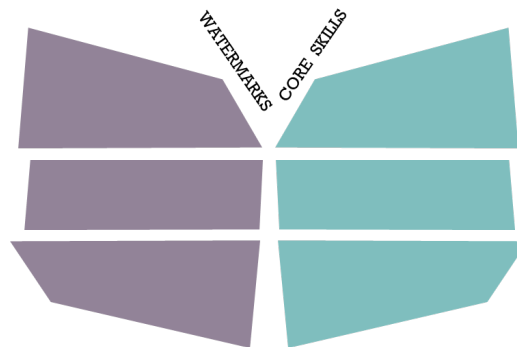


The Asia-Pacific Schools Initiative

LEADERSHIP THROUGH SERENE STRENGTH



2-WEEK JHALAWAR PROGRAMME DOCUMENTATION
March 2017

Day 1/Wednesday 15 March 2017

Session 1: Introduction and overview of the programme

Venue: Vishwa Yuvak Kendra, Delhi

Summary: Saroj Thapa and Amjad Khan welcomed the participants to the Asia Pacific School Initiative programme, 'Leadership through Serene Strength'. Udayan Philip conducted two short ice-breaker sessions for the participants to get to know each other. Then, Saroj and Amjab gave an overview of the programme.

According to the speakers, the Asia-Pacific Schools Initiative will highlight the common values and shared culture of the Asia-Pacific community while celebrating the diversity and uniqueness of the various local contexts. Moreover, the programme will create a network of future leaders in government, business, civil society, etc. who would have spent time together through the course of a 10-month educational experience. It is envisaged that participants in the programme will have individual and collective potential to bring a positive change to an integrated Asia-Pacific community.

The speakers explained that **Leadership through Serene Strength** refers to the development of leaders who bear the *Watermarks* of rigour, compassion and resilience; and who constantly work towards the mastery of *Core Skills* of comprehension, collaboration and assessment. At the same time, to ensure holistic development of participants, the programme will focus on the five areas of development: Cerebral, Social, Emotional, Physical and Spiritual.

The curriculum for the students will be delivered through learning experiences in the following areas: Aesthetics, Environment, Evolution of Societies, Economy, Livelihoods, Communities and Philosophy. Alternately, the curriculum for the teachers will include skills of facilitation as well as recording, collating and analysis of assessment data.



Later that evening, Saroj hosted a welcome dinner for the participants in the lawn of her house. The ambassador of Bhutan, Major General V. Namgyel addressed the students.



Day 2/Thursday 16 March 2017

The participants were taken to the station where they boarded the train to Kota. After having lunch in Kota, they boarded the bus to Jhalawar. They arrived at RTDC Huts and settled into their rooms.



Session 1: General Orientation

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Nitya Ram welcomed the participants to Jhalawar and presented on important information and logistical details regarding the 2-week stay at Jhalawar.

Groups

- Each one of you has been assigned to a group

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- There are two teachers and one coordinator for each group
- This group is your family at Jhalawar
- Students in each group will collaboratively assign responsibilities to each other for:
 - Tidying up
 - Laundry
 - Stationery assigned to the group
 - Punctuality – ensuring group is on time for each event
 - Completing the daily reflections and roadmap
 - Etc. – use your imagination

GROUPS

Group	Group Coordinator	Teacher 1	Teacher 2	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Group 1	Ridhi	Thitikwan	Shariful	Aahir	Chonga	Asees	Md. Shabir	Cyrus	Aditya
Group 2	Chetna	Siddharth	Lhakpa	Chaitanya	Tsering	Takumi	Tenzin Tselha	Suthapit	Deepika
Group 3	Choki	Vina	Viraj	Munazzah	Deeya	Dishi	Md. Nizamuddin	Diaz	Pannatorn
Group 4	Udayan	Tripti	Tshering	Amit	Bishesh	Jigme	Danisha	Samridhi	Shikha
Group 5	Khalid	Imtiyaz	Punita	Shiwanee	Jennifer	Tenzin Nyima	Shinoj	Jotham	Khamsum

After introducing the family groups of students, teachers and coordinators to each other, Nitya gave relevant information regarding safety and security, cleanliness, laundry, drinking water and excursions.



Session 2: Roles and responsibilities of teachers

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: After the general orientation, students were sent to their rooms and teachers were briefed on their roles and responsibilities.

GROUP RESPONSIBILITIES

Mentor Group

- Each teacher is assigned to a group of 6 students
- Teachers are responsible for the students in this group

Project Group

- Later in the programme, students will choose a project to work on
- Each teacher will additionally be assigned to a project group, and will be responsible for facilitating the project development

PASTORAL

- Emotional needs: ensure each child is included and treated with kindness by all
- Physical needs: diet restrictions, medical needs, ensure they are active, but not over tired

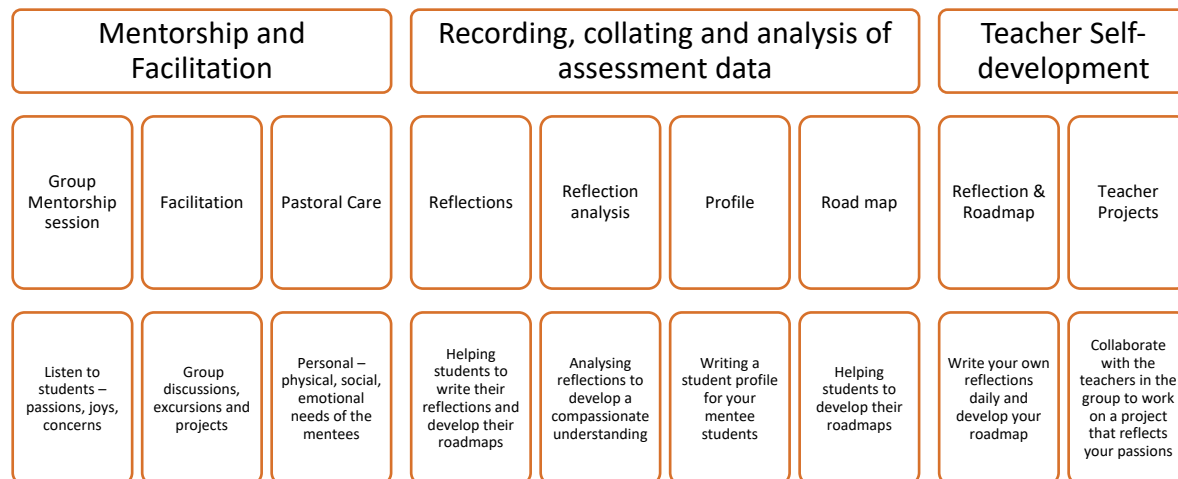
- Social needs: ensure students are interacting with the entire group and making friends. Resolve interpersonal issues in the group
- Spiritual: Ensure morning and evening meditation are taking place

In addition:

- Share/ escalate to resolve issues to Core Team immediately (Pema, Namrata, Nitya, Saroj) or any coordinator
- Ensure that there is no substance abuse of any kind. In case, there is, please report immediately so that students can be counselled

Also, teachers were briefed on their roles and responsibilities regarding excursions and reflections and in relation to their own tasks and their school students. Then, they were given a brief description of their curriculum.

