



NATIONAL CHILDREN'S SCIENCE CONGRESS



A programme of
National Council for Science & Technology Communication (NCSC)
Department of Science & Technology, Government of India



**Focal Theme for
2022 - 2023**

**Understanding
Ecosystem For
Health And
Well-Being**

NCSC PROGRAMME IN GUJARAT	
District Level	State Level
Aug - Sept 2022	October 2022
National Level of NCSC	
December 2022	

- Sub Themes**
- Know your ecosystem
 - Fostering health, nutrition and well-being
 - Social and cultural practices for ecosystem and health
 - Ecosystem based approach (EBA) for self-reliance
 - Technological innovation for ecosystem and health

NATIONAL CHILDREN'S SCIENCE CONGRESS 2022-2023



BHARAT PATHAK [Retired IFS/APCCF-GUJ]
Academic Coordinator –NCSC-GUJ.
June 2022

Organized by:

GUJARAT COUNCIL ON SCIENCE AND TECHNOLOGY
(State Coordinator for Gujarat NCSC)
Department of Science & Technology, Government of Gujarat
Block B, 7th Floor, M.S. Building, Sec-11, Gandhinagar-382011
www.gujcost.gujarat.gov.in



PARTICULARS	2016-2017	2018-2019	2020-2021	2022-2023
FOCAL THEME	SCIENCE, TECHNOLOGY & INNOVATION FOR SUSTAINABLE DEVELOPMENT	SCIENCE, TECHNOLOGY & INOVATION FOR CLEAN, GREEN & HEALTHY NATION	SCIENCE FOR SUSTAINABLE LIVING	UNDERSTANDING ECOSYSTEMS FOR HEALTH & WELL-BEING
SUB THEMES	1. NATURAL RESOURCE MANAGEMENT	1.ECOSYSTEM & ECOSYSTEM SERVICES	1. ECOSYSTEM FOR SUSTAINABLE LIVING[SL]	1. KNOW YOUR ECOSYSTEM
	2. FOOD & AGRICULTURE	2.HEALTH, HYGIENE & SANITATION	2. APPROPRIATE TECHNOLOGY FOR SL	2. FOSTERING HEALTH, NUTRITION & WELL-BEING
	3. HEALTH, HYGIENE & NUTRITION	3. WASTE TO WEALTH	3 SOCIAL INNOVATION FOR SL	3. SOCIAL & CULTURAL PRACTICES FOR ECOSYSTEM & HEALTH
	4. LIFESTYLES & LIVELIHOODS	4.SOCIETY, CULTURE & LIVELIHOOD	4. DESIGN, DEVELOPMENT, MODELLING & PLANNING FOR SL	4. ECOSYSTEM BASED APPROACH FOR SELF RELIANCE
	5. DISASTER MANGEMENT	5.TRADITIONAL KNOWLEDGE SYSTEMS	5. TRADITIONAL KNOWLEDG SYSTEMS FOR SL	5. TECHNOLOGICAL INNOVATION FOR ECOSYSTEM & HEALTH
	6. TRADITIONAL KNOWLEDGE SYSTEMS	--	--	

2022-2023 NCSC FOCAL THEME & SUB THEMES	KEY-WORDS & CONCEPTS
<p>UNDERSTANDING ECOSYSTEMS FOR HEALTH & WELL-BEING</p>	<p>ECOSYSTEMS- BASED ON THE KNOWLEDGE OF ECOLOGY HUMAN HEALTH AND HUMAN WELL BEING ARE DEPENDENT ON ECOSYSTEM T WHICH THE BELONG AND HEALTH OF THOSE ECOSYSTEMS</p>
<p>1. KNOW YOUR ECOSYSTEM</p>	<p>ECOSYSTEM PROFILE INCLUDING (A) COMPONENTS [LIVING, NON LIVING & AMBIENT] OF ECOSYSTEMS, (B) ECOSYSTEM PROCESSES [INTER-RELATIONSHIPS, NATURAL CYCLES & THEIR OUTCOMES] MAKING ECOSYSTEM SELF SUSTAINING AND PRODUCING GOODS AND SERVICES THAT MAKE ECOSYSTEM LIFE SUPPORT SYSTEM,(C) ECOSYSTEM DISTURBANCE & DEGRADATION FACTORS THAT REDUCE AND DEGRADE CAPACITY OF ECOSYSTEMS TO PRODUCE GOODS AND SERVICES, WHICH IN TURN DAMAGE THE LIFE SUPPORT SYSTEMS, (D) LANDSCAPE ECOLOGY- MOSAIC OF DIVERSE ECOSYSTEMS FOR BIOLOGICAL DIVERSITY & PRODUCTION OF DIVERSE GOODS & SERVICES AND (E) ECOSYSTEM RESTORATION FOR HUMAN WELLBEING.</p>
<p>2. FOSTERING HEALTH, NUTRITION & WELL-BEING</p>	<p>NUTRITION, HEALTH [INDIVIDUAL HEALTH, COMMUNITY / PUBLIC HEALTH], EPIDEMIOLOGY [EPIDEMICS & PANDEMICS AS DISASTERS, DRR], CHRONIC DISEASES, ECOLOGICAL / ENVIRONMENTAL HEALTH, DISEASE SURVEILLANCE, HEALTH MANAGEMENT, RESEARCH IN HEALTH [DISEASE PREVENTION & HEALTH MANAGEMENT], HEALTH ECONOMICS, GENDER & HEALTH, LAWS & REGULATIONS FOR BETTER HEALTH, <i>CONCEPT OF ONE HEALTH</i></p>
<p>3. SOCIAL & CULTURAL PRACTICES FOR ECOSYSTEM & HEALTH</p>	<p>EDUCATION & AWARENESS, LIFE STYLE, INFRASTRUCTURE, TRAINED & CAPABLE HUMAN RESOURCE, ECOSYSTEM CONSERVATION, CLEANLINESS, CLIMATE AMELIORATION, POLLUTION CONTROL,</p>
<p>4. ECOSYSTEM BASED APPROACH FOR SELF RELIANCE</p>	<p>LOCAL SOLUTIONS, LOCAL PRODUCTION OF GOODS & SERVICES REQUIRED FOR HEALTH, CONCEPT OF STOCK RESOURCES AND FLOW RESOURCES FOR AN ECOSYSTEM,</p>
<p>5. TECHNOLOGICAL INNOVATION FOR ECOSYSTEM & HEALTH</p>	<p>APPROPRIATE TECHNOLOGY [SOIL HEALTH , SOIL CONSERVATION, WATER CONSERVATION, NATURAL RESOURCE MANAGEMENT, EFFICIENT USE, WASTE MANAGEMENT TO PREVENT ADVERSE IMPACT ON HEALTH, APPROPRIATE ENERGY USE, RENEWABLE ENERGY, NUTRITION & HEALTH RELATED DISASTER PREVENTION, TECHNOLOGY & INNOVATIONS FOR HEALTHY DIET]</p>

