Part 3

Work In Human Services

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Human Services are about serving people and interacting with them in different ways. Projects on Work in Human Services will help you learn how to work with people. You can take up projects related to taking care of your health and that of your family and others, you can make interesting videos and audio clips on various topics, such as making a budget for your family, applying *Mehandi* on people's hands, or developing a comic book; it is up to you to imagine all that you can do with your peers.

Two examples of projects are given in this section. You must take up only one project. You can either choose one of these projects or you can design a project of your own choice with the help of your teacher.

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Project 5

School Museum

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This project will help you learn about museums, and you will create your own museum by collecting and describing artefacts.

As part of the project, you will be able to:

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Figure 5.1: *Setting up a school museum*

You have learnt about many sources for understanding history and culture in Social Science. Among these sources are artefacts, objects made by humans that are old, unique and beautiful and related to our traditions and culture. These artefacts can be ancient or a part of our lives and societies in the present.

A museum is a place in which artefacts are kept. Museums help us understand our history and culture (Figure 5.1). They show us what ancient people wore, what kind of work they did, what kind of artwork they created (e.g., paintings and sculptures), and what they wrote (manuscripts). Museums help us build the past in our minds, and see things, which we may never be able to otherwise.

Museums also help us to learn about the present culture and work of different groups of people in the country and the world. They display artefacts related to art, traditions (Figure 5.2), architecture, and science. For example, the National Science Centres/Museums spread across India help us to learn about things that no longer exist, such as dinosaurs, and also about things that we can expect in the future. There are even some curious objects that defy what we think or we know, like a 1200 kg granite ball that spins on water at the National Science Centre in Delhi.

Figure 5.2: *The Tribal Museum of Madhya Pradesh in Bhopal has displays of the traditional art, craft and culture of various tribes*

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While Science Museums primarily focus on concepts related to science, museums in general display a variety of things, including traditional textiles and the style of wearing them. In some museums, even animals are preserved and exhibited.

Do you have traditional things in your house things which can be displayed in museum? Look around and bring them into the classroom. If you cannot bring these artefacts into the classroom, take their photographs or drawings and these could be a part of your museum.

Figure 5.3: *Open air museum at the Kisama Heritage Village with houses of different tribes in Nagaland, each with its unique design.*

What will I be able to do?

At the end of the project, you will be able to:

1. Describe how museums preserve history and traditions;
2. Identify artefacts that are of interest to you and your peers;
3. Create a school museum with your peers; and
4. Present the history of artefacts using different forms of the presentation.

What will I need?

- Locally collected artefacts that are old, beautiful, or important to your family, and/or photographs of these artefacts.
- Storage containers and display boxes.
- Cleaning brush and cloth.
- Chart paper or cards for making labels.

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- Markers, sketch pens, drawing pencils, coloured pens and scissors.
- Equipment and materials for presentation; computer and projector.

How do I keep myself and others safe?

- Our heritage is the source of our pride and honour. It is our duty to preserve it. Take care of the artefacts, and they should be handled with care to avoid any damage.
- During a visit to a museum, avoid direct contact with the artefacts as they might be made of sensitive material. Please follow all instructions on the sign boards at the museum.

You have learnt about the Sindhu-Sarasvati civilisation in Social Science. You have also read about Dholavira (Figure 5.4). Locate Dholavira on the map of India.

Archaeological sites are places where evidence of ancient human societies is preserved. These sites are excavated by archaeologists. They carefully dig up these sites, and analyse the artefacts and other remains that are uncovered. These artefacts help us to understand the kind of societies that existed many years ago at these sites. The objects discovered during excavation are kept in a museum located near the site.

Figure 5.4: *Sentinel room in eastern gate of castle, Dholavira*

What do I need to know before I start?

Look around your home and neighbourhood. List the names of at least five artefacts that you find interesting because they

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are old or special to you and your family. Examples include old coins, telephones, vessels, stamps, wood carving, furniture, stone carving, *Shilalekh* (inscriptions, that is writing or engraving, carved on stone or walls of caves or buildings), ancient manuscripts, religious manuscripts, statues, radio, gramophone, camera, spectacles, sticks, ancient books, traditional clothes, and so on.

