

APPENDIX - A

INSTRUCTIONAL MATERIALS DEVELOPED UNDER THE PILOT PHASE - PROJECT NHEES

	Name and Address of Regional Centre	Sl No	Nature of Material	Title	Age group Class/ Target	Language
1	Sri Avinashilingam Home Science College for Women, Coimbatore-II Tamil Nadu (Southern Region)	1.	Syllabus	NHEES-oriented Syllabus for Primary Schools for Classes I-V	Classes I-V	English
		2.	Guide Book	Guide Book for Nutrition and Health Education for Primary School Teachers	Teachers	--do--
2	Biharilal College of Home and Social Science, Calcutta University, Calcutta. West Bengal (Eastern Region)	1.	Teachers' Guide	Teachers' Guide Book on Nutrition and Health Education	Teachers	--do--
3	Department of Food and Nutrition, Punjab Agricultural University, Ludhiana, Punjab (Northern Region)	1.	Textbook	Secret for Health	Class III	English
		2.	--do--	--do--	--do--	Punjabi
		3.	--do--	Food for Health	Class IV	English
		4.	--do--	--do--	--do--	Punjabi
		5.	--do--	Nutrition, Health, and Hygiene	Class V	English
		6.	--do--	--do--	--do--	Punjabi
		7.	Teachers' Guide	Teachers' Guide	--do--	English
		8.	Reference Manual	Health, Nutrition and Environmental Sanitation. A Reference Manual for Teachers	Teachers	English
		9.	--do--	--do--	--do--	Punjabi
4	Department of Food and Nutrition, Faculty of Home Science, M.S. University, Baroda, Gujarat (Western Region)	1.	Teachers' Guide	Teachers' Guide for Health Science	Teachers	Gujarati
		2.	Supplementary material	Supplementary Teachers' Guide		

	Name and Address of Regional Centre	Sl No	Nature of Material	Title	Age group Class/ Target	Language
5.	State Institute of Science Education, Jabalpur, Madhya Pradesh, (Central Region)	1.	Textbook	NHEES Textbook	Class III	Hindi
		2.	Textbook	--do--	Class IV	Hindi
		3.	Textbook	--do--	Class V	Hindi
		4.	Teachers' Guide	Teachers' Guide	Class III	Hindi
		5.	Teachers' Guide	--do--	Class IV	Hindi
		6.	Teachers' Guide	--do--	Class V	Hindi
		7.	Teachers' Reference Manual for BTIs	--do--	Teachers	English
		8.	--do--	--do--	--do--	--do--
		9.	General Publication	Child Care	Teachers/ Community	Hindi
		10.	--do--	Summary report of NHEES project		Hindi/ English
		11.	Evaluation Tools	Questionnaire to study the impact of C.C.P.	Teachers/ Curriculum Framers	Hindi

APPENDIX - B

INSTRUCTIONAL MATERIALS DEVELOPED DURING THE EXPANSION PHASE - PROJECT NHEES

ANDHRA PRADESH

Sl. No	Nature of Material	Title	Age Group Class	Language	Year of Publication	No. Of Copies
1.	Textbook	Primer	Combined for Classes I and II	Telugu	Nov, 1984	4,000
2.	Textbook	Primer	Combined for Classes III and IV	--do--	Nov, 1984	--
3.	Textbook	Primer	Class V	--do--	Nov, 1984	--
4.	Teachers' Manual	NHEES Manual for Teachers	Teachers of Classes I-V	Telugu	Nov, 1984	--
5.	Song Booklet	NHEES Song Booklet	Classes I-V	Telugu	Dec, 1983	150
6.	Audio-Visual Aids	A Set of Flip Charts - 6 A Set of Posters-6	Children / Community	Telugu		
7.	Evaluation Tools	Tools for collection of evaluation data (i) Teachers (ii) Children of Class I (iii) Children of Class II (iv) Children of Class III (v) Children of Class IV				

UTTAR PRADESH

Sl. No	Nature of Material	Title	Age Group Class	Language	Year of Publication	No. Of Copies
1.	Supplementary Reader	Aao Swasth Rahen	Class I	Hindi	1984	5000
2.	--do--	--do--	Class II	--do--	--do--	--do--
3.	--do--	--do--	Class III	--do--	--do--	--do--
4.	--do--	--do--	Class IV	--do--	1985	--do--
5.	--do--	--do--	Class V	--do--	--do--	--
6.	Teachers' Guide	--do--	Class I	--do--	1984	500
7.	Teachers' Guide	--do--	Class II	--do--	--do--	--
8.	Teachers' Guide	--do--	Class II	--do--	--do--	500
9.	Curriculum	Poshan swasth shiksha Avam Parivashiya Swachhat Shikshakram	Classes I-V	--do--	--do--	--
10.	--do--	--do--	Classes I-V	English	--do--	--
11.	Audio-Visual Aids	A set of 10 folders containing NHEES messages	School / Community	Hindi	--do--	--
12.	--do--	A set of 10 charts	School / Community	--do--	1985	--

