



# Service-Learning Project

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## Introduction

The main mission of this school is to empower the children of Udaipur with the knowledge, understanding, skills and attitudes to become agents for transforming society in Udaipur and Tripura at large.

To realise the above dream of making intellectually and morally developed individuals who will bring a positive change to Udaipur, it is our responsibility to educate students with a differentiated approach to teaching-learning and our objectives would extend beyond the four walls of the classroom. To attain this goal the school is supplementing the Central Board's (CBSE) curriculum with a comprehensive programme that helps to develop various skills, build a strong sense of social responsibility and acquire different subject-specific knowledge through the act of serving society. This programme is called **Service-Learning Project**. The Service-learning Project (SLP) establishes links between classroom-learning and society at large. Relevant issues of society are brainstormed and studied in-depth, before looking for practical, sustainable solutions that can be implemented with the help of the different agencies, experts and the members of society. We have experienced that service-learning projects are benefitting us in many ways, for e.g. it is helping students in different subjects like Language, Science, Mathematics, Social-Science etc., and teachers are also developing skills of becoming better facilitators and are increasingly able to use innovative and developmentally appropriate teaching strategies in their respective classrooms. So far our school's students have done **8** successful projects and our current project topic is **Nutrition**. All these projects were instrumental in developing many academic and life skills in students through different phases of the project, while some also made a marked difference to the welfare of Udaipur and its citizens.

In the following report, we will try to depict our journey through the current project and the various learning, insights and skills that we gained through the same.

**1. Making Groups:** Small groups (4-6 students in each) were formed in each class based on some criteria like - leadership skills, computer skills, ability to read with comprehension and creating mixed-gender groups. Each group was asked to appoint a facilitator, who will serve as a leader of the group. *In this project students were allowed to choose their own group based on above criteria. In last project, while making groups teacher found girls of higher classes were not willing to be grouped with boys. All the students were happy to be with their friends in the group and group formation was less time consuming compared to previous projects. However, in this project some students were left out of group. Teachers seized this teachable moment by stating how we can serve others even when we do not feel like working with our classmates or making them a part of our team. Living in harmony and accepting different nature of human beings are a basic part of serving humanity.*



**2. Choosing of Topic:** Like previous projects, students were asked to brainstorm and identify a list of problems being faced by the community. Further, each group was asked to finalise 3 problems that they would like to take as project topic for the class to select. Each group then presented their list to the whole class with reasoning for choosing it.

Next, students (in a large group) were asked to choose only **3** problems from the entire list shared by the different groups in the class based on the following criteria:

- Problem is related to/affects the people of Udaipur
- Scope and Size of the problem must be realistic for execution (by students)
- Problem must allow to integrate topics from science, social studies and other subjects' topic/s

Teachers, on collecting the final list of 3 problems from each class, realized that the two issues were stand-out across the classes; they are “Smoking and Chewing of Tobacco” “Malnutrition”. Since malnutrition is caused by lack of nutritious diet which is a significant problem for most people in Tripura, teachers decided to have “**Nutrition**” as the topic for the current service-learning project in the teachers meeting.

**Observation and Reflection:** *The teachers observed that every group could easily identify a number of problems existing in Udaipur. It was impressive to learn that the students were well aware of such issues – ranging from problems with the dowry system, women’s rights, road safety, and protecting the environment. The students even provided compelling reasons for including such problems in their lists. It was also remarkable to observe that even the 9 years old (Grade 3) students could manage to make lists of problems that were aligned with the criteria given.*

*Some students were struggling with English to share their thoughts; especially in lower classes, the discussion became enriched and new ideas were brought into the table when they were allowed to speak in their mother tongue.*

*Also, the enthusiasm shown by the students across all grades, to embark on a service project that would help their community’s welfare, was noteworthy and inspiring!*

**3. Knowing the problem:** Since “Nutrition” is a specific topic for which the causes were known to us, teachers decided to go to the next step without spending much time on intensive survey, like the previous project (Garbage and Waste Management). Brainstorming of prior knowledge on current project topic was done through a concept web. The objective of this was to examine the students’ current knowledge and to identify the areas that are yet to be known or can be studied.



