CONTENTS

	Module 1 – Finding my feet
2	Reflecting on the journey
3	Understanding influences
4	Beliefs and values
	Growth chart – 1
	Module 2 – Thinking beyond gender stereotypes
5	Sex and gender
6	My changing body and mind
8	What's my right?
	Growth chart – 2
	Module 3 – Creating solutions
9	Digital footprint
10	Designing a survey
11	Analysing the survey
12	Design your project
13	Project presentation
	Module 3 – Basics of learning to make
14	Digital footprint
15	Ten blocks challenge
16	Debug it!
17	Advanced Scratch
18	Project share-out
	Growth chart – 3
	Module 4 – Finding my career path
19	Choices beyond stereotypes

20	**Mapping needs and professions**
21	**Exploring careers and dreams**
22	**Researching careers and dreams**
23	**Final share-out**
	Growth chart – 4
	Story time

Session 2: Reflecting on the journey

LEARNING OBJECTIVES

By the end of this session learners will

- reflect on their last year and analyse what has changed around and within themselves.
- revisit their dreams, aspirations, likes/dislikes and interests.

Task 2.1

Make a drawing of a visual representation of your reflection exercise. You could also just write key words if you are not comfortable drawing.

Session 3: Understanding influences

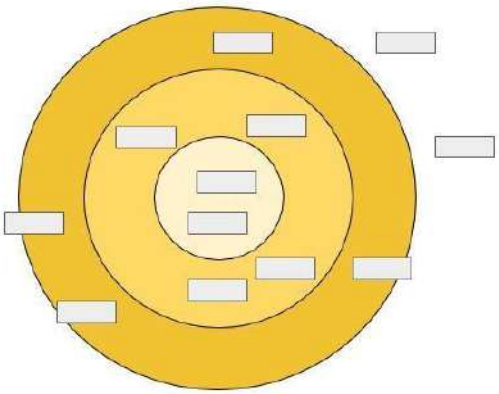
LEARNING OBJECTIVES

By the end of this session learners will

- identify, analyse, and evaluate some of the internal and external factors.
- understand how various factors influence our (career) choices.

Task 3.1

The innermost circle is labelled as internal factors. Write labels for the other corresponding circles (they could be family, friends, village/ community, etc. depending on what influences you). As the next step, write things/choices that could be influenced by family. For example, in the family circle, you could write higher education choices, job, city you might travel, food you eat, etc.



(Note for the illustrator- This could be a full/ half page image, so that students could label and write)

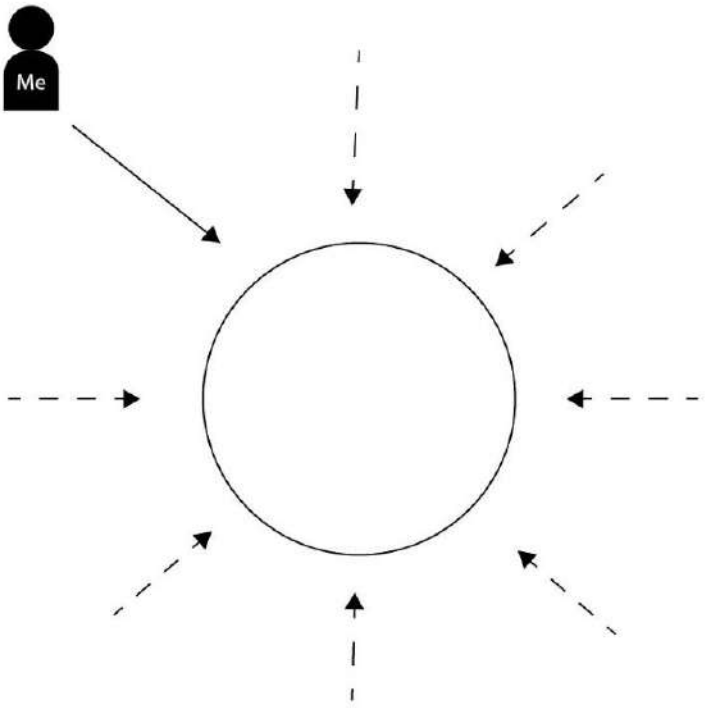
Task 3.2 Analysing influences

(Note to the illustrator- this needs to be recreated)

ANALYZING INFLUENCES WORKSHEET

Directions :

1. Write the decision making step/ situation inside the box at the center.
2. Use the arrows and write/draw influencers that affect the situation.
3. You can write the name of the influencer and mention in what way the influencer affects the situation



REFLECT -

1.Which influence has the greatest impact ?

2. Is this influence positive or negative? Explain.

3. What are some of the negative influnces among these?

4. What strategies can I use to choose positive influences and counteract negative influences? Explain.

Homework 3.1

Talk to at least one family member/ one community member/ one school teacher and create a map of their influencers.

Session 4: Beliefs and values

LEARNING OBJECTIVES

By the end of this session learners will

- recognise how various factors influence our beliefs and values.
- understand how beliefs and values can impact our choices, dreams and aspirations.

Homework 4.1

Make a list of statements that you hear from your family/community members, friends, teachers that represent your beliefs and values.

Growth chart – 1

Filling this chart will help you understand your learning and progress

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.			
I can explain what I have learnt in the sessions.			
I can use the information and understanding from the sessions in my everyday life.			
I can recognize the meaning of the sessions for my life and why we are doing it.			
I can examine my ideas, notions and perspectives on self, gender and the world around.			
I can create new ideas/artefacts and bring my point of view into it.			
I can share my point of view and understand others too in group work.			
I can work in teams and contribute actively.			
I can confidently use observation and data to answer any of my questions.			

Session 5: Sex and gender

LEARNING OBJECTIVES

By the end of this session learners will

- distinguish between sex and gender.
- reflect on your unsaid gender associations.
- explore the impact of gender identities on your life experiences.

Note to the illustrator

Retain the pages from the previous workbook (P 15 and 16).

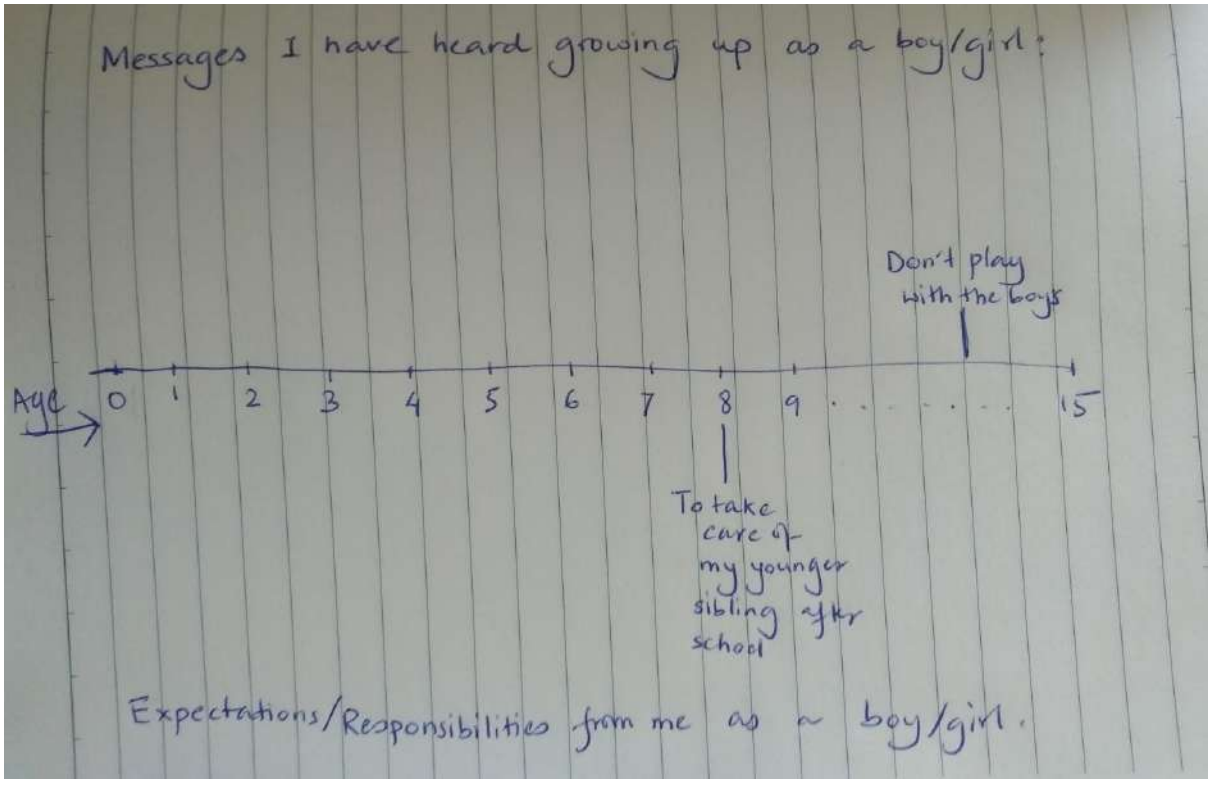
Or the illustrator could attempt a similar idea to represent gender stereotypes

Task 5.1 My lifeline

Note to the illustrator

Draw a number line from 0- 16 (indicating age). In the space above the number line, write 'Messages for boys/girls'. In the space below the number line, write 'Expectations and Responsibilities from boys/girls'.

