

Thoughts and beyond

-The Sentient Being initiative

WORKSHOP REPORT

- **Workshop Title:** Thoughts and beyond
- **Date:** 15th October 2024, to 1st December 2024
- **Location:** Village: Dewkura, Dist: Barpeta, State: Assam
- **Collaborator/Sponsor(s):** Dewkura Nabajagaran Dugdha Utpadak Samabai Samiti
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1. Executive Summary

"*Thoughts and Beyond*" was a 45-day workshop conducted from 15th October to 1st December 2024 in Dewkura village of Assam, designed to provide adolescents with a space for self-exploration, emotional understanding, and social awareness. Organized by Mitra Swayamdeep in collaboration with Dewkura Nabajagaran Dugdha Utpadak Samabai Samiti, the workshop responded to the developmental needs of young people navigating the complexities of identity, relationships, and societal expectations in a rapidly changing world. With a focus on adolescents aged 12 to 18 years, the workshop sought to build self-awareness, cultivate emotional intelligence, strengthen interpersonal relationships, and encourage socially responsible behavior, particularly among youth from dairy farming communities who often face social and educational marginalization.

Drawing inspiration from developmental theories such as Bronfenbrenner's Ecological Systems Theory, Piaget's cognitive development stages, Erikson's psychosocial framework, and Kohlberg's model of moral reasoning, the workshop was structured to guide adolescents through a journey of self-reflection and community understanding. Over the course of the program, participants engaged in daily two-hour sessions that moved progressively from themes of individual identity, emotions, thoughts, behaviors, and habits to broader social dynamics involving family, peer groups, media influences, and career aspirations. The workshop combined creative expression, group discussions, reflective writing, role plays, and storytelling to create an interactive and meaningful learning experience, avoiding traditional academic pressures and instead fostering a participatory environment that encouraged critical thinking and self-expression.

Initially designed for the children of local dairy farmers, the workshop quickly expanded as word spread, ultimately attracting 75 registered participants, with around 25 attending regularly. The sessions were designed not only to introduce key concepts but also to create an atmosphere where adolescents felt safe to express their thoughts, share personal experiences, and engage with challenging ideas around emotional regulation, peer relationships, self-destructive thoughts, and family communication. In addition to the core learning sessions, the workshop incorporated various recreational and community activities, including a Halloween celebration, a movie night featuring the film *Inside Out*, a picnic, and storytelling evenings, all of which added joy and creative energy to the program while reinforcing its key themes.

A critical component of the workshop was its intervention work beyond the classroom. Home visits were conducted to build rapport with participants' families, understand their home environments, and assess behavioral changes. One-to-one counseling sessions were also offered for students who faced personal challenges, providing them with ongoing emotional support. Midway through the workshop, a dedicated session with parents was organized to address the importance of family environment, communication, and parental involvement in adolescents' lives. This session highlighted gaps in everyday interaction within families and offered parents tools to support their children's emotional and social development.

By the end of the 45 days, notable transformations were observed in the participants. Many showed increased confidence in expressing their thoughts, both verbally and in writing. Students who were initially hesitant to participate began leading group activities, sharing deeply personal reflections, and collaborating with peers in creative projects. They developed a clearer understanding of their own emotional states, thought patterns, and behaviors, and began to recognize how these influenced their relationships at home, in school, and within the wider community. Discussions revealed a growing awareness of social issues and the

responsibilities of citizenship, and students were encouraged to imagine their roles as future contributors to the well-being of their communities.

While the workshop faced challenges—such as managing language barriers, ensuring consistent attendance, and supporting students through emotionally sensitive family discussions—it successfully demonstrated the power of reflective, creative, and community-based education for adolescents. The workshop provided participants with not just knowledge but tools for self-regulation, empathy, communication, and critical thought, laying a foundation for healthier relationships and more thoughtful engagement with the world around them.

"Thoughts and Beyond" stands as a model for adolescent development programs in rural contexts, highlighting the need for sustained, contextually aware interventions that engage both young people and their families. Through a carefully designed blend of personal introspection and social learning, the workshop has opened new pathways for these adolescents to move beyond their immediate circumstances, carrying forward the skills and insights needed to navigate their futures with confidence, compassion, and clarity.

2. Concept Note

The "Thoughts and Beyond" workshop has been developed with a strong understanding of the developmental needs of adolescents and the challenges they face. Adolescents today are often confronted with conflicting influences from school, family, friends, social media, and the expectations imposed by society. They are in a constant process of self-discovery and grappling with questions about their identity, purpose, and role in the world. This workshop aims to support them in navigating these complexities by fostering an environment that encourages introspection, creative expression, and positive behaviour change.