Activity 1: Visiting a museum

Visiting a museum will help you with setting up the school museum. In case, you are not able to visit a museum yourself, you can ask your friends and others if they have visited a museum, and what they saw during their visit or you can also visit the website of a museum and see the exhibits there. Take note of their descriptions. Some museums have 'virtual exhibitions'.

Virtual Museum Tour

You can take a virtual tour of the Museums in India on the website of the Ministry of Culture, Government of India (you can use the search keywords, such as the 'ministry of culture' + 'virtual museums'). Figure 5.5 shows the screen grab of website maintained by the Ministry of Culture, Government of India.

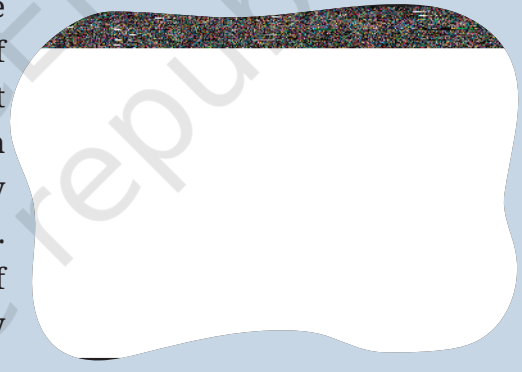

Figure 5.5: *Screen grab of website maintained by the Ministry of Culture, Government of India*

Use Google Lens or a similar Optical Character Recognition (OCR) tool to search for more information on the collections of the museum.

Share your learnings on how Google Lens assisted through the tour.

Internet safety: Ask your teacher for help while using the Internet. Be careful and do not upload or download anything, and also do not share personal information anywhere.

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While visiting museum understand the layout of the museum and key exhibits. Take your time to explore the museum, observe the exhibits, read information panels and check if there are any interactive activities (e.g., lighting up parts of the exhibits, moving some parts, a quiz you can take, etc.). If possible, discuss your observations with an expert (it could be the person who selects and looks after the artefacts in the museum, the curator, or a local historian) and ask any question you have.

Based on the above, please respond to the following questions:

1. What was the most interesting exhibit you saw in the museum?

   .....

   .....

2. Why did you find it interesting?

   .....

   .....

3. Describe any one exhibit that has significance in our lives even today.

   .....

   .....

Activity 2: Learn the history of your family and area

To begin, it is important to learn more about the place you live in and the association of your family with it. The questions below will help you with this.

1. Did your village/town/city ever have different name?

   .....

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2. Do you know when was it founded or established? If yes, write the year.

   .....

3. Where did your family originally come from?

   .....

4. Do you have any family traditions or customs that have been passed down through generations?

   .....

   .....

5. Are there any local stories or traditions related to the village/town/city? (e.g., any story about the area, any connection with history, any time of the year when many people come to visit, etc.)

   Write about the story or the tradition related to your village/town/city.

   .....

   .....

   .....

6. Are there historical movements or landmarks/buildings in your village/city/town? If yes, write a short note about any one of them.

   .....

   .....

   .....

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7. Is there any old institution or monument that you have visited? If yes, what is it famous for?

.....

.....

.....

.....

8. What are the oldest artefacts in your house? Write their names here.

.....

.....

.....

.....

Activity 3: Identify artefacts and learn about them

Identify atleast 5 artefacts in your home and write about them in the table 5.1.

Table 5.1: Writing about the artefacts

Questions	Artefact 1	Artefact 2	Artefact 3	Artefact 4	Artefact 5
What is the artefact?					
Who is the owner?					
How old is it?					
Will you bring it to class or will you bring a photograph?					

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Note: *If you plan to bring photographs into the classroom, make sure you take it from different angles. So that anyone looking at the photographs, can see the artefact as if it was in front of them.*

Using Google Lens

You can use AI tools like Google Lens to explore information about artefacts as well as monuments, or landmarks by simply pointing the smartphones camera at them. Google Lens can also provide information about artworks, historical artefacts, and famous landmarks, allowing us to learn more about our art and culture.

There are many other apps related to the virtual tours of museums or for gaining knowledge about old stamps and coins.