THE CURRICULUM FOR TEACHERS





Day 3/Friday 17 March 2017

The participants went to Pallavan School, where they were greeted with a 'tikka' and rose, a traditional Indian custom. Then, the students of the school performed traditional Rajasthani dances to welcome the students.





Session 1: My passion and my country

Venue: Pallavan School, Jhalawar, Rajasthan

Summary: Participant from various countries in the Asia Pacific region talked about their individual countries through PowerPoint presentations. They passionately talked about their culture and traditions, food, economy and infrastructure. Most of them talked about the diversity of people and religions in their country and highlighted the secular co-existence amongst the citizens.

The cultural diversity in the room stirred much wonder amongst the team members. Certain cultural similarities also led to bonding between the various countries. Even though there were power cuts, the teams continued with their presentations.

After the presentation, everyone depicted their passions on a sheet of paper.



Session 2: Visit to Gagron Fort and the Dargah

Venue: Gagron Fort and Dargah, Jhalawar, Rajasthan

Resource person: Mr Hada, local historian

Summary: Mr Hada began the tour by talking about the history of Gagron fort and the various dynasties that ruled the area. According to him, the Doad dynasty ruled the area from 7th to 12th century, after which the Khichi dynasty took over till the 15th century. Then, the Mughals ruled over the area till it was instituted as the Kota state. After independence, the fort fell under the Government of India.

The fort depicted various architectural styles. The doorways signified the welcoming of the guests of the royals. It was explained that there are 12 balconies around the fort, which was used by women to spend their time. The fort also constituted of the artillery section where the weapons were stored.

The students were explained the concept of Jauhar – a Hindu custom of mass self-immolation by women in parts of Indian subcontinent, to avoid capture, enslavement and rape by invaders, when facing certain defeat during war.

After the fort visit, the team visited the Dargah nearby and heard the Qawwali – A form of Sufi devotional music in South Asia.



Session 3: Assessment and Feedback

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Nitya Ram conducted the session. She explained that assessment is the path to Leadership through Serene Strength. She emphasised on self assessment and the importance of reflection and being honest with oneself. According to her, self-assessment refers to promoting learning and achievement, and is not about grading. Then, she explained the concepts of rubrics, goals and indicators of success. She also talked about peer assessment and ways of doing it effectively.



Session 4: Teacher session on Facilitation**Venue:** RTDC Huts, Jhalawar, Rajasthan

Summary: Nitya Ram talked about the role of a facilitator and what it entails to be a good facilitator. Qualities of a good facilitator discussed included listening, observation, gauging child's capacity, eliciting maximum out of the child, and efficiency. The Importance of mentorship was also discussed.

Day 4/Saturday 18 March 2017

Session 1: Leadership Programme with Gaurav Saklani

Venue: Pallavan School, Jhalawar, Rajasthan

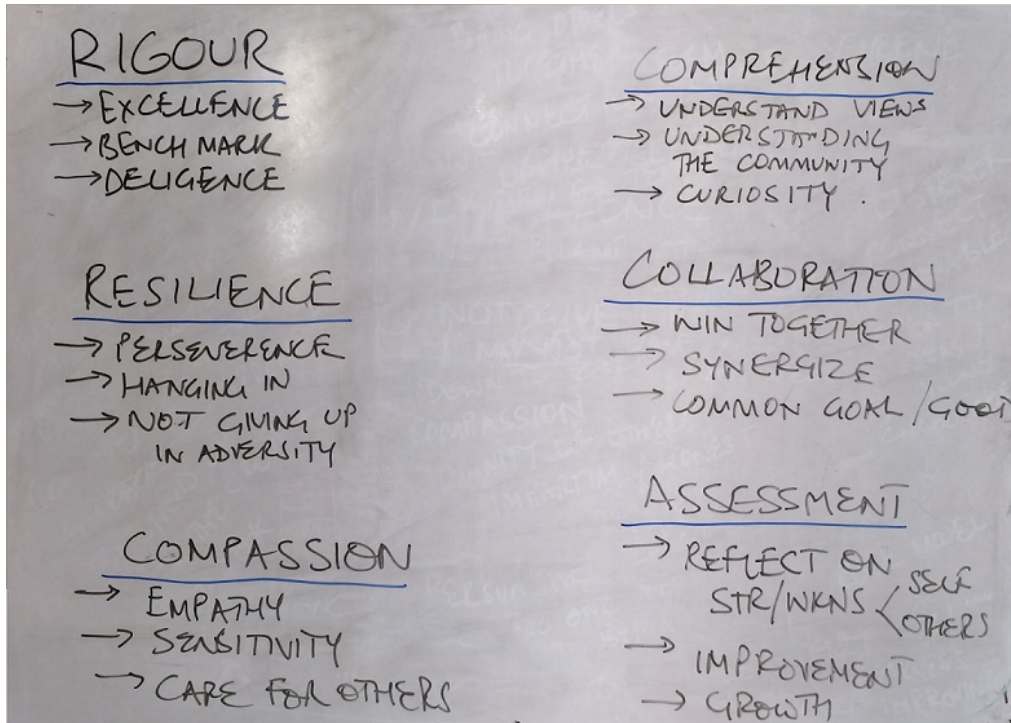
Resource person: Gaurav Saklani is a founder at the Exper Executive Education. Exper designs and facilitates learning for organizations of varying sizes, cultures and from across business segments. It has worked with Fortune 500 companies, SMEs and Start-ups.

Summary: Mr. Saklani began the session by soliciting opinions from the students on what they understood by the term ‘leadership’ and what some of the traits suited for a good leader were in their view.

Following the discussion, Saklani had the batch of participating 30 students play a game that required the participants to complete a challenging task. The objective of the game was to make the participants realise first-hand what it takes to be a good leader.