-: TOPICS FOR CONSIDERATIONS BY THE GUIDE/SCIENCE TEACHERS :-

1. NATIONAL CHILDREN'S SCIENCE CONGRESS

I. Objectives

- A. To make a forum available to children, both from formal schools as well as from out of school, to exhibit their creativity and innovativeness.**
- B. Encourage students/ young scientists to solve societal problem experienced locally through science.**

II. Brief history:

- A. Started from the year 1993**
- B. 28th & 29th NCSC to be organized in The years 2020 & 2021(2022).**
- C. 30TH & 31ST NCSC to be organized in the years, 2022 & 2023, respectively.**

III. Participation by the children of age group (A) 10+ to 14 years and (B) 14+ to 17 years, as on December 31 of the year.

IV. Guidance of the Guide Teacher for (i) Developing scientific temperament, (ii) Teaching research methodology and data analysis, (c) Explaining concepts related to focal theme & sub themes, (ii) Motivation, (iv) Problem identification, (v) Developing research method, (vi) Timely quality work completion , (vii) Oral and written presentation / communication skill and (viii) Follow up action and sustaining interest in scientific research and innovation.

-: TOPICS FOR CONSIDERATIONS BY THE GUIDE/SCIENCE TEACHERS :-

1. NATIONAL CHILDREN'S SCIENCE CONGRESS

IV. Organization:

IV. National: National Council for Science and Technology Communication, [NCSTC] Department Of Science and Technology [DOST], Ministry of Science and Technology [MoST] , Govt. of India.

V. GUJARAT STATE: Gujarat Council on Science and Technology [GUJCOST] .

VI. Districts: Districts Science Centres and Education Department Funtioneries.

V. Steps for Participation :

IV. Motivation And formation of team/group of children/young scientists.

V. Identification of problem to be solved / scientific project.

VI. Registration with the DSC, GUJCOST and NCSTC.

VII. Project innovation work

VIII. Sequential District, State and National level submissions and evaluations.

-: TOPICS FOR CONSIDERATIONS BY THE GUIDE/SCIENCE TEACHERS :-

2. NCSC PARTICIPATION

I. Participation by the Guide Teachers

- A. Identifying group /team of children / Young Scientists and motivating them for the scientific research/survey/experiment based learning and problem solving through innovations.**
- B. Encouraging young scientists to understand and learn fundamental and theoretical science as well as importance of multidisciplinary approach to problem solving.**
- C. Guiding young scientists to understand Focal Theme and Sub Themes.**
- D. Guiding the work of young scientists through proper scientific methods.**
- E. Supervising the work of young scientists for original scientific work.**
- F. Explaining evaluation criteria at (a) District level , (b) State Level and (c) National Level**

-: TOPICS FOR CONSIDERATIONS BY THE GUIDE/SCIENCE TEACHERS :-

2. NCSC PARTICIPATION

II. Participation by young scientists / children under the guidance and supervision of Guide Teachers

- A. Rapport building of the group /team of children / Young for the scientific research/survey/experiment based learning and problem solving through innovations.**
- B. Understanding and learning fundamental and theoretical science as well as importance of multidisciplinary approach to problem solving.**
- C. Understanding Project Evaluation method and scores /marks for different steps.**
- D. Problem and Project Identification as per the FOCAL THEME & SUB THEMES.**
- E. Ideation, developing project Scope, strategy, Method, Observations, Experimentations, Data Collection , Data Validation, Data Analysis, Drawing Inferences, Discussions , Drawing Conclusions and finding Solutions.**
- F. Project Writing and Presentations**

-: TOPICS FOR CONSIDERATIONS BY THE GUIDE/SCIENCE TEACHERS :-

2. NCSC PARTICIPATION

II. Participation by young scientists / children under the guidance and supervision of Guide Teachers

- A. Rapport building of the group /team of children / Young for the scientific research/survey/experiment based learning and problem solving through innovations.**
- B. Understanding and learning fundamental and theoretical science as well as importance of multidisciplinary approach to problem solving.**
- C. Understanding Project Evaluation method and scores /marks for different steps.**
- D. Problem and Project Identification as per the FOCAL THEME & SUB THEMES.**
- E. Ideation, developing project Scope, strategy, Method, Observations, Experimentations, Data Collection , Data Validation, Data Analysis, Drawing Inferences, Discussions , Drawing Conclusions and finding Solutions.**
- F. Project Writing and Presentations**

મુખ્ય વિષય

UNDERSTANDING ECOSYSTEMS FOR HEALTH & WELL-BEING

સ્વાસ્થ્ય / આરોગ્ય તેમજ સુખાકારી માટે પારિસ્થિતિકીય તંત્ર નું મહત્વ

“પહેલું સુખ તે જાતે નર્યા”

પૂર્વધારણા ઓ

1. વ્યક્તિગત / સામુહીક/સામુદાયીક આરોગ્ય/સ્વાસ્થ્ય એ વિકાસ અને સુખાકારી માટે અગત્ય ના છે.
2. વ્યક્તિગત / સામુહીક / સામુદાયીક આરોગ્ય / સ્વાસ્થ્ય અને સુખાકારી અન્ય પરિબળો ઉપરાંત પારિસ્થિતિકીય તંત્ર ના સ્વાસ્થ્ય પર અધારિત છે.
3. સારા / બહેતર સ્વાસ્થ્ય / આરોગ્ય ના ચાર અગત્ય ના સ્થંભો (ક) આહાર[Diet], (ખ) વિહાર [Environment of dwelling], (ગ) આચાર[Conduct, Lifestyle] અને (ઘ) વિચાર[Thoughts leading to actions] પારિસ્થિતિકીય તંત્ર પર પણ આધારિત છે. [**Four pillars of better health- by Hansaji Yogendra- Speaking Tree- Economic Times dt June 20, 2022**]

SUB THEME I:- KNOW YOUR ECOSYSTEM

ECOLOGY :

- ❖ The term coined by German Biologist Ernst Haeckel
- ❖ Based on two greek words OIKOS [Home, House , Dwelling] and LOGOS [Science, Study].
- ❖ Study of interrelations between living organism and their environment.
- ❖ How living organisms, including Man live, Survive and perpatuate ? - Dependence on natural environment and natural processes.

