



Leadership Enrichment for  
Adolescents through  
Assessment and Development

# લીડ - એક પહેલ

Completion  
Report

## LEAAD Ek Pahel

An initiative  
by

Foundation  
for  
Capability  
Building

For

### Bhayali Kanya Shala

Supported by





# 2015 Bhayali kanya shala Report

9<sup>th</sup> December 2015  
to  
16<sup>th</sup> December 2015

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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 et. al. 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 - Ek Disha
- 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

# LEAAD - Ek Pahel Beneficiaries

## Bhayali Kanya Shala

### Std - 7

Sl. No.	Name
1	Vasava Sonali Sureshbhai
2	Vasava Divya Rasikbhai
3	Vasava Amisha Rohitbhai
4	Vasava Kajal Jayantibhai
5	Vasava Roma Jiteshbhai
6	Vasava Rasika Somabhai
7	Padhiyar Nisha Ganpatbhai
8	Padhiyar Urmila Jayantibhai
9	Rabari Hiral Rajubhai
10	Rana Kashish Maheshbhai
11	Kothari Upasana Kalpeshbhai
12	Jadav Bhavika Sureshbhai
13	Bariya Bhavika Sureshbhai
14	Vanajara Kajal Mangalbhai
15	Vanjara Anjali Jagdishbhai
16	Mali Payal Jayantibhai
17	Mali Parul Gopalbhai
18	Mali Jayshree Kishorbhai
19	Mali Jashoda Chandubhai
20	Mali Sneha Manharbhai
21	Vanand Priyanka Budhabhai
22	Parmar Minhaj Salimbhai
23	Garasiya Rehina Anavarbhai
24	Mali Nisha Santoshbhai
25	Mali kapila Vinodbhai
26	Solanki Ramila Ashokbhai

### Std - 8

Sl. No.	Name
1	Solanki Dipali Ashokbhai
2	Parmar Rajeshwari Ashokbhai
3	Parmar Anita Pravinbhai
4	Solanki Falguni Shantilalbhai
5	Vasava Urmila Jayantibhai
6	Vasava Madhu Somabhai
7	Vasava Sunita Ashokbhai
8	Vasava Minakshi Rameshbhai
9	Nayak Kailash Rajubhai
10	Nayak Komal Sureshbhai
11	Tadvi Hetal Kalubhai
12	Tadvi Payal Vishnubhai
13	Vagadiya Manjula Lalabhai
14	Patanvadiya Riya Rajeshbhai
15	Koli Shilpa Vijaybhai
16	Tai Muskan Salimbhai
17	Parmar Bharti Poonambhai
18	Parmar Neha Rakeshbhai
19	Rana Urvashi Rajendrabhai
20	Mali Chetna Thakorabhai
21	Mali Asha Dahyabhai
22	Mali Jagruti Sureshbhai
23	Mali Anjali Kishorbhai
24	Rajpoot Komal Madhubhai
25	Chavda Divya Natubhai
26	Parmar Bhavna Gansyambhai
27	Chauhan Bismilla Husenbhai
28	Belim Muskan Husenbhai
29	Garasiya Namira Hasanbhai

Std	No. of Students
7	26
8	29

**Total 55**

Sr no.	Name
1	Smt. Ramaben Patel - Principal
2	Smt. Anitaben Upadhyay - Teacher
3	Smt. Dakshaben Suthar - Teacher

