The team with most successful ideas to ensure their safety will win.

#### **Age Group**

8 to 14 years

#### **Activity Timespan**

15 mins

#### **Activity Outcome**

The students will learn to work in a team and for the team.  
This will also help in real life situations.

## **Activity 4: ZOOM**

### **Activity Description**

It is also one of the most fun activity which can be used in the classroom to encourage critical thinking among students.

### **Activity Objective**

To enhance the ability to think critically allows the students to think intellectually and enhance their presentation skills, so that they can convey their ideas and thoughts in a logical and convincing manner.

### **Materials Required**

Pictures printed on a piece of paper or any other device which can display the pictures.

### **Procedure**

Step 1:Print pictures of objects, animals or concepts

Step 2:Give them to a student

Step 3:He/she will start by telling a story considering the pictures

Step 4:The next student is supposed to continue the story and pass the picture to the other student and so on.

### **Evaluation**

The student with the most convincing story wins.

### **Age Group**

10 to 14 Years of Age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

This activity will help students in reducing stage fear and by increasing the courage to speak in front of others.

## Activity 5: Inspire Thinking

### Activity Description

This is a challenging activity that involves creativity, and there are many, many solutions to the problem. The real challenge occurs when one group of people must work together with many different ideas and possible solutions to solve one problem when only one answer may be given from each team. Ask them to think of answers to their own questions. Aid the process of arriving at the answer rather than providing the answer.

### Activity Objective

This process of thinking about thinking – Metacognition, will help them find flaws (or support) in their own arguments and fine tune their opinion. Thus, making them better critical thinkers.

### Materials Required

Pen and Paper

### Procedure

Step 1: Make Equal Group of 4 Peoples then Display Any Image or Any Object

Step 2: Provide them 3-5 Mins to Properly View Images.

Step 3: Ask the Students to Prepare 3-4 Question what they think the object is , Are There Any Kind of Replacements , Design ,etc. For Object.

Step 4: Let Students Discuss Their Idea and Justifies Their Answer with Other Groups.

Time To Prepare Question Will Be Max 5 Mins.

### Evaluation

The group of Students Who makes The Most Logical Questions and Justifies Their Answer and Taking Feedback from The Mentors and Other Groups Also.

### Age Group

Children having 8-14 years of age

### Activity Timespan

50 to 60 mins

### Activity Outcome

The outcome of this activity is making better group decisions in real-life situations, will help them find flaws (or support) in their own arguments and fine tune their opinion.

## Activity 6: Think – Pair – Share(TPS)

### **Activity Description**

Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to - Think individually or In Small Group about a topic or answer to a question and Share ideas with classmates.

### **Activity Objective**

It helps students to think individually about a topic or answer to a question. It teaches students to share ideas with classmates and builds oral communication skills. It helps focus attention and engage students in comprehending the reading material.

### **Materials Required**

Pen and Paper

### **Procedure**

Step 1: Create Small Equal Groups of People.

Step 2: Decide upon the text to be read and develop the set of questions or prompts that target key content concepts

Step 3: Describe the purpose of the strategy and provide guidelines for discussions

Step 4: Model the procedure to ensure that students understand how to use the strategy.

Step 5: Monitor and support students as they work through the following:

T : (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

P : (Pair) Each student should be paired with another student or a small group.

S : (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

### **Evaluation**

Present ideas in whole class and mentor gives feedback to the students.

### **Age Group**

Children having 10 - 14 years of age

### **Activity Timespan**

15- 20mins

### **Activity Outcome**

Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading material.

## **Activity 7: Atlas**

### **Activity Description**

In This Game Students Have to Say Name of a Place and If Any Special/Specific or Famous Things, Monuments or Any Famous Food Item is there. Or else Only the Name of The City

### **Activity Objective**

In This Activity Atlas , It Helps Students To increase knowledge about places and any monuments or Any Famous Things/Food of That Specific City. Helps To Remember the City Name and Their Specific Things.

### **Materials Required**

No Materials Are Required

### **Procedure**

Step 1: Start the Game by Giving Any Random Alphabet to A Student.

Step 2: First Student Will Start the Game by Telling the Answer.

Step 3: Student Who Answered the Question and Person Next to The Student Will Continue with The Last Letter of The Word Told by Other Student.

Step 4: Will Continue till Students Don't Give Up.

### **Evaluation**

In this activity student's evaluation can be considered based on how many cities' name the student told, its famous things he answers.

### **Age Group**

Age Group From 8-12 Years

### **Activity Timespan**

40-50 Minutes

### **Activity Outcome**

Students Will Have Good Knowledge of Cities and Their Famous Things.

## **Activity 8: Creating Story**

### **Activity Description**

This game is about creative thinking and language development.

### **Activity Objective**

The objective of this activity is that students will be able to think critically

### **Materials Required**

No Materials Is Required.

### **Procedure**

Step 1: Start the Game by Giving Any Random Situation of Story

Step 2: First Student Will Start by Adding a Scenario.

Step 3: Second Student will continue by adding another Story line.

Step 4: Will continue till the last student comes to say the sentence.

### **Evaluation**

In This Activity Creating Story, Evaluations can be done in form where students tell most creative line which Suits the Scenario in the Story.

### **Age Group**

Age Group From 8-12 Years

### **Activity Timespan**

Time Span can be of 40-50 Minutes.

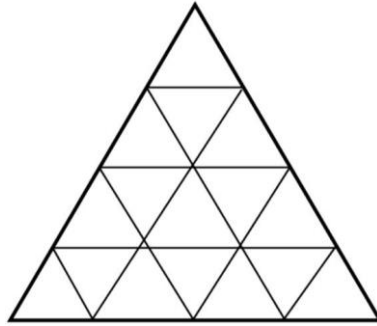
### **Activity Outcome**

This game usually ends in fits of laughter and a ridiculous story and Students will uses a lot of brainpower and imagination.

## **Activity 9: How Many Are There?**

### **Activity Description**

In This Activity How Many Are There, Is Activity Where a Figure is Given and Then students are asked to find how many shapes are there.



How Many Triangles Are There?

### **Activity Objective**

In This Activity How Many Are There; Student will identify how many shapes are there in the given figure. For Every Group difficulty level will be different.

### **Materials Required**

Pen, Paper and Black Board (To Draw Shape)

### **Procedure**

Step 1: Teacher Will Draw the Shape on Board.

Step 2: Students Will Be Given Only Minimal Time to View the Shape and Identify how many shapes are there.

Step 3: Teacher will Gather the Answer and Identify which is accurate.

### **Evaluation**

In This Activity Students Evaluation Can Be Considered Based on How Often the Student Has Given Correct Answer.

For Every Age Group the Difficulty Level Increases as they Grow up.

### **Age Group**

Age Group From 8-14 Years

### **Activity Timespan**

Time Span can be of 20 Minutes.

### **Activity Outcome**

Students Will Have Great Accuracy to Identifies Shapes and Help Them to Grow Their IQ level.

## Activity 10: Guessing Games

### **Activity Description**

The Guessing Game is a game that is group game of student so fast and furious, each round only lasts one minute, so the score of the game can quickly change, which is one of the things that makes it so fun!

### **Activity Objective**

The objective is to teach students cooperate with each other while having fun.

### **Materials Required**

A Bowl, Names of Famous People written on slips of paper, about 5 per team is a good number (put them in the bowl), One minute timer.

### **Procedure**

First, divide Students into two teams.

Step 1: A team member from the first team will draw a slip of paper from the bowl.

Step 2: He or she will have one minute to give clues to his or her teammates while they try to guess the name on the paper.

Step 3: If they guess the name of the famous person before one minute is up, the team gets to keep the slip of paper (as a way to keep score) and draws another.

Step 4: Keep drawing names and giving clues until the minute is over.

Step 5: When one minute is up, discard the slip of paper with the name that hasn't been guessed. It is now the other team's turn to pull a name from the bowl.

### **Evaluation**

**Play Continues:** After each minute, the other team gets to have turn. Team members should alternate who is giving the clues so that everyone (who wants one) gets a turn. This is a game that goes very fast, because it switches sides every minute.

**The Game Ends:** The game is over when all the names have been drawn from the bowl, or after a specified number of rounds (determine how many before the game starts.)

**How to Win:** The winning team will be the one that has had the most correct answers. It is easy to keep score because each team should have a pile of slips of paper for each clue they have correctly answered.

**Age Group**

Age Group From 8-12 Years

**Activity Timespan**

Time Span can be of 40-50 Minutes.

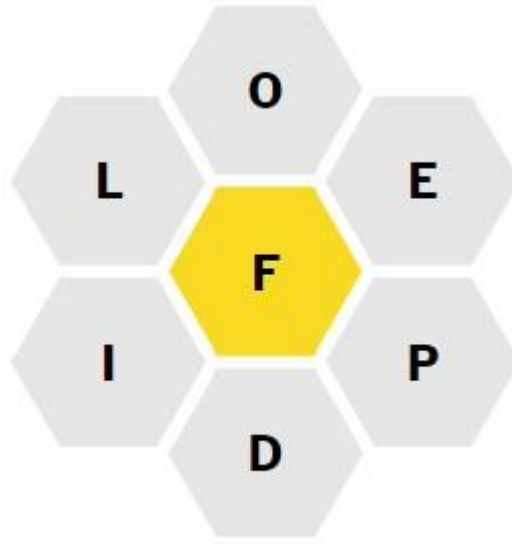
**Activity Outcome**

This game usually ends in fits of laughter and a ridiculous story and student will be able to use a lot of brainpower.

## Activity 11: SPELL BEE

### Activity Description

This activity puts a student's analytical skills to the test.



### Activity Objective

The group portion of this activity can encourage students to observe and adopt critical thinking skills displayed by their peers

### Materials Required

Pen and paper

### Procedure

- Step 1: Start by giving them a picture of 7 words with a letter that must be used in every word.
- Step 2: Then ask the students to find as many words they can from the picture.
- Step 3: Words must contain at least 4 letters.
- Step 4: Words must include the center letter.
- Step 5: Our word list does not include words that are obscure, hyphenated, or proper nouns.
- Step 6: Letters can be used more than once.

### Evaluation

4-letter words are worth 1 point each.  
Longer words earn 1 point per letter.

Each puzzle includes at least one "pangram" which uses every letter. These are worth 7 extra points!

<b>Age Group</b>
10-14 Years
<b>Activity Timespan</b>
30 Minutes
<b>Activity Outcome</b>
The Outcome of this activity will be observing and adapting critical thinking skills displayed by their peers.



# CREATIVE THINKING





# CREATIVE THINKING

## GANTT CHART



## Activity 1: New ways to do a thing: Thinking out of the box

### **Activity Description**

This is a challenging activity that involves creativity, and there are many, many solutions to the problem. This will make them to think out of the box.

### **Activity Objective**

To show that there is always a way out for any situation.

### **Materials Required**

Paper and pencil

### **Procedure**

Step 1: Tell the participants that it is time for an interesting exercise.

Step 2: Make 9 dots on paper, 3 in a line.

Step 3: Ask the participants to draw four straight lines through the nine dots without retracing and without lifting their pen from the paper.

### **Evaluation**

The evaluation will be done on the basis of how they have connected they have connected the dots and how many times the pencil was been pick up to join the dots.

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

Participants will be able to find new ways to accompanies a task, create new ideas.

## **Activity 2: Let us be imaginative**

### **Activity Description**

This is a challenging activity that involves creativity of imagination and thinking.

### **Activity Objective**

The activity will help to enhance their imagination.

### **Materials Required**

Chart paper, Marker Pen, Pen and Pencil

### **Procedure**

Step 1: Greet the participants and tell them that they are going to play a fun filled and humorous activity. This is called PMIs: Plus, Minus and Interesting.

Step 2: Divide the participants in four groups.

Step 3: Provide each group one chart paper and marker pens.

Step 4: Tell them that they will be given a topic.

Step 5: Each group has to think of five points about the topic, five minus points and five interesting points.

Step 6: All these points should be written down colourfully on the chart paper given to them.

Step 7: They will get 10 minutes for this assignment.

Step 8: The topics can be

If I have a third hand

If I have junk food every day

If there were two moons in the sky.

If there were no trees.

Step 9: Tell them to let their imagination run wild. Let them write ridiculous through also. They can presume anything.

Step 10: Encourage them to present them the charts prepare by them.

Step 11: Conclude the discussion by them what they life about this activity.

### **Evaluation**

The group evaluation will be done for this activity.

The way of their argument on the point will decide how and what their views are on the different topic.

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

30 min

### **Activity Outcome**

Students will be able to apply creative thinking in everyday life situations.

### Activity 3: In the creative list

#### **Activity Description**

This is an activity helps to respond with flexibility to different situations and come out with various responses.

#### **Activity Objective**

To show teamwork by working with others to complete a task and by being involved in a group decision making process.

#### **Materials Required**

Only a sheet of paper

#### **Procedure**

Step 1: Direct participants to let their minds expand in order to allow for innovative ways of thinking and perceiving.

Step 2: Explain that they have to respond to some questions and give explanation of their responses.

Step 3: Choose a participant at random and ask his/her response and has provide a rational for it, ask another participant to answer the same question or a different question from the creative list. Continue until every participant has responded to at least one question.

Step 4: Initiate a discussion in terms of the activity's relevant to creative thinking, brain storming, or enhancing of creative thinking skills.

#### **Evaluation**

The evaluation of the activity will be done on the basis of the answers given to the questions. The answers given by the participants will determine the way how their thinking differed thinking.

#### **Age Group**

Children having 8-14 years of age

#### **Activity Timespan**

30 minutes

#### **Activity Outcome**

The activity will help the students to hold another's person frame of reference in light of different opines.

## **Activity 4: Mind Map**

### **Activity Description**

This is an activity that involves the student to learn about different ways that a students will know about different concepts in the simplest way.

### **Activity Objective**

To show teamwork by working with others to complete a task and by being involved in a group decision making process.

### **Materials Required**

Paper, Pen and colours.

### **Procedure**

Asking the students what type of things would lend themselves to Mind Mapping. Hopefully, students will come up with all sorts of creative uses. If not, suggest pointing to simple examples such as vocabulary about the home or job responsibilities.

Step 1: Asking the students to create a Mind Map of the given story.

Start with the main character. Ask students to identify the main areas of that character's life. In this case the class might chose family, friends, work and school.

Step 2: Ask students about the particulars of each category. Who are the people? What events happen? Where does the story take place?

Step 3: Once provided the basic outline, students are supposed to draw the map on a piece of paper.

Step 4: Ask students to fill in the Mind Map noting the relationships, main events, difficulties, etc., for each of the categories.

Step 5: Asking the students to review the reading in a variety of ways.

### **Evaluation**

The evaluation can be done by asking the students different questions that are related to the topic of their concept note. Like how they made it and what ideas they have used.

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The activity will make students both academically and non-academically to learn a concept in a new and simplest way.

## **Activity 5: The perks of advertisement**

### **Activity Description**

This is an activity that will help the students to learn different creative ways of performing a task.

### **Activity Objective**

To show teamwork by working with others to complete a task and by being involved in a group decision making process.

### **Materials Required**

Paper, scissors, Pencil

### **Procedure**

Step 1: The teacher must do tickets with the students' names. Ruffle five names to be the buyers and the others will be paired as the advertisers.

Step 2: Each pair must pick a card, without looking.

a. Each card has an image of a "product".

b. The students have to "self" their product no matter what they end up with.

Step 3: The advertisers will have about 5 minutes to create a 1- minute, at most, advertisement, that will make the buyers believe the product is good enough to be bought.

a. While each pair present their product and try to sell it, the teacher will time it with a one-minute hourglass.

b. The sellers/advertisers can present their product in less than one minute, but they cannot exceed this time.

Step 4: After each advertising, the "buyers will have to judge the advertisements, giving a tip or critic for each pair (how they could improve or why they wouldn't buy it or why it is a sell); besides having to grade each one from 8 to 10.

a. The scores must be noted and will be used later to choose the winners. Note: The evaluation will happen by the ability of short-time thinking and the student's speaking skills.

### **Evaluation**

The evaluation will be done on the basis of the idea used and how have they made the best use of the materials available if they were limited then also.

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The outcome of the activity will be to learn the idea of creatively thinking how the idea can be represented differently.

## **Activity 6: Space travel**

### **Activity Description**

This is an activity that involves the student to learn about making imaginary object nurtures.

### **Activity Objective**

Participant will be able to deepened the idea of their thinking.

### **Materials Required**

Cardboard, cello tape, Pencil and Paper.

### **Procedure**

Step 1: Give participants square and rectangle cardboard piece of different sizes, cello tape, pencil and paper.

Step 2: Direct them to create a three-dimensional space ship/ rocket based on their imagination.

Step 3: Give them time for creating.

Step 4: Instruct them to create a report after the object is done. Allow 10 minutes for creating the report.

Step 5: Demonstrate the creative object developed.

### **Evaluation**

The evaluation can be done on the basis of different criteria like

- How long is the element made?
- Does it look like the space ship/ rocket?
- What is the format of the report?
- How is the report?

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The activity will make participants to present a creative item using their imagination.

## Activity 7: Approaching the problem differently

### **Activity Description**

This is an activity that involves the student to learn about different ways that a students will know about different concepts in the simplest way.

### **Activity Objective**

The activity will help the participant to think creatively to arrive at solution by looking it in different way.

### **Materials Required**

Handout of story

### **Procedure**

Step 1: Read out the story of two friends Tina and Meena to the participants.

Step 2: Ask the participants to creatively think and make the problem solve with different perceptive and make them happy.

### **Evaluation**

The evaluation can be done on:

- How the participant takes the story.
- What are the ways to solve the problem?
- What is the suggestion given?

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The activity will make students to apply creative thinking in daily life basis.



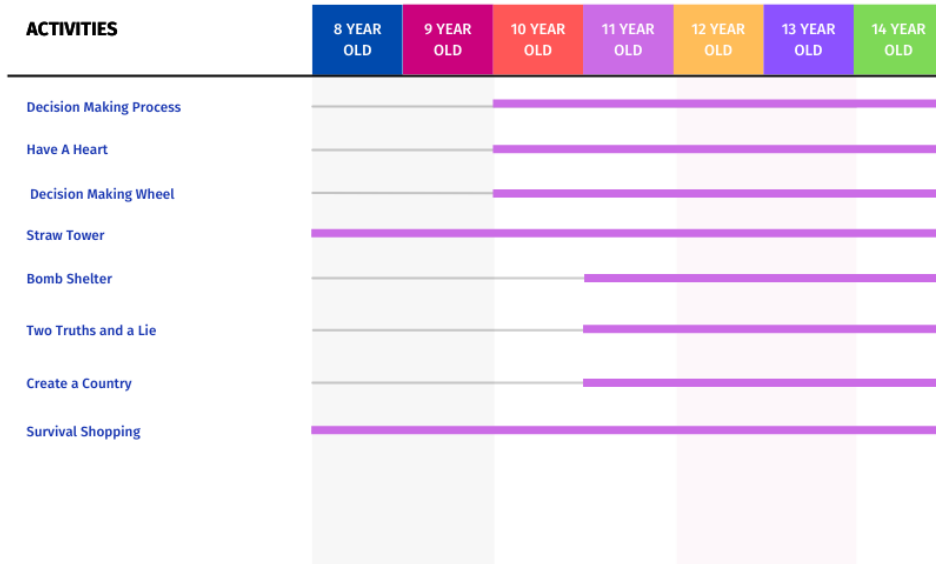
# DECISION MAKING





# DECISION MAKING

## GANTT CHART



## **Activity 1: Decision Making Process**

### **Activity Description**

When we think about making changes, most of us don't really consider all "sides" in a complete way. Instead, we often do what we should do, avoid doing things we don't feel like doing, or just feel confused or overwhelmed and give up thinking about it at all. This often leads to poor decisions. Decision-making/problem-solving skills can help you to make the best decisions by considering all the options and the potential consequences.

### **Activity Objective**

To help for making the best decisions by considering all the options and potential consequences in decision making process.

### **Materials Required**

Pen or Pencil, Paper

### **Procedure**

Step 1: Think about something you want to change in your life. It could be anything from starting to exercise to giving up chocolate!

Step 2: Define the decision to be made. For example: "I want to get fit".

Step 3: Consider all the possible options / alternative solutions to achieve above stated goal. For example: I will do exercise every day, I will try to walk to school each day, etc.

Step 4: write all solutions down, no matter how ridiculous they may seem. Try not to judge the options / solutions at this stage.

Step 5: Write down all the positives (good things) and negatives (not so good things) for making or not making the change.

For example: I will join gym. Positives: That will be fun. I will learn to exercise. Negatives: It may be really expensive.

### **Evaluation**

Explain the above process to children and give them 30 minutes of time to complete the activity. After 30 minutes, have a discussion in class for the result of the decisions made. Pick few children at random and ask them to share their decisions made and all the options that they thought. Also, suggestions at the end can be given to children about improving their decisions.

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

40 minutes

### **Activity Outcome**

The outcome of this activity is making better decisions in real-life situations.

## Activity 2: Have A Heart

### **Activity Description**

This activity deals with organ donation and transplantation, which is becoming more and more common and is recognized as great way to improve health and prolong life for many people. In this activity, there is a heart donor and many receivers of the heart. The main task is to decide who gets the heart out of a defined patient list.

### **Activity Objective**

To help for making the best decisions by considering all the options in a situation and choosing the correct and most perfect choice.

### **Materials Required**

Pen or Pencil, Paper

### **Procedure**

Step 1: Create group of 5-7 children.

Step 2: Ask students to make a group decision concerning a highly charged, imaginary situation.

Step 3: Give them situation to write as follows: "You are surgeons at a large hospital. Your committee must make a very important decision. Seven patients need a heart transplant. There is only one heart donor at this time. All of the patients are eligible to receive this heart. All are physically able. And all have compatible tissue and blood typing. Which patient would you choose to receive the heart? Why? Your committee must agree on the choice."

Step 4: Instruct children that most recipients of organ transplants are now managed by a nationwide network, which removes some of this decision-making pressure from the surgeons and patients who do not receive this heart will not automatically die. Some (not all) will probably survive until another donor is available.

Patient Waiting List: -

- 31 year old male, brain surgeon at the height of his career, no children
- 12 year old female, accomplished violinist, blind
- 40 year old male, teacher, 2 children
- 15 year old female, married, 6 months pregnant
- 35 year old male, Hindu priest
- 17 year old female, high school dropout, supports/cares for a brother who is severely disabled
- 38 year old female, researcher, no children

Step 5: Set 20 minutes time limit.

### **Evaluation**

After the time limit is over, instruct children to present their decision of who gets the heart and what is the reason behind it in front of all the groups present. Also, the mentor can ask questions to the group like: -

- 1) What was your decision?
- 2) How did you arrive at your decision?
- 3) What decision-making method did you use (consensus, voting, etc.)?
- 4) How was your decision influenced by your values? Attitudes? Prejudices?

- 5) Who provided leadership in your group?
- 6) How were disagreements and conflicts handled?
- 7) How satisfied are you with your own level of participation in this exercise?

**Age Group**

Children having 10-14 years of age

**Activity Timespan**

30 minutes

**Activity Outcome**

The outcome of this activity is making better group decisions in real-life situations and being able to choose correct and perfect choice.

## Activity 3: Decision Making Wheel

### Activity Description

The Decision Making Wheel is the best universal decision maker to make decisions when you don't want to, or when it is hard to choose from similar options.

### Activity Objective

To make better choices in your real life situations.

### Materials Required

Pen or Pencil, Paper

### Procedure

#### *Decision Making Wheel*

This wheel will help you to make better choices in your life. When you have an important decision to make, start by stating the problem in the hub of the wheel. Next, move through the 9 choices, one by one. When you have a decision to make fill in the blanks.



Step 1: Make the children draw the decision making wheel as shown in the image. Following the steps on the wheel, teach the students the process of clarifying the problem, then moving through the steps of thinking to come to a decision.

Step 2: Read the following scenario aloud in the presence of children

"It is recess. Everyone is out on the playing fields, including the teacher. You have to go the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person's desk and take something out of it. You quickly move past the door before you are seen." Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher.

A moment later the teacher announces that this student's entire pencil case with pencils, pens and lunch money in it has been stolen. What do you do?

Step 3: Using the Decision Wheel as a guide, discuss the following questions with your children and scribe their answers on the board. Ask the children to use their Decision Wheel to record the answers to each question by moving through the 9 choices given in the decision making wheel and filling in the blanks given in the wheel.

1. What is the problem?
2. What are the choices you have?
3. What do you think the consequences of these choices will be for yourself and others who are involved?
4. What values do you need to consider?
5. How do you feel about the situation?
6. Is there anything else you need to learn about it?
7. Do you need to ask for help? Who will you ask?
8. What is your decision?
9. Do you think you made the right decision? Why?

Step 4: Start by stating the problem in the hub of the wheel Next, move through the 9 choices, one by one. When you have a decision to make fill in the blanks given in the wheel.

#### **Evaluation**

Pick few children at random and ask them to share their decisions made and all the options that they thought. Also, suggestions at the end can be given to children about improving their decisions.

#### **Age Group**

Children having 10-14 years of age

#### **Activity Timespan**

30 minutes

#### **Activity Outcome**

The outcome of this activity is making better choices in real-life situations using decision wheel.

## Activity 4: Straw Tower

### **Activity Description**

This is a challenging activity that involves creativity, and there are many, many solutions to the problem. The real challenge occurs when one group of people must work together with many different ideas and possible solutions to solve one problem when only one answer may be given from each team.

### **Activity Objective**

To show teamwork by working with others to complete a task and by being involved in a group decision making process.

### **Materials Required**

Drinking straws, paper clips, string, pipe cleaners, scissors

### **Procedure**

Step 1: Create equal groups of 2-10 children.

Step 2: Provide the group with a pile of straws, paper clips, pipe cleaners, scissors and a ball of string.

Step 3: Inform the group that their task is to use the materials that they have been given to build a tower that is as tall as possible without it falling over.

Step 4: Give the group 30 minutes of time to complete the task.

### **Evaluation**

The group making the tallest tower out of straw stands out to be the winner in activity. Other children can observe how the tower has been created and the mentor can give their feedback on how to make a taller and better tower with effective usage of straws to every group. Also, the mentor can ask questions given below like: -

1. How did your group get started with this project?
2. Did everyone agree on how the tower should be built? If not, how was a decision made?
3. What part did you take in decision making?
4. Do you usually follow what others say or do you attempt to get others to do what you want? Why? What is usually the end result of the process?
5. What are some good ways for a group of people to make decisions together?

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The outcome of this activity is making better group decisions in real-life situations.

## **Activity 5: Bomb Shelter**

### **Activity Description**

Decision making is a skill that needs to be mastered. To solve a problem, we need to share our personal experiences so that we can learn from others' experiences.

### **Activity Objective**

To train children to be able to talk and interact with others for a cause and also establishing trust and share their personal experiences to solve a problem.

### **Materials Required**

Pen or Pencil, Paper

### **Procedure**

Step 1: Divide students into groups of maximum 5 children.

Step 2: Instruct each group to assume that they are in an air-raid shelter after an atomic explosion. The shelter only has enough air and food supply for five people. The remaining members must leave the shelter so the others can survive.

Step 3: Randomly assign roles (doctor, housewife, movie star, politician, etc.) to each group member. Instruct each group member to plead his/her case on why he/she should stay in the shelter.

Step 4: Instruct the groups to decide as a whole who must stay and who goes. Set 20 minutes time limit to make the decision process more challenging.

### **Evaluation**

After time limit is over, start a discussion in common and ask each group to share with other groups what decision they made and how they arrived at the decision.

### **Age Group**

Children having 11-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The outcome of this activity will be that children will be able to talk and interact with others for a cause; establish trust and share their personal experiences to solve a problem.

## Activity 6: Two Truths and A Lie

### **Activity Description**

Two truths and a lie are a simple team-building activity in which someone shares three “facts” about themselves. Two are truths and one is a lie. The others in the group try to guess which facts are the truths, and which is the lie.

### **Activity Objective**

To train children to be able to use different elements involved in decision making, use the process of decision making with sequential steps and make a decision after thinking critically.

### **Materials Required**

A few A4 white sheets, pens or pencils

### **Procedure**

Step 1: Divide the students into five groups using random grouping method.

Step 2: Give each group an A4 white sheet to write down two things about themselves that are true and also to write one thing about themselves that is a lie.

Step 3: Give children ten minutes in order to brainstorm focusing on the steps of decision making:

- Recognize and identify what is it you are deciding upon?
- Aim and desire for positive results.
- Analyse and weigh the consequences of an action.
- Set alternatives or options.
- Act responsibly or stand up for the decision made.

Step 4: Instruct each group representative to share the facts with their group members.

Step 5: The group must decide which two items are true and which one is a lie.

Step 6: Encourage students in each group to work together to make a decision.

Step 7: Once

### **Evaluation**

After time limit is over and the decisions have been made, instruct each group to present themselves, explaining how that decision was made.

### **Age Group**

Children having 11-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The outcome of this activity is using different elements involved in decision making, using the process of decision making with sequential steps and making a decision after thinking critically.

## Activity 7: Create a Country

### **Activity Description**

When the founding father of the India first got together to form a government, they had many issues to agree on and many decisions to make. Discussion, compromise, decision making and teamwork were a large part of the process when they tackled the tough task of forming a government. Creating a country wouldn't be an easy task, but in this activity, it can be fun when the group pulls together and uses teamwork to solve the problems using decision making, they face.

### **Activity Objective**

For children to get together as a group and participate in a group decision-making process.

### **Materials Required**

Paper; pens or pencils; colored markers, colored pencils or crayons

### **Procedure**

Step 1: Create equal groups of 2-10 children.

Step 2: Provide each group with the following information and the materials listed above:

"You and a group of people have claimed an uninhabited island as a new country. You have been selected to be the new government. Your first assignment is to make the following decisions and accomplish the following tasks...

Name the country

Design a flag

Create any laws that you feel are necessary

Step 3: Give children 20 minutes of time to complete the activity.

### **Evaluation**

After the time limit is over, instruct the group to present it to the whole class how they have created the country and engage all the children in discussion.

### **Age Group**

Children having 11-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The outcome of this activity is making better group decisions in real-life situations.

## Activity 8: Survival Shopping

### Activity Description

This is a challenging activity that involves creativity, and there are many, many solutions to the problem. The real challenge occurs when one group of people must work together with many different ideas and possible solutions to solve one problem when only one answer may be given from each team.

### Activity Objective

For a group of people to make group decisions together

### Materials Required

At least one large store catalogue or access to the Internet, Paper, Pens or Pencils

### Procedure

Step 1: If you have a large group, break into small teams of two to six members each (or into as many teams as you have catalogues for).

Step 2: Provide each team with a large catalogue from a store that sells a variety of items (such as Sears) or if you have access to the Internet, find a web site that sells a variety of items.

Step 3: Give each team "money" to spend (₹2000 (not real money) is a good amount).

Step 4: Tell the group the following story: "You and your teammates have been selected to spend one year in a space ship traveling to a distant planet and back. You will have one year's supply of food and water on your ship and you each will be issued two sets of clothing. Your team is allotted ₹2000 to buy anything else you will need. You must agree on the items and cannot go over the allotted dollar amount."

Step 5: Give each group some paper and a pen or pencil to make a list on.

Step 6: Set 20 minute time limit to complete the activity.

### Evaluation

Set a time limit, and at the end of the time limit ask each group to report back with their list. Each group should explain why they chose what they did.

Discussion Prompts:

- 1) Did everyone on your team agree on what to spend your money on?
- 2) If everyone didn't agree, how did you finally come to a decision?
- 3) Was it difficult to make decisions as a group? Why or why not?
- 4) What is the best way to make decisions when in a group? Is this easy or difficult for you?

### Age Group

Children having 8-14 years of age

### Activity Timespan

Write here

### Activity Outcome

The outcome of this activity is making better group decisions in real-life situations.



# PROBLEM SOLVING

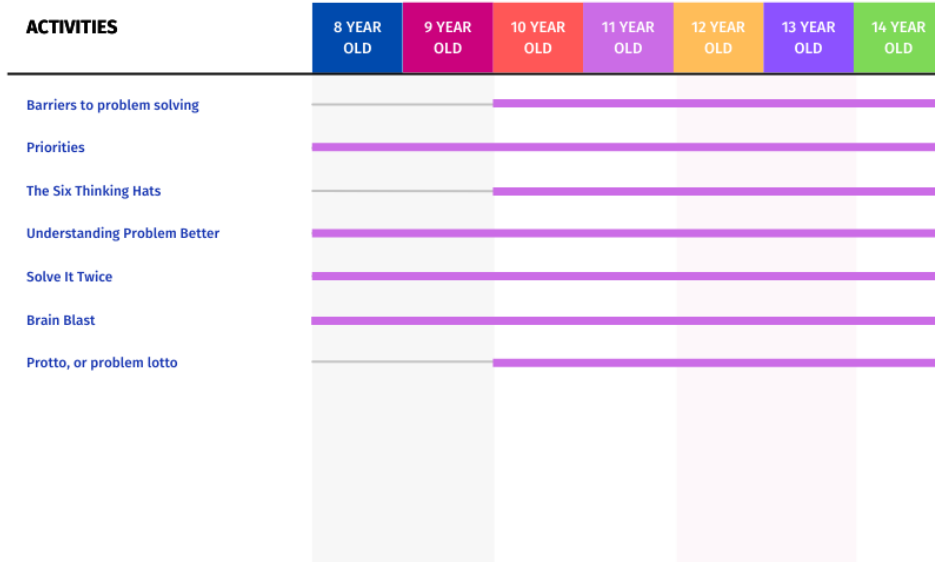




# PROBLEM SOLVING



## GANTT CHART



## **Activity 1: Barriers to problem solving**

### **Activity Description**

There are many barriers to critical thinking which can hold back a person from using his/her analytical skills. Through this activity, the children will be able to understand the barriers to problem solving.

### **Activity Objective**

Children will be able to recognize the barriers to problem solving and try to remove them.

### **Materials Required**

Chart paper, sketch pens and worksheet

### **Procedure**

Step 1: Divide the class in equal groups.

Step 2: Give a chart paper and two to three coloured sketch pens to each group.

Step 3: Assign them the task of creating a self-awareness mind field which will help them to make a conscious effort at avoiding mental blocks to problem solving.

Step 4: Direct the groups to do the following (allow twenty minutes):

- In your group think of a problem that you were not able to solve.
- What do you think were the reasons for not being able to solve the problem?
- List the reasons (Hint: It could be social conditioning, previous experiences, etc.)
- Present your thoughts on the chart paper through an innovative presentation (5 minutes per group).

### **Evaluation**

Identify one situation in your life where you have not been able to make an informed choice because of either one or more of the following mental barriers:

1. **Egocentric Thinking:** It is viewing everything in relation to oneself. Such individuals are only concerned with their own interests. They are close minded to the thoughts and ideas of others and are usually unaware of their own thinking patterns.
2. **Social Conditioning:** Each individual is unique and age, IQ, race, gender, upbringing, family, friends, genes etc have a dramatic effect on how one views the world and the people one interacts with. Open minded thinking can enable an individual to listen, learn and empathize with the diversity in culture, race and religion.
3. **Group Thinking-The Herd Mentality:** “When everyone thinks alike, no one thinks very much”. The drive for acceptance from others is a strong motivating force since thinking outside the group can be uncomfortable. Negative Peer Pressure can act as a barrier to resolving of an issue.

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

60 minutes

### **Activity Outcome**

The outcome of this activity is making better egocentric thinking, social conditioning and group thinking in real-life situations.

## Activity 2: Priorities

### Activity Description

Priorities is a competitive game of problem-solving and of establishing priorities. To some degree, it is also a game of chance.

### Activity Objective

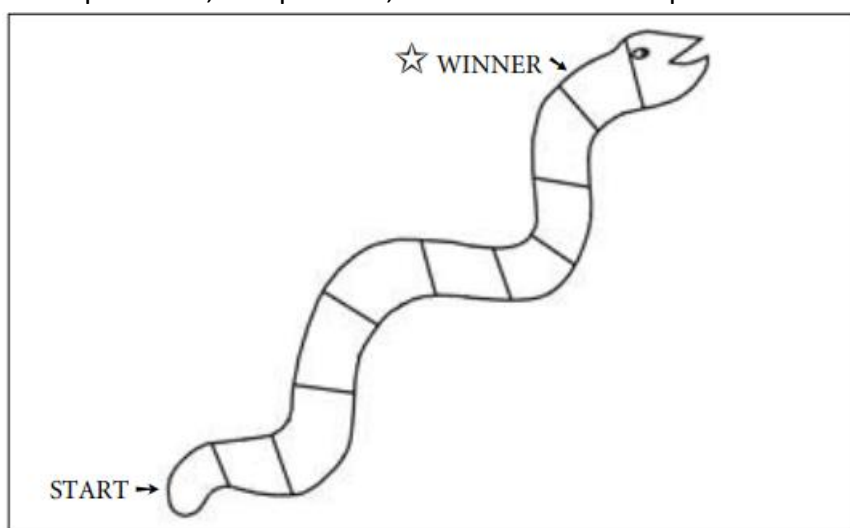
This activity will help children to set their priorities.

### Materials Required

Individual priorities sheets or single transparency for the overhead (see graphic below)

If using overhead, have a washable pen for reuse of transparency.

Write problems, one per card, to create a reusable problems Deck.



### Procedure

Step 1: All cards are shuffled and spread face down on a table or desk.

Step 2: If playing in partners, each takes one card; if whole class is playing, one player from each team chooses a card in turn.

Step 3: The two players holding cards must decide which card represents the highest priority. This card represents a single move ahead on that player's game sheet. If using an overhead for the whole class, have a different symbol (e.g., or\*) for each team, and mark the team's progress with their symbol.

Step 4: If the players cannot agree on which card represents the priority, they present their cases to the mentor (or to a predetermined "judge") must decide who has the best case and thus will move ahead. If a decision still can't be reached, either no one moves or everyone does.

Step 5: If the players make an obvious error in judgment and choose the wrong card as the priority, the mentor or judge can intervene and have them all move backwards one step.

Example:

First cards exposed: Team A - late for curfew; Team B - have to phone friend

Late for curfew takes priority so Team A moves ahead one space.

Next two cards: Team A - broke my bike; Team B - forgot my home-work  
(Obviously, kids will have something to say about these two problems. Allow conversation between team members for up to two minutes; then, ask the players who chose the cards to explain why their problems should take priority)

**Evaluation**

First person (or team) to reach the Top Priority wins. Obviously, kids will have something to say about these two problems. Allow conversation between team members for up to two minutes; then, ask the players who chose the cards to explain why their problems should take priority.

**Age Group**

Children having 8-14 years of age

**Activity Timespan**

60 minutes

**Activity Outcome**

The outcome of this activity will be setting priorities in real-life situations.

### **Activity 3: The Six Thinking Hats**

#### **Activity Description**

The Six Thinking Hats concept by De Bono is used in solving problems

#### **Activity Objective**

This activity will help the children to understand and apply this concept in solving problems.

#### **Materials Required**

Reading material on De Bono's Six Thinking Hats, six sheets of coloured chart paper (white, red, black, yellow, green, blue) and stapler to make conical hats

#### **Procedure**

Step 1: Divide the class into five groups and give each group the following sheet.

The Six Thinking Hats: It is a simple but powerful way for looking at issues from different perspectives - one at a time.

- a. White Hat only looks at the facts and data of the decision.
- b. Under the Red Hat feelings are expressed about the issue.
- c. The Black Hat is for looking at the negative effects of the decision.
- d. The Green Hat is for thinking about alternatives.
- e. The Blue Hat is for clarifying which kind of thinking is going on.