ECOSYSTEM:

- ❖ In 1935, **Arthur Tansley**, the British ecologist, coined the term ecosystem, the interactive system established between the biocoenosis (the group of living creatures), and their biotope, the environment, in which they live. Ecology thus became the science of ecosystems.
- ❖ The concept with emphasis on the importance of dynamic transfers of Material and Energy between organisms and their environment. "The whole system, ... including not only the organism-complex, but also the whole complex of physical (Physico-chemical) factors forming the **environment**".

SYSTEM:

A SET OF THINGS

[COMPONENTS- LIVING & NON LIVING]

WORKING

[WORK REQUIRES ENERGY AND PROCESS] **TOGETHER AS PARTS OF**

A MECHANISM OR AN

INTERCONNECTING NETWORK; A

COMPLEX WHOLE

TO PRODUCE GOODS AND

SERVICES THROUGH MATERIAL

TRANSFER AND TRANSFORMATION

[PRIMARY PRODUCERS LIKE

PLANTS PRIMARY CONSUMERS &

SECONDARY CONSUMERS,

DECOMPOSERS PRODUCING

GASES AND SIMPLE SUBSTANCES

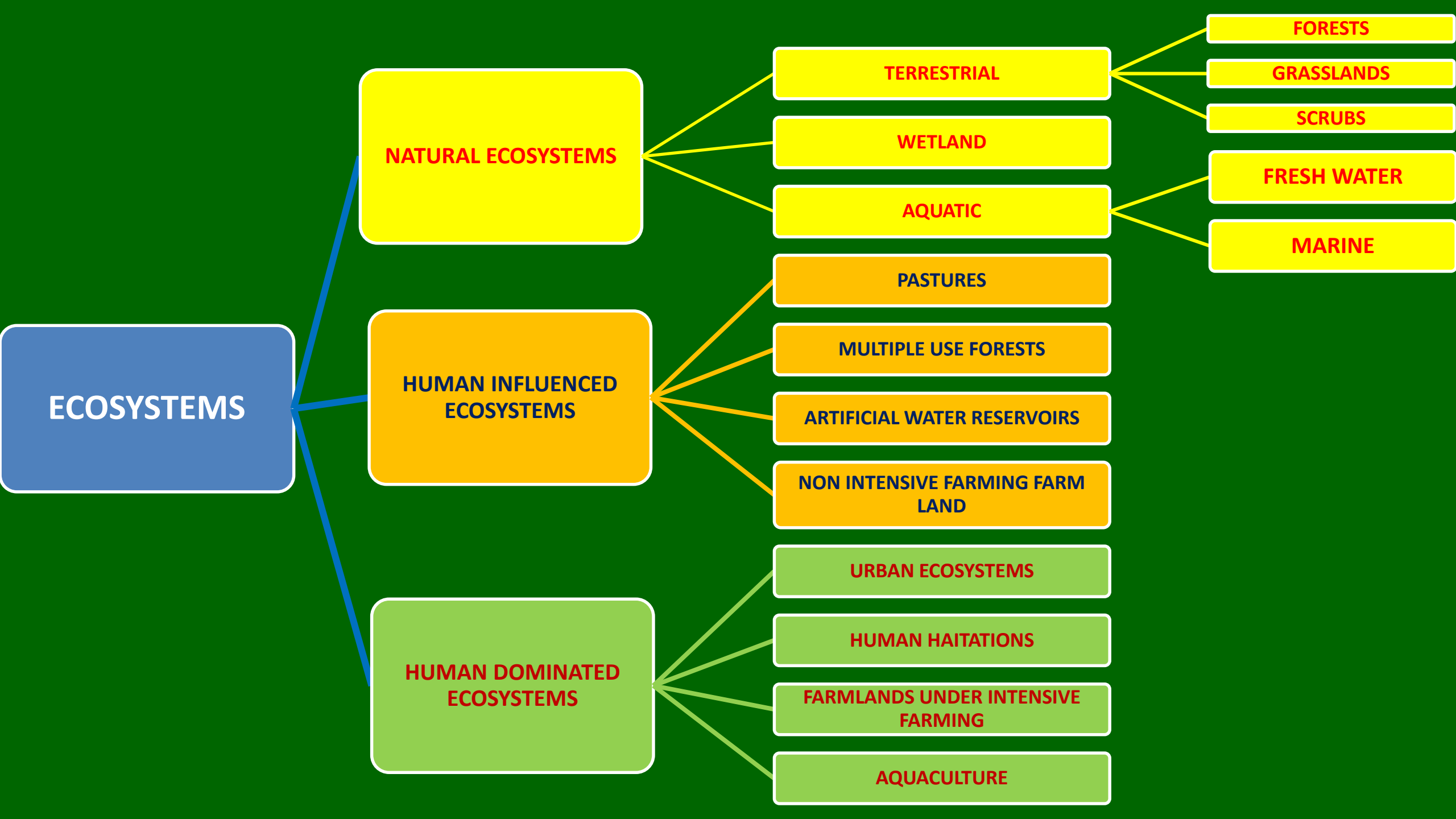
AND ELEMENTS]

ECOSYSTEM:

AN ECOSYSTEM / ECOLOGICAL SYSTEM CONSISTS OF ALL THE ORGANISMS AND THE ABIOTIC POOLS [PHYSICAL ENVIRONMENT INCLUDING CLIMATE] WITH WHICH THEY INTERACT THROUGH THEIR INTERRELATIONSHIP. IN SUCH SYSTEM BIOTIC & ABIOTIC COMPONENTS ARE LINKED TOGETHER THROUGH NUTRIENT CYCLES & ENERGY FLOWS.

ECOSYSTEM PROCESSES

TRANSFER OF ENERGY AND MATERIALS FROM ONE POOL TO ANOTHER AND INCLUDE NUTRIENT CYCLES, OXYGEN CYCLE, CARBON CYCLES, NITROGEN CYCLE, BIOMASS [TROPIC LEVELS] CYCLES, HYDROLOGICAL CYCLES, ENERGY CYCLES, PHYSICAL PROCESSES SUCH AS SOIL PROTECTION, EROSION AND DEPOSITION, ETC.