# LEAAD - Ek Pahel Session Plan

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

Sr. No.	Duration (minutes)	Training Method & Learning Areas	Learning Outcome
1	11:00 to 11:10	<b>Introduction to LEAAD &amp; Rapport Building -</b> 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	11:10 to 11:25	<b>Introduction to Leadership: What &amp; Why of Leadership -</b> A brief introduction about leadership and importance of LEAAD- Ek Pahel was shared with students	Understanding about leader and importance of leader
3	11:25 to 11:45	<b>Ice breaker - Name Game -</b> Students were asked to introduce their names by adding an adjective before their name to the trainers and other class mates <b>Resources Used: Name Tags</b>	Knowing positive qualities of each other
4	11:45 to 12:05	<b>Activity: Be a TV reporter -</b> 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	12:05 to 12:25	<b>Forming Classroom Accords -</b> 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. <b>Resources Used: Blackboard, Chalk &amp; Duster</b>	Developing classroom accords to clearly support safe and respectful behavior for appropriate learning environment
6	12:25 to 12:40	<b>Break Time</b>	
7	12:40 to 12:50	<b>Ice breaker</b>	
8	12:50 to 1:10	<b>Prologue to Leadership, Leaders Ladder (Leadership Styles) -</b> Students were given understanding about what is leadership and various leadership styles by providing appropriate examples for each leadership style. <b>Resources Used: LEAAD Workbook</b>	Acquiring knowledge about the values that leaders should possess. Learning about the leadership, its styles and qualities of a leader.
9	1:10 to 1:30	<b>LEAAD's 4C Framework - Parameters and Sub-parameters -</b> 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. <b>Resources Used: LEAAD Workbook</b>	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	1:30 to 1:50	<b>I Can LEAAD - Pre Assessment -</b> 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. <b>Resources Used: LEAAD Workbook</b>	Discovering one's own leadership traits and skills through assessment
11	1:50 to 2:00	<b>Ending Activity with Recap/Reflection -</b> 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 Session Plan

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





# LEAAD - Ek Pahel Session Plan

Day 2: Know Yourself

(180 Minutes)

Sr. No.	Duration (minutes)	Training Method & Learning Areas	Learning Outcome
1	11:00 to 11:05	Prayer	
2	11:05 to 11:15	Recap of Previous Day	Reflecting previous day's learnings.
3	11:15 to 11:25	Recap of 4C Framework	
4	11:25 to 11:35	<b>Character - Relevance of Positive Values in Life -</b> 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	11:35 to 11:55	<b>Activity - Positive Value -</b> 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 <b>Resources Used: Value Cards</b>	Learnt about positive values with its meanings. Learnt to adhere to values, treating people with dignity and respect
6	11:55 to 12:05	<b>Vision Board - What I want to become? -</b> 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. <b>Resources Used: Glue, Scissors, Colours</b>	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	12:05 to 12:15	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. <b>Resources Used: LEAAD Workbook</b>	Developing insight about what skills and qualities shape a confident person.
8	12:15 to 12:25	Characteristics of Responsible Person - Students were asked to think and share the characteristics a responsible person possess. <b>Resources Used: LEAAD Workbook</b>	Learning to be responsible for one own duty and try to be accountable for it.
9	12:15 to 12:40	<b>Break</b>	
10	12:40 to 12:45	Meditation - The meditation activity was carried out to make students feel calm and relaxed after the break.	
11	12:45 to 1:05	<b>Confidence - Straw Making Activity -</b> Students were provided with straw and scissor and they were asked to make flute from a straw. <b>Resources Used: Straw and scissor</b>	Learning to be confident by taking up challenge to complete the activity.
12	1:05 to 1:15	<b>Reflection on Taking Challenges -</b> After straw making activity, students were asked to reflect on the sub parameter of Confidence ie 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	1:15 to 1:25	<b>Characteristics of Self-Confident Person -</b> Students were asked to think and share the characteristics a confident person possess. <b>Resources Used: LEAAD Workbook</b>	Showing confidence about taking decision, completing a task or achieving the stated goal.
14	1:25 to 1:40	<b>Ingredients of Self Confidence -</b> Students were given understanding about what all things a person should to enhance his/her confidence levels. <b>Resources Used: LEAAD Workbook</b>	Identifying factors that strengthen self- confidence. Started developing acceptance for one's own strengths and weakness and working towards the same.
15	1:40 to 1:50	<b>Reflection - Self Learning (Character &amp; Confidence) -</b> 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. <b>Resources Used: LEAAD Workbook</b>	Developing insight to reflect back on the activities done so far and learnings out of the same.
16	1:50 to 2:00	<b>Ending Activity with Recap/Reflection -</b> 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 Session Plan

