



Leadership Enrichment for
Adolescents through
Assessment and Development

લીડ - એક પહેલ & Taking the LEAAD

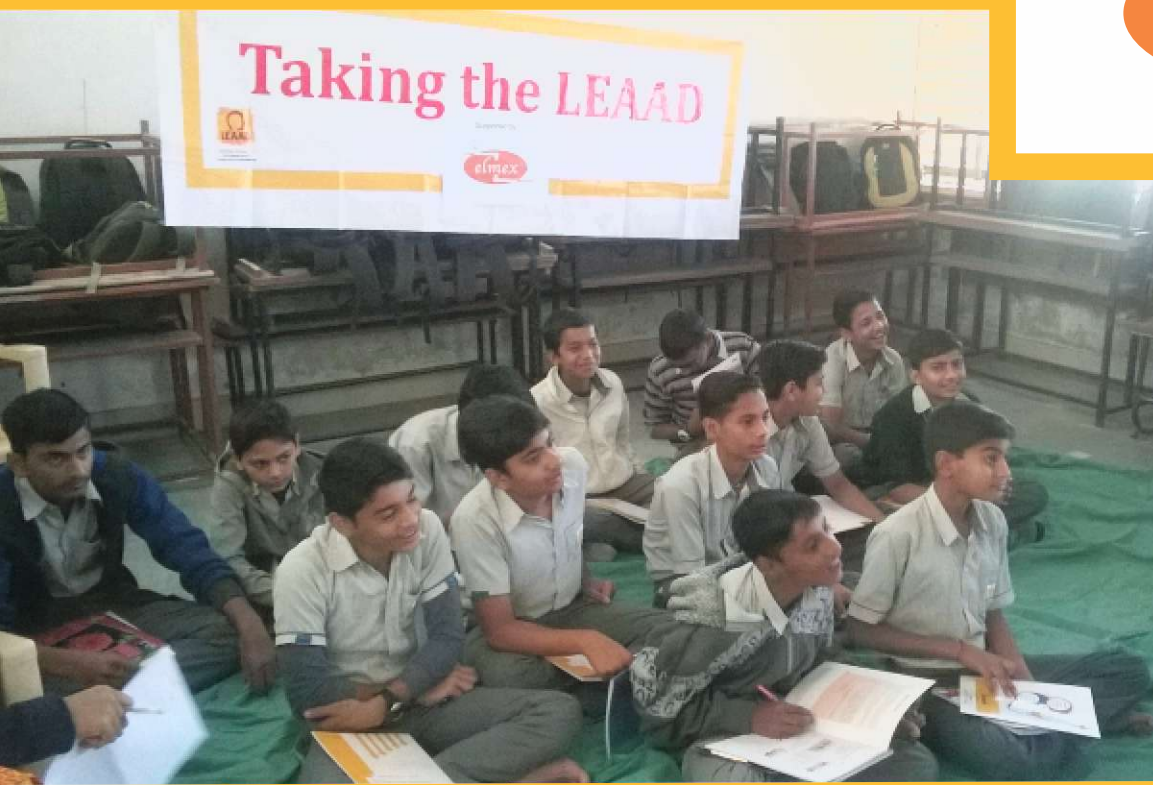
Completion
Report

at

Shri Kanam Pradesh Patidar Seva
Samaj Education Trust, Por



Supported by



An initiative
by

Foundation
for
Capability
Building



Shri Kanam Pradesh Patidar Seva
Samaj Education Trust, Por

8th to 11th February, 2016

Action project demonstration:
27th February, 2016

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LEAAD - Leadership Enrichment for Adolescents through Assessment & Development - is an initiative by Foundation for Capability Building (FCB). FCB is a not-for-profit organization registered under The Bombay Public Trust Act, 1950 (Reg. No.: E / 7720/ Vadodara).

LEAAD follows 4C (**Character – Confidence – Collaboration – Competence**) framework, which was developed through extensive research for 3 years by team of psychologists and educationists. The framework is based on globally renowned Positive Youth Development framework by Richard M. Lerner. During 2014, LEAAD was the NGO partner for VadFest's Drum Circle program at Vadodara and mobilized more than 12000 students from nearly 175 schools of Vadodara District. LEAAD designs, conducts & offers several programs & opportunities for students from 7th to 12th standards. Some of these programs are:

Vision

Nurturing New Generation Leaders

Mission

Fostering leadership amongst adolescents by providing opportunities to discover, develop and demonstrate their unique abilities for creating and sustaining ethical leadership in society'.



LEAAD programs

Our Reach

Awareness

LEAAD Awards

LEAAD Membership:

Orientation for Parents /
Educators / Students

Ment-opine

Step-Up

Develop

Taking the LEAAD

LEAAD Ek Pahel

LEAAD Camp

Leadership Training for
School's Student Council
LEAAD Counselling

Train the Trainer (TTT):

Discover

Base LEAAD

Advance LEAAD

Demonstrate:

Action LEAAD

Teen-opine

100+
Schools from
Gujarat

25,000+
Students through
LEAAD Awards,
LEAAD Talks, Teen Opine,
LEAAD – Ek Pahel,
LEAAD – Ek Disha...

Our Reach

500+
Network of Parents
and Educators

80+
Various
Action Projects
for Community Development

LEAAD - Ek Pahel

LEAAD – EK PAHEL is a first step towards the journey to help students to discover their potentials and support for developing Leadership Skills by professional and certified trainers.

Under LEAAD – EK PAHEL program, 15 hours inputs is given to students (7th to 11th standards) on LEAAD's 4C framework using experiential methodology by experts. It is then followed by action project to demonstrate leadership skills in the society. We strongly believe in sustainable behavioral changes in students. For this purpose, we form a committee “Dus Ka Dum”. This committee comprises of Principal of school, teachers, students and a LEAAD trainer / facilitator. The committee undertakes various activities for 3 months on need basis.