**4. Knowing more about the problem:** The purpose of this activity was to engage students in identifying and reflecting on the points that they want to know more about Nutrition. Structure for finalising of questions were done by assigning a leader for the day, and a writer who documents final questions after taking the opinion of everyone. First, students in group were asked to write down as many questions as possible. Second, find the similar questions and related question and third, strike out the questions which are not directly related to the project topic. Finally the students arrived at and concluded with a list of questions that they want to do further research on, *to know more about nutrition*. Each day, all the groups presented questions they came up for the whole class, and each question was reviewed, discussed and then finally chosen/selected or rejected by the class. It was done based on some criteria:

- Is this question related to our topic and community?
- Why is it important?
- How is it benefiting us and making sustainable impact to the community?



Across classes 3 to 8, students engaged in and came up with 20-30 questions per class that comprised different aspects like – cause and effect of malnutrition, healthy diet, Govt. policies, etc. Ownership levels were high as students got the opportunity to facilitate, share their opinion, discuss, reflect and debate for finalising questions for research.

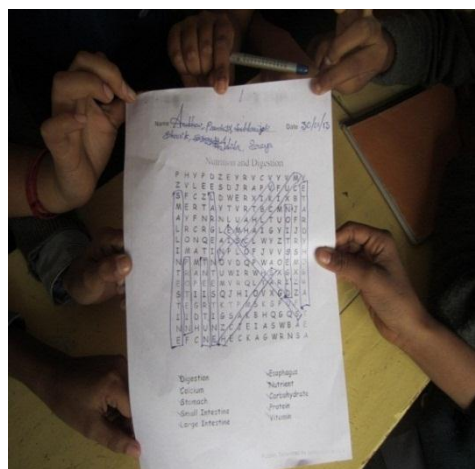
Teachers simultaneously provided different important and related documents on Nutrition for the students to study. Some of the topics were - How Nutrients Work, Seven Basic Nutrients Tips, Global Hunger Index etc.

**Reflection and Observation:** *The students engaged in critical thinking and providing constructive feedback, sharing and articulating with WHY to finalise a question, whether it will add value to the project or not. It was done in a democratic structure, where everyone's opinion was valued. Teacher helped the students to organise their ideas and share them in a logical and constructive manner.*

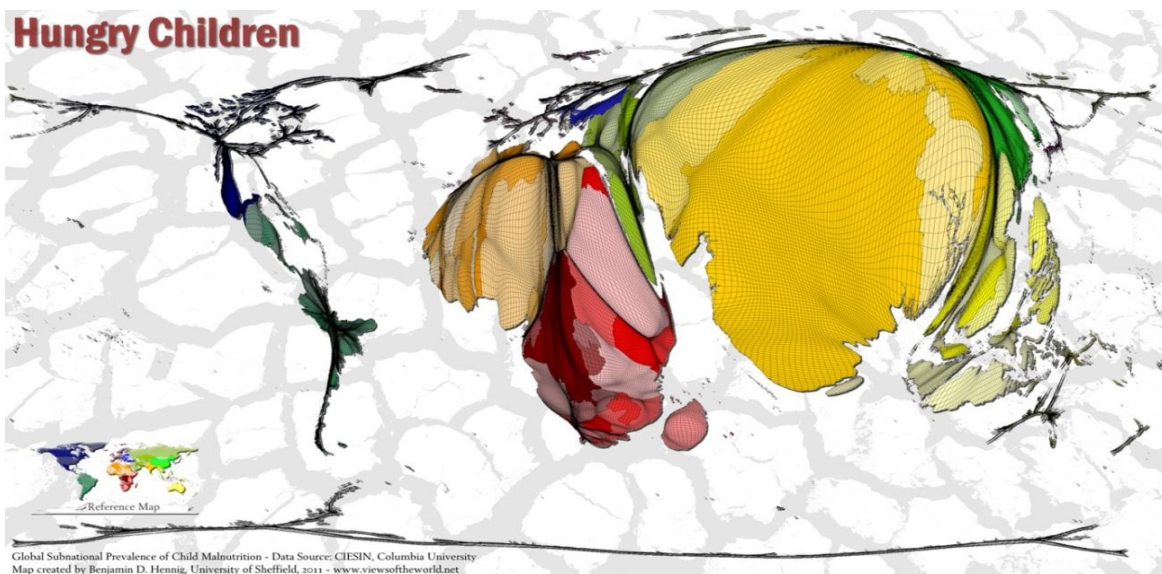
*Also during study of documents teachers noticed that students were helping peers with pronunciation, and finding word-meanings referring to a dictionary. Also, some objectives of their language subjects were addressed – especially developing students' comprehension skills.*