Day 2: Know Yourself

(180 Minutes)



# LEAAD - Ek Pahel Session Plan

Day 3: Grow Yourself

(180 Minutes)

Sr. No.	Duration (minutes)	Training Method & Learning Areas	Learning Outcome
1	11:00 to 11:05	Prayer	
2	11:05 to 11:15	Recap of Previous Day	Reflecting previous day's learnings.
4	11:15 to 11:25	<b>Introduction to Collaboration -</b> Student got understanding about importance of developing close ties with family, friends, school and community. <b>Resources Used: LEAAD Workbook</b>	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.
5	11:25 to 11:55	<b>Collaboration - Mirror Game</b> In this activity, each student got a partner. They had to stand in two lines, facing each other, about a meter apart. One was the leader, the other, the "mirror." Moving only from the waist up, the leader began to make simple gestures or movements. The "mirror" had to duplicate the leader's movements exactly—just as a mirror would.	Learning to work in collaboration and respecting each other.
6	11:55 to 12:15	<b>Focusing on Emotional Awareness - Empathy</b> 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. <b>Resources Used: LEAAD Workbook</b>	Developed the sense of empathy for others. Able to use empathy to change behaviour and build better relationship
7	12:15 to 12:30	Break	
8	12:30 to 12:50	<b>Energizer- Communication (asking question and giving irrelevant answers)</b> In this activity, students were told to ask any question to the trainer, and trainer gave irrelevant answer to that question asked. Through this activity, students understood that for communication listening and comprehending the information received also plays an important role.	Learning how effective communication leads to building healthy relationships.
9	12:50 to 1:00	<b>Communication - Importance of Effective Communication -</b> An understanding on importance of communication skills was explained to students. Information on different modes and types of communication were discussed with them. <b>Resources Used: LEAAD Workbook</b>	Understand the barriers to effective communication. Develop active listening traits. Practice assertive communication
10	1:00 to 1:10	<b>Relationships - Resolving Differences by Problem solving -</b> Importance of relationships and resolving differences that at times occur in any relationship was explained to students. <b>Resources Used: LEAAD Workbook</b>	Reflect at the individual factors affecting effective problem solving. Understand the decision making process as well as develop group consensus in decision making.
11	1:10 to 1:20	<b>Reflection - Self Learning (Collaboration) -</b> Students were asked to share their learnings and insights about collaboration. <b>Resources Used: LEAAD Workbook</b>	Developing insight to reflect back on the activities done so far and learnings out of the same.
12	1:20 to 1:30	<b>Introducing Action Project -</b> 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. <b>Resources Used: LEAAD Workbook</b>	Discovering desire to initiate the change for the betterment of the society at large.
13	1:30 to 1:40	<b>Impact of Action Project - Behavioural Change -</b> Students were explained about the impact they would be creating while working and implementing action project for community development. <b>Resources Used: LEAAD Workbook</b>	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.
14	1:40 to 1:50	<b>Story on Taking Initiative with discussion -</b> A small story was shared with them about a small initiative taken by a little boy to bring about positive social change. <b>Resources Used: LEAAD Workbook</b>	Importance of taking an initiative for community at large by taking actions.
15	1:50 to 2:00	<b>Ending Activity with Recap/Reflection -</b> A quick recap of the session was done with the students.	Reflecting one's learning.