RAJASTHAN

Sl. No	Nature of Material	Title	Age Group Class	Language	Year of Publication	No. Of Copies
1.	Textbook	NHEES textbook	Class III	Hindi	1984	--
2.	Textbook	NHEES textbook	Class IV	--do--	--do--	--
3.	Textbook	--do--	Class V	--do--	--do--	--
4.	Teachers' Guide	NHEES Teachers' Guide	Classes III-V	--do--	--do--	--
5.	Report	Base-line survey report		--do--	--do--	--
6.	Textbook	Textbook for teachers and community	Teachers/Community	--do--	--do--	--
7.	Syllabus		Classes I-V	--do--	--do--	--
8.	A. V Aids	A set of 18 charts containing NHEES messages	School/Community	--do--	1985	--
9.	--do--	A set of 10 folders containing NHEES messages	--do--	--do--	--do--	--

APPENDIX - C

COGNITIVE, AFFECTIVE AND PSYCHOMOTOR OBJECTIVES - PROJECT NHEES

Cognitive Objectives	Affective Objectives	Psychomotor Objectives
<p>To help the children to :</p> <ul style="list-style-type: none"> * Know and understand the structure and functioning of the human body * Understand the need for adequate food and that proper nutrition is essential for physical and mental development, health and happiness * Become aware that health is physical, mental and social well-being * Become aware of the foods available in the locality and the need to produce more of them. * Become aware of the ways in which food can be prepared and made attractive, tasty and nutritious eating. 	<p>To help the children to :</p> <ul style="list-style-type: none"> * Take interest in finding out how their own body functions * Take interest in selecting and in liking to eat different groups of foods. * Feel the necessity of providing more food and take interest in kitchen gardening. * Take interest in finding out what kinds of food are available in the locality * Become convinced of avoiding water of food at all levels. 	<p>Children :</p> <ul style="list-style-type: none"> * Demonstrate to parents and others the use of the various parts of the body. * Select and eat proper combinations of foods. * Does eat without washing, but wash before and after eating and develop similar hygienic food practices. * Participate in food production at home and in the school * Explore the kinds of food available in the locality

Cognitive Objectives	Affective Objectives	Psychomotor Objectives
<ul style="list-style-type: none"> * Learn the principles of personnel and environmental health 	<ul style="list-style-type: none"> * Appreciate the importance of physical, mental and social well-being 	<ul style="list-style-type: none"> * Develop habits of cleanliness and healthful living.
<ul style="list-style-type: none"> * Understand the values of healthful living (rest, sleep, exercise, cleanliness, recreation, health habits and care of body) 	<ul style="list-style-type: none"> * Acquire a taste for the good and beautiful and develop interest in finding out how the environment can be kept clean and beautiful 	<ul style="list-style-type: none"> * Develop appropriate human relationship to promote mental and social health
<ul style="list-style-type: none"> * Learn the causes of common diseases, and their preventive measures and control 	<ul style="list-style-type: none"> * Appreciate the role of home, schools, governmental and other agencies in promoting healthy living 	<ul style="list-style-type: none"> * Take safety precautions in daily life.
<ul style="list-style-type: none"> * Develop an understanding of the proper sanitation of their environment (home, school, neighbourhood) 		<ul style="list-style-type: none"> * Take appropriate steps when accidents occur and emergency arises.
		<ul style="list-style-type: none"> * Take care of their environment.

APPENDIX - D

CONTENT GRADATION CHART IN TERMS OF MAJOR IDEAS - PROJECT NHEES

Class I	Class II	Class III	Class IV	Class V
1 The human body has different parts and different functions	1. Different types of food are essential for good health	1 Food contains different nutrients each of which has specific value for health	1 The human body is a marvellous unit which can simultaneously carry out several functions harmoniously	1. Different bones in the body have different functions
2 Human beings have various needs. Food is one of the basic needs	2 Children should be helped to like all foods available.	2 Some foods should be eaten raw	2. Food that is consumed is digested and changed into forms which can be absorbed and used by the body for energy, growth and repair.	2. Different muscles make different parts of the body move
3 Production of food is one of the important activities of man	3 Children should be helped to develop proper good habits	3 Increasing the production of animal and plant food is the current need	3 Cooking can improve food in several ways.	3 The nervous system consists of many parts, each of which performs a different function

