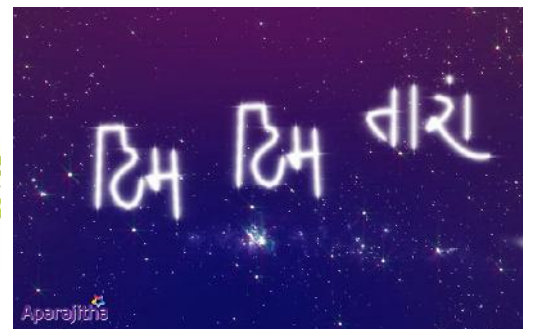


Aparajitha   
**SEEDS OF SUCCESS**

**Quarterly Newsletter**  
**January - March 2019**



*Transformational Change through awareness*



# 29

Issue

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# Hello!

Right from the stages of infancy, a child constantly tries to reach farther and higher passing through stages of rolling, creeping, scooting, crawling, toddling, walking and jumping. Likewise, Thalir Thiran Thittam has been dynamic in its progress, constantly renewing itself -crossing many milestones and scaling new heights, particularly in the last two years.

Teacher training sessions for Tim Tim Tara, which so far have been face to face or through videos, were conducted using satellite technology. Education Secretary, Government of Haryana, has in his press release mentioned about the positive changes in students as a result of Tim Tim Tare. A research has been conducted to study the transformational changes in students consequent to their exposure to Thalir Thiran Thittam programme. We are happy to share all these with you through this issue. We also welcome you to visit the new website of Aparajitha Foundations.

Read all of these....

Share your thoughts and feelings...

Spread the word among your friends...

We look forward to your continued support and suggestions

**Editorial Team**

*TTT offers life skill education to students in classes 7 to 12. Based on 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 6 states - Tamil Nadu ,Gujarat, Rajasthan, Madhya Pradesh, Uttar Pradesh and Haryana.*

## Direct Telecast of Teacher Training Sessions for Tim Tim Tara in Gujarat



Tim Tim Tara has been offered to middle school children in Gujarat for six years now. This is now being extended to high schools and higher secondary schools. Following this, Tim Tim Tara lessons will be made available every Wednesday to students of classes 9 and 10; and to students of 11 and 12 every Thursday via satellite. Consequently, 16, 00,000 students from 8000 schools will stand to benefit.

The satellite telecast of lessons was launched on December 31, 2018. Chairman of Gujarat Secondary and Higher Secondary Education Board, Sri. A.J. Shah, Joint Director Sri. B.N. Rajgor, during their tele-appearance laid emphasis on the need for life skills education. Later teacher training for Tim Tim Tara was provided as a part of which a lecture demonstration of peer teaching techniques was offered.

## Aparajitha's new website

Aparajitha has been crossing one milestone after another in its tireless journey. A website has been created to disseminate all its contributions across the globe. All the various functions and activities across the states are being instantly updated there. Success stories, feedback from facilitators and students, and commendations from well-wishers can all be accessed at [www.aparajitha.org](http://www.aparajitha.org).

# Haryana Education Secretary's praise for TTT

## प्रदेश के सरकारी स्कूलों में बच्चों के लिए खास पहल

# नैतिक शिक्षा का मंत्र देने के लिए चलेगी विशेष मुहिम

योगेश शर्मा ►► चंडीगढ़

सरकारी स्कूलों के बच्चों में नैतिक शिक्षा के साथ-साथ सही ढंग से जीवन यापन करने का मंत्र शुरुआत से डालने के लिए विशेष मुहिम चलाने की तैयारी है। जिसमें शिक्षा विभाग सामाजिक संगठन से मदद लेकर इस काम पर अमल कर रहा है। फिलहाल पांच जिलों में यह योजना चलाई जा रही है, जिसके बच्चों में सकारात्मक परिणाम सामने आए हैं। इस बात को ध्यान में रखते हुए हरियाणा स्कूल एजुकेशन विभाग के अतिरिक्त मुख्य सचिव पीके दास ने प्रदेश के सभी स्कूली बच्चों को

इसका लाभ पहुंचाने व प्रदेशभर में लागू करने के निर्देश जारी किए हैं। उक्त कार्य में हरियाणा स्कूल एजुकेशन विभाग की मदद अपराजिता फाउंडेशन संस्था द्वारा की जा रही है। संस्था द्वारा बच्चों में नैतिक गुण पियरेने के उद्देश्य से विशेष मुहिम सबसे पहले अंबाला मंडल के पांच जिलों में चलाई जा रही है, जिस समय संस्था के साथ में एमओयू हुआ था, उस दौर में यह जिले मंडल में आते थे। अंबाला, पंचकूला और यमुनानगर, कुरुक्षेत्र, कैथल जैसे जिले आते हैं। इस संबंध में सहायक निदेशक एकेडिमिक नंदकिशोर वर्मा और प्रोग्राम ऑफिसर प्रमोद ने बताया