The game required the participants to collaborate and carry a marble through a series of short plastic half-pipes and drop it into a glass placed at a short distance. Students were divided into three teams and handed a piece of half-pipe and few marbles. The game was devised in such a way that without collaboration through effective communication, it would not have been possible to successfully complete the assigned task. At first, due to a lack of effective coordination among the team members, the participants had a difficult time getting the marble in the glass; however, as the game progressed, students intuitively learned that they had to depend on their fellow team mates to achieve the goal of the game and were able to complete the task.

On completion of the exercise, Saklani led a reflection session that made students reflect on their techniques and assess where and why they succeeded and where and why they did not. Through a guided discussion by Saklani, students were able to appreciate and realise few of the traits necessary to be a good and effective leader.





Session 2: Actualisation of Potential by Arun Kapur

Venue: Pallavan School, Jhalawar, Rajasthan

Resource person: Arun Kapur is an educator with over four decades of experience. He is the Chairman of Ritinjali, an NGO that works with the marginalized sections of society; Chairman of Centre for Escalation of Peace; and founded Pallavanjali, which promotes inclusive education. He is also the Director of Vasant Valley School which is among the most reputed institutions in the country. In the past, he has served as a Member of NCERT as well as the Central Advisory Board of Education and the NCTE panel. He has authored two acclaimed books: “Transforming Schools — Empowering Children” and “Leading Out — the True Purpose of Education”.

Summary: Mr. Kapur led the discussion on the topic of realising one’s potential by drawing a parallel to the transformation of a caterpillar into a butterfly. He emphasised that just like the struggle necessary for a butterfly to break out from the cocoon, without rigour and resilience, a person cannot fully realise their full potential. It is only through hard work that one can be all they can be. He also took the opportunity to speak about the Asia-Pacific School Initiative (APSI) and explained how the APSI programme connects to his philosophy on education borne out from his views on actualising potential.



Session 3: Leadership Programme with Gaurav Saklani [Continued]

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: To illustrate and drive home the point that good leaders look for win-win solutions in times of conflict instead of a win-lose solution, Saklani had the students play a strategy game in teams that required them to collaborate with each other in order to win the game. Without collaboration and trust of the other teams, the game could only end in everyone losing. However, since the students were expected to come to this realization on their own, the winning strategy was not communicated to the playing teams ahead of time and was only told at the conclusion of the game. And as expected, rather than collaborating, teams played against each other and everyone involved in the game lost.

Following the game, Saklani led a reflection session through which students learned the error in their strategy and the importance of collaboration and finding win-win solutions in times of conflict, a trait good leaders are known to exhibit.



Day 5/Sunday 19 March 2017

Session 1: Comprehension

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Nitya Ram carried out a session on Comprehension focusing on:

- Observing facts: Describe what you see, be aware that much could be hidden and be aware of one's own bias
- Interpret the facts: Guess-go beyond what you see, prior knowledge and logic and use empathy
- Validate: Check that your guess is right, research through multiple sources and filter
- Connect to yourself: Which part was of interest, which parts made you curious, what made you more curious and what did it tell you about yourself



Session 2: Visit to Chandrabhaga river and temples

Venue: Chandrabhaga river and temples, Jhalawar, Rajasthan

Resource person: Lalit Sharma, renowned historian and scholar

Summary: We went on a fieldtrip to the Chandrabhaga temple with Mr Lalit Sharma, renowned historian and scholar as tour guide, and Chetna as translator for the international group. He explained the importance of being rooted and knowing one's culture and identity through the appreciation of one's culture and heritage. The temples reflected the architectural style of the Gupta dynasty and the Malwa kings. Lord Shiva was the inspiration of the Chandrabhaga temples, which were intricately carved with images from the Mahabharata and various Hindu scripture. The visit was followed by the Surya temple that was inspired by Lord Krishna and Dwarkadhish Mandir overlooking the Gomti Sagar lake that resonated with stories of warriors. The architecture, carvings and the lake elicited questions from the students about how people transported rocks, worked on them and created images that have defied time and existed for centuries.





Session 3: Leadership Programme with Gaurav Saklani [Continued]

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Mr. Gaurav spoke about the Watermarks- Rigour and Resilience through an activity called the ‘tower building’ exercise that was adapted from the achievement oriented space. The exercise involved setting a target about the height of the tower participants were going to build individually and collectively as a team. The discussion revolved around rigour in the planning, approach and mindset of leaders as well as the qualities that is required for resilience.

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Session 4: Presentation on traditional Rajasthani dances

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: The day ended with a dance session that was enjoyed by all participants and coordinators. The dance troop showcased the traditional Rajasthani dances of Bindauri and Ghoomar. The Bindauri dance involved men in pink turbans held on their heads with a bright yellow cloth, and wearing their dominant white and pink traditional costume. The men used sticks to dance in tandem, representative of war tactics. The Ghoomar was performed by women. It was explained that the dance is traditionally performed during an engagement ceremony with participants from both the groom's and bride's side of the family participating.

The dances were engaging and participatory with the leader involving the children and teachers. The drums, the singing and dancing left everyone's ears deaf and feet tired but hearts beating out of their chests and happy.



Day 6/Monday 20 March 2017

Session 1: Visit to Farms

Venue: An organic farm in the Jhalawar district

Resource person: Dr. Acharya

Summary: Dr. Acharya explained to the students what organic farming is. He made them understand that farming done without the use of chemical fertilizers, pesticides and insecticides is basically organic farming and then went on to show them the natural fertilizers that they use in their farms. The children had a question-answer session wherein they asked several questions regarding GM crops, high price of organic products, and why some countries are banning GM crops.

They were then shown some of the organic crops grown on their farm like coriander, garlic, opium (under strict government control for medicinal purposes) and orange groves. Everyone plucked oranges from the trees and ate them while being told that one of the best varieties of orange grows in this area of the country.

They were also shown compost pits and wormy-compost pits.