Choose one of the artefacts selected for exhibition in the museum. Create a timeline showing its history and evolution, including when it was commonly used and, if still in use, how it is being used. You can also record any significant event related to it, for example, some relative brought it as a gift on the occasion of your grandparent's marriage, and it was the first of its kind in the village (for example, an old radio or camera).

Figure 5.6: *Old brass bells*

Activity 4: Selecting artefacts for the museum

Within the group, select five artefacts that you think should be part of the exhibition in the museum. You will have to decide on the final set of exhibits with all your peers. Remember, you must choose carefully, and also explain why you chose these artefacts and not the others.

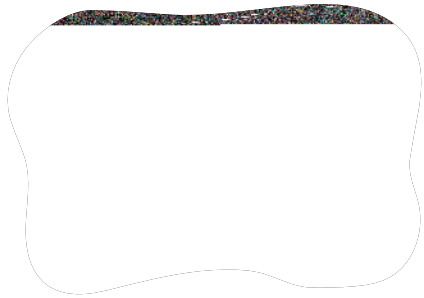

Figure 5.7: *Old travelling iron from the 1950s that worked on electricity*

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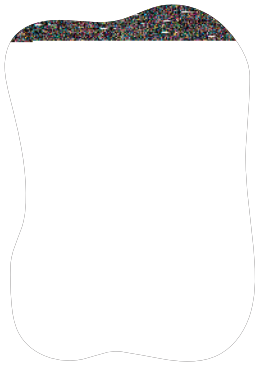

Figure 5.8: *Old railway lanterns*

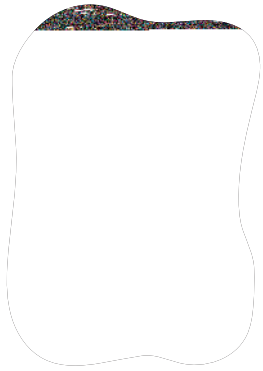

Figure 5.9: *Mobile phone from the year 1998*

All the artefacts are important, and even if your artefact is not included in the final exhibition, you learnt something valuable about local history and culture.

The following questions will help you finalise the artefacts:

1. How will you select the final five artefacts for the exhibition? What factors will you keep in mind while choosing the artefact?

   .....

   .....

   .....

   .....

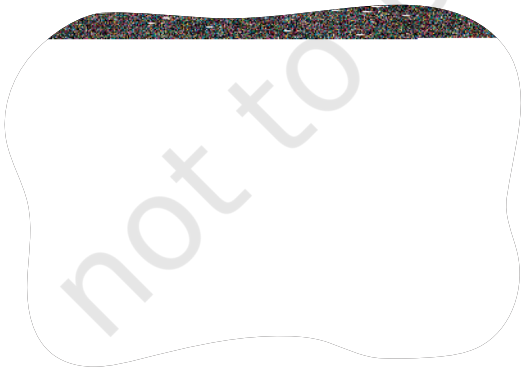

Figure 5.10: *Camera, flash and lenses from the early 1960s*

Figure 5.11: *Brass sieve from the 1940s*

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Reading or translating old documents

AI tools such as Google Lens, Microsoft Office Lens, Adobe Scan and Text Fairy can read text from images by using Optical Character Recognition (OCR). You can use them to read old documents that are difficult to read or to translate documents in a language that you understand.

Figure 5.12: *AI tools use for translation*

This will help in case you want to add old documents to the artefacts in the museum.

1. Download and open the Google app on the smartphone.
2. Locate the Google Lens icon in the search bar and tap on it. This activates Google Lens.
3. Point your camera at the text you want to read. Ensure the text is clear and within focus for better results. Use the highlighters that appear to select the desired portion of text.
4. Depending on your desired action:
   - **To read:** Google Lens will automatically attempt to recognise the text and display it on your screen, making it easier to read, especially for small fonts or challenging angles.
   - **To copy:** Look for the 'Homework' option. Tap on it and you will see options, like 'Copy Text' or 'Copy to Computer'. Tap on 'Copy' to copy the text to your clipboard. You can then paste it onto another app, like notes or documents.
   - **To translate:** Look for the 'Translate' option at the bottom of the screen. Tap on it and choose the desired language you want to translate the text. The lens will display the translated text alongside the original.