Step 2: Assign the following situation to the groups and ask them to use the Six Thinking Hats to look at the situation from different angles.

Situation: "A decision has been taken by the school that there will be no school canteen."

Step 3: Give the children time limit of 30 minutes to complete the situation task.

#### **Evaluation**

Instruct each group to present their viewpoints wearing the different Hats while presenting them in front of the whole class. Also, the mentor

#### **Age Group**

Children having 10-14 years of age

#### **Activity Timespan**

40 minutes

#### **Activity Outcome**

The outcome of this activity is that children will be able to apply De Bono's Six Thinking Hats in resolving issues and problems.

## **Activity 4: Understanding Problem Better**

### **Activity Description**

Different people respond to a particular problem differently. To arrive at a solution to which different people have responded, answers should be collated. The activity will help the children to obtain information or test opinions from a group of people.

### **Activity Objective**

In this activity the children will have to obtain information or test opinions from a group of people.

### **Materials Required**

Pencils or pens

### **Procedure**

Instruct children to do the following:

Step 1: Identify the subject area/problem/issue that you want to find out more about or are looking for a solution.

Step 2: Identify the number and groups of people who you would like to answer the questionnaire and what kind of answer do you need? There are many different ways questions can be answered. For some questions you can answer yes or no, for others, you may want a longer, more involved answer.

Step 3: List questions you would like to ask people.

Step 4: Arrange the list of questions in a sequence starting with the easy/basic topics.

Step 5: Check the questions to make sure that they are easy to understand and answer - you may test the questions on some people and amend them if necessary.

Step 6: When the questions are ready, you can begin asking people these questions. Remember to ask people's permission first before you begin your activity.

Step 7: When all the questionnaires are completed / or enough people have been asked, compile the results.

Step 8: For each question read the answers?

Step 9: How are the answers different and were they as you expected?

Step 10: Once all the results are compiled, think about what you have found out.

### **Evaluation**

Instruct the children to present their results and the activity completed in front of the whole class. Also, the mentor can give suggestions and feedback to the groups as needed.

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

The outcome of this activity is that children will be able to frame questions properly to gather information; obtain information from a group of people; analyse the information carefully; consolidate opinions gathered from different people.

## Activity 5: Solve It Twice

### Activity Description

This competitive game calls on children to take both adaptive and innovative approaches to problem-solving. It enables players to see that there are at least two equally good, rational problem-solving techniques for a single problem. The assumption is that players know the difference between an adaptive solution and an innovative one.

### Activity Objective

This activity will help children to differentiate between an adaptive solution and an innovative one.

### Materials Required

Problems Deck, Paper and pens/pencils, one for each team  
Overhead, whiteboard, or chalkboard for point counting

### Procedure

Step 1: Each team chooses a player who does the writing and a player who reads aloud what has been written.

Step 2: The mentor or one of the judges randomly draws and reads a card from the Problems Deck.

Step 3: Teams are given 60 seconds (or more, depending on ages and abilities of players) to write down two solutions: one adaptive and one innovative. Talking is allowed between team members.

Step 4: The mentor or a judge call “stop.”

Step 5: Teams present their solutions exactly as written. Judges determine points. The maximum number of points per problem is three: one for the adaptive solution and one or two for the innovative solution. Teams alternate starting.

Example:

- Problem card shows “got caught telling a lie.”

- Team 1 writes: ADAPTIVE: Apologize. (Judges award 1 point.)

INNOVATIVE: Apologize, but also show the person a page you’ve downloaded about how lying has terrible effects on people and say that you have learned from your mistake. (Judges award 2 points.)

Total: 3 points.

- Team 2 writes:

ADAPTIVE: Say sorry. Accept consequences without whining. (Judges award 1 point.)

INNOVATIVE: Jokingly say that the “devil made me do it.” (Judges award 0 points because this solution is not viable.)

Total: 1 point.

### Evaluation

This game can be judged either by the mentor or by a predetermined panel of children judges. The teams need to come up with two solutions for each problem — an adaptive one and an innovative one. A team receives a single point for a single response, as long as the judge or panel feels that the solution is appropriate. If the team offers a solution that the judges find particularly “amazing,” two points can be awarded for that solution. At the end of the game, the team with the most points win.

### Age Group

Children having 8-14 years of age

**Activity Timespan**

60 minutes

**Activity Outcome**

The outcome of this activity is that there are at least two equally good, rational problem-solving techniques for a single problem. The assumption is that children will be able to know the difference between an adaptive solution and an innovative one.

## Activity 6: Brain blast

### Activity Description

A competitive game of both chance and divergent thinking, Brain Blast encourages groups to cooperate to come up with as many ideas related to a specific topic as possible. Although this game works well when teaching about creative ideas for solving problems, it is also useful as a prelude to many creative writing projects.

### Activity Objective

This activity will encourage children to cooperate in a group and to come up with the ideas related to specific topic.

### Materials Required

One large die, which is available from dollar stores, games stores, seniors' stores (You can use a small one, but the large ones are better.)

List of "umbrella topics" or general theme words (See below; it is a good idea to use concepts being studied in class already as it encourages recall of facts.)

### Procedure

Step 1: Mentor writes theme word (e.g., colours) on board.

Step 2: Team A rolls die and gets "3." Team A provides the words "red," "green," and "blue" and gets three points.

Step 3: Team B rolls "1." The team provides the word "orange" and gets one point.

Step 4: Team A rolls "6," but can provide only five colour words, so gets five points. (They lose a point for the one word missed.) Team A now has seven points.

Step 5: Team B rolls "4" and provides four words, including the made-up word "Roorange" (combination of red and orange — mentor accepts the word). Team B now has five points.]

#### **Possible Theme Words**

ANIMALS	SEASONAL ACTIVITIES	COMPUTERS
PLANTS	CAMPING	BOOKS
CITIES	VACATIONS	TELEVISION
COUNTRIES	TRAVEL	FITNESS
COLORS	FINE ARTS	NUTRITION
STORIES	MATH TERMS	PLANTS
AUTHORS	FRIENDS	FRUITS
FEELINGS	PROBLEM SOLVING	DESSERTS
BEHAVIORS	WILDERNESS	BOY (GIRL) NAMES
SPORTS	HISTORY	FUTURE
CLOTHING	FARMING	TECHNOLOGY
INUIT	CANADA	POLLUTION
PIONEERS	ASTRONOMY	CARTOONS

### Evaluation

According to the number rolled on the die, teams provide the number of correct word or phrase choices that fit the provided theme word. (Example: Number 2 equals two words provided.) If the two words are correct, the team earns two points. If the team can come up with only one correct answer, the team earns one point. The mentor keeps track of scores in some manner visible to children, perhaps using a

chalkboard, whiteboard, or overhead. Usually, the first team to reach “20” wins. Sometimes, though, determining the winner is up to the mentor. If both teams end up tied at the end of a designated playing time, the mentor may announce that the team that obviously tried harder or had “more difficult choices” than the other is the winner.

**Age Group**

Children having 8-14 years of age

**Activity Timespan**

30 minutes

**Activity Outcome**

The outcome of this activity will be how to cooperate in a group and come up with the ideas related to specific topic.

## Activity 7: Protto, or problem lotto

### Activity Description

This competitive game involves creative thinking and also lets children see that not only can problems have more than one solution, but that sometimes the same solution works for more than one problem. Many children think that there has to be “just one right way” to solve a problem so this game can be an eye-opener for them.

### Activity Objective

This activity will help children to understand how many solutions will work for several problems.

### Materials Required

Individual sheets of paper, pens/pencils.

Visible lists of “problems” to copy (on transparencies or wall charts or handouts that can be collected afterward)

Possible Solutions Deck: Keeping in mind the problems on the children’ list, write possible solutions briefly, one per card. Many solutions will work for several problems.

### Procedure

Step 1: Children divide pages into four quadrants by drawing two lines that intersect at right angles and extend to edges.

Step 2: At the top of each quadrant, children write a problem, chosen from the provided list.

Step 3: The mentor randomly draws cards or holds cards with backs facing the children and invites different children to pick a card.

Step 4: The mentor or a child reads the possible solution. If children can fit that solution to one of their chosen problems, they print it in the appropriate quadrant.

Step 5: If a solution fits more than one problem, they can print it in more than one quadrant.

Step 6: The game continues until someone meets the criteria established by the mentor and shouts “Protto,” at which point the mentor (or a predetermined panel of children “judges”) confirms that the children has met the criteria. Example: One child has selected the following four problems to write in his quadrants:

told a lie	lost my homework
friend wants to shoplift	late for curfew

-The first solution presented was “do a thorough search.” He wrote this correctly in the top right quadrant.

-The next solution presented was “take on a paper route.” This idea doesn’t fit anywhere on his page, so he could not write it down.

-The third solution presented was “take a deep breath, hold for five seconds, and repeat three times.” This solution “step” is appropriate for any problem, so he wrote it in all quadrants (as all other children could have done, too, which means it works against winning).

### Evaluation

The first children(s) to fill in the sheet according to mentor requirements (e.g., one solution in each quadrant or three solutions in three quadrants or two solutions in diagonal quadrants) wins the game. The design is flexible.

**Age Group**

Children having 10-14 years of age

**Activity Timespan**

60 minutes

**Activity Outcome**

The outcome of this activity will be that how one solution will work for several problems in real life situations.



# EFFECTIVE COMMUNICATION





# EFFECTIVE COMMUNICATION

## GANTT CHART



## Activity 1: Elocution

### **Activity Description**

Elocution is the study of formal speaking in pronunciation, grammar, style, and tone as well as the idea and practice of effective speech and its forms. It stems from the idea that while communication is symbolic, sounds are final and compelling. It came into popularity in England from the eighteenth and nineteenth century and in America during the nineteenth century. It benefitted both men and women in their different ways but overall, the concept was there to teach both how to become better, more persuasive speakers, standardize errors in spoken and written English, as well as the beginnings of the formulation of argument were discussed here

### **Activity Objective**

It helps students to develop their self-expression and confidence.

### **Materials Required**

Chalk, blackboard

### **Procedure**

The topic for an elocution competition must be appropriate in nature.

Step 1: Teacher will give elocution topic before a day of competition.

Step 2: At the day of competition teacher call students one by one as per the list of participants.

Step 3: student speak about the topic provided by teacher.

### **Evaluation**

Evaluation of elocution is based on

- Topic understanding
- Content organization
- Presentation skills

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

It helps to students to exhibit their oratory skills.

## **Activity 2: Card Pieces**

### **Activity Description**

MindTools is a good way to help participants develop more empathy, consider other perspectives, build their communication and negotiation skills.

First, make sure you have enough people for at least three teams of two, enough playing cards to give out between 4 and 6 cards to each person, and 15 minutes to spare.

### **Activity Objective**

This activity encourages students to do team work.

### **Materials Required**

Card, pencil, timer, envelope

### **Procedure**

- Step 1: Cut each playing card into half diagonally, then in half diagonally again, so you have four triangular pieces for each card.
- Step 2: Mix all the pieces together and put equal numbers of cards into as many envelopes as you have teams.
- Step 3: Divide people up into teams of three or four. You need at least three teams. If you're short of people, teams of two will work just as well.
- Step 4: Give each team an envelope of playing card pieces.
- Step 5: Each team has three minutes to sort its pieces, determine which ones it needs to make complete cards, and develop a bargaining strategy.
- Step 6: After three minutes, allow the teams to start bartering for pieces. People can barter on their own or collectively with their team. Give the teams eight minutes to barter.
- Step 7: When the time is up, count each team's completed cards. Whichever team has the most cards wins the round.

### **Evaluation**

Evaluation of this activity is based on

- Presentation skills
- Co ordination

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

It helps to students to exhibit their oratory skills.

### Activity 3: Chinese Whisper

#### **Activity Description**

Players form a line or circle, and the first player comes up with a message and whispers it to the ear of the second person in the line. The second player repeats the message to the third player, and so on. When the last player is reached, they announce the message they heard to the entire group. They will be two group for example: 30 students so, 15 students in one group and other 15 students will be other groups.

#### **Activity Objective**

The objective of game is that communication will be effective whether same statement reach to last player from the first player. The goal is to keep the original statement unchanged, but because of the nature of the game, it usually morphs significantly.

#### **Materials Required**

Pen or Pencil, Paper

#### **Procedure**

Step 1: Explain the purpose and learning of the game along with connecting to real life Listening and communication Skills very important in life.

#### **Evaluation**

Evaluation of this activity is based on

- Presentation skills
- Listening skills
- Coordination

#### **Age Group**

Children having 10-14 years of age

#### **Activity Timespan**

30 minutes

#### **Activity Outcome**

It helps to students to exhibit their oratory skills.

## Activity 4: The Guessing Game

### **Activity Description**

You will probably recognize this game, as it's similar to what many people know as "Twenty Questions," except there is no hard limit on the number of questions you can ask. To start, separate the group into two teams of equal (or roughly equal) size. Instruct one player from each team to leave the room for one minute and come up with a common object that can be found in most offices (e.g., a stapler, a printer, a whiteboard). When this person returns, their teammates will try to guess what the object is by asking only "Yes or No" questions (i.e., questions that can only be answered with "yes" or "no"). The team can ask as many questions as they need to figure it out, but remind them that they're in competition with the other team. If there's time, you can have multiple rounds for added competition between the teams.

### **Activity Objective**

The objective of game is that communication will be effective.

### **Materials Required**

Surrounding objects

### **Procedure**

Take the last 10 minutes or so to discuss and debrief.

Use the following points and questions to guide it:

- Tell the group that obviously it took a long time and effort for us to find out the object in each round, but what if we didn't have time and only had one question to ask to find out the object, what would that question be?
- The question would be "What is the object?" which is an open-ended question.
- Open-ended questions are an excellent way to save time and energy and help you get to the information you need fast, however, closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

### **Evaluation**

Evaluation of this activity is based on

- Presentation skills
- Listening skills
- Coordination

### **Age Group**

Children having 9-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

It helps to students to exhibit their oratory skills.

## **Activity 5: Blind Fold Game**

### **Activity Description**

In this activity, Create an obstacle course with everyday items in the classroom. Divide students into two groups. One person is blindfolded while the rest of the group decides how to communicate (from their seats) instructions on how to navigate through the course wearing a blindfold. Time each group and discuss which communication style was the most effective

### **Activity Objective**

The objective of game is that communication will be effective.

### **Materials Required**

-

### **Procedure**

Step 1: In this activity teacher divide 2 groups.

Step 2: One person is blindfold and rest of the members try to navigate that person.

Step 3: Be sure to have at least one person to stand near the blindfolded student to help them stay.

This activity builds trust and requires accurate communication to successfully navigate through.

### **Evaluation**

Evaluation of this activity is based on

- Listening skills
- Coordination
- Communication skills

### **Age Group**

Children having 9-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

It helps to students to exhibit their oratory skills.

## **Activity 6: Back-to-Back**

### **Activity Description**

In this activity, group members will be divided into pairs. Ask them to sit back-to-back, so that they cannot see what another person is doing. Give one of the students, an object to describe to the other student which then they will try to guess. We can also mark the time taken by each pair and let the best compete to make the activity more competitive and fun.

### **Activity Objective**

This activity will help them build their communication skills by being concise, unambiguous and understanding between the groups.

### **Materials Required**

A few A4 white sheets, pens or pencils

### **Procedure**

Step 1: Teacher divide students into different group.

Step 2: Teacher ask them to seat back-to-back so they can't see what their friends are doing.

Step 3: Give one of the students, an object to describe to the other student which then they will try to guess.

Step 4: Teacher notes the time.

### **Evaluation**

Evaluation of this activity is based on

- Listening skills
- Coordination

### **Age Group**

Children having 9-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

It helps to students to exhibit their oratory skills.

## Activity 7: Group Activity

### **Activity Description**

This will be a group activity. So, here there will be 2 groups and teacher will give task that this group will speak on this topic, and they have to perform an act on that topic. Meanwhile another group they will do drama in that topic which is allotted by the teacher.

### **Activity Objective**

By doing this activity being a teacher it will know that group participation of students and how much they communicate with audience, group members.

### **Materials Required**

-

### **Procedure**

Step 1: Create equal groups of 2-10 children.  
Step 2: Assign task to that different groups  
For ex. On the spot speaking, drama, quiz, etc.

### **Evaluation**

Evaluation of this activity is based on

- Listening skills
- Coordination
- Communication skills

### **Age Group**

Children having 9-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

It helps to students to exhibit their oratory skills.



# INTERPERSONAL SKILLS

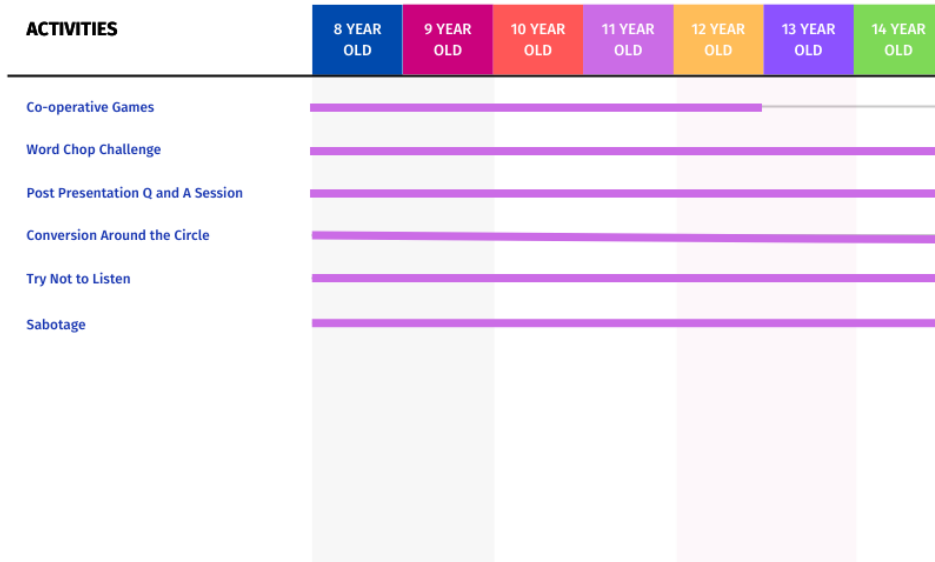




## INTERPERSONAL SKILLS



### GANTT CHART



## Activity 1: Co-operative games ( islands & timeball)

### **Activity Description**

Cooperative games are those in which players work with one another in order to achieve a common objective. The goal of cooperative game is to reduce emphasis on competition and increase emphasis on social aspects of working in teams and groups.

Cooperation games put an emphasis on team building, communication and trust. Tactical problems relating to cooperation games include communication, cooperation, teamwork, trust and problem solving.

### **Activity Objective**

It helps students to develop their communication and confidence.

### **Materials Required**

Whistle, ball, bunch of students, hoop

### **Procedure**

Islands”

To play “Islands” you need a bunch of young children and some hula hoops — about one hoop for every three kids in the class. Then you spread the hoops out on the ground, and let the kids mill around them. When you whistle, every child must step inside a hoop, and each hoop must contain at least three kids. Children will have to cooperate — and hold onto each other — to fit inside a hoop.

“Time ball”

In this game, kids spread out in an open space, each standing with his or her feet together.

One child is given a ball. Then this child passes the ball to someone else, and immediately sits down. The second child repeats the exercise, until all kids are seated. The catch? The object of the game is to get everyone seated as quickly as possible, and the ball must never touch the ground, so kids need to toss the ball with care. Moreover, when deciding where to pass the ball next, they need to consider how difficult it will be for other kids on subsequent turns: If kids pass the ball in a pattern that leaves some children “stranded” at a distance — making it harder to toss the ball without dropping it — the whole team will lose... So, kids will likely want to discuss tactics.

### **Evaluation**

Evaluation is based on

- How cooperate in team
- coordination
- Social skill, problem solving
- Critical thinking, professionalism (time management & appearance)

<b>Age Group</b>
Children having 8-12 years of age
<b>Activity Timespan</b>
40 minutes
<b>Activity Outcome</b>
It helps to students to exhibit their interaction with group members.

## Activity 2: Word Chop Challenge

### **Activity Description**

Word Chops are a great way to learn and master new vocabulary words. The words are chopped into two pieces. The challenge is for students to figure out which two parts go together.

### **Activity Objective**

The objective of game is the interpersonal skills will develop in the students and they can use correct vocabulary and can analyze the correct meaning and concept.

### **Materials Required**

Worksheet, chopped words

### **Procedure**

Players will get worksheet with the table below contains words that have been chopped in half. Find the pieces that fit together and write them in the answer area below of different chapters .so, teacher will 5-6 groups .players will take worksheet with words and each worksheet will contains 30 words with chopped and students have to complete it in 20minutes and after join words students from each group have explain meaning of words for explaining 20 minutes, they will get it.

### **Evaluation**

Evaluation is based on

- The ability of a reader to match spoken words to written words while reading.
  - Concept of words understood

### **Age Group**

Children having 10-14 years of age

### **Activity Timespan**

20 minutes

### **Activity Outcome**

It helps to students to exhibit their reading writing and word understanding skill improve.

### Activity 3: Post Presentation Q and A Session

#### **Activity Description**

This is a clever way to inject some interpersonal flavour within the presentational mode. After a PPT presentation on a topic by a student/or a pair of students, follow up with a spontaneous question-and-answer session can be done.

#### **Activity Objective**

Q & A session transform the presentation from a simple lecture into a real learning experience.

#### **Materials Required**

Pen or Pencil, Paper

#### **Procedure**

A brief coaching on the vocabulary and sentence structure needed for asking questions can be practiced earlier, and then letting the students ask whatever comes to mind related to the information presented. For this activity, it is necessary to make sure that students know that they will not be penalized in any way for incorrect grammar or pronunciation. If they feel free to make mistakes, it can lead to a truly uninhibited, two-way conversation.

#### **Evaluation**

Evaluation is based on

- The ability of student to improve grammar & pronunciation

#### **Age Group**

Children having 8-14 years of age

#### **Activity Timespan**

20 minutes

#### **Activity Outcome**

This activity encourages short and structured responses. It can be adapted to any level and gives students structured practice with two-way communication.

## Activity 4: Conversation Around the Circle

### **Activity Description**

This activity can be adapted to different seating arrangements, and works well in a game format (i.e., have students compete to see which ones give the most answers).

### **Activity Objective**

Students ask question in clockwise and anticlockwise direction

### **Materials Required**

Drinking straws, paper clips, string, pipe cleaners, scissors

### **Procedure**

Arrange your students to sit in a circle. Then, move the conversation in a clockwise or counter-clockwise direction as each student asks a question. Depending on their level of proficiency, these questions may be improvised on the spot or prepared ahead of time. You can choose to have each student ask a question of the peer sitting next to him/her; or you can have 3-5 different students volunteer answers to the question, depending on the group and their comfort level.

### **Evaluation**

Evaluation is based on

- The ability of student to level of proficiency, depending on group and comfort level

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

30 minutes

### **Activity Outcome**

Student will be able to recognise the importance of interpersonal skills.

## Activity 5: Try Not to Listen

### Activity Description

This activity will help those, who are not very observant or limited in their social skills to monitor their own behaviour when interacting with others.

### Activity Objective

By this activity, students will identify and remember the behaviour that make a good listener.

### Materials Required

Pen or Pencil, Paper

### Procedure

In this fun activity, the classroom is divided into pairs. In each pair, one will be speaker and other listener and then we will switch roles and do the activity again. The first speaker (let's call the individual A) will talk for two minutes straight, about any topic they want. While A is speaking, the first listener (let's call this individual B) will act it like he or she is not listening to A at all. B will rely only on body language to communicate their message to A. Once A finishes speaking, B gets two minutes to talk while A listens. The group will likely find that it is extremely hard to keep talking when their partner is so clearly not listening. Once all members have taken their turn both speaking and listening, each individual should write down their immediate reactions to having a speaking partner that is clearly not listening. Next, they will note the behavior's that their partner was exhibiting to show that they weren't listening.

### Evaluation

Evaluation is based on

- The ability of student to level of listening skill.

### Age Group

Children having 8-14 years of age

### Activity Timespan

20 minutes

### Activity Outcome

Student will be able to recognise the importance of interpersonal skills.

## Activity 6: Sabotage

### **Activity Description**

In this activity, participants use skills useful in the work environment, such as ideation, step-by-step planning and presentation

### **Activity Objective**

The participants are instructed to learn from the sabotage ideas and develop good ideas for successful group work.

### **Materials Required**

A few A4 white sheets, pens or pencils

### **Procedure**

Participants in this game must break into groups, brainstorm, discuss and list all the ways they can sabotage a group assignment. Essentially, it can be anything that disrupts a team task. Then, the groups are pulled back together and all ideas are written down on a chalkboard.

### **Evaluation**

Evaluation is based on

- The ability of student to level of TEAM TASK

### **Age Group**

Children having 8-14 years of age

### **Activity Timespan**

20 minutes

### **Activity Outcome**

Student will be able to recognize the importance of interpersonal skills.

## Chapter 4

### Logbook

Name: Abhi Faldu

Enrollment Number: 19125001

Email ID: 19125001@nuv.ac.in

Program: BTech (IT) – VI

#### KHOJ LOGBOOK

DATE	TASK ALLOTTED FOR THE DAY/WEEK	TASK COMPLETED FOR THE DAY/WEEK	DISCUSSION DONE
10-01-2022	Orientation to the course	Orientation about the course done by the faculties in meeting	Discussed about the course pattern, evaluation scheme, creation of student groups.
17-01-2022	Prepare questions to be asked to the mentor of Aatapi Seva Foundation	Questions have been prepared and added to the common excel sheet prepared by Abhishek to be asked to the mentor of Aatapi Seva Foundation	Discussion done with sir about how to think and prepare questions and excel sheet created by Abhishek for all group students to enter their respective questions.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Questions have been discussed with sir in class and he has suggested additions to be done in questions	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	Ask Questions to Aatapi team and get the satisfied answer through online meeting.	Questions are asked from the questionnaire and got responses from the aatapi team.	Discussion done regarding the holistic education and asked some information regarding the work done by Aatapi organisation with Aatapi team along with asking questions and final discussion done with sir on feedback of Aatapi team.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program to be developed for bringing the skills out of the children	Internal Discussion was done to identifies the activity for categories under Holistic Education.	Discussion done with sir about the categories identified.
14-02-2022	Report creation for approval of categories under holistic development program project to be prepared to be sent to the Aatapi team	I was absent but my fellow group members helped me to complete this task.	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are prepared for which each group has been allotted one category to work upon. Each group consists of 2 students	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups.

28-02-2022	Prepare the Gannt chart for activities under Physical development category	Gannt chart prepared and shown to sir	Sir gave suggestions to add some more activities under the Physical Development category in the Gannt chart prepared.
07-03-2022	Fine tune the activities under Physical Development category on feedback of the sir and send the file to sir which will be sent to the mentor at Aatapi Seva Foundation for approval	Activities added under the category in Gannt chart and shared with sir to be sent to mentor at Aatapi Seva Foundation for approval	Sir approved the Gannt chart with adequate and relevant activities under physical development. File has been shared with the sir which is further sent for approval by the Aatapi Team.
21-03-2022	Field visit to site at Uchchad village	Site visited at uchchad village near gajera and discussion have done with the students as well as the Baal saathis and their teachers.	Discussion done with the Baal saathis at the site in the village about how things proceed there, what activities they make students perform, how many students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	I was not able to attend this meeting due to certain reasons, so I took help from my group members to complete this task.	Discussion done with sir that our Physical education topic cannot be implemented in program as there is lack of resources needed. So, 2 life skills under holistic education program have been taken up upon approval by sir.
04-04-2022	Search for 2 research papers for each student and write a brief literature review for each paper. Also add the proposed solution and need of project in the concept note template	Research papers have been identified and a literature review has been added to the concept note.	Discussion done with sir about how to create literature review and what all things to add in the proposed solution. Also, discussion done with Vandana madam about what all things we have to deliver in final end semester evaluation.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	I did not come to this meeting as I was busy for my exams that were going on. so I had to understand referencing and citation from my group member Ankur.	The discussion was done about how to add references in a word file and a demonstration has also been done by sir.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial on next Monday.	Activity tutorial template has been finalized and Abhishek have started adding activities in that format.	Discussion done about deciding the format of the activity tutorial and what all things to include in it.
25-04-2022	Start creating the final report and create the final activity tutorial to be presented.	Activity tutorial has been sent for common compilation	Discussion done with sir about the content in the report, the creation of the activity tutorial for all the life skills.

**Name: Abhishek A. Namjoshi**

**Enrollment Number: 19125002**

**Email ID: 19125002@nuv.ac.in**

**Program: BTech (IT) – VI**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Orientation to the course	Orientation about the course done by the faculties in meeting	Discussed about the course pattern, evaluation scheme, creation of student groups.
17-01-2022	Prepare questions to be asked to the mentor of Aatapi Seva Foundation	Questions have been prepared and added to the common excel sheet prepared by me to be asked to the mentor of Aatapi Seva Foundation	Discussion done with sir about how to think and prepare questions and excel sheet created by me for all group students to enter their respective questions.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Questions have been discussed with sir in class and he has suggested additions to be done in questions	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	Ask questions to Aatapi Seva Foundation mentors in ms teams meeting	Questions asked and responses came from aatapi team which students have noted	Discussion done regarding the holistic education with Aatapi team along with asking questions and final discussion done with sir on feedback of Aatapi team.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program to be developed for bringing the skills out of the children	Discussion done and categories were identified by team members which were also discussed with the sir	Discussion done with sir about the categories identified.
14-02-2022	Report creation for approval of categories under holistic development program project to be prepared to be sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are prepared for which each group has been allotted one category to work upon. Each group consists of 2 students	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups.
28-02-2022	Prepare the Gantt chart for activities under computer skills development category	Gantt chart prepared and shown to sir	Sir gave suggestions to add some more activities under the computer skills development category in the Gantt chart prepared.
07-03-2022	Fine tune the activities under computer skills development	Activities added under the category in Gantt chart and shared with sir	Sir approved the Gantt chart with adequate and relevant activities

	category on feedback of the sir and send the file to sir which will be sent to the mentor at Aatapi Seva Foundation for approval	to be sent to mentor at Aatapi Seva Foundation for approval	under computer skills development. File has been shared with the sir which is further sent for approval by the Aatapi Team.
21-03-2022	Field visit to site at Uchchad village	Site visited at uchchad village near gajera and discussion done with the students as well as the baal saathis	Discussion done with the baal saathis at the site in village about how things proceed there, what all activities they make student to perform, how much students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team	Discussion done with sir that our computer skills development cannot be implemented in program as there is lack of resources needed. So, 2 life skills under holistic education program have been taken up upon approval by sir.
04-04-2022	Search for 2 research papers for each student and write a brief literature review for each paper. Also add the proposed solution and need of project in the concept note template	Research papers have been identified and literature review has been added to the concept note. Also, the proposed solution has been added by me in the concept note and the need of project has been added by my teammate	Discussion done with sir about how to create literature review and what all things to add in the proposed solution. Also, discussion done with Vandana madam about what all things we have to deliver in final end semester evaluation.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	Referencing and citation process has been well explained by sir and has been understood and it has been also applied in literature review.	Discussion done about how to add referencing in word file and demonstration has also been done by sir.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial on next Monday.	Activity tutorial template has been finalized and I have started adding activities in that format.	Discussion done about deciding the format of the activity tutorial and what all things to include in it.
25-04-2022	Start creating the final report and create the final activity tutorial to be presented.	Report compilation has been started and compilation of all activities in one common file has also been started.	Discussion done with sir about the content in the report, the creation of the activity tutorial for all the life skills.

**Name: Ajay V. Galani**

**Enrollment Number: 19125003**

**Email ID: 19125003@nuv.ac.in**

**Program: BTech (IT) – VI**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Orientation to the course	Orientation about the course done by the faculties in the meeting.	Discussed about the course structure, course evaluation, student groups creation.
17-01-2022	Prepare questions to be asked to the mentor of Aatapi Seva Foundation.	Questions have been prepared and added to the common excel sheet to be asked to the mentor of Aatapi Seva Foundation.	Discussion on how to prepare the questions and what questions has to be added to the excel sheet has been done.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir.	Questions have been discussed with the sir in the class and he has suggested additions to be done in question.	Question discussed with sir and suggestion given by sir.
31-01-2022	Ask questions to Aatapi Seva Foundation mentors in Microsoft teams meeting.	Questions have been asked and we have noted responses to the questions from Aatapi team.	Discussion done with Aatapi team regarding the holistic education and also with sir on the feedback of the team.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program to be developed for bringing the skills out of the children.	Discussion done and categories were identified by team members which were also discussed with the sir.	Discussion done with sir about the categories identified by the groups.
14-02-2022	Prepare a report for approval of categories under holistic development program project by Aatapi team.	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program.	The report prepared by the team has been discussed with sir and changes as suggested by sir has been done.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on the basis of feedback from the mentors	On the basis of feedback from the mentors, some categories have been clubbed in six groups are prepared for which each group has been allotted one category to work upon. Each group consists of two students.	Discussion done with sir about clubbing of some activities.
28-02-2022	To prepare the Gannt chart for activities under computer skills development category.	Gannt chart prepared and shown to sir.	Sir gave suggestions to add some more activities under the computer skills development category in the Gannt chart prepared.
07-03-2022	Fine tune the activities under the computer skills development category on feedback of the sir and sent to the	Activities added under the computer skills development category in Gannt chart and	Sir approved the Gannt chart with adequate and relevant activities under computer skills

	mentors at Aatapi Seva Foundation for approval.	shared with sir to be sent to mentors at Aatapi Seva Foundation for approval.	development. File has been shared with the sir which is further sent for approval to the Aatapi Team.
21-03-2022	Field visit to site at Uchchad village	Site visited at uchchad village near gajera and discussion done with the students as well as with the baal saathis.	Discussion done with the baal saathis at the site in village about how things proceed there, what all activities they make student to perform, how many students come and in which time slots, etc.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program.	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team.	Discussion done with sir that our computer skills development cannot be implemented in program as there is lack of resources needed. So, two life skills under holistic education program have been taken up upon approval by sir.
04-04-2022	Search for two research papers for each student and write a literature review for each paper. Also add the proposed solution and need of the project in the concept note template.	Research papers have been identified and literature review has been added to the concept note. Also, the need of the project has been added by me and my teammate.	Discussion done with sir about how to create literature review and what all things to be added in the proposed solution. Also, discussion done with Vandana madam about what all things we all have to deliver in the final end semester evaluation.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	Referencing and citation process has been well explained by sir and has been understood and it has been also applied in literature review.	Discussion done about how to add referencing in word file and demonstration has also been done by sir.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial on next Monday.	Activity tutorial template has been finalized and I have started adding activities in that format.	Discussion done about deciding the format of the activity tutorial and what all things to include in it.
25-04-2022	Start creating the final report and create the final activity tutorial to be presented.	Report compilation has been started and compilation of all the activities in one file has also been started.	Discussion done with sir about the content what all content to be in the report.

**Name: Ankur Sharma**

**Enrollment Number: 19125004**

**Email ID: 19125004@nuv.ac.in**

**Program: BTech (IT) – VI**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Orientation to the course	Orientation about the course done by the faculties in meeting	Discussed about the course pattern, evaluation scheme, creation of student groups.
17-01-2022	Prepare questions to be asked to the mentor of Aatapi Seva Foundation	Questions have been prepared and added to the common excel sheet prepared by Abhishek to be asked to the mentor of Aatapi Seva Foundation	Discussion done with sir about how to think and prepare questions and excel sheet created by Abhishek for all group students to enter their respective questions.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Questions have been discussed with sir in class and he has suggested additions to be done in questions	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	Ask Questions to Aatapi team and get the satisfied answer through online meeting.	Questions are asked from the questionnaire and got responses from the aatapi team.	Discussion done regarding the holistic education and asked some information regarding the work done by Aatapi organisation with Aatapi team along with asking questions and final discussion done with sir on feedback of Aatapi team.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program to be developed for bringing the skills out of the children	I was absent but managed to get help on this topic	Discussion done with sir about the categories identified.
14-02-2022	Report creation for approval of categories under holistic development program project to be prepared to be sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are prepared for which each group has been allotted one category to work upon. Each group consists of 2 students	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups.
28-02-2022	Prepare the Gannt chart for activities under Physical development category	Gannt chart prepared and shown to sir	Sir gave suggestions to add some more activities under the Physical Development category in the Gannt chart prepared.

07-03-2022	Fine tune the activities under Physical Development category on feedback of the sir and send the file to sir which will be sent to the mentor at Aatapi Seva Foundation for approval	Activities added under the category in Gannt chart and shared with sir to be sent to mentor at Aatapi Seva Foundation for approval	Sir approved the Gannt chart with adequate and relevant activities under physical development. File has been shared with the sir which is further sent for approval by the Aatapi Team.
21-03-2022	Field visit to site at Uchchad village	Site visited at uchchad village near gajera and discussion have done with the students as well as the Baal saathis and their teachers.	Discussion done with the Baal saathis at the site in the village about how things proceed there, what activities they make students perform, how many students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team	Discussion done with sir that our Physical education topic cannot be implemented in program as there is lack of resources needed. So, 2 life skills under holistic education program have been taken up upon approval by sir.
04-04-2022	Search for 2 research papers for each student and write a brief literature review for each paper. Also add the proposed solution and need of project in the concept note template	Research papers have been identified and a literature review has been added to the concept note. Also, the proposed solution has been added by Abhishek in the concept note and the need for project has been added by Ajay.	Discussion done with sir about how to create literature review and what all things to add in the proposed solution. Also, discussion done with Vandana madam about what all things we have to deliver in final end semester evaluation.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	Referencing and citation process has been well explained by sir and has been understood and it has been also applied in the literature review.	The discussion was done about how to add references in a word file and a demonstration has also been done by sir.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial on next Monday.	Activity tutorial template has been finalized and Abhishek have started adding activities in that format.	Discussion done about deciding the format of the activity tutorial and what all things to include in it.
25-04-2022	Start creating the final report and create the final activity tutorial to be presented.	Activity tutorial has been sent for common compilation.	Discussion done with sir about the content in the report, the creation of the activity tutorial for all the life skills.