Objectives of LEAAD - Ek Pahel:

- Developing strong confidence and character amongst these students
- Sensitizing students for imbibing ethical leadership behaviors
- Improving education standards as students will be better equipped to receive teachings
- Reducing school drop outs ratio & juvenile delinquency
- Women empowerment, as large number of women are being engaged and trained to act as trainers
- Community development as students will simultaneously work on community project of common cause

Taking the LEAAD

Taking the LEAAD is an introductory step to discover-develop-demonstrate leadership traits amongst adolescents. This program is for students of English medium to prepare them for their roles as young leaders partnering with community in the society. The program focuses on developing leadership skills amongst the participants through experiential learning

Under Taking the LEAAD program, 15 hours inputs is given to students (8th to 11th standards) on LEAAD's 4C framework using experiential methodology by experts. It is then followed by action project to demonstrate leadership skills in the society. We strongly believe in sustainable behavioral changes in students. For this purpose, we form a committee "Dus Ka Dum". This committee comprises of Principal of school, teachers, students and a LEAAD trainer / facilitator. The committee undertakes various activities for 3 months on need basis.

Objectives of Taking the LEAAD:

- Developing younger generation to develop & demonstrate leadership skills in all acts & deeds.
- Developing strong confidence and character among beneficiary students.
- Sensitizing students for imbibing ethical leadership behaviors.
- Improving education standards as students will be better equipped to receive teachings.
- Prevention of juvenile delinquent behaviors
- Facilitating pathway to develop successful entrepreneurship skills for future
- Community development through community project for a common cause

Beneficiaries

(Guj. Med.)

Std. 7

Sr. no.	Name Of Students
1	Chestha A. Amin
2	Hetvi V. Gandhi
3	Bhoomi H. Parmar
4	Priyanka V. Parmar
5	Tejasvini N. Parmar
6	Shreya P. Patel
7	Nandini H. Patel
8	Princi K. Patel
9	Disha S. Patel
10	Vishva M. Patel
11	Monali R. Prjapati
12	Arpita K. Rabari
13	Mansi K. Rohit
14	Hiralkuvarba P. Vaghela
15	Vivek P. Bamaniya
16	Dhrupal M. Bhagat
17	Divyanshu I. Chauhan
18	Jayrajsinh M. Chauhan
19	Ishan P. Doshi
20	Smith B. Machi
21	Vedang I. Panchal
22	Hardik N. Parmar
23	Harsh K. Parmar
24	Jaydev R. Parmar
25	Sandeep N. Parmar
26	Jayraj Parmar
27	Ankit Patanvadiya
28	Bhavin Patanvadiya
29	Harsh Patanvadiya
30	Kunal Patanvadiya
31	Mayank Patanvadiya
32	Sachin Patanvadiya
33	Atrik Patel
34	Devkumar Patel
35	Dhruv Patel
36	Dhruvkumar Patel
37	Krish Patel
38	Krushik Patel
39	Naitik Patel
40	Nandkumar Patel
41	Manav Patel
42	Shivang Patel
43	Ved Patel
44	Yogesh Patel
45	Kapil Piprotar
46	Ayush Rabari
47	Kishan Rana
48	Premkumar Variya
49	Dhiraj Vishvakarma

Std. 8

Sr. No.	Name Of Students
1	Priyanshi C. Acharya
2	Sonal S. Bansal
3	Aayushi Y. Doshi
4	Rahisha A. Kachela
5	Shweta M. Panchal
6	Gopi M. Paraliya
7	Vaishali S. Patanvadiya
8	Aastha A. Patel
9	Dhrasti H. Patel
10	Dipti P. Patel
11	Prachi S. Patel
12	Yesha P. Patel
13	Sonali U. Raj
14	Anjani R. Sharma
15	Kinjal K. Solanki
16	Anju R. Varma
17	Jenish P. Vasava
18	Meet S. Gajjar
19	Darshan A. Gandhi
20	Hiten S. Gohil
21	Mayur P. Mori
22	Amit P. Padhiyar
23	Dhavalsinh R. Padhiyar
24	Kunj U. Panchal
25	Mayur R. Parmar
26	Parth R. Parmar
27	Vishal D. Panchal
28	Gautam R. Padhiyar
29	Jaimin T. Patanvadiya

Std. 11

Sr. no.	Name Of Students
1	Hitakshiben U Parmar
2	Khushbuben H Pa.Va
3	Pinalben J Pa.Va
4	Aeshaben R Patel
5	Prachiben P Patel
6	Prarthanaben R Patel
7	Vijaybhai R Bilval
8	Bhavinkumar R Chauhan
9	Govindsinh J Padhiyar
10	Nikhilkumar K Pa.Va
11	Ravikumar V Ramani