**5. Subject Integration:** While the students engage in finalising questions on a daily basis in their Service Learning Project classes, it was important to reinforce this inquiry with theoretical knowledge in different subject topics in an inter-disciplinary and cross-curricular manner. The aim is to provide students with an integrated and holistic approach to achieve their learning objectives of project topic and different subjects. This provides the students to relate subject learning with real life. Here learning finds meaning and value. Some examples from this project are:

**Class 6, Bengali class** – For a topic developing comprehension skill, they studied in detail about *Nutrition*. We selected a passage on nutrition - here we asked to the students to read the passage in the group and understand meaning of the passage. After study of the passage teacher gave some questions to answer in groups. Also the teacher asked the students to write down 3 ways that they can bring change in their (students') lives.



**Class 8** studied maps from around the world that graphically depict all the countries around the world based on hunger and malnourishment. We also learnt that India has the largest population of poor and malnourished children. This helped our students to understand the importance of using maps in the context of social issues like hunger and malnourishment.



**Source:** Global Subnational Prevalence of Child Malnutrition, Data Source: CIESIN, Columbia University. Map created by Benjamin D. Hennig, University of Sheffield, 2011, www.viewsoftheworld.net

Some of the topics on Nutrition that were introduced in different classes across classes 3-8, in an effort to link the main curriculum with the Service Learning Programme are given below:

Teacher	Subject	Integration Topics	Learning points/Skills
1. Santana Paul	Science V	Vitamins	<ul style="list-style-type: none"> <li>Discussed food pyramid - Carbohydrates, Minerals, vitamins and minerals, Protein, Fat and water</li> <li>Learned fat soluble and water soluble vitamins</li> <li>Simple and complex vitamins</li> <li>Sources, usages, deficiencies of vitamins like- A, B 1-12, D and E</li> </ul>
2. Jaya Majumder	English 6	42 Random Facts on Nutrition	<ul style="list-style-type: none"> <li>Reading and comprehension skills developed by reading high-level prose on Nutrition.</li> <li>Sources and functions of the different food group.</li> <li>Preparing questions for research and gaining further knowledge on – Fat, Vitamins, Minerals, Protein etc.</li> </ul>
3. Swarup Kr. Bhattacharjee	Social Studies 3	How Nutrients work?	<ul style="list-style-type: none"> <li>Prepared own diet chart.</li> <li>Studied documents on seven food components.</li> <li>Comparing and analysing self-diet chart with documents.</li> <li>Jotting down ways to bring change in food habits. Especially lunch.</li> <li>Skills – recording of own food habit, comparing, analysing and applying.</li> </ul>
4. Santanu Acaraya	Science 6	Chemical Changes	<ul style="list-style-type: none"> <li>Students studied articles and had great group discussions on sources, and components of food.</li> <li>They learned different of chemical changes through study of documents, video (animation) and by referring books in the library.</li> <li>Using of internet to under different sources of food and their nutritional values.</li> <li>Skills like identification of various components like – starch, protein, fat etc.</li> </ul>
5. Sushmita Saha	Mathemactics 6	Ratio, Proportion and Percentage	<ul style="list-style-type: none"> <li>To help students to find out percentage and ratio of the children suffering from malnutrition of top 10 countries</li> <li>Population sheet were studied by the students. Based on the statistics students calculated the percentage of children suffering from Malnutrition.</li> <li>Students compare the population of different countries and identified the ratio differences of top 10 countries.</li> </ul>

6. Biswajit Sinha	Social Studies 7	Map Study - Global Hunger Index 2011	<ul style="list-style-type: none"> <li>• Students studied map on hunger index in different groups.</li> <li>• Students compared the map and statistics of different countries</li> <li>• More than 43% children go sleep without every day in India. Analysed reason for India's condition with China and rest of the world</li> <li>• Using of map in context of hunger and malnourishment</li> </ul>
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**Observations and Reflections:** *Integration helped the students to understand the project topic in relation to different subjects. It helped the teacher to fulfil different learning objectives and build skills of different subjects, and students' understanding of subject specific topics was deepened or enhanced. The differentiated approach and involvement of the coordinators with the teachers ensured increased interest level of the students. Teachers also were also pushed to challenge their effort in establishing links between the SLP topic and their subjects. Teachers were also able to practice new ideas – structuring classes by using templates, using of rubrics for assessment, related videos and PPTs etc.*

**6. Question Review:** After making a bank of questions through classroom discussion, students went through all the questions all over again to see whether the questions are related to the topic or helping the students enrich their learning.