**Name: Aryaman Manojbhai Joshi**

**Enrollment Number: 19125005**

**Email ID: 19125005@nuv.ac.in**

**Program: BTech (IT) – VI**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Orientation to the course	Orientation about the course done by the faculties in meeting	Discussed about the course pattern, evaluation scheme, creation of student groups.
17-01-2022	Prepare questions to be asked to the mentor of AATAPI Seva Foundation	Questions have been prepared and added to the common excel sheet prepared by Abhishek to be asked to the mentor of Aatapi Seva Foundation	Discussion done with sir about how to think and prepare questions and excel sheet created by Abhishek for all group students to enter their respective questions.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Questions have been discussed with sir in class and he has suggested additions to be done in questions	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	Meeting with AATAPI team was conducted.	Questions are asked from the questionnaire and got responses from the aatapi team.	We got a brief information about the Baal Seva project from AATAPI team.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program to be developed for bringing the skills out of the children	Discussion done and categories were identified by team members which were also discussed with the sir.	Discussion done with sir about the categories identified.
14-02-2022	Report creation for approval of categories under holistic development program project to be prepared to be sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program.	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are prepared for which each group has been allotted one category to work upon. Each group consists of 2 students	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups.
28-02-2022	Prepare the Gannt chart for activities under Physical development category	Gannt chart prepared and shown to sir	Sir gave suggestions to add some more activities under the Physical Development category in the Gannt chart prepared.
07-03-2022	Fine tune the activities under Physical Development category on feedback of the sir and send the file to sir	Activities added under the category in Gannt chart and shared with sir to be sent to mentor at	Sir approved the Gannt chart with adequate and relevant activities under physical development . File has been shared with the sir which

	which will be sent to the mentor at Aatapi Seva Foundation for approval	Aatapi Seva Foundation for approval	is further sent for approval by the Aatapi Team.
21-03-2022	Field visit to site at Uchchad village	Site visited at uchchad village near gajera and discussion have done with the students as well as the Baal saathis and their teachers.	Discussion done with the Baal saathis at the site in the village about how things proceed there, what activities they make students perform, how many students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team.	Discussion done with sir that our Physical education topic cannot be implemented in program as there is lack of resources needed. So, 2 life skills under holistic education program have been taken up upon approval by sir.
04-04-2022	Search for 2 research papers for each student and write a brief literature review for each paper. Also add the proposed solution and need of project in the concept note template	Research papers have been identified and a literature review has been added to the concept note.	Discussion done with sir about how to create literature review and what all things to add in the proposed solution. Also, discussion done with Vandana madam about what all things we have to deliver in final end semester evaluation.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	Referencing and citation process has been well explained by sir and has been understood and it has been also applied in the literature review	The discussion was done about how to add references in a word file and a demonstration has also been done by sir.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial on next Monday.	Activity format is decided and started to add activities in it	Discussion done about deciding the format of the activity tutorial and what all things to include in it.
25-04-2022	Finalize activities and send for final compilation. Also, upload final logbook on teams.	Activities have been sent for common compilation.	Discussion done with sir about the content in the report, the creation of the activity tutorial for all the life skills.

**Name: Hitakshi Parag Chugh**

**Enrollment Number: 20167001**

**Email ID: 20167001@nuv.ac.in**

**Program: B Sc Data Science – IV**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Brief about Khoj	Introduction to what Khoj is all about and the objective and cause of the course.	We discussed the objective of Khoj and discussed about previous projects and solutions.
17-01-2022	Evaluation of existing program, provide recommendation	Assigned our first task about preparing questions to be asked to the Aatapi foundation representatives.	Got mentored on the types of questions and the information we need to collect.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Discussed questions with our Mentor and made a proper formatted questioner	Changes have been made in the questioner we put up and are ready to be presented.
31-01-2022	Ask Questions to Aatapi team and get the satisfied answer through online meeting.	Contacted the Aatapi foundation representatives and ask them questions in order to collect information.	Got information about the questions and got answers to the questions we put up.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program to be developed for bringing the skills out of the children	The group further discussed the flow of how the topic goes and all the kind of activities to be included.	Identified and bifurcated categories and discussed with sir.
14-02-2022	Report creation for approval of categories under holistic development program project to be prepared to be sent to the Aatapi team	We sent out our topics to the Aatapi Foundation and got conformation regarding the same	We prepared a detailed report for the same
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	We further divided the main topics to sub topics and made sub groups regarding the same.	Each student selected their partners and the sub division of the activity they want to work on.
28-02-2022	Prepare the Gannt chart for activities under Physical development category	Gannt chart prepared and shown to sir	Sir gave suggestions to add some more activities.
07-03-2022	Fine tune the activities under Physical Development category on feedback of the sir and send the file to sir which will be sent to the mentor at Aatapi Seva Foundation for approval	Activities added under the category in Gannt chart and shared with sir to be sent to mentor at Aatapi Seva Foundation for approval	Approval was made on the activities we sent forward.
21-03-2022	Field visit to site at Uchchad village	Site visited at uchchad village near gajera and discussion have done	We studied the way the foundation works and the facilities that are

		with the students as well as the Baal saathis and their teachers.	provided by the foundation to the students of the rural places
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	After the visit we had a clear idea of what activities could be conducted and which couldn't be so we added or removed activities according to the same.	added or removed activities according to the possibilities of the activities.
04-04-2022	Search for 2 research papers for each student and write a brief literature review for each paper. Also add the proposed solution and need of project in the concept note template	Searching of research papers and analysing them relevant to our activities.	Sir briefed us about how to work on the research paper and write a literature review.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	We further referenced our research papers and one of the students compiled all of them into one literature review.	Sir further demonstrated how to accurately add references to the research papers we had submitted.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial on next Monday.	The format of the activities has been finalized	Activities were discussed and added to the list
25-04-2022	Start creating the final report and create the final activity tutorial to be presented.	One student started compiling the entire report and activity list	All the other things to be included in the exhibition were discussed.

**Name: Aabeda Abdurrahim Kapadiya**

**Enrollment Number: 21162001**

**Email ID: 21162001@nuv.ac.in**

**Program: B Ed – 2**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Orientation of the course	Orientation about the course done by the faculties in Khoj meeting	Announcement of the topic on which we are working.
17-01-2022	Prepare some questions which has to be asked to the Aatapi foundation regarding our topic	Questions have been made and put up into the excel sheets	Discussed with our mentor in order to make questions, how and what we can ask to the Aatapi foundation.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Questions have been discussed with sir in class and he had suggested additions to be done in questions	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	Asked questions to Aatapi Seva Foundation mentors in MS teams meeting	Questions asked and responses came from aatapi team which students have to noted	Discussion done with ataapi team and we got some idea about our project.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program which has to be developed in the children.	We identified some categories and discussed with sir about those categories.	Discussion done with sir about the categories identified.
14-02-2022	Created a report for approval of categories under holistic development and sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir and sent it to the Aatapi team.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are made for which each group has been allotted one category to work upon. Each group consists of 2 students.	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups.
28-02-2022	Prepare the Gantt chart for activities under computer skills development category	Gantt chart prepared and shown to sir	Sir gave suggestions to add some more activities under the particular categories in the Gantt chart.
07-03-2022	After getting feedback about the activities. We needed to send the file to the sir which will be sent to the Aatapi team.	Activities added under the category in Gantt chart and shared with sir to be sent to mentor at Aatapi Seva Foundation for approval	Sir approved the Gantt chart with adequate and relevant activities under experiential learning. File has been shared with the sir which is further sent for approval by the Aatapi Team.

21-03-2022	Field visit at Uchchad village	Site visited at uchchad village near gajera and discussion done with the students as well as the baal saathis	Discussion done with the baal saathis at the site in village about how things proceed there, what all activities they make student to perform, how much students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team	As sir gives me interpersonal skill activity that is also come under life skill education so sir allotted us to communication skills and interpersonal skills and we have to identify the activity on that
04-04-2022	Each student worked on 2 research papers and write a brief literature review for each respective paper. Also add the proposed solution and need of project in the concept note template	Research papers have been identified and literature review has been added to the concept note. Also, the proposed solution has been added by me in the concept note and the need of project has been added by my teammate	Discussion done with sir about how to create literature review and what all things has to be add in the proposed solution. Also, discussion done with Vandana madam about what all things we have to deliver in final end semester evaluation.
11-04-2022	Discussion about how to add reference and citation.	Our mentor demonstrates about the refences and citation which has to be added in our concept note.	Discussion done and we edited our concept note.
18-04-2022	Final discussion about the activities according to their life skills.	Activity which we have to find out has been finalized.	Discussion done with our mentor regarding the format of the activity tutorial.
25-04-2022	We have started creating the final report and article review of our project.	Compilation of all the activities with respect to life skill has been started.	Final Discussion with the sir (mentor) about everything which we need to make for our project which includes report, article, activity compilation, poster making and logbook.

**Name: Pathak Ayushi Sandipkumar**

**Enrollment Number: 21162002**

**Email ID: 21162002@nuv.ac.in**

**Program: B Ed – 2**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Orientation of the course	Orientation about the course done by the faculties in Khoj meeting	Announcements of the topic on which we are working.
17-01-2022	Prepare some questions which has to be asked to the Aatapi foundation regarding our topic	Questions have been made and put up into the excel sheet	Discussion with our mentor in order to make questions, taking guidance of our mentor how and what we can ask to Aatapi foundation.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Questions have been discussed with sir in class and he suggested addition to be done in questions	Questions discussed with sir and upon the recommendation given by sir, necessary changes have been made and as a result the questions are fine tuned to our project.
31-01-2022	Asked questions to Aatapi seva foundation mentor in MS teams meeting	Questions asked and response came from Aatapi team which students have to noted	Discussion done with Aatapi team and we got some idea about our project.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program which has to be developed in the children.	We identified some categories and discussed with sir	Discussion done with sir about the categories identified.
14-02-2022	Created report for approval categories under holistic development and sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project with identified categories	Discussion with sir about report and made changes according to sir's suggestions and sent to Aatapi team.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes in report according to mentor's feedback.	On basis of feedback of mentor, some categories have been clubbed in 6 common activities and 6 groups are made for which each group has been allotted one category to work upon. Each group consists 2 students.	Discussion done with sir and divide activities in group by sir's suggestions.

28-02-2022	Prepare a Gantt chart for activities under computer skills	Gantt chart prepared and shown to sir	According to sir's suggestions we have to add more activities in this.
07-03-2022	After getting feedback about activities, we have to send the file to the sir which will be sent to Aatapi team	Activities added under Gantt chart and shared with sir to be sent to mentor at Aatapi seva foundation for approval	Sir approved the Gantt chart with adequate and relevant activities under communication skills. File has been shared with Aatapi team.
21-03-2022	Filed visit at Uchhad village	Site visited at Uchhad and discussion done with students as well as baal saathis	Discussion done with students as well as baal saathis at the site notice each and every activity they are performing. And make report on that.
28-03-2022	Fine tune/Add/Remove categories under holistic education program	Previously defined categories have been changed into life skills have been defined and allotted to group members	As sir gives me communication activities that is also come under the life skills education so sir allotted us to communication skills and interpersonal skills and we have to identify the activities on that
04-04-2022	Each student worked on 2 research paper and write a brief literature review for each respective research paper also proposed solution and need of project in the concept note template.	Added our group's 4 Research paper and my teammates also do this activity and also add proposed solution and need of project.	Discussion with sir how to create literature review and what the things add in that and also discuss with Vandana mam about all things are delivered in final end semester evaluation.
11-04-2022	Discussion about how to add reference and citation	Our mentor demonstrates about referencing and citation which has to be add in our concept note.	Discussion done and we edited our concept note.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial by next Monday.	Activity tutorial template has been finalized by sir and adding my effective communication activities in that format.	Discussion done about deciding the format of the activity tutorial with sir and sir suggested what things should mentioning in activity tutorial.
25-04-2022	Submitted final activity tutorial of effective communication skills and start working on final article.	Adding a required information for article submission according format given by sir.	Discussion done with sir regarding article. Sir suggested how we modify our information in article, and also shared format for article.

**Name: Aishwarya Nayak**  
**Enrollment Number: 21162003**  
**Email ID: 21162003@nuv.ac.in**

**Program: B Ed – 2**

**KHOJ LOGBOOK**

DATE	TASK ALLOTTED FOR THE DAY/WEEK	TASK COMPLETED FOR THE DAY/WEEK	DISCUSSION DONE
10-01-2022	Orientation of the course	Orientation about the course done by the faculties in Khoj meeting	Announcement of the topic on which we are working.
17-01-2022	Prepare some questions which has to be asked to the Aatapi foundation regarding our topic	Questions have been made and put up into the excel sheets	Discussed with our mentor in order to make questions, how and what we can ask to the Aatapi foundation.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Questions have been discussed with sir in class and he had suggested additions to be done in questions	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	Asked questions to Aatapi Seva Foundation mentors in MS teams meeting	Questions asked and responses came from aatapi team which students have to noted	Discussion done with aatapi team and we got some idea about our project.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program which has to be developed in the children.	We identified some categories and discussed with sir about those categories.	Discussion done with sir about the categories identified.
14-02-2022	Created a report for approval of categories under holistic development and sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir and sent it to the Aatapi team.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are made for which each group has been allotted one category to work upon. Each group consists of 2 students.	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups.
28-02-2022	Prepare the Gantt chart for activities under computer skills development category	Gantt chart prepared and shown to sir	Sir gave suggestions to add some more activities under the particular categories in the Gantt chart.
07-03-2022	After getting feedback about the activities. We needed to send the file to the sir which will be sent to the Aatapi team.	Activities added under the category in Gantt chart and shared with sir to be sent to mentor at Aatapi Seva Foundation for approval	Sir approved the Gantt chart with adequate and relevant activities under experiential learning. File has been shared with the sir which is further sent for approval by the Aatapi Team.

21-03-2022	Field visit at Uchchad village	Site visited at uchchad village near gajera and discussion done with the students as well as the baal saathis	Discussion done with the baal saathis at the site in village about how things proceed there, what all activities they make student to perform, how much students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team	Discussion done with sir that only experiential learning cannot be implemented in program as there is lack of resources needed. So, 2 life skills under holistic education program has been given to us i.e. Empathy and creative skills
04-04-2022	Each student worked on 2 research papers and write a brief literature review for each respective paper. Also add the proposed solution and need of project in the concept note template	Research papers have been identified and literature review has been added to the concept note. Also, the proposed solution has been added by me in the concept note and the need of project has been added by my teammate	Discussion done with sir about how to create literature review and what all things has to be add in the proposed solution. Also, discussion done with Vandana madam about what all things we have to deliver in final end semester evaluation.
11-04-2022	Discussion about how to add reference and citation.	Our mentor demonstrates about the refences and citation which has to be add in our concept note.	Discussion done and we edited our concept note.
18-04-2022	Final discussion about the activities according to their life skills.	Activity which we have to find out has been finalized.	Discussion done with our mentor regarding the format of the activity tutorial.
25-04-2022	We have started creating the final report and article review of our project.	Compilation of all the activities with respect to life skill has been started.	Final Discussion with the sir(mentor) about everything which we need to make for our project which includes report, article, activity compilation, poster making and log book.

**Name: Ameer Sunil Patel**

**Enrollment Number: 21162004**

**Email ID: 21162004@nuv.ac.in**

**Program: B Ed – 2**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Orientation to the course	Orientation about the course done by the faculties in meeting	Discussed about the course pattern, evaluation scheme, creation of student groups.
17-01-2022	Prepare questions to be asked to the mentor of Aatapi Seva Foundation	Questions have been prepared and added to the common excel sheet prepared. That were to be asked to the mentor of Aatapi Seva Foundation	Discussion done with sir about how to think and prepare questions and excel sheet created for all group students to enter their respective questions.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with sir	Questions have been discussed with sir in class and he has suggested additions to be done in questions	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	Ask questions to Aatapi Seva Foundation mentors in MS teams meeting	Questions asked and responses came from Aatapi team which students have noted	Discussion done regarding the holistic education with Aatapi team along with asking questions and final discussion done with sir on feedback of Aatapi team.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program to be developed for bringing the skills out of the children	Discussion done and categories were identified by team members which were also discussed with the sir	Discussion done with sir about the categories identified.
14-02-2022	Report creation for approval of categories under holistic development program project to be prepared to be sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are prepared for which each group has been allotted one category to work upon. Each group consists of 2 students. The activity are	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups.
28-02-2022	Prepare the Gannt chart for activities under the given category	Gannt chart prepared and shown to sir	Sir gave suggestions to add some more activities under the computer skills development category in the Gannt chart prepared.

07-03-2022	Fine tune the activities, skills development category on feedback of the sir and send the file to sir which will be sent to the mentor at Aatapi Seva Foundation for approval	Activities added under the category in Gannt chart and shared with sir to be sent to mentor at Aatapi Seva Foundation for approval	Sir approved the Gannt chart with adequate and relevant activities under computer skills development. File has been shared with the sir which is further sent for approval by the Aatapi Team.
21-03-2022	Field visit to site at Uchhad village	Site visited at Uchhad village near Gajera and discussion done with the students as well as the Baal saathis.	Discussion done with the Baal saathis at the site in village about how things proceed there, what all activities they make student to perform, how much students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team	Discussion done with sir that our computer skills development cannot be implemented in program as there is lack of resources needed. So, 2 life skills under holistic education program have been taken up upon approval by sir.
04-04-2022	Search for 2 research papers for each student and write a brief literature review for each paper. Also add the proposed solution and need of project in the concept note template	Research papers have been identified and literature review has been added to the concept note. Also, the proposed solution has been added by me in the concept note and the need of project has been added.	Discussion done with sir about how to create literature review and what all things to add in the proposed solution. Also, discussion done with Vandana madam about what all things we have to deliver in final end semester evaluation.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	Referencing and citation process has been well explained by sir and has been understood and it has been also applied in literature review.	Discussion done about how to add referencing in word file and demonstration has also been done by sir.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial on next Monday.	Activity tutorial template has been finalized and I have started adding activities in that format.	Discussion done about deciding the format of the activity tutorial and what all things to include in it.
25-04-2022	Create the final activity tutorial to be presented.	Activity tutorial has been sent for common compilation	Discussion done with sir about the content in the report, the creation of the activity tutorial for all the life skills.

Name: Aastha Bhattasana

Enrollment Number: 19166001

Email ID: 19166001@nuv.ac.in

Program: BMS

**KHOJ LOGBOOK**

DATE	TASK ALLOTTED FOR THE DAY/WEEK	TASK COMPLETED FOR THE DAY/WEEK	DISCUSSION DONE
10-01-2022	Orientation to the course	Orientation about the course done by the mentor in meeting.	Discussed about the task given, evaluation pattern.
17-01-2022	Prepare questions to be asked to the mentor of AATAPI Seva Foundation	Questions were prepared individually and were written in common excel sheet.	Discussion done with sir and came to a conclusion of making a questioner.
24-01-2022	Edit questions to be asked to mentor from AATAPI and discuss them with mentor	Questions have been discussed with sir in class and he has suggested additions to be done in questions.	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	Meeting with AATAPI team was conducted.	Questions are asked from the questionnaire and got good responses from the AATAPI team.	We got a brief information about the Baal Seva project from AATAPI team.
07-02-2022	Discussion was done for the categories of holistic education.	Discussion done and categories were identified by team members which were also discussed with the sir.	Discussion done with sir about the categories identified.
14-02-2022	Report creation for approval of categories under holistic development program project to be prepared to be sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir.
21-02-2022	Meeting with mentor from AATAPI team about the holistic education program report and make changes to the report on basis of feedback from the mentor.	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are prepared for which each group has been allotted one category to work upon. Each group consists of 2 students	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups. Me and my partner were working separately, I was working for Emotional Development.
28-02-2022	Prepare the Gantt chart for activities under Cognitive and Emotional Development.	Gantt chart prepared and shown to sir.	Sir gave suggestions to add some more activities under this category in the Gantt chart prepared.
07-03-2022	Fine tune the activities under Emotional Development on feedback of the sir and send the file to sir which will be sent to the mentor at AATAPI Seva Foundation for approval	Activities added under the category in Gantt chart and shared with sir to be sent to mentor at AATAPI Seva Foundation for approval.	Sir approved the Gantt chart with adequate and relevant activities under Cognitive and Emotional Development. File has been shared with the sir which is further sent for approval by the AATAPI Team.
21-03-2022	Field visit to site at Uchchad village	Site visited at Uchchad village near Gajera and discussion have done with the students as well as the Baal saathis and their teachers.	Discussion done with the Baal saathis at the site in the village about how things proceed there, what activities they make students

			perform, how many students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team	I was allotted with coping up with stress and emotional management as before that I was working under Cognitive and Emotional development.
04-04-2022	Search for 2 research papers for each student and write a brief literature review for each paper. Also add the proposed solution and need of project in the concept note template	Each group will add 4 paper including proposed solution and need of project in the concept note.	Discussion with sir about literature writing and instructions were given by Vandana Ma'am for final presentation.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	Referencing and citation process has been well explained by sir and has been understood and it has been also applied in the literature review.	The discussion was done about how to add references in a word file and a demonstration has also been done by sir.
18-04-2022	Finalization of activities with tutorial and submission of it in proper format by Monday.	Activity format are decided and started to canalize it.	Discussion done about deciding the format of the activity tutorial and what all things to include in it.
25-04-2022	Create the final activity tutorial to be presented. And working on poster and article.	Activity tutorial has been sent for common compilation.	Discussion done with sir about the content in the report, the creation of the activity tutorial for all the life skills.

**Name: Ayushi Patel**

**Enrollment Number: 19166002**

**Email ID: 19166002@nuv.ac.in**

**Program: BMS**

**KHOJ LOGBOOK**

<b>DATE</b>	<b>TASK ALLOTTED FOR THE DAY/WEEK</b>	<b>TASK COMPLETED FOR THE DAY/WEEK</b>	<b>DISCUSSION DONE</b>
10-01-2022	Orientation to the course	Orientation about the course done by the faculties in meeting	Discussed about the course pattern, evaluation scheme, creation of student groups.
17-01-2022	Prepare questions to be asked to the mentor of Aatapi Seva Foundation	Questions have been prepared and added to the common excel sheet prepared by Abhishek to be asked to the mentor of Aatapi Seva Foundation	Discussion done with sir about how to think and prepare questions and excel sheet created by Abhishek for all group students to enter their respective questions.
24-01-2022	Edit questions to be asked to mentor from Aatapi and discuss them with mentor	Questions have been discussed with sir in class and he has suggested additions to be done in questions	Questions discussed with sir and upon the recommendations given by sir, necessary changes have been made and as a result, the questions are fine-tuned to our project.
31-01-2022	I was absent but other group students help me to get this. In this meeting we were supposed to ask Questions to Aatapi team and get the satisfied answer through online meeting.	Questions are asked from the questionnaire and we got good responses from the aatapi team.	Discussion done regarding the holistic education and asked some information regarding the work done by Aatapi organisation with Aatapi team along with asking questions and final discussion done with sir on feedback of Aatapi team.
07-02-2022	Internal discussion on identification of activities and categories under holistic education program to be developed for bringing the skills out of the children	Discussion done and categories were identified by team members which were also discussed with the sir.	Discussion done with sir about the categories identified.
14-02-2022	Report creation for approval of categories under holistic development program project to be prepared to be sent to the Aatapi team	Report has been prepared in proper format containing all the necessary details of the project along with the categories defined under holistic education program	The report prepared has been discussed with sir and changes have been made to the report as instructed by sir.
21-02-2022	Meeting with mentor from Aatapi team about the holistic education program report and make changes to the report on basis of feedback from the mentor	On basis of feedback from the mentor, some categories have been clubbed in 6 common activities and 6 groups are prepared for which each group has been allotted one category to work upon. Each group consists of 2 students	Discussion done with sir about clubbing of activities and creation of mini groups with activities equally divided within all the groups.
28-02-2022	Prepare the Gannt chart for activities under hygiene awareness	Gannt chart prepared and shown to sir	Sir gave suggestions to add some more activities under the hygiene awareness category in the Gannt chart prepared.

07-03-2022	Fine tune the activities under hygiene awareness on feedback of the sir and send the file to sir which will be sent to the mentor at Aatapi Seva Foundation for approval	Activities added under the category in Gannt chart and shared with sir to be sent to mentor at Aatapi Seva Foundation for approval	Sir approved the Gannt chart with adequate and relevant activities under hygiene awareness. File has been shared with the sir which is further sent for approval by the Aatapi Team.
21-03-2022	Field visit to site at Uchhad village	Site visited at uchhad village near gajera and discussion have been done with the students as well as the Baal saathis and their teachers.	Discussion done with the Baal saathis at the site in the village about how things proceed there, what activities they make students perform, how many students come and in which time slots, etc. Detailed info regarding the discussion done is given in the concept note.
28-03-2022	Fine tune/Add/Remove Categories under holistic education program	Previously defined categories have been changed to life skills under holistic education program. Categories under life skills have been defined and allotted to group members in the team	As I was given to propose hygiene activities which also comes under the life skills education so sir allotted us to prepare self-awareness and hygiene as our topic and we have to identify the activities on that
04-04-2022	Search for 2 research papers for each student and write a brief literature review for each paper. Also add the proposed solution and need of project in the concept note template	Added our group's 4 Research paper and as my teammate also did this activity and we also added proposed solution as well as need of project.	Discussion done with sir about how to create literature review and what all things to add in the proposed solution. Also, discussion done with Vandana madam about what all things we have to deliver in final end semester evaluation.
11-04-2022	Understand referencing and citation in literature review and apply it in own literature review. Also finalize the activities under respective life skill to create activity tutorial.	Referencing and citation process has been well explained by sir and has been understood and it has been also applied in the literature review.	The discussion was done about how to add references in a word file and a demonstration has also been done by sir.
18-04-2022	Finalize activity tutorial template and add the activity procedure in the decided format. Submit the activity tutorial on next Monday.	Activity tutorial template has been finalized and Abhishek have started adding activities in that format.	Discussion done about deciding the format of the activity tutorial and what all things to include in it.
25-04-2022	Create the final activity tutorial to be presented. And start working on poster.	Activity tutorial has been sent for common compilation	Discussion done with sir about the content in the report, the creation of the activity tutorial for all the life skills.

## Chapter 5

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## Kitchen Garden Enterprise

### PROJECT - Developing business model for Kitchen Garden Enterprise

## Problem Analysis

Site: Villages near Gajera, Jambusar Taluka, Bharuch District, Vadodara

Problem: To enhance livelihood of farmers through Kitchen Garden Enterprise

Stakeholders: Regional farmers of Jambusar Taluka

What is the expected to overcome the problem?

The Objective is to provide the stakeholders with all the necessary techniques and methods used currently for better production and maximum output of crops.

Brand Name: **आविर्भूज**  
Risen From Soil

## Relevant Information Farmers



**Classification of farmers based on land area**  
Small Area: Area approx. ≤ 1000 sqm  
Large Area : Area approx. between 4000-8000 sqm




**Vegetables grown by them for**

Everyone:	Themselves:
-Brinajl	-Turiya
-Chillies	- Lauki
-Chawli	- Methi
-Tinda	-Palak
-Turiya	-Tomato
	-Gulka




**Market Survey**  
- During pandemic, online survey conducted with urban clients  
- Asked Questions regarding Kitchen garden experience.

## Field visit

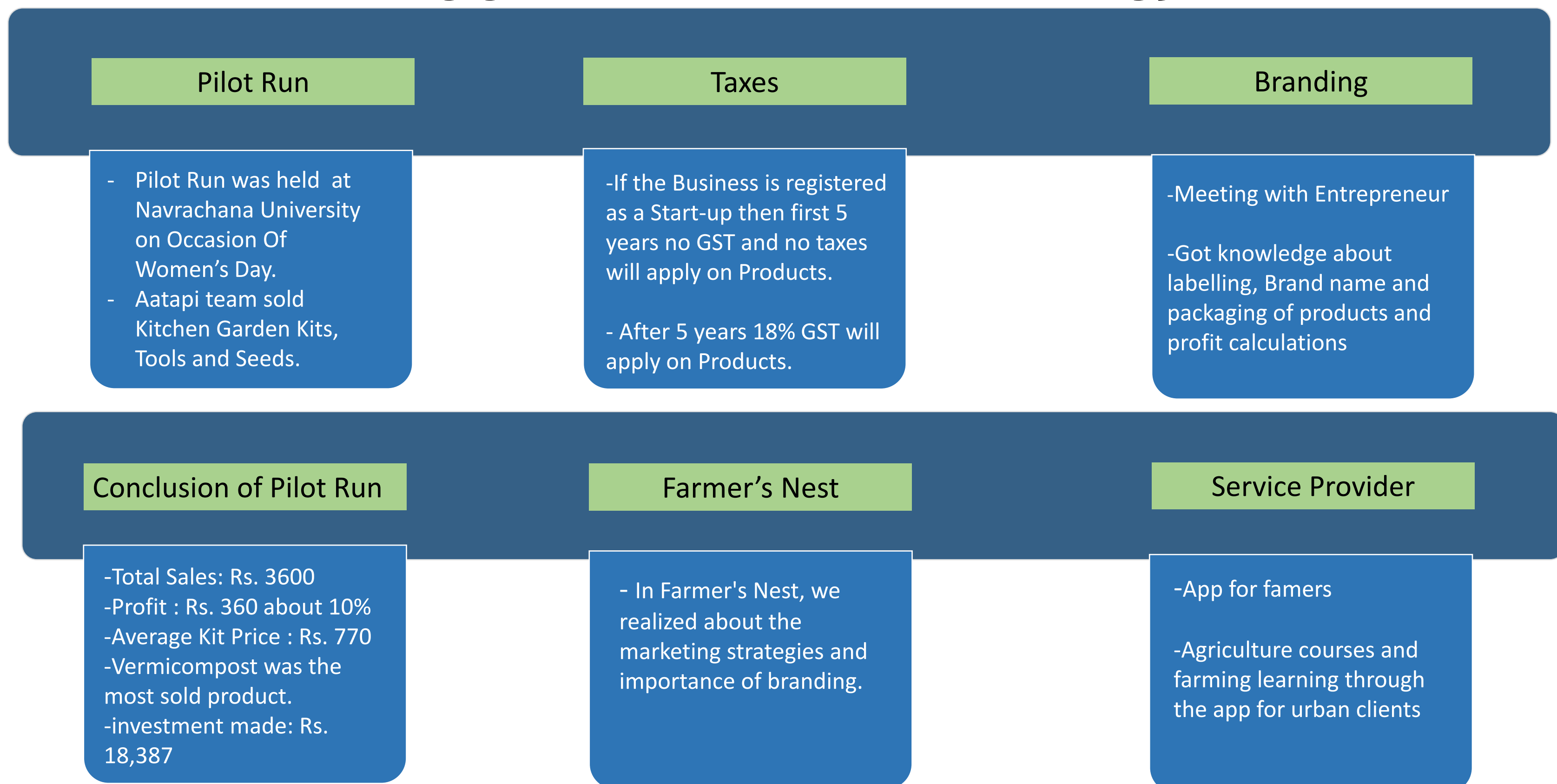


**Case-1**  
Farmer: 1 – Jassubhai Parmar  
-Does organic farming  
-Makes organic fertilizer at his own farm  
-side business- flour  
**Problem:**  
-Use of Chemical fertilizers have made his field infertile  
-He wants to sell his organic fertilizer but he has no idea about pricing and market.



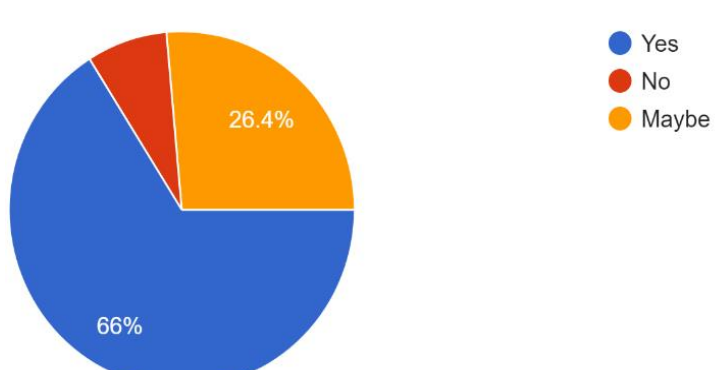
**Case-2**  
Farmer: 2 – Mr. Dharmesh Goswami  
-Makes organic fertilizer at his own farm  
-Uses water harvesting system for farming  
-Grows some exotic vegetables  
-side business- Gir cow products  
**Problem:**  
He was suffering from heavy loss because of insufficient knowledge

## Understanding gained for proposed strategy

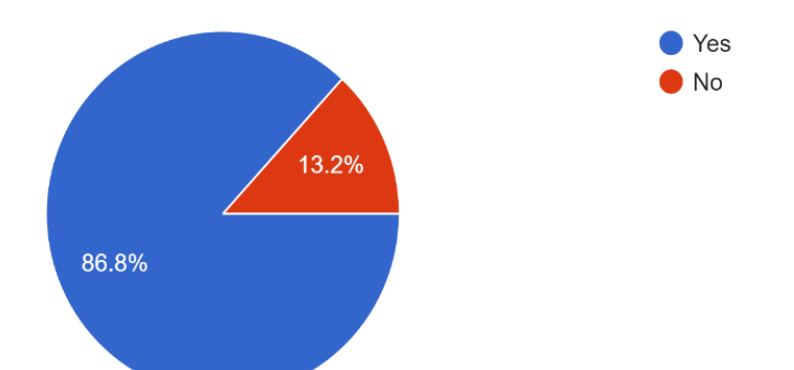


## Conclusion Of Market Survey

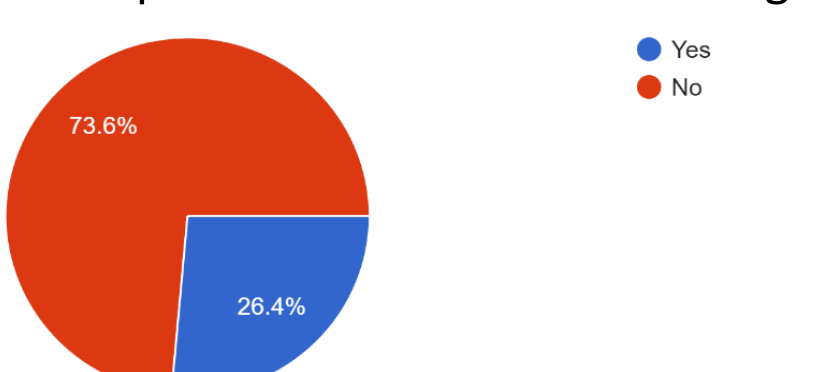
➤ Are You Interested in Kitchen Gardening?



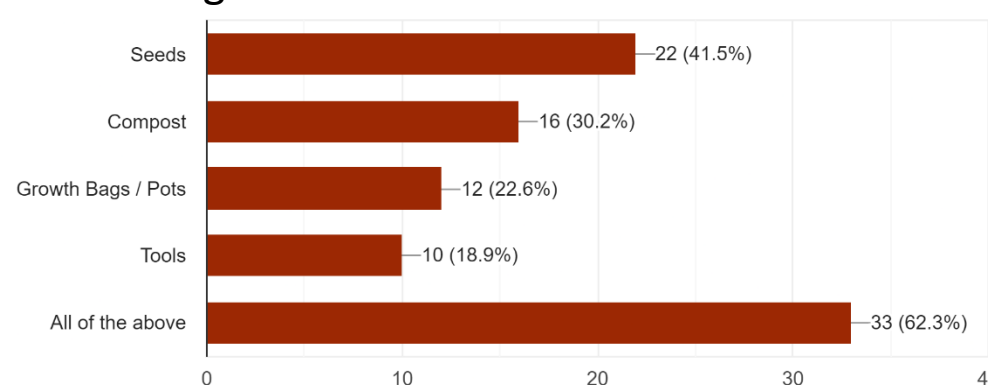
➤ If we Provide a small instruction manual , would that help You?



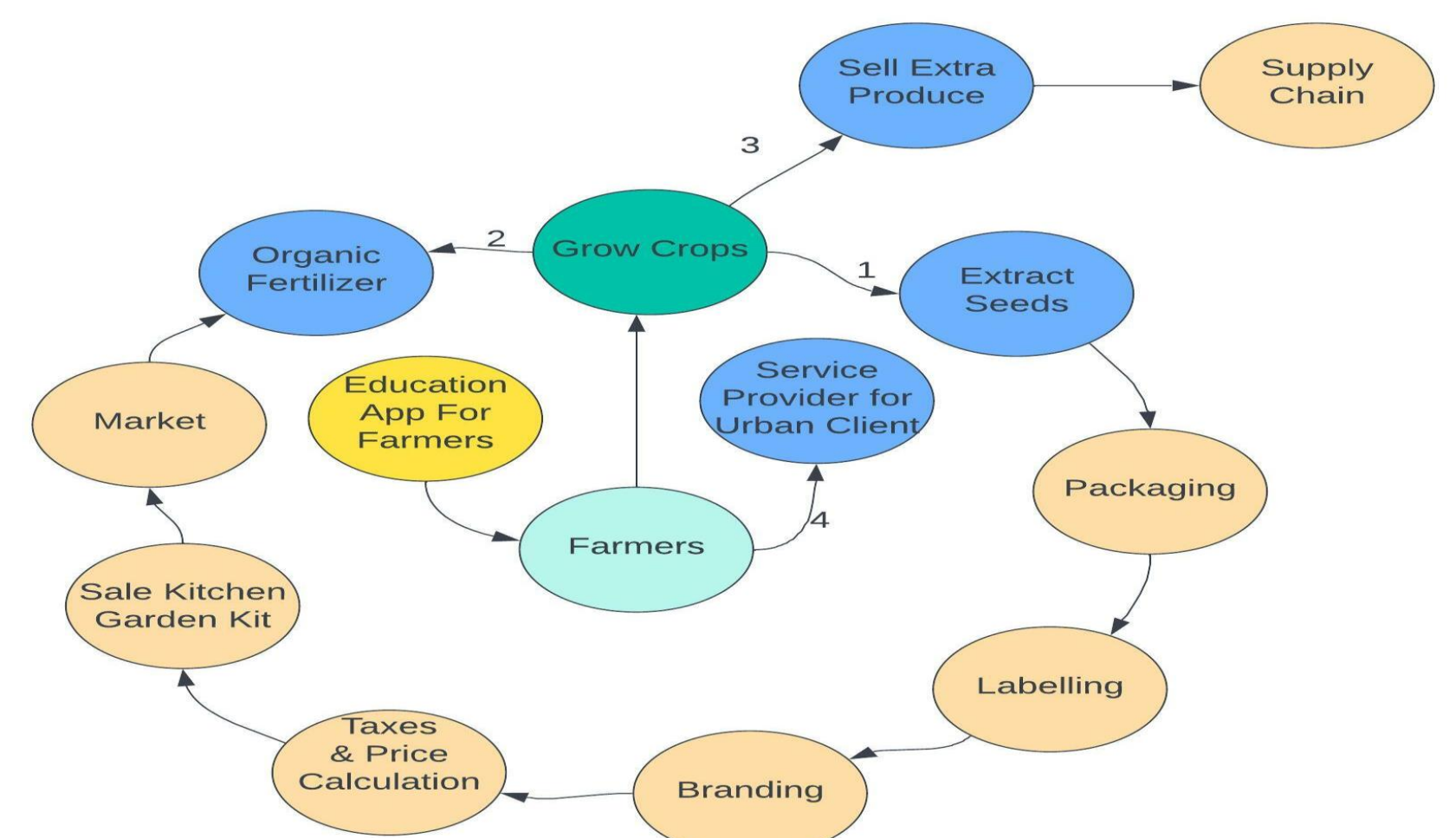
➤ Do You Have any previous experience in Kitchen Gardening?



➤ What is it that you look forward to having Kitchen Garden Kit?



## Roadmap for Farmers Enterprise





Title of the Project :

IMPROVING THE SOCIO-ECONOMIC CONDITIONS OF FARMERS THROUGH KITCHEN GARDEN  
ENTERPRISE AND EFFECTIVE BUSINESS STRATEGIES

Summary of the Report

Of

KHOJ- Course Code ( PS309 )

Spring 2022

Faculty Mentor : Pallavi Ghalsasi

Aatapi Mentor : Sardarbhaji Gohil

Report prepared by :

Name of group members

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May 2, 2022  
Navrachana University  
Vasna-Bhaily Road, Vadodara

**Table of Contents**

<b>CHAPTER NUMBER</b>	<b>TOPIC</b>	<b>PAGE NUMBER</b>
1	Problem Analysis	3
2	Strategy / Social innovation to solve the problem identified	4

## PROBLEM ANALYSIS

India is an agriculture driven country where Agriculture is the primary source of livelihood for about 58% of India's population. 70 percent of its rural households still depend primarily on agriculture for their livelihood, with 82 percent of farmers being small and marginal. Despite all this, the Indian Farmers still find it difficult to cultivate and sell their crops. As per the previous project work done, we were able to identify that the majority of the crops were being damaged by wild animals and they were unable to get the desired yield. However, after discussion with the Atapi Seva Foundation and the stakeholders, we came to know that the farmers now practice kitchen gardening as an alternative for two primary reasons : To provide nutrition for their families and in order to generate a side income to sustain their families. However, they were still unable to create a profitable business from the Kitchen Garden. So, under our KHOJ Spring 2022 project, we had to now work on how we could upscale this Kitchen Gardening project along with coming up with different ideas to improve the crop production. The location site was Gajera village which is associated with the NGO Atapi Seva Foundation.

