MANAGEMENT OF DEVELOPMENT PROGRAMMES

LEARNING OBJECTIVES

After completing this chapter the learner will be able to:

- know the concept of Development and the importance of people's participation in Development

- comprehend the concept of Programme Development and Evaluation

- understand the skills needed for Programme Development and Evaluation professionals.

INTRODUCTION

India today faces several developmental challenges. Despite the fact that India has experienced rapid economic growth in recent years, 22% of Indian population continues to live below the poverty line, accounting for nearly one third of the world's poor. In keeping with the Millennium Development Goals (MDGs), a range of development programmes are responding to the challenges India faces. Over time, as circumstances and resource availabilities have changed and newer problems and realities have emerged, development programmes have endeavored to provide an appropriate response, evolving new methodologies and strategies to meet the challenges.

SIGNIFICANCE

The discipline of Communication and Extension has made an effort to respond to the development challenge faced by communities, families and individuals for promoting their development.

BASIC CONCEPTS

Programme Development : Development is the process of enlarging capabilities, choices and opportunities of people to lead a long, healthy and fulfilling life. This process includes the expansion of people's capacities and skills to gain access to and control over factors that affect the basic needs of their lives. Development aims at enabling people to use their capabilities and resources to the fullest.

What are the Millennium Development Goals?

The Millennium Development Goals (MDGs) are eight broad time-bound development goals the world has agreed to strive towards. These eight goals provide concrete, numerical benchmarks for tackling extreme poverty in its many dimensions. Adopted by world leaders in the year 2000 and were set to be achieved by 2015, the MDGs were both global and local, tailored by each country to suit specific development needs. They provided a framework for the entire international community to work together towards a common end — making sure that human development reaches everyone, everywhere.

- Goal 1: Eradicate extreme poverty and hunger.
- Goal 2: Achieve universal primary education.
- Goal 3: Promote gender equality and empower women.
- Goal 4: Reduce child mortality.
- Goal 5: Improve maternal health.
- Goal 6: Combat HIV/AIDS, malaria and other diseases.
- Goal 7: Ensure environmental sustainability.
- Goal 8: Develop a Global Partnership for Development.

Programme development focusses on the deliberate efforts made to change a given state of affairs. By and large the areas include development of different programme strategies and activities as well as understanding the impact of these efforts on the lives of the target client groups.

Programme Evaluation: Programme evaluation is a process used to determine the effectiveness of the design and delivery system, and how far its goals have been achieved. The scope of programme evaluation activities may differ. It can be applied on a small scale to an individual workshop; on a larger scale to a comprehensive community initiative or to a county or statewide programme of action.

While designing programmes for achieving developmental goals, most programmes have one or more of the following three components namely, Developmental, Institutional and Informational, that guide the approach and focus of the activities carried out. The developmental component comprises the activities that focus largely on conceptualising the interventions. The institutional component involves the capacity building of different personnel for their roles in executing the programme. The informational component attempts to provide the critical programme-related information to different stakeholders using different communication channels.

Programme development is currently seen as a democratic exercise, requiring dialogue and consensus building around a range of issues regarding PD&E (Programme Development and Evaluation) like the following:

- How can a given situation be described and analysed?

- What are the major problems, needs and expectations?

- What are the alternatives to solve the problems?

- What kinds of resources, information and technologies are required?

- What projects and activities should be implemented? When? How? Where? By whom?

- How should evaluation be seen? Who should do it and when?

- How and by whom will the programme be managed and controlled?

People's Participation in PD&E: PD&E is currently recognised as a process and a social practice. As a social practice, it implies a negotiation of interests and the construction of some type of common platform involving different stakeholders. Democratic development of programmes requires participation of different stakeholders without any bias for gender, dominant groups and marginalised sections of the community. People from different sections of the community should be encouraged to voice their views without any economic, social and or political risks.

Creating programmes with the people implies a broad view of people's involvement. Participation in the past was seen as the occasional presence of people in an information meeting, the simple use of public services, the

voluntary contribution (with labour, money etc.) to a project, or as any kind of activity to increase support to preplanned top-down projects. However in the modern context, participation requires people's involvement in reflection and action, a process of empowerment and active involvement in decision making throughout the programme implementation, and access and control over resources and institutions. Further, this requires a new view about local people and their role in development programmes rather than the earlier paternalistic and superior attitude of programme planners who thought they 'knew best and had the right answers' to development problems.

