

Aparajitha

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Seeds of Success



A Transformational Change Through Awareness

Hello!

A pebble tossed casually into a pool of water, without any specific intention creates ripples. If an unmediated act like this can have an impact, imagine what the results would be for something that is started with a serious and clear objective. With a dream to create a society of confident and responsible youngsters, Aparajitha Foundation lit a small lamp in Tamilnadu in 2008 in the name of *Thalir Thiran Thittam* on its path. The luminescence of that little lamp after having spread to Gujarat and Rajasthan, is currently brightening up Madhya Pradesh too. This issue happily shares with you the extended reach of the effulgent rays of that humble lamp.

When I went to Gujarat last month, I could personally feel the warmth this enlightenment has caused there. I have presented a pen picture of all I gathered there during my interaction with the students, teachers and other employees. Please do read and share your thoughts and feelings about it Let us join hands to spread the radiance of this lamp across the entire Indian subcontinent.

I look forward to your continued support and suggestions.

Ariaravelan
Manager



Thalir Thiran Thittam (TTT) offers life skill education to students in classes 7 to 12. Based on the 10 life skills listed by World Health Organisation (WHO); lessons have been created to engage the students in happy experiential learning. The lessons at the primary level are imparted using Teachers' Handbook and at the secondary, high school and higher secondary levels, through DVDs. This programme aims to create responsible students and was piloted in 2008-2009 in 5 higher secondary schools. In 2009-10, it was expanded to all high and higher secondary schools in Tamil Nadu by the Tamil Nadu Government's Education department. Later it was implemented in primary, govt- aided and private schools that were interested in TTT. Now the programme is being implemented in Tamil Nadu and Gujarat.

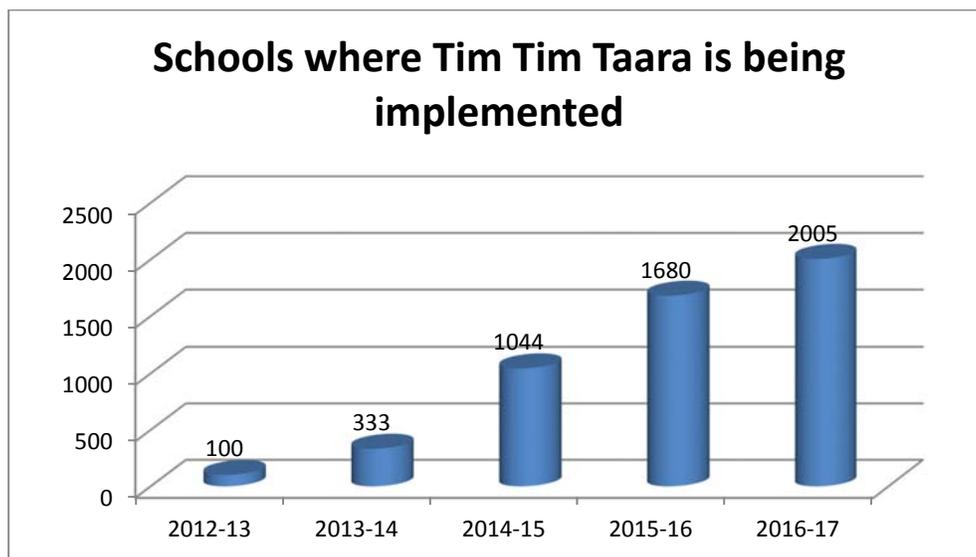
(Articles of this issue are translated from Tamil into English by Ms. Mali Nandakumar)

Imprints

Tim Tim Tara in Gujarat

World Health Organisation recommends imparting adaptability skills and positive attitude through life skills education to adolescent children in schools to help them become responsible citizens. Along with the 10 skills suggested by WHO, many other behavioural skills and values were incorporated into **Thalir Thiran Thittam** programme which was piloted in five schools in 2008-09 in Tamilnadu. This later expanded to 4239 schools in the academic year 2009-10. After watching a video of the feedback offered by participants, a couple Mr.Dhimant Shah and Ms.Devanshi Shah, who were in Singapore, were keen on implementing the same in their home state of Gujarat.