[example:



Session 6: My changing body and mind

LEARNING OBJECTIVES

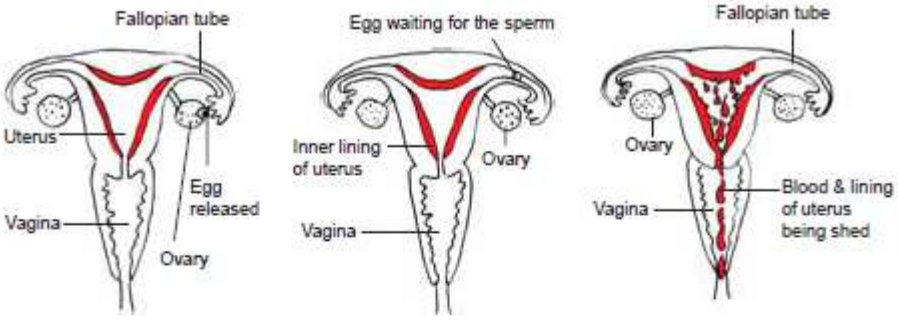
By the end of this session learners will

- understand that various changes that the human body and mind undergo during puberty are a natural part of the process of growing up.
- discuss, share and break the culture of silence around the changes associated with puberty and the topic of menstruation.
- understand the healthy and unhealthy practices associated with menstruation.

Task 6.1

Read the following information. You can discuss with an adult if you need something clarified

MENSTRUAL CYCLE



Menstruation is something that happens to all girls while growing up. It happens every month and is absolutely normal. Some girls get frightened by this and think there is something wrong with them. There is nothing wrong. In fact this is a sign that the body is working and maturing well. Once you have begun menstruating, you may also notice that a small amount of a whitish sticky fluid comes out of your vagina at certain times of the month. This is normal as long as it does not feel itchy or burn or have a horrible smell.

Menstruation stops totally when a woman is around 45-55 years old. Menstruation is not an illness. At this time of the month you are not dirty. Think about it – the blood that comes out is the same blood that the body has collected to nourish a baby. How can it be dirty? This blood comes out because it is no longer needed by the body, not because it is dirty.

Stay clean during your period

- Always use a clean sanitary towel or cloth to absorb the blood.
- Sanitary towels need to be changed frequently (at least every four to six hours) in order to prevent bad odour or infections.
- If you are using a cloth which is to be reused, it should be washed thoroughly and disinfected by drying in the sun.
- Keep yourself and your genitals clean during your periods.

Could we have a one/two pager illustrated note on menstrual health and hygiene, different gadgets etc. Reference Tarshi/ Anandshala curriculum.

This page includes a good diagram + explanation + some hygiene considerations. This is from the Red Book by Tarshi. Copyright issues need to be taken into consideration.

Homework 6.1

Conduct an interview with your parents, grandparents and friends on some of the statements discussed in class. You can interview where they had heard it from, what the basis of that statement is, and so on. After the data collection, write a note on whether these are facts or opinions. And why?

Note to illustrator:

Write one or two of those statements and many bubbles around it.

Session 8: What's my right?

LEARNING OBJECTIVES

By the end of this session learners will

- understand what the different rights are that they are entitled to.
- apply this understanding to real-life situations.
- design a campaign to fight social injustice.

Read the following:

- **Based on the Commission for Protection of Child Rights Act 2005**

What is the Commission for Protection of Child Rights?

A national level commission is created for the protection of child rights and is in New Delhi.

AND a state level commission is also created in each state's capital.

The commission is created to investigate matters related to violation of child rights.
The commission can award compensation to the child in case and order appropriate action against the perpetrator.

What types of complaints can be made to the commission?

A complaint can be filed on any issues related to child rights and protection such as:

Violation of right to education
Violation of right to health, care, child welfare and development
Violation of rights of neglected or poor children
Violation of rights children with disabilities
Child Labour and children in distress and need of care

Who can file a complaint?

A complaint about the violation of any rights of a child and issues related to child protection can be filed by writing a letter or an application to the Chairperson on the National OR State Commission.

A complaint can be filed by-
The child OR
Any person knowing about the violation of child rights
Any NGO knowing about the violation of child rights

The application process is free of cost.

Where can a complaint be filed?

The Application can be posted to either the National or State Commission at the address given below:

The Chairman
National Commission for Protection of Child Rights
5th Floor, Chanderlok Building,36 Janpath,
New Delhi-110001
Phone:011-23478200
Fax:011-23724026

The complaint can also be filed online by registering at www.ebaalnidan.nic.in

	The district authorities and the block development officer can be reached at the block level.

- **Based on the Prohibition of Child Marriage Act 2006**

What is child marriage? A child marriage happens when either of the marrying people is a child. (i.e. the girl is below 18 or the boy is below 21) The following are called child marriage: 1. When a man of 21 years or more marries a girl who is not 18 years of age. 2. When a female of 18 years or more marries a male who is not 21 years of age. 3. When a male below 21 years of age marries a girl who is under 18 years of age. **Punishment for child marriage** A maximum jail term of 2 years or / and a fine of up to 1 Lakh rupees can be imposed on- - the husband, if he is of 18 years or more for marrying a girl child; - A priest or any person for performing or conducting the child marriage - Any person including parents and relatives for permitting or promoting the child marriage		***Who can file a complaint?*** The complaint can be filed by any of the following - By the child - By any person or NGO who knows about the child marriage - By the Child Marriage Prohibition Officer (CDPO of ICDS)
Where can a complaint be filed? A complaint can be filed to the Child Marriage Prohibition Officer. An application can be filed directly to the Judicial Magistrate 1st Class for a prohibition order. An application for divorce, maintenance and custody and maintenance of child can be filed to the District Court.		***What are the rights available to a victim of child marriage?*** The law protects the following rights of a child: Right to free legal aid. (free legal aid means free legal services such as legal advice, and lawyer for representing your case in the court) Right to seek prohibition order against child marriage Right to declare the marriage invalid Right to maintenance Right to residence Right to custody and maintenance of child The children born out of the child marriage will be considered legitimate for the purpose of succession.

- **Domestic Violence Act**

What is domestic violence? According to the Protection of Women from Domestic Violence Act, domestic violence includes- Physical Violence- Any form of physical violence causing bodily harm (example- beating); Verbal or emotional abuse by insulting and humiliating woman; Economic Violence- Depriving women of financial resources; AND Sexual Violence- Sexual abuse of woman including marital rape.		***Who can file a complaint?*** A woman living in a domestic relationship can file a complaint against male members of a family. For example- A wife can file a complaint against her husband and / or in-laws A sister can file a complaint against her brothers A daughter can file a complaint against her father A mother can file complaint against her husband and sons A live-in woman can file a complaint against a live-in man
Where can a complaint be files? A complaint can be filed by the victim or anybody before the Protection Officer or before the Judicial Magistrate 1st Class. In every district of Jharkhand, CDPOs of ICDS are appointed as the Protection Officer. The Protection Officer has to conduct an enquiry and make a domestic incident report. The protection officer should arrange for a medical check-up and treatment of the victim. The protection officer should arrange temporary shelter for the victim.		***What are the rights and remedies available to a victim of Domestic Violence?*** The victim has the right to protection against domestic violence, right to maintenance, right to residence, right to medical treatment and trauma counselling, right to custody of her child, right to free legal aid, right to access to service providers, right to file police FIR and so on. The law provides four remedies- Protection Order- Prohibiting male perpetrators from inflicting domestic violence on female members. Maintenance Order- Ordering the male perpetrator to maintain the victim. (For example, a husband to maintain his wife or a father to maintain his daughter or a son to maintain his mother). Residence Order- Ordering the male perpetrator to provide residence to the victim. (For example, a husband to provide residence to his wife or a father to his daughter or a son to his mother). Custody Order- Ordering husband to give temporary custody of child to wife. Medical Relief- Ordering the male perpetrator to give medical expenses incurred on treatment due to domestic violence.

- **(Based on the Protection of Children against Sexual Offences Act 2012)**

What are Sexual Offences? जब कोई व्यक्ति अपना परुषांग (लिंग) या कोई अन्य अंग या कोई वास्तु या अपना मुँह किसी बच्चे के (१८ साल से कम उम्र व्यक्ति) योनि में, या मुख में, या गुदा में डालता है तो उसने 'पेनेट्रेटिव सेक्सुअल असाल्ट' (Penetrative Sexual Assault) का गुनाह किया है। सज़ा १ - ऐसे व्यक्ति को अपराध साबित होने पर कम से कम ७ साल और अधिकतम उम्र कैद की सज़ा हो सकती है. सज़ा 2- अगर यह अपराध पुलिस, फ़ौजी द्वारा या किसी व्यक्ति द्वारा हॉस्पिटल में, आश्रय गृह में, स्कूल में या किसी घरेलु संबंध या वैवाहिक रिश्ते में करता है तो उसे कम से कम १० साल और अधिकतम उम्र कैद की सजा हो सकती है. अगर कोई व्यक्ति किसी बच्चे के जननांग (लिंग या योनि), गुदा, स्तन या किसी भी अंग को छूता है या ऐसा किसी बच्चे से करवाता है तो उस व्यक्ति को काम से काम ३ साल से ५ साल तक की सजा और जुर्माना हो सकता है। अगर यह अपराध पुलिस, फ़ौजी द्वारा या किसी व्यक्ति द्वारा हॉस्पिटल में, आश्रय गृह में, स्कूल में या किसी घरेलु संबंध या वैवाहिक रिश्ते में करता है तो उसे कम से कम ५ साल से ७ साल अधिकतम कैद की सजा हो सकती है. कोई व्यक्ति किसी बच्चे से अश्लील बात करता है, अपने हाव भाव से अश्लील हरकत करता है, अश्लील साहित्य या वीडियो दिखता है, बच्चे की नग्न तस्वीर या वीडियो मिडिया में प्रसारित करने की धमकी देता है तो उसे ३ साल तक की कैद और जुर्माना भरना पद सकता है। कोई व्यक्ति अगर किसी बच्चे का इस्तेमाल किसी अश्लील या नग्न चित्र, फोटोग्राफी या वीडियो का		***Who can file a complaint?*** Any male, female OR transgender child can file a complaint against an adult male, female or transgender, including a relative, any acquaintance or a stranger. A complaint can be filed by any person who knows about the commission of the crime. A complaint can also be filed against another child. A child for the purpose of this law means anyone who has not completed 18 years of age.

