CATCH THEM YOUNG

SUBMITTED TO: Prof. C SHAMBU

SUBMITTED BY: LG 1
ACKNOWLEDGEMENT

We, the members of the Learning Group 1, sincerely thank Prof. C. Shambu Prasad for giving us independence in doing a project of our own choice where in we can come out with an initiative which can create some Social impact. We would also like to thank our esteemed Alumni Mr Anirban Gupta for giving us initial guidance and direction.

Also, we express our sincere gratitude to Mr Sujit (Bakul Foundation), Mrs Anita Dash (Vice Principal, KV School), Mr Arun Kumar (Class teacher, BV School), Mrs Rita Sahu (Principal, BV School) for helping us in providing support in every possible way.

We are thankful to all the students involved in this initiative for showing their extra enthusiasm and support in all our endeavours and taking us back to school days.

LG 1
PROJECT OVERVIEW

It was at the time when we were asked to make a project for our SE course that we all team members use to think of one or other idea where in we can work for something tangible which can bring in long lasting change in the whole thinking process of the society. All team members use to relate small-small happenings with of their life like how they can utilise that for bringing SE project in the best possible ways. It was at that time when premier of PAA movie was in news and we thought that such movies are very good source of influencing and bringing radical change in the whole thinking process (other examples which we related are Tare Zameen Par, Anand etc). At the same time in our TL class father George Joseph use to show us movies and then try and relate the whole course with various happenings and activities in that movie. Amongst all the ideas which our group came up with during the rigorous brain storming sessions held from time to time, we collectively landed up with this idea of showcasing film festival during the three days of Xpression’09 - the Annual festival of XIMB. But, we were absolutely clueless as to who is going to be our target audience or the theme of the film festival and other such questions. Then finally one afternoon, we came up with this idea of showing a series of films outside our campus to school students. Our objective was that we should change the way people think. We wanted that students must not be bound by the boundaries set by their parents and the environment they live in.

But the question was how do we do that? From our experience of seeing movies in classes and being able to relate the things better, we decided to convey our message through movies. This was the time when we were calling Mr Anirban Gupta for Homecoming09 that we shared this idea with one of our alumni Mr. Anirban Gupta of Dhriti, who in collaboration with other schools of Delhi shows some short films to youth population based upon the subjects of entrepreneurship. Here we thought we would like to twist the idea by targeting the very young audience of age group 10-12 instead of youth, to cultivate in them the idea of entrepreneurship exclusively as they believe in themselves and are far more flexible to try new things.

THE IDEA

To begin with we would first like to highlight the basic premise of our project and the promising idea which we came up with. We thought why most of the students want to become an engineer, a doctor, an IAS, Sachin Tendulkar per say? Why don’t they say that I want to be a next Dhiru Bhai Ambani? If you ask any school going student to name a few movie stars, they will give you a list of it, if you ask them to name Entrepreneurs, they will start thinking about it and if you are lucky then you will get few replies.

Now the question arises why it is so. A very simple answers it that the students are not aware of it. They are not provided with a scope to think out of the box. Major reason is peer pressure as well as pressure from the parent’s side to secure high grades only. As a result the students have a “tunnel Vision” about things around them.

If you go through the course outline provided by NCERT, then they have included Ecosystem as a part of the school curriculum, but no where you will find a course on entrepreneur. And it is well known fact that you can re-mend an unbaked earthen pot but not a baked one. The
children are also like the unbaked pots so we can mend them to see a broad perspective about future.

VISION

The vision is to shape the young minds, free them from thinking within the boundary whose radius has been set very small and encourage them think critically which would help them in coming out of the narrow box of stereo typical approach towards life.

WHAT HAVE WE DONE SO FAR?

It is well said phrase that there use to be a difference between theory and practical. It is easier to analyse a business through various models whether it is Porter’s five forces model to predict the viability of a business model or GE matrix for framing the strength of various business. But the moment one wants to venture into some social cause it would be biased to measure such initiatives on such models.