Stakeholders' Participation: Increasingly development practitioners have realised that one of the essential pre-requisites for the success of any development programme and for achieving sustainable results is the nature and level of stakeholder participation in them.

Who are stakeholders?

- Stakeholders are those persons who have definite interest in a programme and are in some way involved in it.

- Primary stakeholders are persons who are directly or ultimately affected by the programme. Secondary stakeholders are intermediaries such as implementing organisations, or other individuals, groups, organisations, even donors involved in interventions.

- For achieving development goals, different stakeholders need to work together, contributing the diversity of resources that are needed for realising them.

Several benefits of stakeholder participation are recognised, making it an essential tool in development programmes.

- *Providing basic services effectively:* Participation enables the development of effective mechanisms for the provision of basic services like health, education, water etc. in a more cost effective and inclusive manner, making them more accessible and affordable, especially to the marginalised groups.

- *Voice in policy formulation:* By participating in policy formulation activities of research, local governance initiatives, public hearings and budgeting etc. the voice of different stakeholders — especially the ordinary citizens — can be fed into the policy formulation process.

Thus more 'people-responsive' policies and programmes can be developed.

- *Monitoring progress towards goals:* Participation enables involvement of different stakeholders in the direct monitoring of programme activities and their effective regulation.

- *Facilitating reflection and learning:* Participation creates opportunities for dialogue, critical reflection and learning among different stakeholder groups, which are central elements in development programmes or projects.

On one end, participation can be a peripheral activity indulged in for a cosmetic reason and on the other, a mainstream activity guiding and directing development activity leading to sustainable change in communities.

Programme Development Cycle
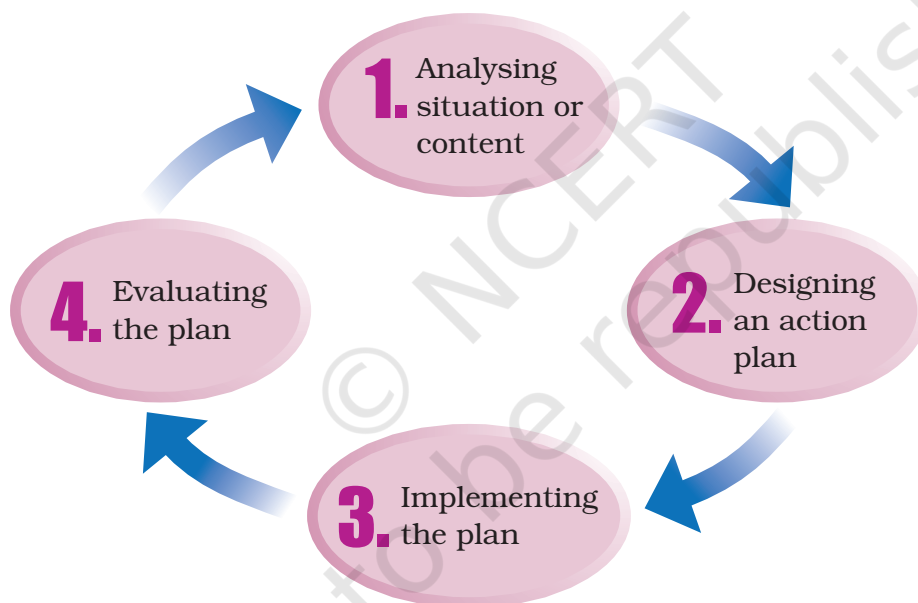
(i) **Analysing the Situation or Context:** During this stage the development problem is understood and defined. Involving different stakeholders can provide multifaceted insights and a holistic understanding of the key issues. Appropriate tools and methods must be used to collect facts in an unbiased manner. Efforts must be made to know past experiences related to the development problem, understand individual and community knowledge and attitudes, prevailing norms and practices and other information about socio-economic and cultural perspectives for a complete understanding of the problem.

Another important aspect of this phase of programme development is to create mechanisms for different stakeholders to dialogue and build understanding amongst themselves about the key issues. Dialogue will enable not only an understanding of different stakeholders, perceptions about needs, problems, risks and solutions perceived by them but also help reconcile different perceptions, develop consensus about the prioritisation of issues and define solutions/ programme objectives they are agreeable to.