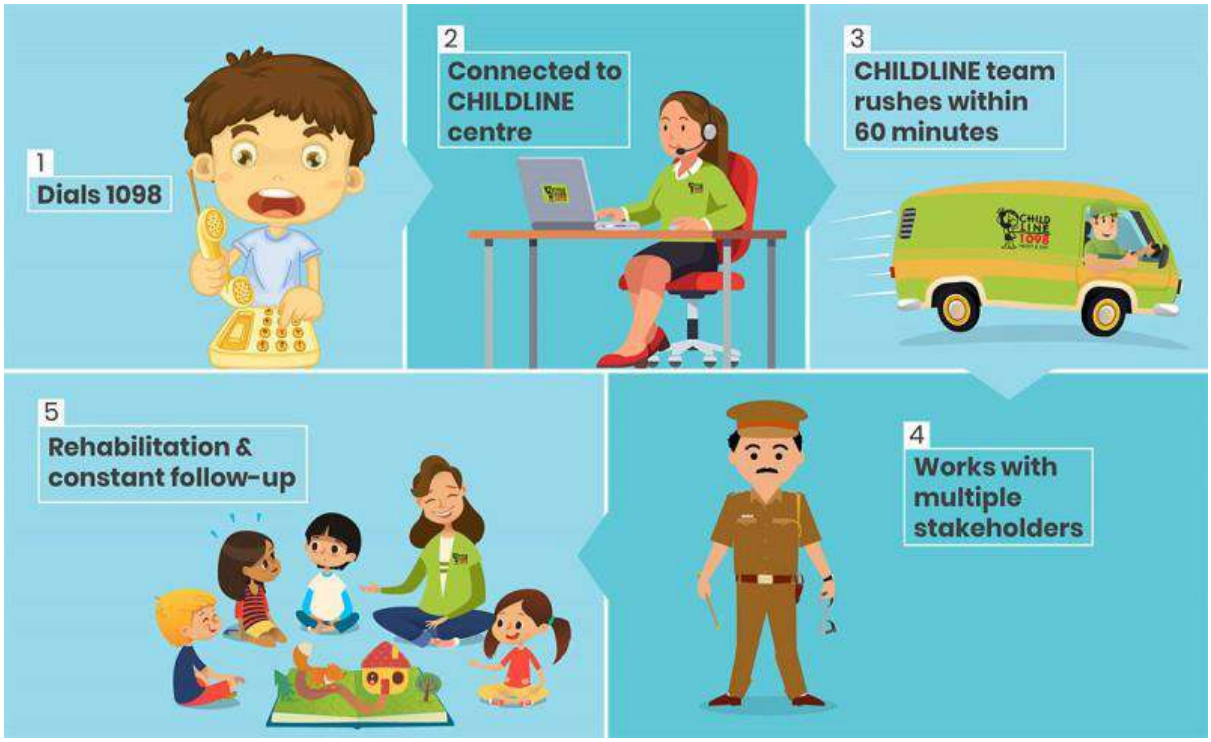
TV, इंटरनेट, फ़ोन, किताब या नया किसी माध्यम में प्रसारण या व्यक्तिगत उपभोग में करता है तो उसे पहले अपराध पे अधिकतम ५ साल और दूसरे अपराध पे अधिकतम ७ साल की कैद की सजा होगी। बच्चो के इस्तेमाल से बनायी हुई किसी भी प्रकार की अश्लील और नग्न साहित्य या वीडियो रखने पर ३ साल की कैद हो सकती है।		
Where can a complaint be filed? A complaint can be filed in the nearest police station or with the Special Juvenile Police Unit. Or at any police station or with the Special Juvenile Police Unit, which is convenient for the victim.		***What are the rights available to a victim of Sexual Offence?*** Right to medical treatment Right to free legal aid Right to shelter in government shelter homes / short stay homes Right to compensation Right to privacy

- [Note to Illustrators: Make illustrated Information Cards on the above]

The following information is very important and could come handy. It is about CHILDLINE.

CHILDLINE **1098** is a 24-hours-a-day, 365-days-a-year, free, emergency phone service for children in need of aid and assistance. They not only respond to the emergency needs of children but also link them to relevant services for their long-term care and rehabilitation. CHILDLINE operates centralised call centres from 6 regional locations.

How it functions:



(Note to illustrator- This could be used as is as well)

Government agencies in place for child safety and protection:

1. National Commission for Protection of Child Rights - 1800115455 (Toll free), 9868235077 - https://ncpcr.gov.in/user_complaints.php
2. CWC - The Child Welfare Committee is an autonomous government body declared as a competent authority to deal with children in need of care and protection. It is mandatory to form one or more Child Welfare Committees in every district for exercising power and to discharge the duties conferred in relation to children in need of care and protection.

Growth chart – 2

Filling this chart will help you understand your learning and progress

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.			
I can explain what I have learnt in the sessions.			
I can use the information and understanding from the sessions in my everyday life.			
I can recognize the meaning of the sessions for my life and why we are doing it.			
I can examine my ideas, notions and perspectives on self, gender and the world around.			
I can create new ideas/artefacts and bring my point of view into it.			
I can share my point of view and understand others too in group work.			
I can work in teams and contribute actively.			
I can confidently use observation and data to answer any of my questions.			

Session 9: Digital footprint

LEARNING OBJECTIVES

By the end of this session learners will

- demonstrate an understanding of the concept of data and digital footprint.
- identify steps to manage a digital footprint and understand the potential risks involved.

Task 9.1 An Embarrassing Moment

My most embarrassing moment was the time I…

_____
_____
_____
_____
_____
_____
_____
_____

Tips: You could -

- Think of three different situations when you have felt embarrassed
- Decide which of those times was the most embarrassing and write about it.
- Try to explain the event in 7-8 sentences, describing the place and people involved and their reactions.

Task 9.2

What can the internet be used for? (Make a list of all the ideas discussed)

_____
_____
_____

Task 9.3 Create an online character profile

Consider the following questions and create a character profile:

A. Profile Photo - What is in the photograph? Where is it? What aspect of the character's personality is highlighted by the photo?
B. Name - Give your character a creative name
C. Age and Gender
D. About the character - How do you want the character to be seen by others? How do you see the character?
   Strongest character trait? Weakest character trait? Does the character have a natural talent for something?
E. Friends and Family - Is the family big or small? Does the character have siblings? Older or younger?
F. Where do they live? - Describe the home. What is the socioeconomic status?

G. Hobbies - What interests, hobbies, and sports does your character enjoy?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

How could this information about your character be misused by another agency?

_____
_____
_____
_____

How could the situation have been avoided?

_____
_____
_____
_____

How do you decide what is okay to share?

_____
_____
_____
_____

Why is it important to talk about privacy and online safety?

_____
_____
_____
_____

Session 10: Designing a survey

LEARNING OBJECTIVES

By the end of this session learners will

- understand the elements of survey design.
- plan and prepare a survey.
- plan and conduct interviews to document facts about an issue.

Task 10.1 Make a List of Research Ideas

- A survey can be used to describe a current situation. Think about what information will help you to better understand a situation in your school.
  I would like to understand _____
  _____
  _____
  _____

- A survey can be used to understand the opinion of others. Think about what beliefs or attitudes towards an issue are important to you.
  I would like to learn what _____think about
  _____.

- A survey can be used to identify needs. Think about what people need in their life to make it better.
  I would like to find out what _____ need to improve
  _____.

- A survey can be used to assess satisfaction. Think about how people feel about a product, service, or event.
  I would like to know if _____ are satisfied with
  _____.

- A survey can be used to highlight areas that need to change. Think about what needs to start or stop happening to improve a situation.
  I would like to study
  _____
  _____
  _____
  _____

Task 10.2 Design your survey

In your decided groups, discuss and answer the following questions:

a) What is the specific knowledge you'd like to gain from your survey? (including the set of possible answers)

_____
_____
_____
_____

b) Who are you planning on surveying? Decide the group you are going to focus on based on whom you have access to and what your research is focused on.

_____
_____
_____
_____

c) How many people are you going to survey?

_____
_____
_____
_____

d) How are you going to survey people?

_____
_____
_____
_____

e) How long is your survey going to be?

_____
_____
_____
_____

Task 10.3 Create a questionnaire

Step 1: Understand types of questions:

A) Structured or close-ended questions: Questions that offer the respondent a closed set of responses from which to choose. Structured questions make data collection and analysis much simpler and they take less time to answer. Structured questions are best suited in the following situations:

- When you have a thorough understanding of the responses so that you can appropriately develop the answer choices.
- When you are not trying to capture new ideas or thoughts from the respondent.