I would like to frame the whole idea generation and modification in a phase wise manner

1. Forming
2. Storming
3. Norming
4. Performing

1. Forming-

As sir had made this group so we had little say in it. There was a lack of group cohesion. We were thinking in different directions. Even many had not yet started to think on it. In the class assignment where we had to suggest various ideas on a piece of paper was the first initiative in this direction. We had suggested various ideas during that session which were almost at two extremes.

2. Storming-

This was the most important juncture of our SE group. Everyone had very promising ideas with them and all were very excited. One group member suggested going for rural energy as our project, then some other suggested why not teaching the poor children. Similarly there were many ideas on which there was no group consensus. All raised the issue of their feasibilities. Then one idea came –why not to show movies related to Social Entrepreneurs in schools. Many arguments and counter arguments happened over this idea.

3. Norming-

There were various reasons for taking the project of “catch them young”. In this competitive world, every parent wants to see their children on the top. They want their children to get a
decent job in the future. They want their children to think in the way in which they want them to think. It is a very general phenomenon the moment you ask a child what you want to be in future. If he is from a well-off family the probable answers will be – engineer, doctor, IAS, .... We asked this question to ourselves and we also realised that we were also used to think like them. One of the probable answers is the immediate environment of the parent and children. Infact the first school of a child is his family. And at present the whole family is ignorant about entrepreneurship.

So we decided to provide a platform upon which these children start thinking seriously about their future by knowing this little know aspect of life i.e. Entrepreneurship. Then the second step was how- by preaching about Social entrepreneurship or by some practical things. W took the second alternative and we took the project of showcasing movies related to social entrepreneurship in their schools.

We decided to start from Loyala School because of its proximity to our college. As we went there, they said that schedule is busy till January. As a result our first initiative fails without start. Then we decided to go to Kendriya Vidalaya and Bharitya Vidyalaya.

After visiting there we realised how different these two schools are from each other. After seeing the aspiration of children in KV, we had to again collect new movies which can be at their aspirational level.

Earlier we were thinking of showing movies based on social entrepreneurship but later on we realised that these children also want to be cricketer, footballer, etc. So again we had to collect such related movies.

**HOW THE IDEA GOT EVOLVED IN THE PROCESS**

Apart from what we expected and achieved, we also got a fair amount of success in carrying the project forward. While we were showing these movies in the school we were able to identify some potential students who were continuously and eagerly asking us questions and they even get in touch with us after movie show. We got overwhelming response from students. At that time we just thought it’s just out of curiosity that they are asking these questions. But later when we returned back to our rooms this idea suddenly struck in our mind to convert curiosity of children’s and enthusiasm for our project and in the benefit of all. So we worked on this idea. We returned back to school next day and get in touch with these students for their contact details. After that we got in touch with Bakul Foundation where we were supported by Mr. Sujit. He said that we can continue to show the films in collaboration with Bakul Foundation to students from very backward slums. Movie screening will be done by identified students only and we will be present there to just guide them in initial stages. This idea was executed and now we have handed a CD of movie to these students and we have introduced them to Bakul staff to help them in executing this project whenever bakul is organising some event for students. In this process we were also given support by class teacher of these schools and in future they said that they can take part and do role of mentoring. Though this was done just to make it sustainable in the short run but for long term success we have proposed the model. We developed this model (given below) to ensure that the project is sustainable in the long term. Once we achieve success in that then schools can take it forward independently.
CURRENT ENVIRONMENT

The major drawbacks in education system- the gap and the opportunity

The following drawbacks specifically relate the limitation in the education system which stops students from thinking out of the box:

a. Does not promote creativity
b. The subject matter and the knowledge of it judged by a system where a student is bothered about cramming and being satisfied with good marks.
c. It is difficult to apply theoretical knowledge in real life situation. Only 25% of the study material is really valuable to the students.
d. It inhibits students from ‘questioning’.
e. The textbook in a subject becomes so much important that both the student and teacher limit their vision up to the textbook itself. They bound themselves to think beyond the book.
f. Everyone is made to see education (for them it is getting degree) as an end in itself.

