



INTEGRATED PROJECT



**CLASS IV TO CLASS X
STUDENTS' GUIDELINES 2016-17**



Khādī - The Made in India Fabric

INTEGRATED LEARNING

For true learning to happen, concepts have to be linked to real life situations. The ultimate aim of education is- *learn not for a year but for a life time*. The Integrated Project is one such step in this direction.

The school theme this year is “**Khadi**”. Gandhiji firmly believed that the essence of *Swadeshi* consisted in producing enough cloth to wrap each Indian, which would be possible through spinning and weaving by the masses. This year’s integrated project thus aims at educating ourselves about ‘**Khadi - The Cloth**’ & ‘**Khadi - The Concept**’, thus enabling our children to create opportunities of employment.

Problems in the real world are not classified subject wise, rather they are a part of a complex and integrated web – the web of learning. Therefore, working with real life experiences gives children an opportunity to experience problems/possibilities in an integrated manner and more importantly it allows them an opportunity to apply their learning in an integrated fashion. This leads to an integration of knowledge and understanding in a very natural and organic way. Interdisciplinary method encourages critical thinking and combines different skills and ways of learning that are unique to different academic disciplines, subjects or domains. More than that, the children can use these skills in a meaningful context. Kids learn in different ways and they have their own learning styles as they attempt to acquire new knowledge. The best legacy we can leave behind for the next generation is to guide them as much as possible in this process. When done well, interdisciplinary learning eliminates the fragmentation and the learning of isolated skills. It allows students to access a particular theme from different entry points as they work with a range of sources of information and perspectives; it also allows teachers to create interesting and rich methods of assessment.

OBJECTIVES

Projects are intended to increase student motivation by engaging students in real work with authentic purpose, and they often require students to address a problem using creative and critical thinking. The experience of doing things hands on is an important step in the learning process of a child. It gives a child an opportunity to engage all her/his senses i.e. engaging her/him as a whole. Experience followed by reflections and sharing helps in building new connections and understanding, which leads to a better internalization of the whole experience by the child—and it further develops her/his capacity to take new actions. Children are individuals with their own style and pace of learning. They have their own preferred entry points into the learning cycle and they go with their own pace through the four stages of learning. They also have their own preferred way of expression of what they have learnt. It’s important that school acknowledges and respects the diversity of the learning styles among children and also the differential pace of learning and therefore, provides room for children to remain different.

GUIDELINES

- Classes IV-VII and IX-X will conduct research and do the written part of the integrated project during the **first semester**. That is the complete file will be prepared in the first semester.
- Each group from Classes IV-VII is required to make **ONLY ONE** file.
- The contribution of each child will be neatly labeled by him at the end of the chapter/sub-topic of research.
- Students of Classes **IX-X will make individual files**. However, each child will contribute in the form of research of a particular topic towards the file.
- The students of Classes IX-X will refer to the research material by their team-mates and contribute to their individual file.
- The students of Classes IV-VII and IX-X will ensure that the file is presented in the form of research conducted on **one topic - KHADI**. Thus there is **no need to bifurcate data into subject-wise grouping**.
- The students of **Classes IX-X will include Project Le Bénévolat in their files for Term I itself**. However they will work as a team for Le Bénévolat and include a report of their work done to empower the impoverished groups of society in the same file.
- The students of **Classes IX-X will present their files to a group of subject teachers/judges** in the first week of August 2016. The groups will make their presentations to a panel of teachers within the classrooms itself.
- **The use of standardized formats of all annexures is mandatory**. The formats are provided in the guidelines and it is the responsibility of the group leader to ensure that this is implemented.
- **In the SECOND SEMESTER the students of Classes IV-VII will add-on to the file already prepared in Term I and insert documented records with photographs of volunteer work done implementing from the 'Future Scope' mentioned in Term I. During the presentation, this file will be presented to a group of subject teachers/judges in the second week of December 2016.**
- Thus, in the second semester the students of classes IV-VII will be marked for CCE on the basis of the implementation of their volunteer work through Project Le Bénévolat.
- Students of **Class VIII** however will participate in the Bala Janaagraha Civic Project and thus will **not have a separate Integrated Project**.
- The presentation in Term II will be taken by a group of subject teachers of a particular Class on specified days in December 2016 during school hours. This will save the students from giving same presentation repeatedly.
- The idea of this presentation is to ensure that students have actually understood the topic of their project.
- Subject Integration implies:
Ensuring that the project is ONE, however the following are compulsory components –
 1. Introduction -Khadi - The Made In India Fabric (**IV-VII and IX-X**)
May include illustrations, quotes etc.
 2. Content (**a-d for IV&V and a-h for VI, VII.**)
Classes IX & X will also use the following details (a to i) as part of Project Le Benevolat.

