



# EACH ONE TEACH FIVE

*“Education is not simply the transmission of knowledge.*

*It is not simply the development of talent.*

*Education is the great enterprise of steadily and surely passing on the fullness of humanity from the past to the future.”*

*-Daisaku Ikeda*



## Overview

Each IGDTUW student shall reach out to 5 female higher secondary students in their surroundings to form a cluster of support studies and life skills. Further, they may also counsel students of grade IX and Xth on the deep significance of harnessing their potential through focus on education. It is expected that the bonds of trust and friendship thus developed between the IGDTUW students and the students of secondary education will act as a positive force illuminating the lives of both mentor and mentee.

The Project shall be done phase wise. In Phase I, the government senior secondary schools for girls shall be taken up for intervention and in phase II, the government co-ed senior secondary schools shall be covered by the project.

## Methodology

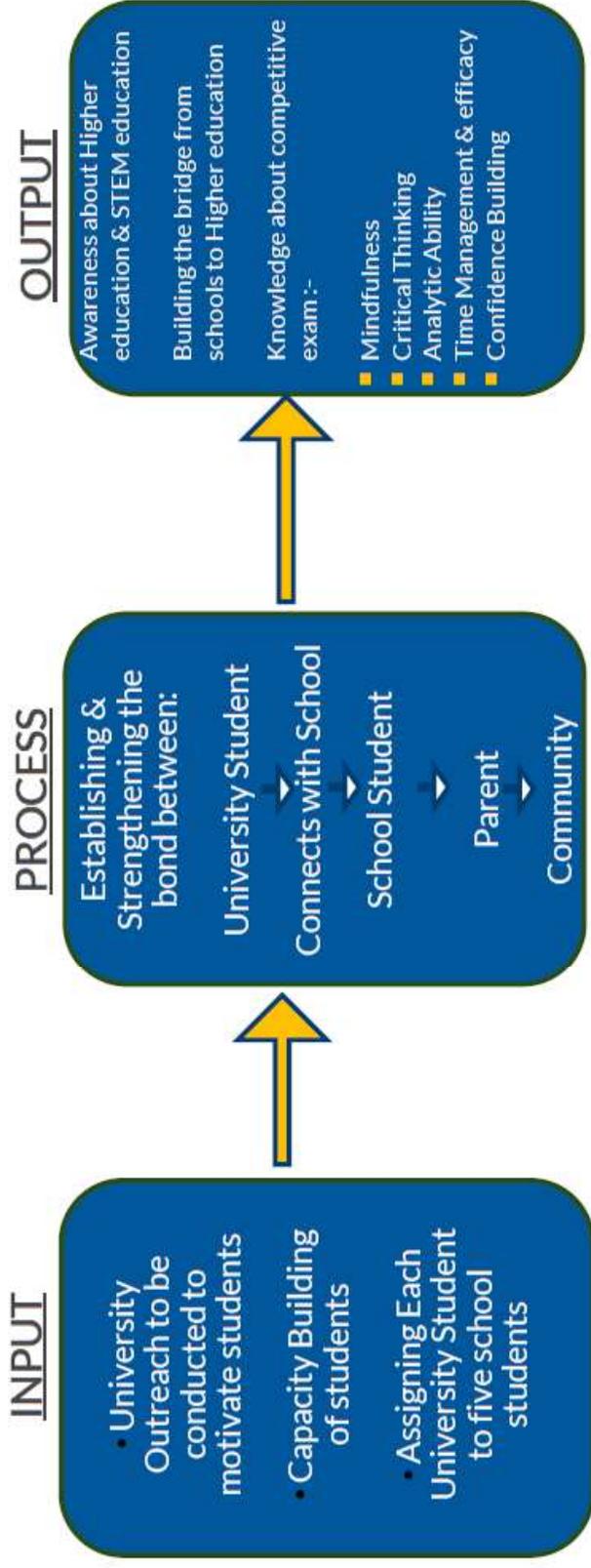
1. **Formation of Core Team-** A core team of dedicated Faculty, students, CEO Anveshan Foundation, Incubatees of Anveshan Foundation
  