When writing the selection of responses for a structured question, you should make certain that:

- The list covers all possible alternatives that the respondent might select
- Each of the answers is unique (i.e. they do not overlap).
- Sometimes, including general catch-all responses (such as 'Other', 'Don't know', 'None of the above', etc...) at the end of a list of answer choices will help to ensure that the data you are collecting will be accurate.

- You can also use scales, for example:
    - Strongly disagree
    - Disagree
    - Neither agree nor disagree
    - Agree
    - Strongly agree

B. Non-structured or open-ended questions: Questions where there is no list of answer choices from which to choose. Respondents are simply asked to write their response to a question. For example, what change would you like to see on the school playground? It is best to use non-structured questions when you are exploring new ideas and you don't really know what to expect from the respondents.

Step 2: Make a list of questions

Before you go out and talk to the survey respondents, you need to have a clear and specific questionnaire. To start you can follow these rules:

- Make a list of as many questions as you can
- Do not stop to discuss, judge, or answer any questions.
- Write questions exactly as they are stated.
- Change any statements to questions.

_____
_____
_____
_____
_____
_____
_____
_____

Step 3: Improve Questions

- Identify which of their questions are open-ended and which are close-ended and label each question in their notes with an 'O' or 'C'.
- Prioritize questions that you most want to explore further.
- Choose 5-10 questions using these guidelines.
- Create a questionnaire to research more on the topic you have decided as a group.

_____
_____
_____
_____
_____
_____
_____
_____

Guidelines for survey questionnaire:

- Only ask for personal information that is relevant to the topic - age, sex, means of transport, etc.
- Keep the questions short and concise.
- Ask only one question at a time.
- Make certain that you are asking the questions in a neutral way, i.e. that you are not leading them toward a particular answer.
- Order/group questions appropriately.
- Once you have developed your survey questionnaire, you should conduct a small test (1-2 friends) to make sure that respondents clearly understand the questions you are asking and that you are capturing the information that you need for your study.

Step 4- Plan the responsibilities

In your groups, create tasks, roles and responsibilities and a timeline worksheet to plan for data collection. You have used the task sheet last year to plan the responsibilities. Make a clear plan. The task here is to plan for data collection, how many will you reach, when, what is the responsibility of each member and collect the data.

Task Break-up			
Tasks	Lead	Start Date	Finish Date
Resources			
Materials:			
Information:			
Resources:			

Session 11: Analysing the survey

LEARNING OBJECTIVES

By the end of this session learners will

- interpret data to identify trends and understand the interrelation among various issues.
- share and present their findings

Task 11.1 Team Rules
Set your own ground rules. Make a plan for dealing with team issues before they derail your group work.

_____
_____
_____
_____
_____
_____
_____
_____

Task 11.2 Collect Responses
The final aim is to make the information clear and accessible. To make sure that you organize the data as you are collecting responses, follow the given steps:

- Use a separate tally table for each question on the questionnaire.
- Label the table with the question.
- Divide the table into as many columns/rows as there are possible answers to the question.
- Include a column/row for 'others/none of the above' response.
- Repeat these steps for all questions asked on the questionnaire.
- Collect your responses by labelling the columns/rows with an answer. Fill out all the answers given by the participants.
- After you record all questionnaires, total the tally sheets.

Tally Table

Question 1				
Answers:	Option 1	Option 2	Option 3	Other
Tally				
Total	5			

Task 11.3 Analyse your data

Depending on the survey you've conducted, there are many types of graphs and charts you can use. A few options you can choose from are pie charts, Venn diagrams, line graphs, histograms and pictograms. Be sure to pick one that accurately displays your data. Check your maths text books for details about various graphs and how they can be used.

Graphs and charts are a visually appealing way to share data. Not only are the colours and patterns easy on the eyes, but data is often easier to understand when shared through a visual medium. However, it's important to choose a graph that highlights your results in an uncomplicated way.



(Note for the illustrator to recreate this)

Task 11.4 Prepare and Present

The outline of your presentation can be:

- Introduction — explains the significance of the topic and follows it up with an explanation of your process.
- Body Paragraph — What - Why - Effect - Describe in detail - What is the objective of your research? Why does the issue occur or exist? What effect does the issue have on the people or community? It is most helpful to use charts, graphics, or even stories from the observation section that will help you make information clearer and more accessible.

  Don’t lose sight of your survey goals**.** If you find yourself stressing over some minutiae in the data, take a step back and consider what your objectives are.
- Conclusion — restate the topic sentence and include something new from previous text as well. It is good to begin with transitional words like 'Hence,' 'Thus,' 'Therefore,' 'Ultimately'. Weave a story with the collected and analysed data. What was the intention of the survey research and how does the survey data suffice that objective? – Understand that and develop accurate conclusive results.

Session 12: Design your project

LEARNING OBJECTIVES

By the end of this session learners will

- identify an issue that allows an in-depth exploration of a topic whose goal is problem-solving.
- identify available resources for sharing their ideas.
- plan an event around the issue.

Task 12.1 Steps of solving the problem:

1. Identify the problem.
2. Find out everything you can about the problem.
3. Discuss.
4. Decide on the most suitable idea.
5. Try it out.
6. If you succeed, very good!
7. If not, try another idea.

Once you have decided the topic you want to work on, think about:

1. What is the source and cause of this issue or problem? Why?

_____
_____
_____
_____

2. What, exactly, will the project be?

_____
_____
_____
_____

3. What does the class as a whole want to accomplish?

_____
_____
_____
_____

4. What additional information needs to be gathered? Available resources?

_____
_____
_____
_____

5. What obstacles do you foresee?

_____
_____
_____
_____

6. How will you overcome it?

_____
_____
_____
_____

Task 12.2 Plan your event

You can work in small groups to design product design or system improvement ideas that you would present to the bigger audience using maps, posters, charts, graphic materials, plays, newsletters, speeches, music, poetry.

Before you set out to make your responsibility worksheet, discuss and work on the following:

- What tasks need to be done?
- Who will do them? Individuals? Small groups?
- How will the work be coordinated?
- Form groups to discuss and plan out detailed task lists with clear deadlines.
- Arrange meeting times and follow up sessions.
- Work out an agreement of roles and responsibilities the group members will adhere to.
- Finalise the day for presentation

Session 13: Project presentation

Task 13.1 Reflect after your final presentation

What? So what? Now what?

a) What? Describe in detail the experience.
   - What happened?
   - What did you observe?
   - What was your role?
   - What was good/bad about the experience?
   - What did you learn from the experience?
   - What part of your experience was most challenging?
   - What part did you find surprising?

b) So what? Describe why this experience was significant.
   - How did this experience clarify, expand, or create an interest?
   - What are some of the pressing issues related to your topic?
   - How does this survey help you analyse those needs?

c. Now what? - Describe next steps.
   - If you could do the survey again, what would you do differently?
   - What would you like to learn more about the topic?
   - What information can you share with your peers or the community?
   - How will you apply what you learned from your experience?

Session 14: Digital footprint

LEARNING OBJECTIVES

By the end of this session learners will

- be aware of social media identity and use the internet safely and responsibly.
- identify steps to manage a digital footprint and understand the potential risks involved.

Task 14.1

Discuss with your partner and write:

What would have happened if Shree hadn't told Akka about the stranger friend?

What are your learnings from this story?

What are the few things that you shouldn’t tell a stranger or keep private?

Read the following online safety tips

> It is never safe to give out private information to people you don't know since it can be used to trick you or put you in unsafe situations. You should always ask a parent or caregiver before you give out private information to anyone. This applies to people you don't know in the physical world and people online.

How to protect yourself from false information:
Just like in the real world, the internet is full of good and bad information. Good information comes from verified sources and standard websites such as Wikipedia, BBC News, WebMD etc. There are many, many sites which are present just to spread rumours, fears and false information. These sites often offer something for 'free' and tell you to click on a link to win lots of money or valuables. Never open such sites or click on these links which offer such promises. They are false and contain viruses.

How to protect yourself while shopping on the internet:
One of the benefits of the internet is the ability to shop from a wide range of stores and buy items on sale. Many times, you get many things on websites that are much cheaper than actual stores. To protect yourself when shopping online follow these tips:

- Visit sites that have a good reputation as 'trusted brands'
- Follow the security advice carefully on websites that you trust, as it is there to help you
- Make sure that you are on a secure site when you need to give credit or debit card details
- Do not ever give your credit or debit card details on the phone if someone calls to help with you with online shopping

How to protect your personal information:
Whether or not you realize it, the things you share online can also affect how you are perceived by others. That's why you'll always want to think carefully about what you share, especially on social media.

- Photos are personal too. Remember to be careful before you share your own or somebody else's pictures with people you don't know.
- Also remember never to let anybody take your picture without your approval. People can use your photographs on dangerous and bad sites.

Let's reflect

- What are the possible online threats?

- How do you stay safe online?

- What is a good password?

Session 15: 10 Blocks challenge

LEARNING OBJECTIVES

By the end of this session learners will

- create a project using only 10 blocks.
- manage the constraints and create a project.

Task 15.1 Challenge Description
Create a project using only these 10 blocks.



Use them once, twice, or multiple times, but use at least 8 different blocks.
10 Scratch blocks:

1. Go to
2. Glide
3. Say
4. Show
5. Hide
6. Set size to
7. Play sound until done
8. When this sprite is clicked
9. Wait
10. Repeat

Tips:

- Test ideas by trying out different block combinations.
- Mix and match blocks until you find something that interests you!
- Try brainstorming ideas with a neighbour!
- Explore other projects to see what others are doing in Scratch. This can be a great way to find inspiration! http://scratch.mit.edu/studios/475480
- Challenge yourself to do more! Swap projects with a partner and remix each other's creations.