ECOLOGICAL PROFILE / ECOSYSTEM PROFILE:[KNOW YOUR ECOSYSTEM]:

A DESCRIPTION, IN ACCORDANCE WITH THE IMPLEMENTATING MEASURES APPLICABLE TO THE PRODUCT, OF THE INPUTS AND OUTPUTS [MATERIALS, EMISSIONS AND WASTE] ASSOCIATED WITH A PRODUCT THROUGHOUT ITS LIFE CYCLE WHICH ARE SIGNIFICANT FROM THE POINT OF VIEW OF ITS ENVIRONMENTAL IMPACT AND ARE EXPRESSED IN PHYSICAL QUANTITIES THAT CAN BE MEASURED.

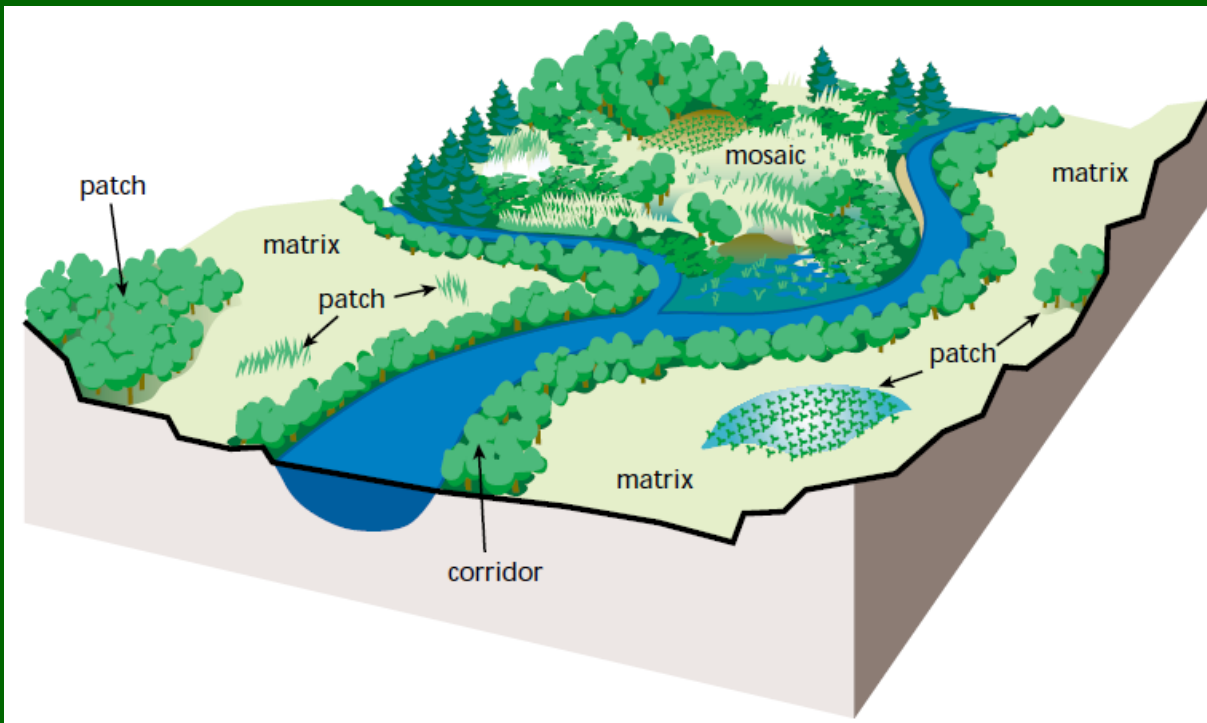
- 1. LISTING OF BIOTIC COMPONENT AND QUANTIFYING – BIOLOGICAL DIVERSITY OF THE SYSTEM. [INTRODUCE BIODIVERSITY ACT, BMC AND PUBLIC BIODIVERSITY REGISTER]**
- 2. LISTING, DESCRIBING AND QUANTIFYING ABIOTIC COMPONENTS - ROCKS, MINERALS SOIL, WATER, TOPOGRAPHY, CLIMATE, ET.**
- 3. LISTING , DESCRIBING AND GRADIG PROCESSES SUCH AS HYDROLOGICAL CYCLE, PRIMARY PRODUCTION, TROPHIC LEVELS, ENERGY FLOW, VARIOUS NATURAL CYCLES,ETC.**
- 4. ASSESS AND DESCRIBE ECOLOGICAL SERVICES OF ECOSYSTEM.**

**ONE ECOSYSTEM OR SEVERAL ECOSYSTEMS ?
MOSAIC OF ECOSYSTEMS IN A LANDSCAPE-
LANDSCAPE ECOLOGY OR SEASCAPE ECOLOGY**



LANDSCAPE IS THE VISIBLE FEATURES OF AN AREA OF LAND, IS LANDFORMS, AND HOW THEY INTEGRATE WITH NATURAL OR MANMADE FEATURES.

IN ONE LANDSCAPE THERE COULD BE ONE OR SEVERAL ECOSYSTEMS SUCH AS FORESTS, GRASSLANDS, WETLANDS, RIVERS, ESTUARIES, AGRI. FARM LAND, ORCHARDS, HABITATIONS.



LANDSCAPE / SEASCAPE ECOLOGY:

THE SCIENCE OF STUDYING AND IMPROVING RELATIONSHIPS BETWEEN ECOLOGICAL PROCESSES IN THE ENVIRONMENT AND SET OF ECOSYSTEMS IN THE LANDSCAPE. IT DEALS WITH LANDSCAPE DIVERSITY AS THE SYNERGETIC RESULT OF BIOLOGICAL DIVERSITY AND GEOLOGICAL DIVERSITY AND THEIR INTER-RELATIONSHIPS.

ECOSYSTEM SERVICES :

- ❖ Ecosystem services are the benefits provided to humans through the transformations of resources (or environmental assets, including land, water, vegetation and atmosphere) into a flow of essential goods and services e.g. clean air, water, and food (Constanza et al. 1997).