2. **Development of Resources-** In order to provide students with the orientation about the whole process and also to facilitate evaluations and documentation of the project at a later date, the core team will develop the following resources for student orientation
  - a. A PPT about IGDTUW and the Project which can be shared with the individual student with the Principals of Schools on first interaction
  - b. The multiple set of google forms for capturing the data for baseline, midline and endline indicators for both mentors and mentees for project impact assessment
  - c. Compilation of informations regarding higher education avenues of delhi government- information about vocational courses, diploma courses, community programs, timelines and admissions, government schemes and funding sources
  - d. The Project Commencement Form time log of mentees
  - e. The set of Protocols for students to adhere to
  - f. Format for documenting the project



# WHAT IGDTUW PLANS TO OFFER-

For Students:

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For Students:

## **SCHOOL OUTREACH PROGRAMME**

### INPUT

Each department of IGDTUW will take schools in various zones of Delhi

Connection with Sr. Secondary & Secondary School

### PROCESS

Working to increase no. of students willing to pursue Higher Education

Mapping the Area of Interest of students

Identifying Constraints

Motivating Students

### OUTPUT

- Shadowing the students
- Career Counseling & Guidance
- Domain specific Hand-Holding
- Summer/ Winter Schools
- Entrepreneurial mindset
- Passionate/ Energetic students with willingness to learn equipped with technical skills



### 3. Reaching out to the mentees-

- The students would have option of reaching out to mentees in 3 ways
- a. Option 1- The list of girls schools, with address, district, Principal contact number on IGDTUW website. The students/ IGDTUW officials can reach out to school principals for grade IX and X students, and to schools with STEM education for grade XI and XIIth students.
  - b. Option 2- The student can identify 5 girls in her neighbourhood studying in grade IX onwards, in Delhi Government Schools, for mentorship
  - c. Option 3- Students staying in same locality may form a group and reach out to a school in their locality as a single group and get connected to mentees

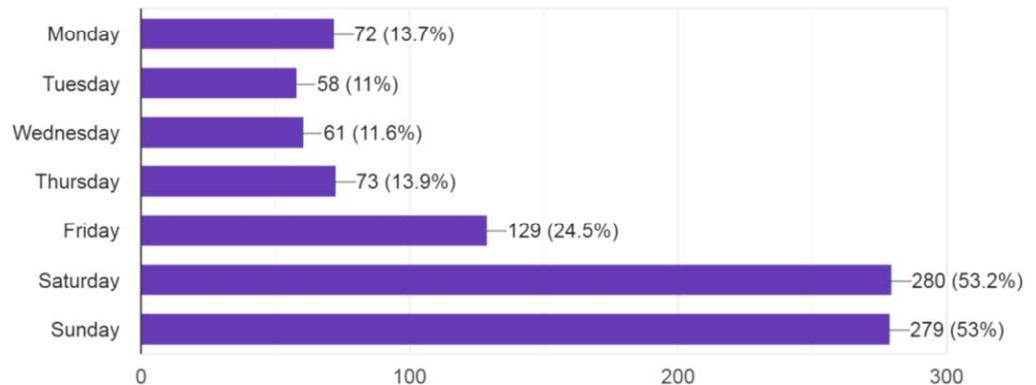
### 4. Project outline-

- a. **Information of mentees-** The students will fill a google form capturing the details of the mentees like name, school, grade, education, interest in STEM education, result of previous grade(s) date of commencement of project
- b. **Baseline Survey-**The students will commence the project with a baseline survey of the mentees, which will aim to capture the data on 6 baseline indicators
- c. **Timelog-** Students will be encouraged to fill an online timelog
- d. **Midline Survey of Mentees-**3 months of interaction, students will administer a midline evaluation form to the mentees. This will help the students track their own progress and also help the University core team to commence analysis and evaluate emerging impact of the project
- e. **Midline survey for Mentors and Sharing of stories of change-** Mentors will also fill a midline survey on the change of their own feelings , perceptions and attitudes about the project and change in perception of the leadership roles in society. The students will be encouraged to document anecdotes, incidents, stories of change, in written or audio-visual format and start sharing with the Core Team so that the same can be shared on appropriate social media sites
- f. **Endline survey-** The students shall towards the end of the project, terminate the project with the mentees with formal notice and also administer the last endline survey.
- g. **Feedback of the Principal/teachers of participating institutes-** The principles of institutes can give a feedback so that iteration and upscaling of intervention can be done