Different classes made different method of reviewing questions, like – Whole class discussion, group discussion – important to note that all the questions were finalised only after discussion and opinion of the students by vote.

The natures of reviewing questions were: leader would ask one of students to read the questions and few minutes will be given to discuss and give reason for changing. The students would give sufficient reason to keep, remove or modify it. Leader will ask one by one and seek everyone's opinion and the majority's opinion will prevail. The list was cut down and only kept those questions that would help understand about the topic and effectively taken to solve problem of nutrition.

**Observations and Reflections:** *Reviewing questions gave opportunity to the students to reflect their work. It helped them to see the questions that are directly related to the topic. Build their sentence- construction skills, assimilate questions, grammar etc.*

**7. Research (Finding Answers):** After finalising questions student in the groups used the school's computer lab and library, also studying the documents provided to them by teachers. This allowed them to find their answers using various methods.



The objective of the research is to study the secondary data and students would develop skills like – *Navigation, citation, organising information, comprehension, compilation and paraphrasing information etc.*

Before research, teachers gave some session on finger setting for typing. It was especially done in higher classes. Teacher encouraged the students to use all their fingers on the keyboard while browsing and noting answers.

In order to ensure optimised use of time during research, the different steps related to research were discussed in detail with the students and teachers used rubrics during research.

During research students of each class were divided in to groups of 3. The group-size was brought down to provide an opportunity every student to do research from the web. Questions from the whole class were also divided evenly among the groups for in-depth research. Teacher helped the groups by providing guiding points, sources and advised them to use key words to find relevant information from the Internet.

Groups organised their research work by making a group folder and two Word files – one for *information* and other for *sources*. After finding the answers student sat in the group and read all the information and compiled and paraphrased into our own words. Research activity was the most joyful activity for students. During research, teachers also assessed the students’ work through rubrics.

<b>Rubrics for Research Phase</b>	
<b>1) Navigation:</b>	Ability of students to easily find information within a website; move around site and internet with ease.
	<ul style="list-style-type: none"> <li>• <i>Grade A</i> – Choosing good results, moving around websites with ease, group get into contextually relevant pages in the site regularly.</li> <li>• <i>Grade B</i> – Choosing mostly good result, sometime go to contextually relevant website.</li> <li>• <i>Grade C</i> – Often click on irrelevant search results; also, find it hard to move within a website and often reach pages that are contextually not connected.</li> </ul>
<b>2) Citation:</b>	Giving proper source/s of the link with answers
	<ul style="list-style-type: none"> <li>• <i>Grade A</i> – Writing name of the sources and description about the link ( maybe a line or two)</li> <li>• <i>Grade B</i> – Only writing down the source</li> <li>• <i>Grade C</i> – Not writing source at all.</li> </ul>
<b>3) Organising Answers:</b>	Properly organising answers and sources in a systematic order
	<ul style="list-style-type: none"> <li>• <i>Grade A</i> – Making folder for organising information and sources, filtering answers.</li> <li>• <i>Grade B</i> – Making folder for answers and sources, not filtering answers</li> <li>• <i>Grade C</i> – Not making folders and not filtering answers</li> </ul>
<b>4) Group Work:</b>	Allotting time, discussion during browsing, collective determining information during research
	<ul style="list-style-type: none"> <li>• <i>Grade A</i> – Discussing in the groups and distributing research works equally and helping weaker member of the group</li> <li>• <i>Grade B</i> – Discussing but mainly browsing by one or two students only.</li> <li>• <i>Grade C</i> – Not discussing and nor browsing</li> </ul>

**Observations and Reflections:** *It has helped the students to develop skills like - typing, managing couple of tabs at a time (by higher classes), looking for reliable sites, using keywords for finding answer, comprehension while reading contents related to group specific questions, copy and saving in document files, giving sources, ability to make folder, files and using of MS Word document. Teacher pushed students to search for information without any links (for higher classes). Students could find related and reliable sites with relative ease. Additionally, teachers of lower classes were providing scaffolds to the students in the form of related links to refer to.*

**8. Presentation:** Next step after researching was the presentation of research work done by the students. Higher classes (6-8) presented their research through Power-point Presentations and lower classes (4 and 5) gave presentations through paper charts. The objective of the presentation is to give an opportunity to all the students to learn about all the questions that were prepared by them prior to research.