Explained in detail the sub-themes

- a) Story/Origin of Khadi
 - b) Khadi and the Freedom Movement
 - c) Graphical and cartographic (map) representation of Khadi across the states
 - d) Khadi Melas
 - e) E-Charakha
 - f) Mapping and plotting (Graph) of Khadi institutions across the country
 - g) Khadi and village industries
 - h) Statistics and logistics related to Khadi and its Artisans
 - i) Government organisations/others promoting Khadi
3. Future Scope (Conclusion)

Stepping into the vision of our leaders through Le Bénévolat “Livery of Freedom - The Concept of Self-Employment and Self-Reliance”

- Research indigenous Art & Crafts - Local/State/National.

For example: Warli, Madhubani, Phulkari, paper mache objects, wood craft, applique art, moodas, weaving, knitting, diya painting, Diwali lanterns, Kaleen (carpets) etc.

The students are required to choose any of the above topic/s and research (R&D) about it including very specifically from “The raw material to the end-product and its current impact on society”.

FIRST PRESENTATION - IV-VII (Optional) - August 2016

- **Implementation of the Project in the Second Term**
- The students then use this research in the second term for Project Le Bénévolat to empower individuals from society (*Orphans/ Street Children/ Women Empowerment Organisation/ Senior Citizens/ Specially Abled individuals/ Children of our maids and ancillary staff*)

FINAL PRESENTATION - December 2016

(Along with the complete file/records)

- **CLASS VIII** will participate in Project **Bala Janaagraha** ONLY.
- Class IX & X will participate in Project Le Bénévolat during the first term and take up the Disaster Management project in SST during the second semester.
- Data collection/survey can be done as per the requirement.
- Schools may ask the students to collect research material from home and prepare their project files in the classroom itself in their teams.

INITIATION OF PROJECT

- The guidelines and the format of the integrated project should be clearly discussed and explained in the class. Hard copy of the guidelines will be available in the Resource Center for future reference.
- Students must be instructed to download the guidelines from school website, once it is uploaded, and keep it for personal reference.

- CT will introduce the same in his/her respective section.
- Each Section will be divided into **5 groups (8-9 students per group)** either by the Class Teacher (CT) or by the choice of the students based on the area they live.

OR

- The students of each Class can form groups with children from other classes as per their choice/ based on the area they live.
- Each group will have a mix of students of all intelligence levels.
- The list will be countersigned by all subject teachers taking the particular section and displayed on the class bulletin board.
- The class teachers and subject teachers taking a particular section will facilitate in the process. Both are equally responsible for the completion of the project.

ALLOTMENT OF TOPICS

	IV-V	VI-VII	VIII	IX-X	XI-XII
TERM I	Integrated Project - Khādi: The Made in India Fabric	Integrated Project - Khādi: The Made in India Fabric	Bala-Janaagraha Civic Project: Roads the Tender Sure Way	Le Bénévolat - Livery of Freedom: The Concept of Self-Employment and Self-Reliance	Le Bénévolat - Livery of Freedom: The Concept of Self-Employment and Self-Reliance (Optional)
TERM II	Le Bénévolat - Livery of Freedom: The Concept of Self-Employment and Self-Reliance	Le Bénévolat - Livery of Freedom: The Concept of Self-Employment and Self-Reliance	Bala-Janaagraha Civic Project: Roads the Tender Sure Way	Disaster Management	-