### साल भर में करोड़ों रुपये खर्च कर रही संस्था

संस्थान और कंपनी की ओर से 110 वीडियो के माध्यम से नैतिक शिक्षा की कथाकथा, लाइफ स्किल, अनुशासन, सड़क नियमों का पालन, स्वच्छता की मुहिम, दयाभाव, धर्म, जीवों पेड़ पौधों की रक्षा, वाइल्ड लाइफ, पर्यावरण, पानी बचाने, इमरजेंसी जैसे विषयों को शामिल किया गया है। पहले इन्टें प्रोजेक्टर और प्रोजेक्टर के माध्यम से बताया जाता है। बच्चों को यह शिक्षण के बाद संस्था के मास्टर ट्रेनर जाते हैं, जो बच्चों के सवाल और शंकाओं को दूर करने का काम करते हैं। यह कार्यक्रम सातवीं से लेकर 12 वीं तक के बच्चों को जिदों में यह टिप्स दिए जा रहे हैं। पूरे प्रदेश में 1 से 12 वीं तक 21 लाख बच्चे हैं। प्राइमरी में लगभग साढ़े चौदह लाख बच्चे हैं, फिलहाल इसके नीचे के बच्चों को प्रशिक्षण का काम प्राइमरी शिक्षक ही करते हैं। शिक्षकों को ट्रेनिंग, बच्चों को प्रशिक्षण, अपने ट्रेनरों को ट्रेनिंग दी जाती है।

कि अपराजिता केरला की फाउंडेशन ने एक साल पहले कार्यक्रम की शुरुआत की थी। जिसे अंबाला मंडल के अलावा अप्रैल से पांच

जिले और शामिल किए जाएंगे। तीसरे चरण में पांच जिले व चौथे चरण में पूरा प्रदेश कवर कर लिया जाएगा।

### बेहतर जीवन व नैतिक गुणों के लिए प्रयास

स्कूल एजुकेशन विभाग के एसोसिएट पीके दास ने कहा कि शिक्षा विभाग को दो दर्जन संस्थाएं बिना कोई पैसा लिए मदद करने का काम कर रही हैं। इसी क्रम में विभाग संस्था अपराजिता से सहयोग लेने का काम कर रही है। अभी पांच जिलों में चल रही है, जिसके परिणाम अच्छे आ रहे हैं, इसलिए इसे धीरे-धीरे पूरे प्रदेश में लागू करने का काम किया जाएगा।



Heaping praise on Tim Tim Tare, Additional Chief Secretary, School Education, Government of Haryana, Sri P. K. Das IAS has ordered implementation of the programme throughout the state. In his press release statement he declared as follows:

*Education Department of Haryana, in collaboration with Aparajitha Foundations has been providing life skills education to students.*

*Specifically, as part of the Adolescence Education Programme, this foundation's lessons were introduced in Ambala Division and offered for over a year now. Consequent to this, we are able to see the difference in the attitude of students in the districts of Ambala, Yamuna Nagar, Kurukshetra, Panchkula and Kaithal.*

*An MoU has been signed with Aparajitha following these encouraging outcomes. As per the new agreement, when the third phase of the Adolescence Education Programme commences in April 2019, Tim Tim Tare will be extended to schools in five more districts. Orders have been issued to cover all the remaining districts in the fourth phase.*

# Thalir Thiran Thittam in Tamilnadu

## An evaluation

Thalir Thiran Thittam is being implemented in five states -Tamilnadu, Gujarat, Rajasthan, Haryana and Madhya Pradesh in three languages -Tamil, Gujarati and Hindi. Feedback on the behavioural changes and skill development in students as a result of this programme has been elicited regularly from students and teachers. An analytical study was undertaken in Tamilnadu to examine the changes in students and also the level of improvement in their skill sets during the current academic year based on the feedback received. Samples for this study were collected from 420 students in 10 schools during the period October- December of the current academic year.

Sample data was collected from schools in Madurai, Sivagangai, Erode, Salem, Thiruvallur and Kanchipuram districts. Among them, 20% were government schools, 50% were government –aided schools, and 20% were self – financed independent schools. Of these, 30% were girls’ schools, 10% were boys’ schools and 60% were co-educational schools. 30% were from the rural areas and 70% were from the urban areas.

35% of the feedback came from boys and 65% from girls. Of these 38% were from rural schools and 62% from the urban schools. 12.8% were from government schools and 74.7% were from government-aided schools and 12.5% from self financed independent schools.