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<td>Their major objective is to make their students achieve as high marks as possible. However there is some change in attitude and now they understand it important to expose the students to the outside world and think beyond the immediate. However there is a long way to go.</td>
<td>They, being an important constituent, work to achieve the school’s objectives. However, some teachers who understand the importance of limitations of our education system try to go an extra mile in their individual capacities to give their students a chance to think beyond the immediate.</td>
<td>They are the ones who impose their (unfulfilled) dreams upon their children. More than anything it is the parents’ pressure under which the ‘interests’ of the children are buried deep.</td>
<td>They feel the heat from all the sides- parents, teachers, peer pressure, school administration and outside world in terms of aspirations, competition etc.</td>
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TARGET AUDIENCE:
a. Students from various kind of schools - public, private, school which caters to very poor like slum children  
b. Parents of the students 
c. School administration 

THE OFFERING 

a. Networking the school for this cause  
b. Getting them support from UNICEF and the funding sources  
c. Sensitising the school administration about the importance of the issue 

THE MODEL 

A project proposal will be prepared and presented to UNICEF for getting its funding. 

The proposal would incorporate the following model: 

In this model: 

- First the state of Orissa will be divided into different zones as per the clustering of schools  
- A meeting shall be called by UNICEF (Orissa) of all the principals of different colleges and also the some parents from different backgrounds. The proposal would be shared with all and their inputs shall be taken so that we could arrive at the final proposal  
- In the parents-teacher meet the proposal would be shared with all the parents in order to take their points of view  
- In those schools where no parents teacher meetings are held, the administration can make suitable arrangements to go to the colony/area where most of the students come from the discuss with the parents  
- In interaction with the parents the parents shall be sensitised by the teachers that just studying the textbooks and getting high marks should not be objective of the student but rather allowing them to think beyond and letting them pursue things of their interests  
- Every month different activities shall be done in the school in this regard- like showing inspirational movies, entrepreneurial movies, movies which challenge the students to think out of the box etc., getting people from different walks of life to talk to the students, field visits where students get to experience the world they have not seen/imagined.  
- Many schools may not have the infrastructural support for doing so. Whereas the public schools may put up demand from the government to include them in their annual budget whereas other schools where revenue generation is a problem or they cannot afford to have the required equipment, tools, infrastructure, UNICEF can support them.  
- School level competitions where students will be asked to write script of some new movie which can be further developed in the same process as we have followed in
class to develop our SE project. This will help students to come up with their innovative ideas and are encouraged in the process.

- To start with the model can be experimented in two clusters of schools and with the learning out of them can be used to taking up it across the whole state.
- There will be continuous monitoring of the programme. A set of indicators, testing techniques shall be applied to understand how fairly are we proceeding
- The inferences drawn can be incorporated in the strategy.

**PARTNERSHIP**

Bakul foundation is a non-profit organization that promotes volunteerism and channelizes cumulative efforts towards community development. As Helen Keller said, “Alone we can do so little; together we can do so much”.

They have the vision of what they seek to create is a library that is not merely a collection of books but an open forum that actively promotes a sensible reading culture among youth; a
public space that is proactively used for making books and the world of knowledge accessible to underprivileged children and students; and an institution that works towards generating the spirit of volunteerism among its users to undertake further initiatives in community development programs. A library then becomes a potent instrument of building people’s capabilities to actualise the opportunities of a ‘knowledge economy’ and lessen the growing socio-economic inequalities.

**SCOPE OF PARTNERSHIP**

There is a scope of partnership with Bakul as their emphasis is on Volunteerism- a culture which now parents do not practice and hence their children do not learn its importance. They are also focussed towards community development programmes. Such commitments from Bakul will definitely help students to come out of their world of cocoon of textbooks and think beyond.

**MAJOR CHALLENGES:**

a. Getting support from UNICEF  
b. Convincing the school administration  
c. Motivation of the teachers who will be the real change agents  
d. Changing the mindset of the parents and getting their support

**SOCIAL IMPACT THEORY**

Using opportunity development framework, we try to find out what is the social impact theory.
The intended outcome of the theory is that

a. Students will become more aware about the world around them.

b. They shall start questioning.

c. They would be in a position to identify their interests and try to pursue them.

d. Parents are expected to understand what their child needs, feels and thinks.

e. Schools will also be able to realise that the rot learning is not going to help the students in long run but doing something wherein students can give their best and it is there where their interests lie.