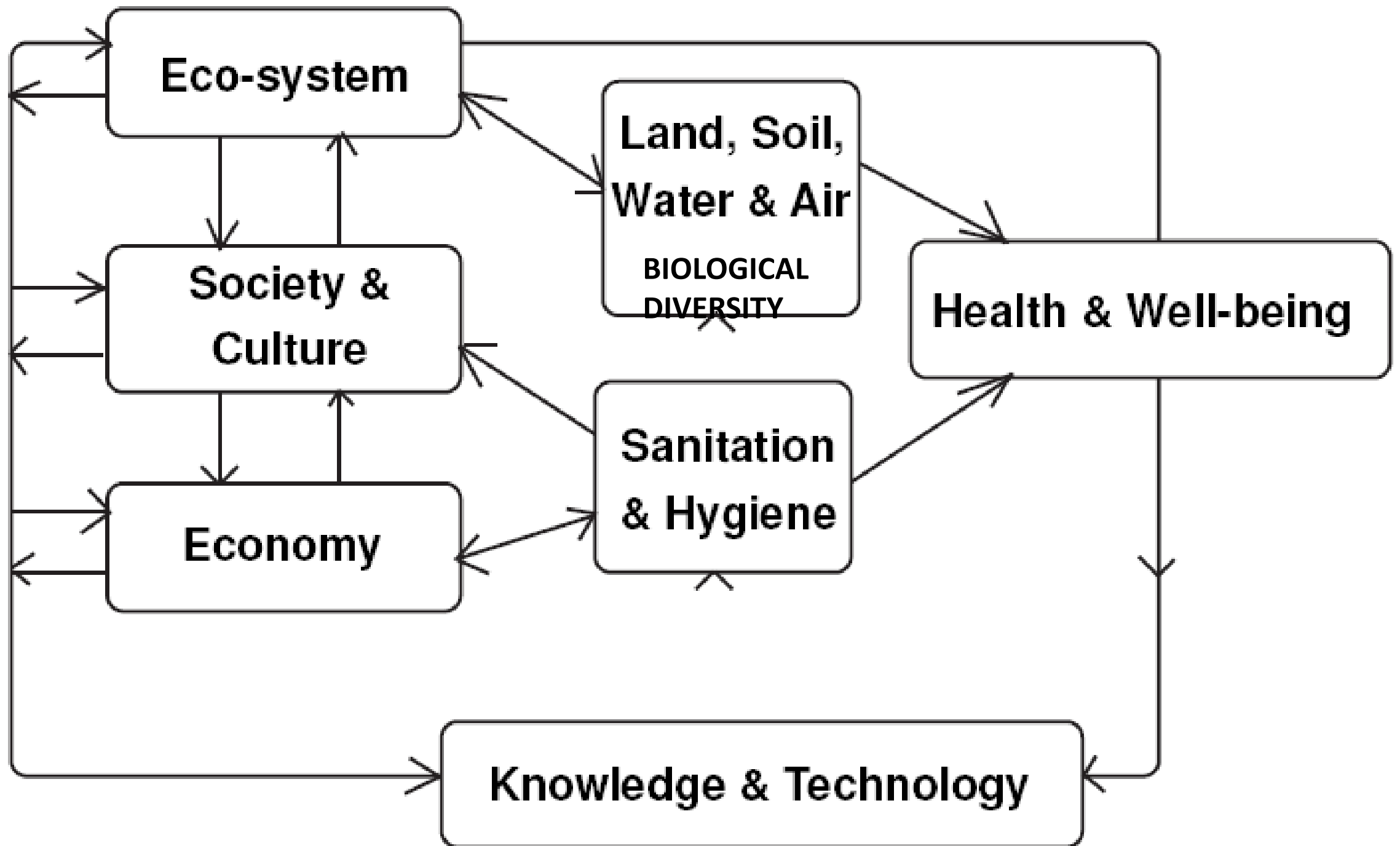
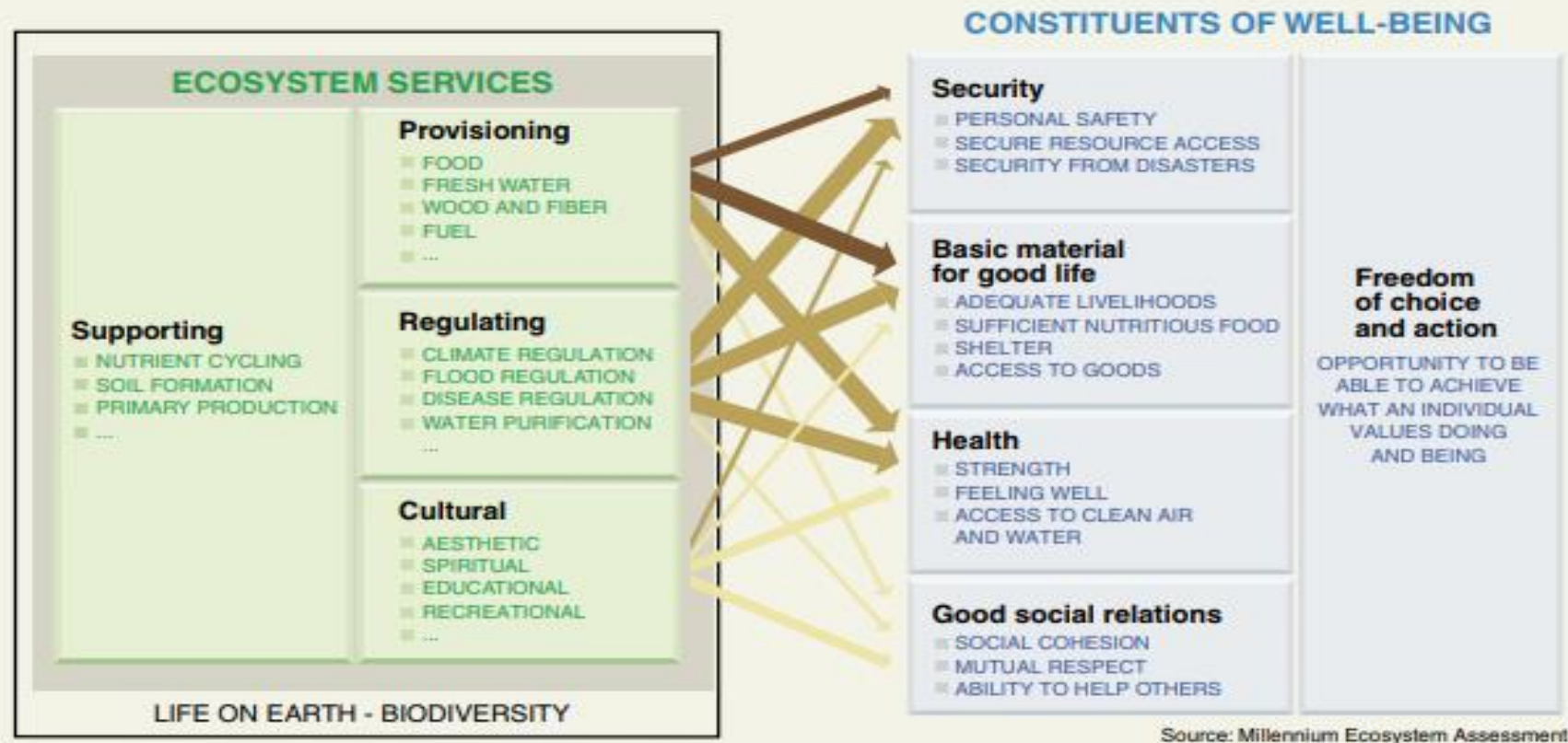