# LEAAD - Ek Pahel Session Plan

Day 3: Grow Yourself

(180 Minutes)



# LEAAD - Ek Pahel Session Plan

Day 4: Conquer Yourself

(180 Minutes)

Sr. No.	Duration (minutes)	Training Method & Learning Areas	
1	11:00 to 11:05	Prayer	
2	11:05 to 11:15	Recap of Previous Day	Reflecting previous day's learnings.
3	11:15 to 11:30	<b>Action Project - Identification -</b> Trainers helped students to identify the need of doing action project on the theme selected. <b>Resources Used: LEAAD Workbook</b>	Identified the actual need of the action project. Prepare the arrangements for the action project through different tools/resources.
4	11:30 to 11:45	<b>Action Project - Planning - Group formation -</b> Various groups of students were formed for the preparation of implementing the action project. <b>Resources Used: LEAAD Workbook</b>	Learning to work in group by collaborative efforts for action project planning.
5	11:45 to 12:00	<b>Break</b>	
6	12:00 to 1:50	<b>Action Project - Planning &amp; Management -</b> Groups of students started working on the action project on the theme that was decided. <b>Resources Used: Chart Paper, Colours, Pencils, Sketch Pens, Markers, Cello-Tape</b>	Applying various skills by creating ability to work together with cooperation, respect for one another and discipline during the preparation of action project
7	1:50 to 2:00	Ending Activity with Recap/Reflection	Reflecting one's learning



# LEAAD - Ek Pahel Session Plan

Day 4: Conquer Yourself

(180 Minutes)



# LEAAD - Ek Pahel Session Plan

Day 5: Action Project

(180 Minutes)

Sr. No.	Duration (minutes)	Training Method & Learning Areas	
1	11:00 to 11:05	<b>Prayer</b>	
2	11:05 to 12:55	<b>Action Project - Implementation &amp; Execution -</b> Students demonstrated their leadership skills by executing the action project on the theme decided. Various programs were carried out to implement the action project. <b>Resources Used: Sound system, props for role play, charts for rally, musical instruments (if required)</b>	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.
3	12:55 to 1:10	<b>Break</b>	
4	1:10 to 1:20	<b>I am a LEADER.. -</b> 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. <b>Resources Used: LEAAD Workbook</b>	Identifying oneself and bringing out their capabilities.
5	1:20 to 1:40	<b>I Can Leaad - Post Assessment -</b> 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. <b>Resources Used: LEAAD Workbook</b>	Discovering one's own leadership traits and skills through assessment
6	1:40 to 2:00	<b>Feedback Session:</b> Principal, Teachers & Students were given feedback forms to fill. <b>Resources Used: Feedback Forms</b>	Reflection about the program.

## 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.



# Action Project

“Vartan ma Parivartan, Swachchatta nu Aavartan”

## Action Project Report

### Bhayli kanya Shala

LEAAD is based particularly on the idea of Discover-Develop-Demonstrate. After the completion of the 4days leadership training where the stage of Discover and Develop is complete, 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 Bhayli Kanya Shala was based on the topic “importance of cleanliness” under the title “વર્તન માં પરિવર્તન સ્વચ્છતા નું આવર્તન”

The program began with a prayer by the students. Further the students carried out various activities for spreading awareness regarding importance of cleanliness. These activities comprised of;

### Activities for Action Project by Students

1. Role Play – focusing on importance of cleanliness
2. Rally – it was carried out in the localities nearby to impart awareness regarding cleanliness
3. Slogan Making – powerful slogans were created to spread awareness
4. Poster Making – designed posters and charts to put up in schools and nearby localities
5. Songs & Jingle – prepared songs/jingles to spread awareness
6. Garba, Drama, – to spread awareness on cleanliness



# Action Project

## “Vartan ma Parivartan, Swachchatta nu Aavartan”

As mentioned the students prepared slogans and posters to spread awareness regarding cleanliness. Slogans like, स्वच्छता त्यां प्रभुता, स्वच्छ भारत सङ्ग भारत, पाणी गाढो रोग टाढो, स्वच्छतामां रहे सौनो झालो, જીવનને સુંદરતાથી ગાળો and paintings portraying importance of cleanliness were prepared and showcased to the village residents during the rally. Followed by speech on cleanliness by a student speaker, reciting of jingles on cleanliness like

“गांधीजी तो आपी गया छे जिवननी गुरुयावी  
स्वच्छताजाणववानी टेव अेज सौथी निराणी”