Before the presentations, groups discussed different aspects of a presentation; it helped the students contextually to make meaningful presentation. Teacher modelled before the class and made a sample presentation for better clarity. Assessment of Rubric on presentation was also shared with the students and discussed like previous project. Presentation was assessed by their peers along with teacher. The following rubric was shared for assessing peers:

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Content – Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content confusing or contains more than one factual error.
Organising of Information	Information is organized in a clear, logical way. It is easy to anticipate the next slide.	Most information is organized in a clear, logical way. One slide or piece of information seems out of place.	Some information is logically sequenced. An occasional slide or piece of information seems out of place.	There is no clear plan for the organization of information.
Text – Font Choice & Formatting	Font formats (color, bold, italic) have been carefully planned to enhance	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the	Font formatting makes it very difficult to read the material.



	readability and content.		content. It may be a little hard to read.	
Cooperation	Group shares tasks and all performed responsibly all of the time.	Group shares tasks and performed responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.
Presentation	Members spoke at a good rate, volume and with good grammar. They maintained eye-contact while using, but not reading their notes.	Members spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. They maintained eye-contact, but relied too much on their notes.	Members spoke at a good rate and volume, but used poor grammar. They relied heavily on their notes.	Members demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from notes.

**Grades:** a) Excellent – 4      b) Good – 3      c) Satisfactory – 2      d) Needs Improvement – 1

Source: <http://discover.education.purdue.edu>

**Observation and Reflection:** *Students in the group allowed new students to present this time. Presentations of the students were more focused on to topic and answers were specific than previous project's presentation. Answers were paraphrased also. Did copy and paste the information. Everyone could reason (why) they have chosen the answer for the questions. Peer feedbacks on presentation were more topic specific than opinion-based.*

**9. Field Trip:** During research, some question answers cannot be found from the website, journal and books. It was directly related to local condition, i.e. *What are the local healthy and cheap food available in market of Udaipur?* In order to find the answers students made field trip to local market. Students planned that they will be looking for locally grown and outside-imported fruits and vegetables, and analyze the difference in their prices. Through this process they get to know the locally available to food and their nutritional value.

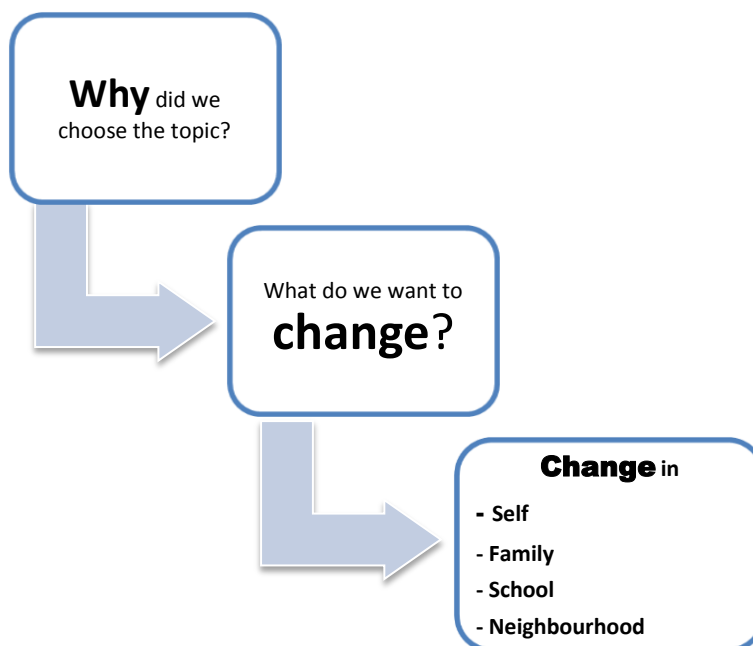
Name of the food items	Type	Cost/Unit
Cucumber	Vegetable	Rs. 30/kg
Ladies Finger	Vegetable	Rs. 40/kg
French Bean	Vegetable	Rs. 80/kg
Brinjal	Vegetable	Rs. 30/kg
Tomato	Vegetable	Rs. 40/kg
Potato	Vegetable	Rs. 20/kg
Cabbage	Vegetable	Rs. 30/kg
Patal (in Bengali)	Vegetable	Rs. 20/kg
Bottle Guard	Vegetable	Rs. 20/kg
Flour	Grocery	Rs. 21/kg
Wheat	Grocery	Rs. 23/kg
Dal	Pulses	Rs. 73/kg
Cooking Oil	Grocery	Rs. 95/lt
Soybean	Pulses	Rs.100/gm