Figure A. LINKAGES BETWEEN ECOSYSTEM SERVICES AND HUMAN WELL-BEING

This Figure depicts the strength of linkages between categories of ecosystem services and components of human well-being that are commonly encountered, and includes indications of the extent to which it is possible for socioeconomic factors to mediate the linkage. (For example, if it is possible to purchase a substitute for a degraded ecosystem service, then there is a high potential for mediation.) The strength of the linkages and the potential for mediation differ in different ecosystems and regions. In addition to the influence of ecosystem services on human well-being depicted here, other factors—including other environmental factors as well as economic, social, technological, and cultural factors—influence human well-being, and ecosystems are in turn affected by changes in human well-being. (See Figure B.)



ARROW'S COLOR Potential for mediation by socioeconomic factors	ARROW'S WIDTH Intensity of linkages between ecosystem services and human well-being
 Low	 Weak
 Medium	 Medium
 High	 Strong

Millennium Ecosystem Assessment (MEA)¹ launched in 2001 by the UN Secretary General and completed in 2005. A conceptual framework was developed to highlight the real impacts of the ecosystem services on human health, security, social relations and physical wellbeing to explain the integrated aspects organized into four categories (Fig. – 1.1).

Provisioning Services

Products obtained from ecosystems

- Food
- Fresh Water
- Fuel wood
- Fiber
- Biochemicals
- Genetic Resources

Regulating Services

Benefits obtained from regulation of ecosystem processes

- Climate Regulation
- Water Regulation
- Disease Regulation
- Pollination
- Water Purification

Socio - Cultural Services

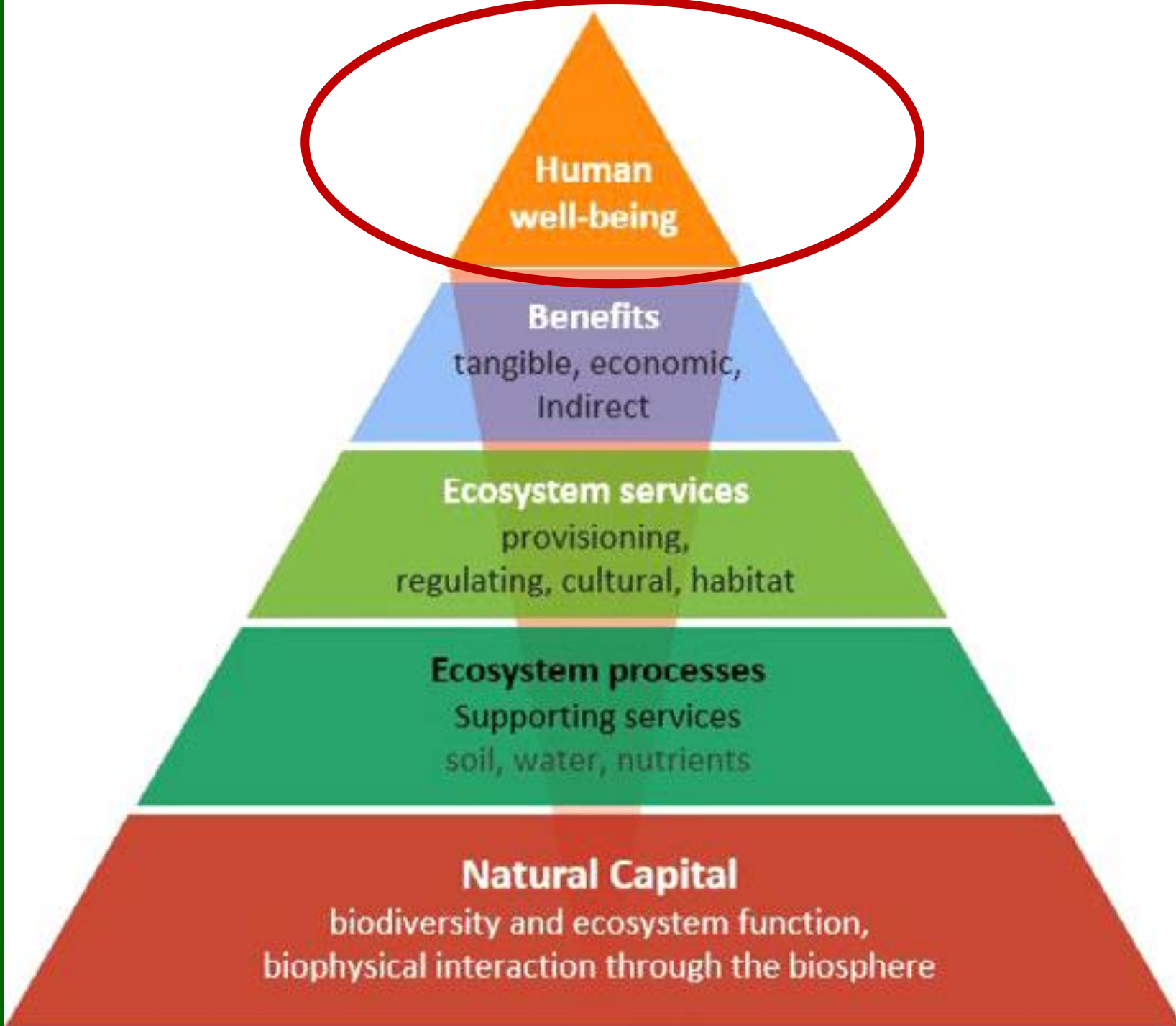
Nonmaterial benefits obtained from ecosystems

- Recreational
- Aesthetic
- Educational
- Heritage
- Spiritual & Religious
- Inspirational