Session 2: Kolvi caves case study

Venue: Pallavan School, Jhalawar, Rajasthan

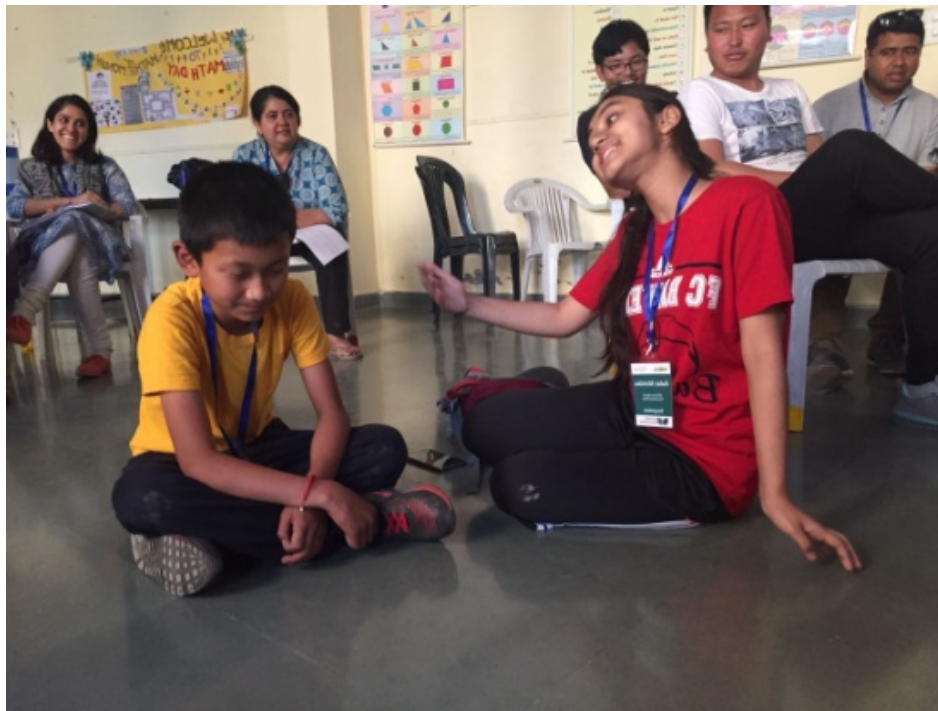
Summary: Saroj Thapa started the session by showing them a presentation on the Kolvi caves, which are situated a few miles from Jhalawar. She explained that these are Buddhist rock cut caves built in the 7th and 8th century. She presented a case study on the caves through a PowerPoint presentation and handouts.

This was followed by a discussion on their reaction to the presentation. Students were asked to write down their individual ideas on what they could do to enrich the Kolvi caves and the community around it. Based on their answers, they were divided into 7 different groups. One group composed of teachers who are a part of this programme. The groups were asked to plan and present their ideas through role plays.

The session ended with them being introduced to self and peer assessment based on the following 4 areas:

- Presentation
- Ideas
- Communication
- Teamwork





Session 3: Introduction to Frisbee

Venue: Pallavan School field, Jhalawar, Rajasthan

Summary: Udayan introduced the whole group to the game of Ultimate Frisbee. Ultimate Frisbee, played with a disc is a non-contact sport that has at its heart the value of ‘Spirit of the Game’. Being a self refereed sport, Ultimate facilitates an environment of integrity and sportsmanship. Played 7 v 7, Ultimate embodies gender equality, with men and women play on the same team.

After showing the students a short video, Udayan took them to the field and taught them the fundamentals of the game - throwing and catching. He then explained what the spirit of the game was. The two skills that the students learnt were collaboration and encouragement. He ended the session with a spirit circle where students reflected on their experience.



Day 7/Tuesday 21 March 2017

Session 1: Visit to the Kota mines

Venue: Kota mines, Jhalawar, Rajasthan

Resource person: Feroz, guide

Summary: The APSI team visited the Kota Quarry which was 20 kilometers from the RTDC Huts. Braving the heat, the team went into the interiors and witnessed the mining activity taking place. It was a new experience for many of them. The students were mesmerized by the unique use of chisel and hammer to cut the Kota stone into perfect slabs. They also got to witness the various layers of the Earth.

Feroz was the guide for the day. He informed the team about the different qualities of Kota Stone and the process of mining them.

Kota Stone is a fine-grained variety of limestone, quarried at Kota district, Rajasthan, India. Many hundreds of mines are located in and near the town of Ramgani Mandi and Kota district. The rich greenish-blue and brown colours of this stone are the most popular. It is an excellent building stone. It is mainly used for exteriors, pathways, corridors, driveways, balconies and commercial buildings. It is also suitable for use in chemical industries such as flooring, wall fixing and lining. Other colours of the stone include black, pink, grey and beige. Kota Stone is able to compete in the market due to its lower cost and longer durability. It is used throughout India, especially at railway stations and government offices.