- The Classes have been divided into four main groups.
 - Group 1 - Classes IV and V
 - Group 2 - Classes VI and VII
 - Group 3 - Class VIII
 - Group 4 - Class IX-X
- The main theme for project remains the same for each class that is “Khādi”. However, there is a sub theme for each class.
- Sub themes for Integrated project for 2016-17:

	IV-V	VI-VII	VIII	IX-X
TERM I	Introduction -Khadi - The Made In India Fabric		-	Introduction -Khadi - The Made In India Fabric
TERM I	1. Story/ Origin/ History of Khadi 2. Khadi and the freedom movement. 3. Khadi - Handspun,	1. Story/ Origin/ History of Khadi 2. Khadi and the freedom movement. 3. Khadi - Handspun,	Bala-Janaagraha Civic Project: Roads the Tender Sure Way Guidelines will be up-	1. Story/ Origin/ History of Khadi 2. Khadi and the freedom movement. 3. Khadi - Handspun,

	<p>hand - woven, skin friendly fabric that breathes.</p> <p>4. Khadi - warm in winter, cool in summer, acquired patriotic status during freedom struggle, it gave a Swadeshi spirit/ Good, comfortable, environment-friendly fabric</p> <p>5. Khadi Mela</p> <p>6. E-Charakha</p> <p>7. Mapping and plotting (Graph) of Khadi institutions across the country.</p>	<p>hand - woven, skin friendly fabric that breathes.</p> <p>4. Khadi - warm in winter, cool in summer, acquired patriotic status during freedom struggle, it gave a Swadeshi spirit/ Good, comfortable, environment-friendly fabric</p> <p>5. Khadi Mela</p> <p>6. E-Charakha</p> <p>7. Scheme for implementation of ISO in Khadi and village industry.</p> <p>8. Khadi Artisans.</p>	<p>loaded on the school's web-site. The students must note that the research work has to be completed by the first week of August 2016,</p> <p>1. Selection of road</p> <p>2. Measurement of road and record of climatic conditions as well as what is below the road.</p> <p>3. Completion of Road Survey</p> <p>4. Interview with the residents/businessmen/Corporator.</p> <p>5. Analysis of the survey and representation of the same in graphs and pie charts.</p> <p>6. Creation of street-play, slogans, jingle in Hindi and Sanskrit.</p>	<p>hand - woven, skin friendly fabric that breathes.</p> <p>4. Khadi - warm in winter, cool in summer, acquired patriotic status during freedom struggle, it gave a Swadeshi spirit/ Good, comfortable, environment-friendly fabric</p> <p>5. Khadi Mela</p> <p>6. E-Charakha</p> <p>7. Khadi as a fabric has adapted to changing needs of modern times.</p> <p>8. Walking the ramp to take khadi far.</p> <p>9. KVIB-Kashmir & Village Industries Board (Planning, promotion, organization and implementation of programmes for the development of khadi.</p> <p>10. Scheme for implementation of ISO in Khadi and village industry.</p> <p>11. Khadi Artisans.</p> <p>12. List/ Data of Khadi institutions.</p> <p>13. ISEC-Mobilization of Bank Finance for Khadi and Polyester Programme</p>
	Conclusion - Future Scope		-	Conclusion - Future Scope
FIRST PRESENTATION (Optional)				
TERM II	Le Bénévolat - Livery of Freedom: The Concept of Self-Employment and Self-Reliance	Le Bénévolat - Livery of Freedom: The Concept of Self-Employment and Self-Reliance	<p>Bala-Janaagraha Civic Project: Roads the Tender Sure Way</p> <p>This term will include bringing about positive and concrete changes on the road working with the local government.</p> <p>One innovation per group is Compulsory.</p>	Disaster Management
	FINAL PRESENTATION			

LAYOUT/ FORMAT OF THE PROJECT FILE

- i. Cover Page (Title Page): (Refer Annexure- I)
- ii. Declaration by the Student: Refer Annexure- II
- iii. Certificate by the Teachers: Refer Annexure-III
- iv. Acknowledgements: The candidate may thank all those who helped in the preparation of project.
- v. Table of Contents: Refer Annexure-IV
- vi. Main Body of the Project: This is core aspect of the project giving in detail about the project work. The project work may be divided into 3 to 4 parts/chapters with suitable Titles, the first Part/Chapter being Introduction followed by review of literature/material & method/experimental work/observation & result/data/discussion/analysis/survey/ table/ pictures etc. and the last being summary & conclusion
- vii. References /Bibliography
- viii. Total number of pages in any file should not exceed more than 15 (fifteen) back-to-back which includes pictures, maps, text and any graphical representation.