Students then performed a sanedo dance on the sanedo song as below

### સનેડો

સનેડો સનેડો.... સનેડો લીડનો સનેડો  
હમજીને હોભજો લીડનો સનેડો ..  
હે.... હાથ ધોવાની ટેવથી રોગથી રહેસો દૂર  
જમતા પહેલા ટેવ આ...કેળવવી છે જરૂર.... લીડનો સનેડો...  
હે.... ભીડ-ભાડમાં જાઓ તો... મો પર રાખો રૂમાલ...  
નહિતો બીજાનો ચેપ લાગશે... ને પડશે તમે બીમાર... લીડનો સનેડો  
હે.... ઘર પાસેની ગંદકી નાખો કચરાપેટીની માંહ...  
સ્વચ્છતા જો તમે રાખશો... તો સમાજ સુખી થાય .... લીડનો સનેડો  
હે.... સ્વચ્છતાનીઆ વાત અમે લાવ્યા તમારી પાસ...  
આગળ વધી નહિ સ્વીકારશો, તો થશે સર્વનાશ... લીડનો સનેડો  
હે.... શુદ્ધ ચારિત્ર્યને સહયોગથી, બનશો તમે નીડર....  
ક્ષમતાને આત્મવિશ્વાસથી થશો તમે નીડર... લીડનો સનેડો  
સનેડો સનેડો, સનેડો લીડનો સનેડો .....(૨)



Lastly they performed a drama where the students performed a scene where they spread awareness among the people to use dustbins and not to litter on the road. This way the action project was demonstrated and finally the program was concluded with national anthem.

# Action Project

“Vartan ma Parivartan, Swachchatta nu Aavartan”



# 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

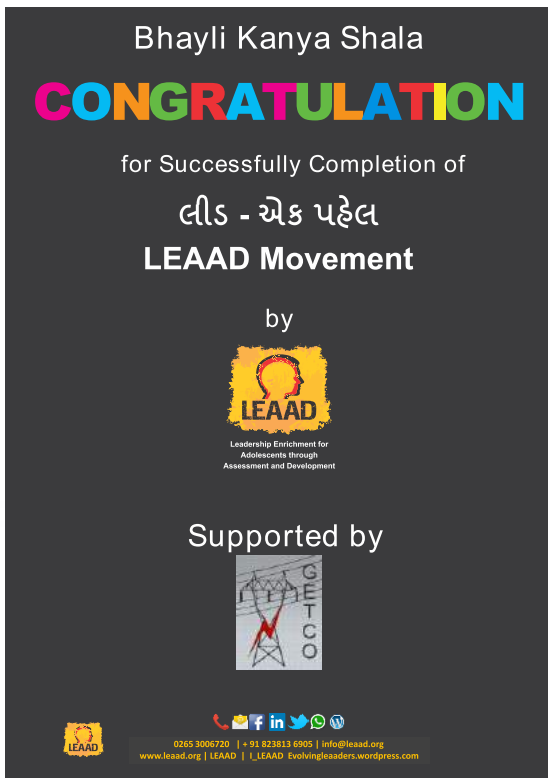


Photo frame to School



10 ka Dum

# LEAAD Club - Bhayali Kanya Shala

## Sustainability of the Project

LEAAD Club:

Members of 10 ka Dum team are core members of club

Planned activities

- To keep school classes, computer room, and outside premises clean by decided group of children on rotation basis.
- Each student promise to keep their house and their surrounding clean
- nce a month planned visit to village Bhayali to spread awareness about cleaning
- To educate cleaning concept to students of 5<sup>th</sup> and 6<sup>th</sup> standard
- To perform skit, dance, song regarding cleanliness in any of the school's cultural program

## 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.

# Success Story

## The Team Lead

### **God has gifted us all with a fixed set of abilities.**

But there are some special children of the almighty who are specially abled.

Though they are physically less complete but their abilities are no less than those of the accomplished.



There comes story of two little girls, students at Bhayli kanya shala Vadodara. Somehow because of their being specially abled they did not have much acceptance amongst their class mates and school as a whole. They did not have many friends and this had somewhere created a lack of confidence in their tender minds.