Ultimately social impact would be that there would be no constraints on a student’s thinking, there would be no such mentoring, especially by the parents so that the scope of his lateral thinking is narrowed.

A well-articulated social impact theory should allow the social entrepreneur to identify and test some of the core assumptions behind the venture. Some of the testing can occur prior to launching a venture by comparing the social impact theory to existing relevant knowledge in the field or by doing new research and analysis. During the outset of our venture we asked the following questions to ourselves to test the validity of our project in earning social returns. How the idea is able to reach the minds of the targeted audience? How we are going to create a change we wish to see? How the other stakeholders are included in the process? For this we went around 2 schools and Bakul Foundation and showed movies to students and interacted
as a matter of pre-testing the idea. We were encouraged by the response we got just after one interaction. Before discussing and showing the movies students saw their career through their parents’ lenses but after showing the movie students were happily saying that these are our interests and we would like to pursue this and not what our parents want. We were shocked and happy after listening to that- the kind of impact one good interaction with students of lower classes can have upon them.

Again, defining and refining a social impact theory is a dynamic process that blends creativity and out-of-the-box thinking with concrete analysis and assessment of results. We also refined our idea and purpose to create the desired level of social impact though we have a long way to go, like for example the sustainability of the project became a concern, as none of us will be able to continue with the vision of the idea in the long term so we looked out for talented students who can very well manage the process and purpose to it. Thus, if we measure the social impact created by our project, we would say we did a fair job in a small time. The long term objective can be achieved by the proposed model.

As far as business operating environment is concerned and the resource strategy it has been covered under different heading above.

Our two schools where we have done our movie screening: 1) Bharatiya Vidyalaya

2) Kendriya Vidhyalaya
2) Identified students in both the school:

1) Badal Sharma (Class VI, Bhartiya Vidhyalaya)
2) Prabhu Ranjan Panda (Class VI, Bhartiya Vidhyalaya)
3) Monalisa Mohapatra (Class VI A, KV)
4) Priyadarshani (Class VI A, KV)
5) Manisha Patra (Class VI, KV)
4) Initial orientation

5) Group Discussion on the basis of learning from movie
3) Movie screening in the respective schools
6) Question Answer session
6) Screening in Bakul foundation
Learning

- **Learning from problems**

  *Loyola school denial*- We thought to launch our programme with neighboring Loyola school which was in our mind since a long time but stumbled to know that there is no time for us as children are preoccupied with various activities. Especially this was the season for annual school function which includes cultural and sports activities with regular class schedule, so principle was unable to give us any slot for our programme. The failure thought to us not to take assumptions for granted. Our assumption was based on our long standing interaction with the school being our neighbor and active partner in various student driven activities. But the failure to convert our plan into reality in this case thought that even the best option feasible can also become hard to achieve.

  *St Thomas rejection*- It was another mishap when our second option was also closed because the school was not inclined to our programme. This is the point when we decided to approach government schools also in a serious manner.

- **Learning by doing**

  *Identify the target prudently*- As mentioned earlier we tried to define our target customer better way who would be interested to take our service at the first place with ease. Then we decided to approach government where students have comparatively more free time which can be utilized successfully. Again while considering it we found the government schools and students have a latent demand for such kind of programmes.

  *Importance of nuances*- we learned to keep patience while dealing with the school authority as well as children. We had to keep a positive mindset to convert our plan in successful day while approaching the schools and finally conducting the programme. Patience and compassion is also very necessary for answering the queries of children. Also we need take care of clarity of our message what we are trying to deliver through our programme.

  *Delivering the right product*- Children are sensitive and they are our future, so giving them a vision through complementary education process that too with an unconventional way, was a big challenge. We always thought of spreading the right message in a most convenient and easily comprehensible way. We gave emphasis in the pattern and the content of the movies or documentaries, to remain focused in our mission. Not only the movie we tried to make the
interaction after the movie and the atmosphere focused to achieve our objective of promoting better thinking ability among children.

**Looking for opportunities around you:** whole through this project we experienced many small things and many things happened which were unplanned. Seeking opportunities from them was main thing. We observed from very first day that if we have some project and we try and relate everything with that then we can find best ways for our goal. It was because of this only that we were able to relate bakul and students to take our project further.