Supporting Services

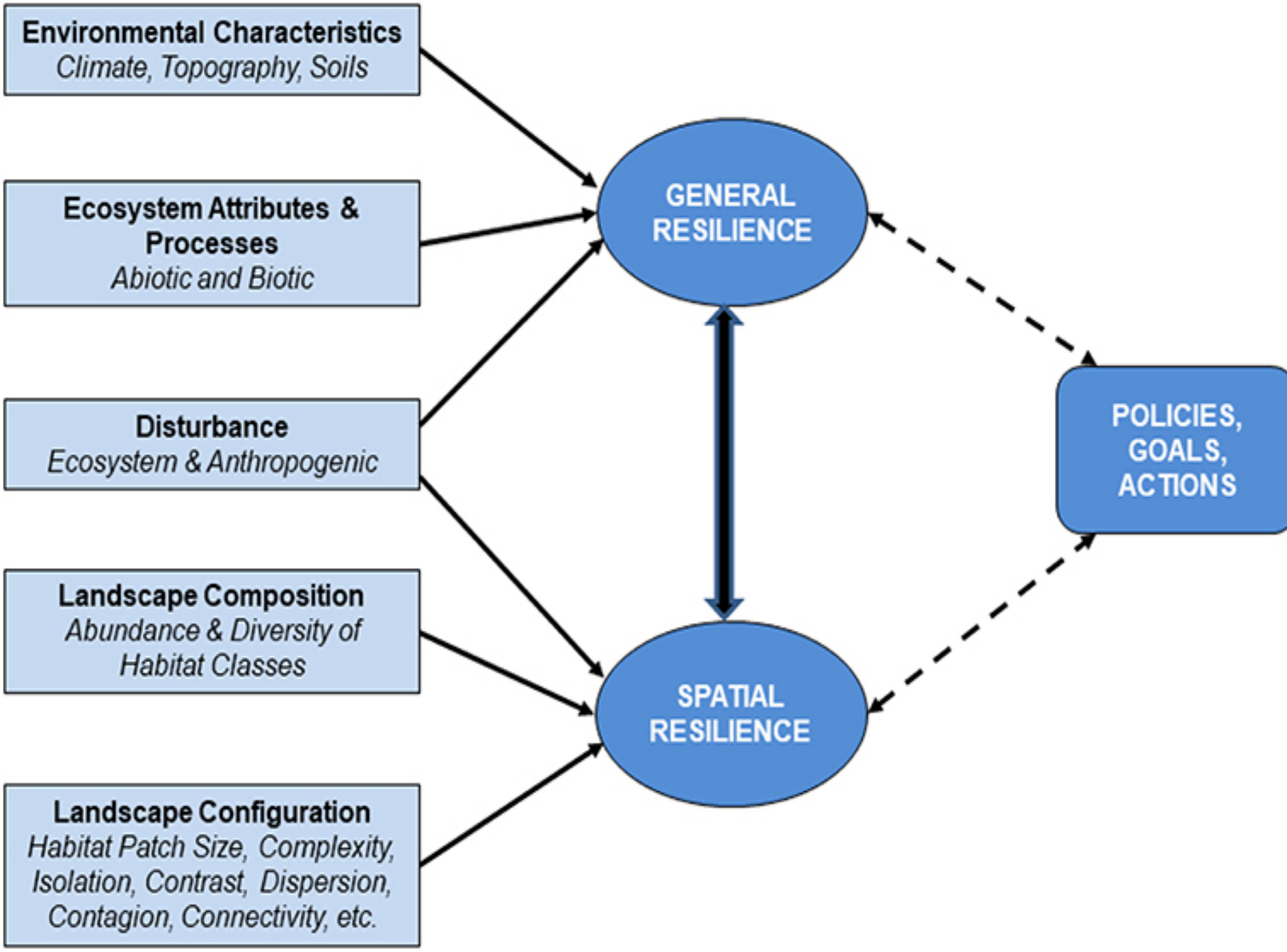
Services necessary for the production of all other ecosystem services

- Soil Formation
- Nutrient Cycling
- Primary Production



REFERENCE

- The links from natural capital to human wellbeing, and back.
- Ecological and socioeconomic sustainability is achieved through recognizing and accounting for the links in this pyramid.
- The restoration of natural capital generates many benefits to society.
- Source: Alexander et al. (2016).



Reference:

“Operationalizing **Ecological Resilience** Concepts for Managing Species and Ecosystems at Risk” by

Jeanne C. Chambers^{1*},

Craig R. Allen² and

Samuel A. Cushman³

¹U.S. Department of Agriculture Forest Service, Rocky Mountain Research Station, Grasslands, Shrublands and Deserts Program, Reno, NV, United States

THE DECADE OF 2021 TO 2030 UN DECLARATION

THE DECADE OF ECOLOGICAL RESTORATION

IT IS A PRACTICE / IMPLEMENTATION / ACTION OF RENEWING AND RESTORING DEGRADED, DAMAGED AND DESTROYED ECOSYSTEMS AND HABITATS IN THE ENVIRONMENT BY ACTIVE INTERVENTION AND ACTION.

IT IS AN INTENTIONAL ACTIVITY THAT INITIATES OR ACCELERATES THE RECOVERY OF AN ECOSYSTEM WITH RESPECT ITS HEALTH, INTEGRITY AND SUSTAINABILITY

It requires:

- Explicit goals and policies
- Restoration plan / project
- Prevention of degrading / damaging factors / influences
- Sustained long-term efforts as per the plan.

UN Declaration on Ecosystem Restoration



2021

2030



REFERENCE:

UN Decade on Ecosystem Restoration
2021–2030—What Chance for Success in
Restoring Coastal Ecosystems?