Team LEAAD during their program LEAAD EK PAHEL noticed the same and made an attempt to overcome the challenge faced by the two for the emotional need of acceptance and friendship.

As and when the scenario came to the notice of the team they started motivating the two by, helping them participate in the activities of the program. This created an enthusiasm among the two and they themselves began to take initiative for participation.

Looking at this, other students also started supporting the two. Now even they had some friends who were ready to help them and stand by their side in times of need. The two little girls felt accomplished now.

On the last and final day i.e. the 5th day of the program where the DUS KA DAM team is chosen and the students are awarded with batches, in addition to the chosen team of students those two girls were also awarded. This filled the both with tremendous joy and happiness. They were so over whelmed with over all experience of the 5 days that their feelings came out in form of tears when the LEAAD team left the premise.

This incident made a permanent mark on the heart of the team to cherish for life. They succeeded to make impact, they succeeded to bring change, they succeeded to teach equality and acceptance , they succeeded to bring out leadership skills.....

The team LEAAD actually lead.



# Attendance

BHAYLI KANYA SHALA –BHAYLI(VADODARA)

STANDARD-7

SR NO.	STUDENENT NAME	DAY -1	DAY- 2	DAY- 3	DAY 4	DAY -5	DAY -6
1	VASAVA SONALI SURESHBHAI	✓	Ab	Ab	✓	✓	✓
2	VASAVA DIVYA RASIKBHAI	✓	✓	Ab	Ab	✓	✓
3	VASAVA AMISHA ROHITBHAI	✓	✓	✓	Ab	✓	✓
4	VASAVA KAJAL JAYANTIBHAI	✓	Ab	✓	✓	✓	✓
5	VASAVA ROMA JITESHBHAI	✓	✓	✓	Ab	✓	✓
6	VASAVA RASIKA SOMABHAI	Ab	Ab	Ab	Ab	✓	✓
7	PADHIYAR NISHA GANPATBHAI	✓	✓	✓	✓	✓	✓
8	PADHIYAR URMILA JAYANTIBHAI	✓	✓	✓	✓	✓	✓
9	RABARI HIRAL RAJUBHAI	✓	✓	✓	✓	✓	✓
10	RANA KASHISH MAHESHBHAI	✓	✓	✓	✓	✓	✓
11	KOTHARI UPASANA KALPESHBHAI	✓	✓	✓	✓	✓	✓
12	JADAV BHAVIKA SURESHBHAI	✓	✓	✓	✓	✓	✓
13	BARIYA BHAVIKA SURESHBHAI	Ab	Ab	Ab	Ab	✓	✓
14	VANAJARA KAJAL MANGALBHAI	✓	✓	✓	Ab	Ab	✓
15	VANJARA ANJANLI JAGADISHBHAI	✓	Ab	✓	Ab	✓	Ab
16	MALI PAYAL JAYANTIBHAI	Ab	✓	Ab	✓	✓	Ab
17	MALI PARUL GOPAL BHAI	✓	✓	Ab	✓	✓	✓
18	MALI JAYASHRI KISHORBHAI	✓	✓	✓	✓	✓	✓
19	MALI JASHODA CHANDUBHAI	✓	✓	✓	✓	✓	✓
20	MALI SNENA MANAHARBHAI	✓	✓	Ab	Ab	✓	Ab
21	VANAND PRIYANKA BUDHABHAI	✓	✓	✓	Ab	✓	✓
22	PARMAR MINHAI SALIM BHAI	Ab	Ab	✓	Ab	✓	Ab
23	GARASIYA REHINA ANAVARBHAI	Ab	✓	Ab	✓	Ab	Ab
24	MALI NISHA SANTOSHBHAI	Ab	✓	Ab	✓	Ab	✓
25	MALI KAPILA VINODBHAI	✓	✓	✓	✓	✓	✓
26	SOLANKI RAMILA ASOKBHAI	✓	✓	✓	✓	✓	✓

સુચનુલો  
ગાચાર્ય  
ભાયલી કન્યા શાળા  
તા.જી. વડોદરા.