**Table 1**  
**Impact of life skills on students**

Skills	Percentage
Values	28
Self awareness	11
Etiquette	11
Interpersonal skills	10
Coping with emotions	10
Communication	09
Others	21

Inputs on values have had the greatest impact on students. That's closely followed by the lessons on self-awareness and etiquette. The third place is occupied by lessons on interpersonal skills and coping with emotions. Communication lessons occupy the fourth slot. Lessons on time management, coping with stress, empathy, health and hygiene, gender equality, creative thinking, decision making, understanding the media and conservation of environment appear at the end of the list. One possible reason is that feedback was offered by very few students from classes 9, 10, 11 and 12 and the lessons on creative thinking, decision making, understanding the media, and conservation of environment are part of their curriculum.

**Table 2**  
Impact of life skills on urban students

**Table 3**  
Impact of life skills on rural students

Skills	Percentage	Skills	Percentage
Values	25	Values	35
Coping with emotions	15	Interpersonal skills	14
Self-awareness	14	Communication	13
Etiquette	13	Etiquette	11
Interpersonal skills	09	Time management	09
Others	24	Others	18

Making observations on the basis of the location of the schools, lessons on values have had a major impact on students irrespective of whether they studied in rural or urban areas. Next comes the lesson on coping with emotions on urban students; and interpersonal skills on rural students. In the third position is the lesson on communication for the rural students and self-awareness for the urban. Lesson on etiquette occupies the fourth place for both the rural and urban students. In the fifth place is time management for rural students; and interpersonal skills for the urban students. As for the impact on rural students, lessons on self-awareness, coping with stress and coping with emotions occupied 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> positions whereas these positions were occupied by the lessons on time management, communication and coping with stress for the urban students.

**Table 4**  
Impact of life skills on boys

Skills	Percentage
Values	37
Time management	12
Self-awareness	11
Interpersonal skills	11
Etiquette	11
Others	18

**Table 5**  
Impact of life skills on girls

Skills	Percentage
Values	33
Communication	16
Interpersonal skills	15
Etiquette	10
Coping with stress	07
Others	19

Observing on the basis of gender, lessons on values had the greatest impact on both boys and girls. From the boys' perspective, lessons on time management comes second ; self-awareness ,interpersonal skills and etiquette come third; goal setting comes fourth; coping with emotions comes fifth from the boys' perspective. On the other hand, from the girls' point of view, lessons on communication come second, interpersonal skills come third, etiquette comes fourth and coping with stress comes fifth.

The clear point that emerges here is that, irrespective of location and gender, lessons on values have had the best impact on the majority of students. Following that come the lessons on etiquette, interpersonal skills and self-awareness, occupying the second, third, fourth and fifth positions. Lessons on other topics appear at the bottom of the table. However for some of these, the priority changes based on the location and gender. The reasons may be as follows:

Essential skill and value inputs that are reinforced both at home and school seem to have a greater influence on children. For example, inputs on empathy, etiquette, environmental conservation and understanding the media are provided and emphasized upon both at home and school.

- Inputs that students felt were essential to them- for example topics like self awareness, coping with stress, coping with emotions, goal setting and gender equality- were possibly preferred based on their day to day experiences.
- It appears they have not internalized the importance of creative thinking, critical thinking, decision making and problem solving. So the impact of lessons on these topics apparently has been lower than expected.

## Echoes

Congratulations on reaching this milestone (benefiting 53, 00,000 lakh students). I am in awe of TTT's reach and scale and admire all of your hard work and perseverance. I hope and wish that you reach many more students and touch as many lives as possible. Wishing you the very best.

- **Gowtham**  
USA

Wow TTT is Rocking. Happy to see the transformation of a student to Teacher Ms.Swetha. Many more Swethas have to emerge. Also from 5 States TTT will reach all states in India and all continents. All the best.

- **Daniel Selvaraj**  
Auditor, Madurai.

Thalir Thiran Thittam is really mind blowing and inspiration to all of us.

- **K.Kamalarajan**  
Entrepreneur, Madurai.

So happy to see the achievements of TTT.

- **Shyam Sundar**  
Development Consultant, Chennai.

What a wonderful concept in making STUDENT VOLUNTEERS to follow the programme "I am a Leader". Hats off to you! I am sure that this tribe will soon increase and give us a startling number of Volunteers and still more awesome number of beneficiaries. May your GOOD WORK continue! The new layout looks impressive!!!

- **N.A.Narayenen**  
Human Resource Trainer, Madurai.

This newsletter is showing tremendous progress of TTT. It is very much required for the students. because at this juncture, in the mechanical life, to increase the economic condition of family where both the father and mother are going for work, our TTT will teach good things to students to take them in good path in their life.

- **Sugumar H**  
Business Manager, Aparajitha, Bengaluru.