(ii) **Designing an Action Plan:** During this phase the strategy that will be adopted and the activities that need to be carried out for realising the programme objectives are decided upon. Successful strategy design begins with clarity about the definition of objectives. Objectives that are broad and vague are poorly understood and can become a major cause of programmes failure. The SMART (i.e., objectives must be Specific, Measurable, Attainable, Realistic and Timely) requirement can be considered as a guideline to define objectives in a feasible and measurable manner.

Another important aspect of this phase is the identification of relevant individuals, groups and institutions with whom partnerships need to be formed for realising the goals and improvement of the situation. Since individual and group motivations and commitments for a programme might vary, nurturing partnerships, active participation and support of partners at all times is a challenge that needs to be considered. Also, while developing the programme strategy it is important to consider and clearly define what is expected and how to assess and measure it.

ACTIVITY 1

Read the following case-study to know 'designing the action-plan'.

The people of Dasghara village were facing acute water shortages. The village people decided to develop a programme to solve the problem. A committee was formed for overseeing the programme. Members included local leaders, government officials, village SHG and youth club leaders and NGO functionaries. The programme decided upon for solving the problem included the revival of traditional water harvesting structures, cleaning and regulating the use of the village wells, as well as planting more trees to raise the water table of the area. The Youth Club members along with the NGO functionaries agreed to take responsibility of the tree plantation campaign. The SHG members along with the local leaders volunteered to clean the wells as well as develop and enforce a system for their use. The government officials,

as part of an ongoing government scheme, were requested to expedite the revival of traditional water harvesting structures in the village.

Discuss

- Who were the partners collaborating for solving the village's water problem?

- Comment upon the roles and duties assigned to different groups and individuals.

(iii) **Implementing the Plan:** Once the programme plan has been developed, it is important to draw an action plan to implement and facilitate the management and monitoring of all relevant activities. The box below highlights a method for developing an action plan, the objective being to raise awareness of out of school youth between the ages of 16-18 years, living in the slum community of Phari about HIV and AIDS.

ACTION PLANNING FRAMEWORK					
Audience/ Stakeholders	Activities required	Resources needed	Party Responsible	Time frame	Indicators
Out- of-school- youth (between 16-18 years of age)	Production of street play, posters and training course	Funding for production, staging of street plays; design, production of posters; training courses	Local Nehru Yuvak Kendra	6 months from start to complete by December 2010	Knowledge test to indicate awareness levels

(iv) **Evaluating the Plan:** Evaluation of the planned programme forms the final step and completes the programme cycle. Simply stated Evaluation is a time-bound exercise that attempts to assess systematically and objectively the relevance, performance and success of ongoing and completed programmes and projects. It helps to discern and understand the merits and demerits of a programme, project or instructional material. Attitudes and the active participation of different stakeholders toward evaluation can influence the process and its ability to objectively understand the pros and cons associated with a programme. If done in the spirit of

learning and improvement, it can be a valuable tool for correcting and streamlining existing programmes as well as formulating future ones. In most cases the evaluation phase is planned and performed towards the end of a project or a programme, while in reality, planning for it should begin right at the start of the project.

Based on at what stage of the programme cycle they are done, broadly evaluation can be classified as Formative or Summative evaluation.

Formative/Monitoring Evaluation: Focus is on information for programme improvement, modification and management. It begins during project development and continues throughout the life of the project. The intention is to assess ongoing activities, monitor and improve the project.

Summative/Impact Evaluation: This is to assess a mature projects' success in reaching its stated goals. It collects information about outcomes and related processes, strategies, and activities that have led to them. It is an appraisal of worth or merit.

The parameters that are used to assess the programme's progress and/ or its impact are clearly defined and measurable. Programme indicators must be decided at the planning stage. Indicators of programme inputs measure the specific resources that go into carrying out a project or programme (for example, *amount of funds allocated to the health sector annually*). Indicators of outputs measure the immediate results obtained by the programme (for example, *number of viewers reached* or *number of staff trained*). If indicators are not defined, assessed and validated from the beginning, no evaluation exercise will be able to measure the impact of the initiative.