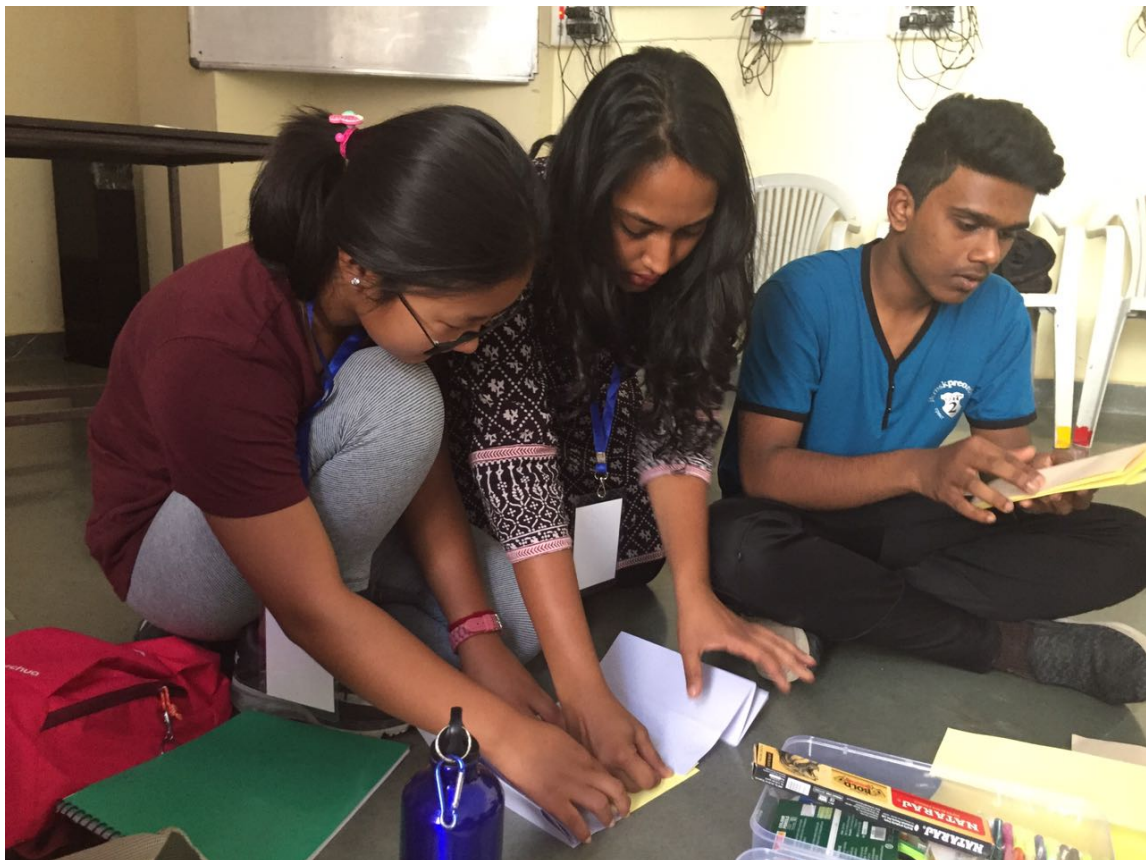


Session 2: Kavad Storytelling

Venue: Pallavan School, Jhalawar, Rajasthan

Summary: The session was conducted by Ridhi Dar. The session was on storytelling through the traditional Rajasthani method of Kavad. A Kavad is an ingenious storytelling box that storytellers use to tell traditional Indian tales.

Kavad was used as a reflection tool to recall and write about the experiential learnings from the start of the programme till the 7th day. The activity was linked to leadership by the students as they became conscious of skills being utilized in the activity: Time Management, Team Work, Creativity, Imagination, Recalling, and Supporting others were mentioned as important attributes.



Session 3: Developing my roadmap according to my 5 areas of development

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: The session was conducted by two teachers, Tshering Nidup and Kripti Nijhawan. They explained that a roadmap is a plan of action that allows you to consciously track your own progress, perform self assessment and give evidence of your own growth. They explained the various components of a roadmap:

- Areas of development
- Watermarks
- Skills
- What are you going to do? (course of action)/Processes
- Timeline
- Indicators of success



Session 4: Assessment data analysis for the roadmap

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: The session was conducted by Saroj Thapa and Nitya Ram. A format was shared with the teachers to assess the students in their respective groups. It was explained that the assessment would be for the progression of their roadmaps and to see whether they have incorporated the watermarks and understood the processes involved.

Day 8/ Wednesday 22 March 2017

Session 1: Visit to the Second Chance School

Venue: Second Chance School, Ritinjali, near Pallavan, Jhalawar, Rajasthan

Summary: The students visited the Second Chance School run by Ritinjali where students, who were unable to get a proper education due to various circumstances, are being given opportunities to learn a skill or skills to be able to earn a livelihood and become self sufficient. The following courses are offered free of cost:

- Basic computer courses
- Basic written and spoken English
- Tailoring
- Weaving
- Plumbing

It was explained that a lot of local women come out of their homes to learn tailoring and weaving. The school has students coming from 12 different villages in the area.



Session 2: Visit to the handloom co-operative

Venue: Sawariya Seth Hathkargha Foundation, Jhalawar, Rajasthan

Summary: The children were shown looms on which cotton shawls, rugs and clothing materials were being woven. They saw the warp thread held under tension on the loom and were told that just putting it there takes about 5-6 days and then weaving the weft for a simple shawl is about a 3-4 hours' work. Those interested tried their hand at weaving and realized that it is a complicated process, wherein the hands and feet have to be coordinated along with moving between 4 levers and a spindle that require strength and accuracy.





Session 3: Steps for developing a leadership project

Venue: Pallavan School, Jhalawar, Rajasthan

Summary: Nitya Ram and Dr. Saroj Thapa spoke about “Designing transformative leadership projects”. The design consisted of the following areas of exploration:

- Aesthetics
- Environment
- Livelihoods
- Evolution of societies
- Economy
- Philosophy
- Communities

There was a discussion on each of the areas of exploration and thereafter each group discussed a separate area of exploration. Each group had to address the question – What do you think it means?

Their answers were put in bullet point form on the board for a quick recap. After a detailed discussion, each member was asked to work any one area of exploration on his/her own. Again, they got back together in their groups and discussed it with examples of their own. Finally, they

got into their school groups to decide on 2 areas of exploration which were of interest to them and write a few points in the context of their school and country.

After a short break, they came back refreshed for the next part of their work. In the meantime, the coordinators had grouped together participants with similar interest or choices and formed a new **Inter-country project group**. They were introduced to steps which would help them develop their leadership project and each step was discussed in great detail with them. The session ended with the discussion on assessment rubric and the recap of the watermarks and skills as a part of their assessment.





Inter country groups

Aesthetics

Chonga, Shikha,
Deeya, Nizam,
Aditya

Tsering

Environment

Punnatorn, Tsering
Dhondup,
Khamsun, Amit,
Bishesh

Imtiaz, Viraj

Livelihoods & Economy

Shabir, Shinoj,
Munazzah, Diaz,
Nyima

Shariful, Punita

Evolution of society

Asees, Jennifer,
Cyrus, Prae,
Chaitanya

Tripti, Lakhpa

Communities

Aahir, Tenzin,
Shiwanee, Dishu,
Takumi

Vina

Philosophy

Danisha, Jigme,
Samridhi, Jotham,
Deepika

Kwan, Siddarth

Session 4: Continuation of the Frisbee session

Venue: Pallavan School field, Jhalawar, Rajasthan

Summary: The students showed a significant change in their skills, both on and off the field. Before today, students had shared feedback that not everyone was included in the game. This changed in today's session where students made efforts to involve everyone during scoring, in addition to appreciating others in the spirit circle. Some students explained that they have been able to develop a strong sense of self and belonging through Frisbee. Others requested to play the game every day.

Diaz and Takumi, students from Indonesia and Thailand respectively expressed a desire to take Ultimate Frisbee to their schools and start teams there. The Second Chance School students also wanted to continue learning the sport in a professional way. Some students who felt that sports were not their forte realised that they are actually good at Ultimate Frisbee. Others were seen teaching their peers techniques of new throws.



Day 9/Thursday 23 March 2017

Before starting the day, the team got together in B block to meditate to start the day on a positive note.



Session 1: Bird watching

Venue: Khandiya Talab, Jhalawar, Rajasthan

Resource person: Anil Rogers, bird and photography specialist.

Summary: The session started at 7 a.m. at the Khandiya Talab. Mr. Anil Rogers showed the students various types of birds in the ‘talab’ (big pond). The migratory birds had already migrated so only the native birds could be seen.