- h. **Project Duration and time-** The project duration shall be 6 months- 1 year. The initial survey of the students of IGDTUW shows that while majority students want to reach out to girls on weekends, some prefer weekdays too. Students will therefore follow a flexible mutually convenient schedule with mentees

Preferred days of engagement

526 responses



5. **Sustaining motivation and interest of students-** Though the nature of the activity may result in the self sustenance and motivation of the students, but following formal events may enhance participation and outreach
- Social Ambassadors-** A wall depicting photographs, and other details of Mentor Students shall be prominently created in the University for public access and viewing
  - Felicitation of students-** Students consistently logging weekly time of 2 plus hours, with atleast 3 or more stories of change can be felicitated formally in University Functions
  - Outreach to Social- Media-** The stories of change that will emerge can be developed as audio- visual material for dissemination on various social media platforms
  - Printing of Newsletter-** The Stories, as well as infographics of analysed data can be printed in newsletters form for larger dissemination
  - Editorials in newspapers-** The writeup on the need of social outreach of University may be established through articles in editorials of newspaper to start background conversation
  - Sharing of unique ideas amongst mentors-** The unique idea /approach /success story of mentors can be regularly shared on student social media accounts- to create an interest and motivation and also fast scaling up of a unique idea

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- g. **Institutionalization of the project-** Students may get rewarded in point system for regular outreach, which can reflect in Training and Placement , with students with higher points getting preference to high value companies, or the student may be assigned 1 credit for social outreach under open elective category

**6. Project Evaluation-** The data on the base-mid-end line surveys will be analysed in iterative cycles and shall be presented as infographics to quantify the impact by the core team. The qualitative data comprising of anecdotes, interviews shall also be analysed and presented in graphical format. The project impact will cover the changes in the following

- a. Awareness level of mentees about career choices
- b. Awareness level about learning resources
- c. Awareness level about institutes of higher education In STEM in delhi and entry procedures
- d. Awareness about financial resources and government schemes for higher education
- e. Awareness about IGDTUW as a centre of Learning in both formal and non formal education
- f. Changes in attitude , behaviour and perceptions of mentor and mentees regarding women's role in society

**7. Project Documentation and Report Preparation-** The Project shall be documented in detail and report prepared for wider dissemination to various stakeholders. This can help in the scaling of projects through fund mobilizations also.

**8. Role of the Government-** The Government shall be requested to facilitate the following

- a. **Facilitation of contact with School Authorities regarding the project-** The government may facilitate the contact with School Authorities by releasing correspondence introducing the Project, and advising the School Principals to connect the mentors with mentees.
- b. **Circulate information about the proposed Webinar-** The IGDTUW proposes to hold a Webinar with School Principals to introduce the project to them. The Government may circulate the same to the Principals and the school authorities may be advised to attend the same in order to enhance the well being of girls in higher secondary schools in Delhi through the project.