Class I	Class II	Class III	Class IV	Class V
4 Hygienic food practices are essential for good health	4 Food production in the school can be a dynamic activity	4 Clean and regular toilet habits are important for good health	4 Care should be taken not to waste food and nutrients when strong, cooking and serving food.	4. The primary school child needs adequate quantity of good quality food everyday
5. Clean habits are necessary for good health	5 Exercise leads to the development of a strong and healthy body	5 Good teeth are essential for good health	5 Proper storage of food is essential to alleviate food shortage	5. Inadequate consumption of the required amount of food will lead to deficiency diseases
	6. Good posture is necessary for maintaining a good appearance and a healthy body	6 There are different kinds of teeth each of which does different work	6 Tobacco, narcotics, alcoholic drinks, excess of tea and coffee are harmful to health	6 Bee-keeping offers an excellent possibility of increasing our food production
	7 Proper care of the eyes, nose, ears and teeth is essential for their proper functioning.	7 Teeth weaken and decay if they are not used or if they are not cleaned regularly	7 Proper breathing habits are essential for good health.	7. Food should be preserved for future use.

Class I	Class II	Class III	Class IV	Class V
	8. Simple first aid measures can prevent major harm.	8 Teeth decay causes pain and disease		8. There are innumerable invisible living things around us which are called microbes.
				9. Some microbes are useful to man, some are harmful.
				10. Foods need to be protected against contamination.
				11. Communicable diseases are transferred in many ways.
				12. Sensible precautions help to prevent the spread of communicable diseases.
				13. It is important to learn and to practice what to do in cases of emergency.

APPENDIX - E

SCHEME OF CONTENTS OF POPULATION EDUCATION

- EOS = Equality of Sexes
 IST = Inculcation of Scientific Temper
 POE = Protection of Environment
 RSB = Removal of Social Barriers
 SFN = Small Family Norm

I) POPULATION AND ECONOMIC DEVELOPMENT

Conceptual Structure (Generalisations)	Related Core-Curricular Area	School Stage	Content Outlines	Subject
When population outgrow the pace of economic development it creates problems	SFN	Primary	<u>Family size and Basic Needs</u> 1. Family size, Basic needs and Standard of Living 2. Population growth, its causes and impact on economic development	Language + Environmental Studies Civics + Language
		Secondary	1. Population growth, over consumption and distribution system - impact on economic development 2. Nurturing human resources - an effort towards planned development	Economics+ Civics Geography

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
		Plus Two Stage	1 Size and structure of family as a determinant of National Resource for economic development 2 Over population , socio-economic problems and economic development	Economics Social Studies
Rapid increase in population is a major cause for low per capita income and inadequate supply of goods and services	SFN	Upper Primary	Rapid increase in population in Africa and Asia. Rapid growth of population in India and its impact on various aspects of life	Geography
		Secondary	Population size rapid growth and its impact on share in national income, per capita income and resultant problems	Economics
		Plus Two Stage	Over population, market size and purchasing capacity	Economics
Rapidly increasing population ultimately leads to lower productivity	SFN	Secondary	Impact of growth population on the socio-economic infra structure and on agriculture and industry	Economics + Geography

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
		Plus Two Stage	1 Growing population, unfavourable man-land ratio, low agricultural production 2 Sharp increase in labour force, inadequate supply of complementary factors, impact on industrial production	Economics
Growing population is largely responsible for continuing imbalance between job-seekers and available job opportunities.	SFN	Upper Primary	Population Growth and unemployment	Civics + Language
		Secondary	Problem of employment in India and agricultural and industrial development	Economics
		Plus Two Stage	Problem of unemployment, low efficiency of labour and economic disparities	Economic

II) POPULATION AND SOCIAL DEVELOPMENT

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
Unplanned population growth leads to social problems and disorder.	SFN	Primary	1. Size of the family and the quality of life-quantity as determinant factor	Language + Environment Studies
		Upper Primary	Effects of population growth on civic life and the community, local governments and the prevailing socio-economic problems; illiteracy, status of women and the like	Civics + Language
		Secondary	1 Population growth and challenges facing our country - its impact on various sectors of national economy	Civics + Economics
		Plus Two Stage	Population growth and its impact on urbanisation, problems of slums	Social Science
Traditional socio-cultural values, which promote large family size are obstacles of social development	IST + SFN	Primary	1. Values such as preference for male child 2. Practices/prevalent against maintaining good health	Language