Std. 9

Sr. no.	Name Of Students
1	Rakshita M Bhatt
2	Shivani S Bhatt
3	Divyaben R Chauhan
4	Dishaben P Doshi
5	Nilufa S Kachela
6	Anju P Padhiyar
7	Shruti J Panchal
8	Bhavya R Parmar
9	Jhanvi S Parmar
10	Siddheshwar P Parmar
11	Smita M Pa.Va
12	Kinjal K Pa.Va
13	Nimisha R Pa.Va
14	Nirali M Pa.Va
15	Parvati M Pa.Va
16	Jhanvi K Patel
17	Vrushali B Patel
18	Jaheerabanu A Pathan
19	Khyati B Prajapati
20	Sakshi K Prajapati
21	Rashmika M Rohit
22	Sonal R Vasava
23	Rajesh L Bind
24	Vishal K Chaudhari
25	Yogendra H Chauhan
26	Satikhusen S Ghanchi
27	Sunil J Kalal
28	Rahul K Karavadara
29	Jashvant B Kishori
30	Sabjal I Malek
31	Sakir S Malek
32	Deep V Nai
33	Shailesh R Padhiyar
34	Hardevsinh K Parmar
35	Satishkumar R Parmar
36	Shubham D Parmar
37	Nilesh M Pa.Va
38	Piyush S Pa.Va
39	Asish P Patel
40	Ayush T Patel
41	Avadh D Patel
42	Aashish N Patel
43	Chintan K Patel
44	Dhruvil S Patel
45	Jeet V Patel
46	Nand I Patel
47	Neel A Patel
48	Raj L Patel
49	Rohan K Patel
50	Swapnil N Patel
51	Shivang P Patel
52	Vedant R Patel
53	Yashwant N Patel
54	Sagar M Pathak
55	Manish P Piprotar
56	Hardik V Rabari
57	Sahil V Rakobiya
58	Bhuvnesh K Rohit
59	Harshrajsinh B Ravera
60	Sanskar J Solanki

Std	No. of Students
7	49
8	29
9	60
11	11

Total 149

Beneficiaries

(Eng. Med.)

Std. 7

Sr. No.	Name Of Students
1	Meghaben Panchal
2	Disha Patel
3	Khushbu Yadav
4	Vishnukumar Pandey
5	Devkumar Patel
6	Snehal Patel
7	Rushabh Sadhu
8	SunnyKumar Sen
9	Aakashkumar Yadav
10	Vikaskumar Yadav

Std. 8

Sr. No.	Name Of Students
1	Meshwa Patel
2	Neeraj Pandey
3	Shravansingh Rajpurohit
4	Vikramsingh Rajpurohitt

Std. 9

Sr. No.	Name Of Students
1	Avantika Rajpurohit
2	Parthiv Bhatt
3	Nitin Gaekward
4	Bharatsingh Rajpurohit

Std	No. of Students
7	10
8	4
9	4

Total 18

Principal

Mr. Rakesh Patel (Guj. Med.)

Principal

Mrs. Jashoda Patwal (Eng. Med.)

Teacher

Mr. Lucky Zinto (Guj. Med.)

Teacher

Mrs. Chetna Peekka (Eng. Med.)

LEAAD - Ek Pahel/Taking the LEAAD Session Plan

Day 1: Opening Escort and 4C Model (180 Minutes)

Sr. No.	Duration (minutes)	Training Method & Learning Areas	Learning Outcome
1	10	Introduction to LEAAD & Rapport Building - About FCB -LEAAD introduction was given to students and trainers introduced themselves to the students	Building connection with trainer and acceptance for a successful student-trainer relationship. Knowing what is meaningful to the other person. Sharing meaningful information.
2	15	Introduction to Leadership: What & Why of Leadership - A brief introduction about leadership and importance of LEAAD - Ek Pahel was shared with students	Understanding about leader and importance of leader
3	20	Ice breaker - Name Game - Students were asked to introduce their names by adding an adjective before their name to the trainers and other class mates Resources Used: Name Tags	Knowing positive qualities of each other
4	20	Activity: Be a TV reporter - Students demonstrated skills of being a celebrity as well as of a reporter through this game. They are divided into pairs of 2 students, where one becomes a celebrity and other becomes a reporter. Resources Used: LEAAD Workbook	Students were very happy in this activity as they got opportunity to become celebrity. They learnt skills related to confidence, communication as well as a boost in their self esteem levels.
5	20	Forming Classroom Accords - Students were asked to list down their own rules and regulations for maintaining discipline in the class. The intention behind this was that if you want something, than you need to give something back to gain learnings. Resources Used: Blackboard, Chalk & Duster	Developing classroom accords to clearly support safe and respectful behavior for appropriate learning environment
6	15	Break Time	
7	10	Ice breaker	
8	20	Prologue to Leadership, Leaders Ladder (Leadership Styles) - Students were given understanding about what is leadership and various leadership styles by providing appropriate examples for each leadership style. Resources Used: LEAAD Workbook	Acquiring knowledge about the values that leaders should possess. Learning about the leadership, its styles and qualities of a leader.
9	20	LEAAD's 4C Framework - Parameters and Sub-parameters - Students were explained in detail with short stories for better understanding of 4C framework. The parameters and sub-parameters were explained because it is the foundation for enriching leadership. Resources Used: LEAAD Workbook	Understanding about 4C framework i.e. Confidence, Character, Collaboration, Competence Importance of each 4 parameters and sub-parameters to enhance one's leadership skills of 4C were discussed.
10	20	I Can LEAAD - Pre Assessment - Students did their pre assessments to measure their attitudes and personality traits like openness, critical thinking, empathy and self belief which contribute to leadership development. Resources Used: LEAAD Workbook	Discovering one's own leadership traits and skills through assessment
11	10	Ending Activity with Recap/Reflection - Students were asked to reflect their learnings for the day's session and write down their insights in the workbook.	Reflecting one's learning

LEAAD - Ek Pahel/Taking the LEAAD Session Plan

Day 2: Know Yourself

(180 Minutes)