## Activity

As the statistics have shown, there is a high drop out rate of female students at higher education level and the reasons are multifold like

- lack of awareness about future prospects
- lack of valid information about admission process
- Lack of awareness about financial support programs
- Difficulty in understanding of coursework leading to poor grades
- Lack of role models
- Affordability
- Socio economic factors- many of girls are first generation school goers and have immigrant parents not native to Delhi. Hence they might be unaware of the possibilities the city offers

The students will therefore endeavour to plug the information gap about higher education to the mentees by providing relevant comprehensive information about higher education and also provide learning support by either engaging in teaching modules or facilitating connection to resources. The broad activities shall be as follows

- 1. Importance of higher education of women-** The stories of how higher education can lead to better and empowered quality of life, impacting the future generations and personal well being shall be advocated through stories of Female Achievers globally. Help mentees realize the importance of education, peace, and leadership, i.e why is education important for me, my family, my community, my nation, the world. Why is it important that I become responsible for my own life and society? What is the leadership role I can play for a better life and a better world? Mentees learn and get inspired from the stories of great people who overcame great challenges to create value in life
- 2. Handholding in educational activities-** The mentors will extend help to mentees in various subject areas especially science, language and mathematics, in order to make mentees develop more confidence and positive attitude towards STEM fields.
- 3. Information about higher education-** information regarding various avenues of higher education, particularly in STEM fields, with a focus on Delhi Government Institutes
- 4. Information about learning resources online and offline-** The students can map the learning difficulties of the mentees and acquaint them with appropriate and adequate resources both online and offline



- 5. Information about igdtuw and summer schools-** The students will also focus on the possibilities being offered in IGDTUW, in both formal and non formal education. They would therefore be brand ambassadors of IGDTUW.
- 6. Information about admission entrances-** Many girls are unaaware of admission procedures, documents needed, the admission timelines, the find requirements etc and hence miss many opportunities because of unpreparedness. These sessions will raise awareness of mentees towards this direction also.
- 7. Discussion about role models-** The mentors can showcase the stories of personal challenges and success from IGDTUW, to become more tangible reachable role models for the girls
- 8. Discussion about gender empowerment-** The mentors can continue to talk of need of Gender Empowerment, their rights as women, and about addressing stereotypes and prejudices faced in daily lives
- 9. Information about government schemes-** The various schemes of government including scholarships, higher education, adolescent health, incentives for higher education etc can be shared with mentees.
- 10. Shadowing the mentor at IGDTUW-** The mentees can be invited to IGDTUW to shadow the mentor and see how a day in IGDTUW looks like- what kind of activities- curricular and extracurricular happen, the infrastructure available etc so that the mentees can be more informed and motivated to challenge their personal circumstances to strive for higher education.
- 11. Shadowing the students of other STEM institutes-** The mentor can facilitate the shadowing of students of other STEM institutes through her personal connections, or formal connections established through IGDTUW.
- 12. Teen World leaders and activists-** students can learn about the lives and struggles of teen leaders and grassroot activists who brought about positive changes in their society- who can be the role model to the mentees.

Some resources can be

<https://www.wearefamilyfoundation.org/three-dot-dash-global-teen-leaders-2020>

<https://actionfornature.org/>

- 13. Discussions based on videos-** Mentees and mentor can watch series of videos on Environmental issues, on education, where students learn more about the theme and then are inspired to make positive changes in their daily lives for a



better future- like saving water, not wasting food etc. Following resources can be used

<https://www.youtube.com/watch?v=ytSHqNw7UM8&vl=en>

<http://passiton.com>

**14. Story reading sessions-** Stories can be read about teenagers youth who stood up courageously for education, for peace, for environmental protection across globe and the difference they made in their communities. Books like Ek Tha Chhagha, The little Prince, Toto Chan etc

**15. Quotations and group discussion -** Students can choose and discuss quotes and their significance. Following resources can be accessed

- i. <https://www.brainyquote.com/topics/education-quotes>
- ii. <http://www.wisdomquotes.com/peace-quotes/>

**The Project will specifically NOT venture in the following activities**

1. Mentors shall not offer any financial help to mentees, and rather try to develop a stand alone spirit in mentees
2. Mentors shall not meet personally especially at odd hours except for shadowing purpose
3. Mentors will not play the role of law provider- If any sexual abuse case is reported, mentee shall be encouraged to confide in the school authorities and seek help from trained professionals.
4. Mentors will focus strictly on academic or life skill exchange, should not digress into other social emotional issues, which can be complicated to handle.