Following that, an MoU was signed on 28.04.2011 between Aparajitha Foundation and the Gujarat government's Department of School Education to implement **Tim TimTara** in 11980 schools in Gujarat. Video lessons in Gujarati were created in the year 2011- 12. What began with 100 schools in the year 2012-13, is now being implemented in 2005 schools in Ahmedabad, Vadodara and Surat districts, as of the beginning of the current academic year 2016- 17. The following graph clearly depicts the steady growth of the programme.



The consistently successful programme has left a deep impression in the minds of the students; created a transformation in their behaviour and has also deeply impacted the facilitating teachers. When the teachers talk about it, their faces glow with pride. Here are a few instances:-

There is an upper primary school operating under the aegis of Satyagraha Ashram situated on the banks of Sabarmati in Ahmedabad. Children who are residents of the Ashram, those who live beneath the Subash flyover nearby, and those who live in the neighbourhood slums on the river bank study there. Ms Sangeetha, a teacher at the school, describes the changes that *Tim Tim Tara* has brought about thusly:

“The environment in which these children grew up did not teach them many good things. So we strive hard to teach them the right things. When given in the form of advice they listen but do not follow them in real life. When we went to their locality to meet the parents, we found that even the parents were unaware of good values and essential skills. While we were wondering how to impart all these in an acceptable



Sangeetha

way, Tim TimTara was introduced to us. We found that it had all that we wanted to convey and much more. Since these lessons were in the audio visual format like films, students watched these with great interest; the songs were also very catchy; the messages got deeply implanted in their impressionable minds; there are many changes in their behaviour. They come to school clean; they listen to others with interest. When we go to their locality to meet the parents, we also notice that there are gradual and positive changes - in the way they speak and in the way they maintain their neighbourhood. When we tried to find out what caused these, we came to know that the children had

shared whatever they learned through Tim TimTara video lessons with their parents and that they have motivated this transformation in them.”

Thus we see that *Tim Tim Tara* has been an agent of change that transforms not just the behaviour of the children but also the behaviour of the parents.

Mr Nimeshbhai, Headmaster of a District Union Upper Primary School in Vasantpur village shares this interesting nugget of information: students who had studied in their school for the past three years and are currently studying in a high school nearby are distinctly different from their fellow students in terms of good behaviour, confidence and active participation in classroom discussions according to a teacher from the high school. Mr Nimeshbhai states with pride that this has been possible only due to the *Tim Tim Tara* programme implemented at his school.



Nimeshbhai

Mr Dilip Kumar, Headmaster, Government Upper Primary School, Vanch, says,



Dilipkumar

“Earlier, our students would seldom come to school regularly; even if they do come, they would not be punctual; they would fight among themselves. But after the implementation of Tim TimTara their attendance has improved; they are also being punctual; there are fewer fights and they are more united and helpful to each other. In order to help them retain these aspects of good behaviour in them, we wanted to continue reinforcing the essence of Tim TimTara lessons in them. The songs in the lessons came in very handy. Every Saturday at the school assembly, some students

would sing the TTT songs and some others would play the instruments and we would all join them in a chorus. As a result, the core themes of life skills programme get easily embedded in them.”

“The police have to use the stick only because the teachers have dropped them’-

this was my viewpoint earlier but I don’t think so anymore” states Parulben, a teacher at Adarsh residential school for girls, Vadodara. When asked why, she said, *“I realised that if you put across good thoughts in a way acceptable to students, there is no need to use the proverbial rod. Tim Tim Tara lessons and the transformation I have seen in our students has brought about this change in me,”* and continued to explain the reason for this change, *“Our students had bad habits such as using others’ property without their permission, hiding others’ things and so on. After learning the lessons from Tim TimTara they have developed a sense of sharing and caring and have completely stopped taking or hiding others’ belongings.*



Parulben

Mr Gopalbhai, teacher at Rasulpura Upper Primary School declares, *“I would spent 15- 20 minutes of class time trying to address student complaints against each other. But in the last one year, there are virtually no complaints; they deal with it themselves and solve their own problems. This positive change is further corroborated by the assertions of parents that the students have begun towake up early in*



Gopalbhai

the morning; care for their parents; groom themselves appropriately; give a helping hand in domestic chores and so on. I am able to see that all these changes are due to the fact that they have not only learnt the Tim Tim Tara lessons well but have been following them in real life also."