Sr. No.	Duration (minutes)	Training Method & Learning Areas	Learning Outcome
1	5	Prayer	
2	10	Recap of Previous Day	Reflecting previous day's learnings.
3	10	Recap of 4C Framework	
4	10	Character - Relevance of Positive Values in Life - Students were given insight about positive values and its relevance in life.	Developed an insight as what motivates them to excel in life. Being aware about self and having a willingness to build capabilities to become successful in life.
5	20	Activity - Positive Value - Class was divided into two major groups for the activity. One group was given cards on which values were written and other group was given cards having definitions/explanations of each values on it. The second group was asked to read the explanation and look for value it explained and search the same amongst members of group 1. Resources Used: Value Cards	Learnt about positive values with its meanings. Learnt to adhere to values, treating people with dignity and respect
6	10	Vision Board - What I want to become? - Students were explained difference between vision and a goal. Importance of creating one's own vision board to achieve goal in life was explained to them. Resources Used: Glue, Scissors, Colours	Having a clear vision for oneself and for the areas where one wants to create an impact. Setting priorities and plans as a result of change with one's long term plans.
7	10	Confidence - Definition - The meaning of confidence was explained to students and they were asked to give examples or share their own experiences about being confident. Resources Used: LEAAD Workbook	Developing insight about what skills and qualities shape a confident person.
8	10	Characteristics of Responsible Person - Students were asked to think and share the characteristics a responsible person possess. Resources Used: LEAAD Workbook	Learning to be responsible for one own duty and try to be accountable for it.
9	25	Break	
10	5	Meditation - The meditation activity was carried out to make students feel calm and relaxed after the break.	
11	20	Confidence - Save your Balloon Students were provided with balloons and tooth pick. They were asked to blow the balloon and stand in a circle. They were asked to hold balloon in one hand and tooth pick in the other hand. The instructions given by the trianer to them were: 1. Not to hide the balloon, 2. Save/Protect your balloon for 3 minutes, and 3. The student who saves the balloon after 3 minutes is the winner. Resources Used: Balloons and Toothpick	Learning to be confident by taking up challenge to complete the activity.
12	10	Reflection on Taking Challenges - After "Save your balloon" activity, students were asked to reflect on the sub parameter of Confidence i.e. Taking Challenges. They were asked to think and reflect on what all challenges they faced during the activity and how they overcame the same.	Reflecting on challenges faced during the activity.
13	10	Characteristics of Self-Confident Person - Students were asked to think and share the characteristics a confident person possess. Resources Used: LEAAD Workbook	Showing confidence about taking decision, completing a task or achieving the stated goal.
14	15	Ingredients of Self Confidence - Students were given understanding about what all things a person should to enhance his/her confidence levels. Resources Used: LEAAD Workbook	Identifying factors that strengthen self- confidence. Started developing acceptance for one's own strengths and weakness and working towards the same.
15	10	Reflection - Self Learning (Character & Confidence) - Students were asked to write on the page of Self Learning given in the workbook about their reflections and learnings for 2C learnt so far. Resources Used: LEAAD Workbook	Developing insight to reflect back on the activities done so far and learnings out of the same.
16	10	Ending Activity with Recap/Reflection - A quick reflection was taken by throwing the ball randomly at the student and student who got the ball had to share their learnings for the session.	Reflecting one's learning

LEAAD - Ek Pahel/Taking the LEAAD Session Plan

Day 3: Grow Yourself

(180 Minutes)

Sr. No.	Duration (minutes)	Training Method & Learning Areas	Learning Outcome
1	5	Prayer	
2	5	Recap of Previous Day	Reflecting previous day's learnings.
4	5	Introduction to Collaboration - Student got understanding about importance of developing close ties with family, friends, school and community. Resources Used: LEAAD Workbook	Developing close ties with class mates to have a sense of connection by being responsible and efficient leader. Developed tendency to work effectively in different teams.
	20	Collaboration - Bridge Making Students were provided with a sheet of newspaper and were asked to build a bridge from the newspaper in the groups already formed. They were given instructions such as to build the bridge that is sturdy/free standing, has enough space/width to pass a pen/pencil from it, no external material to be used to cut or join the bridge and it should be as long as possible. The completion task for this activity was 20 minutes. Resources Used: Newspapers	Learning to work in collaboration and respecting each other.
5	20	Collaboration - Balancing the balloon Students were asked to form a circle (in the groups already formed) by holding the hands of the person beside him/her. The trainer then pushes the balloons up in the air in order to start the game. All team members were required to hit the balloon in order to keep it up in the air. Instructions given to students were that: 1. They cannot hit the balloon with their leg. 2. The balloons should not go outside the circle. 3. They can hit the balloons with their hand, head, and chest. 4. While hitting the balloons they should not leave the hand of the person beside him/her. 5. If the person hitting the balloon leaves the hands of the person beside him then he will be out. 6. If any of the balloons of the team touches the ground then that team is declared out. Resources Used: Colourful Balloons	Learning to work in collaboration and respecting each other.
6	20	Focusing on Emotional Awareness - Empathy A story on empathy was told to the students so that get better clarity about difference between sympathy and empathy. They were asked to write few questions to check their understanding about emotional awareness. Resources Used: LEAAD Workbook	Developed the sense of empathy for others. Able to use empathy to change behaviour and build better relationship
7	15	Break	
8	20	Activity - Effective Communication Students were divided into pairs. Each pair was asked to sit back-to-back. One student in each pair was given a paper and asked to draw any object using geometrical shapes. The student with the drawing had to get her/his partner to draw an exact duplicate of the shape on her/his sheet, using only verbal directions. After they are done, the partners compare the provided shape with what was drawn. Resources Used: A4 size blank papers	Learning how effective communication leads to building healthy relationships and understand each other's perspectives in a better way.
9	10	Communication - Importance of Effective Communication - An understanding on importance of communication skills was explained to students. Information on different modes and types of communication were discussed with them. Resources Used: LEAAD Workbook	Understand the barriers to effective communication. Develop active listening traits. Practice assertive communication
10	10	Relationships - Resolving Differences by Problem solving - Importance of relationships and resolving differences that at times occur in any relationship was explained to students. Resources Used: LEAAD Workbook	Reflect at the individual factors affecting effective problem solving. Understand the decision making process as well as develop group consensus in decision making.
11	10	Reflection - Self Learning (Collaboration) - Students were asked to share their learnings and insights about collaboration. Resources Used: LEAAD Workbook	Developing insight to reflect back on the activities done so far and learnings out of the same.
12	10	Introducing Action Project - Action Project for community development was introduced to the students. The 4th C i.e. Competence was again explained to them, as while working for action project they would be focusing on their competences as a leader. Resources Used: LEAAD Workbook	Discovering desire to initiate the change for the betterment of the society at large.
13	10	Impact of Action Project - Behavioural Change - Students were explained about the impact they would be creating while working and implementing action project for community development. Resources Used: LEAAD Workbook	Develop sense of ownership of the reform process to bring about change through behavioral change. Getting motivated for a change and committing oneself to the cause identified.