We conducted a field visit on 28<sup>th</sup> March '22 to better understand the issues that the farmers face. Firstly, we realized that the farmers belong to low to moderate income families where they have limited resources such as limited number of cows, financial help and even workers who work at their farm. They highly depend on the crops that are sold for their primary source of income. However, as per the knowledge gained, those crops are not sold at a standard rate each time. They are sold at varying cost for 20 kgs of crop produced and the profits gained are negligible. Often, they need to reduce their prices and sell them under a loss if the middle man demands so. Moreover, there are only a few farmers who are well educated and familiar with organic farming and are willing to adapt it in their farms. Almost all the farmers have been practicing inorganic farming since years and to switch to organic farming is not only a time-consuming task but also does not give very fruitful yield in the initial years since the soil has been damaged. They are able to produce organic compost only enough for their own farms with no chance of being able to sell the surplus compost. They need to order trucks full of fodder for their cows so that they are able to produce sufficient cow dung for the compost, which in turn is very costly since they themselves do not own any trucks. They belong to families of fives and sixes and at the end of the day, there are many members to feed but not a lot to earn.

Our understanding of the problem would be that the farmers firstly need to be educated on the importance on organic farming and how each one needs to slowly switch to that for production of better-quality crops in the long run that are not only nutritious but also not harming the soil and nature. Secondly, it is essential that they find the right market places to sell their crops at a standard market rate. Most of their profits are lost because of the above-mentioned reason. There is also a middle man who gains a part of the final profits made on the crop. At times of inflation when the demand is high but the supply decreases, these farmers need to get higher prices for the crops they sell rather than giving it for much cheaper rates. Thirdly, a transport and supply chain needs to be set up where one member of the farmer's family can travel a longer distance closer to the city and sell their produce directly to the buyers. To improve these conditions, they need an income source that will provide them with a financial stability to take up new ideas and implement them. They have been producing vegetables in their kitchen garden and now with the help of the by-products obtained from that, they can start a small enterprise of their own of selling Kitchen Garden kits.

## PROPOSED STRATEGY / SOCIAL INNOVATION

Since the farmers have already been practicing kitchen gardening at their homes and are slowly switching towards organic farming, our first proposed strategy was to create an enterprise that could help them sell products that are obtained from the kitchen garden itself. Hence, we decided on the idea of developing kitchen garden kits that can be sold to urban buyers who take a keen interest in gardening or wish to take up gardening as a new hobby. The first step in the creating these kits was listing on all the products that could be obtained as a by product from the kitchen garden and that could be sold at profitable prices. After various internal discussions amongst the team and with the members of Atapi Seva Foundation we finalized on : Seed packets, Growth bags, spray bottles, tool which included hand rake and pruning shears, organic compost and brahmastra. Now the problem we realized the pilot run stall set up was that the farmers do not manufacture the growth bags, spray bottles and the tools and in place they source it from various different retailers. Now due to this, the cost price of those items increases as they are not purchase at the rate of raw materials and the taxation has already been done on those items when purchased from retail. Also, the profit margins are less than 10% which does not make it profitable item. **Hence the final by products that can be included in the kits and that are sourced by the farers from their own gardens are : Seeds , Organic compost, Brahmastra, Jeevamrut and a guidance manual.** The seeds can be sold in packets of ones, twos and threes while the compost can be sold in packets of 1kg and 5 kg.

Since the items to be included within the kit are decided, the next step is to finalize the costing and taxation of the kits. Firstly, the farmers can list the items as individual selling product rather than listing them under a kit. The benefit of doing this is that when you list them under a kit, the 18% tax is added to the selling price of the kit. For instance, if the kit was rupees 100, then 18 rupees tax is added on it. But when we list the four products as individual items, say for 15 rupees each, only 2.7 rupees tax is added on each product, making it a total tax amount of only 10.8 rupees. To sell it as a kit, they can market it with a combo offer where the customers can combine all the items and get them in the form of a kit.

Secondly, to calculate the selling price of the kit we need to take several aspects into consideration : **the raw material cost, the labour cost, cost of packaging and labelling, marketing expense, transportation cost, fees given for registration of brand and products, fees given for certification, cost of electricity and the goods and service tax applicable on each item which is generally 18%.**

Now, the farmers can set up their enterprise in either of two ways. One is where they can register this business as a start up through the start-up India initiative website or the dpiit.gov.in website, which excludes them from paying taxes for the first five years of their business. After those five years, they are liable to the general taxation schemes under goods and service tax.

Even though these items lie under the agricultural sector, they are not being purchased by the farmers but rather being sold by the farmers. Hence, the applicable GST is 18% and not 5% or 12% (which is generally taken on items purchased by farmers for their own agricultural usage). The profit margins on any product sold is generally 30% to 33% depending on the product. This profit is considered above the cost price and the taxes applicable on the product. For example, if the product costs 100 rupees, then 33 rupees profit along with 18 rupees GST is added and the final product is sold for 151 rupees.

Once the costing of the kits is finalized, the packing and labelling needs to be decided. Each product in the kit needs proper paper or plastic packing which has proper labels on them. The packing material can be purchased at wholesale prices from the city area. The seeds need smaller packets of the size of approximately 10 cm x 7 cm while the compost needs larger bags that has the capacity of holding 1 kg of weight. Plastic bottles with the capacity of about 250 ml need to be purchased for selling of brahmastra. Proper sealing of each packet and bottle needs to be done so that they are not damaged during transportation. As for the labelling, each item needs to have individual labels with different details. The seed packets need to contain the given information : **Name of the seed in three different languages, photograph of the plant whose seed it sold, weight or units of seed, manufacturing date along with the shelf life, certification mark, manufacturing place, manufacturing organization, address of the manufacturing place, batch number, a 2 line direction of use, caution warning if present, the price and a two line detail on the good purpose for which these items are being sold (this will give an emotional quotient which will help the buyers purchase seeds for a helping cause )**. Similarly, other products such as the compost and brahmastra also need to have similar details. Apart from this, cardboard boxes need to be purchased for the safe transport of these items and a fixed printing agency needs to be contacted for printing of these labels and the manuals at a cheaper price.

Next, the farmers need a strong transportation and supply chain to send their products to the consumers. There could be two possible case scenarios : one where a farmer is well to do and already owns a truck or two where the farmer does not own one and needs to rent it based on the needs. The farmers that own the truck can volunteer and rent it out to the farmers who do not own the trucks or they can share the cost of one trip if both their produce fills half a truck each. This makes the transportation more cost effective as well ensures that more produce can be transported at once. **The amount of renting the trucks is around 20% to 30% of the produce cost which is per kg per km of the vegetable or fruits. Over and above to that, labour charges are applied on loading and off loading of the truck and the farmers are liable for paying the toll tax and the cost of fuel.** Hence, if the cost of produce is around 50 rupees, the transportation cost is around 10 rupees. **The farmers can even approach different FPOs or Farmer producer organization and unite with them to rent out trucks.** Previously, Tata Motors used to lend trucks which were currently not in use by them, to the farmers to drive and themselves transport their produce to the market. Over a period of time, if the farmers gathered enough revenue, they could pay the EMIs of the truck and own them rather than renting it. The farmers can look for such schemes or approach different transportation agencies that have trucks available for rent.

The farmers also need to set up a payment service for the clients to ensure that smooth and timely payments take place and the selling is not just limited to cash transactions. **They can acquire a common UPI code through BharatPay for all the UPI payment wallets and apps which can help them connect and sell the kits to people living farther in different cities.**

Brand registration and certification of the products need to be done for giving a customer assurance and making the contents of the kit government certified so that it makes the selling of the product easier as well as trustworthy. Since all the products that are being sold are organically produced and come under the category of organic products, **they are can listed through the government portal called as Gujarat Organic Products Certification Agency (GOPCA)**. On this website, under the certification section they can download the form and fill it up for the items they are registering. An

inspection will further be carried out by an inspecting officer and the fees can be paid once they clear the inspection and can further receive the certification. All the details are provided on the website itself.

**For the registering of a brand name, the farmers can go to the Intellectual Property of India (IPI) government website of the registering of their brand name and trade mark.** An online form can be filled by based on the category they wish to apply under and follow up procedures can be done. Branding and certification gives an establishment to the product being sold and it becomes easier to market it as well as reach a larger audience.

When all the above steps are completed, the final part of the strategy is to find a market place for selling a kit. When a new business or enterprise is launched, it is very important to have fixed buyers that will generate a fixed income source each month. This ensures an influx of revenue that can be reinvested for further production. **Once such place to sell the kits could be to pre-schools or to the primary sections of schools.** A plan of teaching gardening and keeping it as an extracurricular activity can be introduced and proposed to schools and a fixed number of kits can be sold to multiple schools on half yearly basis. Second point of selling could be retail stores in the market, where the profit margins might reduce by approximately 5%, but the income generation would increase by establishing a fixed supply chain that will ensure selling of a fixed number of kits each month.

To support the marketing of the brand for better sales, they can set up a social media page on various platforms such as Instagram, Facebook and even LinkedIn. **Instagram is one of the most popular social media apps today wherein various brands have pages in which they post about their brand logos, their products, their motto and engage in customer interactions in order to let people know about their product. They can even create short video clips on kitchen gardening, techniques to create a kitchen gardening, on how to sow the seeds, on how to take care of several vegetables etc.** This will not only create brand promotion but also make the page more interesting and informative for the consumers and intrigue them into buying the products.

Furthermore, there are times when all the produce obtained is not sold and often ends up being perishable within a day or two. In those cases, the farmers have to sell the produce to the traders at rates lower than the cost price. This puts the farmers in a loss and their produce often might go to waste. One such solution for future implementation could be that they collaborate and have tie ups with food processing units. All the vegetables and fruits are classified into three categories based on various factors such as their skin tightness, their softness and their texture and color. **The produce belonging to category C, which are on the verge of being perishable and need to be consumed within two to three days can be sent to processing units that makes ketchup in case of tomatoes, fried chips in case of potatoes, and canned tins in cases of tomatoes for purees and beans.** This ensures that there is cost recovery for the produce as well as profits gained on them.

Lastly, the farmers can develop an app for being a service provider for the customers wherein they can directly connect to the buyers using a telephonic or WhatsApp portal. Through that, they can solve queries of the customers directly and address their issues and have nominal charged for each query solved based on the time consumed and the kind of service provided. Within that same app, they can also install a page from which the customers can directly buy the content of the kit and get it delivered to their doorstep. An app for educating the farmers within themselves can also be created with the moto : by the farmers, for the farmers.

## Women Empowerment – Livelihoods

### PROJECT 1- Developing business model for tiffin services



### Problem Analysis

- Women have now realised that depending in agriculture income is not enough .
- Covid-19 nudged the rural systems to think and move towards self-dependency and self-efficiency i.e. It is essential to develop a model which is based in their context, does not force them to migrate and is localised solution.
- Women have to learn new skill sets for income generation or can find a way to use their existing skill sets.

### Literature survey



Pani Puri



Potato Chips

### Field visit



Interacted with the women's working with AATAPI Foundation



Understood the works done by the women of the GAJRAJ village.



Understood the problems faced by the women's related to income.

### Understanding gained for proposed strategy

AATAPI Foundation wanted to emphasis on the productive skills of women living in that area.

women continue to struggle to find their place in the market sector, and situation is amplified for those who live in rural areas

They put in a lot of effort but do not get enough money in comparison to their efforts.

Women are unable to devote time to themselves and their family due to the significant amount of time spent travelling to and from work.

we need to analyse the skills of women so that we can assist them in adapting to the modern era.

They have a variety of other abilities, such as cooking, tailoring, agriculture, and so on, but they aren't putting them to good use.

### Suggested solution Title of Solution



Grouping the women's



Allot 1-2 person the delivery task



Loan from UJAS credit trust



Proper equity sharing



Production of products having low cost production.



Shift system for the women's working



## NAVRACHANA UNIVERSITY

Vasna-Bhaily Road, Vadodara

Course Program : KHOJ 2022

A Great Cause Led By Aatapi Foundation In Collaboration With  
Navrachana University To Empower Women Living In Rural Areas

## KHOJ 3 PAGE REPORT

Name of project: Women Empowerment In Rural Areas

Name of site: Jambusar

Faculty Mentor: Payal Desai

Aatapi Mentor:

Report prepared by:

Name of group members

<b>Sr.No.</b>	<b>ID</b>	<b>Name of Student</b>	<b>Program</b>
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### Table of Contents

<b>CHAPTER NUMBER</b>	<b>TOPIC</b>	<b>PAGE NUMBER</b>
1	Problem Analysis	
2	Strategy/Social innovation to solve the problem identified	

## PROBLEM ANALYSIS

**Problem Faced:** Low financial knowledge and opportunities among women.

**Site Location:** Jambusar, Bharuch, Gujarat

**Profile of Stakeholders:**

**Difficulties Faced By Stakeholders:**

List of work done by women:

- Cleaning
- Weaving
- Tailoring
- Tiffin Service
- Packaging Service
- Pad Manufacturing
- Lamp Manufacturing

- Most of this work was very labour intensive and it was challenging for the rural women as they were handling their households, their daily farming activities as well as their other sources of income all at the same time.

- It was also observed that the demand for products like lamps and services like cleaning and weaving was considerably less in the rural areas resulting in decrease in customers, overtime and loss in the businesses.

## **PROPOSED STRATEGY / SOCIAL INNOVATION**

- **Education and Training :-**
  - Rural women's business, social, economic, and financial skills will improve as a result of investment and capacity building.
  - Education, life, and social skills training are all part of capacity building and adult training.
  - Adult education and training is a multibillion-dollar business that can be used to empower rural women.
  - Women's lack of access to quality adult education and training is one of the most significant hurdles to their long-term growth.
  - Women will be emboldened to speak up for themselves if they have access to high-quality holistic personal, emotional, and business development training.
- **Vocational Skills and Businesses:**
  - Rural women aim for empowerment in a variety of ways, including hands-on skills, entrepreneurship, and microbusiness expansion.
  - We can help rural women gain direct vocational skills training or opportunities to expand their business ideas.
  - By giving them the resources they need to establish, run, grow, and expand their businesses. Rural women have dedicated themselves to farming, fishing, and trades over the years.
  - They are now eagerly awaiting news that will help them improve their everyday life activities and become more efficient in all aspects of their society.
  - Agencies can create women's development projects that focus on providing core skills that can help them access markets to sell their farm products, understand the value chain of their industry, and understand the fundamentals of microbusiness management.
- **Access to Financial Facilities:**
  - Women in rural areas are always looking for new ways to get microloans, farming gear, business management, and operational tools.
  - Women's empowerment should be emphasised in project or programme designs that assist women in obtaining interest-free loans, basic business tools, and farm equipment.
  - Helping women have access to basic facilitating tools for their everyday participation is one of the keys to establishing multipliers that boost the creation of sustainable small businesses in communities.
- **Social Groups and Mentorship:**
  - Women's growth and empowerment are aided by cooperative learning and social groups.
  - Mentorship is one of the most important things I've done consistently in the development of rural women.

THE BUSINESS MODEL ON WOMEN EMPOWERMENT IN RURAL AREAS



miro



NAVRAHCANA UNIVERSITY

VADODARA

**KHOJ SPRING 2022**

RESEARCH ARTICLE

Title: women empowerment and livelihood

Authors:

Name of the students

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## 1. ABSTRACT

The majority of rural women rely on agriculture for their livelihood. However, the agricultural field's volatility forced them to consider other forms of income in order to sustain their families. Women need to be financially independent due to inflation and the insecurity of life and income. Covid 19 exacerbates the plight of rural women.

Since roughly 20-26 years, Aatapi Foundation has taken various measures to assist rural women in Baruch District. As part of this effort, the Aatapi Foundation's Ujas Mahila Co-operative Society in the Jambushar district of Baruch District gives membership and lending facilities to women interested in the food sector.

We conducted a talk with Aatapi members and local women who work in the food industry, and we learned about their issues. After researching their different concerns and issues, we have arrived to the following conclusions that will aid in the smooth operation of their organisation.

- Encouraging women to collaborate in groups.
- Make a list of women's skills • Locate a suitable selling location for the meals based on their convenience.
- Make frequent contact with Ujas's individuals like Jalpa Ben and Hansa Ben.

We changed our business plan to make Papadi Lot, Kakara, Pani Puri, and chips because there was no need for paratha in that area. These foods are in high demand there; they will not spoil quickly and may be stored for several days. Outside of Jumbusar and Baurch, these products will find a ready market.

## 2. INTRODUCTION

Empowerment entails having control over one's own life and having an equal chance to engage in society. Women's empowerment, also known as female empowerment, is the process through which women achieve power and equal opportunity to pursue personal, social, and economic goals, participating equally in all. Poverty is one element that severely hinders women's empowerment. In general, the poorer a person is, the fewer opportunities they have for employment, resources, political engagement, and other activities. Poverty disproportionately impacts young women and girls around the world. Providing assistance to women and girls in escaping poverty is a highly effective approach to empower them.

As a result, they have begun to consider and move toward self-reliance and self-sufficiency. Women are expected to learn new skill sets or find a method to use their existing skill sets in order to generate revenue.

As a result, it is critical to design a model that is based on their surroundings so that people are not pushed to migrate but rather seek out solutions that are appropriate for them.

Based on our findings, we propose that all: Ladies can establish a group and launch a food venture business selling delectable snacks such as khakra, bhel, and other delicacies.

We will train interested women on how to create our recommended snacks such as khakhra bhel and other items as part of this solution, and we are also considering providing them with a supply network so they may sell their products outside of their community.

### 3. PROBLEM ANALYSIS

Everyone is unique and have exceptional abilities to contribute to society. Our goal is not to squander such abilities even for a second. Enhance women's abilities and put them to good use for themselves and their families.

- Women are unable to devote time to themselves and their family due to the significant amount of time spent travelling to and from work.
- They put in a lot of effort but do not get enough money in comparison to their efforts. As a result, their earnings are likewise poor.
- They have a variety of other abilities, such as cooking, tailoring, agriculture, and so on, but they aren't putting them to good use. They are oblivious to their own abilities.
- As Panoli is a rural community, its economy is focused on agriculture and animal husbandry, which could be aided if residents gained a better grasp of new earning methods and received a fair market price for their products.
- So, in general, we need to analyse the skills of women so that we can assist them in adapting to the modern era.

### 4. LITERATURE REVIEW

#### I. REVIEW OF SOCIAL INNOVATIONS/ INITIATIVES IN THE AREA OF THE KHOJ PROJECT UNDERTAKEN

##### 1. Social innovation/strategies/ Case study 1

#### TITLE: AUTOMATIC PANI PURI MACHINE

**Developed by:** EFC Everest Food Court Pvt. Ltd.

**Place:** First installed in Ahmedabad, India

**Cite Source:** <https://everestfoodcourt.com/efc-pani-puri-shots-cart.php>

## **Description of the social innovation/strategy:**

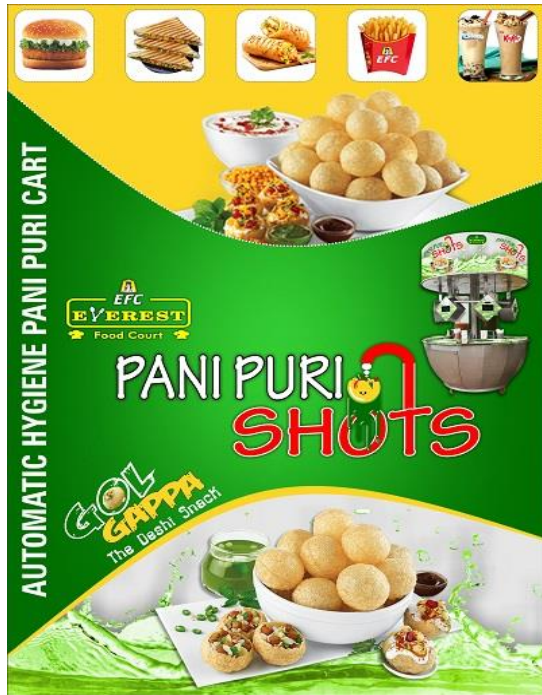
**Problem identified:** When we looked at the concerns that Pani puri vendors face, we observed that they are frequently challenged with maintaining sanitation, consistency in taste, and pricing. After identifying the issues, we decided to incorporate a touch of technology into this traditional technique of serving Indian chaat foods.

### **Process:**

- ✓ The use of an automated system to distribute Pani puri reduces human participation. To ensure adequate cleanliness, EFC features cleaning, refill, emergency stop, start, and stop pump functionality built in.
- ✓ Customers can tailor the taste of Pani puri according to their tastes using a capacitive touch panel, thus there are no compromises in terms of taste.
- ✓ At any given time, EFC can serve 10 to 20 consumers. This cuts down on the time spent waiting.
- ✓ EFC is cost-effective because it is a one-time expenditure with a guaranteed return on investment.

### **Working:**

- Customers order masala puris and take a seat near the EFC model.
- Customers can choose between spicy, medium, and sweet Pani when they order from the machine.
- Place the puri beneath the pipe from which water will be filled once the consumer has decided on a Pani.
- The EFC model stuffs puris with just the right amount of Pani. In this method, no water is wasted.
- Take pleasure in your Pani puri. Customers can adjust the Pani preference for the next Pani dish according to their preferences.



### *Implication for proposed social innovation by your group*

The idea, the process or the material from the social innovation presented above that can be used in the social innovation proposed by your group.

- We can also use these types of machines to serve different type of chutneys with paratha
- Buttermilk/ lassi/ cold drink also can be served. We can instal this near our food stalls.

### 2. Social innovation/strategies/ Case study 2

#### **TITLE: GLOMAAL PARATHA SERVICE**

**Developed by:** Guru brothers- Vivek and Abhishek

**Place:** First restaurant in Bangalore, India

**Cite Source:** <https://www.francorp.in/paratha-case-study.php>

**Description of the social innovation/strategy:**

**Introduction:** The Guru brothers - Vivek and Abhishek - launched the Golmaal Paratha Paratha Joint roughly two years ago. Golmaal Parathas is a non-vegetarian restaurant with reasonable rates. On the menu, there are 99 different types of parathas, as well as lassis, buttermilk, and jaljeera. Combo meals have also been added to the brand's menu. In Bangalore, the brand currently has three locations.

**Problem identified:** The brand, which is performing well in Bangalore, wants to expand to the rest of India, particularly in the south and west.

- Aims to open restaurants in good locations with a sufficient number of walk-ins.
- Operational scalability – Deep market penetration in India necessitates a "Franchising" evaluation.
- Brand recall and identification are high.
- A company model that is focused on long-term growth.



**Proposed solutions:**

- All of the 7 Ps – Product, Price, Place, Promotion, People, Process, and Physical Evidence – were given recommendations.
- Recommendations for Golmaal Paratha's franchise offerings in terms of region, investment, franchise fees, credit period, marketing, signage, renewal costs, and so on.
- Recommendations on the best franchise profile and rollout approach

### *Implication for proposed social innovation by your group*

The idea, the process or the material from the social innovation presented above that can be used in the social innovation proposed by your group.

- As it is said that there is always a start, we can take motivation from guru brother for starting paratha service. They started this restaurant two years ago and now they have three franchises in Bangalore.
- Focusing on one product like they focused on only paratha. Then making different types of parathas and with best taste instead of making 4-5 type of foods.

### 3. Social innovation/strategies/ Case study 3

#### GOLI VADAPAV- INDIAS FAST FOOD

**Developed by:** Venkatesh Iyer co-founder with Shiv Menon

**Place:** In 2004, the company opened its first store in Kalyan, near Mumbai, India

**Cite Source:** <https://www.imd.org/research-knowledge/articles/goli-vada-pav-story/>

#### **Description of the social innovation/strategy:**

**Introduction:** Venkatesh Iyer identified a large opportunity in selling affordable, clean, ethnic fast food to lower-income clients in India when he co-founded Goli Vada Pav with Shiv Menon in 2004.

Mr Venkatesh, the company's current CEO, saw a market of 500 million Indians, largely teenagers and young adults, willing to pay Rs10 (about 20 cents) or more for a vada pav, a spicy vegetable patty in a bun. He was also banking on major societal shifts in India, such as lengthier commutes for lower-middle-class Indians, who "don't have as much time for food," as he put it.

**Challenges:** The company launched its first store in Kalyan, near Mumbai, in 2004, but it quickly ran into troubles. The homemade patties were of

varying quality and had a short shelf life, with some being stolen. In addition, rising raw material costs put pressure on profit margins. Mr Venkatesh's bank told the company 10 days to stop the losses caused by these problems or refund the bank's loan in November 2006.

### The strategies:

"Attempting to sell vada pav in Mumbai is like trying to sell pizza in Italy," he realised, and he opted to concentrate on second-tier cities in western and southern India. These cities have less expensive real estate, fewer worldwide chains, and unmet demand for branded food. In addition, because of local media coverage of its Mumbai milk kiosks experiment, Goli Vada Pav had a relatively high brand awareness.

### Result:

Goli Vada Pav now has 156 locations, up from 20 in 2009. Every day, it sells 75,000-100,000 vada pavs. It hopes to have 500 shops by 2015, with revenues of roughly \$3.2 million in 2012. It's a well-known ethnic fast-food company that's been around for a long time.



## 5. MEETING WITH STALKHOLDERS

We saw that the people in Jambushar were happy with what they had throughout our tour. They didn't want to grow any more. They were content with what they had because, according to them, they didn't need anything more because they were able to support themselves. They also emphasised the assistance they receive from Aatapi members. They borrow money from the Ujas and deposit their earnings there as well.

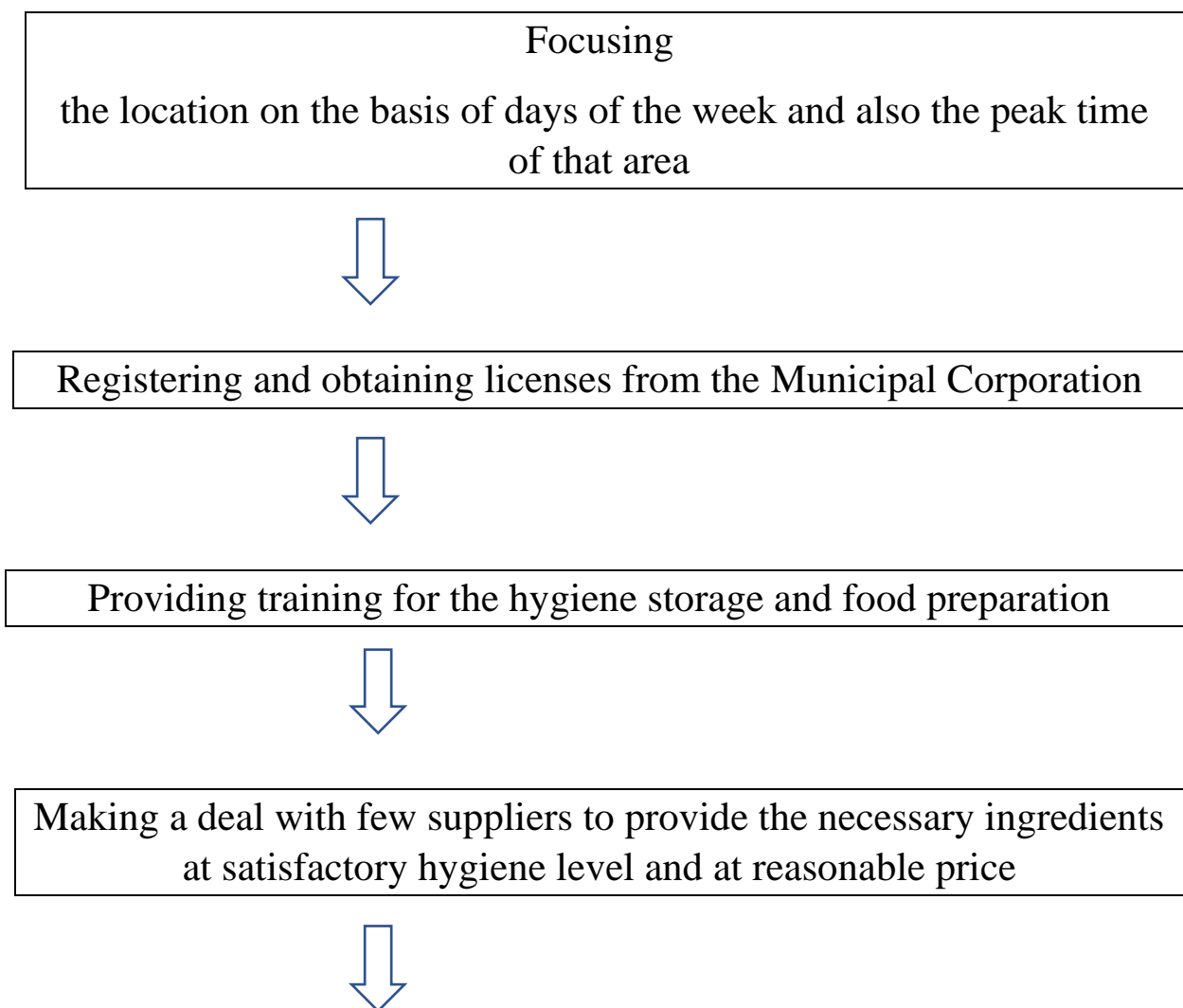
They also emphasised the help that they receive from their family members. Interacting with a woman named Nanduben, who sells papdi , which she cooks from home and sells for 200 Rs per month in savings. Her regular clientele are the schoolchildren and residents of the area. Her stall is directly in front of the school. There are days when she is unable to sell the entire quantity, so she returns it to her home and feeds it to her family. As a result, there is no waste. She also does embroidery work on the clothing materials because she is unable to support herself with this. For each dress, she receives Rs 100. She sells tobacco items and does embroidery work in addition to papdi no lot. Her customers for this used to be the locals. So, this is just about one of the women we met during our field trip to Jambushar.



## 6. Reflections:

- On interacting with the women of Jambushar, we could see that they were highly skilled, like they know to make different products.
- They will be able to live a better life if they change their own mindset. Right now, they don't want to earn more because what they think is, since they are able to sustain their livelihood, it's more than enough for them.
- So, our responsibility as individuals towards them should be to orient them to change their mindset, discuss with them the advantages that which they would gain if they earn more.

## 7. Strategy -



Review of sales every week to ascertain the success and failure

## 8. Conclusion of the Problem Analysis –

Because there are less job prospects for women, and one of the concerns is a lack of a suitable system or understanding about it. At least 30–40% of women are unaware of available work opportunities. So, with correct business concepts, we can create job chances for them and help them improve their lives.



# TRAINING MODULE



# PERSONAL HYGIENE

Personal hygiene refers to our habits of cleanliness. Our clothes, hair, hands - everything! One of the most important personal hygiene practices is hand washing.

Step 1: Wet your hands and arms with warm water

Step 2: Apply soap

Step 3: Lather and scrub your hands and arms for about 10-15 seconds. Do not forget the areas under your nails and between your fingers, and use a small brush as necessary

Step 4: Rinse thoroughly with warm water

Step 5: Dry your hands using a clean paper towel or an approved drying method

Step 6: When handling any ready to eat food, including the packing of cheese, be sure to wear gloves/



## When should I wash my hands?

Sanitizing your hands and arms, after washing them, is as important as sanitizing any other food contact surface or utensils. After all, your hands are your main "utensils."

To sanitize your hands and arms, you should dip them up to you elbows in the same sanitizing solution you use to sanitize food contact surfaces and utensils.

For this reason, you should have a sink or other container with enough sanitizer to dip your hands and arms during the food making process.

You should sanitize your hands and arms EVERY TIME, before touching the milk, the curds or any food contact surfaces, like the hoops. The same care should be taken when flipping or otherwise handling food items.



### Correct / Incorrect

Always remember to eat in areas away from the food preparation area. Again, you can transmit bacteria from your saliva to your hands or fingers, and ultimately, to the food you are handling. Always remember to wash your hands before returning to work.

You should avoid eating curds in the cheesemaking room, but if you do, you should eat away from the food prep area and wash your hands afterward.

When you chew, you might spit, and you do not want to contaminate the curds with your saliva. That's why, in the pictures, the food maker is tasting the curds away from the vat and then she washes her hands before returning to work.



### Use of gloves

A recommendation in the FDA's Food Code is to wear gloves, in addition to hand-washing, in order to protect the food, you are handling.

However, it is important to realize that gloves do NOT replace proper handwashing. It is also important to properly wash your hands before putting on gloves.

Also, make sure the gloves fit well. Gloves that are too big can tear easily or get caught in equipment.

Your hands must be clean in the case a glove rips, and your bare hands accidentally come in contact with the food or food contact surfaces to reduce the risk of contamination. So, wash your hands before putting on gloves.

This step also will prevent contamination of the gloves from your hands, when putting on the gloves.



### Gloves: Incorrect / Correct

- ✓ Glove use is beneficial to protecting the safety of your food if used correctly.
- ✓ First, it is important to know that gloves are used to protect food from contamination and not for protecting your hands.
- ✓ You should wear gloves on both hands as demonstrated in the left photo.
- ✓ Do not wear only one glove, as demonstrated in the right photo.
- ✓ You should use gloves when cutting and packing and when cutting samples at a farmers' market or another retail setting.



## DO'S AND DON'Ts

### Do's

Essentials for the personal hygiene

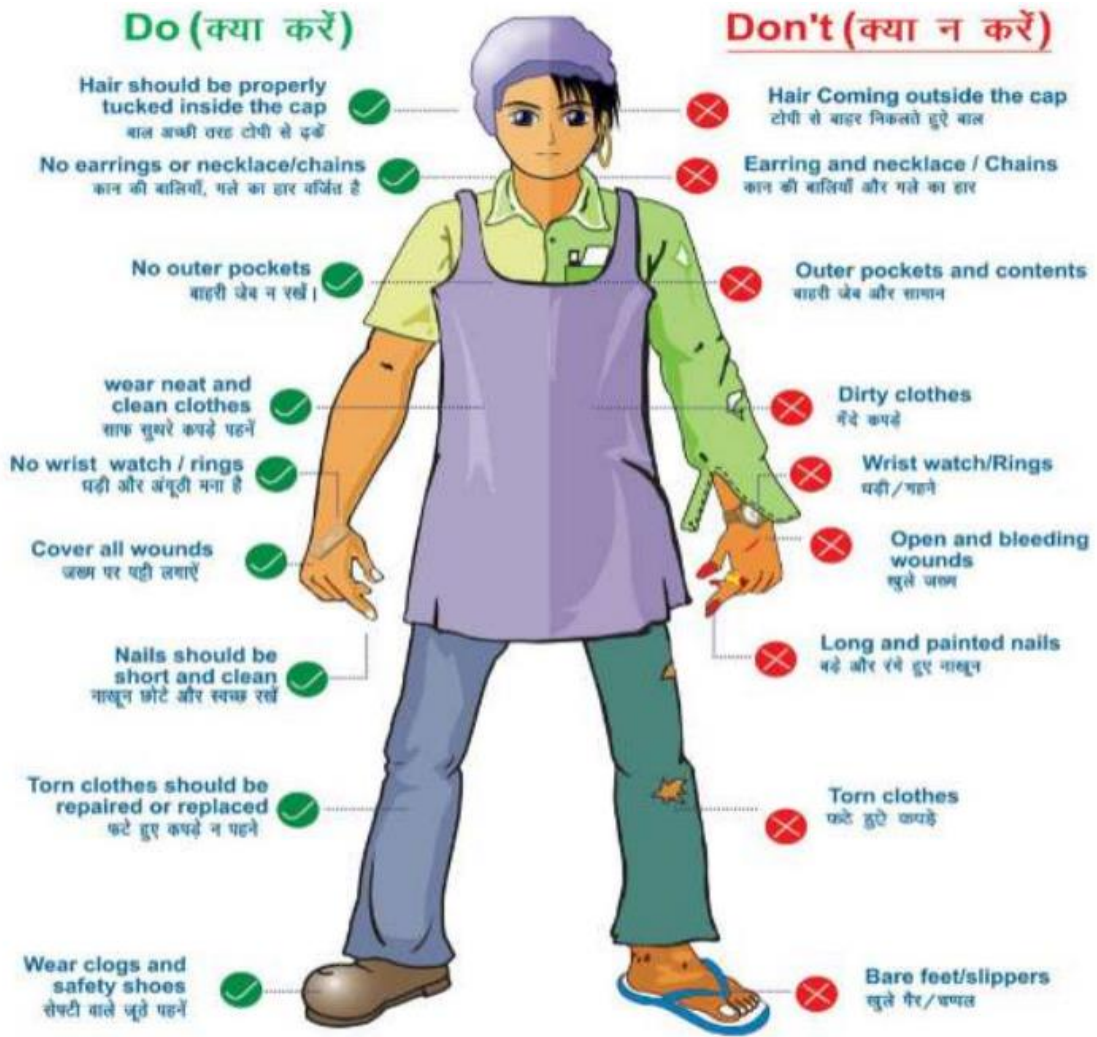
1. Take bath daily before reporting to work.
2. Wear clean and protective clothing, clean aprons, hand gloves, and head wear appropriately
3. Keep hands clean and nails trimmed. Wash hands with soap and clean (potable)

water

- before starting work;
- After handling chemicals;
- after handling incompatible food products (for example, raw versus cooked or ready- to eat) or contaminated materials;
- after breaks; after using toilet facilities.
- after coughing or sneezing or blowing their nose; and
- after using telephone/cell phones, handling currency
- after smoking in designated areas etc.

### Don'ts

1. Handle food when sick.
2. Wear jewellery such as earring, bangles, rings, etc. while handling food, as they carry germs which may contaminate food.
3. Prepare or sell food in an area prone to pollution such as effluent water, heavy smoke, hazardous waste and more.
4. Store hazardous substances such as fuel, chemicals, etc. near the food preparation area.
5. Use loose oil or spices.
6. Keep food at room temperature for more than 4 hours. Do not resell leftover food the next day. It shall be discarded the same day.



With the impact of COVID-19 becoming the key challenge for every Indian citizen, the food regulation body Food Safety and Security Authority of India (FSSAI) has recently come up with an advisory for the chefs and food handlers. The advisory, launched recently, touches upon aspects like preparation, pre-preparation, procurement of vegetables and other cooking items, handling currency and more.

## Marketing Strategy for Paratha and Snack making

We can opt for strategies which are of low cost as we are just starting our business like:

1. Providing Free samples to the Target customers.
2. We can meet the heads of the industries to give us Opportunity and try our services.
3. We can give special discounts to the customers who will refer our Products.
4. We can use social media platforms like What's app, Facebook for networking and to be in constant touch with our customers.
5. We can provide them money back guarantee if they are not satisfied with our product and its quality.
6. We can advertise our products through Ads in newspapers, Magazines, distributing Pamphlets etc.