Some of the birds that the children could see were:

Common Kingfisher: This sparrow-sized bird has the typical short-tailed, large-headed kingfisher profile; it has blue upperparts, orange underparts and a long bill. It feeds mainly on

fish, caught by diving, and has special visual adaptations to enable it to see prey under water. The glossy white eggs are laid in a nest at the end of a burrow in a riverbank.

Common Moorhen: The moorhen is a distinctive species, with dark plumage apart from the white undertail, yellow legs and a red frontal shield. The young are browner and lack the red shield. The frontal shield of the adult has a rounded top and fairly parallel sides; the tailward margin of the red unfeathered area is a smooth waving line.

Black Winged Stilt: A globally widespread wading bird, the black-winged stilt (*Himantopus himantopus*) is characterised by its extremely long, red legs, white stomach and, true to its name, jet-black wings. Its distinctive legs make up around 60 percent of its overall height, providing it with a feeding advantage over other waders in deeper waters. Young birds can be distinguished by a dash of dark feathers on the usually white head.

White Tailed Swallow: This fast and elegant small swallow is distinguishable from other swallows by its completely white underparts. The male has a glossy, deep iridescent blue upper coat, appearing almost black. The female's coat is less glossy than the male's and the white on the tail is reduced or absent. Both sexes have a slightly forked tail, and the wings are black with a blue sheen. The juveniles are duller in colour and, like the female, often lack the white on the tail. The white-tailed swallow has a high-pitched 'twittering' call.



Session 2: Nature Walk**Venue:** Geer Nursery, Jhalawar, Rajasthan**Resource person:** Dr Parmeshwar Singh, botanist

Summary: Dr Parmeshwar Singh went into great detail about the different species of fauna found at the nursery. He assigned different botanical names to the coordinators and the teachers so that students would be able to remember them. The names given were:

- Chetna: Lania
- Nijhavan: Kusum Slicheria Oliosia
- Punita: Magnifera Indica
- Namrata: Syzygium cumini
- Ridhi: Manilkara Zapota
- Vina: Plumeria
- Choki: Eucalyptus
- Lhakpa: Musa
- Tsering: Polyalthia longifolia
- Shariful: Bamboo
- Nandini: Kigelia
- Imtiyaz: Hibiscus
- Siddharth: Tectona Grandis
- Kwan: Grewia
- Udayan: Bougainvillea

Mr Singh, with rigor, enumerated the various qualities of the plants. For example, the Syzygium Cumini (Jamun Tree) fruits are a natural source of iodine. This made the team wonder about how nature provides all the nourishment humans need throughout the year. If one notices, during the summer months of the year, the fruits have more water content in them that provides hydration to anyone who may consume them.



Session 3: Review of the reflections so far

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: The session was meant for the students to examine in-depth their reflections and ensure that the watermarks were incorporated. The session was also an opportunity for teachers to help/guide their students introspect and check if their reflections were detailed and honest to the programme.



Session 4: Choosing and developing my Project

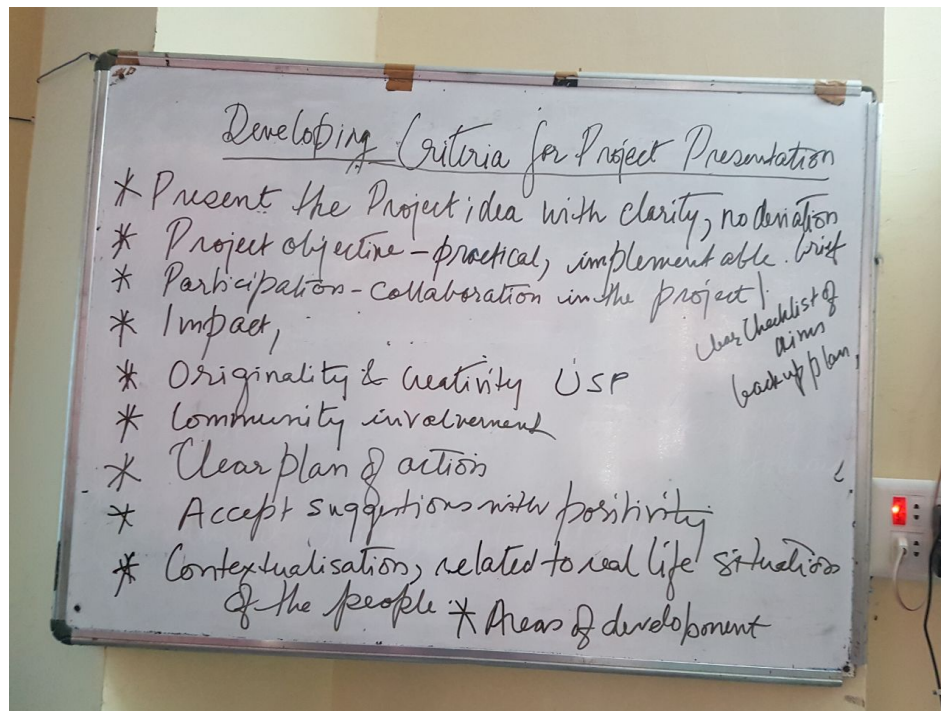
Venue: Pallavan School, Jhalawar, Rajasthan

Summary: Nitya Ram and Saroj Thapa conducted a session on the processes and skills involved in developing a project. The various steps involved included:

- Identifying an area of interest
- Understanding the situation
- Starting to create a solution
- Assessment plan

- Sharing of drafts for feedback and improvement

The participants were asked to discuss the above in their inter-country groups, and lay out some of the aspects in developing the rubrics for assessing the projects in a way where the objectives would be clearly outlined.



Session 5: Group Mentorship

Venue: Pallavan School, Jhalawar, Rajasthan

Summary: Teachers were given guidance on how to facilitate reflections amongst the students. They were asked to look at reflections and roadmaps of students in their family groups and give constructive feedback. They were asked to ensure that students were putting down specific ways to achieve their goals in their roadmaps. It was stressed that preparation of Student Profile would be based on in-depth analysis of reflections and roadmaps.