SUBMISSION OF PROJECT

- The deadline for the integrated project **will be August 4, 2016**. If it is a holiday then the very next day should be considered as the deadline.
- The Integrated Project File should be simple and impressive. Marks will be allotted for the presentation in the file
- Innovative and Creative ideas are welcome as they add value to the presentation. For example: Usage of hand-made paper.
- **Students must attach Annexure (i.e. Cover Page, Certificate, Declaration etc) in their project file.**
- It is a formal presentation i.e. files submission in the first semester and a play in the second semester.
- **Group leaders will submit 1 file** to the class teachers.(IV-VIII)
- The presentation for the project will be held on **Wednesday, 10 August and Thursday 11 August.**

TERM II **(In case of IX-X; Term I)**

LE BÉNÉVOLAT

LIVERY OF FREEDOM – THE CONCEPT OF SELF-EMPLOYMENT AND SELF-RELIANCE

“Nothing can so quickly put the masses on their legs as the spinning wheel and all it means.”

- Mohandas Karamchand Gandhi

Do we really need khādī today? To answer this question, one has to understand why khādī was required in the first place and what are the reasons for its requirement still persisting?

Be it Satyagraha or non-cooperation, passive resistance or non-violence, salt or spinning-wheel, for Mahatma Gandhi, they were not just the means of a political struggle, they were ideas. Ideas, which Gandhiji knew, had the potential to revolutionise the entirety of Indian masses towards one of its kind, independence movement. Khādī, too, was not just a home spun cloth but a revolutionary idea. Khādī, for him, was symbolic of Indian self-respect and self-reliance.

In India, Khādī is not just a cloth. The Khādī movement promoted an ideology, an idea that Indians could be self-reliant on cotton and be free from the high priced goods and clothes which the British were selling to them. The British would buy cotton from India at cheap prices and export them to Britain where they were woven to make clothes. These clothes were then brought back to India to be sold at hefty prices. The khādī movement aimed at boycotting foreign goods including cotton and promoting Indian goods, thereby improving India's economy. Mahatma Gandhi began promoting the spinning of khādī for rural self-employment and self-reliance (instead of using cloth manufactured industrially in Britain) in 1920s India thus making khādī an integral part and icon of the Swadeshi movement. Khādī is referred to as the “Livery of Freedom” by the Mahatma. The freedom struggle revolved around the use of khādī fabrics and the dumping of foreign-made clothes.

For the Mahatma, khadi was the means to economic liberation of the masses. Poverty was considered by him as one of the biggest impediments in attaining ‘poorna swaraj’ as it dehumanised human beings, undermined their sense of dignity and wasted their potential. For him, every country had an obligation to arrange its economic affairs in a manner that the needs of all its masses are met. Gandhiji realised that unlike the West, India has excessive labour because of which there was acute unemployment. Since capital was scarce, low capital and skill intensive, full employment-oriented industry was needed. He saw the employment opportunities created by the khādī movement as the solution. Even today, although khādī makes only one per cent of the textile industry, it employs 20 lakh people.

“Khādī has been conceived as the foundation and the image of ahimsa. A real khādī-wearer will not utter an untruth. A real khādī-wearer will harbor no violence, no deceit, no impurity.”

- M.K. Gandhvi

<https://en.wikipedia.org/wiki/Khadi>

<http://www.epw.in/journal/2015/19/letters/livery-freedom.html>

GENERAL GUIDELINES

- The Integrated Project for the second semester will be entirely based on **Project Le Benevolat** exploring the concept of the concept of self-employment and self-reliance.
- Classes IV-VII would have already conducted research in the First Term as well as done the written part for the integrated project during the **first semester**.
- Thus the students will begin from: **Future Scope (Conclusion of Term I)**

The research indigenous Art & Crafts – Local/ State/ National.