# Attendance

BHAYLI KANYA SHALA-BHAYLI (VADODARA)

STANDARD - 8

SR.NO.	STUDENT NAME	DAY-1	DAY-2	DAY-3	DAY-4	DAY-5	DAY-6
1	SOLANKI DIPALI ASHOKBHAI	✓	✓	Ab	✓	✓	Ab
2	PARMAR RAJESWARI ASHOKBHAI	✓	✓	✓	Ab	✓	✓
3	PARMAR ANITA PRAVINABHAI	✓	✓	Ab	✓	✓	✓
4	SOLAKI FALGUNI SHATILALBHAI	✓	✓	Ab	✓	✓	✓
5	VASAVA URMILA JAYANTIBHAI	✓	Ab	Ab	✓	✓	✓
6	VASAVA MADHU SOMABHAI	✓	✓	Ab	✓	✓	✓
7	VASAVA SUNITA ASHOKBHAI	Ab	Ab	Ab	Ab	✓	✓
8	VASAVA MINAKSHI RAMESHBHAI	✓	Ab	Ab	✓	✓	Ab
9	NAYAK KAILASH RAJUBHAI	✓	✓	✓	Ab	✓	✓
10	NAYAK KOMAL SURESHBHAI	✓	Ab	Ab	Ab	✓	Ab
11	TADVI HETAL KALUBHAI	✓	✓	Ab	Ab	✓	Ab
12	TADVI PAYAL VISHNUBHAI	✓	✓	Ab	Ab	Ab	✓
13	VAGADIYA MANJULA LALAB HAI	✓	Ab	Ab	✓	✓	✓
14	PATANVADIYA RIYA RAJESHBHAI	✓	✓	Ab	✓	✓	✓
15	KOLI SHILPA VIJAYBHAI	Ab	Ab	Ab	Ab	✓	Ab
16	TAI MUSKAN SALIMBHAI	✓	✓	Ab	✓	✓	✓
17	PARMAR BHARTI POONAM BHAI	✓	✓	Ab	✓	✓	✓
18	PARMAR NEHA RAKESHBHAI	✓	✓	Ab	✓	✓	✓
19	RANA URVASHI RAJENDRABHAI	✓	✓	Ab	✓	✓	✓
20	MALI CHETNA THAKORBHAI	✓	✓	Ab	Ab	✓	✓
21	MALI ASHA DAHYABHAI	✓	✓	Ab	✓	✓	✓
22	MALI JAGRUTI SURESHBHAI	✓	✓	✓	✓	✓	✓
23	MALI ANJALI KISHORBHAI	✓	✓	Ab	Ab	✓	✓
24	RAJPOOT KOMAL MADHUBHAI	✓	✓	Ab	Ab	✓	✓
25	CHAVDA DIVYA NATUBHAI	✓	✓	Ab	Ab	✓	✓
26	PAMAR BHAVNA GANSYAMBHAI	✓	✓	Ab	Ab	Ab	Ab
27	CHAUHAN BISMILLA HUSENBHAI	✓	✓	Ab	✓	Ab	✓
28	BELIM MUSKAN HUSENBHAI	Ab	✓	✓	✓	✓	✓
29	GARASIYA NAMIRA HASANBHAI	✓	✓	Ab	✓	✓	✓

કચ્છ મુખ્ય  
આચાર્ય

ભાયલી કન્યા શાળા  
વા.જી. વડોદરા.

# Feedback

Principal, Teachers & Students







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લીડ - એક પહેલ  
ફીડબેક ફોર્મ

ટ્રેનર નું નામ :

પ્રતિવાદી માહિતી

આચાર્યશ્રી/ શિક્ષકશ્રી નું નામ : શુભાચર દક્ષાવિન રમણનાથ

ધોરણ: 7

શાળાનું નામ: ભાચલી કન્યા શાળા

ટ્રેનર પ્રતિસાદ

કૃપિયા, ૧-૫ ના માપક્રમ ના અનુસંધાનમાં, જ્યાં ૧ સૌથી નાનો ક્રમ અને  
૫ સૌથી મોટો ક્રમ છે.