After the field trip students were asked to give presentations to the class on their learning, analysis and experience.

**Observation and Reflection:** *Students could articulate their points to vendors to get correct information about their query. Also while interacting with vendors students realise the in order to yield to vegetable and fruits use of pesticide and hormones become very common, which also affecting the health.*

**10. Finding Solution and Planning:** Before stepping directly to solution/ students were asked to brainstorm in the whole class to identify the best solutions. This was done based on some criteria. They are – strength and weaknesses of the solution, impact to the society, resources, size and scale of the service activity. This as a phase is very important for the students, as they related theoretical learning into real life situations. They learned that to serve society in a real sense means to bring sustainable change.



After detailed discussion, students came up with following solutions in different classes.

- 1. Changing of Self:** *Identifying and modifying current food habits to healthy food habit. This included factors like food timing and quantity.*
- 2. Food Festival:** *Organizing a food festival for school, students and parents to share importance of having healthy food for growth and development. It comprises of – Doctors’ presentation on nutritious food, Drama, Power-point presentation, charts display, puppet show and serving healthy food to all the parents and BSS school children.*
- 3. Visiting neighbouring community:** *Interacting with villagers to understand the current food habits and helping them make better choices.*
- 4. Visiting neighbouring School:** *Meeting and discussing with Goalgoan school students, and assisting them to discuss in the benefits of healthy food with their families.*

**11. Changing of Self:** It was felt by the students that we should bring a change in own food habits before



this project is taken to the larger society. Students discussed in their groups to find ways to bring change in their food habit. In order to carry out the tasks students decided to take record/note the food they consume every day for 20-25 days, i.e. breakfast, lunch and dinner. Since there was summer vacation in between students took it as vacation work. Students were asked record in simple format – Date, Breakfast, Lunch and Dinner.

Before recording students discussed “WHY” change of self so much necessary for them first.

**12. Expert Visit:** A team of student from class 8 visited the Department of Community Medicine, Agartala Medical College, to learn about healthy food habits based on Tripura's condition and also to invite a number of doctors to address BSS school students, parents and guests on healthy food habits. Students were able to have very fruitful session with Dr. Nimaichan Luwang, Head of Department of Community Medicine and they could win his confidence to send a team of doctors who would acknowledge at our students' interest and courage for carrying such an important issue as nutrition.



**13. Food Festival:** It was the second action plan of the current project. All the students of SLP classes, teachers, parents, guests and doctors from Agartala Medical College were participants of the festival. All members of the BSS family whole-heartedly participated and organised this food festival in the school premises for more 670 parents, guests and school students. The objective was to spread awareness to parents on nutritious food and maintaining a healthy diet at home. The festival consisted of activities like – expert-presentations, drama, students chart presentation, flash card display, puppet show, drama on nutrition, photo exhibition of previous project. Different groups like – marketing, fund raising, physical arrangement, discipline, coordination different groups, allotment of time for parents of different classes, food serving, documenting, meeting with expert and arranging area for presentation session were some of the tasks carried out by our students. It was perfect platform for the students to develop skills like – organising different phases and areas of the school, planning in detail, executing task on time, analysing, allotting tasks, coordinating with different students and teachers, making budget and constantly reflecting and improvising own task were some of the outcomes and benefits of food festival.