Let’s reflect:
What was difficult about being able to use only 10 blocks?

What was easy about being able to use only 10 blocks?

How did it make you think of things differently?

Session 16: Debug it!

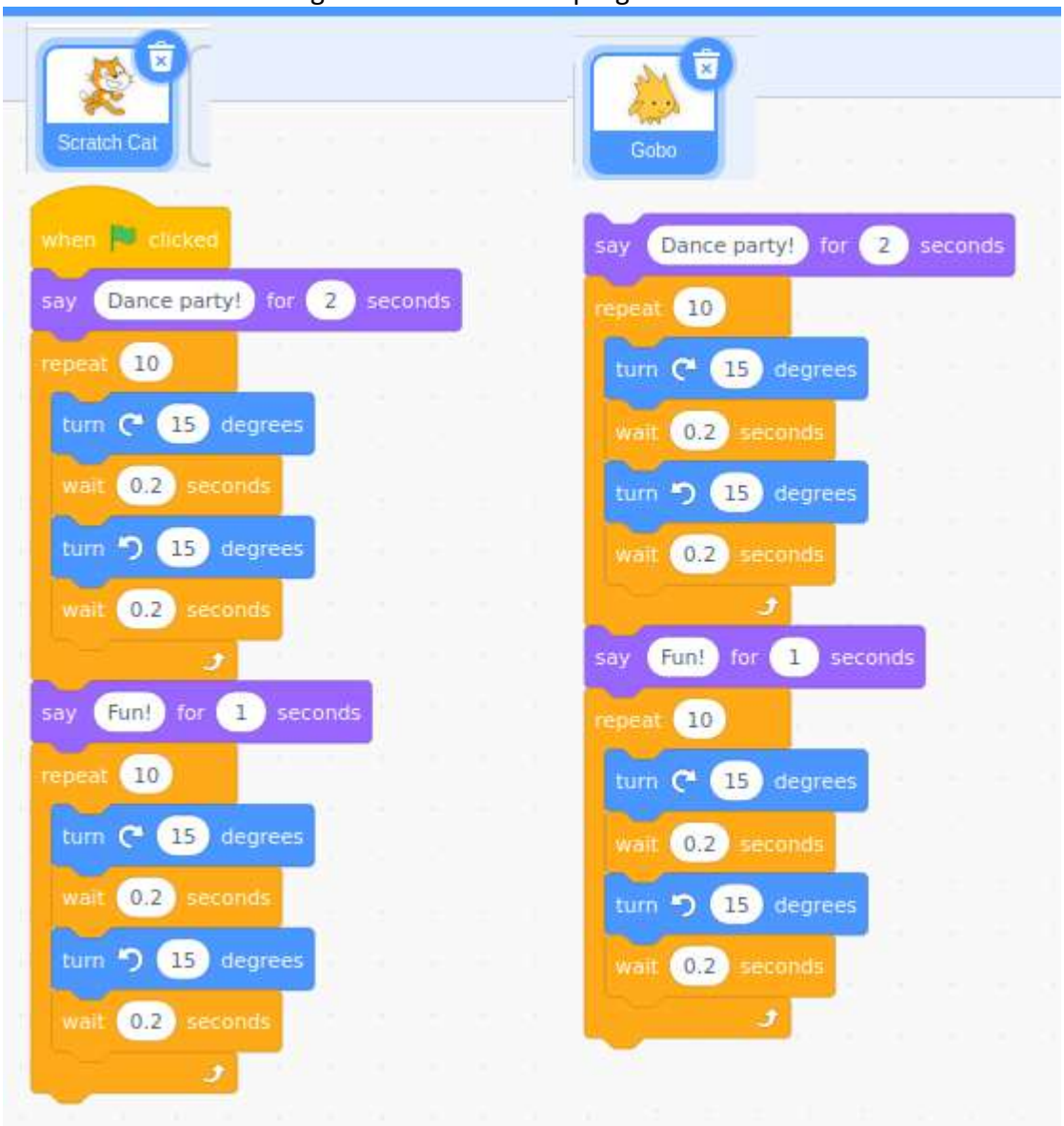
LEARNING OBJECTIVES

By the end of this session learners will

- investigate a problem and find a solution to different debugging challenges.
- develop a list of strategies for debugging projects.

Task 16.1 Debug challenge
In this activity, you will investigate what is going awry and find a solution for each of the five Debug It! Challenges.

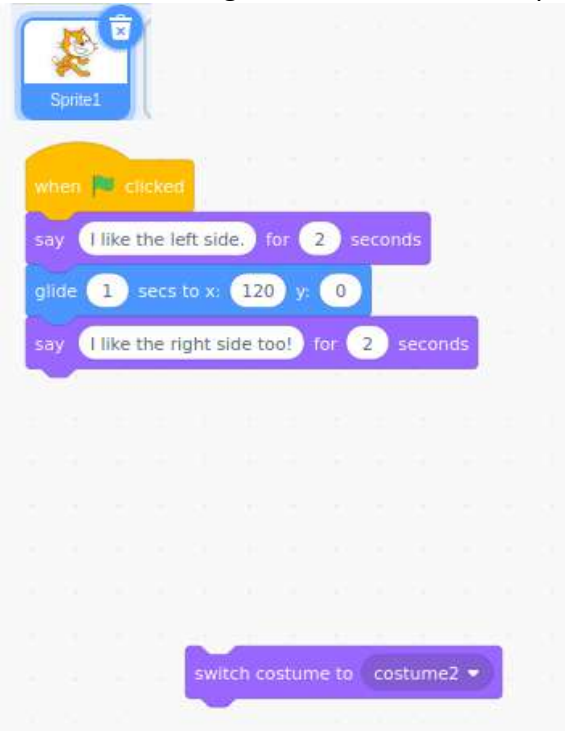
DEBUG IT! 1.1
http://scratch.mit.edu/projects/10437040
When the green flag is clicked, both Gobo and Scratch Cat should start dancing. But only Scratch Cat starts Dancing! How do we fix the program?



DEBUG IT! 1.2

http://scratch.mit.edu/projects/10437249

In this project, when the green flag is clicked, the Scratch Cat should start on the left side of the stage, say something about being on the left side, glide to the right side of the stage, and say something about being on the right side. It works the first time the green flag is clicked, but not again. How do we fix the program?



DEBUG IT! 1.3

http://scratch.mit.edu/projects/10437366

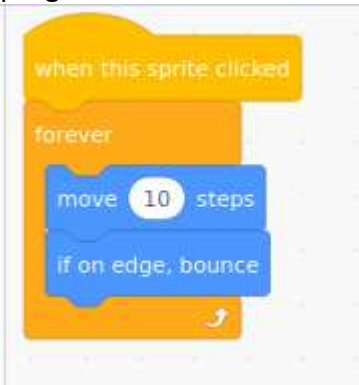
The Scratch Cat should do a flip when the space key is pressed. But when the space key is pressed, nothing happens! How do we fix the program?



DEBUG IT! 1.4

http://scratch.mit.edu/projects/10437439

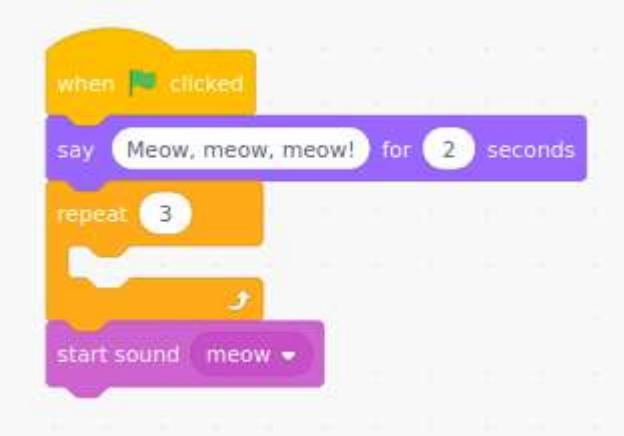
In this project, the Scratch Cat should pace back and forth across the stage when it is clicked. But the Scratch Cat is flipping out – and is walking upside down! How do we fix the program?



DEBUG IT! 1.5

http://scratch.mit.edu/projects/10437476

In this project, when the green flag is clicked, the Scratch Cat should say 'Meow, meow, meow!' in a speech bubble and as a sound. But the speech bubble happens before the sound – and the Scratch Cat only makes one 'Meow' sound! How do we fix the program?



Tips:

- Make a list of possible bugs in the program.
- Keep track of your work! This can be a useful reminder of what you have already tried and point you toward what to try next.
- Share and compare your problem finding and problem-solving approaches with a neighbour until you find something that works for you!
- Discuss your testing and debugging practices with a partner. Make note of the similarities and differences in your strategies.
- Add code commentary by right clicking on blocks in your scripts. This can help others understand different parts of your program!
- Help a neighbour!

Let’s reflect:

- What was the problem?

- How did you identify the problem?

- How did you fix the problem?

- Did others have alternative approaches to fixing the problem?

Session 17: Advanced Scratch

LEARNING OBJECTIVES

By the end of this session learners will

- create advanced scratch projects around a theme and share the information with classmates.
- be able to build stories with animation component.
- build games for change.