## How to speak to the customers

### 1. Do It Right from the Start

While food quality is incredibly important, it is the experience diners have from the minute they walk in the door to the minute they exit those counts. Restaurants should remember to keep the customer's needs at the forefront of every dining experience. Here are a few tips for accomplishing this:

#### **Speak Appropriately**

- Greet your diners the minute they walk in the door.
- Use respectful titles – sir, ma'am and miss work well.
- Don't interrupt.
- Listen intently and pay attention to what they want.
- Be thoroughly versed on your menu. Ask questions and repeat their orders to make sure you get it right.

]

## 2. Don't Make Them Wait

If your customer has to wait too long for their first round of drinks, appetizer or meal, it really won't matter to them that your bartender makes the best martini or the chef prepared the best steak. Your diner is already irritated and hungry. You can call this the negative turning point. Remember that it can be hard to win back your disappointed customer. Avoid disappointing them at all costs. Make sure you have enough staff on hand so they never have to wait too long. If your customer orders a meal that takes a bit longer to cook, let them know in advance. Be forthcoming and informative.

## 3. Fix Problems Immediately

- Listen intently to their problem without interrupting.
- Own the mistake. Acknowledge that, yes, there is a problem. Let them know you are very sorry.
- Stay calm, especially if you don't agree with your customer.
- Maintain eye contact and watch your body language. Make sure your body isn't telling a different story than your words.
- Ask your customer what they'd like. Try to negotiate a solution that is acceptable to both of you.
- Always empathize, don't blame.
- Apologize again!
- Solve the problem quickly and without drama.

## 4. Incorporate Technology

### **Online Ordering**

The ability to instantly order from your online menu provides easy access for your customers. It allows them to conveniently browse and then order from your menu. Oftentimes they'll spend more money ordering online as they'll be tempted to try more. You can use prominent calls to action to encourage a larger order.

Don't forget the mobile-friendly responsive website. If your customer can't order online with ease on their mobile phone, it's time for a new website.

### **Table and/or Kiosk Ordering**

Your casual dining customers will find this ordering system quick and easy. They'll also appreciate the convenience and the speed.

## How to speak about the product

### How to Market & Sell a New Food Product to Grocery Stores

- ✓ Check For Permits
- ✓ Attractive Product Packaging
- ✓ Proper Product Pricing
- ✓ Develop Your List of Potential Buyers
- ✓ Prepare Yourself for Production
- ✓ Make Contact with Stores
- ✓ Present Your Products

## Video clips

<https://youtu.be/zCk2vLKkInQ> - how to start tiffin service

<https://www.youtube.com/watch?v=ScTQcnfN8Sw> – how to make paneer  
paratha

<https://www.youtube.com/watch?v=ebyAy32zc04>- how to make paneer  
paratha

<https://www.youtube.com/watch?v=zCk2vLKkInQ>

## Women Empowerment – Livelihoods

### PROJECT 1- Developing business model for tiffin services

## Problem Analysis

Site: Jambusar

From several centuries, women have not been considered with par to men in terms of financial earnings. From time immemorial, men and women tasks were decided according to the society norms. But with changing world needs, this norms also changed and now women are allowed to work. Several organisations like Aatapi foundation has been working for the upliftment of women in rural parts of Gujarat. But due the pandemic, all industrial and finance sources areas were closed, this caused loss to the daily earning wages women as they did not have any prior savings. Here, we aim to provide a solution to these women which can help them to allow earn independently based on their own skills where they can work from their residence by following all the covid protocols. So we focus of enhancing the cooking skills and running a small scale food business..

## Literature survey



#### LIJJAT PAPAN:

A group of seven housewives decided to utilize their free time to earn money by selling food products. They started selling many food items but gradually papad became their most demanded item and these women named it as 'Shri Mahila Griha Udhog Lijjat Papad'. There products became so successful that now they run their own NGO and have 50,000 women working all over the country and also holds skill development programs.

#### LOCAL WOMEN VENDOR:

Wants to start a small scale food business to contribute in family earning. Initially she had many ideas for running but unfortunately none of them gave her monetary benefits, but she was realized by one of her neighbour, that she was having great cooking skill and she used this skill to start a "papdki ka lot" stall and become famous in her area.

#### WIDOW WOMEN ENTERPRISE

This is the story of a widowed woman, whose persistent efforts to support her family through hard work and dedication, went on to inspire others. Poken Bomjen, got married at an early age and the untimely demise of her husband left her to lead a life of hardship managing her home and bringing-up her children all by herself. With her knowledge of agriculture and cultivation, she started earning through turmeric cultivation and processing enterprise,

## Field visit



Because they lack the necessary knowledge to compute the selling price and cost price, they are **unable to make a profit**. They have no notion how much raw material is used in the production of products.

The majority of people are uninterested in expanding their businesses and are **unwilling to abandon their traditional roots** and take any risks. Some of those that were interested were unable to expand because they **lacked market opportunities**.

Even after we proposed development methods, they were **unable to trust** us and only trusted a few people. They are resistant to change and **will not accept any new ideas** that include some risk due to a **fear of failing**.

## Understanding gained for proposed strategy

They were facing financial issues, so we suggested them to take loans from the Ujas bank and start their business, as they were not able to get money from their families.

As they are working individually their profit margin is low, we suggested for working in "Groups" which causes division of labor and profit is also increased.

We suggested to change their selling products from paratha to products like papdi, wafer, puri, chakri, khakhra and which have longer shelf life and can be transported to longer distances.

They have complained that the customers did not paid them on time, so we suggested to make their business account which is UPI linked so money can be easily transferred.

We can make a direct connection with the city by providing them customers as urban customers demand for home made products but there can be some issue with the transportation costs.

At the end, we suggested to open their another stall outside industries where they can attract customers from the industries and expand their business.

## Suggested strategy for Solution

**1. INITIAL FINANCE:** Our project will get first funding from the Ujaas bank, which is handled by the Aatapi Foundation. We will first calculate an approximate cost and then take a loan from Ujaas based on that cost. After producing a few products, we will know the actual cost and can reallocate the funds accordingly.

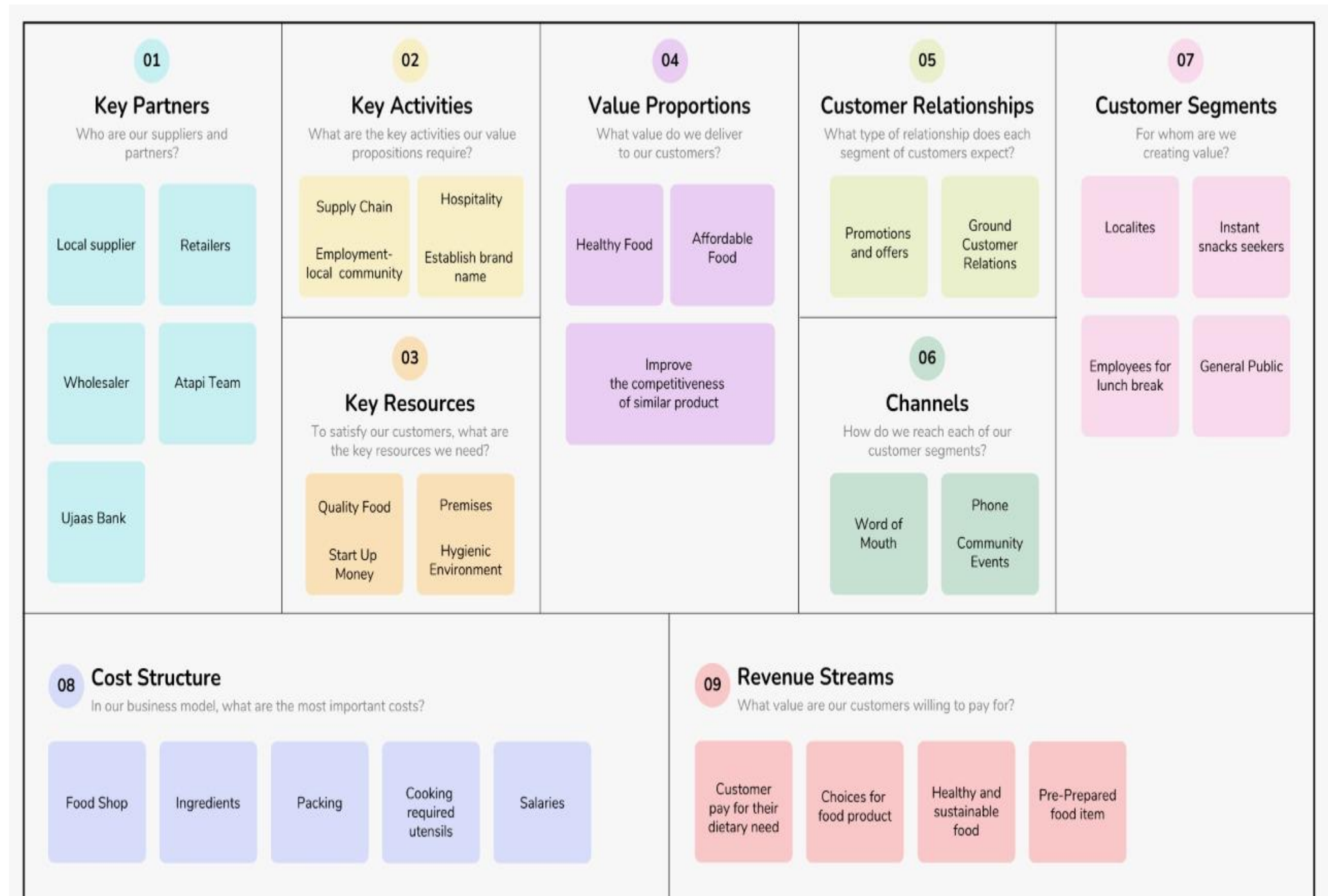
**2. RAW MATERIALS AND PRODUCTION:** Our specialties are khakhra and papdi. We've already figured out what raw materials are required for this product and how much they'll cost. We discovered that getting raw materials to the worksite is not a problem. We must determine the cost analysis, which is now underway.

**3. WORK DISTRIBUTION:** To make papadi and khakhra, we need to divide the work plan into stages. It is a multi-tasking procedure, such as one kneading dough, one rolling roti, one roasting roti, and one packing it. Similarly, one of them makes papdi ka lot with the help of others, one prepares the spices required, one makes papdi, and the others put it to dry.

**4. SALES:** We need to develop a supply chain because getting straight individual customers is challenging. Aatapi market executive will contact the mall management, super store, entire seller, and retailer to set up business. We'll strive to generate demand in the immediate vicinity of the city. Initial profit may be lower due to shipping costs, but if the market is established and the product quality is satisfactory, we may progressively increase the selling price.

**5. MONEY DISTRIBUTION:** Because we will maintain the work schedules flexible, we will pay on a per hour basis, so that those who work more receive more, resulting in a fair profit distribution. One of these women, or Hansaben from Aatapi, will be in charge of everything.

## Business model





Title of the Project  
Summary of the Report  
Of  
KHOJ- Course Code (...)  
Spring 2022

Faculty Mentor: Prof. Vaidehi Parikh

Aatapi Mentor:

Report prepared by:

Name of group members

Sr. No.	ID	Name of Student	Program
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2	19125038	RUSHI PATEL	BTECH IT
3	19125035	Ratnadeepsingh Gohil	BTECH IT
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May 2, 2022  
Navrachana University  
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**Table of Contents**

<b>CHAPTER NUMBER</b>	<b>TOPIC</b>	<b>PAGE NUMBER</b>
1	Problem Analysis	
2	Strategy / Social innovation to solve the problem identified	

**PROBLEM ANALYSIS**

Name of Project: Women Empowerment – Livelihoods.  
“Paratha and snacks to set the business and help women to start earning”

Name of the Site: Aatapi Seva Foundation

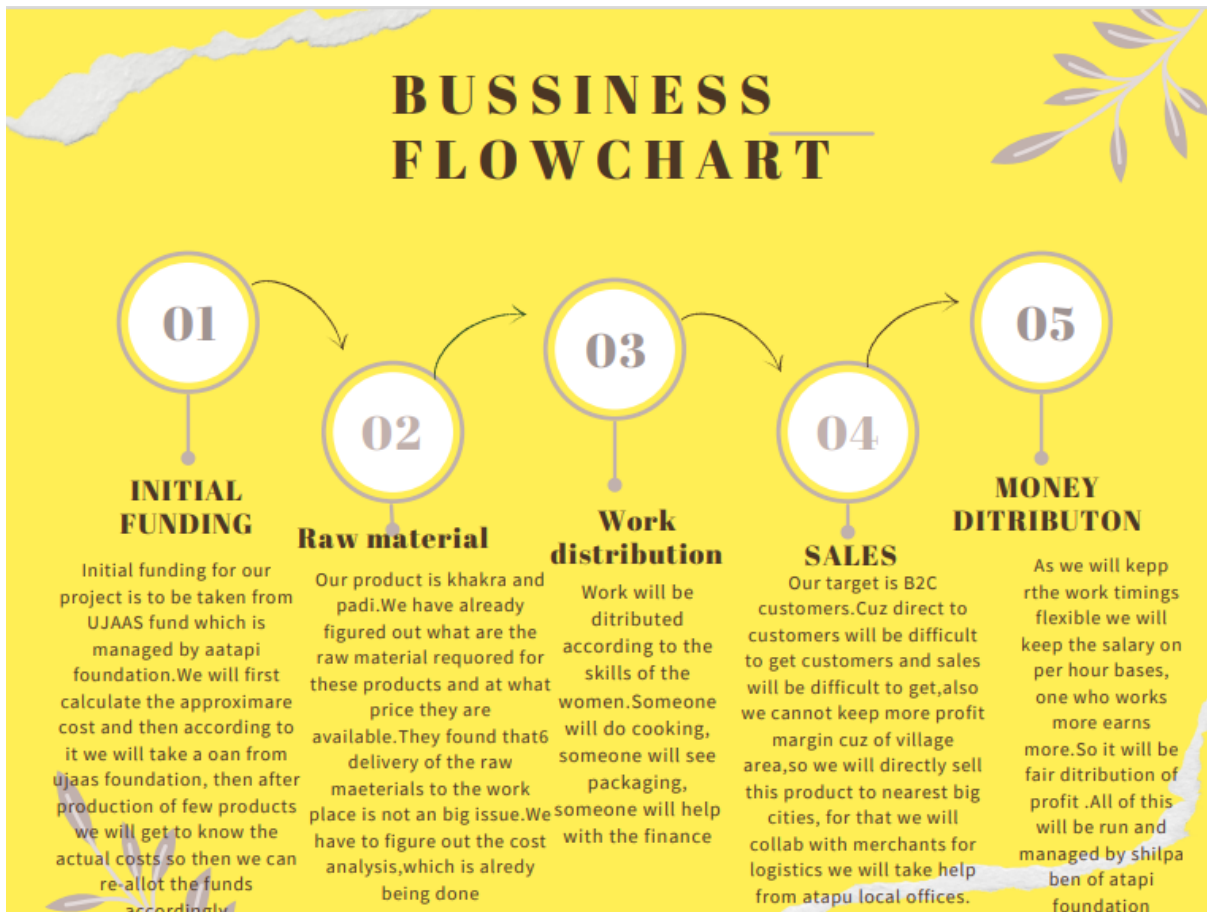
Problem as Stated by the stakeholders (the project officer/s):

During the first few meetings with the aatapi members and some of the women associated with the foundation described their problem of daily wages. Due to pandemic, the women were not able to go outside or run any business and they lost their daily wages as workers in the industries of jambusar. So they suggested us for a development of a plan where the women can start a business on their own without a big financials support. From analyzing all the skill of women, cooking was the most common. So we decided on focussing on making and selling khakra and papdi by which they can earn daily from working home and can expend on their day to day requirements without being dependent on others.

**Problem analysis:**

- Provide Employment to Women
- Increase the Earning aspects of Women
- Improve the daily livelihood of women
- Encourage women for business
- Aware them of the perks of owning a business
- Help them to make bridge to market place
- Help them with their product engagement
- Help them by utilizing their skills
- Make them confident enough for the business
- Awakening them to their true potential
- Help them with proper marketing
- Help them with proper investment planning
- Help them to create value for their customer
- Making them independent in an aspect of income source

Flow Chart with Description



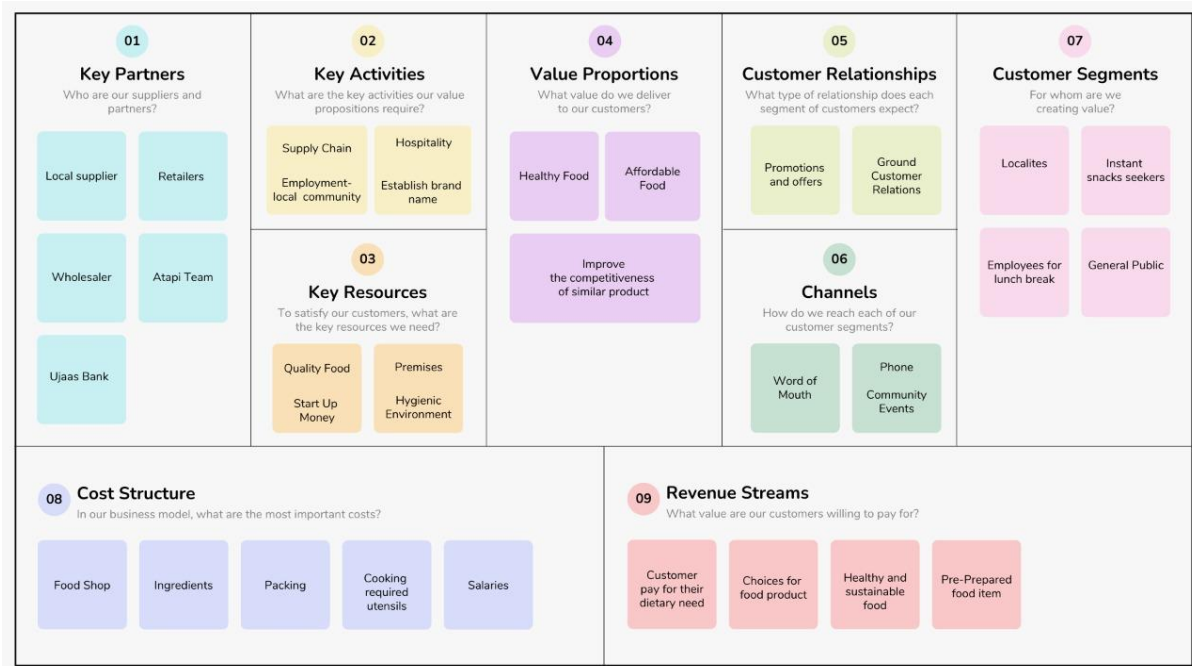
# Khakhra

- 1 Packet of Khakhra - 10 Pieces - 40 Rupees
- 2 Cup Wheat Flour - 79 Rupees per KG
- 1.5 Tablespoon Kasoori Methi Powder - 30/100g 1 Packet
- 2 Pinches Powdered Turmeric - 220 Rupees per KG
- 4 Teaspoon Red Chilli Powder - 360 Rupees per KG
- Salt as Required - 15 Rupees per KG
- 1.25 Cup water
- 2 Tablespoon Refined Oil - 90 Rupees per Litre

# Papdi

- 1 KG Papdi - 250 Rupees per KG
- 2 Tablespoon Refined Oil - 245 Rupees per Litre
- 1 Cup All Purpose Flour - 22 Rupees per KG
- 1 Teaspoon Cumin seeds (Sabut Jeera) -165 Rupees per KG
- 1 Teaspoon Ajwain - 175 Rupees per KG
- 2/2.5 Tablespoon Ghee or 2 Tablespoon Oil - 400 Rupees per KG
- 5.5/6 Tablespoon water or as required
- Salt as required - 20 Rupees per KG
- Oil for Deep Frying - 150 Rupees per Litre

# Business model





# NAVRACHANA UNIVERSITY VADODARA

## KHOJ ARTICLE



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Name of the Faculty: Prof. Vaidehi Jain

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Program: Khoj Spring 2022

Corresponding Author: Prof. Vaidehi Jain

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## **Abstract:**

Most of the rural women are depending upon agriculture for income. But uncertainty in agriculture field enforced them to think of multiple sources of income to support their families. Because of inflation and uncertainty of life and income, women need to be financially independent. Covid 19 also worsen the situation of rural women.

To help the rural women in Bharuch District, Aatapi Foundation took initiatives for livelihood since around 20-26 years. As a part of this work, in Jambusar area of Baruch District, under Aatapi foundation, Ujaas Mahila Co-operative Society provides membership and loan facilities to women those who have interest in food business.

We had discussion with Aatapi members and the local women who are engaged in such kind of food business and from them we could realize the problems they are facing. After studying their various problems and issues, we have come into a conclusion of following points which will help the smooth running of their business.

- Create group work among women.
- List out the skills of women
- Find out a proper selling place of the foods according to their convenience.
- Get connect with Ujaas people.

As people of that area don't have any demand for Paratha, we changed our business plan to making Papdi Lot, Khakhra, Pani Puri and chips. These food items have huge demand over there, this will not perish fast and can keep for several days. These products will also get good market outside of Jambusar and Bharuch.

**Keywords: Food business, Market, income, livelihood**

### **1. Introduction:**

The concept of 'Women Empowerment' has received much attention from the researchers, governments and captains of industry. Also, the women have started realizing that depending on agricultural income is not enough as with climatic changes and market dependency, since its uncertain. Therefore, empowering women is essential for the health and social development of families, communities and countries because, when women are living safe, fulfilled and productive lives, they can reach their full potential, contributing their skills to the workforce and can raise happier and healthier children. So, it has made them to think and move towards self-dependency and self-sufficiency. Women are supposed to learn new skill sets for income generation or can find a way to use their existing skill sets.

Hence, it is essential to develop a model which would be based on their contexts in such a way that they will not be forced to migrate rather would be searching for the solutions convenient to them.

### **II. Livelihood for women:**

**Our goal is to ensure that every woman is socio-economically empowered and her basic rights guaranteed. In India, prohibitive social norms and unsuitable jobs continue to restrict women's workforce participation. We can improve women's participation by skilling, boosting self-employment and job creation.**

### **III. Livelihood for rural women:**

**Rural women are the backbone of sustainable livelihoods and provide food security for their families and communities. The Women's Empowerment pathway assumes that women can influence household food consumption as both food producers and consumers. Women's control over income and input in decision related to purchase of food can influence the diversity of food basket that is purchased from local market.**

**Rural women are key agents for development. They play a catalytic role towards achievement of transformational economic, environmental and social changes required for sustainable development. Empowering them is essential not only for the well-being of individuals, families and rural communities but also for overall economic productivity.**

#### **Our Project is Women Empowerment – Livelihoods (food business)**

- **Our main aims of this projects are providing employment to women, increase earning aspects of women, improve their daily livelihood, encourage them for business, help them to utilize their skills, give proper marketing etc.**

#### **Name of site and location: Jambusar**

**Jambusar is a taluka in Bharuch district in Gujarat. It has a population of 50,000 people. It is largely an agriculture and animal husbandry-based economy.**

### **IV. Problem Analysis**

**After the discussion with stakeholders and the locals, we could able to identify different problems as follows:**

- 1) **Delivery issues- No one is available to deliver the food items to various places on time.**
- 2) **Costing problem – Sellers do not have an idea to make out a profit from their product. And their selling price is less compared to other sellers in various places.**
- 3) **They don't know how to reuse the leftover food.**
- 4) **Most of the customers do not pay the payment on time.**
- 5) **They are satisfied with whatever they are earning at present.**
- 6) **They have limited members for making foods and not interested to take outsiders.**
- 7) **Raw materials for food items are costly.**
- 8) **They have to face other competitors.**

**To solve these problems and to run the food business smoothly, we have taken certain steps as follows:**

- 1) **Form a group of women**

- 2) Decide their roles
- 3) Single managing head
- 4) Hourly wages
- 5) Shift working facility
- 6) Profit sharing according to their work
- 7) Create account with Ujaas for their business

## V. Review of Social Innovations/ Initiatives in the area of the Khoj Project undertaken :

### 1) Case study for tiffin service: -

FoodAbhi.com is yet to complete 1 year of operations and has already served more than 12k tiffins to its discerning customers.

#### How was FoodAbhi born?

Shraddha the Co-founder realized that owing to busy schedules, it is very difficult and inconvenient to find economic and wholesome, home-like meals on a daily basis. There was a huge connectivity gap between the unorganized tiffin services sector and the average individual. This was an unmet need and a pain-point that most of us recognize. This was our impetus to start FoodAbhi, where we bring together the domains of technology and daily meals. We launched FoodAbhi by partnering with quality local food vendors and providing last mile connectivity.

#### What is the process of partnering with food vendors and tiffin players?

We create a platform where different food vendors can come together and provide Lunch and Dinner meal options under one umbrella.



The vendors can list with us after going through our quality and hygiene audits. Additionally, we also provide last mile connectivity for the vendors. This has enabled several of our vendors to expand their customer reach and now also provide tiffin meals for dinner.

## What makes FoodAbhi different from other players?

FoodAbhi is India's 1st online Tiffin's market place. We enable several local food vendors to come together and create a marketplace for home-like and economic meal options. We operate in the unorganized tiffin services domain and work tirelessly to educate and standardize their offerings and modernize their operations. We want to bring vibrancy and relevance to the awesome dabba culture. We've started several industries first features that provide visibility, reach and transparency to our food partners and create choices, ease and flexibility for our customers.

### 2) Vocal for local: Pizza in 'Kulhad'

A food truck vendor from Gujarat, Surat went all desi with pizza - one of Indian's most loved food items. Instead of a regular pizza tray, he uses earthen pots to prepare and sell his pizzas.

"During the COVID-19 lockdown, he heard PM Modi talking about 'vocal for local'. He was already running a food truck and after hearing that, he thought of supporting the campaign and came up with this idea of making and selling pizza in a 'kulhad'. Customers are liking the innovation with pizza, and also the 'kulhad' pizza has gained popularity in the city.

A customer further said that "This pizza is very tasty and what makes it unique is that it is a kind of healthy food as there is no bread used in it. Moreover, it is in a kulhad which makes it more unique."



### 3) Chatpata Tiffin: -

ChatPata tiffin aims to provide individuals and corporates with delicious and nutritious food to enjoy. It also aims at providing meals easily at a click of a button and at an affordable price and make working people who live away from home save their time wasted in preparing meals.

The customers will be charged low prices at the beginning and they can avail attractive offers if they choose long term plans.



**Plan: Cost of meals (including free delivery): -**

**Rs. 89 (Lunch/Dinner) (Per Meal)**

**Rs. 479 (Lunch/Dinner) (6 Meals-Weekly)**

**Rs. 1999 (Lunch/Dinner) (26 Meals-Monthly)**

**Rs. 169 (Lunch and Dinner) (2meals/day)**

**Rs. 929 (Lunch and Dinner) (12meals/week)**

**Rs. 1899 (52meals/month)**

Here the targeted audience are the people staying away from their home.

## **VI. Implications for proposed social innovation / strategy for the Khoj project undertaken :**

### **➤ Objectives of the projects –**

- **Provide Employment to Women**
- **Increase the Earning aspects of Women**
- **Improve the daily livelihood of women**
- **Encourage women for business**
- **Aware them of the perks of owning a business**
- 
- **Help them to make bridge to market place**
- **Help them with their product engagement**
- **Help them by utilizing their skills**

- **Make them confident enough for the business**
- **Awaking them to their true potential**
- **Help them with proper marketing**
- **Help them with proper investment planning**
- **Help them to create value for their customer**
- **Making them independent in an aspect of income source**

➤ **Planning's done to achieve the objectives –**

- **Discussing the above-mentioned social innovations or strategies with them.**
- **Helping them with the business ideas by brainstorming the ideas as a team**
- **Guiding them step by step according to the designed business plans or model by our team**
- **Proper product selection for their business according to women convenience**
  
- **Spreading awareness and encouragement among women with the proper example of ongoing business around the nation or world.**
- **Creating a customer demands study report in a particular and nearby location**
- **Utilizing govt schemes especially for women who want to start a business, and guiding them to get the advantage of the govt ongoing scheme.**

## VII. Meetings with the stakeholders :

April 1, 2022

On the visit to Jambusar, we saw that the people over there, were satisfied with what they had. They themselves were not interested in developing more. They were happy with what they had because what they said was, since they were able to sustain their livelihood, they don't want anything more than that. They also mentioned about the help that which they get from the Aatapi members. They use to get loans from the Ujas and also the money that which they earn, they deposit over there.

They also mentioned about the support that which they get from their family members. On interacting with the woman named Nanduben, who sells papdi no lot, which she prepares in her home and by selling this, monthly she gets 200 Rs as savings. Her daily customers are the school children and the local peoples over there. Her stall is in front of the school itself. Sometimes, there use to be days where she is not able to sell the whole quantity, so then she takes it back to her home and they

**Nanduben, who makes papdi no lot and does embroidery works on the dress materials**



use to have it as their food. So, there is no wastage. Since, with this as she is not able to sustain her livelihood, she also does embroidery work on the dress materials. She gets Rs 100 for each dress. Other than papdi no lot and doing embroidery works, she also

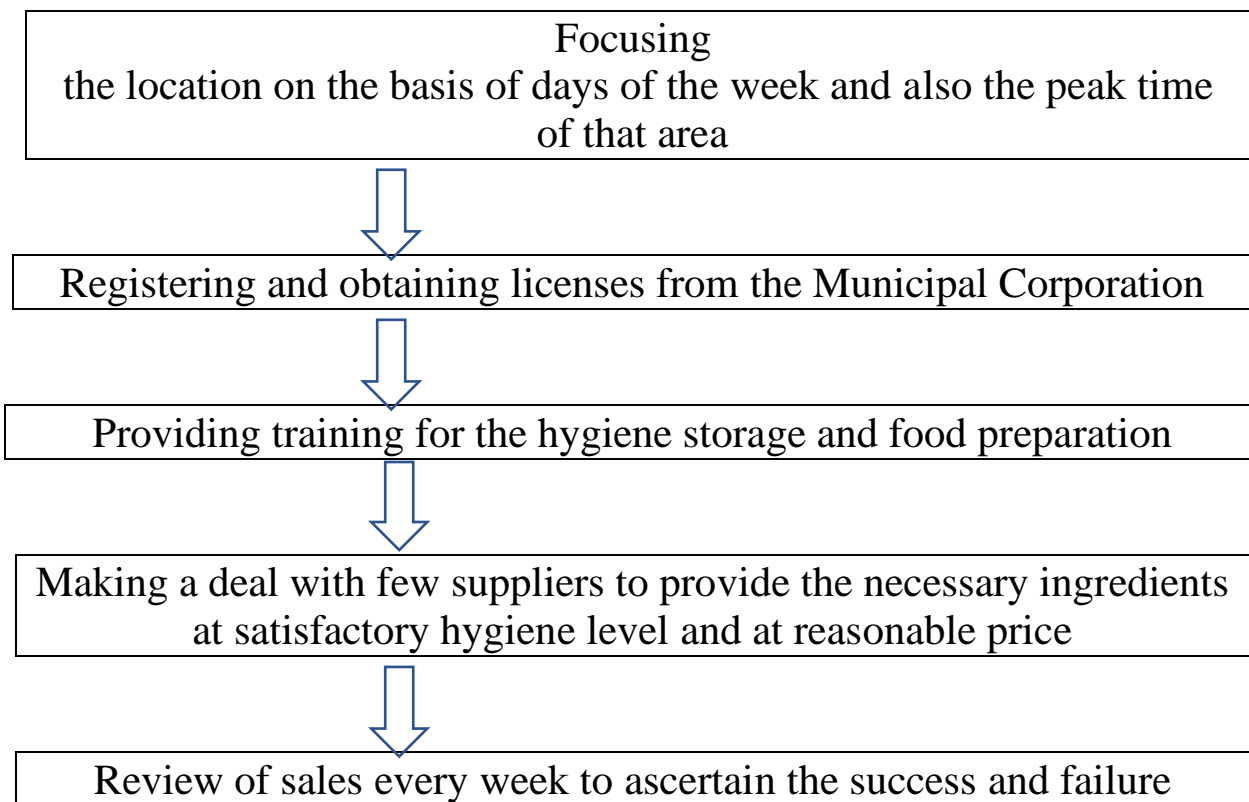
sells tobacco products, where her customers for this used to be the local people. So, it's just about one of the women with whom we interacted on our field visit to Jambusar.



### Reflections:

- On interacting with the women of Jambusar, we could see that they were highly skilled, like they know to make different products.
- They will be able to live a better life if they change their own mindset. Right now, they don't want to earn more because what they think is, since they are able to sustain their livelihood, it's more than enough for them.
- So, our responsibility as individuals towards them should be to orient them to change their mindset, discuss with them the advantages that which they would gain if they earn more.

## VIII. Strategy –



### **Conclusion of the Problem Analysis –**

Since the employment opportunities for the women are less and also one of the issues being lack of proper system or lack of awareness regarding it. At least 30 – 40% of women are not aware about the job opportunities. So, if proper business plans are made, we can create employment opportunities and can help them uplift their life.

---

### **Reference:**

<https://resturant.indianretailer.com/article/we-deliver-2000-tiffins-every-month-foodabhi.6845>

<https://food.ndtv.com/news/vocal-for-local-gujarat-food-vendor-makes-sells-pizza-in-kulhad-2838345>

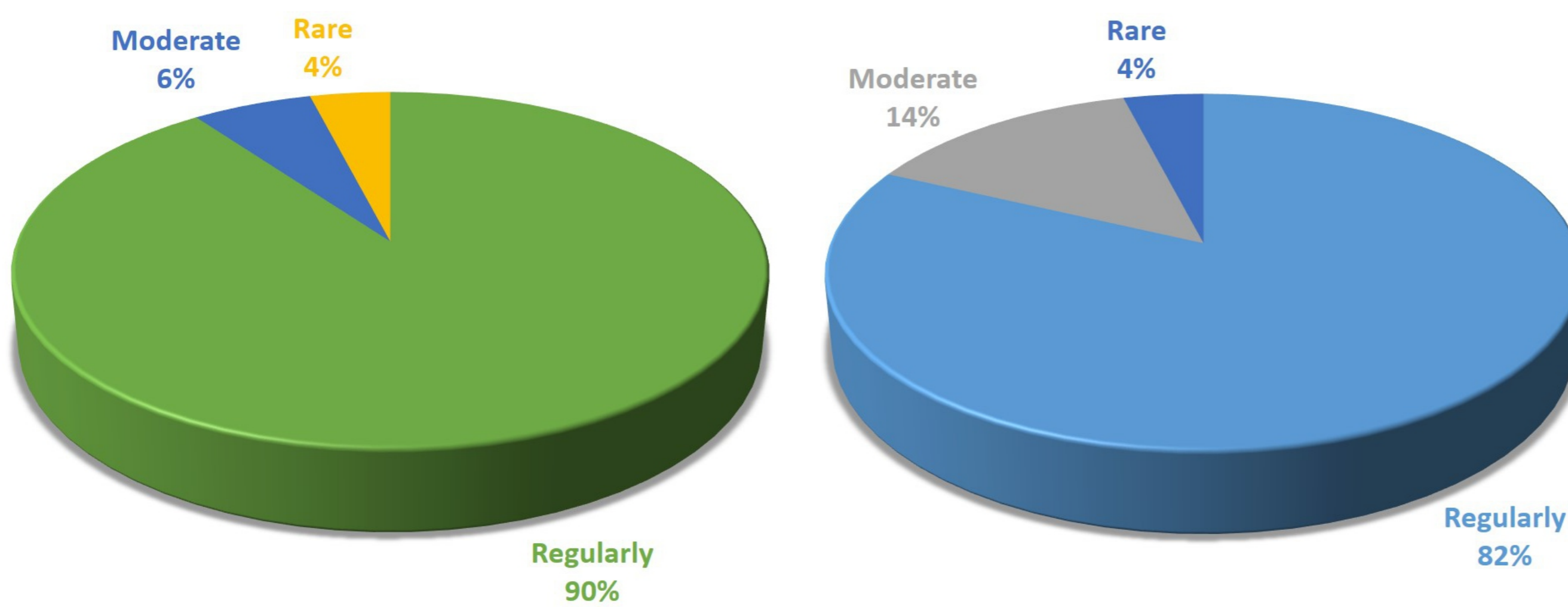
<https://www.coursehero.com/file/26389571/chatpata-tiffinpdf/>



## Helping Village Population With Creating Enterprise For Organic Fertilizer : Insights To Marketing Strategies

### Literature Survey :-

- Our group had prepared a questionnaire for the farmers and from that we observed that the farmers were aware of organic farming and they were using it.
- Most of the farmers opted for chemical farming rather than organic farming because they could get high yield, it was not much costly as compared to organic farming.
- Very few farmers prefer more of organic farming than chemical farming inspite of being aware of the impact of chemical fertilizers on land, environment and human beings.
- For preserving the soil fertility, farmers used jeevamrut, bacteria, earthworm etc.
- The farmers received some financial support and other agricultural extension and farmers spent minimum of 4,500 and maximum 80,000 for farming, water harvesting etc.
- It takes almost 2 to 4 years for the land to become completely suitable for organic farming.