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Draw a picture or paste a photograph of each object you have selected and write a short description of its history and/or usage in table 5.2.

Table 5.2: Recording details of identified artefacts

Object	Sketch Photograph	History and Usage	Is it still being used? (Yes/No)
Object 1			
Object 2			
Object 3			
Object 4			
Object 5			

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Activity 5: Keeping the artefacts safe

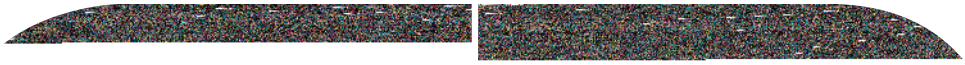

Figure 5.13: *Telegram and stamps from the 1960s*

For example, a brass article needs to be washed and polished, a wooden object needs to be dusted with a soft brush, and clothes should be hung carefully, away from any nail or sharp edge. Photographs should be carefully kept in envelopes, ensuring they do not get bent or out of shape.

Figure 5.14: *Brass pot for making tea (Samovar) from Kashmir*

Select any two artefacts and respond to the following question:

1. What will you do to ensure the artefacts are safe and in good condition?

   .....

   .....

Activity 6: Preparing presentation on artefacts

There is a story behind each artefact and you need to present it to each visitor to the museum. You can do this in many ways, you can find a folk story about the artefact or develop a story. You can make videos (especially for objects you

Figure 5.15: *An old handmade fan (Pankha) made of recycled wool and cloth that was used before electricity reached all homes*

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cannot bring to school, an interview with someone talking about the history of the object), create a slide presentation, write a Blog/Wikipedia article, or use a chart and coloured pens to make posters describing the artefact.

Think and respond to the following questions:

1. What kind of presentation will you make? (e.g., digital slide presentation, poster, video, etc.)

   .....

2. Why did you choose this/these kind of presentation(s)?

   .....

   .....

   .....

3. What are the specifications of your presentation (e.g., size of poster, duration of video, etc.)?

   .....

   .....

   .....

Practise giving an oral description of the artefact in your group before showcasing it to visitors.

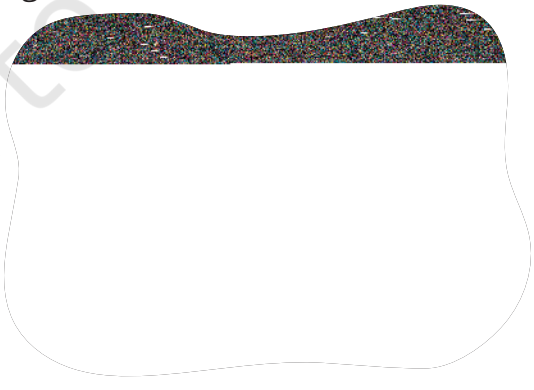

Figure 5.16: *A museum display in a school showing history of educational toys*

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Translating your own presentation

There are various AI tools (e.g., Bhashini's Anuvaad and Google Translate) that can be used to prepare audio presentations in other languages.

Bhashini Anuvaad: Bhashini Anuvaad is a set of AI tools that can translate spoken words from one language to another. It helps with translation, transcription and transliteration in Indian languages. It enables users to communicate, access information, and create content in their preferred Indian languages.

Google Translate: Google Translate is a tool that instantly translates words, phrases, and web pages from English to over 100 other languages.

Bhashini Anuvaad	**Google Translate**
Step 1: Access Bhashini: • Open a web browser on your computer or tablet. • Type 'Bhashini' in the search bar and press Enter. • Click on the Bhashini website link to access the tool.	**Step 1:** Access Google Translate: • Open a web browser on your computer or tablet. • Type "Google translate" in the search bar and press Enter. • Click on the Google Translate website link to access the tool.
Step 2: Choose Your Languages: • Look for a section that lets you select languages. Bhashini can translate many languages, so choose the one you want to speak and the one you want to translate to.	**Step 2:** Choose Your Languages: • Similar to Bhashini, select the language you want to translate from and the language you want to translate to.
Step 3: Input Your Text: • Find a space where you can type or speak your sentence. If you are more comfortable with typing, use the keyboard. If you want to speak, make sure your device has a microphone, and look for the microphone icon.	**Step 3:** Input Your Text: • Type or speak the sentence you want to translate. Google Translate also has a microphone icon for voice input.