KNOWLEDGE AND SKILLS REQUIRED

PD&E as a core area of the discipline of Communication and Extension imply new roles for its professionals as programme planners, managers, implementers and evaluators of development programmes. These roles demand knowledge and skills in different areas. The shift in the approach towards programme development from a conventional focus that stressed technical preparation, to the participatory approach require the same knowledge and skills for designing, preparing budgets, data collecting methods, analysing and reporting data. However, the newer approach demands additional skills and preparation, especially in the political and ethical fields:

- On the political side, extension personnel must have the skills to analyse the institutional context and the power structures (both

formal and informal), to improve their negotiation capacities. This includes being capable of communicating (especially listening) and working with different people and institutions to develop mutual trust and build capacities.

● On the ethical side, extension and communication professionals must be able to adhere to own values as well as have the capacity to assess others' interests, values, and commitments regarding the programme. It is important to consider what kind of changes to stimulate and what types of adverse effects to avoid.

Moreover, ability to ensure team work and cooperation from all the concerned stakeholders and participants is vital for a creative and effective programme functioning. Thus a major challenge that all professionals of Communication and Extension face is to definitely move from the "planning for" to "planning and creating with" approach. Professionals in programme development must understand and apply the principles of extension education.

Scope

Proramme Developemnt and Evaluation are activities that have tremendous bearings both at the micro and macro level. At a micro level, PD&E can help enhance the efficiency and effectiveness of programmes and facilitate benficiaries benefitting from programmes. At a macro level, information becomes available through the invaluable insights about grass-root realities and the managerial logistics of implementing programmes. This can help modify existing policies and shape future policies that are more responsive to grass root realities.

The Government of India has initiated several programmes that are reaching out and providing assistance to different segments of the population, especially the vulnerable and marginalised groups in rural and urban areas with a view to improving their physical well being and quality of life. Programmes have focussed upon issues of nutrition, health, gender, population and reproductive health, agriculture, livestock, forestry, environment, literacy, income generation, sustainable livelihoods and other key areas. Knowing about these initiatives will help you to understand the scope for employment in this sector.

Some major programmes presently being implemented by the government of India include — Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA), Integrated Child Development Scheme (ICDS) that strives to reduce maternal and child mortality, Mid-day Meal programme, Sarv Shiksha Abihyan (SSA) for the achievement of

universalisation of Elementary Education (UEE), National Rural Health Mission (NRHM) for providing quality health services to rural areas, Jawahar Lal Nehru National Urban Renewal Mission (JNURM) for the development of urban areas, Rajiv Gandhi National Rural Drinking Water Programme (NRDWP).

KEY TERMS

Development programmes, people's participation, stakeholders, needs assessment/situational analysis, action planning, implementation plan, evaluation indicators.

REVIEW QUESTIONS

1. Explain the concept of programme development.

2. Enumerate Millennium Development Goals.

3. Why is stakeholders, participation in programmes essential?

4. Describe the programme development cycle.

PROJECTS

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

PROJECT 1:   ANALYSIS OF TRADITIONAL OCCUPATIONS

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

Content of the Project

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

Purpose of the Project

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

Procedure

1.   Teacher to initiate brainstorming session in the class by asking students to identify different occupations prevalent in their region or state.

2.   List all the occupations on the black board. For example,

(i)   Occupations related to food industry — pickles, jams, snacks, sweets, traditional festival specialty cuisines etc.

(ii)   Occupations related to garment industry — weaving, stitching, embroidery, knitting etc.

(iii) Occupation related to handicraft industry — carpet making, pottery, bamboo art, traditional paintings, paper art, assessor making etc.

(iv)   Any other occupation prevalent in the local area.