### Types of organic fertilizer

#### SOLID FERTILIZERS



#### LIQUID FERTILIZERS



## Organic v/s Chemical

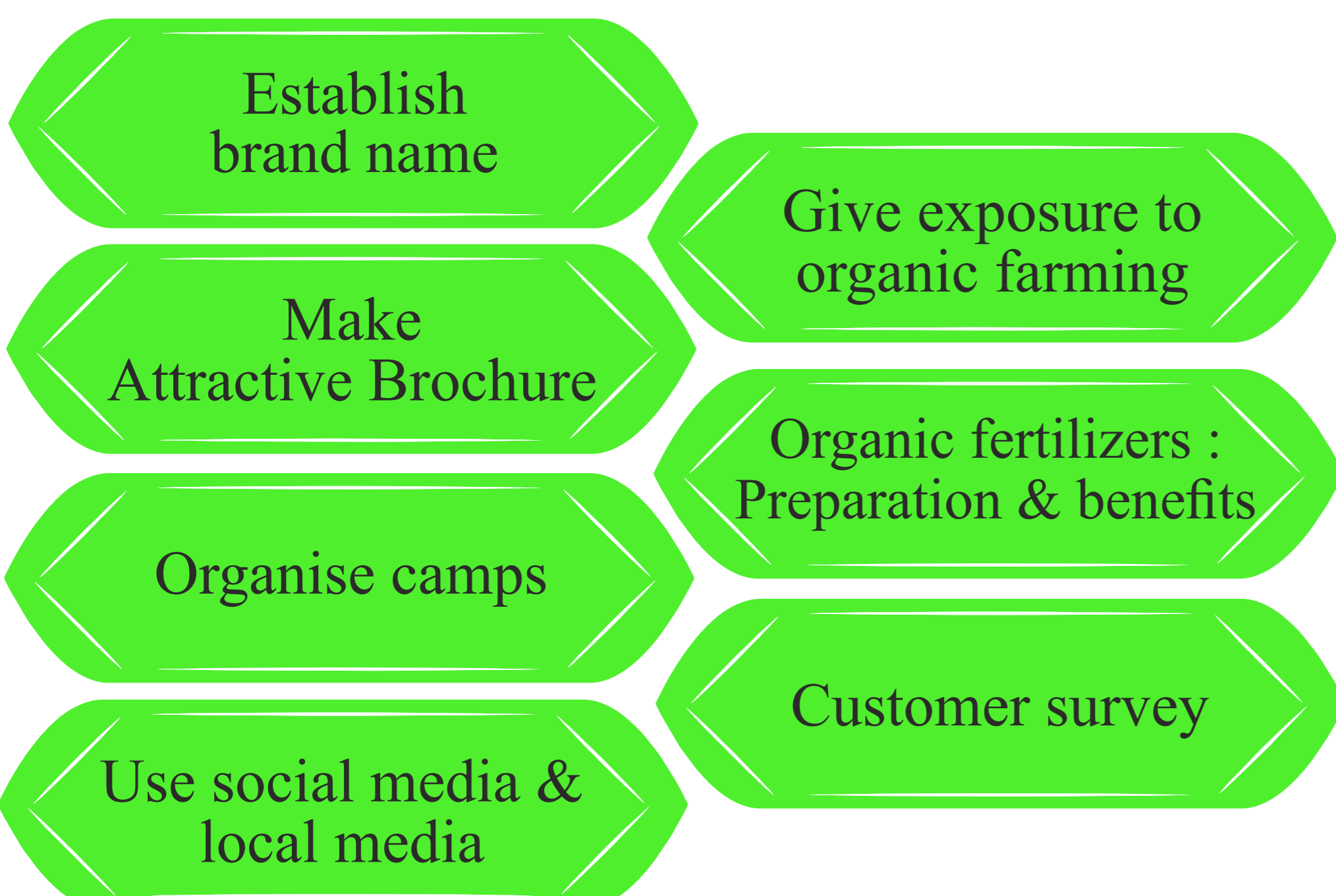
### Understanding Gained from the proposed strategy:

- The organic fertilizers are cost effective; improve soil structure, texture and aeration
- Increase the soil water retention abilities and stimulating healthy root development.
- Organic farming aims at increasing farmer income and environmental gains.
- Government is undertaking various initiatives to promote organic fertilizers to encourage sustainable agriculture practices.
- Multiple factors that discourage farmers from practicing organic farming are land ownership, lack of government support, promotion of organic agriculture.
- Issues in obtaining certificates etc.
- The subsequent parts of this review address the role of soil fertility management in farming systems which focuses on farmers livelihoods of people involved in laboring, trade and other activities associated with the soil fertility.

### Field Visit

#### (Aatapi Foundation Office, Jambusar) :-

### Suggested Solution :-



Submitted by,

: Mentor :

BMS: Shilpi Pillai, Henvi Patel, BTech(IT): Srushti Patel, Shubham Salunke, Srujan Patel, Khushi Suthar, Uddesh Bhavsar, B.Ed.- Priyanka Kamewad, Dipti Kumari, Jilin Johny, Naimishaben Mehta, Anjali Panicker, BBA- Ali Aryan Rathod.

Dr. Tejal K. Gajaria (Navrachna University)  
Sardarsingh Gohil (Aatapi Foundation)



**Name of the Project:**  
**Helping village population with creating enterprise for organic fertilizer: Insights to marketing strategies**

**Summary of the Report  
Of  
KHOJ- Course Code (PS311)  
Spring 2022**

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12	21162047	ANJALI PANICKER	B- ED -2
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May 2, 2022  
Navrachana University  
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## Table of Contents

CHAPTER NUMBER	TOPIC	PAGE NUMBER
1	Problem Analysis	
2	Strategy / Social innovation to solve the problem identified	

## PROBLEM ANALYSIS

### State the problem:

The current income of farmers who are shifting from chemical farming to organic farming is very low due to the reduction in the amount of produce due to shifting. Even if the population is shifting towards organic produce, the move is very slow. We need to develop a marketing solution for the farmers to improve their income.

Helping village population with creating enterprise for organic fertilizer: Insights to marketing strategies

### Name of the Site and Location:

Aatapi Seva Foundation (Jambusar , Gujarat)

### Problem as Stated by the stakeholders (the project officer/s):

The Aatapi Seva Foundation has begun an initiative to preserve soil fertility by helping local farmers take their first step towards Organic Farming by organizing various sessions for them. Also by encouraging them to do Organic Farming instead of Chemical Farming. They also encourage women for organic farming. To tackle this issue, the Aatapi Foundation requires volunteers, that come from diverse fields, to help create a strong business model in order to create a better enterprise for organic farmers.

### Problem as observed:

- Since all of us were from different fields, we didn't have much knowledge of the pros and cons of Organic farming as compared to chemical farming, so with the help of our mentor Ms. Tejal Gajaria and the Bio-Medical Science students, we had many points that helped us gain a deeper understanding of why the farmers should prefer organic produce rather than the synthetic produce. With all the knowledge about organic farming, we then started making various hypothetical assumptions as to why the farmers are not willing to let go of synthetic fertilizers. When we went for the field visit, we got a deeper insight on the farmers' current conditions considering which we were able to tell if our theories were true or not. The Aatapi Seva

Foundation has begun an initiative to preserve soil fertility by helping local farmers take their first step towards Organic Farming by organizing various sessions for them. Also by encouraging them to do Organic Farming instead of Chemical Farming. They also encourage women for organic farming. To tackle this issue, the Aatapi Foundation requires volunteers, that come from diverse fields, to help create a strong business model in order to create a better enterprise for organic farmers.

- The team discussed how we can close the gap between the market and organic farmers because this gap was creating issues for the farmers and the major issue was of the income. We learnt that there is no transparency between the farmer and the end-consumer.
- Other farmers of the village are hesitating to shift to organic sources for farming since they are afraid that if they shift; they would not be able to get enough money to sustain their families until the next produce season.
- We were also able to conduct a market survey for the consumers which was filled when the Aatapi Seva Foundation held an Expo at Navrachana University. A QR code was generated and provided to the consumers who were interested in giving their opinion. We concluded that the end-users are also frugal in buying groceries, and most of them do not consider the aspect of health and long-term benefits of using organic produce, which is slightly more expensive than synthetic produce.
- Another solution that came up was developing an e-commerce mobile app for the farmers, but we decided not to do it because of the lack of skill of the IT students in the Android development field.

## **Strategy / Social innovation to solve the problem identified**

- The “Kheti Vikaas” Yojna
  - Developed by: Aatapi Seva Foundation
  - Place: Jambusar and Ankleshwar
  - Cite Source: Aatapi Seva Foundation Website ([https://aatapi.org/wp-content/uploads/2020/02/Aatapi-Annual-Report\\_2015-2016.pdf](https://aatapi.org/wp-content/uploads/2020/02/Aatapi-Annual-Report_2015-2016.pdf))
  - Description of the strategy:
    - In this program, the Aatapi Seva Foundation is helping farmers of local villages move to organic farming by conducting sessions for them about how organic farming can help preserve soil fertility and all other benefits of using organic farming.
- Upon conducting the market survey and understanding the current position of both the farmers who use organic and synthetic fertilizers as well as the ones that have shifted from chemical fertilizers to organic fertilizers, we got a strong insight into why the farmers are hesitating to use organic fertilizers and also why they are not receiving the amount they should be. The results of these market surveys can now be used to solve the problems with a much deeper level of understanding of the farmers’ conditions as well as the condition of the market. A good business model can be drawn up to help create an enterprise for the farmers and hone them into independent decision-makers.
- The best way to boost organic farming is to educate farmers in a scientific manner. There are already so many yojna out there provided by the Indian government. The problem is farmers don’t know about it so we help them by educating them.

- Nowadays technologies can do anything. If we teach them how to use the internet and how it works it gets easy for them to market their product and with this, they can directly contact retailers.
- So we should focus on two things: education and technologies.  
If the farmers adopt these things our Indian organic farming sooner touches new heights. Below mention government schemes are already helping farmers in every possible way.  
Farmers should start taking interest in government seminars to get a better understanding and there are so many NGOs to help them free of cost.
- After leading the market review and getting the present place of both the ranchers who utilize natural and manufactured composts as well as the ones that have moved from compound manures to natural composts, we got a solid knowledge into why the ranchers are delaying to utilize natural manures and furthermore why they are not getting the sum they ought to be. The aftereffects of these market overviews can now be utilized to tackle the issues with a lot further level of comprehension of the ranchers' circumstances as well as the state of the market. A decent plan of action can be attracted up to assist with making a venture for the ranchers and sharpen them into autonomous chiefs



# Organic Fertilizers Can Help in The Socio-Economic Upliftment: A Field Study

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## Abstract

Organic substances are the future, as they are easily available, biodegradable, cost effective, healthy on consumption and attach the mammal species closer to nature. The excessive use of chemical fertilizers leads to problems like environmental pollution, resistance in pests for the fertilizers, consumption of hazardous food making food safety decline. This research article is based on a field study that helped in recognising the benefits of practicing organic fertilizers in growing plants, improving soil quality and it also focuses on the part that organic fertilizers can raise the socio-economic growth of the cultivators.

**Keywords:** organic fertilizers, field study, socio-economic upliftment

## Introduction

Global food systems have challenges of - feeding a growing population with a less health harmful diet and restoring the natural resources which are at risk because of unsustainable agricultural practices so that they can support the growing ecosystem. Any substance which has the capability of being decomposed by bacteria or other living systems and cannot cause pollution is considered as biodegradable. Any substance which helps in the growth of the plants, protects them from diseases and helps in the conditioning of the soil is called fertilizers. It ranges from agrochemicals to pesticides.

A chemical fertilizer is defined as any inorganic material of fully or partially synthetic origin that is added to the soil to sustain plant growth. Chemical fertilizers are ammonium sulfate, ammonium phosphate, ammonium nitrate, urea, ammonium chloride. Several chemical fertilizers have high acid content like sulfuric acid and hydrochloric acid. This high acid content results in the destruction of the nitrogen-fixing bacteria like rhizobium or blue green bacteria or acetobacter, which is helpful in supplying the nitrogen to a growing plant. Chemical fertilizers always have a high total NPK, from 20 to 60 percent or more. This can lead to toxicity and even to biomagnification.

Organic fertilizers are substances that are derived from the remains or by products of organisms. Organic fertilizers depend upon the microorganisms found in soil to break them down and release the essential nutrients. Organic nutrients are rich in phosphorus, nitrogen, and potassium, but in unequal proportions. The total NPK for organic fertilizer blends will always be low. To reduce and eliminate the adverse effects of Synthetic fertilizers on human health and environment, agricultural practices such as crop rotation, intercropping methods have been developed for all so-called organic agriculture. The organic fertilizers include peat, animal wastes, plant waste from agriculture, and treated sewage sludge.

## **Commercial strategy**

With the help of the collaboration of the University with the Atapi Foundations a business strategy for the selling of the surplus organic fertilizers which was already made by the farmers has been planned. For knowing the manufacturer as well as the formulations of the organic fertilizers questionnaires were made. The questionnaire mainly focused on how the fertilizers were made, what the constituents were, whether the fertilizers gave good yield or not. With this knowledge another questionnaire of knowing the prospective buyers was made making the project easy to market. For the questionnaire fill up a field visit was done in the villages which helped to concentrate on the pricing of the fertilizers, how can these fertilizers make profit to the farmers by selling them.

A market survey for the consumers which was filled when the Aatapi Seva Foundation held an Expo at Navrachana University. A QR code was generated and provided to the consumers who were interested in giving their opinion. The team discussed how we can close the gap between the market and organic farmers because this gap was creating issues for the farmers and the major issue was of the income. We learnt that there is no transparency between the farmer and the end-consumer. Other farmers of the village are hesitating to shift to organic sources for farming since they are afraid that if they shift; they would not be able to get enough money to sustain their families until the next produce season.

## Field study

Field study helps to gain knowledge by practical observation of the problems and find out the solutions by experimentation. With all the knowledge about organic farming, various hypothetical assumptions as to why the farmers are not willing to let go of synthetic fertilizers. The field visit provided a deeper insight on the farmers' current conditions considering which we were able to tell if our theories were true or not.

For the field study villages of Gajera, Uchhad were selected. Farmers had basic knowledge and awareness regarding the pros and cons of the organic fertilizers by the training centers. Based on the acquired knowledge the farmers had manufactured organic fertilizers near their respective fields. They used dried leaves, peat, cow dung, cow urine, twigs etc for the fertilizers. A inoculum of fertilizer is added to make another heap of fertilizers. It contains a combination of bacteria. The farmer grew watermelon, papaya in his farm along with Jowar. For the preparation of fertilizer sunlight is needed but not heat, because of more heat the color of the fertilizer's changes. Water is sprinkled occasionally. If the crops are infected by pests instead of chemical pesticides, buttermilk is used to kill the pest.

A field of another farmer was visited during the field trip. He used to grow watermelon, cherries and all other kinds of vegetables like broccoli, zucchini etc. for growing them, organic liquid fertilizers was preferred. He makes liquid fertilizers by cow dung, cow urine, peels of banana, jaggery, dried leaves. He mixes them clockwise in morning and at night, no direct sunlight was needed for this process. Drip irrigation system was the main attraction in the field.



*Fig: farmer: Jasubhai explaining the fertilizer preparations.*

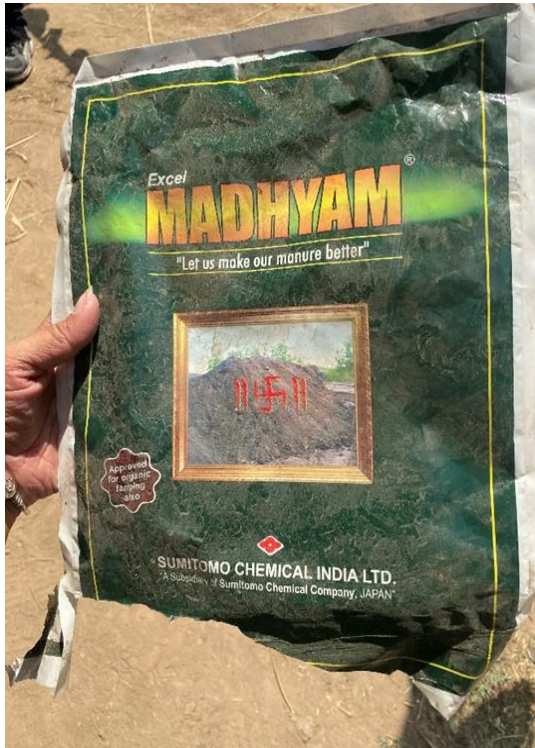


Fig: Inoculum



Fig: collected dried leaves for making of fertilizers



Fig: heaps of cow-dung for making of fertilizers

## **Significance of field study**

Field study helped the team to strategies more by collecting newer information like the selling price of the organic fertilizers which were made by the farmers.. The field study also gave insight on the topics of forest regeneration and its conservation; ecological farming practices, using farm products for making fertilizers. The making of the organic fertilizers was explained by the farmers which gave information and helped the team to know that there is no presence of synthetic chemicals in the organic fertilizers. Organic fertilizers usage against the usage of the chemical fertilizer provided a good yield in the field, maintains the health of the individual consuming it. Stops process like pollution and biomagnification which can harm the organisms in different levels of tropic level in the ecosystem.

## **Organic fertilizers: Socio economic upliftment**

A good fertilizer will provide a good yield of crops which will make a healthy population and low-carbon economy that our country is committed to reach. Organic fertilizers manufacturing and marketing generates local employment opportunities and regional economic development across rural areas, nurturing more vibrant farming communities. As the selling price was 20 rupees per kg which was not providing any profit to the farmers. By providing insight about the urban costing the farmers were able to estimate the loss and work upon them. The change in the cost of the fertilizers will help the farmers with their expenses and provide them with an opportunity of employment. This will help to increase more people in the field of agriculture. The organic fertilizer manufacturing is low cost giving good yield of crops making it a good option for employment. The farmers can further provide training classes to the upcoming generations related to the practice of organic fertilizer manufacturing.

## **Conclusion**

Different kinds of organic fertilizers could facilitate the growth and the mineral nutrient absorption of different bacteria. Increasing the fertilizer amount of germ manure could promote the absorption of mineral nutrients and the accumulation of dry matters in plants. Usage of organic fertilizers should be promoted and awareness should be created.

## **Questionnaires**

Questionnaires for the Farmers:

in English: <https://forms.gle/3NL6PYNFyeckJWoM8>

in Gujarati: <https://forms.gle/iyUUKxwssKPw5Q9e8>

## Acknowledgements

Mentor- Ms. Tejal Gajaria

Team: students of B.Ed, Biomedical sciences, IT



## Waste management model

### PROJECT 1- Developing a sustainable waste management model for Akhod village and Navrachana University.



## Problem Analysis

### 1. Akhod Village-

- No recycle of disposal methods for glass bottles.
- Excessive cow dung on the streets.

### 2. Navrachana University-

- Waste not segregated into wet waste and dry waste.
- Excessive waste not being used viably.

## Literature survey



Glass crushing machine.



Types of dustbins according to the waste types.

## Field visit



Overview of current waste management system

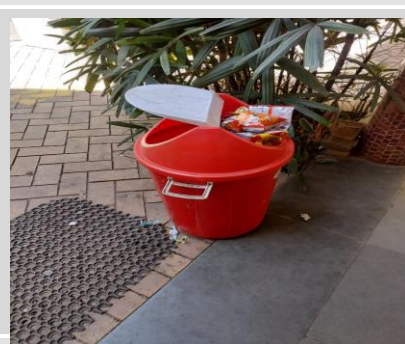


Implementation of the composting waste method



"Swachh Centre"- An energy efficient waste recycling and segregating unit powered by Solar energy.

## Understanding gained for proposed strategy



The dustbins in the campus are present in less quantities and waste is not segregated according to waste types.



Glass waste is sorted based on its color to increase recycling efficiency.



This method can be used to reduce cow dung waste on the road.

## Solution to be implemented at NUV



No. of dustbins in the campus to be increased

Double the dustbins in the campus at each floor and eateries.



Composting field to be set up for food waste and compost to be sold in the market

Compost field to be set up at garden area behind the main building



Different type of dustbins should be kept according to the waste types

Pre-segregated waste would result in efficient waste disposal.

## Solution to be implemented at Akhod village.



Incentive based collection system

Incentivized collection of pre-segregated waste and glass waste.



Export of recycled glass cullet.

Export and selling of the recycled glass cullet in the open market at Rs500/kg rate.



Method to reduce cow dung on streets.

Dung Basket should be tied around the waist of buffalos and cows with the help of a light thread.



**Waste Management model**  
**Village : Akhod**  
**KHOJ- Course Code PS11**  
**Spring 2022**

Faculty Mentor: viren parikh  
Aatapi Mentor:

Report prepared by:  
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May 2, 2022  
Navrachana University  
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## Table of Contents

<b>CHAPTER NUMBER</b>	<b>TOPIC</b>	<b>PAGE NUMBER</b>
1	Problem Analysis: 1. Glass Recycle 2. Cow dung	3
2	Strategy / Social innovation to solve the problem identified : 1. Re-cycle Process 2. Best Out Of Waste	4

## PROBLEM ANALYSIS

### Site Visit Experience:

We visited the village called Akhod , In that a one Aatapi foundation project is already implemented. And the project is called waste management implementation project, we met the Sanjay sir who explain everything to us. And also met the gram panchayat sarpanch, he also told us how the whole implementation works. Aatapi Foundation have waste implementation place in that they have two machines and have space to saperate the waste and also have composing method have two bed of vermicomposting method Firstly he show us two machines which use to manage the waste , crush the waste and one machine use to crush the plastic waste , and the pictures are shown below :



Figure 1: the site pictures

### Problem Seen

The problems identified by our group was the glass bottles which were not having any proper solution to recycle or reusing it. And also the cow dunk on streets was another problem we saw.

## PROPOSED STRATEGY / SOCIAL INNOVATION

### Problem and solution :

#### Problem 1 : Glass Bottle and Glass waste : Solution 1:

When we visited the site the one problem is there , there is no management for glass waste like glass bottles other glass waste which is generated by villagers there is no method is implemented there or other re cycling method for particularly glass waste. The process is this are mention below:

**Step 1 : Collection:** Different types of glass items end up in waste piles and recycle bins after serving their We can collect it.

#### **Step 2 – Sorting**

Different types of glasses are prepared by the addition of different chemicals and slight variation in manufacturing processes. Because of this, glass waste is sorted based on its color to increase recycling efficiency.

Figure 2:  
Kinds of  
bottle ,its  
just sample.



Figure 3 : how to categories bottles as per their quality

**Step 3 – Cullet Production:** Once the waste glass is sorted, it is then turned into tiny pieces also known as ‘cullets’ by means of crushing and grinding. Cullets can formed of different sizes depending on the requirements.

**Step 4 – De-Contamination Process** All types of waste including glass waste (or in this case cullets) are riddled with different types of contaminants. If contaminants are allowed to remain in the glass cullet, the quality of recycled glass can be affected like having structural defects.

#### **Step 5 – De-colorizing and Dyeing:**

Glass cullet does not necessarily match the desired color for the end product. Therefore, to produce recycled glass of the desired color, the glass cullet needs to undergo glass de-colorizing in the glass recycle process, followed by dyeing.

Figure 4 : crushed  
bottles in the  
machine. So that  
can be used in  
step 5





#### **Step 6 – Making recycled glass products**

To make recycled glass products, the glass cullet, clear or colored is melted and molded into the desired glass products like bottles, jars, containers, etc.

**Business Plan:**

Income and Expenses(Month)	Final Cost
<b>Expenses:</b> <ol style="list-style-type: none"> <li>1. Collection cost : 1000</li> <li>2. Machine Rent Expense:1800</li> <li>3. Maintenance : 1500</li> <li>4. Labor cost : 5000</li> </ol>	<b>Total Expense :</b> 9,300
<b>Income:</b> <ol style="list-style-type: none"> <li>1. Glass cullet export : 500/kg (estimate 10 kg) : 5000</li> <li>2. Recycle Glass export to company's : 20/Piece (estimate 300 Pieces)</li> </ol>	<b>Total Income :</b> 11,000

**Machine Cost**

Machine Types:	Cost of the machine
Crushing Machine 	<b>Total Cost: 1,00,000</b>
Glass Crushing Machine : 	<b>Total Cost : 1.25 Lakhs</b>

**Solution 2 : Best out from Waste:**

The ladies can decorate the bottles and can resell those bottles in the market of the Bharuch and income can be generated following are the things they can make of in the or free time in the site at the village where the plant is there itself as there is space for it as well where ladies can sit and do their work. Wine Bottle Bird Feeder and decorated items or vase.



Figure 5: represents the idea how bottle can be reused

Business plan		
Expense(approx 500 bottles)		
Material for decoration	9000	
Transports charges	400	
Labour charges	1600	
		11000
Income		
Selling the bottles each of 40		
500x40		20000
Profit will be approx		9000

**Solution for the cow dung**

This problem can be solved by setting up a collection model where the cow dung is collected every two hours by a volunteer where the volunteer is selected by the atapi members.

Various solutions have been floated to help deal with this issue, from changing their feed to creating rather bizarre fart-catching backpacks attached to the cows. Now a Norwegian firm is looking to neutralise the pollutants themselves by zapping them with artificial lightning.



We can also use this type of bucket so it will help the workers to collect the cow dung, if the owner of cow gives the permission, then we can implement this idea.



Title

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## **Abstract**

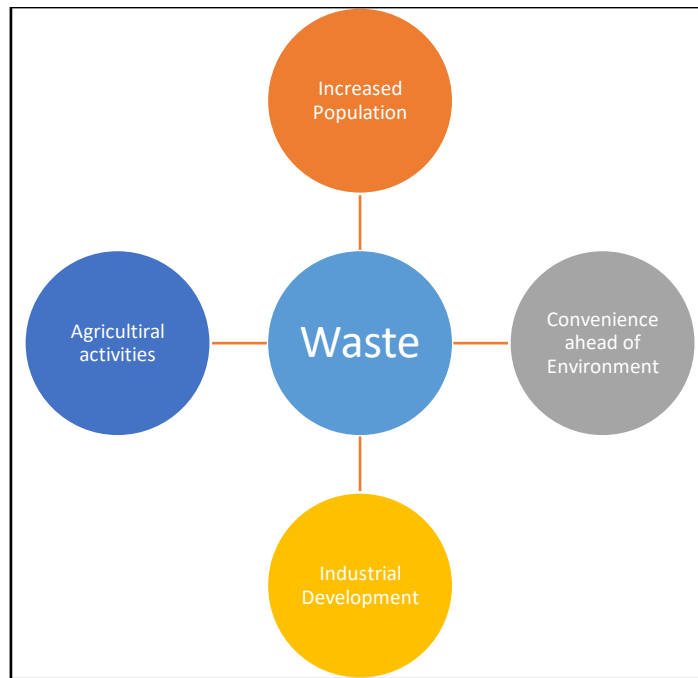
One of the most pressing challenges in today's modern world is the protection of human society from the hazardous effects of man-made wastes. Wastes are, after all, the leftovers of raw materials that are often undesirable after their initial usage. Diverse waste materials are produced in our society as a result of various human activities. Waste management is simple for small populations; but, in India, due to rapid population growth and modern urbanisation, the lifestyle has evolved at the same time. As the population grows, so does the demand for resources, resulting in the generation of excessive waste as a by-product. Our current waste disposal procedures and mindset in India, at the rural level setting, is to just get rid of the waste and dump it all together. Improper trash disposal not only pollutes the environment, but also harms groundwater, local flora and fauna, causes a variety of diseases, and has a high environmental and economic cost. At both an individual and organisational level, we must change our attitudes and waste management procedures. We need to use scientific, long-term, environmentally friendly, and cost-effective solutions in order to properly segregate and dispose of waste. Upon observation of the attitude of the people residing in rural areas, it has been noticed that the people tend to invite such social interventions better, when there is monetary incentive involved. For the successful implementation of a waste management model in a village or in any community, employment and income generating opportunities should be provided to the people for which the people would actually work, solving a larger problem of environmental pollution as a whole.

## **Keywords**

Waste, Sustainable waste management, Waste segregation

## **Introduction**

Human activities produce waste, which is an unavoidable by-product. The quantity and complexity of waste increases as a result of economic expansion, urbanisation, and increased living conditions in cities. The majority of Indian cities are facing unplanned urban sprawl and population pressure. As a result, a massive amount of solid trash is generated.



**Figure 1: Major causes of waste generation.**

According to the Press Information Bureau, India generates 62 million tonnes of mixed garbage each year, which comprises both recyclable and nonrecyclable waste. Only 60% of this waste is collected, and only 15% of this waste is appropriately handled or managed. The reason for this is that we are quick to dismiss anything as a waste once it is no longer useful to us. We aren't concerned about repurposing a product in any other fashion or for any other purpose. As a result, we do not devote a significant amount of time or effort to the development of new and efficient waste management procedures.

### **CLASSIFICATION OF WASTE**

According to the source of generation, impacts and properties waste can be classified as the mentioned below: -

**Table 1: Types of waste**

<b>Residential</b>	-Food wastes, paper, cardboard, plastics, textiles, wood, glass, animal refuse, ashes, e-wastes, etc.
<b>Industrial</b>	-Housekeeping waste, demolition materials, debris, hazardous waste, chemical wastes, food wastes, plastic wastes, radioactive and harmful waste, etc.

<b>Medical</b>	-Infectious waste, Bio-hazardous waste, pharmaceutical waste, Biomedical waste, etc.
<b>Agricultural</b>	-Spoiled food wastes; crop wastes like rice husks, cotton stalks, coconut shells; pesticide waste, etc.
<b>Recyclable/Reusable waste</b>	-Plastic wastes, Glass bottles, notebooks, old newspapers, old cans/tins, utensils, cardboard sheets, etc.
<b>Wet waste</b>	-Water rich refuse discharged from homes, food waste, fruit and vegetable peels, etc.

We concluded from all of these categorically defined wastes that population growth and increased goods demand play a significant role in waste generation; however, if we treat waste properly in terms of collection, conversion, and recycling, we do not believe that waste generation will continue to be a major environmental concern as it is now. And plainly, we can achieve this as well; we just need to put in place some effective policies and ensure that all of the rules presented by the relevant authorities are formulated and implemented.

Any environmental issue, such as waste, can be handled holistically if it is related to sustainable development. This can be done by the implementation of a sustainable waste management model in certain communities, after gathering information about the type of waste, the amount of waste and the current disposal methods followed by the people residing in the community. Waste management encompasses all of the activities and actions necessary to manage waste from its conception to final disposal." This involves, for example, garbage collection, transportation, treatment, and disposal, as well as monitoring and regulation. It also includes the legal and regulatory framework for waste management, including recycling guidelines, among other things. The process of waste management involves treating solid and liquid waste. During the treatment, it also offers a variety of solutions for recycling items that aren't categorized as trash. There are various type of waste management and all these different types will require different methods of disposal and should be handled by a business with the expertise in that field. There are multiple benefits to treating and managing waste, some of which include-

#### Improving Environment

The most significant benefit of waste management is that it eventually results in a cleaner and healthier environment. Waste disposal units also contribute to people's health by assisting them in becoming disease-free. The finest part is that it all happens while the superfluous is

properly and sanitary disposed of. In order to speed up the waste disposal process, multiple waste disposal units should be constructed in tier 1 and tier 2 cities. In the long run, this will also aid in the implementation of amazing safety measures.

### Conservation of Energy

Recycling is one of the most important parts of waste management, and it helps to conserve energy over time. The habit of recycling paper is one of the most prominent examples of this benefit. Thousands of trees are presumably cut down to make paper, as we all know. When used paper is recycled to make new paper, the requirement for trees to be cut down is greatly reduced. This saves energy while simultaneously lowering the carbon footprint.

### Reduction of Pollution

When garbage is properly managed, it not only eliminates subsequent waste but also minimises the impact and intensity of dangerous greenhouse gases such as carbon-dioxide, carbon mono-oxide, and methane, which are frequently released by collected wastes in landfills. Waste management minimises our dependency on landfills while also reducing the many elements that have a negative impact on our environment.

### Generation of Employment

Hundreds of jobs are created by the recycling business alone. Organizations that create and sell recycled products will become more prominent as more individuals adopt this environmentally responsible activity. This helps them grow their business and creates hundreds of jobs.

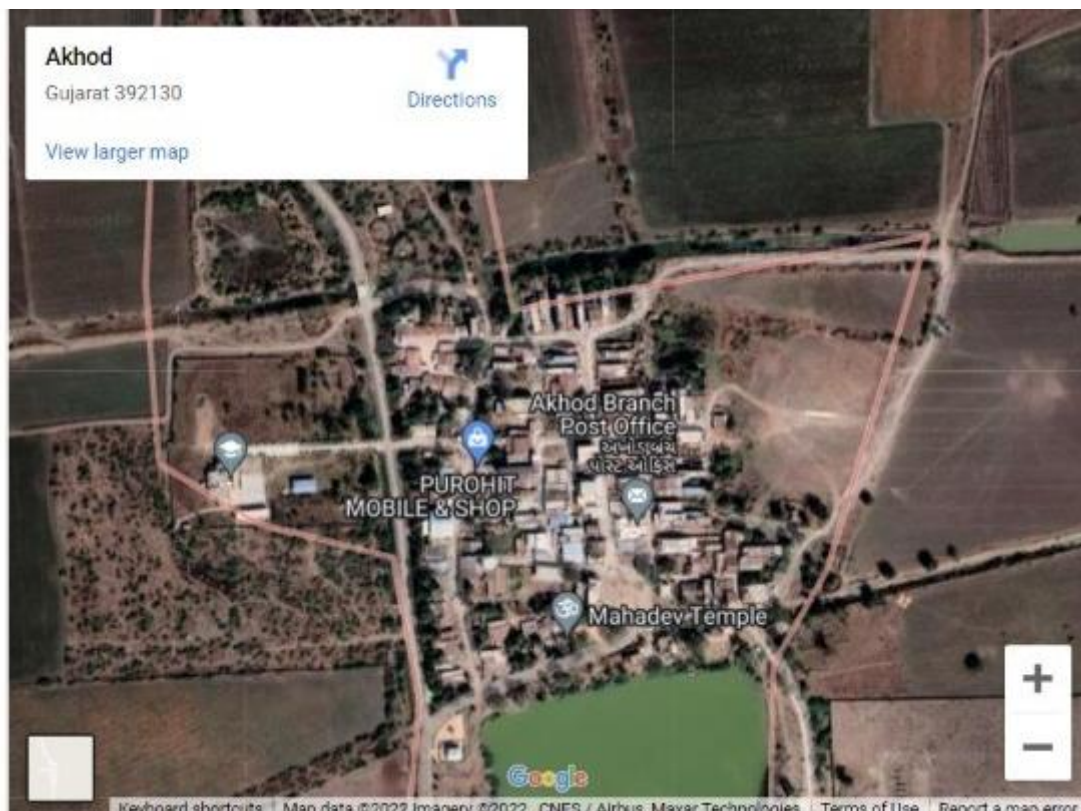
There is no doubt that with the current rate of population growth and urbanisation, the kind of trash produced in the country would present economic prospects in the range of \$20 billion. Thus, current and future authorities must be concerned about the availability of data indicating that India can experience a reduction in its unemployment rate if waste management and waste to energy conversion plants are set up in such a way that at least every urban locality has its own small or medium waste to energy conversion plan.

The project at hand is to help establish a sustainable waste management model in a rural setting which can have the capability to generate employment for the resident villagers as well as one which would be sustainable over a course of time & to provide solutions for small scale problems that the implemented model may not be able to take care of.

## Problem Analysis:

In order to increase resource efficiency in our society, a waste management model needs to be implemented that must also be sustainable and work for a long period of time, inviting less challenges over a long duration of time. In the present scenario of the Rural and Urban settings, the quantities of solid waste and liquid waste are increasing in an uncontrollable manner. This tends to cause adverse effects on the environment and public health and therefore requires intervention.

The implemented waste management model was observed at Akhod village, situated in the Vagra Taluka in Bharuch District of Gujarat, India. It is located 33 km towards west from the district headquarters Bharuch. According to the 2011 Census, the total geographical area of village is 862.98 hectares. Akhod has a total population of 831 peoples, out of which male population is 435 while female population is 396. There are about 174 houses in Akhod village. Pincode of Akhod village locality is 392140.



*Figure 2: Google map of Akhod Village.*

As stated by the stakeholders the problem to tackle initially, was implementation of a sustainable waste management model in the village setting and to provide solutions for any shortcomings in the existing model or any problems with management of waste in village. The main areas of concern were to find solutions for the animal refuse laying open on the village roads and the other was to find ways by which glass waste could be recycled.

### **Procedure followed to address the problem:**

For the project work, the team-members performed a literature and observational review of the common waste-management practices in the urban setting was performed before the Field visit. From this review, the following steps were noticed regarding common waste management strategies by the municipalities-

#### **- Organizing house-to-house collection of municipal solid wastes:**

Through any of the methods, for example community bin collection (central bin), house-to-house collection, collection on regular pre-informed timings and scheduling by using bellringing of musical vehicle (without exceeding permissible noise levels), Planning a systematic way and united effort for collection of waste from poverty areas or localities including hotels, restaurants, office complexes and commercial areas. Bio-medical wastes and industrial wastes shall not be combined with municipal solid wastes and such wastes should follow the rules separately specified for the purpose. Horticultural and construction or demolition wastes or debris shall be separately collected and disposed of following proper norms. Similarly, wastes generated at dairies shall be regulated in accordance with the State laws. Stray animals such as dogs and cats shall not be allowed to move around waste storage facilities or at any other place in the city or town and shall be managed in accordance with the state laws. The municipal authority shall notify waste collection schedule in neighbourhoods.

#### **- Segregation of Municipal Solid Wastes:**

Segregation materials should be done by municipal authority by promote recycling and reused waste by create or organized an awareness programs and campaign. The municipal authority shall take in charge phased programs to ensure community participates in waste segregation programmed. For this purpose, the municipal authorities shall arrange regular meeting sat quarterly intervals with representatives of local resident welfare associations and non-governmental organizations.

- Storage Of Municipal Solid Waste:

Municipal authorities shall establish and maintain storage facilities in such a manner as they do not create unhygienic and insanitary conditions around it. There are some example criteria shall be taken to establishing and maintaining storage facilities.

The quantities of waste generation should be counted in order to create enough storage facilities in a given area and the population densities. Furthermore, a storage facility shall be so placed that it is accessible to user. Storage facilities to be set up by municipal authorities or any other agency shall be so designed that wastes stored are not exposed to open atmosphere and shall be aesthetically acceptable and user-friendly.

- Transportation Of Municipal Solid Waste:

Vehicles used for transportation of wastes shall be covered. Waste should not be visible to public, nor exposed to open environment preventing their scattering and unpleasant smell. The following criteria shall be met is the storage facilities set up by municipal authorities shall be daily attended for clearing of wastes. The bins or containers wherever placed shall be cleaned before they start overflowing.

- Processing Of Municipal Solid Waste:

To minimize burden on landfill the municipal authorities shall adopt suitable technology or combination techniques to process the municipal solid waste. The biodegradable wastes shall be processed by composting, vermicomposting, anaerobic digestion or any other appropriate bio-logical processing for stabilization of solid waste. Mixed waste containing recoverable resources shall follow the route of recycling. Incineration with or without energy recovery including palletisation can also be used for processing wastes in specific cases. Municipal authority or the operator of a facility wishing to use other state-of-the-art technologies shall approach the Central Pollution Control Board to get the standards laid down before applying for grant of authorization.

Along with performing a literature review, we also prepared a questionnaire for the survey to be done at the village site. Before visiting the site, we performed a pilot survey in the University campus wherein we took a survey of the cleaning staff, the shopkeepers outside and inside the

campus. This helped us better analyse the waste situation in the university, which would further help us to analyse the situation at the village site.

We also gained much intel regarding the site by holding several meetings over the course of the semester and meeting the stakeholders. We had a total of 15 meetings in this semester regarding KHOJ, one of those meetings was a direct conversation with stakeholders from AATAPI foundation, in which we discussed the problem and informed them about the prospective solutions we were working on, they also used this meeting to inform us more about the site we were working on and the situation there, the second meeting with AATAPI foundation stakeholders was on 11/04/2022, where we actually visited the site in question and interacted with the people and parties involved to get a better grasp of the situation.

### **The Strategy / Solution suggested:**

Problem 1 Encountered by The Village: *Widespread Cow Dung Pollution on the Village Roads.*

Solution: One majorly obvious issue that we noticed at the village was the littering by cow dung on the roads, which was not only unpleasant to watch, but also posed a public health issue, one prospective solution we came up for this problem was to setup a biogas plant run on cow dung, and then incentivising them for depositing the cow dung at the plant, our preliminary calculations indicated that a person can earn approx. 1800 Rs per month per cow.

A typical cow or a buffalo produces ~10 kgs of dung per day, out of which out of which 5 kg or so are dropped in the Cowsheds and the remaining ends up on the street. Now, let's assume that the village has 100 cows or buffaloes, that means 500kg of Dung to be collected every day (the waste being dropped on the streets)- equalling to a total of 15000 kg of cow dung a month. In many rural biogas setups, the current rate for cow dung is at Rs 3 Per Kg. At 15000 Kg a month, that equals to an income of Rs. 45000 that can be made just by collecting roadside cow dung waste.

This problem can be solved by setting up a collection model where the cow dung is collected every two hours by a volunteer on the streets where the volunteer is selected by the AATAPI foundation. For the volunteer's convenience, a backpack bucket can be attached to the rear area of the animal in which it would discharge its refuse. This method would help make the collection easier for the owners or the volunteers.