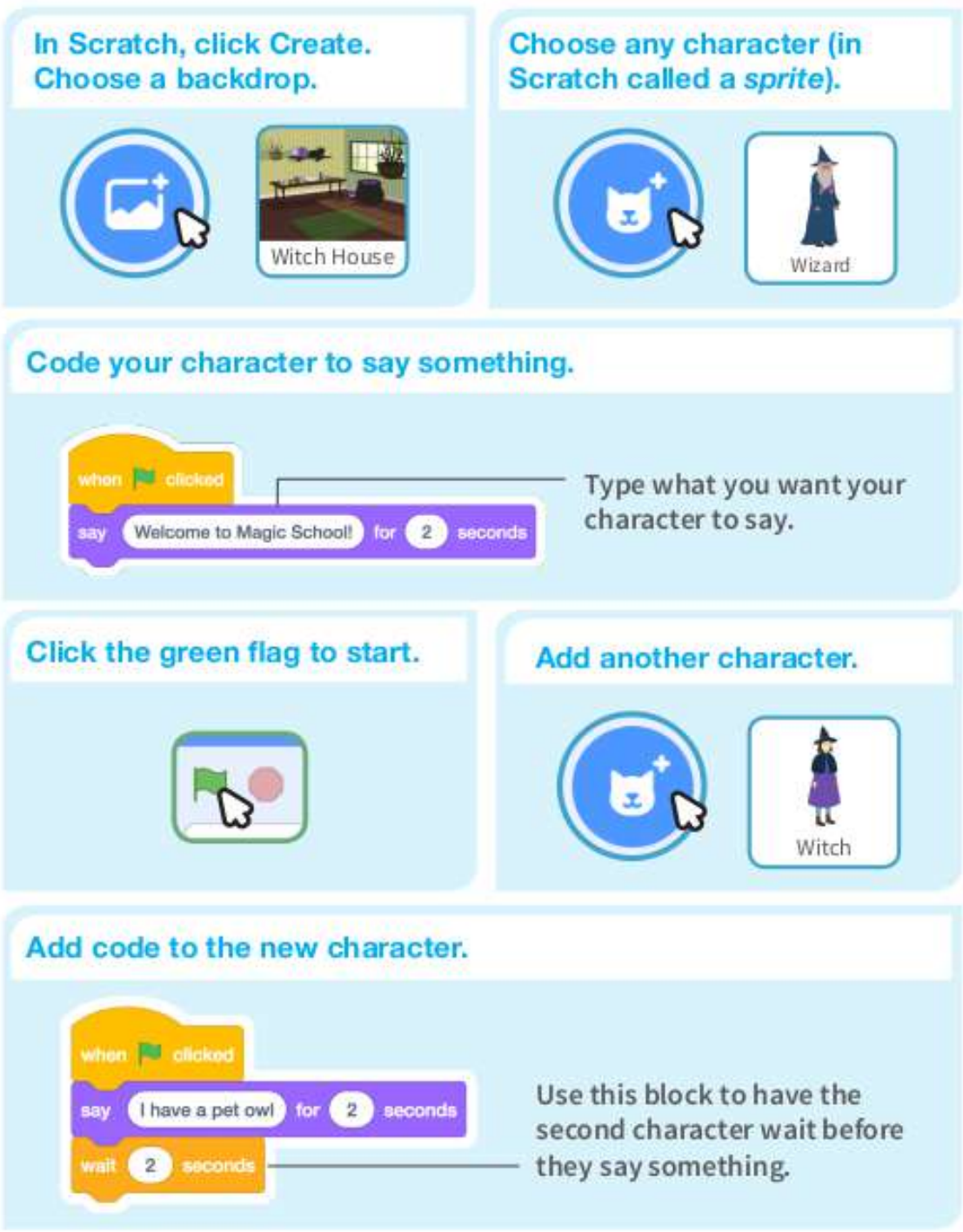
Task 17.1 Create a project

Tip: If you have access to internet check out these websites for story ideas
Online tutorial: scratch.mit.edu/story
Coding cards: https://resources.scratch.mit.edu/www/cards/en/story-cards.pdf



Ideas for starting

- Choose a backdrop.
- Choose a character.
- Make a character say something
- Make a character hide and show.
- To change the direction a character is facing, click the Costumes tab, then click Flip Horizontal.



L

Guidelines for games:

- Groups which are interested in doing games can explore a few games from the STEMforGIRLS toolkit
- Design your game
    - Decide what is the theme of the game.
    - Decide the number and the sprites you need for this game.
    - Script down your game in your worksheet (write the exact commands you are going to use)

- Open scratch and complete your project.

Guidelines for curriculum projects:

- Groups which decided to do a project on something based off their curriculum,
    - Decide the topic you want to do a project on. Eg: Newton's laws of motion.
    - Decide a story for the project.
    - Decide the number and the sprites you need
    - Script down your project in your worksheet (write the exact commands you are going to use)
    - Open scratch and complete your project

Guidelines for stories:

- Decide the story that the group is planning to animate E.g- A story of women scientists, the story of Poorna Mallavath
    - Where will your story take place?
    - What will happen first?
    - What is the end/ climax?
    - Who are the characters?
    - Script down the story in your worksheet (write the exact commands you are going to use)
    - Open scratch and complete your project

Write your script here once you have decided the project

Session 18: Project share-out

Task 18.1 Reflect after your final presentation

What? So what? Now what?

1. What? Describe in detail the experience.
    - What happened?
    - What did you observe?
    - What was your role?
    - What was good/bad about the experience?
    - What did you learn from the experience?
    - What part of your experience was most challenging?
    - What part did you find surprising?

2. Now what? - Describe next steps.
    - If you could do the project again, what would you do differently?
    - What would you like to learn more about the topic?

3. How will you apply what you learned from your experience?

Growth chart – 3

Filling this chart will help you understand your learning and progress

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.			
I can explain what I have learnt in the sessions.			
I can use the information and understanding from the sessions in my everyday life.			
I can recognize the meaning of the sessions for my life and why we are doing it.			
I can examine my ideas, notions, perspectives on self, gender and the world around.			
I can create new ideas/artefacts and bring my point of view into it.			
I can share my point of view and understand others too in group work.			
I can work in teams and contribute actively.			
I can confidently use observation and data to answer any of my questions.			

Session 19: Choices beyond stereotypes

LEARNING OBJECTIVES

By the end of this session learners will

- discuss possibilities and challenges with respect to choices and gender.
- explore various scenarios where gender stereotypes were broken with respect to career.

Task 19.1

Look at the jobs below. Decide if you think that any of the jobs should be done by only a male or only a female, or by both male and female. Write M for male, F for female or B for both.

Job	**Preferred Gender**	**Job**	**Preferred Gender**
Civil Construction Worker		Army Infantry	
Wall Painter		Truck Driver	
Automotive Mechanic		Electrician	
Domestic work/help		Carpenter	
Bricklayer		Plumber	
Beauty Therapist		Farmer	
Nursery Worker		Hairdresser	
Detective		Chef	
Miner		Postman	
Lathe operator		Nurse	

Questions:

1. From your list of jobs, record below some of the jobs you have identified as male and female.
   Male:
   Female:
2. Could these columns be reversed? Why or why not?
3. When thinking of your possible choices and careers, do you consider all jobs or only those which are considered jobs for your identified gender?

4. What are the advantages and challenges of considering all possible careers and not limiting your choice by gender?

Task 19.2 Exploring a job profile

Study the given job profile and think about barriers stopping girls and women becoming electricians and record the findings in the worksheet.

Job profile: Electrician
Duties:

- Read diagrams, drawings and specifications
- Plan layout of wirings
- Test for, locate and repair electrical malfunctions
- Install electrical equipment
- Connect electrical equipment

Personal requirements:

- Enjoy maths and technical activities
- Good hand-eye coordination
- Good eyesight
- Logical thinking and diagnostic ability
- Aptitude for mechanics and electronics
- Able to do precise and detailed work
- Work independently as well as part of a team
- Able to cope with the physical demands of the job
- Good communication skills

Educational requirements:

- Secondary School Certificate (10th Class)
- Complete an apprenticeship/ ITI/ Diploma
- Acquire a licence to work as an electrician

Answer the following questions in your groups:

1. Are there any barriers for girls and women working as an electrician? List the barriers/reasons below:
2. What did you think are the key barriers to females participating in trade occupations such as electricians, plumbers, carpenters and automotive mechanics?
3. Do you think that these barriers can be overcome? If so, explain how you think this might happen? If not, why not in your opinion?

Task 19.3 Challenging the stereotype

Choose any one example from the following that you think you relate to and answer the questions individually.

a. Can you imagine yourselves in the shoes of people represented in the examples?
b. What challenges would each of them have faced?
c. What personal traits would have possibly helped to overcome the challenges and challenge the stereotypes?

1. At Bangalore International Airport, the senior-most female employee is Beena Jayachandran, who works in the Airport Operations Control Centre leading a team in coordinating with multiple stakeholders such as airlines, other airports, and the Air Traffic Control Centre.
2. Taralika Lahiri, one of India's reputed detectives, has solved several cases nationally and internationally and runs her own private detective agency!
3. Aditya, a software engineer in India, made history by being the first single man who adopted a baby with disabilities from an orphanage.
4. Wing commander Pooja Thakur was the first Indian woman to have led a guard of honour for the former president of USA - Barack Obama
5. India's biggest missile project is run by Tessy Thomas, who is also known as the 'Missile Woman' of India.
6. Fatima al-Fihri founded the first known university more than 1,000 years ago, the University of al-Qarawiyyin in Fez, Morocco.
7. Arunachalam Muruganantham is also known as the 'pad-man' of India because he designed a low-cost, affordable pad to be used by women during the times they have their period. He has won several awards for the same and Akshay Kumar also acted as him in the movie called 'Pad-Man'.
8. Avani Chathurvedi, Bhavana Kanth, Mohana Seth: These three women became India's first group of women fighter pilots.
9. The first all-women Indian crew of INSV (Indian Naval Sailing Vessel) Tarini returned on May 21, 2019 completing a 254-day circumnavigation of the globe that they began on September 10, 2018.
10. Harshini Kanhekar received the title of India's first female firefighter about ten years ago.