LEAAD - Ek Pahel/Taking the LEAAD Session Plan

Day 4: Conquer Yourself

(230 Minutes)

Sr. No.	Duration (minutes)	Training Method & Learning Areas	Learning Outcome
1	5	Prayer	
2	10	Recap of Previous Day	Reflecting previous day's learnings.
3	15	Action Project - Identification - Trainers helped students to identify the need of doing action project on the theme selected. Resources Used: LEAAD Workbook	Identified the actual need of the action project. Prepare the arrangements for the action project through different tools/resources.
4	15	Action Project - Planning - Group formation - Various groups of students were formed for the preparation of implementing the action project. Resources Used: LEAAD Workbook	Learning to work in group by collaborative efforts for action project planning.
5	15	Break	
6	110	Action Project - Planning & Management - Groups of students started working on the action project on the theme that was decided. Resources Used: Chart Paper, Colours, Pencils, Sketch Pens, Markers, Cello-Tape	Applying various skills by creating ability to work together with cooperation, respect for one another and discipline during the preparation of action project
7	10	I am a LEADER.. - Students were asked to fill the page of "I am a LEADER" in the workbook. They were asked to note down their skills that were discovered and developed throughout the process. They were asked to write down various platforms that they would use in future to demonstrate their leadership skills. Resources Used: LEAAD Workbook	Identifying oneself and bringing out their capabilities.
8	20	I Can Leaad - Post Assessment - Students did their post - assessments to measure their attitudes and personality traits like openness, critical thinking, empathy and self belief which contribute to leadership development after the 5 days program. Resources Used: LEAAD Workbook	Discovering one's own leadership traits and skills through assessment
9	20	Feedback Session: Principal, Teachers & Students were given feedback forms to fill. Resources Used: Feedback Forms	Reflection about the program.
10	10	Ending Activity with Recap/Reflection	Reflecting one's learning

Day 5: Conquer Yourself

Sr. No.	Duration (minutes)	Training Method & Learning Areas	Learning Outcome
1	–	Action Project - Implementation & Execution - Students demonstrated their leadership skills by executing the action project on the theme decided during their school's annual concert. Various practise and mock sessions were conducted with selected students to demonstrate their action project during the school's annual concert.	Demonstrating learnt behaviour and actions. Demonstrating their increased levels of self-esteem and confidence. Gaining a sense of self-discovery and inner change of new talents and abilities.

Training session for Teachers

- Our team interacted with teachers and explained them how to carry forward this 5 days training further.
- How best we can utilize students talents to the best of their potentials and interweave talents with the academics.
- Teachers will help to sustain Action project taken up by students.

Few Glimps of LEAAD - Ek Pahel & Taking the LEAAD

Day 1



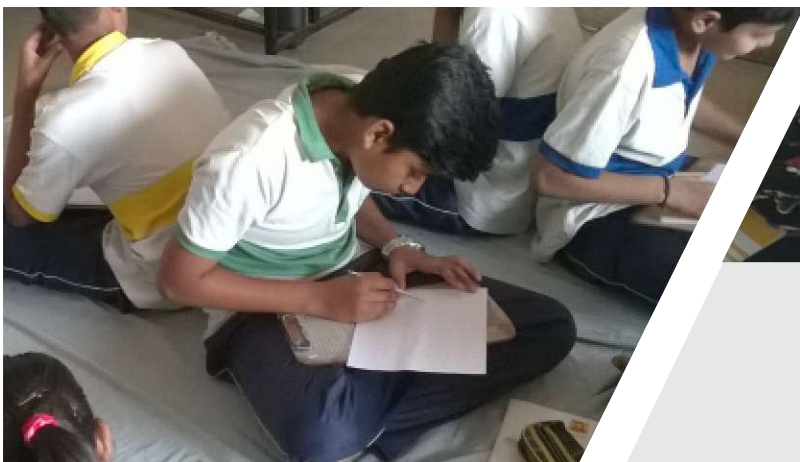
Few Glimps of LEAAD - Ek Pahel & Taking the LEAAD

Day 2



Few Glimps of LEAAD - Ek Pahel & Taking the LEAAD

Day 3



Few Glimps of LEAAD - Ek Pahel & Taking the LEAAD

Day 4



Action Project

“Traffic Rules Awareness”

LEAAD is based particularly on the idea of Discover-Develop-Demonstrate. After the completion of the 4 days leadership training where the stages of Discover and Develop are completed, the last i.e. the 5th day is the day of the demonstration. On this day the students demonstrate their competencies and their discovered potentials. For this purpose a theme is chosen and students are asked to work upon that theme and prepare an action project. The action project day at the Kanam Pradesh Patidar Seva Samaj Shaikshanik Sankul was based on the theme of Traffic Rules Awareness. Instead of performing the demonstration of the action project on the 5th day of the program, students got opportunity to demonstrate it on their Annual Concert of the School on 27/02/2016. Students of 7th to 11th standard (from Gujarati & English medium) demonstrated their action project during annual concert.