*Figure 3: Backpack bucket attached to buffaloes to collect animal waste.*

Problem 2 encountered by the village: *No management strategies for Glass waste being generated in the village.*

Solution:

### 1) Oil Lamps

Glam up your home by upcycling your glass bottles into oil lamps. The only materials required to make them are a tiki wick, kerosene, and a lighter.



*Figure 4: Oil Lamps.*

### 2) Bird feeders and Decorated bottles

The ladies can decorate the bottles and can resell these products in the market. Income can be generated by selling products such as decorated wine bottles or bird-feeders.

Wine Bottle Bird Feeder and decorated items or vase.



*Figure 5: Wine bottle bird feeder.*



*Figure 6: Decorated glass bottles.*

**Conclusion:**

Since the stakeholders aim to establish a fully functioning sustainable waste management model in a rural setting, they know that the only way by which it can be done is by establishing a model wherein employment can be generated for the villagers, which would essentially help in their socio-economic upliftment in the society. By proposing such solutions to the stakeholders for their problems, it would help them implement better waste recycling and management models in the village areas as they would be able to invite more participation from the villagers by providing them with monetary incentives and employment opportunities. For the socio-economic prosperity of the country, it is important to manage widespread waste in not only the urban but also in the rural settings. The following steps showcase how waste management can lead to better and a prosperous India.

*Waste → Waste Management → Waste Management Techniques → Infra Growth → Manpower Requirement → Manpower Requisition → Manpower Recruitment of both skilled and unskilled people → Reduction in Unemployment → Rise in per capita income → Rise in GDP → leads to a better and economically prosperous India*

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- 3) Thakur A, Kumari S, Sinai Borker S, Prashant SP, Kumar A and Kumar R (2021) Solid Waste Management in Indian Himalayan Region: Current Scenario, Resource Recovery, and Way Forward for Sustainable Development. *Front. Energy Res.* 9:609229. doi: 10.3389/fenrg.2021.609229

# એનિમીયા (પાંડુરોગ)

----- વિશે જાણો અને સમજો -----



જો તમારા આંખ, જીભ, નખ વગેરે ફિક્કાશ પડતા દેખાય તો તમને એનિમીયા(પાંડુરોગ) હોવાની શક્યતા છે.

## એનિમીયા (પાંડુરોગ) :

આપણા લોહીમાં વિવિધ પ્રકારના કણો આવેલા હોય છે. એમાંથી અમુક કણો લાલકણો તરીકે ઓળખાય છે. આ લાલકણો હિમોગ્લોબીન નામનું લાલ રંગનું તત્વ ધરાવે છે. આને કારણે લોહીનો રંગ લાલ દેખાય છે.

આપણા રોજિંદા ખોરાકમાં જો લોહતત્વની ઉણપ હોય તો પાંડુરોગ થઈ શકે છે.

## એનિમીયા (પાંડુરોગ) ના ચિન્હો અને લક્ષણો :

- થોડુંક કામ કરતા થાક લાગે
- વધુ કામ કરતા કે ચાલતા શ્વાસ ચઢે
- ચક્કર આવે, આંખે અંધારા આવે
- ભુખ ના લાગે
- આંખના પોપચામાં ફિકાશ લાગે
- નખ ચપટા કે ચમચી આકારના થઈ જાય
- હાથે અને પગે ખાલી ચઢે



## જોખમી ચિન્હો :

- પગે સોજા ચઢે.
- બહેનોમાં માસિકની અનિયમીતતા જોવા મળે.

એનિમીયા આમ તો સામાન્ય બીમારી ગણાય છે, પણ જો તકેદારી લેવામાં ન આવે તો બહેનોમાં સગર્ભાવસ્થા દરમ્યાન કસૂવાવડ અથવા વહેલી સૂવાવડ થઈ શકે છે. આ ઉપરાંત જો બાળકોમાં એનિમીયાનું પ્રમાણ વધી જાય તો બાળકનો વિકાસ ઓછો (ધીમો) થાય છે.

## એનિમીયા (પાંડુરોગ) થવાના મુખ્ય કારણો :

- અપૂરતો ખોરાક (લોહતત્વની અને ફોલિક એસિડની ઉણપવાળો)
- વારંવાર મેલેરીયા કે અન્ય ચેપી રોગો થવા (જેવોકે મરડો, ટી.બી.)
- અકસ્માત અથવા મોટા ઘા માંથી વધુ પડતું લોહી વહી જવાથી
- ક્રમિયા હોવાને કારણે
- વારંવાર સુવાવડ અને ગર્ભપાત થવાને કારણે
- બહેનોમાં વધુ પડતા અને વારંવાર માસિકના કારણે

### લોહતત્વ ધરાવતો ખોરાક

=> ગોળ   => બાજરી   => ચણા   => ઈંડા   => માંસ   => માછલી  
=> દરેક પ્રકારના લીલા શાકભાજી

# એનિમીયા (પાંડુરોગ) નો અટકાવ અને ઉપાય:

- લોહતત્વવાળો પૂરતો ખોરાક લેવો  
(જેમકે લીલા પાંદડાવાળા શાકભાજી, ગોળ, બાજરી, ચણા, ઈંડા, માંસ, માછલી વગેરે)



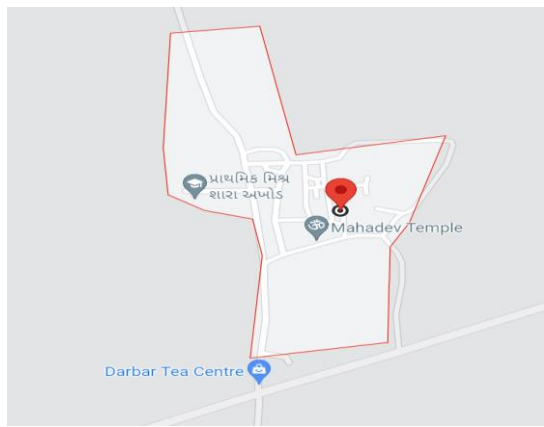
- લોહતત્વ (આર્યન) અને ફોલિક એસિડની ગોળીઓનો કોર્સ કરવો.
- વીટામીન-સી ની ગોળીઓ લેવી.
- સગર્ભાવસ્થા દરમ્યાન લોહતત્વવાળો પૂરતો ખોરાક લેવો
- લોહી ફિક્કુ પડવાના કારણો શોધી દૂર કરવા.  
(જેમકે કરમિયા માટે ગોળી લેવી, મેલેરીયા થતો અટકાવવો, માસિકની નકલીફની સારવાર કરાવવી, મરડાની દવા કરવી.)



## Waste Management

### Project: Educational material for waste management

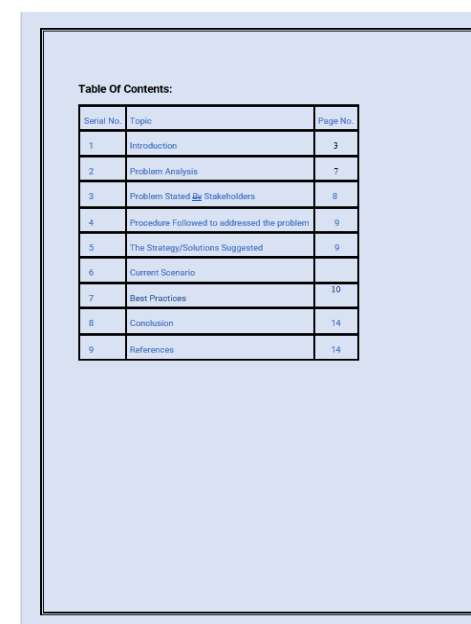
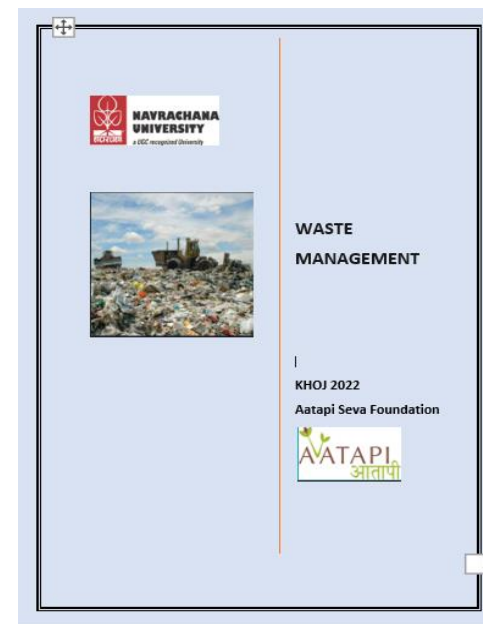
Akhod Map:



**Problem Analysis:** The quantities of wastes are increasing and if the wastes are disposed in an uncontrolled manner it can be hazardous to environment and public hygiene.

**Demographic details of the site and stakeholders:**

**Aatapi Seva Foundation**  
**Total People: 700-1100**  
**Total House: 124**




## Literature survey


## Field visit




Survey of Sarpanch and Aatapi Member



Survey of waste collector - Amba ben




Interaction with students and teachers



'Swachh Centre' – a recycling plant initiative by Aatapi Seva Foundation and supported by Technip Energies



Primary school of Akhod - where cleanliness is a top priority and students are well versed with hygiene



Nukad natak performed by us and drawing activity given to students in school for proper waste segregation

## Understanding gained for proposed strategy



Swachh Center Energy Initiative recycling unit consists of Plastic Shredder and Hydraulic Machine. These machine converts regular waste to small plastic granules. These plastic granules are used to make blocks and also used to make profit by selling them.



Wet and dry wastes should be dumped separately Plastics paper and other dry wastes in dry dustbin. Wet waste like vegetable peels, left out kitchen waste in wet dustbin.



Cleanliness was the top priority in school and also they were practicing the best possible methods for wastes disposal and its segregation.

## Suggested solution Title of Solution



**Reduce:** Reduce the use of non-biodegradable compounds that are harmful to us.  
**Reuse:** Reuse the materials instead of dumping them.  
**Recycle:** Non-biodegradable materials should be subjected to the recycling process.  
**Recovery:** If the waste remains after it is been reused and recycled, we can use it to generate energy at our waste-energy plant. This is known as Recovery.



Dry waste is dry materials that have been contaminated with a hazardous chemical waste. This waste must be handled, stored, and disposed of properly.



Avoid combustion of waste. Burning of waste to be prohibited as when burned can release harmful toxic chemicals that pollute our air and can cause hazard.



System of garbage and trash disposal in which waste is buried between layers of earth. Designed to protect the environment from contaminants, which may be present in the waste stream.



Process by which worms are used to convert waste into a humus-like material known as vermin-compost. Improves the soil structure, and to increase its water-holding capacity and used as organic manure for better growth and yield of many plants



Fruit peels, teabags and leftovers of food are wet waste. A soggy compost pile is usually caused by a combination of factors: poor aeration, too much moisture, and an imbalance between carbon-rich and nitrogen-rich materials.

**Educational Material for Waste Material**

**Summary of the Report**

**Of**

**KHOJ- Course Code (PS311)**

**Spring 2022**

**Faculty Mentor:** Dr. Lipika Mazumdar

**Aatapi Mentor:** Dr. Pallavi Sheth and Dr. Leena Vaidya

**Report prepared by:**

**Name of group members:**

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**May 2, 2022**  
**Navrachana University**  
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**Table of Contents**

<b>CHAPTER NUMBER</b>	<b>TOPIC</b>	<b>PAGE NUMBER</b>
1	Problem Analysis	
2	Strategy / Social innovation to solve the problem identified	

## **PROBLEM ANALYSIS**

**Name of Project:** Educational Material on Waste Management

**Name of the Site:** AKHOD

**Name of stake holders:** Aatapi Seva Foundation, Villagers



**Aatapi Seva Foundation** is a social developmental Institution, incorporated under the Companies Act, 2013 (Section 8) working towards holistic and sustainable community development through promotion and strengthening of community based organizations.

### **Problem as stated by the stakeholders (Site Manager: Sanjay Rathod)**

Sustainable waste management is an important element for cities and municipalities to achieve resource efficiency in the societies. The quantities of solid wastes are increasing and if the wastes are disposed in an uncontrolled manner these may cause adverse impact on public health and environment. A growing population and economy, means increased volume of waste generated. This puts pressure on waste management facilities, which are already short in supply.

Poor waste management - ranging from non-existing collection systems to ineffective disposal -causes air pollution, water contamination and soil contamination. Open landfills contribute to contamination of drinking water and can cause infection and transmit diseases. The dispersal of debris pollutes ecosystems and dangerous substances from electronic waste or industrial garbage puts a strain on the health of urban dwellers and the environment.

The Akhod village of Jambusar district was selected for this project for the development of sustainable waste management model with no existing setup. After analysing the problem, Aatapi Foundation started to invest and build a great venture which helped both the village and the villagers. Management of rural solid waste is one of the most neglected areas of rural development in India. Landfill sites and garbage dumps are overflowing in most villages attracting rodents and flies which then spread disease. Modern world functions

as a “throw away” society. The Reduce, Re-use, Re-cycle slogan remains a mere rhetoric in a world that generates approximately 450 million tonnes of waste annually. With the emerging concern on large quantity of the waste being produced both in the form of solid and liquid waste, the concept of waste management becomes one of the key focus of sustainable development principles which is based on policies and practices. The quantities of solid wastes are increasing and if the wastes are disposed in an uncontrolled manner these may cause adverse impact on public health and environment. Hence these wastes need to be managed efficiently so as to safeguard public health and environment. In order to improve the quality of life of the rural population, environmental sanitation needs to be improved. The time has now come to move onward, to garner the benefits of other aspects of environmental cleanliness, and use the present momentum to achieve important milestones in a “Sanitation Plus” drive to holistic waste management in every village

Aatapi foundation wanted to emphasise on improving the condition of villagers by helping them by not just to clean their village but also to get some money by using that waste so that they can fulfill two purposes. So, for this they made a waste management model and hired people from the same village for collection of waste and giving them a chance to earn.

## **PROPOSED STRATEGY / SOCIAL INNOVATION**

We, as a group, studied the initiatives taken by Aatapi Seva Foundations in Akhod village, and suggested a number of solutions for implementation of the waste management program in the nearby villages. Our main focus was on the management of dry waste as most people are not aware of the process by which dry waste can be turned into something useful and they may not even be aware of the hazardous effects it can cause on the environment as well as on human health.

Waste management solution, in the first place, is the minimisation of waste. One of the solutions was to make people aware of the strategy of segregation of solid waste and then using 4Rs of waste management, i.e., Recycle, Reduce, Reuse and Recover, to make the most use out of the segregated waste. The strategy proposed consisted of the following:

- Create mass awareness, ensuring public participation in segregation of recyclable material and storage of waste at source.
- Provide employment through organizing door-to-door collection of waste.
- Ensuring public participation in community based primary collection system.
- Encourage minimization of waste through in-house backyard composting, vermi composting and biogas generation.

Based on the meetings with Aatapi Seva Foundation, discussion with villagers and literature review/case studies of the similar problems, we suggested the following steps that can be taken to spread the awareness of waste management among the villagers:

- Spread the awareness about the short term and long term hazards of poor waste management in villages. We have collected short animated videos in local language from different websites which can be circulated through whatsapp groups among the villagers.
- We have designed pamphlets to be pasted at important locations of the village and also circulate with the help of local people.
- We made and enacted a skit, also known as ‘nukkad natak’ in local language, in a school to make students aware of the hazardous effects that improper waste management can have on human health. We tried to target children in this awareness as they are basically the future of that place, so keeping them in a habit of proper dumping of waste from an early age seems very necessary.

- We also had a drawing competition for the school children regarding their understanding of the importance of waste management. Again, young kids participated very enthusiastically in the competition and proposed that similar activities with small prizes can sensitise the children regarding the benefits of proper waste management. They get the take home message of cleanliness and waste segregation and in turn sensitise their parents and other people regarding the benefits of waste management.

We have learnt a lot from this project. We appreciated the work done by Aatapi members in Akhod village and concluded that if a small village could be kept so clean and hygienic, our towns, cities and other villages can also be maintained similarly. However, very aggressive awareness campaigns are needed so that people realise the benefits of clean environments and actively contribute towards it.

## **PROPOSED STRATEGY / SOCIAL INNOVATION**

(Write this in 3 pages)

**NAVRACHANA UNIVERSITY**



## **Khoj Article**

**EDUCATIONAL MATERIAL ON WASTE MANAGEMENT**

**Name of faculty: - Lipika Mazumdar**

**Name of Mentor from AATAPI:- Pallavi Sheth and Leena Vaidya**

**Corresponding author will be faculty – lipikam@nuv.ac.in**

**COURSE: Khoj**

**COURSE CODE: PS311**

**ACADEMIC YEAR: 2021-22**

**SEMESTER: SPRING**

Table of Contents

Abstract

Keywords

Introduction

Problem Analysis

Problem as Stated by the stakeholders

Procedure followed to address the problem

The strategy / Solution suggested

Data Analysis / Presentation

Conclusion

References

EDUCATIONAL MATERIAL ON WASTE MANAGEMENT



**Authors:**

<b>Serial No.</b>	<b>Student ID</b>	<b>Name</b>	<b>Program</b>
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11	21162020	PRIYAL KUNTAL SHAH	B Ed - 2

Name of faculty:- Lipika Mazumdar

Name of Mentor from AATAPI :- Pallavi Sheth and Leena Vaidya

Corresponding author will be faculty –lipikam@nuv.ac.in

**Abstract**

Sustainable waste management practices have become challenging due to our consumption behavior and changing socioeconomic conditions. Waste management is a multidimensional problem that requires technology, economics, and sociocultural and political activities to go hand in hand. This chapter attempts to summarize the key influential aspects in waste management practices, including the interaction of the above mentioned factors. Furthermore, it provides brief data on global waste generation followed by an update on advanced waste management technologies available today. The interaction between the different factors is highlighted. Finally, case studies comparing waste management activities in three different countries are presented. The problem of waste generation and management has become a serious issue of concern in many rural areas. This paper critically examines the management of the waste in rural area. One hundred and fifty copies of questionnaire were administered to residents in the area. Information such as the various classes of waste, frequency of waste disposal and methods of waste evacuation were obtained from the questionnaire. Findings revealed that family size has a great influence on waste disposal and generation. Besides, environmental enlightenment has changed people's attitude towards waste generation and management in the area.

## **Keywords**

Solid Waste Management, Swachh Center, Nukkad Natak

## **Introduction**

Rising quality of life, and high rates of resource consumption, patterns have had an unintended and negative impact on the urban environment - generation of wastes far beyond the handling capacities of urban governments and agencies. Cities are now grappling with the problems of high volumes of waste, the costs involved, the disposal technologies and methodologies, and the impact of wastes on the local and global environment.

But these problems have also provided a window of opportunity for cities to find solutions - involving the community and the private sector; involving innovative technologies and disposal methods; and involving behavior changes and awareness raising. These issues have been amply demonstrated by good practices from many cities around the world.

There is a need for a complete rethinking of "waste" - to analyze if waste is indeed waste. A rethinking that calls for

WASTE to become WEALTH

REFUSE to become RESOURCE

## TRASH to become CASH

There is a clear need for the current approach of waste disposal that is focused on municipalities and uses high energy/high technology, to move more towards waste processing and waste recycling (that involves public-private partnerships, aiming for eventual waste minimization - driven at the community level, and using low energy/low technology resources. Some of the defining criteria for future waste minimization programmes will include deeper community participation, understanding economic benefits/recovery of waste, focusing on life cycles (rather than end-of-pipe solutions), decentralized administration of waste, minimizing environmental impacts, and reconciling investment costs with long-term goals.

### **Problem Analysis**

A growing population and economy, which means increased volume of waste generated. This puts pressure on waste management facilities, which are already in short supply. Sustainable waste management is an important element for cities and municipalities to achieve resource efficiency in societies. The quantities of solid wastes are increasing and if the wastes are disposed of in an uncontrolled manner these may cause adverse impact on public health and environment.

### **Village**

Akhod - It is a Village in Vagra Taluka in Bharuch District of Gujarat State, India. It is located 33 KM towards west from District head quarters Bharuch.

### **Problem as Stated by the stakeholders**

Aatapi Seva Foundation's main concern was about management of waste and spreading awareness about the hazardous effects of waste if not taken care of properly. Poor waste management contributes to climate change and air pollution, and directly affects many ecosystems and species. Landfills, considered the last resort in the waste hierarchy, release methane, a very powerful greenhouse gas linked to climate change. Methane is formed by microorganisms present in landfills from biodegradable waste, such as food, paper and garden waste. Depending on the way they are built, landfills might also contaminate soil and water.

### **Procedure followed to address the problem**

Firstly, we prepared some question through which we got some information about the present situation there in the village.

1. *Which is the best mode for spreading information to people? Audio, video, role play, poster.*

*(We have thought of making pamphlets and distributing it while autorickshaw will be playing an awareness audio)*

- 2. What are the facilities available for them to understand what we want to convey also the language?*
- 3. What is the population based on education factor? (1) 10<sup>th</sup> pass (2) 12<sup>th</sup> pass (3) graduate or above*
- 4. How many people are having smart phone or normal phone and also has access to internet?*
- 5. Are they having any facility of radio or tv, if yes then how many homes are there with this facility?*
- 6. Is there any segregation done for dry waste like Plastic, paper, glass, rubber metals, battery, chemicals and organic waste? If yes, what is the status on it.*
- 7. Did they have any educational program before regarding the hazards of dry waste to environment as well as to living organism. If yes, what is the type of educational program existing now.*
- 8. How much of the time can they pull off from their regular activities?*
- 9. What incentives will they expect for this type extra work if given to volunteers.*

We decided to make educational material for dry waste so we divided the topics of various types of dry waste from which we had make some questions for survey. Then we find some animated videos which were going to be seen at the time of survey. We made some slogans. We decided to make a nukkad natak type play to do at the time of field visit and we prepared its script by own.

### **The strategy / Solution suggested**

We, as a group, suggested a number of solutions for implementation of the waste management program in the village. Our main focus was on the management of dry waste as most people are not aware of the process by which dry waste can be turned into something useful and they may not even be aware of the hazardous effects it can cause on the environment as well as on human health.

One of the solutions was to make people aware of the strategy of segregation of solid waste and then using 4Rs of waste management, i.e., Recycle, Reduce, Reuse and Recover, to make the most use out of the segregated waste. Solid waste is segregated into four categories: plastic, glass, commercial waste, and construction and demolition.

We performed a skit, also known as 'nukkad natak' in local language, in a school to make students aware of the hazardous effects that improper waste management can have on human health. We tried to target children in this awareness as they are basically the future of that place, so keeping them in a habit of proper dumping of waste from an early age seems very necessary.

We arranged a drawing/sketching activity in the school for students. We asked them to draw how they imagine their village to be a clean and hygienic place. The responses were really good.

## **Data Analysis / presentation**

### **We went there with 3 motos.**

- 1) Survey questions (some questions were made for the villagers which were answered by our supervisor, sarpanch and amba baa) Script which was made by us for the awareness of villagers was performed in school in front of students and teachers.
- 2) Nukkad natak
- 3) We gave students drawing sheet to draw something about waste management, how their school and whole villages are clean, just to see their creativity.

## **Conclusion**

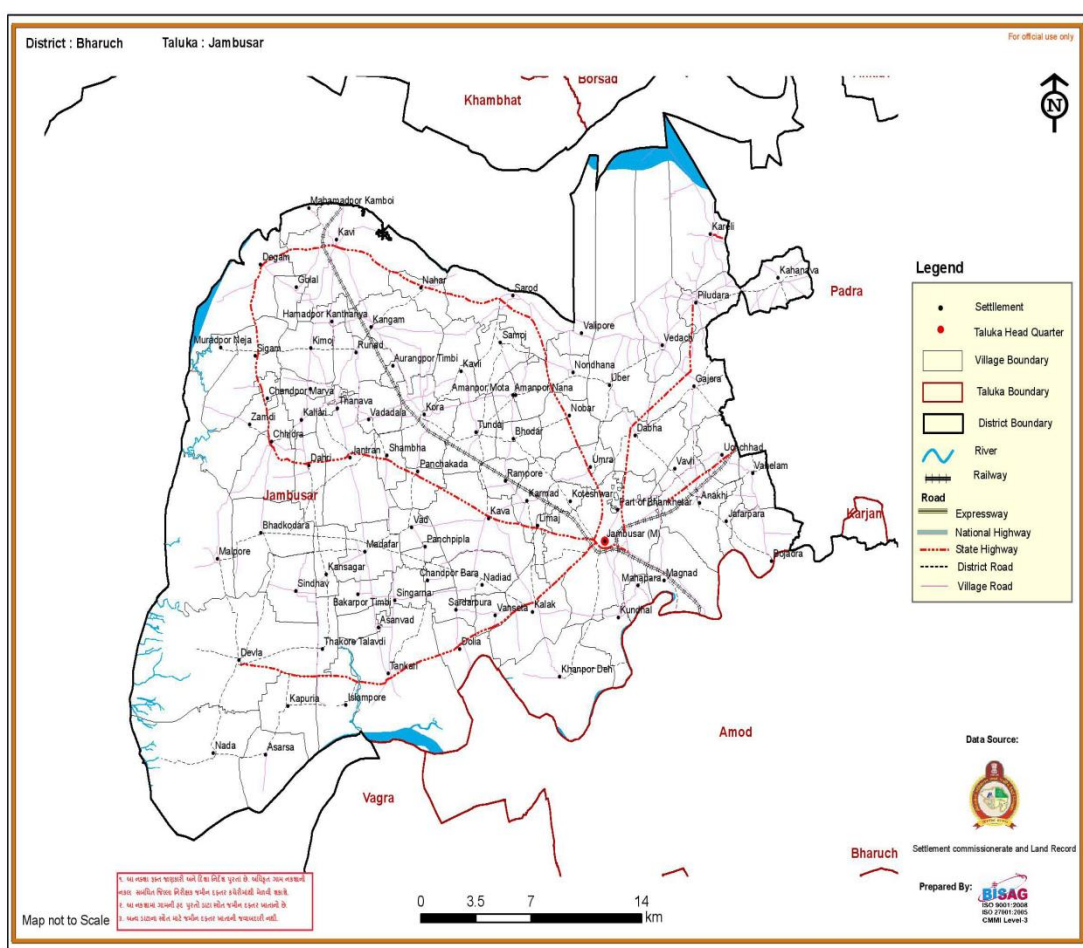
We saw that the village is already clean and people living there were particular about hygiene. There was Swachh Center where they segregate waste and using machine they decompose waste and store it. Only one problem we saw was there are cow dungs on the road and the villages around the Akhod village were not that much clean.

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<https://www.ecsdev.org/images/VIII/volume%201%20issue%201%202.pdf>

<https://www.sciencedirect.com/topics/earth-and-planetary-sciences/waste-management>

## LIVELIHOOD SKILLS FOR PERSONS WITH DISABILITIES (PWDs)



### Problem Analysis

The employment opportunities for people with disabilities are very less compared to others and one of the issues is lack of proper system or lack of awareness that they don't know about. At least 30-40% of disabled people are not aware about the job opportunities and hence they get demotivated. Thus the thought of "Employment Service cum Training cum Community centre" for persons with disabilities (PwDs) came to the minds with concern for the progressive life of the PwDs.

The Employment Service cum community centre would help out the disabled people to get their lives better by getting their education completed or providing them the educational or vocational training so that they could have some job which would help uplift their lives. Also this centre is mean to help to search jobs for them or to provide such relevant information time to time.

### Demographic details of Jambusar Taluka (2021)

Overall population - 1,90,581  
Literate people - 1,04,243  
Male - 59,929  
Female - 44,314

### Details for Person With Disability (PwDs)

Pwds population - 1067  
Male - 766  
Female - 299  
Unemployed - 464  
Illiterate - 209

### Literature survey

#### THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016

##### Vocational training and self-employment.

(1) The appropriate Government shall formulate schemes and programmed including provision of loans at concessional rates to facilitate and support employment of persons with disabilities especially for their vocational training and self-employment.

(2) The schemes and programmed referred to in sub-section (1) shall provide for—

(a) inclusion of person with disability in all mainstream formal and non-formal vocational and skill training schemes and programmed;

b) to ensure that a person with disability has adequate support and facilities to avail specific training;

(c) exclusive skill training programmed for persons with disabilities with active links with the market, for those with developmental, intellectual, multiple disabilities and autism;

(d) loans at concessional rates including that of microcredit;

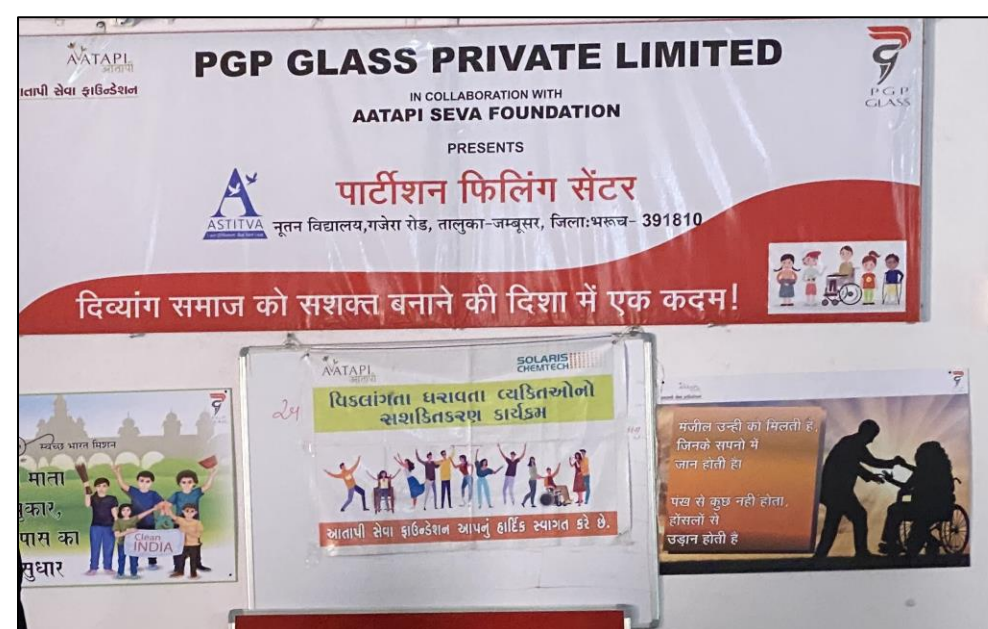
(e) marketing the products made by persons with disabilities; and

(f) maintenance of disaggregated data on the progress made in the skill training and self-employment, including persons with disabilities.

➤ **Non-discrimination in employment.**

➤ **Equal opportunity policy.**

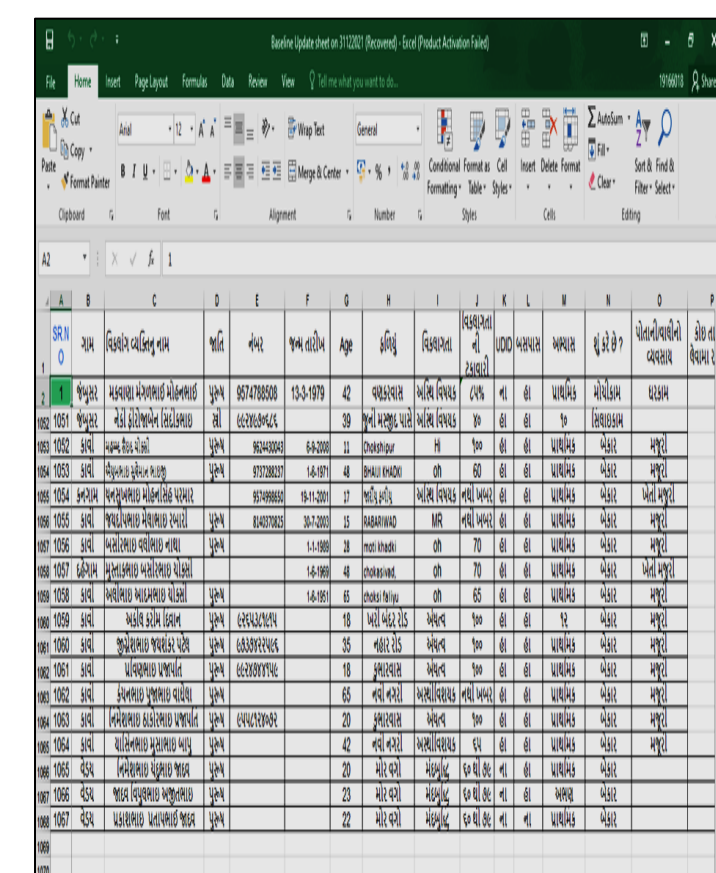
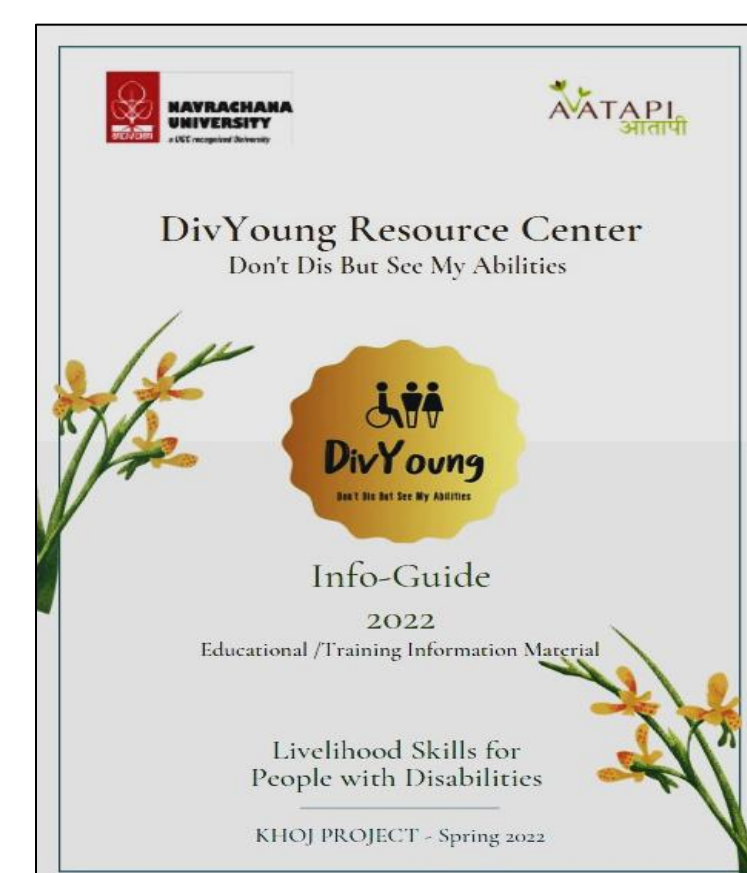
### Field visit



Sr. No.	ID	Name of Student	Program
1	19166018	DHRUVI PATEL	BMS - VI
2	19125053	VIRASKUMAR SUJITBHAI SHARMA	BTech(IT) - VI
3	19125054	VISWA DHIRUBHAI THAKKAR	BTech(IT) - VI
4	19125056	NIDHI AJAYKUMAR SONI	BTech(IT) - VI
5	19125059	VIJAY SHIVLAL VAGHELA	BTech(IT) - VI
6	19125060	GAUTAM SIRISHKUMAR SHAH	BTech(IT) - VI
7	20167011	TANISHQ HOMKAR	B Sc Data Science - IV
8	21162048	SIJIL CHERIAN	B Ed - 2
9	21162049	NIDHI CHOUDHARY	B Ed - 2
10	21162050	DEEPMALA	B Ed - 2
11	21162052	MANASI RAMNIKBHAI TANDEL	B Ed - 2
12	21162053	PRENA ANTIL	B Ed - 2
13	17103334	RAHUL RAJ SINGH	BTech(ME)

### Understanding gained for proposed strategy

- To create a module for Livelihood skills could be delivered or developed among Persons with Disabilities, so that they could be able earn to survive the lives.
- To create a Service centre so as to help them for finding jobs and get help for education and training easily.
- To create an educational centre so that even minors can learn some skills and get their coaching and school studies done easily.



### Suggested solution Title of Solution



#### DivYoung Resource Centre

Don't Dis But See My Ability

#### Aim

Provide proper guidance to the disabled seeking employment/jobs or education or any training.

#### Vision

Every disabled person gets their desired jobs/trainings, to make their lives better.

#### MISSION

Find out ways through which these facilities can be provided to those in need.

#### FUNCTIONS

Employment based service, Database holdings, information centre, educational training, community centre, vocational training and welfare services

#### Services

Training, UDID service, problem solution using IOT, bus pass service, job assistance, information on government schemes, subsidies and community radio.

## Livelihood Skills For Persons With Disabilities

Report

Of

KHOJ- (KHJ001)

Spring 2022

Faculty Mentor: Dr. Minaxi S. Bhagwat.

Assistant Professor, School of Liberal Studies and Education.

Aatapi Mentor: 1) Leena Vaidya  
2) Chandrika Makwana,  
3) Mahesh,  
4) Jay Mistry

Report prepared by: **Vijay, Gautam & Vikas.**

Name of group members

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4	19125056	NIDHI AJAYKUMAR SONI	BTech(IT) - VI
5	19125059	VIJAY SHIVLAL VAGHELA	BTech(IT) - VI
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9	21162049	NIDHI CHOUDHARY	B Ed - 2
10	21162050	DEEPMALA SINGH	B Ed - 2
11	21162052	MANASI RAMNIKBHAI TANDEL	B Ed - 2
12	21162053	PRERNA ANTIL	B Ed - 2
13	171003334	RAHUL RAJ SINGH(Reregistered)	BTech(ME)

**State the Problem:**

The employment opportunities for people with disabilities are very less compared to others and one of the issues is lack of proper system or lack of awareness that they don't know about. At least 30-40% of disabled people are not aware about the job opportunities and hence they get demotivated. Thus the thought of "Employment Service cum Training cum Community centre" for persons with disabilities (PwDs) came to the minds with concern for the progressive life of the PwDs.

The Employment Service cum community centre would help out the disabled people to get their lives better by getting their education completed or providing them the educational or vocational training so that they could have some job which would help uplift their lives. Also this centre is mean to help to search/job for them or to provide such relevant information time to time.

**Name of the Site and Location:**

Jambusar, Dist: Bharuch. Gujarat

**Problem as Stated by the stakeholders (the project officer/s):**

Aatapi Seva Foundation's main concern was about person with disabilities. They stated about 65% of disability faced is locomotors disability. The organization needs to create a module for Livelihood skills could be delivered or developed among PwDs, so that they could be able earn to survive the lives.

**Population**

All PwDs from 50 out of 85 villages of Jambusar taluka (N=1067)

**Introduction****Information procured on Different types of Disability**

A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

There are many types of disabilities, such as those that affect a person's:

- Vision
- Movement
- Thinking
- Remembering
- Learning
- Communicating
- Hearing
- Mental health

According to the World Health Organization, disability has three dimensions:

- 1) **Impairment** in a person's body structure or function, or mental functioning; examples of impairments include loss of a limb, loss of vision or memory loss.
- 2) **Activity limitation**, such as difficulty seeing, hearing, walking, or problem solving.
- 3) **Participation restrictions** in normal daily activities, such as working, engaging in social and recreational activities, and obtaining health care and preventive services.

## Issues and Challenges

### ○ **Health:**

A large number of disabilities are preventable, including those arising from medical issues during birth, maternal conditions, malnutrition, as well as accidents and injuries.

- However, the health sector especially in rural India has failed to react proactively to disability

### ✚ **Education:**

- The education system is not inclusive. Inclusion of children with mild to moderate disabilities in regular schools has remained a major challenge.