	૧	૨	૩	૪	૫
૧. શું તમે ટ્રેનર દ્વારા અપાવેલા વિષય જ્ઞાન થી સંતુષ્ટ થયા હતા?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
૨. શું ટ્રેનર સમયસર પ્રતિક્રિયા આપવા માટે સક્ષમ હતા?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૩. શીખવાડેલી શિક્ષણ પદ્ધતિઓ અસરકારક હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
એકંદર રેટિંગ ટ્રેનરનું	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

વિષયવસ્તુ પ્રતિસાદ

કૃપિયા, ૧-૫ ના માપક્રમ ના અનુસંધાનમાં, જ્યાં ૧ સૌથી નાનો ક્રમ અને  
૫ સૌથી મોટો ક્રમ છે.

	૧	૨	૩	૪	૫
૧. શું આ તાલીમ વિદ્યાર્થીઓ માટે યોગ્ય હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
૨. શું પ્રવૃત્તિઓ સંબંધિત મુદ્દાઓ સાથે સંબોધતા મદદરૂપ હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૩. શું તમને લાગે છે કે આ પ્રકાર ની તાલીમ જરૂરી છે?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
સમાવિષ્ટ બાબતો ના ક્રમાંક	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

સુચન : બાલકીની સહી મારી ગામ / પાલન વાસ્તવ મારી  
આવા કાર્યક્રમ કરવા વધુ અસરકારક સંભવત વશે

આભાર



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લીડ - એક પહેલ  
ફીડબેક ફોર્મ

ટ્રેનર નું નામ :

પ્રતિવાદી માહિતી

આચાર્યશ્રી/ શિક્ષકશ્રી/ નું નામ : પટલ રમણેશ નરેન્દ્રભાઈ

ધોરણ: 5

શાળાનું નામ: ભાગલા સુવ્યાજ્ઞાળા

### ટ્રેનર પ્રતિસાદ

કૃપિયા, ૧-૫ ના માપક્રમ ના અનુસંધાનમાં, જ્યાં ૧ સૌથી નાનો ક્રમ અને ૫ સૌથી મોટો ક્રમ છે.

	૧	૨	૩	૪	૫
૧. શું તમે ટ્રેનર દ્વારા અપાયેલા વિષય જ્ઞાન થી સંતુષ્ટ થયા હતા?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
૨. શું ટ્રેનર સમયસર પ્રતિક્રિયા આપવા માટે સક્ષમ હતા?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૩. શીખવાડેલી શિક્ષણ પદ્ધતિઓ અસરકારક હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
એકંદર રેટિંગ ટ્રેનરનું	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### વિષ્યવસ્તુ પ્રતિસાદ

કૃપિયા, ૧-૫ ના માપક્રમ ના અનુસંધાનમાં, જ્યાં ૧ સૌથી નાનો ક્રમ અને ૫ સૌથી મોટો ક્રમ છે.

	૧	૨	૩	૪	૫
૧. શું આ તાલીમ વિદ્યાર્થીઓ માટે યોગ્ય હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
૨. શું પ્રવૃત્તિઓ સંબંધિત મુદ્દાઓ સાથે સંબોધતા મહત્વરૂપ હતી?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
૩. શું તમને લાગે છે કે આ પ્રકાર ની તાલીમ જરૂરી છે?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
સમાવિષ્ટ પ્રાપ્તો ના ક્રમાંક	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

સુચન : શાળામાં શિક્ષણ અપાય છે. આ પણ શિક્ષણનો એક ભાગ છે.  
બાળકોને નિયમોને પાર્ટ ધોર વ્યાજ છે. માટે આવા શૈક્ષ. મર્યાદિત  
અભાવ રહે ન જરૂરી છે. આભાર