*Students performing drama on different food group and its functions:*



*Puppet show and displaying flashcard on healthy diet*



*A team of doctors from Agartala Medical College attended the Food Festival and interacting with school parents and guests on healthy food and habit.*



*Local Media covered the Food Festival Programme*



*Photo exhibition of previous project – Garbage and Waste Management*



*Students helping in providing food to parents and students*



**14. Visiting neighbourhood community and school:** The third service plan was to visit neighbourhood families to learn the current food habits and share with them to make a choice in modifying it. Three classes (6, 7 and 8) students went to East Dhajanagar, Goalgoan and College Tila locality in small groups (3-4 members). Each group was allotted 5-6 families. They have interacted more than 100 families, mainly with the house wives. In the school, they met with students of class 7, 8 and 9 grade students. During the discussion they have learned that food habits and timing are mostly influenced by profession of the family. Some families eat early, some very late, some eat two meals a day and some three meals a day. Also villagers who have a fixed income or employees eat more protein based food than the daily wagers. Students shared importance of food and its connection with health. Issues like - using of clean water for cooking, drinking, moderate use of oil and spice and avoidance of junk food like - chips, sweets, toffies etc.

*Baidehi, Kishore, Prantajit and Saptarna of class 6 is interacting with Goalgoan School students*



**Observation and Reflection:** *Students motivational level was very high. They could interact with villagers freely and frankly. Their analytical skills and situational knowledge was notice – they planned to ask previously asked questions but after observing situation students modified their questions to get appropriate answers to the queries. Confidence level was also high compared to previous project.*

## 15. End of Project Reflections on knowledge and skills built through project:

- Ability to list out number of problems of the society and prioritising them with reason.
- In-depth study on nutrition in different subject classes and objectives of different lessons are achieved by the project topic.
- Using different modes - internet, books, documents, field trip - to find answers to queries raised during “knowing more about the problem”
- Different classes took ownership of raising fund, hiring of cook, marketing, arranging classroom, making station for drama, presentation, puppet show, expert presentation, food area, hiring utensils, exhibition areas, flash card for display.
- Higher class students involving lower class students in different stations during Food Festival.
- Dividing time and sending detailed chart for parents for smooth arrangement of food festival
- **Organising self-supported food festival for 670 individuals was remarkable achievement of this project.**
- Students were self-critical about food habits and timing for food.
- Making self-diet chart and food timing in consultation with time allotment. Discussing with parents at home.
- Working Divided in teams, students handled all the organizational, logistical, content-related and visual aspects, movement area, lunch time allotment to the parents and students during food festival. It was an opportunity for the students to develop real life planning, management skills, problem solving skills, performing tasks within time frame and managing the challenge of providing lunch to 670 parents, students and guests.
- Getting their hands-on experience collecting water, carrying tables and chairs, carrying, cutting and cleaning vegetables, serving food, making dumping area etc.
- Communication and collaboration was teachers, staff and parents to make food festival successful
- Involving all teachers and staffs of the school and students of different ages to serve on common goal, i.e. nutrition.
- Managed to get attention of the significant numbers of parents on nutrition and its importance.
- The students’ efforts to visit and interact with villagers and neighbourhood school to help them to understand why healthy food is good for our body.
- Coordinating and collaborating with Agartala Medical College and managing to bring two experts to interact with school parents and students on project topic during food festival.
- Project was stretched more than previous project. As a result students were wondering how long same will continue.
- Slow internet speed and accessibility of computer to the students also caused anxiety to the students who had a higher interest level in that phase of the project
- Allotment of time-table for research phase for different classes was affected for few days.
- Vacation and school holidays also broke momentum of different phases of the project.

**16. Exhibition:** The exhibition was meant to display journey of the students through different phases in nutrition project and celebrate the accomplishment and hard work of students in the project. To celebrate the occasion school extended invitation to DM, SDM, school parents and neighbourhood and Goalgaon school students and teachers. Class-wise students were divided into mixed groups and used some of the materials used in the food festivals for exhibition.

The stages of the projects were broadly divided into 5 stations for exhibition along with cultural programme. The stations are:

- |                         |                                 |
|-------------------------|---------------------------------|
| - Choosing of Topic     | - Knowing the Problem           |
| - Researching Solutions | - Finding solution and planning |
| - Service               |                                 |

*Students sharing different group to lower grade students and parents*



*Ujjal is sharing important fact about nutrition and a parents sharing his observation on the project*



More than 200 parents and students of BSS attended the exhibition. The exhibition lasted more 3 hours. The project was officially ended on a high note with the students' presentations and cultural performances, and finally with them promising to carry out another new project with more vigour and zeal.