- There are various issues such as availability special schools, access to schools, trained teachers, and availability of educational materials for the disabled.

### ✚ **Employment:**

- Even though many disabled adults are capable of productive work, disabled adults have far lower employment rates than the general population.

### ✚ **Accessibility:**

- Physical accessibility in buildings, transportation, access to services etc still remain a major challenge.

### ✚ **Discrimination/Social Exclusion:**

- Negative attitudes held by the families of the disabled, and often the disabled themselves, hinder disabled persons from taking an active part in the family, community or workforce.

- ✚ **Poor implementation of policies and schemes** hinders the inclusion of disabled persons. Though various acts and schemes have been laid down with an aim to empower the disabled, their enforcement face many challenges.

## Vocational Courses / Training

- [Vocational Education Scheme | Official Website of Rashtriya ...](https://www.bisag.gujarat.gov.in/html/vocational-educ..)  
<https://www.bisag.gujarat.gov.in/html/vocational-educ..>

- Create training modules.

We can create many training modules that we can share with them in order to enhance their skills or learn new skills.

Different trainings can be provided:

- 1) Photocopy or data entry: This training can be provided to enhance their typing skills and also enhance their proofreading capability.
- 2) Cyber Café: We could help them own or work at some cyber café where they can charge the usage of the internet on time basis. They can also work as well as hire others to work with them.

## ❖ **Our Contribution as IoT System:**

This is idea developed by we 3 Students as the KHOJ Team members 1) Vijay, 2) Vikas & 3) Gautam, While looking for the solutions for Pwds to help them to make their life somehow better following is the explanation of our idea” Problem Solution for Speech Disorder: Using IoT System to provide a social innovation to the people for the people” developed for the same.

## **Problem Solution for Speech Disorder: Using IoT System to provide a social innovation to the people for the people.**

### **Abstract:**

A System which helps people to interact with any user. Sign Language to VOICE translator device. It will focus on working of Sign language to a Device in a way to interact with other users or other people surrounding them. Device will be working on a Program like Sign Language – Voice Language.

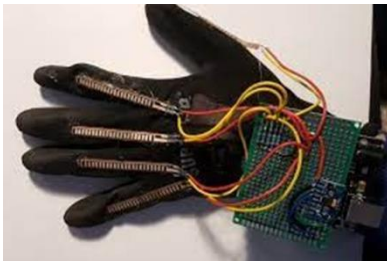
Context Map with Diagram



Fig-1: Context map of the model

### **★ Hardware - Type of Microcontroller**

- 1) What processor do we use in the System?
  - Raspberry Pi 4 Model B.
- 2) What Sensor do you mainly use?
  - Flex Sensor is mainly used in the system.



- By using this System we may prevent or provide a solution to PWDs People and reduce their little bit pain from helping them and providing a solution to them.
- Despite from avoiding them we all must come together and help them and bring a solution for them so that they can be also a part of this world and do whatever they desire of.

## RESEARCH ARTICLE

### Authors

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2) Chandrika Makwana

3) Mahesh

4) Jay Mistry

#### Corresponding author: Dr. Minaxi S Bhagwat

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9	21162049	Nidhi Choudary	B Ed - 2
10	21162050	Deepmala	B Ed - 2
11	21162052	Manasi Ramnikbhai Tandel	B Ed - 2
12	21162053	Prerna Antil	B Ed - 2
13	17103334	Rahul Raj Singh - Reregistered	BTech (ME)

## **Concern For Employability of Persons with Disabilities: A KHOJ-Project Review**

### **Abstract**

The term disability covers a wide range of physical, mental, psycho-social barriers that makes it difficult for certain people to participate in everyday life. Disability is part of human condition that often limits one's interaction with society. The disabled community in general face hardships in accessing health care, education and employment opportunities. They are often unaware of the disability related services especially in rural areas. Disabled people are greatly impacted by their environment and it is important that they receive timely intervention as well as equal amount of inclusion and participation into the mainstream society. By and large, individuals with incapacities have generally been accommodated through arrangements that isolate them, like private establishments and special schools. Women and men that are disabled work in all areas of the economy and in a wide range of jobs. Many have exhibited that with the perfect times and change, where expected, to a task or the workplace, they can make a significant contribution towards it. Great accessibility benefits everybody. However, without having the option to get to offices and administrations found locally - building, streets, transportation and other indoor also, open air offices, including schools, clinical offices and work environments - people with disabilities won't ever be completely included.

### **Keywords**

Disability, Vocational skills, employment

### **Introduction**

The term disability covers a wide range of physical, mental, psycho-social barriers that makes it difficult for certain people to participate in everyday life. Disability is part of human condition that often limits one's interaction with society. The disabled community in general face hardships in accessing health care, education and employment opportunities. They are often unaware of the disability related services especially in rural areas. Disabled people are greatly impacted by their environment and it is important that they receive timely intervention as well as equal amount of inclusion and participation into the mainstream society. By and large, individuals with incapacities have generally been accommodated through arrangements that isolate them, like private establishments and special schools. Women and men that are disabled work in all areas of the economy and in a wide range of jobs. Many have exhibited that with the perfect times and change, where expected, to a task or the workplace, they can make a significant contribution towards it. Great accessibility benefits everybody. However, without having the option to get to offices and administrations found locally - building, streets, transportation and other indoor also, open air offices, including schools, clinical offices and work environments - people with disabilities won't ever be completely included.

Disabled people have very less employment opportunities as compared to the normal people. The lack of proper system for them or maybe lack of awareness that they don't know about are some of the main issues. There are many people (around 30 -40%) who are unaware of the job

opportunities. To overcome this problem and help them identify and understand the opportunities, the idea of “Employment Service cum Training cum Community Centre” for the people with disabilities, came into the mind with the concern for the progressive life of the PWDs. This community centre would help out the disabled people to make their lives better. To help them uplift their lives, the centre would help them by getting their education completed, or by providing them with educational or vocational trainings. This centre will be a mean to help them search for jobs or to provide such relevant information time to time.

### **Problem Analysis**

Because of their restricted movements or limitations, or the loss of locomotor abilities, the physically disabled people face a great uncertainty. Unemployment being one of the major factors as at such times disabled people are the ones who are scapegoats in getting fired at tenure of recessions. Job-oriented training is need of the time. Inadequate environment facilities such as stair-case, ramps, canteens and recreation rooms, separate washrooms. Lack of IT services prevent access to information and knowledge and opportunities to participate.

The main concern of AATAPI Seva Foundation is about people with disabilities. They stated that about 65% of disability faced is locomotors disability. The organization needs to create a module for Livelihood skills that could be developed and delivered among the PwDs, so that they could be able to earn to survive the lives.

### **Population**

All the PwDs from 50 out of 85 villages of Jambusar Taluka (N = 1067)

### **Sample**

Few Villages are selected and PwDs from these villages are total 160.

Findings from Primary Data: (N=1067)

UDID -> Yes = 570 No = 497

Gender -> Male = 766 Female = 299

Unemployed = 464

Illiterate = 209

Field visit:

Date and site of field visit – 04/04/2022, Jambusar, Gujarat.



## Procedure followed to address the problem

### Research Reviews:

### Perception and Acceptance of People with Disabilities by Employers and Co-Workers

Developed by: Michelle T. Bover Manderski, Academic Editor and Judith M. Graber, Academic Editor

Cite Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8156639/>

Description:

The perception of people with disabilities is crucial for their full inclusion and in order that they might stay economically active. The measurement tools used should be resistant to the demographic or professional characteristics of the research participants. The article attempts to test this resistance for one of the most popular tools measuring the perception of people with disabilities in everyday life—the Attitudes to Disability Scale (ADS) test developed by the WHOQOL Group. Another issue raised in the article is the acceptance of people with various types of disabilities in terms of their possible employment. We checked the differentiation of acceptance among employers from different countries. This article uses representative samples of respondents from two studies—the CATI research (2019) on samples of Polish employers and co-workers, and the CAWI research (2021) on samples of employers from Poland and Finland. The analysis methods used included confirmatory factor analysis, nested models and nonparametric analysis of variance. The research confirmed the resistance of the ADS scale to respondents' characteristics, and found no differences for nested models constructed for groups based on categorical variables characterizing the respondents. As for acceptance of various types of disability in the workplace, significant differences were found in the statements of employers from Poland and Finland.

### **Person with disability and the Indian Labour Market: Challenges and Opportunity**

Developed by – MEERA SHENOY

Link – <https://www.youth4jobs.org/pdf/ilo-study-pwd.pdf>

Description of the social innovation/strategy:

Some companies which hire disabled highlight the Business Case: Companies which hire persons with disabilities or set up enterprises with a disabled workforce, however, admit it makes business sense. Attrition levels are low and productivity is high. Company experience shows that when they find jobs suited to their skills, abilities and interests, they can make significant contributions in the workplace. The company's brand also gets built with an inclusive workforce. Examples range from Miracle courier to Titan watches.

An employment portal should be set up: This would serve as a knowledge repository with studies, manuals and ILO publications. It would help bring different Associations of disability, technology providers and other stakeholders involved in linking persons with disability to labour markets, under one umbrella. A bulletin board would be set up where companies post their job requirements and link with NGOs and training centres which focus on persons with disability. For transparency, the possibility of using the same platform to facilitate payment of government schemes the e-way will be studied.

Current Best practices should be mapped: Few companies are hiring disabled because it makes business sense. Likewise, some entrepreneurs are building their business model around hiring only disabled. These best practices need to be mapped to inspire others and help them perceive the persons with disability as a valuable alternative labour force.

A social marketing campaign to be planned: This will help build a positive eco-sphere for the public including important stakeholders to come on board to mainstream persons with disability.

## **The strategy / Solution suggested**

The idea of this welfare centre for People with Disabilities (PwDs) is suggested by the team of students working on KHOJ project. KHOJ Project is the mutual efforts by Aatapi Foundation and Navrachna University in terms to provide exploration with real world for the students of various programs. This centre is meant for an employment-based services cum community centre cum training centre. Team has given the name to this centre is “DivYoung Resource / Wellness / Welfare Centre” and in Hindi / Gujarati, it could be called as “DivYoung Kalyaan Kendra”. This centre is proposed in Jambusar (village need to be decided). Following are the aims, vision, mission, functions and activities which will be assumed to be carried by this centre.

■ **Aim: Provide proper guidance to the disabled seeking employment/jobs or education or any training.**

The aim would be to provide proper guidance through different ways possible to the disabled people. We would need to identify the different jobs suitable for people with different disabilities, and then provide them proper training related to the jobs.

■ **Vision: Every disabled person gets their desired jobs/trainings, to make their lives better.**

We know that for many reasons, disabled people often don't get their desired jobs, or sometimes they couldn't even complete their education. They should be provided with proper trainings and given suitable jobs so they could make their lives better.

■ **Mission: Find out ways through which these facilities can be provided to those in need.**

We would need to find different ways or different methods in order to help out the disabled people and provide them the facilities that they require. We can guide the trainers and help them in such ways that they could train the disabled people.

## **Need for this centre -**

The goal to offer centre with programs and services is the elimination of economic, social, attitudinal and environmental barriers people with disabilities face in their daily lives.

Independent living for persons with disabilities means achieving self-determination, the least restricted style of living, and the fullest possible participation in community life. This includes access to the same opportunities and resources that are available to people without disabilities. This is to be established to facilitate independent living for people with disabilities through a variety of non-residential programs and services by:

- increasing the individual's ability to deal effectively with environmental, social, economic, and attitudinal barriers, through education, access to information, and advocacy;
- supporting and providing services conducted predominantly by peers;

- recruiting persons with disabilities for staff positions that offer various levels of career training, experience, and growth;
- *supporting the formation and activities of both formal and informal groups in the disability community dealing with disability issues;*
- *assisting people with and without disabilities in promoting public policies to eliminate obstacles and discrimination against people with disabilities through issue-based advocacy and education.*

### **Scope for vocation:**

#### **Making products with recycled clothes by PWD's.**

Recycling clothes:

- When you recycle your clothes, or anything for that matter you are helping to reduce greenhouse gases.
- Clothes are thrown into landfills yearly and they take up a large amount of space. However, when you are recycling clothes and giving it a second life—landfill space is preserved and therefore, is reducing landfill costs for so many communities around the world.
- When you recycle clothing, there is an endless possibility for new clothes to be created. You can dye the fabric, create new stitching, and create a new outfit for your wardrobe!
- When you recycle clothes, you are helping the less fortunate. Donate your clothes to a local charity and collection bags that are available in your community.

PWD'S can take sewing training and open up independent centres of their own where they make shopping bags, grocery bags and well as other things out of old recycled clothes.

#### **Create training modules.**

We can create many training modules that we can share with them in order to enhance their skills or learn new skills.

#### **Different trainings can be provided:**

- 1) **Photocopy or data entry:** This training can be provided to enhance their typing skills and also enhance their proofreading capability.
- 2) **Cyber Café:** We could help them own or work at some cybercafé where they can charge the usage of the internet on time basis. They can also work as well as hire others to work with them.

## Data Analysis

### 1. Data Collected From PwDs

Sr. No.	Name of the disable person	Information
1.	Khilji Munawar Abdul	Gender: Male Phone no.: 9723311225 Age: 13 Unreachable
2.	Syed Rifaqat Hussain Iftekhar	Gender: Male Phone no.: 9228489192 Age: 46 Working in graphic design. Own computer shop. Would like better opportunity in a company and willing to move away for a better job as well. He knows computer software well and have 18 years of experience in computer field.
3.	Sheikh Mahmadbhai Rafiqbhai	Didn't answered the call
4.	Syed Sirajuddin Zahiruddin	Didn't answered the call
5.	Jadav Sania Sadiq	Didn't gave the phone number
6.	Vaghela Priteshbhai Sureshbhai	Didn't answered the call
7.	Malek Arif Iqbal	Gender: Male Phone no.: 9924055332 Education: Uneducated UDID: No Currently selling vegetables
9.	Jogi Vijaybhai Maherubhai	Gender: Male Phone no.: 9909586325 Birth Date: 10/07/1991 Education: Uneducated Percentage of Disability: - UDID: No Currently selling vegetables.
10.	Malek Farooq Abdul Majeed	Currently working as Rickshaw driver.
11.	Vaghela RaishangBhai	Didn't answered the call
12.	Vaghela Faridaben Narsubhai	Didn't answered the call
13.	Padhiyar Bhavnaben SanjayBhai	Gender: Female Phone no.: 9727271856 Birth Date: 23/06/2005

		Education: Primary Education Currently studying and helping parents in farming
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2. Data Collected from the industris:

Sr No.	Details
1.	Ambika AutoSales and Service Phone no.: 797126443 Job Type: Needed a helper at vehicle service center Ready to give job to the Pwds Don't provide accommodation Should have knowledge about commercial vehicle
2.	Shreenath ceramic Industry Phone no.:02644 229 041 Contact Person: Mr. Upesh Thakkar Ready to give job to the Pwds Don't provide accommodation Job type: Basic small works in the industry
3.	GSFC fertilizer Depot Phone no.: 02664 222 345 <a href="http://www.gsfclimited.com">www.gsfclimited.com</a> Shop of fertilizers Ready to give job to the Pwds Don't provide accommodation Job type: Basic small works in the industry
4.	EGP Company Job type: Machine Operator Location: Jambusar Should know Hindi and Gujarati Language Freshers or 10 <sup>th</sup> pass can apply From google search
5.	Vishwa Glass & Ceramic PVT. LTD Ceramic manufacturer Address: Plot. 1430, village- Ankhi, Jambusar, Gujarat Phone no.: 09979885951 <a href="http://www.vishwaglass.com">www.vishwaglass.com</a> Ready to give jobs

3. Data Collected from Trainers:

Sr. No.	Details
1.	CDAC Computer Education Phone no.: 7948006090

	Address: 1st floor, shiv complex, modi compound, panch batli circle, Bharuch teaches basic computer operation, computer programs, to tally (for commerce) Terms and condition: no online classes
2.	Hastkala Institute of Fashion Designing and Training Phone no.: 9428591664 Address: D-1, 2nd floor, Padmashree Complex, Dahej Bypass, Near Shraavan Chokdi, Bharuch teaches basic dress stitching Terms and condition: no online class
3.	Sunshine computer and English academy Phone no.: 7947304780 Address: 119, Rustom Plaza, Railway Station Rd., Ankleshwar teaches basic English and computer Terms and condition: no online class
4.	Smartset Placement & Training Institute Phone no.: 7383700159 Address: 412, 413, The business hub, college road, Bharuch gives placement and trainings <a href="http://www.smartset.com">www.smartset.com</a> Provides services about: executive search, volume hiring, global recruiter, investment services, IT solutions, skill training
5.	Srympex Staffing Solution Phone no.: 9904198200 Address: 208,2019, The business hub, college rd., Bharuch gives placement and training <a href="http://www.srympex.com">www.srympex.com</a> Focus on Staff augmentation, Executive search, Permanent Staffing, and training development

### Conclusion:

People with disability often have to go through marginalized experience. Their creativity and ability is often overlooked because of their limiting circumstances. To develop the training cum educational centre that will help them to earn their livelihood as they can get the proper guidance for seeking employment/jobs or education or any kind of training.

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3. Meera Shenoy, PERSONS WITH DISABILITY & THE INDIAN LABOUR MARKET: CHALLENGES AND OPPORTUNITIES,  
<https://www.youth4jobs.org/pdf/ilo-study-pwd.pdf>
4. UN World Health Organization (WHO), World Report on Disability: Summary, 2011, WHO/NMH/VIP/11.01, available at:  
<https://www.refworld.org/docid/50854a322.html>
5. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, section 33,  
<http://www.socialjustice.nic.in/pwdact1995.php?format=print>



**NAVRACHANA  
UNIVERSITY**  
a UGC recognized University



# DivYoung Resource Center

Don't Dis But See My Abilities



## Info-Guide

2022

Educational /Training Information Material

Livelihood Skills for  
People with Disabilities

KHOJ PROJECT - Spring 2022

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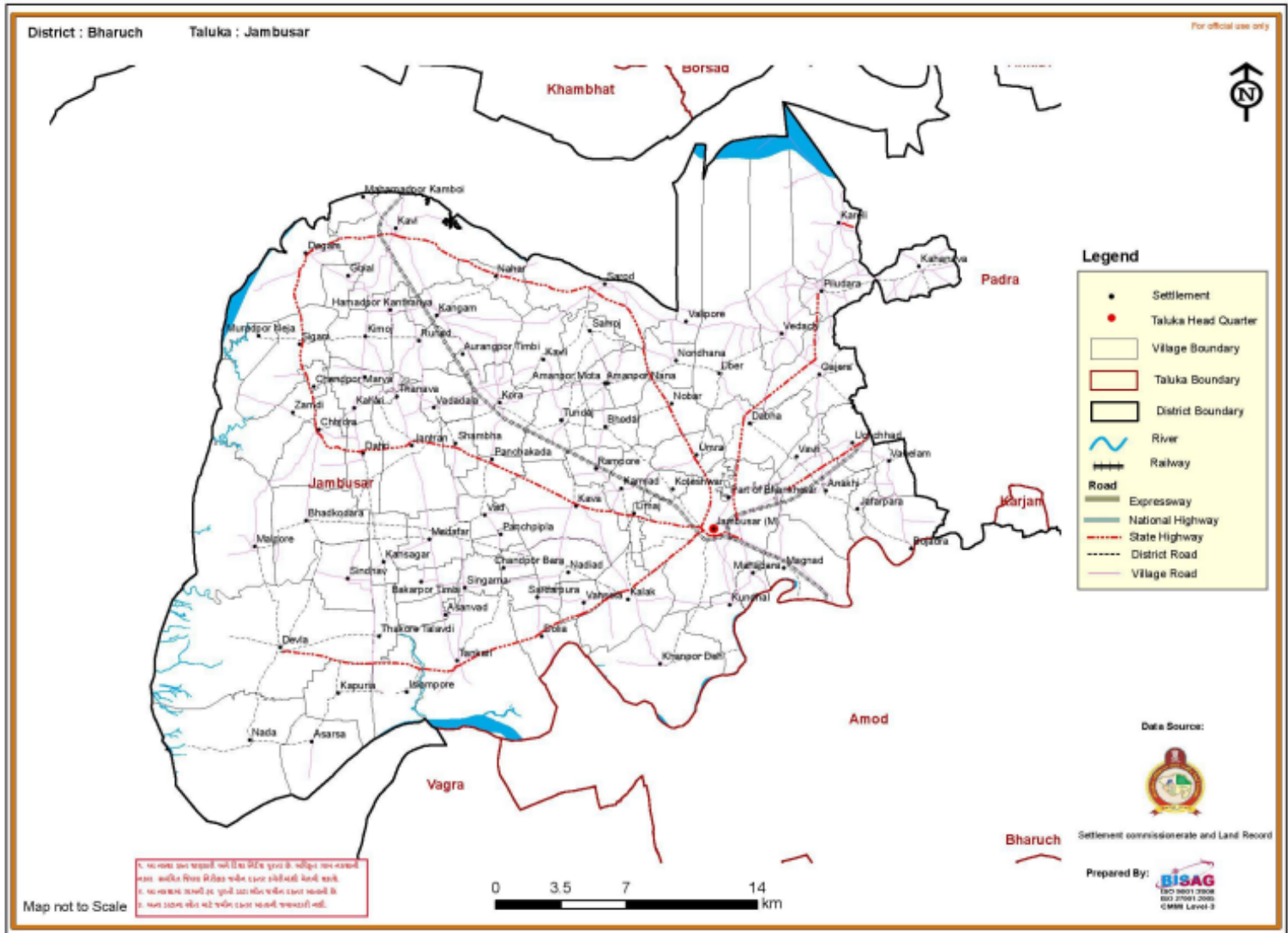
# TABLE OF CONTENTS

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- 01 Demographic of  
Jambusar
- 02 DivYoung Resource  
Center
- 03 Database
- 04 Training Module
- 05 Important Links
- 06 List of Videos Available



# DEMOGRAPHIC OF JAMBUSAR



## Demographic details of Jambusar Taluka (2021)

Overall population – 1,90,581  
 Literate people – 1,04,243  
 Male – 59,929  
 Female – 44,314

## Details for Person With Disability (PwDs)

Pwds population - 1067  
 Male – 766  
 Female - 299  
 Unemployed – 464  
 Illiterate - 209



# DivYoung Recourse Center

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Don't Dis But See My Abilities



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# DIVYOUNG RESOURCE CENTER

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The idea of this welfare center for People with Disabilities (PwDs) was suggested by the team of students working on the KHOJ project. KHOJ Project is the mutual efforts by Aatapi Foundation and Navrachana University in terms of providing exploration with the real world for the students of various programs. This center is meant for an employment based services cum community center cum training center. Team has given the name to this center as "DivYoung Resource Centre " and in Hindi / Gujarati, it could be called as "DivYoung Kalyaan Kendra". This center is proposed in Jambusar (village needs to be decided). Following are the aims, vision, mission, functions and activities which will be assumed to be carried by this center.

- **AIM:** The aim is to provide suitable counsel to disabled people who are looking for work, education, or training.
- The goal would be to provide suitable guidance to disabled persons in as many ways as possible. We'd have to figure out which jobs are suitable for people with various disabilities, and then provide them with the necessary training.
- **Vision:** Every disabled person gets their desired jobs/training, to make their lives better. We know that for many reasons, disabled people often don't get their desired jobs, or sometimes they can't even complete their education. They should be provided with proper training and given suitable jobs so they could make their lives better.



- **Mission:** Find out ways through which these facilities can be provided to those in need. We would need to find different ways or different methods in order to help out the disabled people and provide them the facilities that they require. We can guide the trainers and help them in such ways that they could train the disabled people.



# TARGET PWDS:

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- Education
- For minors – Education which is necessary at their age.
- For adults – Education from where they left for whatever reason.
- Working/Non-working – For better job/vocation/work
- Location – what location they belong to.



SCAN ME

For Database

- 1 Functions: The major functions of the center will be as,
  - Maintaining Database
  - Employment based services
  - Guidance and Information center
  - Educational training center (Televised, Online and Offline)
  - Community center
  - Vocational training center (Televised, Online and Offline)
  - Welfare Services

- 2 Services:
  - Training
  - UDID Services
  - Problem solution using IoT
  - Bus Pass Services
  - Job Assistance
  - Information on Government schemes, subsidies etc.
  - Community Radio

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# COURSE OVERVIEW:

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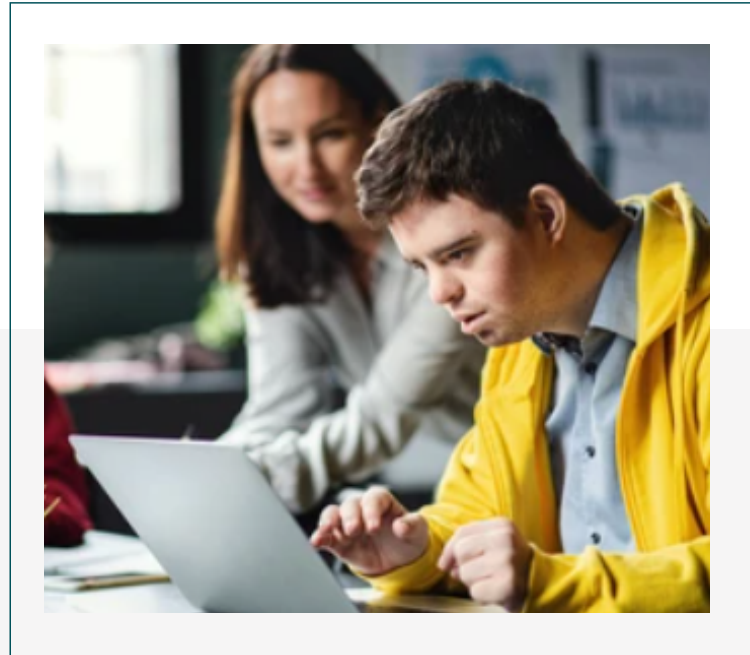
## Course Overview:

This course covers Basic to Advanced topics of MS Word, MS Excel, MS PowerPoint and Internet and Emailing.

## Course Content:

### MS WINDOWS, COMPUTER BASICS

- Computer Basic, Creating Folder, Paint
- Directories, input units, Output unit
- Central Processing Units,
- What is hardware, what is software
- Windows shortcut keys



### MS WORD

Module 1: Text Basics

Module 2: Text Formatting and saving file

Module 3: Working with Objects

Module 4: Working with bullets and numbered lists

Module 5: Sharing and Maintaining Document

Module 6: Proofing the document

LINKS -([https://www.youtube.com/watch?](https://www.youtube.com/watch?v=9tUoIAbVoCM&list=PLtgWmBVVunsbsIj-We8Nz21mWg7qiXuD5)

[v=9tUoIAbVoCM&list=PLtgWmBVVunsbsIj-We8Nz21mWg7qiXuD5\)](https://www.youtube.com/watch?v=9tUoIAbVoCM&list=PLtgWmBVVunsbsIj-We8Nz21mWg7qiXuD5)

### MS EXCEL

Module 7: Introduction to Excel

Module 8: Formatting excel work book:

Module 9: Perform Calculations with Functions

Module 10: Sort and Filter Data with Excel

Link – ([https://www.youtube.com/watch?](https://www.youtube.com/watch?v=9tUoIAbVoCM&list=PLtgWmBVVunsbsIj-We8Nz21mWg7qiXuD5)

[v=9tUoIAbVoCM&list=PLtgWmBVVunsbsIj-We8Nz21mWg7qiXuD5\)](https://www.youtube.com/watch?v=9tUoIAbVoCM&list=PLtgWmBVVunsbsIj-We8Nz21mWg7qiXuD5)



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# COURSE OVERVIEW:

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## MS POWERPOINT

Module 11: Setting Up PowerPoint Environment:

Module 12: Creating slides and applying themes

Module 13: Working with bullets and numbering

Module 14: Working with Objects

Module 15: Hyperlinks and Action Buttons

Link – (<https://www.youtube.com/watch?v=B-Gy5NJu9Dc&list=PLtgWmBVVunsZIxowVg8OZ6tFmSuWAuMKw>)

## INTERNET & E-MAIL

- What is the Internet? Receiving Incoming Messages
- Sending Outgoing Messages, Email addressing
- Email attachments, Browsing, Search engines
- Text chatting, Job Searching
- Downloading video and Music
- Uploading Video or Music, Voice chatting, Webcam Chatting etc.
- Introduction to Blogging, Facebook

We can create many training modules that we can share with them in order to enhance their skills or learn new skills.

Different trainings can be provided:

1) Photocopy or data entry: This training can be provided to enhance their typing skills and also enhance their proofreading capability.

2) Cyber Café: We could help them own or work at some cyber café where they can charge the usage of the internet on time basis. They can also work as well as hire others to work with them.

Following are the few resources searched and collected by the team.



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# IMPORTANT LINKS

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## WELFARE SERVICES:

દિવ્યાંગ કલ્યાણ યોજના

[HTTPS://SJE.GUJARAT.GOV.IN/DSD/SHOWPAGE.ASPX?  
CONTENTID=1563&LANG=ENGLISH](https://sje.gujarat.gov.in/dsd/showpage.aspx?contentid=1563&lang=english)

## UDID

[HTTPS://WWW.SWAVLAMBANCARD.GOV.IN/](https://www.swavlambancard.gov.in/)

## DISTANCE EDUCATION

SCHOOL EDUCATION – NIOS

HIGHER EDUCATION – IGNOU – (IN ENGLISH AND HINDI) - [HTTP://WWW.IGNOU.AC.IN/](http://www.ignou.ac.in/)

BAOU – (IN ENGLISH AND GUJARATI) - [HTTPS://BAOU.EDU.IN/](https://baou.edu.in/)

## TELEVISED EDUCATION SERVICES:

SWAYAM PRABHA – FREE DTH CHANNEL FOR EDUCATION FOR SCHOOL EDUCATION (STD – 1 TO 12 IN ENGLISH / HINDI) AND FOR HIGHER EDUCATION

[HTTPS://WWW.SWAYAMPARBHA.GOV.IN/INDEX.PHP/HOME](https://www.swayamprabha.gov.in/index.php/home)

SWAYAM PRABHA - THE CHANNEL NUMBER IN DIFFERENT DTH SERVICE PROVIDERS ARE AS FOLLOWS:

AIRTEL TV: CHANNEL NO. 475, CHANNEL NO. 476, AND CHANNEL NO. 477

TATA SKY: CHANNEL NO. 756 WHICH POPS UP WINDOW FOR SWAYAM PRABHA DTH CHANNELS

DISH TV: CHANNEL NO. 946, CHANNEL NO. 947, CHANNEL NO. 949, AND CHANNEL NO. 950

## BISAG-N

[HTTPS://BISAG-N.GOV.IN/](https://bisag-n.gov.in/)

## VANDE GUJARAT EDUCATIONAL CHANNEL

[HTTPS://VANDE.GUJARAT.GOV.IN/HOME\\_GUJ.ASPX?ASPXERRORPATH=/HOMEPAGE.ASPX](https://vande.gujarat.gov.in/home_guj.aspx?aspxerrorpath=/homepage.aspx)

CHANNEL LIST: [HTTPS://VANDE.GUJARAT.GOV.IN/LIVE\\_PROGRAM.ASPX](https://vande.gujarat.gov.in/live_program.aspx)

CHANNEL – 3: VOCATIONAL - [HTTPS://VANDE.GUJARAT.GOV.IN/LIVE\\_PROGRAM.ASPX#](https://vande.gujarat.gov.in/live_program.aspx#)

CHANNEL – 4: VOCATIONAL - [HTTPS://VANDE.GUJARAT.GOV.IN/PROGRAMLIST.ASPX](https://vande.gujarat.gov.in/programlist.aspx)

## WEB/NET BASED EDUCATIONAL RESOURCES

CIET - NCERT INITIATIVES FOR INCLUSIVE AND ACCESSIBLE EDUCATION

[HTTPS://CIET.NIC.IN/PAGES.PHP?](https://ciet.nic.in/pages.php?)

[ID=ACCESSTOEDU&LN=EN&LN=EN](https://ciet.nic.in/pages.php?id=sign_language)

## TEACHING LEARNING RESOURCES IN INDIAN SIGN LANGUAGE

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=SOA-OF8WKTA](https://www.youtube.com/watch?v=soa-of8wkta)

[HTTPS://CIET.NIC.IN/PAGES.PHP?ID=SIGN\\_LANGUAGE](https://ciet.nic.in/pages.php?id=sign_language)

[HTTPS://NCERT.NIC.IN/COMICFLIPBOOKENGLISH/ISL\\_DICTIONARY/MOBILE/INDEX.HTML](https://ncert.nic.in/comicflipbookenglish/isl_dictionary/mobile/index.html)

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# IMPORTANT LINKS

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- **AUDIO BOOKS LIST**

[HTTPS://CIET.NIC.IN/PAGES.PHP?ID=AUDIOBOOK&LN=EN&LN=EN](https://ciet.nic.in/pages.php?id=audiobook&ln=en&ln=en)

- **AUDIO BOOKS FOR CHILDREN WITH SPECIAL NEEDS**

[HTTPS://CIET.NIC.IN/PAGES.PHP?ID=DAISYAUDIO&LN=EN](https://ciet.nic.in/pages.php?id=daisyaudio&ln=en)  
DAISY BOOKS - [HTTPS://CIET.NIC.IN/PAGES.PHP?ID=DAISYBOOKS&LN=EN](https://ciet.nic.in/pages.php?id=daisybooks&ln=en)

- **VOCATIONAL COURSES / TRAINING**

VOCATIONAL EDUCATION SCHEME | OFFICIAL WEBSITE OF RASHTRIYA  
[HTTPS://WWW.BISAG.GUJARAT.GOV.IN](https://www.bisag.gujarat.gov.in) > HTML > VOCATIONAL-EDUC..

**NIOS** - ON LINE COURSES OFFERED UNDER VOCATIONAL EDUCATION PROGRAMME  
[HTTPS://WWW.NIOS.AC.IN/ONLINE-COURSE-MATERIAL/COURSE-MATERIAL-FOR-DIVYANG-STUDENTS.ASPX](https://www.nios.ac.in/online-course-material/course-material-for-divyang-students.aspx)

**SIGN LANGUAGE** - [HTTPS://WWW.NIOS.AC.IN/ONLINE-COURSE-MATERIAL/COURSE-MATERIAL-FOR-DIVYANG-STUDENTS/ISL\\_230.ASPX](https://www.nios.ac.in/online-course-material/course-material-for-divyang-students/isl_230.aspx)  
[HTTPS://WWW.YOUTUBE.COM/WATCH?  
V=1SRPFEIJVOO&LIST=PLUOOQP8QANB0SGASMZCEIXB47V6RGKG0T](https://www.youtube.com/watch?v=1SRPFEIJVOO&list=PLUOOQP8QANB0SGASMZCEIXB47V6RGKG0T)

**PAINTING LEARNING IN SIGN LANGUAGE –**

[HTTPS://WWW.YOUTUBE.COM/WATCH?  
V=XIGJ6IJTTCS&LIST=PLUOOQP8QANB0B\\_PBZBRWYZ3MW7G9JGCHA](https://www.youtube.com/watch?v=XIGJ6IJTTCS&list=PLUOOQP8QANB0B_PBZBRWYZ3MW7G9JGCHA)  
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=EZJ-  
78RA1V0&LIST=PLUOOQP8QANB0B\\_PBZBRWYZ 3MW7G9JGCHA&INDEX=4](https://www.youtube.com/watch?v=EZJ-78RA1V0&list=PLUOOQP8QANB0B_PBZBRWYZ3MW7G9JGCHA&index=4)  
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=EZJ-  
78RA1V0&LIST=PLUOOQP8QANB0B\\_PBZBRWYZ 3MW7G9JGCHA&INDEX=4](https://www.youtube.com/watch?v=EZJ-78RA1V0&list=PLUOOQP8QANB0B_PBZBRWYZ3MW7G9JGCHA&index=4)

**IN NORMAL – SKETCHING**

- [HTTPS://WWW.YOUTUBE.COM/WATCH?  
V=JTRTCOEZLMM&LIST=PLSH652XPU\\_YEABXP5GNIRCPA3NPX4DCLE&INDEX=8](https://www.youtube.com/watch?v=JTRTCOEZLMM&list=PLSH652XPU_YEABXP5GNIRCPA3NPX4DCLE&index=8)  
BEAUTY PARLOUR - [HTTPS://WWW.YOUTUBE.COM/WATCH?  
V=Y0VMTNNN5X4&LIST=PLU5EBRHXKQ\\_CAVVNUUO5-YLFEJMPCNISW](https://www.youtube.com/watch?v=Y0VMTNNN5X4&list=PLU5EBRHXKQ_CAVVNUUO5-YLFEJMPCNISW)

**BASIC COMPUTER KNOWLEDGE AND DIGITAL SKILLS – SIGN LANGUAGE**

[HTTPS://WWW.YOUTUBE.COM/WATCH?  
V=AUXAFUMNDVM&LIST=PLUOOQP8QANB0GR84IC0P3VYDXDU4QUMMA&INDEX=1](https://www.youtube.com/watch?v=AUXAFUMNDVM&list=PLUOOQP8QANB0GR84IC0P3VYDXDU4QUMMA&index=1)  
[HTTPS://WWW.YOUTUBE.COM/WATCH?  
V=YRJRUVVJ6TA&LIST=PLUOOQP8QANB0GR84IC0P3VYDXDU4QUMMA&INDEX=6](https://www.youtube.com/watch?v=YRJRUVVJ6TA&list=PLUOOQP8QANB0GR84IC0P3VYDXDU4QUMMA&index=6)



Many Videos are provided in the Tutorial CD, which is attached with this book. Following is the list of learning material available in CD.

SR NO	TITLE
1	Tips to speak English fluently & confidently - English Learning Program on Language Skills (LSRW)
2	Verbals, Para-verbals and Non-verbals in speak - English Learning Program on Language Skills (LSRW)
3	Criteria in speaking skills - English Learning Program on Language Skills (LSRW)
4	Phrases and vocabulary in everyday situations - Part 1 - Eng. Learning Program on Language Skills
5	Phrases and vocabulary in everyday situations - Part 2 - Eng. Learning Program on Language Skills
6	Defining reading skills - English Learning Program on Language Skills (LSRW)
7	Understanding texts - English Learning Program on Language Skills (LSRW)
8	Improving comprehension skills - English Learning Program on Language Skills (LSRW)
9	Fine-tuning textual comprehension - English Learning Program on Language Skills (LSRW)
10	Practicing skills and strategies - English Learning Program on Language Skills (LSRW)
11	Basic Rules, Instructions and Tips on Writing Skills - Eng. Learning Prog. on Language Skills (LSRW)
12	Paragraph Writing - English Learning Program on Language Skills (LSRW)
13	SCOPE Examination Information - English Learning Program on Language Skills (LSRW)
14	Resume Writing and Cover Letter - English Learning Program on Language Skills (LSRW)
15	Email Writing - English Learning Program on Language Skills (LSRW)
16	Letter Writing(Formal Informal) - English Learning Program on Language Skills (LSRW)
17	Basics of Listening Skills - English Learning Program on Language Skills (LSRW)
18	Listening skills Importance Stages and Barriers - English Learning Prog. on Language Skills (LSRW)
19	How to improve your listening skills - English Learning Program on Language Skills (LSRW)
20	The Four Aspects Of Language And Types Of Listening Skills - English Learning Prog. on Lang. Skills

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3) MAHESH  
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