	IV-V	VI-VII	VIII	IX-X	XI-XII
T E R M II	Le Bénévolat - Livery of Freedom: The Concept of Self- Employment and Self- Reliance	Le Bénévolat - Livery of Freedom: The Concept of Self- Employment and Self- Reliance	Bala-Janaagraha Civic Project: Roads the Tender Sure Way	Disaster Management	-

- **During the live presentation, this file will be presented to a group of judges in the second week of December 2016.**
- The student groups will remain the same. However, in case students wish to inter-change groups because they are living too far away from the area of research and implementation, they may change the groups if at all necessary.
- Students intending to change their groups will have to submit an application justifying the above reason and place a signed photocopy of the same in the Project file.
- Each group is required to make additions to the original file made in the first term.
- Marks will be awarded on the basis of research, field work and presentations. These marks acquired will be awarded to different subjects.
- During the course of the project, students will assign specific tasks to themselves to:
 - Identify the area of service
 - Identify resources to be used for providing adequate service
 - Generate possible solutions (*in case necessary*)
 - Assess the limitations of the project
 - Analyze these solutions
- The students shall conduct 3 to 5 visits/activities for the cause selected.
- Each group will have 'Parent Volunteers'. The parents have to accompany the students once at least. This parent will be responsible for the safety of the students and shall ensure that the children reach home safely. Volunteer parents will also be responsible for the behaviour of the students too during the volunteer work. During visits, students should conduct themselves as per the ethos of our institution.
- For the above purpose the given – Parent ID-Card will need to be duly completed and handed over for school stamp and Class Teacher's signature.

- A record of all the visits must be maintained with the activities that are conducted accompanied with photographs in the given format:

Month	Date	Activity during visit + Photographs	Rate your Activity out of 10	Signature of Centre I/C	Signature of Parent/s accompanying	Teacher's Signature
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CAUSES STUDENTS MAY VOLUNTEER TO WORK FOR TO ENSURE SELF-RELIANCE:

- Empowering children in
 - An orphanage
 - The slums
 - The streets
 - The child/children of the ancillary staff member at home
- Assisting to develop income generating opportunities for the following
 - An Old Age Home (Not an affluent one)
 - An Organization for individuals with special needs
 - Slum children
 - Orphanages
 - Street children

An exception to the rule: Bala Janagraha (Class VIII Only)

A few ideas students may wish to incorporate as part of the project:

1. Select the topic and area of the project wisely.
2. Allocate work within the group in advance so that each group member is aware of what he has to do.
3. Keep dates as deadlines.
4. Have enough of content to report in the file; thus locating resource material and different resources required for the project.
5. Plan trips well in advance.
6. Plan a time schedule for the visits, meetings with resource persons and activities.
7. Remember to collect adequate material; information; history of the Centre; any interesting stories.
8. Include interviews.
9. Organize and conduct activities; skits; exhibitions; newspaper drives. (However the students need to seek the consent of the SL&LSP facilitator or Class Teacher for the above activities.)
10. Generate posters, advertisements, brochures to elucidate your ideas.
11. Present the statement of Profit & Loss in the files for products generated.
12. Mention the socio-economic status of the organization.
13. Describe the product/s that you are going to create in detail. Mention if the product is eco-friendly / user-friendly / has multiple uses/ etc.
14. Students are not allowed to go door-to-door for collection of money, newspapers or old clothes under any circumstances.
15. All participating students will receive a – Certificate of Participation

LAYOUT/ FORMAT OF THE PROJECT FILE

TERM I

- i. Cover Page (Title Page): (Refer Annexure- I)
- ii. Declaration by the Student: Refer Annexure- II
- iii. Certificate by the Teachers: Refer Annexure-III
- iv. Acknowledgements: The candidate may thank all those who helped in the preparation of project.
- v. Table of Contents: Refer Annexure-IV
- vi. Main Body of the Project: This is core aspect of the project giving in detail about the project work. The project work may be divided into 3 to 4 parts/chapters with suitable Titles, the first Part/Chapter being Introduction followed by review of literature/material & method/experimental work/observation & result/data/discussion/analysis/survey/ table/ pictures etc. and the last being summary & conclusion
- vii. References /Bibliography