Day 10/ 24 March 2017

Session 1: Project discussion

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: The children sat in their different project groups to further discuss their inter-country projects and develop them according to the criteria they had worked out the day before. The criteria were:

- Clarity
- Clear aims and outcomes
- Practical and implementable
- Original
- Community development
- Must include watermarks and skills
- Clear plan of action

There were a total of 6 groups who worked on the following areas of exploration:

- Aesthetics
- Environment
- Economy and livelihood
- Evolution of societies
- Communities
- Philosophy

The **Aesthetic** group's idea was to make people appreciate different aspects of art through a Facebook page, which would reach out to a large group across different ages. The **Economy and livelihood** group wanted to work with the underprivileged section of society and impart skills that would provide them with some livelihood. Spread of awareness about organic farming was the main aim of the **Environment** group. They wanted to do it in their respective schools and then in the community around with the help of the agricultural ministry. The **Communities** group wanted to work with students who have problems, be it academic, social or emotional and help mentor them to lead normal successful lives and then celebrate it by coming together on friendship day. Elimination of negativity and promotion of positivity was the main idea of the **Philosophy** group. They wanted to zero in on a particular problem in their respective societies with the help of a questionnaire. Then, they hoped engage them to discuss the problem. The final step would be to give ideas and tips to lead a more positive life. The **Evolution of societies** group wanted to draw out similarities between different regions, while celebrating their differences, and come up with ways to reorient people's thinking about humankind and oneness.



Session 2: Presentation and Feedback

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Based on their work in session 1, each group made a presentation in turns with the help of charts; each member of the group spoke on a certain aspect of their project. Meanwhile, each group was given a feedback form to fill for every group that was presenting. After each presentation, there was a question-answer session wherein participants clarified their doubts and gave suggestions as well. Thereafter, each group filled in the feedback forms, which were later collected by the core team.





Session 3: Reworking on the Project

Venue: Pallavan School, Jhalawar, Rajasthan

Summary: The participants got back into their project groups for the session and started reworking on their ideas based on the feedback given in the earlier session.

After all the hard work, the children got a break in the form of a TREASURE HUNT worked out by Udayan Philip and Choki Wangchuk



After the session, the students went to play Frisbee while the core team met with the teachers to get their feedback, which consisted of the positives, the concerns and suggestions regarding the programme.

After dinner, three of the Passion groups – Music, Writing, and Technology – presented on their individual passions. The groups showcased their different talents in the form of songs, poems, essays and a presentation on hacking.



Day 11/Saturday 25 March 2017

Session 1: Work on project and group mentorship

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Groups sat in with their family groups to share the progress individual members had made in their respective reflections and roadmaps. The teachers of the family groups also got time to interact more with their students to enable them to write a more comprehensive student profile. Teams discussed how they would communicate after they go back to their respective countries so that everyone documents their journeys and keeps track of their progress.





Session 2: Self Expression through Visual Arts

Venue: RTDC Huts, Jhalawar, Rajasthan

Resource person: Ms Shaloo Sharma, artist and facilitator of arts workshops

Summary: Through art, Ms Sharma brought forward the importance of building positive attitudes in order to lead a happier and stress-free life. Participants were asked to trace their photographs and paint it in a way they visualise themselves.





Session 3: Sports and games

Venue: Pallavan School, Jhalawar, Rajasthan

Summary: The Sports passion group introduced the participants to a new game, 'Bacon' and played the game. Then, the students, teachers and mentors played Ultimate Frisbee and badminton.



After dinner, two of the Passion groups – Art and Photography – presented on their individual passions. The groups showcased their different talents in the form of video presentations, poems and artwork.

Day 12/ Sunday 26 March 2017

Session 1: Reworking on inter-country projects with their group teachers and coordinators.

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: The morning session started with inter-country groups working on their projects. Some of the things they worked on were as follows:

- The **Environment** group went for another trip to an organic farm and to speak to experts in this area regarding their project. They had a few queries regarding organic farming and came satisfied from their visit
- Based on the feedback given by other groups, the **Philosophy** group made changes regarding their timeline and started working on a plan B to fall back on. They also started working on each participant's role in their respective countries and how they will put it all together
- The **Livelihood and Economy** group reworked their project based on the feedback given to them; they decided to add a survey for the employers as well in order to know their demands and work on the skills required accordingly
- Involving the local community and putting their art on display on their Facebook page was the reworking of the **Aesthetics** group. They will create a virtual reality page as well
- When to mentor students facing problems was being worked out by the **Communities** group. Garnering support of the School Principal and Counselor was considered important while dealing with the issue of bullying
- The **Evolution of Societies** group narrowed down the focus of their project after receiving feedback from the other groups. They considered making an online portal with social beliefs and art and culture of different countries as their main talking point and then finding similarities in their differences

After the tea break, they were introduced to another project by Ms. Nitya Ram. Participants were informed that along with their inter-country projects, they would choose another project of their choice and work on it either individually or with their respective school group. They were encouraged to involve their own school's students in their project. Their school teacher would be the facilitator for the project.

Also, they were asked to make a road map regarding the same and think along the following lines:

- How much time can you devote to it?
- What would be your goal?
- When will you do it? Make a time line



Session 2: Art activity by Shaloo Sharma

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Shaloo asked them to pick a chit from the bowl and look at the half incomplete picture and find the person who had the other part. So, having been divided into partners, they were given 10 minutes (5 minute each) to tell their partner what makes them happy. Then, they were given a glass bottle each and some paint, brushes and different colour markers. The activity involved drawing and painting on the glass bottle the thing/s that made their partner happy. The students worked on their bottle art for about 45 minutes and then kept their finished products on the window sill to dry.

The next part of the activity was to finish their portraits which they had started the day before. After completion of this task, they all sat in a circle and expressed their feelings regarding both the activities. The feelings shared were:

- Some of them realized that they could express their feelings better through art than words
- Some came to the realization that they looked ugly when they interposed their faces on top of their feelings of anger and looked quite beautiful when they did it on their feelings of happiness
- There were others who realized what a complicated look their personalities took when their portraits were interposed on their anger
- Some felt it was quite difficult to express another person's feelings of happiness
- Others felt that their partners had expressed their feelings of happiness better than they themselves could have
- Some realized that their feelings were depicted quite differently by their partners

They were then asked if they felt compassion during the activity. Some of their comments were:

- The self portrait activity made them realize their own beauty with feelings of happiness
- Many of them felt compassion for their partners while doing the glass bottle activity
- They felt the need to do their best for the other person
- Some just felt an overall feeling of love





Session 3: Ultimate Frisbee presentation

Venue: RTDC Huts, Jhalawar

Summary: Udayan showed the participants a video presentation on Ultimate Frisbee. The video highlighted some interesting aspects about the game, such as:

- It is the fast growing sport in India.
- It is easily accessible to everyone
- With both male and female participants, it is unique in its social inclusivity
- It cuts across class, religion and economic barriers

The presentation was followed by a question-answer session and discussion. Then, Udayan conducted a series of short activities focused on ‘privilege’, conflict resolution and compassion.