Smt. Avantika Singh Aulakh, IAS - Collector of Vadodara and District Magistrate and CMD of Elmex Group Shri Vipul Ray were the Chief Guest for the event. In her address to the gathering, Smt. Avantika Singh Aulakh explained the students what role parents play in one's life. She said that nothing in the world can be compared to the sacrifices that our parents make for making our life better and so we should always place our parents on the on the top of our priority and should never disobey or disown them.

Shri Vipul Ray in his address to the gathering explained the importance of being open to learning new things. He said one must be updated regarding the new innovations. Using the example of E- learning he said that if the teacher is used to the new technology then and then he can pass the legacy to the students.

As a part of demonstration of the action project following activities were performed by the students

- Testimonial Act
- Skit
- Garba

In the testimonial act, students presented a scene of conversation between two students on their learning from the LEAAD-Ek Pahel and Taking the LEAAD program followed by a skit based on traffic rules awareness. Here the students presented a scene where they demonstrated conversation between a traffic police officer and the traffic signal pole. They portrayed in the scene a bike rider and a car driver breaking traffic rules and the police officer fines them and also explains importance of following traffic rules.

The act ended with a garba named as traffic no garbo. It had the following lyrics...

હે છાયો ટ્રાફિક ભરપૂર
એ છે પ્રદુષણ નું મૂળ
સંસ્કારી દેશ અમારું મૂળ
આવો સુધારીએ આપણી ભૂલ
હે છાયો ટ્રાફિક.....

Lastly, the action project demonstration ended with the announcement of the Dus ka Dam team.

Action Project

“Traffic Rules Awareness”



Sustainability of the Project

Follow up planning

Dus Ka Dum

We strongly believe in sustainable behavioral changes and so after completion of the 15 hour training program, as part of follow up and to maintain a partnership with the school for betterment of students, a committee named “Dus Ka Dum” has been formed in each school.

This committee comprises of Principal of school, teachers, students and a LEAAD trainer / facilitator. The committee undertakes various activities for 3 months on need basis.



LEAAD Badge



10 ka Dum



LEAAD Club

Sustainability of the Project

LEAAD Club:

Members of 10 ka Dum team are core members of club

Planned activities

- Sharing about traffic awareness and its repercussions at family level.
- Each student promise follow traffic rules and also motivate others to follow and obey the traffic rules.
- To educate traffic safety concept to students of 5th and 6th standard
- To perform skit, dance, song regarding traffic awareness in any of the school's assembly time.


Future Scope

- It is suggested looking at the encouraging response of the first round that similar kind of inputs to be given to all students every year. once they reach to standard 7th till 12th.
- The advance inputs for each year can be given to students to build their strong Character, Confidence, Collaboration and Competence.
- Counseling sessions with the parents can be conducted.
- Any community related problem can be solved by taking up as action project.

Feedback

Principal, Teachers & Students

Taking The LEAAD
Feedback Form


LEAAD Leadership Environment for Adolescents through Assessment and Development
www.lead.org

Date: 24/04/2018 to 25/04/2018

Name of Trainer: Rajy Kaur
Standard: 7
Name of School: Shri Krishna Public School
Sec 41, South Delhi

Feedback for Trainer

Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Were you satisfied with the training imparted by the trainer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Were the trainer efficient enough to give the timely feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Overall rating for the trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Feedback for the content

Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Did you find the activity based training methodology effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Do you think such kind of training would be helpful for the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Do you feel such training would help to develop leadership skills in students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Suggestions: If possible or arranged you all should come every year to attend implement these qualities in students

Thank You!


LEAAD Leadership Environment for Adolescents through Assessment and Development
www.lead.org

Taking The LEAAD
Feedback Form

Name of Trainer: Purpanjali Mam
Participants Information
Name of Student: S. Lha. S. Patel
Std.: 7th
Name of School: S. K. P. S. S.


Kindly mark on the scale of 1 to 5, where 1 is lowest and 5 is highest.

	1	2	3	4	5
1. Were you satisfied by the knowledge imparted to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Did you feel the activities that were taught can be implemented in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Were you able to take active participation in all activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Did you learn something new at the end of every activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Did the activities boost your self-confidence to become a LEADer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Suggestions: More activities, More knowledge The lead is very good.

Thank You

Taking The LEAAD
Feedback Form


LEAAD Leadership Environment for Adolescents through Assessment and Development
www.lead.org