TERM II

- i. Name of Cause and/or Organisation
- ii. Declaration by the Student: Refer Annexure- V
- iii. Certificate by the Teachers: Refer Annexure-VI
- iv. Acknowledgements: The candidate may thank all those who helped in the preparation of project.
- v. Table of Contents: Refer Annexure-VII
- vi. Main Body of the Project:
 - History of the Organisation (If applicable)
 - Activities/ Followed by photographs
 - Parent Feedback

SUBMISSION OF PROJECT

- The deadline for the integrated project **will be December 1, 2016**. If it is a holiday then the very next day should be considered as the deadline.
- The Integrated Project File should be simple and impressive. Marks will be allotted for the presentation in the file
- Innovative and Creative ideas are welcome
- **Students must attach Annexure (i.e. Cover Page, Certificate, Declaration etc.) in their project file as per the given formats.**
- **Group leaders will submit all files** of their group to their respective class teachers. The file made in the first term itself will be added-on to and re-used for Term II.
- The presentation for the project will be held on **Wednesday, 7 December and Thursday 8 December**.

ANNEXURES

Annexure 1

INTEGRATED PROJECT

NAME.....

CLASS/SEC.....GROUP No.

ADMISSION NUMBER.....

ROLL NUMBER.....

PROJECT TITLE.....

<u>SUBJECT</u>	<u>GRADE/ REMARK</u>	<u>TEACHER NAME / INITIAL</u>
ENGLISH		
HINDI		
SCIENCE/EVS		
MATHS		
SOC. SCIENCE		
FIT / ICT		
3RD LANGUAGE		

NAME / SIGNATURE OF THE CLASS TEACHER

DECLARATION

I hereby declare that the project titled _____
_____ submitted to Delhi Public
School <<location>>, for the CCE, embodies the results of
my original work.

No part of this project has been submitted in part or full
for the award of any other such work.

Name of the Student: _____

Class/Section: _____ Group No: _____

Admission No: _____

Session: _____

Place: Delhi Public School, _____

Date: _____

CERTIFICATE

This is to certify that the project entitled _____
embodies the bonafide work carried out by _____, student of
Class/Section_____, Admission No. _____, Delhi Public
School_____, under our supervision and guidance during the
session_____, in partial fulfillment of the requirements for CCE. No part of this
project has been reproduced in any form for other such purposes.

Name & Signature of Teacher/s:

NAME

SIGNATURE

English:	_____	_____
Hindi:	_____	_____
Sanskrit:	_____	_____
Maths:	_____	_____
EVS:	_____	_____
Science:	_____	_____
Social Science:	_____	_____
FIT/ICT:	_____	_____
SL&LS:	_____	_____

Date: _____

TABLE OF CONTENTS

TITLE	PAGE NO.
Declaration by the Student	_____
Certificate by the Teacher/s	_____
Acknowledgement	_____
1. INTRODUCTION	
1.1 Project Overview	_____
2. CONTENT/ SUB TOPICS	_____
3. MATERIAL & METHOD <i>(If Any)</i>	
3.1. Data study	_____
3.2. Discussion	_____
3.3. Survey findings/questionnaire	_____
3.4. Pictures/table/graph/model layout	_____
3.5. Visits	_____
3.6. Observation	_____
3.7. (Any other)	_____
4. FUTURE SCOPE	_____
5. Le Bénévolat	_____

PARENT ID-CARD FORMAT

FRONT:

DELHI PUBLIC SCHOOL		
	Name: Mr./Mrs. _____	
	Parent of: _____	
	Studying in Class: _____	Section: _____
	Admission No: _____	
<p>I take responsibility of accompanying the given group of students whenever they need to visit the centre they have opted to serve through Project "Le Bénévolat" for the Academic session 2012-13.</p>		
_____	_____	
Parent	L&TS Facilitator	School Stamp

BACK:

List of Students with Class/Section: 1.
2.
3.
4.
5.
6.
7.
8.