Conceptual Structure (Generalisations)	Related Core-Curricular Area	School Stage	Content Outlines	Subject
		Upper Primary	Values like (i) child as an economic asset, (ii) more children for old age security, (iii) values adversely affecting status of women, (iv) values promoting early marriage, (v) child as gift of God and the like	Language + Civics + Science+ Supplementary Readings + A. V Materials
		Secondary + Plus Two Stage	Positive values promoting emotional and material security to old people	Language + Supplementary Readings + A. V Material
No society can achieve the goal of social development unless half of its population i.e women have access to education	EOS + RSB	Primary	Equality between daughter and son, Equality between mother and father	Language + Environment studies
		Upper Primary	Equal participation of male and female members in the decision-making in the family importance of education of girls	Civics + Language

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
		Secondary	Status of women and its impact on demographic situation	Supplementary readings + A. V. Materials
		Plus Two Stage	Status of women, education, economic independence, empowerment and participation in decision making	Social Studies + Supplementary readings + A. V. Material
Marriage at proper age is crucial for the well-being of family and society	SFN	Upper Primary	Disadvantages of early marriage; proper and legal age of marriage	Language + Civics + Supplementary readings + A. V. Material
		Secondary + Plus Two Stage	Social, Economic, cultural, health educational, psychological and demographic consequences of early marriage; Marriage at proper age and quality of life	Civics + Social Science + Supplementary readings + A. V. Material

III) POPULATION, ENVIRONMENT AND RESOURCES

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
Man is the part of the eco-system and is capable of manipulating and modifying	POE	Primary	Family size and clean surroundings qualitative environment and its impact on life	Environment studies + Language
		Upper Primary	Population growth and its effects on environment - air, water, soil and sound pollution	Geography + Science
		Secondary + Plus Two Stage	Man as an integral part of eco-system; unimaginative interference of man with environment and dangers of ecological imbalance	Biology + A. V. Material
Accelerated pace of industrial and agricultural development to meet the needs of rapidly growing population adversely affected the resources and environment		Upper Primary	Larger family and fragmentation of land; uneconomic holdings; pressure on fuel, energy and other resources	Civics + Geography + Supplementary readings

Conceptual Structure (Generalisations)	Related Core-Curricular Area	School Stage	Content Outlines	Subject
		Secondary	<ol style="list-style-type: none"> 1. Agricultural production and industrial growth and population; resultant problems 2. Population growth and utilisation of natural resources - deforestation, soil erosion, deterioration of environment 	Economics Geography
		Plus Two Stage	<ol style="list-style-type: none"> 1. Population growth, localisation of industries and impact on environment 2. Renewable and non-renewable resources, excessive utilisation due to population growth, impact on carrying capacity of eco-system 	Economics Geography Biology +
Planned population growth facilitates rational utilisation of resources and improvement in quality of life	POE	Primary	Balance between family size and resources	Language + Environment Studies
		Upper Primary	Judicious use of natural resources for improvement in quality of life	Geography + Science
		Secondary	Use of renewable resources as against non-renewable resources, recycling of resources	Geography + Biology + A. V. Material

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
		Plus Two Stage	Harmonious equation among man, resources and environment	Biology + Geography
Conversation, protection and development of environment is a collective responsibility	POE	Primary	1 Avoiding wastage 2 Protection of plants and domestic animals	Environment Studies + Language
		Upper Primary	1 Improvement of environment of family and community level 2 Food chain, protection of wild life	Language Supplementary readings Science Supplementary reading
		Secondary + Plus Two Stage	1 Essential measures to conserve and improve the environment , - Afforestation, Preservation of wild life 2. Measures taken by government and other agencies	Geography +Biology + Supplementary readings + A V Material

IV) POPULATION AND FAMILY LIFE

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
All size of family and sharing of responsibilities by each member promote the quality of life	SFN	Primary	Family size and various aspects of quality of life	Language + Environmental Studies
		Upper Primary	Size of family and sharing of responsibilities	Language + Civics
		Secondary + Plus Two Stage	Planning as a way of life	Language + Supplementary readings + A V. Material
Human beings are capable of making intervention process of reproduction	SFN + IST	Primary	Reproduction in plants - a natural process	Environmental studies
		Upper Primary	Reproduction in animals - a natural process	Science
		Secondary	Reproduction in human beings - a natural process but possibility of human intervention	Biology
		Plus Two Stage	Methods of intervention in the reproduction process of human beings - contraceptives	Chemistry + Biology