3. The class can be divided into groups consisting of not more than 5 students per group.

4. Each group will identify a specific traditional craft or art or product.

5. Each group will identify artisans/craftsmen practising the selected craft/art.

6. Develop an interview format based on the list of points given below under 'Discussion Points'.

7. Students will interact with approximately 2-3 such persons and discuss with them the following points:

Discussion Points

i. Origin of the specific art or craft, if they know any historical perspective

ii. Types of products made, raw materials used, the source of raw materials, process of manufacture and skills required at various stages, training acquired, any formal training required

iii. Costing and profitability

iv. Production per month and approximate earnings, customers, profitability

v. Changes that have occurred in the modern setting and challenges or problems faced

vi. Remedial actions and support required, if any

vii. Government or private schemes available and availed of

viii. Gender aspects in relation to (a) type of products made (b) specific tasks assigned for production (c) family support and participation including children (d) payment to males and females

ix. Marketing strategies adopted

x. Assistance, support and funds required

xi. Self-employment and entrepreneurship possibility

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

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

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

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

PROJECT 2: DOCUMENTATION OF ANY PUBLIC/MASS CAMPAIGN

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

(a) Purpose of campaign

(b) Focal group

(c) Modalities of implementation

(d) Stakeholders involved

(e) Media and methods used

(f) Comment on the relevance of the campaign.

Content of the Project

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

Purpose of the Project

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

Procedure

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

1. Each group should prepare a file which contains the record of the event in detail.

2. Record should be kept of the interviews regarding the following details:

Purpose of the Campaign

i.   Focal or target group intended to be covered

ii.   Methods of implementation

iii.   Media used

iv.   Methods of communication

v.   Duration of the campaign

vi.   Persons/organisations involved in planning and implementation (stakeholders)

vii.   Actual coverage of focal and target group in terms of number or geographic areas/age groups

viii. Amount and type of planning required

ix.   Sources of funds

x.   Responses to the campaign

xi.   Evaluation done by the organisers

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

PROJECT 3 : STUDY OF AN INTEGRATED COMMUNITY-BASED PROGRAMME

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

(a)   Programme objectives

(b)   Focal group

(c)   Modalities of implementation

(d)   Stakeholders involved

Content of the Project

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

Purpose of the Project

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

Procedure

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

- ICDS
- Mid-day Meal Programme
- Pulse polio programme
- Programme for reproductive and child health
- Programme for safe/clean water and sanitation
- Any other programme that is being implemented in the area

1. Each group should prepare a file which contains the record of the programme in detail.

2. Each group should visit the site where the programme is being implemented and interact with the persons in charge e.g., Child Development Project Officer (CDPO) in ICDS, the field workers (e.g., anganwadi *sevika*/worker), observe the activities that are going on and interact with the participants/beneficiaries.

3. Observations, understanding of the manner in which the programme is implemented, number of participants/beneficiaries, services given and benefits perceived by participants, suggestions of participants for improvement of programme.

4. Each group should make a presentation to the class and give their comments and suggestions as to how they can contribute to the programme.

A Note to the Teacher

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

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

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

Content of the Project

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

Purpose of Project

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

Key Concepts in the Project/Learning Points in the Project

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

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

2. That adults often have well established opinions and beliefs — all of which may not necessarily be humane and just. Adults are also the ones who shape the attitude of children by their words and actions, directly and indirectly. Knowing their beliefs is important.

3. That you have been asked to interview adolescents and adults in your neighbourhood rather than interview people by visiting a centre or institution for people with disabilities. This means that persons with disabilities are a part of the society and we expect that most people would have some experience of interacting with people with disabilities. Therefore, we are asking you to interview people in the neighbourhood — we are not asking you to go to special places to look for people who would have interacted with people with disabilities.

4. You have to find out perceptions by interviewing the people — not simply by talking to them. What is the difference between an interview and a talk? Interview is a major method of collecting information or 'data' and doing this Project provides you exposure in this. Talking is an informal interaction between people. An interview is a conversation which is planned to some extent by the person who conducts the interview. The person doing the interview follows some rules in directing the talk. There is a certain way in which the interview should be conducted as well as there are ethics of an interview. We shall discuss these aspects in detail a little later.

5. To conduct a good interview so that you get all the information that you want, you need to have some advance preparation. You need to think of the questions that you will ask. These are written out in the form of an interview schedule. While for now we are providing you the schedule that you will use to conduct the interview, in another section, we will talk about the guidelines for developing interview schedules. This will help you to understand why we have constructed the interview schedule the way we have.

Preliminary Activities for the Project

1. Read the relevant section in the textbook of Class XII. You should be familiar with the persons with special needs.

2. Locate one adolescent and one adult. It would be good if you can identify one male and one female.

3. Become familiar with the interview schedule we have provided which you will use to collect the required information for this Project.

The Interview Schedule

Instructions: Read out the instructions before starting the questions.