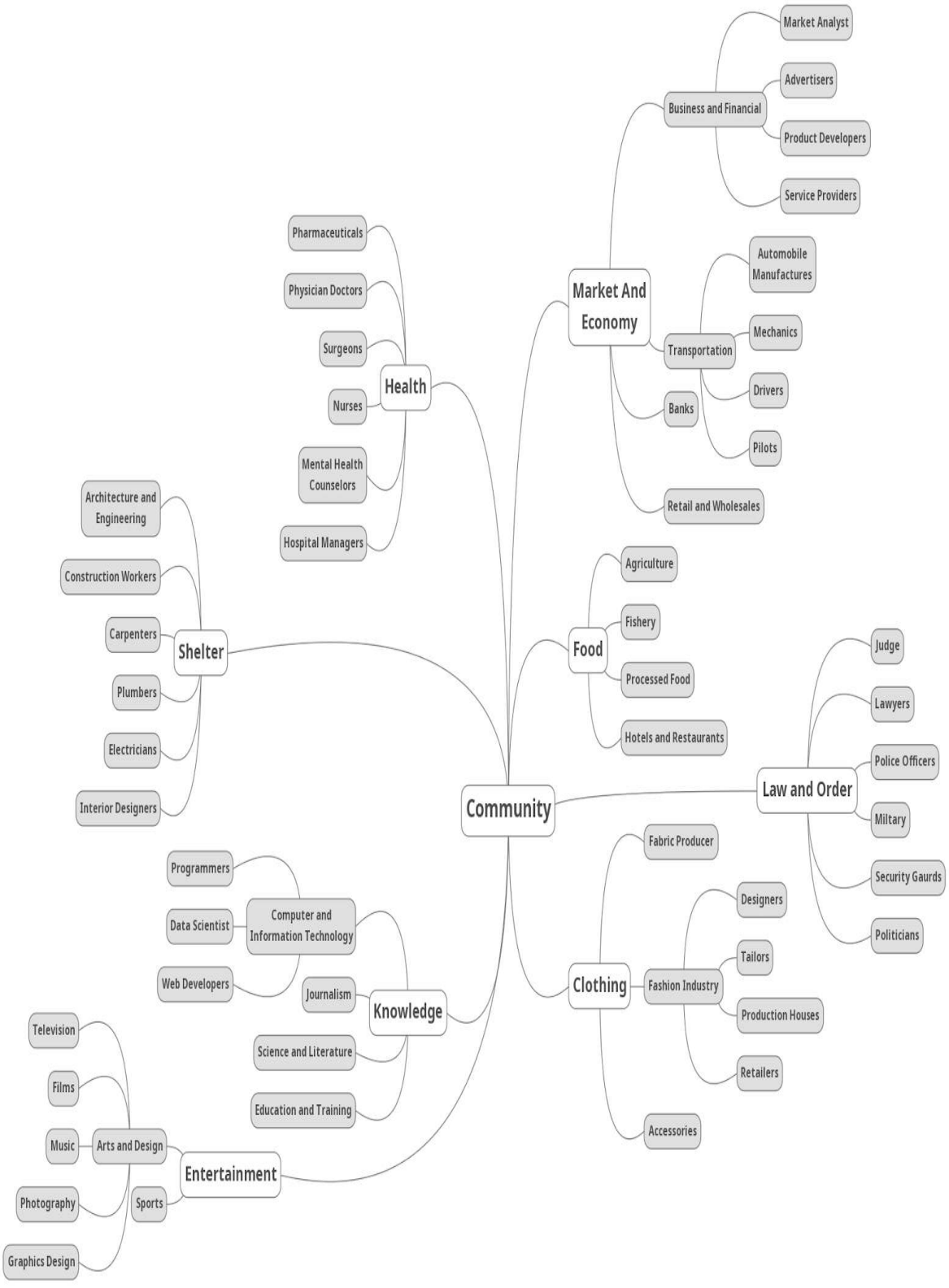
Session 20: Mapping needs and professions

LEARNING OBJECTIVES

By the end of this session learners will

- explore and map various professions that help communities meets their various needs.
- understand how work/ professions evolve and change.

Task 20.1 Fill the professionals/ occupations as it is mapped and complete the chart



(Note to the illustrator- The Gray filled nodes could be left blank for students to fill)

Homework 20. 1

Choose a need (shelter/ clothing/ food) from the listed one. Interview your parents and grandparents / community members to find out how jobs have changed and evolved based on needs and make a map.

Session 21: Exploring careers and dreams

LEARNING OBJECTIVES

By the end of this session learners will

- explore different skill sets and occupational types.
- identify the required knowledge, skills and values for a dream job.

Task 21.1 Drawing the map

Write the possible routes to the destination.

List the possible modes of transport and cost for the different routes.

Task 21.2 Your dream job

Draw your dream job/ write it on the centre of the page

- Write 2 things that you enjoy doing
- Write two or three of your capabilities/ strengths that help you in your dream job
- What is your belief/ value? (recollect social status/ parents/ money from the belief and values sessions)
- Who are your important influencers/ decision makers? (parents/ siblings/ community etc)
- What is the knowledge required to pursue your dream job?
    - It could be educational qualification
    - After class 10- what are the subjects you need to pursue? / Would you need to sign up for a diploma/ choose science/ humanities/ art?
    - What are the institutions that offer the course you need in your village/ city?
- What are the skills and training required? (for e.g.)
    - Communication
    - Observe and listen

- Public speaking
- Coordination
-Specific language skills

- What could be some of the values and culture? (for e.g.)
    - Ready to take risks
    - Inclusion
- Where would you be employed (City/ village/ out of the country)?
- Do you know any local employers who are in the sector?
- Can you name any national/multinational employers who are in the sector?
- Do you know anyone who is already pursuing this job? (Relatives/ community/ siblings)

You could discuss with teachers, parents or people in the neighbourhood to get more information and use the internet if you have access.

Session 22: Researching careers and dreams

LEARNING OBJECTIVES

By the end of this session learners will

- explore various ways of gathering information.
- identify the required knowledge, skills and values for a job.

Task 22.1 Notes from career panel:

- Some important responsibilities they have with their job.
- What are the skills they use on the job? (reading, writing, math…)
- Their journey and educational qualification

Task 22.2 Job shadowing

I did my job shadowing with _____. (Name)
She/He is a _____. (Job title,)

I observed _____ perform the following tasks: (Name)

1._____(i.e.)

2._____ (i.e.)

3._____ (i.e.)

For a person to be _____(Job Title), they would need the following skills:
1._____
2._____
3._____

Three skills that would make me a successful _____ are:
(job/career student selected to shadow)
1. _____
2._____
3._____

Two of the things I most enjoyed about shadowing were:
1. _____
2._____
3._____

Two things I observed that would be hard for me to perform this career/job

are _____ and _____.

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

_____

Who can give you support and encouragement when you get 'lost'?

_____
Circle the statements that describe the job you are shadowing/ researching.

<u>Education required:</u>

- no high school diploma
- high school diploma

- on-the-job training
- trade or technical education
- apprenticeship
- college degree

Work conditions:

- works mainly in the office
- works mainly outdoors
- work involves traveling
- works alone
- works with other people
- works in a safe place
- works in a dangerous place

Work hours:

- part-time (less than 40 hrs/wk)
- seasonal (work hours vary widely)
- full-time (40 hrs/wk)
- works overtime (more than 40 hrs/wk)

Potential Income:

- 2-3 lakh rupees per year
- 3-4 lakh rupees per year
- 5-6 lakh rupees per year
- 7-8 lakh rupees per year
- More than 9 lakh rupees per year

Session 23: Final Share-out

LEARNING OBJECTIVES

By the end of this session learners will

- present the project and share the exploration on their dream job/ career.

Checklist:
You are responsible for the event and what will happen. Discuss the plan with your class beforehand and make sure everyone is clear about the specific information given below:

- Location(s) and layout(s)
- List of the audience and chief guests
- Time of event and duration
- Decorations
- Program plan - the layout of the introduction of chief guest, project presentation, vote of thanks
- Invitations and/or advertising
- Documentation of the event - Photo/Video

Make a list of all the action points on the board along with clearly set deadlines and distribute the work evenly in the class.

Reflect

What are the key learnings from the project?

What interests, strength, abilities and dreams have you identified?

What are a few taboos, stereotypes and myths that you have been to break/ challenge?

What did you enjoy about the scratch program/ project?

How did you work and collaborate in groups?

Growth chart – 4

Filling this chart will help you understand your learning and progress

I Can…	My Growth Sticker		
	Seed (Image)	Plant (Image)	Tree (Image)
I can remember what I learnt in the sessions.			
I can explain what I have learnt in the sessions.			
I can use the information and understanding from the sessions in my everyday life.			
I can recognize the meaning of the sessions for my life and why we are doing it.			
I can examine my ideas, notions, perspectives on self, gender and the world around.			
I can create new ideas/artefacts and bring my point of view into it.			
I can share my point of view and understand others too in group work.			
I can work in teams and contribute actively.			
I can confidently use observation and data to answer any of my questions.			