BY UN

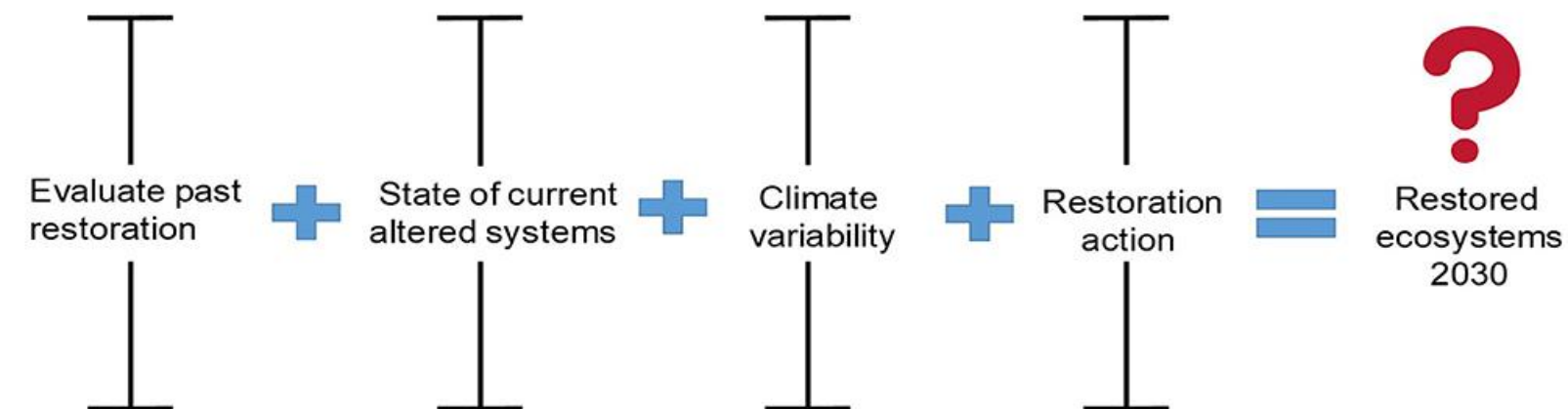
Nathan J. Waltham^{1,2*},

Michael Elliott^{3,4}, S

hing Yip Lee⁵, *et al.*

RESTORATION INCLUDE

- Prevent disturbance / degrading factors
- Restore natural dynamic equilibrium
- Restore natural resilience
- Restore Biodiversity & their habitat
- Restore productivity [goods & Services] of ecosystem



ECOSYSTEMS AND PUBLIC HEALTH

Biodiversity Loss and Disease Outbreak

1. A section of scientists say there is a ' biodiversity dilution effect ' in which
2. declining biodiversity results in increased infectious disease transmission.
3. Scientists have observed link between decrease in disease frequency with increase in host diversity.
4. Incidence of West Nile Disease and Lyme Disease has been linked to the biodiversity dilution effect.
5. However, another section of scientists say the issue of biodiversity dilution effect is the subject of ongoing research and is still unresolved.

ECOSYSTEMS AND PUBLIC HEALTH

6. Clear links between biodiversity losses and increased risk of transmission (RajaN Patil , associate professor of epidemiology at SRM University, Chennai in research of 2018) biodiversity has great influence on magnitude and impact of epidemics
7. An article in Journal of Community Medicine (Patil's group) attributed an outbreak of anthrax in Chhattisgarh state to the loss of biodiversity.
8. Species at risk of extinction can directly impact human health
9. In the case of disease transmission dynamics, species evenness is important as it indicates the total distribution of vectors available for a pathogen to feed from.
10. Examples of diseases that entered humans as host directly from wild or from domesticated animals (who caught it from wild) plague, anthrax, SERS, MERS, Zika , Ebola and Noval Coronavirus that became an epidemic
11. Because of mishandling of ecosystems, deforestation

September 2015, the United Nations General Assembly formally adopted the "universal, integrated and transformative" 2030 Agenda for Sustainable Development Goal,

Set of 17 Sustainable Development Goals (SDGs).



SI	S.D.Goal	Targets
1	No Poverty	5
2	Zero Hunger	5
3	Good health & well being	9
4	Quality Education	7
5	Gender Equality	5
6	Clean Water and Sanitation	6
7	Alternate & Clean Energy	3
8	Decent work & ECONOMIC Growth	10
9	Industry, innovation & Infrastructure	5

SI	S.D.Goal	Target
10	Reduced inequalities	7
11	Sustainable cities and Communities	7
12	Responsible consumption & Production	8
13	Climate Action	3
14	Life Below Water	7
15	Life on Land	9
16	Peace, Justice & Strong Institutions	10
17	Partnerships for Goals	19
Total 17 Goals and 169 Targets		

PERSONAL AND PUBLIC HEALTH: Indicative list of subjects for NCSC research

- 1. Personal nutrition and hygiene**
- 2. Cleanliness- social & Behavioural science- Gender & Health**
- 3. Public health nutrition**
- 4. Environmental Health**
- 5. Occupational Health**
- 6. Communicable & Non communicable diseases**
- 7. Epidemiology-study of epidemics and Pandemics**
- 8. Child Health Care**
- 9. Reproductive health**
- 10. Disease surveillance**
- 11. Economics of good health and health issues**
- 12. Health Policy, National Health Programme & Management**
- 13. Immunisation Programmes**
- 14. Public Health Laws**
- 15. Invoking Disaster Management Laws during Pandemic / epidemic**

3. Evaluation Sheet

i. District level

Sl. No.	Criteria	Max. marks		Total
		Written Report	Oral Presentation	
1	Originality of idea and concept	10	10	20
2	Relevance of the project to the theme	10	10	20
3	Understanding of the issue	15	15	30
4	Data collection & analysis	15	15	30
5	Experimentation/validation	10	10	20
6	Interpretation and Problem solving attempt	10	10	20
7	Team work	10	10	20
8	Background correction	10	10	20
9	Presentation	10	10	20
	Total	100	100	200

STATE LEVEL EVALUATION

Sl. No.	CRITERIA	MAX. MARKS		TOTAL
		WRITTEN REPORT	ORAL PRESENTATION	
1	Originality of idea and concept	05	05	10
2	Relevance of project to the theme	10	10	20
3	Understanding of the issue	15	15	30
4	Data collection & Analysis	15	15	30
5	Experimentation / validation	10	10	20
6	Interpretation & Problem solving attempt	20	20	40
7	Team work	05	05	10
8	Oral Presentation/ written report (as applicable)	10	10	20
9	Improvement over previous level suggested	10	10	20
TOTAL		100	100	200

iii
**NATIONAL
 LEVEL
 EVALUATION
 CRITERIA**

Sl. No.	Criteria	Max. Points
A	Oral Presentation	
1	Originality of idea and concept	05
2	Relevance of the project to the theme	05
3	Understanding of the issue	05
4	Data collection & analysis	10
5	Experimentation/validation	10
6	Interpretation and Problem solving attempt	05
Sl. No.	Criteria	Max. Points
7	Oral Presentation	10
	Sub Total - A	50
B	Written Report	
1	Data Collection /Analysis, Graphical Representation etc.	15
2	Methodology-Experiment/Survey design	15
3	Discussion and Conclusion	10
	Sub Total - B	40
C	Poster Presentation	
1	Lay out	05
2	Logical Framework	05
	Sub Total - C	10
	Grand Total (A + B + C)	100

THANKS