Deepti

When we tried to explore the reasons behind the interest shown by students in Tim Tim Tara much more than the moral education stories and poems that are part of the supplementary texts in their school curriculum, we learned this from Ms Deepti, teacher at Oganaj gam Upper Primary School. She says, "*Tim Tim Tara lessons are in video format and the contents of the lesson are what they can relate to real life. Moreover the songs, games, role plays and other interesting activities that are integral to the methodology are the main reasons why students receive them well and respond positively to the programme.*"

This transformation in students authenticates the fact that the programme Tim Tim Tara which was primarily conceived to make adolescent children into responsible youngsters is well on its way to achieving its goal. This gives rise to the hope that when these students grow up into youth, a new India will be born.



Mr.Dhimant Shah, Ms.Devanshi Shah and their son

Footprints

(Events: July – September 2016)

Tim Tim Tare in Madhya Pradesh

The 51 districts in Madhya Pradesh are divided into 10 divisions. One of these – Indore Division consists of eight districts: Indore, Barwani, Kargone, Burhanpur, Thar, Jhabua, Khandwa and Alirajpur and 54 Panchayat Unions. Divisional Commissioner Mr Sanjay Dubey IAS issued orders on 1 August 2016 that *Thalir Thiran Thittam*'s Hindi version **Tim Tim Tare** should be implemented in 5 schools in every Panchayat Union. Thereby a total of 270 schools in 54 Panchayat Unions will stand to benefit by the same.

Following this order, DVDs with lessons and teacher training have been provided to schools in the Division. Deputy Director, Panchayat Department has taken over the responsibility of coordinating the implementation of this programme on behalf of the Divisional Administration.

Tim Tim Tare in Rajasthan

As part of the second stage of implementation of **Tim Tim Tare** in Rajasthan in 71 Swami Vivekananda Government Model Higher Secondary Schools and 1340 Adarsh Model Higher Secondary Schools, an orientation programme was provided on life skills education to the Heads of these schools on various dates - 9 Sep 2016 at Chittorgarh; 16 Sep at Bundi; 17 Sep at Bhilwara and 30 Sep at Jodhpur.

Thalir Thiran Thittam in Tamil Nadu

Thalir Thiran Thittam is now being implemented in many government schools and just a few government aided private institutions in Tamilnadu. Efforts are on to expand the reach to many more government aided schools. As part of that exercise, TTT was launched with the support of Rotary Club of Madurai Metro at Balamandiram Higher Secondary School, Needhirajan Bharathi High School, Meenakshi Sundareswarar Girls Higher Secondary School, Sri Ram Nallamani Girls High School on August 22, Aug 29, Sep 2, Sep 6 and Sep 9 respectively. Members of the Rotary Club of Madurai Metro distributed DVDs to the respective School Heads. The entire event was coordinated by Mr T. Murugan, Manager, Aparajitha Corporate Services (Pvt) Ltd.

Echoes

Look forward to hearing the feedback from the teachers and children after it's implementation in Rajasthan. 1,400 schools in Rajasthan is a big step forward, good luck for the future.

- **Dr. Haripriya**
Aravind Eye Hospital, Madurai.

The pictures in **Seeds of Success** are a clear indication of how completely and happily children are involved in the whole programme. You are sowing the seeds of good habits in young children. This effort is the beginning of a social change for a prosperous future. Congratulations! Summer camp for children in the edutainment format was very useful.

- **R.Selvam**
Manager, Aparajitha Corporate Services(Pvt) Ltd, Madurai



Implementation team - Tim Tim Tara in Gujarat

(From Left to Right)

Mr. Krunal, Mr. Dhaval, Ms. Mayuri, Ms. Krishna,
Mr. Ajitsinh, Mr. Viral, Mr. Tejas and Mr. Nilesh