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

1. Have you met or heard about anyone with a special need or disability? Yes or No? If Yes, who and where? Describe the problems.

2. Can you describe what you felt when you met or saw this person?

3. What did you first notice about the person?

4. What do you think were the abilities the person had?

A Note to the Teacher

Conduct a guided discussion in the class on:

I a) Interviewing

   b) Recording the answers given by interviewees

   c) Why was this activity done in your neighbourhood?

   d) Activities towards disability

II Report from the students should have:

   a) answers to interview

   b) concluding points

PROJECT 5:   PROFILING A PERSON WITH SPECIAL NEEDS

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

Content

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

(i)   Diet

(ii)   Clothing

(iii) Activities

(iv) Physical needs

(v)   Psychological needs

Procedure

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

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

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

Conclusion

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

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

PROJECT 6: PLANNING AND EXECUTING AN EVENT IN SCHOOL

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

(a)   Its relevance

(b)   Resource availability and mobilisation

(c)   Planning and execution of the event

(d)   Financial implications

(e)   Feedback from stakeholders

(f)   Suggest modifications for the future.

Purpose

To enable students to plan an event efficiently.

Procedure

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

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

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

2.   Divide the students into groups.

3.   Assign groups the following tasks :

     ●   Designing an invitation card

     ●   Making copies of invitations and distribution

     ●   Choose a theme for the event (if desired)

     ●   Decide on a budget

     ●   Decide on a menu for refreshments

     ●   Make decisions about the decorations of the venue

     ●   Choose the music, activities, etc., to happen during the event (Programme)

     ●   Conduct the event

     ●   Record of income and expenses

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

         Name of Event

         Date   Location

         Type of Event

●   Did you enjoy the event? If no, then please state the reason.

●   What did you like most in the event?

- What did you like least in the event?

- What are the problems you faced during the event?

- What could have been done to make this event better?

- How do you rate the various services provided by us (please tick one option):

	Excellent	Good	Average	Poor
Hospitality				
Catering				
Transportation				
Management Staff behaviour				
Management Staff Services				

Would you like to participate in our next event?

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

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

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

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

A Note to the Teacher

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

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

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

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

Content

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

Purpose

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

Procedure

1. The class can be divided into groups of 4-5 students in each group.

2. The first task is to identify the focal/target group for whom the message is to be made. The different focal groups could be — adolescents, school children, pregnant mothers, adults.

3. Once the focal/target group is selected, identify the nutritional problem or a topic about which you would like to educate the group.

4. Identify a suitable message (aimed at the selected group) which will help in improving the nutrition and health profile of the selected group. This will depend on the needs and the existing problems specific to each group. For example, the message to be delivered to pregnant mothers could be improvement in their diet during pregnancy. For adults it could be increasing physical activity to maintain weight, and enhance fitness and well being.

5. Select a suitable mode of communication to deliver the message. A variety of modes are available like poster, charts, flipbooks, puppet stories and short skits to convey the message. The learners can select any one depending on the availability of time and resources.

6. Each group should discussion about the target group they want to select and the message that they want to deliver. They are assisted by the teacher in this process. Then they decide as to how they will deliver the message. Once the plan is finalised, the group works on the message and develops the final product.

7. Each group will present its product to the teachers and classmates.

8. Group Evaluation of the product and presentation.

PROJECT 8 : MARKET SURVEY OF PROCESSED FOODS

Content

Market survey of processed foods, their packaging and label information

Purpose

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

Procedure

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

1.   Each group will go to a different market and collect information on the following:

   A: Availability of the following foods**:**

   ●   Cereal foods like breakfast foods, noodles, *atta.*

   ●   Dairy products – milk, cheese, butter, *ghee*, ice-cream.

   ●   Preserves – jams, pickles, squashes, ketchup, sauces.

   ●   Snacks – chips, *bhujias*, biscuits,

   ●   Nutrition Supplements such as Complan, Bournvita, Horlicks, Milo, Boost and other branded products.

   ●   Beverages – fruit juices, carbonated soft drinks, bottled water.

   B: Note the packaging material used for these products.

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

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

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

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

Feedback Questionnaire
(Human Ecology and Family Sciences Textbook)

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

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

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

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

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        _____

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        Chapter No   Page No.   Lines

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