**Having a plan B:** In this whole journey we came across many challenges. We were refused and not allowed to hold things as per our plans which at times de-motivated us. But always having plan B/Alternatives for the main plan should be there. Initial mind make up for these things will help in this. We always plan for bigger things but we should be also prepared to hold things in small and try to work on making small things big.
SIMILAR INITIATIVES IN PRACTICE

• "INDIA MOVIE CLUB"

The Indian Cultural Centre, Paramaribo – This centre was set up in 1978. The Centre functions under the overall supervision of the Embassy of India. Their objectives are-

· To promote Indian Culture in its widest sense in Suriname by imparting knowledge in various art forms i.e. Hindi, Vocal Music, Dance, Tabla, Yoga.

· To achieve cultural co-operation through various activities.

· To foster closer links between India and Suriname through Cultural Exchanges.

The organisation has recently taken up an initiative to start a movie club in order to fulfill its objective of spreading Hindi literacy after seeing enormous popularity of bollywood movies among its members. The Movie Club will screen one Bollywood movie free of charge every month. The club was launched with the screening of movie "Border" at ICC's Yoga Hall on 26 July, 2009, incidentally the day on which the ICC and the Embassy of India had commemorated the 10th anniversary of Indian victory in the Kargil War, also known as the Kargil conflict.

• “TEACH WITH MOVIES” (http://www.teachwithmovies.org/)

TeachWithMovies.com is the premiere website which helps and directs teachers how to create lesson plans using movies and film. Thousands of teachers all around the world is already using movies in their classes to teach various subjects like social studies, English, science, health, and the arts, so this is a online source for various relevant movies for different courses with guidelines and proper advises.

They provide lesson Plans and learning Guides Based on Movies and Snippets for High School - Middle School – Elementary. The service can be used by teacher as well as parents to groom children in a better way. Teachers can enrich their classes, drive assignments and meet curriculum standards using selected films. Parents can inspire their kids and supplement what is taught in school; TWM is ideal for home schooling. Talking and Playing for Growth focuses on children 3 - 8.

Similar Idea

• “Documentaries in Classroom”
The core idea is to seamlessly integrate Documentaries with classroom course curriculum. Hundreds of powerful documentaries are made every year across the globe but most of these documentaries are hardly seen. The effort here is by providing Documentaries with: Captive audience, Relevance to context and Subscription Model.

**Desired impact**

According to the Idea generator possible impact can be measured by following indicators-
1. Number of institutes and students covered across India and then across the globe
2. Number of different issues covered
3. Number of viewer interactions per week on the website– How many people take action?
4. Number of Volunteering hours generated
5. Number of Social Organisations served.
6. Number of documentaries collected and commissioned.
7. Also makes learning so much fun!!!

The major stake holders in this case are expected to be-
1. Documentary filmmakers
2. Viewers (Students)
3. Educational Institute as facilitator of course it goes without saying that the tremendous benefit will be to the society as a whole. For students is the future of every nation.

**Cost projection of the idea**

According to the creator the model is sustainable and scalable as a very small subscription amount (USD $2) shall be charged per student per annum however since the number of students will grow the revenues will multiply and make the project self - sustaining. (The figures are India specific)

Till date have been awarded the Sr Media Fellowship worth about USD $2000 and got pro bono advice as well as a financial modeling for Media Industry software worth USD $12,000 from Coleago Consulting UK. ([www.coleago.co.uk](http://www.coleago.co.uk))

A starting seed fund is required for meeting expenses under three major heads : (in USD)

This is an approx budget for a more detailed financial modeling shall be presented later

**Capital expenditure**
1. Documentary Content non exclusive rights acquisition costs ---- $100 x 200(docs) = $20,000 Operation expenditure
2. School Partnership creation and administrative costs ----- $ 100 x 100 (sch) = $ 10,000
3. Marketing the program, website creation and promotion costs --- 5000+2000+4000 = $11,000

Thus an estimated of about USD $ 41,000 is required then the project should become operationally self -sustaining.
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THANK YOU