Conceptual Structure (Generalisations)	Related Core-Curricular Area	School Stage	Content Outlines	Subject
An educated mother is in a better position to ensure the small size of family and its well being	SFN + EOS	Primary	Education of girls necessary	Language + Environmental studies
		Upper Primary	Education and status of women	Civics
		Secondary + Plus Two Stage	Educated mother, decision to bear the child by mother, better child care	Supplementary readings + Home Science
Responsible parenthood is a prerequisite for a qualitative family life	SFN	Primary	Spacing (among plants and animals)	Environmental studies
		Secondary	Spacing in child birth, physical, emotional care of children	Biology
		Plus Two Stage	Physical, mental and emotional maturity as necessary conditions for bearing and rearing of the child	Home Science + Biology + A. V. Material
Counselling adolescents by parents leads to their harmonious growth and development	SFN + IST	Upper Primary	Physical and emotional growth in adolescents	Science Supplementary readings

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
		Secondary	Problems of adolescents - personal hygiene and puberty	Biology Supplementary reading +
		Plus Two Stage	Counselling adolescents on the problems - role of parents	Home Science Psychology +

V) POPULATION, HEALTH AND NUTRITION

Conceptual Structure (Generalisations)	Related Core-Curricular Area	School Stage	Content Outlines	Subject
Observance of health practices and hygienic habits leads to better life	SFN + IST	Primary	Sanitation, good health practices and hygienic habits	Environmental studies + Language
		Upper Primary	Cleanliness of surroundings, safe drinking water, balanced diet	Science + Language
Proper spacing in bearing the child and adequate nutritious diet ensure good health to mother and child	SFN	Primary	Family size and status of health and nutrition of family members	Environmental studies + Language
		Secondary + Plus Two Stage	Spacing in child birth, adequate nutritious diet for pregnant and lactating mother	Biology + Home Science + A V. Material
Immunisation, growth monitoring and breast feeding are essential child survival measures	SFN	Upper Primary	Importance of immunisation and its schedule	Science + Supplementary Reading + A V. Material
		Secondary + Plus Two Stage	Child survival measures, breast feeding	Home Science + Supplementary readings

Conceptual Structure (Generalisations)	Related Core-Curricular Area	School Stage	Content Outlines	Subject
Overcrowded population coupled with unhygienic surroundings tends to contribute towards spread of epidemics and communicate diseases	POE	Primary	Crowded place like fair and the unhygienic surroundings - problems	Language
		Upper Primary	Epidemics and communicable diseases - effects of overcrowding	Science Supplementary readings +
Large and growing population puts great strain on available health facilities and services	SFN	Upper Primary	Population growth and pressure on civic and hospital facilities, proper utilisation of health facilities	Civics Supplementary readings +
		Secondary + Plus Two Stage	National goals in respect of health; status of health facilities vis-a-vis population	Civics Supplementary readings + A. V. Material +

VI) POPULATION AND DEMOGRAPHY

Conceptual Structure (Generalisations)	Related Core-Curricular Area	School Stage	Content Outlines	Subject
Demographic features denote the level of development of a nation	SFN	Primary	Birth, death and migration (through marriage) and the family size	Language + Environmental studies
		Upper Primary	Birth rate, death rate, infant mortality rate, growth rate, etc	Civics
		Secondary	1 Population policies and programmes 2 Demographic features as indicators of socio-economic development	Civics + Economics Economics
		Plus Two Stage	1 Population Theories 2 Population situation in India and its impact on development	Economics + Social Science Social Science + Economics
For having a planned population, it is as important to reduce death rate and infant mortality rate as to lower the birth rate	SFN	Upper Primary	1 Gap between birth rate and death rate a real cause of population growth. 2 Decline in death rate and infant mortality rate necessary - health measures	Civics Civics + Supplementary readings

Conceptual Structure (Generalisations)	Related Core- Curricular Area	School Stage	Content Outlines	Subject
		Secondary	1 Improvement in health measures and its impact on lowering of birth rate	Economics + Home Science
Unfavourable sex-ratio of Indian population is the cumulative effect of lower status of women	SFN + EOS	Upper Primary + Secondary	Status of women - sex ratio of different States in India and its implications	Civics + Supplementary readings
Migration from rural to urban areas creates socio-economic, cultural and emotional problems	SFN	Upper Primary	1 Migration from rural to urban areas and emotional as well as cultural crisis 2 Migration and its pressure on civic facilities	Language Civics
		Secondary	Migration, population distribution and impact on development	Geography
		Plus Two Stage	1 Migration and urbanisation 2 Migration and Labour Force in agriculture and industrial sector	Social Studies Economics