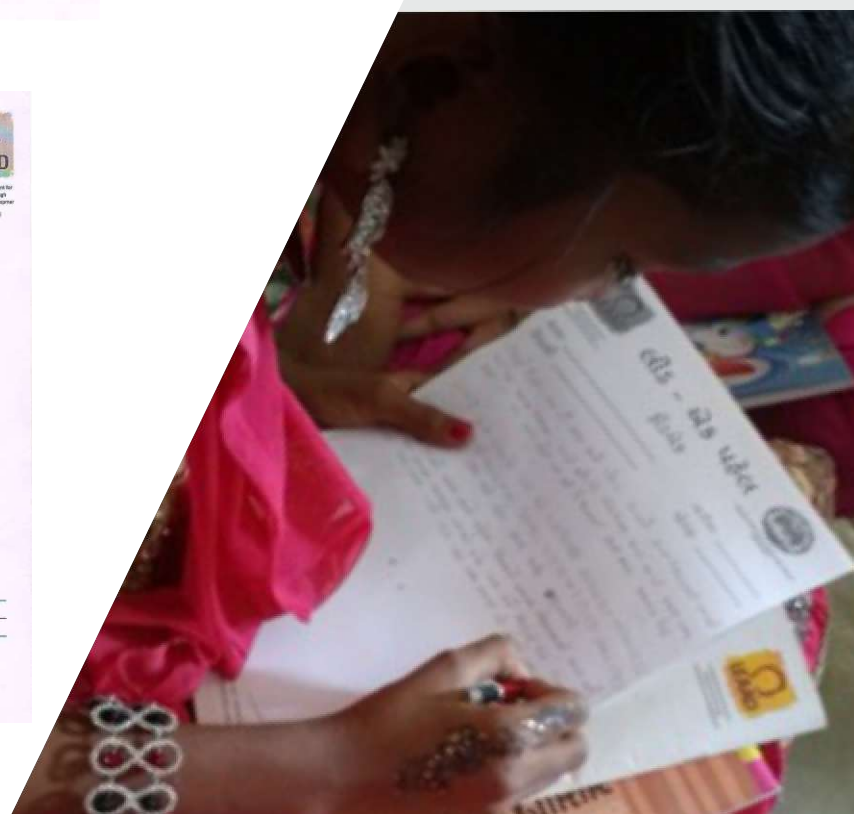
Name of Trainer: Purpanjali Mam
Participants Information
Name of Student: Pooja Wadhwa S.
Std.: 8th
Name of School: Shree, Karam Pradeth Rukte Suva Samaj

Kindly mark on the scale of 1 to 5, where 1 is lowest and 5 is highest.

	1	2	3	4	5
1. Were you satisfied by the knowledge imparted to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Did you feel the activities that were taught can be implemented in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Were you able to take active participation in all activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Did you learn something new at the end of every activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Did the activities boost your self-confidence to become a LEADer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Suggestions: More activities and more activity and my suggestion is a the lead is very good the activity is very good

Thank You



Feedback

Principal, Teachers & Students

Taking the LEAAD
Feedback Form


LEADING ENVIRONMENTAL AWARENESS THROUGH ADAPTATION AND DEVELOPMENT
www.lead.org

Name of Principal/Teacher: Chitra Rana Date: 18/01/2016 to 22/01/2016
Standard: 7th Class
Name of School: Kanum Pradesh Govt. Senior School

Feedback for Trainer

Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Were you satisfied with the training imparted by the trainer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Were the trainer efficient enough to give the timely feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Overall rating for the trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Feedback for the content

Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Did you find the activity based training methodology effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you think such kind of training would be helpful for the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you feel such training would help to develop leadership skills in students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Suggestions: The program is good and effective for the students. It will help in their future decisions.

Thank You!

Taking the LEAAD
Feedback Form


LEADING ENVIRONMENTAL AWARENESS THROUGH ADAPTATION AND DEVELOPMENT
www.lead.org

Name of Principal/Teacher: Mohi Thakur P Date: 18/01/2016 to 22/01/2016
Standard: 7th Class
Name of School: Shree Krishna Pradesh...

Feedback for Trainer

Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Were you satisfied with the training imparted by the trainer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Were the trainer efficient enough to give the timely feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Overall rating for the trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Feedback for the content


Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Did you find the activity based training methodology effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you think such kind of training would be helpful for the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Do you feel such training would help to develop leadership skills in students?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions: More Time provided for the Training.

Thank You!

Taking the LEAAD
Feedback Form


LEADING ENVIRONMENTAL AWARENESS THROUGH ADAPTATION AND DEVELOPMENT
www.lead.org

Name of Principal/Teacher: Pratibha R. Date: 18/01/2016 to 22/01/2016
Standard: Kanum
Name of School: Kanum

Feedback for Trainer

Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Were you satisfied with the training imparted by the trainer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Were the trainer efficient enough to give the timely feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Overall rating for the trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Feedback for the content


Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Did you find the activity based training methodology effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you think such kind of training would be helpful for the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you feel such training would help to develop leadership skills in students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Suggestions:

Thank You!

Taking the LEAAD
Feedback Form


LEADING ENVIRONMENTAL AWARENESS THROUGH ADAPTATION AND DEVELOPMENT
www.lead.org

Name of Principal/Teacher: Mrs. Jasodha Patel Date: 18/01/2016 to 22/01/2016
Standard: Kanum Pradesh Sadar School
Name of School: Kanum Pradesh Sadar School

Feedback for Trainer

Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Were you satisfied with the training imparted by the trainer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Were the trainer efficient enough to give the timely feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Overall rating for the trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>


Feedback for the content

Kindly mark on the scale of 1 to 5, where 1 is the lowest and 5 is the highest.

	1	2	3	4	5
1. Did you find the activity based training methodology effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you think such kind of training would be helpful for the students?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you feel such training would help to develop leadership skills in students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Suggestions: More time and more activities are needed to really enhance these qualities in the children and students. Overall a good effort & sincere work for rural areas.

Thank You!


Principal
Shri P. S. S.
Edu. Dist. 07

Feedback

Principal, Teachers & Students



લીડ - બેક પહેલ
ફીડબેક ફોર્મ

ફેર નું નામ : ચૈત્રિ ભક્ત વરુણે દુર્ગા બેડન
પ્રતિવાદી માફિતી
વિદ્યાર્થી નું નામ : પટેલ વસીલકે રિયુષભાઈ
ધોરણ : ૭
શાળાનું નામ : શ્રી ઈશ્વર


કુપણ, ૧-૫ ના માધ્યમમાં નાણાનુસંધાનમાં, જ્યાં ૧ સીટીનાનો કમ અને ૫ સીટી મોટી કમ છે.