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Step 4: Translate and Listen: • Once you have entered your text, click the translate button. If you are using voice input, wait for Bhashini to process your spoken words. • Bhashini will then show you the translated text on the screen. You can also listen to the translated version by clicking a speaker icon, if available.	**Step 4:** Translate and Listen: • Click the translate button to see the translated text. You can also listen to the translation by clicking on a speaker icon.
Step 5: Experiment and Explore: • Do not be afraid to try different sentences and languages. Experiment with Bhashini to see how it works in various situations. • Explore different features available, like changing the language 'direction' or adjusting settings.	**Step 5:** Explore Additional Features: • Google Translate offers additional features like conversation mode, which allows you to have a back and forth translated conversation. **Step 6:** Practice and Have Fun: • Practice translating sentences and have fun discovering how these tools can open up a world of languages.

Activity 7: Organising an exhibition of artefacts

Figure 5.17: *Display of collected artefacts*

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1. You can organise an exhibition of artefacts in your school with your peers under the teacher's guidance. Decide on a suitable date and location within the school premises. Ensure the space is large enough to accommodate exhibits and visitors.
2. Work with your peers to take responsibility for five artefacts for the museum. Discuss and finalise a brief description of each of the artefacts. Write the final descriptions neatly on labels. Discuss how these labels will be placed, whether on display boards or pasted on charts next to the artefacts (table 5.3).
3. Set up tables, stands, and display boards. Ensure artefacts are securely displayed and labelled.
4. Create posters, flyers, and social media posts to promote the exhibition.
5. Send out invitations to parents, family, friends, school staff and community members. Invite your friends and family.
6. Organise the exhibition of artefacts as decided and collect feedback from visitors, students, and teachers to understand what went well and what could be improved.

Table 5.3: Labels to describe objects briefly

Objects	**Description on Label**
Object 1	
Object 2	
Object 3	
Object 4	
Object 5	

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Draw a sketch to show the layout of how the artefacts will be exhibited.

Keep a visitor's book for feedback and comments related to your presentation, about the artefacts on display, and any feedback.

What did I learn from others?

If you were able to visit a museum, then

1. Find out how artefacts in museums are stored and cared for. Write down at least three methods that museums use to preserve artefacts.

(a) .....
.....

(b) .....
.....

(c) .....
.....

Learning from experts

If you have invited someone who can answer your questions, e.g., someone who works in a museum, a historian, or an archaeologist, to discuss historical artefacts with your class then write at least 3 things that you learnt.

Listen to a talk show or short documentary on artefacts and how they help us understand the lives of people in ancient times.

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Write at least three things that you learnt.

1. .....
   .....
2. .....
   .....
3. .....
   .....

Learning from visitors

Write down any three examples of feedback from visitors.

1. .....
   .....
2. .....
   .....
3. .....
   .....

What did you learn from this feedback?

.....
.....
.....
.....

What did I do and how long did it take?

It is important to understand how much time is required for an activity to be completed.

Activity	*1*	*2*	*3*	*4*	*5*	*6*	*7*
Time taken (Periods)	---	---	---	---	---	---	---

Calculate the approximate number of periods you spent on each activity. Mark them on the timeline. If you did more than the activities suggested in the book, please add the number and time taken.

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What else can I do?

Discuss the project with your relatives from different cities. Ask them to share or tell about some of the museum-worthy artefacts in their home or locality. Display them by either bringing the object or photographs to your class.

Think and Answer

1. What did you enjoy doing?
2. What were the challenges you faced?
3. What would you like to do differently?
4. How do museums help us in learning about our heritage and history?
5. What jobs are related to the project? Look around, speak to people and write your answer. A few examples of jobs related to the work you just did, are archaeologist, historian, museum curator, and tour guide.

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