Post Dinner: The participants from Bangladesh celebrated their Independence Day with the entire group. They began the session with the singing of their national anthem in their national costumes, followed by a video presentation on their country. Then, one of the students recited a poem by one of their country's popular poet about his love for his country.



Day 13 /Saturday 27 March 2017

Session 1: Work on project and group mentorship

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Students sat in their project groups to discuss the progress of the group. Some concerns regarding the guidelines were taken up by the group coordinators who guided them.

A circle time was held, comprehensively addressing the five areas of development: Cerebral, Social, Emotional, Spiritual, and Physical. Students were also asked to express what Serene Strength meant to them. The activity brought some clarity regarding the concepts.



Session 2: Showcasing learning through art and movement.

Venue: RTDC Huts, Jhalawar, Rajasthan

Resource person: Ms Dilreen Kaur, director of Ritanjali Foundation, specializing in expression through movement.

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Summary: Through the session, the students were able to explore moving their bodies freely. The session helped students overcome physical inhibitions. Students gained deep insight into how the body unconsciously behaves in sync with the emotional condition of a person. It also helped students express their feelings and discover where they were in regards to the emotional spectrum.





Session 3: Individual mentorship and working on individual roadmap

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: The students worked on their own on their individual journeys so far. The core team briefed the teams about how they could go about their individual roadmaps.



Session 4: Teachers session

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: The core team mentors helped the teachers by addressing concerns. They were reminded of their various tasks as a teacher facilitator:

- Teacher's project - Facilitation and documentation
- Inter-country project and school project (1/2/3 projects)
- There will be checkpoints and deadlines
- Need to work on exam dates and other schedule clashes with students before leaving Jhalawar
- Could use various social media platform to keep in touch and have discussions



Day 14/Tuesday 28 March 2017

Session 1: Showcasing my Learning through Art and Movement

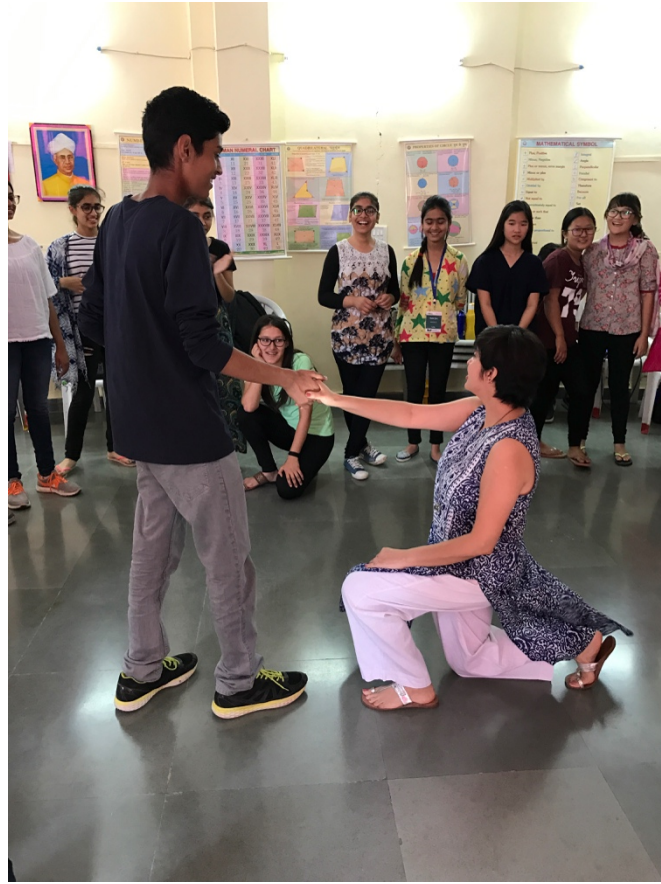
Venue: Pallavan School, Jhalawar, Rajasthan

Summary: Students started the session by passing energy between themselves to feel invigorated at the beginning of the session. This was followed by them dividing themselves into two groups and having a dialogue between the two groups through movement and sound.

Students learnt and experimented with the power of images. They discussed about how the same images can be interpreted differently based on the interpreter or the context surrounding the image. Then, the students went through a few more activities to learn to become more comfortable with expressing their emotions using their bodies.

The session ended with the various project groups choreographing a movement expressing their journey through the two-week leadership programme. The choreography included images, sounds and movements that expressed the hopes and expectations that the students had at the beginning of the programme, the fears and challenges they faced during the programme, and their feelings towards the end of the programme. Then, students from another group was asked to come up with a poetic text to go along with each choreography in order to reflect how they interpreted the movements and images of a particular group.





Session 2: Working on Project Presentations

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Students worked on their project presentations based on the template provided to them and the feedback given to them by the other groups and facilitators.

Session 3: Individual mentorship and Finalising Individual Roadmap

Venue: RTDC Huts, Jhalawar, Rajasthan

Summary: Project groups were individually mentored on their project ideas and presentations by Ms Saroj Thapa and Ms Nitya Ram. Feedback on their various aspects of their presentations were given to the groups so as to enable them to make the required adjustments.

Simultaneously, Ms Dilreen Kaur facilitated the different project groups to fine tune their choreographies, project machines and poetic texts.



Day 15 /Wednesday 29 March 2017

Session 1: Showcasing my learning through PPT, drama and movement

Venue: Pallavan School, Jhalawar, Rajasthan

Summary: The session was monitored by Ms Dilreen. It was a creative collective highlighting the making of the invisible to visible. It helped the students letting go of their fears, pre-conceived notions, stereotypes, receptivity and help in building trust. There were three parts to the session:

1. The group physically represented their 2-week journey in Jhalawar through movement. At the same time, another group provided the music to complement the movement
2. The group represented their project idea physically in the form of machines
3. The group had a PPT presentation explaining their project vision, goals, timeline, and the connection to the watermark. The project topics and ideas represented were:
 - Philosophy –Positivity and self-esteem
 - Community – Discrimination and bullying
 - Environment – Organic farming
 - Evolution of Societies – Oneness in diversity of societies
 - Aesthetics – Awareness for local, modern and traditional arts
 - Livelihood and Economy – Skill development and creation of opportunities





Session 2: Way forward**Venue:** Pallavan School, Jhalawar, Rajasthan**Summary:** The participants discussed the tasks and responsibilities for the next 9 months. Then, they gave their feedback and wrote down their final reflection on the Jhalawar programme.

After lunch, the participants prepared for their journey back to Delhi.