	૧	૨	૩	૪	૫
૧. મું તમે અમારા ક્લાસ અપાચેલા વિષયકાનાથી સંતુષ્ટ છો?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૨. શીખવાડેલી પુસ્તિકાઓ જીવનમાં અનુસરવા લાયક હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
૩. તમને કસવેલી દરેક પુસ્તિકામાં જુલસાસેર ભાગ લેવા તમે સક્ષમ હતા?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૪. તમને દરેક પુસ્તિકામાં અને કઈક નવું શીખવા મળ્યું?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૫. મું તમારી બંદર રહેલા લીડરશીપના ક્ષેત્રોનો સોધવામાં આ તાલીમ મદદરૂપ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

કઈ ?

અભિપ્રાય:
અને હવે હવેના પુસ્તિકામાં કોઈ નવો જગા કોઈ સિસ્ટમ કમથી
દેખાતો નથી

આભાર



લીડ - બેક પહેલ
ફીડબેક ફોર્મ

ફેર નું નામ : ચૈત્રિ દીલી, ચૈત્રેટ નર
પ્રતિવાદી માફિતી
વિદ્યાર્થી નું નામ : Shivam Anjali
ધોરણ : ૭
શાળાનું નામ : શ્રી અમર પ્રદેશ પાલીકા સેવા સમાજ


કુપણ, ૧-૫ ના માધ્યમમાં નાણાનુસંધાનમાં, જ્યાં ૧ સીટીનાનો કમ અને ૫ સીટી મોટી કમ છે.

	૧	૨	૩	૪	૫
૧. મું તમે અમારા ક્લાસ અપાચેલા વિષયકાનાથી સંતુષ્ટ છો?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૨. શીખવાડેલી પુસ્તિકાઓ જીવનમાં અનુસરવા લાયક હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૩. તમને કસવેલી દરેક પુસ્તિકામાં જુલસાસેર ભાગ લેવા તમે સક્ષમ હતા?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
૪. તમને દરેક પુસ્તિકામાં અને કઈક નવું શીખવા મળ્યું?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૫. મું તમારી બંદર રહેલા લીડરશીપના ક્ષેત્રોનો સોધવામાં આ તાલીમ મદદરૂપ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

કઈ ?

અભિપ્રાય:
અને હવે કોઈ વિષયમાં મોટા પડે અમલ અમલથી અમલ, જોઈ નવિયારો
અને કસવેલી દરેક, આપેલા વિષયો નાણાનુસંધાનમાં વધારે સમયે લેવા એ આપે
જીવન વિતાવીએ

આભાર



લીડ - બેક પહેલ
ફીડબેક ફોર્મ

ફેર નું નામ : શ્રીજીભક્ત અને ચૈત્રિ બેડન
પ્રતિવાદી માફિતી
વિદ્યાર્થી નું નામ : પટેલ દુર્ગા ચૈત્રેશભાઈ
ધોરણ : ૭
શાળાનું નામ : શ્રી ઈશ્વર, પ્રદેશ, પાલીકા, સેવા, સમાજ


કુપણ, ૧-૫ ના માધ્યમમાં નાણાનુસંધાનમાં, જ્યાં ૧ સીટીનાનો કમ અને ૫ સીટી મોટી કમ છે.

	૧	૨	૩	૪	૫
૧. મું તમે અમારા ક્લાસ અપાચેલા વિષયકાનાથી સંતુષ્ટ છો?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૨. શીખવાડેલી પુસ્તિકાઓ જીવનમાં અનુસરવા લાયક હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૩. તમને કસવેલી દરેક પુસ્તિકામાં જુલસાસેર ભાગ લેવા તમે સક્ષમ હતા?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
૪. તમને દરેક પુસ્તિકામાં અને કઈક નવું શીખવા મળ્યું?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૫. મું તમારી બંદર રહેલા લીડરશીપના ક્ષેત્રોનો સોધવામાં આ તાલીમ મદદરૂપ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

કઈ ?

અભિપ્રાય:
અને હવે હવેના પુસ્તિકામાં કોઈ નવો જગા કોઈ સિસ્ટમ કમથી
દેખાતો નથી

આભાર



લીડ - બેક પહેલ
ફીડબેક ફોર્મ

ફેર નું નામ : ચૈત્રિ દીલી, ચૈત્રેટ નર
પ્રતિવાદી માફિતી
વિદ્યાર્થી નું નામ : પ્રદેશ માટેના અભિપ્રાય
ધોરણ : ૭
શાળાનું નામ : S.K.P.S.S

કુપણ, ૧-૫ ના માધ્યમમાં નાણાનુસંધાનમાં, જ્યાં ૧ સીટીનાનો કમ અને ૫ સીટી મોટી કમ છે.

	૧	૨	૩	૪	૫
૧. મું તમે અમારા ક્લાસ અપાચેલા વિષયકાનાથી સંતુષ્ટ છો?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૨. શીખવાડેલી પુસ્તિકાઓ જીવનમાં અનુસરવા લાયક હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
૩. તમને કસવેલી દરેક પુસ્તિકામાં જુલસાસેર ભાગ લેવા તમે સક્ષમ હતા?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૪. તમને દરેક પુસ્તિકામાં અને કઈક નવું શીખવા મળ્યું?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૫. મું તમારી બંદર રહેલા લીડરશીપના ક્ષેત્રોનો સોધવામાં આ તાલીમ મદદરૂપ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

કઈ ?

અભિપ્રાય:
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