Story time

These are some stories for you to read and get inspired. These are stories of women and girls - scientists, doctors, mountaineers and so on. These stories are illustrated interestingly for you to read, enjoy and dream big.

(Stories for illustration)

Savitribai Phule (Educationist, Activist)

Very few people know that Savitribai Phule was the first female teacher of India. Born in a village called Naigaon in Maharashtra near Pune in a Shudra community, she was married at the very early age of nine. Women in those days, whether of any caste, were not allowed to study. Savitribai also did household work or helped in the fields. Her husband was a social activist, Jyotirao Phule, also from a Shudra community. The shudra community was not allowed to study, however, Jyotirao's aunt Sagunabai ensured he received an education. Savitribai was also encouraged to study after her marriage and she went on to earn a Teacher Training Certificate. Jyotirao and Savitribai started a school and encouraged girls to study. The society around them did not support it and they had to face all sorts of odds. When Savitribai would go to school to teach, villagers would throw stones and cow dung at her. She calmly and bravely told them that it only motivated her further to do what she was doing. One day, while on her way back to school her life was threatened but she slapped the man and continued bravely. She went on to open many schools for girls along with her husband. She also raised her voice against child marriage and the ill-treatment of child widows. Savitribai was a committed grassroots worker who went from village to village, and home-to-home to encourage villagers to embrace education to change their lives and shun ill-practices that stopped the progress and well-being of women. She also wrote about her thoughts and many of her poems inspired people. Her poems reflect the realities of her time and questioned long standing beliefs:

'Should they be called Humans?

The woman from dawn to dusk doth labour

The man lives off her toil, the freeloader

Even birds and beasts labour together

Should these idlers still be called humans?'

Ref:

https://www.forwardpress.in/2016/12/social-revolutionary-feminist-and-poetess-savitribai-phule/

http://www.arvindguptatoys.com/arvindgupta/savitri-phule-azim.pdf

Jane Goodall (Primatologist)

Jane Goodall is best known for her 26-year study of the chimpanzees in Gombe Strem National Park located on the eastern shores of Lake Tanganyika in Tanzania. She was 26 years old then. She made several ground breaking discoveries that secured her position as one of the greatest field scientists of the 20th century.

Born in London in 1934, the expectations for Jane were standard as for all girls during her time - marriage to a nice, responsible man, followed by a few children. Jane's mother never discouraged her interests: animals, the natural world, and above all, the wildlife of Africa. Once little Jane had brought a handful of earthworms to bed. Rather than shrieking, her mother explained that her new little friends needed the soil to live, and together, they took them back to the garden.'

Jane Goodall studied our closest relatives, chimpanzees, and discovered that they also made tools. More so, she made the study of animals more human by being one among them as a neighbour. She declared 'animals have personalities' and even when mocked at by other scientists, she stood her ground, softly but assertively. She redefined animal studies, environment protection and is the most revered woman scientist in the world. Jane stands out not just for her remarkable work but her passion and willpower to do something unimaginable for a woman in her times.

Ref.

https://www.nationalgeographic.com/culture/2019/01/jane-goodall-book-excerpt-praise-difficult-women/

https://www.youtube.com/watch?v=ScOBTc-ppXk

Wangari Mathai (Environmentalist)

'I want to be a hummingbird' said Wangari Mathai. In the story of the hummingbird, a forest fire occurs. As all animals big and small wait and watch in fear, a small little humming bird takes water in her beak and drops it on the fire. Animals watch her in amazement wondering if it would be of any help. But the hummingbird continues to do her bit. This is exactly what Wangari did in her life.

Born in Nyeri, Kenya (Africa) in 1940 she was the first woman in East and Central Africa to earn a doctorate degree. Wangari Maathai is internationally recognized for her persistent struggle for democracy, human rights and environmental conservation. But what she is best known for is the Green Belt Movement in Kenya. In the 1970s, Kenya was on an ecological decline, with watersheds drying up, streams disappearing, and the desert expanding. Trees were gone. It was while she served in the National Council of Women that she introduced the idea of planting trees with the people in 1976. At first very few people took interest but slowly she created a movement with women's groups in order to conserve the environment and improve their quality of life. She assisted women in planting more than 20 million trees on their farms and on schools and church compounds. This changed the way Kenya looks now. Wangari was later awarded the Nobel Prize. She was the first African woman to get it.

Ref:

https://www.nobelprize.org/prizes/peace/2004/maathai/biographical/

https://www.yesmagazine.org/issue/media/2005/03/26/the-green-belt-movement-the-story-of-wangari-maathai/

Malathi Holla (Para-Athlete)

Malathi was born in Karnataka and went on to become a remarkable, inspirational athlete of our times. At the age of one, she had a raging fever which left her paralysed from the waist down. She spent most of her childhood in a disability care centre in Chennai for about 15 years till she completed her 10th standard. During her adolescence, Malathi had to undergo close to one surgery every six months, adding up to a total of 32 surgeries in her growing years. She faced physical pain, suffering and mental trauma. However, her indomitable spirit never let any disability come in her way. She completed her education and started working in a bank. She was very good with numbers. But her dream was to participate in a race. Once in a wheelchair race that she wanted to be a part of, she was the only woman! However, she won and went on to later participate in many races and make her dream come true.

In 1988, she took part in her first international competition – the Para-Olympics at Seoul. She did not have a personal trainer so she picked up cassettes by professionals and based her training on those. In a year's time, she began hauling gold internationally. At the 1989 World Masters' Games in Denmark, she won gold in 200m, shotput, discus, and javelin throw. She won the Arjuna award in 1996 and Padma Shri in 2001. The Rajyothsava Award, Ekalavya Award, Dasara Award, Outstanding Disabled Sports Person in Public Sector Banks award, K. K. Birla Foundation Award, Pratibha Rathna ... her list of awards is long. At 56, she is still the fastest female Indian athlete on a wheelchair. She runs a foundation for disabled children and continues to be the cheerful, spirited person she always was.

Ref:

https://yourstory.com/2014/02/malathi-holla-paralysis?utm_pageloadtype=scroll Sowmya Rajendran, Wings to Fly, Tulika Publishers, Chennai

Deepika Kumari (Archery)

Born in a small village in Jharkhand, Deepika's father was an autorickshaw driver, and her mother worked as a nurse at Ranchi Medical College. She grew up under a thatched hut in her village of Ram Chatti, about 15 km from Ranchi. Deepika grew up in difficult circumstances where the family struggled even for food. With the intention of lessening the burden on her parents, a twelve-year-old Deepika left her village. At the age of thirteen, she went to a training centre in Seraikela, Kharsaean, near Jamshedpur in Jharkhand to join an archery academy. She says she was not that interested in the sport, and in fact her cousin used to practise archery there. Her only experience in the sport at this point was with homemade bamboo bows and arrows. More than the sport per se, a roof over her head and three meals a day were something she couldn't turn away from.

At just fifteen, she won the 11th Youth World Archery Championships in Ogden City, Utah, USA, in 2009. And a year later, two gold medals at the Commonwealth Games in New Delhi, one in the women's individual recurve event, and the other in the women's recurve team event. Ranked world no. 1 in the lead-up to the London Olympics in 2012, Deepika crashed out in the first round. Stringing together some good as well as disappointing performances over the next three years, Deepika again became the centre of attention as in April 2016, she equalled the world record in the women's recurve event. Deepika saw many ups and downs in her journey. For almost 6 years, she couldn't make a mark for herself until she clinched gold in the recurve event at the World Cup at Salt Lake City in the US in June 2018. Deepika believes that nurturing mental strength is the key to win over all difficulties in life.

Ref:

https://scroll.in/article/948462/archer-deepika-kumari-from-homemade-bamboo-bows-and-arrows-to-world-no-1-and-then-starting-over

Hima Das (Sprint runner)

Hima Das also famously known as the Dhing Express is a girl who chases dreams literally! Born in Kandhulimari village near Dhing town in Assam, Hima comes from a family of farmers. She is an Indian Sprint runner who holds the national record in 400 meters with a timing of 50.79 seconds that she clocked at the 2018 Asian Games in Jakarta, Indonesia. She is the first Indian Athlete to win a gold medal at a track event at the IAAF Under 20 Wold Athletics Championship. She is just 20 years old and has since won many championships and been conferred with an Arjuna Award in 2018 by the President of India.

Hima grew up in a joint family of 17. When she was 15, she gathered the local village women and disrupted an illicit bootlegging business by one of her neighbours. The next day, the young man involved stood in front of Hima's house and started shouting, 'No one can stop me from selling alcohol'. Hima promptly went, picked him up and gave him a few solid swipes. The boy's family lodged a FIR against Hima's father, who, till very recently, would appear in court for this case.

A story goes that running, for Hima, is second nature. She ran, in a fit of rage, when, in Class III, a Tata Sumo — filled with village kids — was 'too full' to accommodate her on a ride to school. She ran again, this time from her mother, when she reached home the same day, hair tousled and knees bruised from the fall that had resulted from her Sumo chase. And she continued running with steadfast determination — barefoot in tracks and rice fields across Assam, in coaching camps in Patiala and Sonepat, and even in the rare races where she performed so poorly that she 'wanted to give up midway'.

In her wins Hima is seen with her traditional Assamese *gamusa*. Her now-famous catchphrase, 'Mon jai', which in Assamese, means 'I feel like', is Hima's way of acknowledging her roots.

Ref:

https://indianexpress.com/article/express-sunday-eye/hima-das-the-girl-who-chases-time-5267672/