2.1 Objectives:

1. ***Self-Awareness and Emotional Understanding:*** One of the core objectives of the workshop is to help participants become more self-aware. By understanding their emotions and thought patterns, they can learn to control their behaviour more effectively. Adolescents often experience a whirlwind of emotions—ranging from happiness to anger, fear, and sadness—which can be confusing and overwhelming. By guiding them through activities that help them articulate and reflect on their emotions, the workshop aims to normalize emotional diversity and enhance emotional regulation.
2. ***Building Resilience and Positive Habits:*** Another key aspect of the workshop is teaching participants the difference between healthy and unhealthy habits and guiding them in cultivating positive behaviours. Sessions dedicated to understanding habits allow participants to reflect on their routines, analyse behaviours, and adopt new, constructive practices. This is instrumental in equipping them with the resilience to face challenges, whether they stem from personal struggles, peer pressure, or academic stress.
3. ***Interpersonal Relationships:*** Adolescents frequently struggle with the complexities of family dynamics and peer relationships. The workshop includes sessions that encourage participants to explore their relationships within the family, with peers, and with society at large. By reflecting on their role within the family, learning about boundaries, and understanding group dynamics, participants are empowered to cultivate more meaningful and healthy relationships.
4. ***Creative Expression as a Learning Tool:*** Creativity is a powerful tool for personal growth and self-expression. Throughout the workshop, participants are encouraged to express their emotions, thoughts, and learnings through creative activities such as drawing, writing, crafting, and acting. These activities are designed to promote reflection and allow participants to process their emotions and thoughts in a non-verbal, non-judgmental way. Creative days are spaced throughout the workshop to provide a balance between reflection, and personal expression.
5. ***Community Engagement and Understanding Social Dynamics:*** Understanding one's role in the larger community is crucial for the development of a socially responsible individual. The workshop also addresses concepts like family roles, societal expectations, community resources, and the basics of the constitution. Participants are encouraged to think critically about social institutions, discuss social problems, and explore how they can contribute to community development.

2.2 Pedagogical Approach:

The workshop utilizes a combination of creative arts, interactive group activities, and counselling. Every session is crafted to facilitate engagement, reflection, and collaboration among participants. The methodology focuses on experiential learning—encouraging participants to think, reflect, share, and apply their learnings in real-life situations. Activities such as guided sessions on thoughtfulness, group discussions, reflective journaling, creative tasks, and role-playing are intended to bring out the best in every participant, enhancing their ability to empathize, listen, and communicate effectively.

Structure:

- The workshop consists of a 45-day schedule, with specific themes assigned to each day and sessions held for 2 hours daily. The topics range from individual self-exploration to understanding the external systems that influence an individual.
- The daily breakdown includes creative and reflective activities tailored to help participants explore the given topic, express their feelings, and identify their personal strengths and weaknesses.
- To ensure the workshop remains engaging and impactful, recreational activities and interactive interventions are integrated throughout the program, creating a dynamic balance between learning, reflection, and enjoyment.

Outcomes: By the conclusion of the workshop, participants will have developed:

- *Enhanced Self-Awareness:* Participants will be able to identify and articulate their thoughts, emotions, and behaviours, which in turn will improve their self-regulation and decision-making skills.
- *Stronger Emotional Intelligence:* By engaging with exercises focused on emotional understanding and expression, participants will develop empathy, resilience, and emotional awareness.
- *Better Interpersonal Relationships:* By learning about peer dynamics, consent, boundaries, and effective communication, participants will build healthier relationships with friends, family, and their community.
- *A Sense of Community and Responsibility:* Through discussions on family roles, societal issues, and community development, participants will become more aware of their role as active, responsible members of their community.
- *Increased Self-Reliance and Career Direction:* Participants will develop independence and self-reliance, enabling them to make informed decisions about their career paths and think critically about their future goals and direction.

"Thoughts and Beyond" workshop is a comprehensive program aimed at supporting adolescents through a pivotal phase in their lives. By creating an open, non-judgmental space where young people can explore their identities, express themselves, and learn to navigate relationships, the workshop sets a foundation for their growth as self-aware, emotionally intelligent, and socially responsible individuals. The journey from self-discovery to societal awareness aims to prepare these young minds for a brighter and more connected future.

3. Introduction

This chapter introduces the core idea, inspiration, and design of the *Thoughts and Beyond* workshop, outlining the conceptual framework that guided its creation and the reasons for centering the program around adolescents. It details how theoretical insights, personal experiences, and community needs came together to shape the workshop's purpose and structure. Additionally, the chapter highlights the significance of its implementation in Dewkura village, Assam, providing context on the participants, facilitators, and collaborative efforts that made the initiative possible.

Inspiration and Concept

The *Thoughts and Beyond* workshop was conceptualized by Mitra Swayamdeep, drawing inspiration from Bronfenbrenner's Ecological Systems Theory, which emphasizes how various social systems shape an individual's development. Recognizing the deep influence of family, peers, institutions, and society, Mitra envisioned a program that would provide adolescents with the awareness, critical thinking, and emotional resilience necessary to navigate these complex environments. For some time, the idea remained unimplemented until April 2024, when Krishna, an alumnus of TISS and IRMA, approached Mitra during a drawing workshop. Krishna proposed organizing a developmental program for adolescents in Assam, connected to a larger initiative aimed at establishing a model dairy cooperative society to support the children of dairy farmers. By October 2024, the structure of the workshop was finalized, leading to its official launch on October 15, 2024.

Mitra's own adolescent experiences significantly informed the initiative's foundation. Observing peers fall into harmful behaviors such as substance abuse and aggression highlighted the vulnerability of this life stage and the strong influence of immediate environments. These reflections reinforced the understanding that early guidance is vital in helping adolescents make positive choices and grow into conscious, responsible adults. Mitra also recognized that many broader societal issues—such as corruption, violence, and moral decline—are rooted in individual thought patterns and behaviors, further emphasizing the importance of fostering ethical awareness and reflective thinking during adolescence.

Idea Behind the Title "Thoughts and Beyond"

The title *Thoughts and Beyond* reflects the understanding that thought is the fundamental force distinguishing humans from other forms of life. Unlike instinct-driven creatures, humans possess the unique cognitive ability to generate, analyze, and transform thoughts. These thoughts are shaped by external influences such as family, peers, societal expectations, and digital media.

When left unguided, thoughts can become reactive, distorted, or limiting. But when consciously directed, they serve as the foundation for growth, creativity, and purpose. "Thoughts" represents the internal dialogue and mental frameworks shaping emotions and behaviors, while "Beyond" signifies the limitless potential unlocked when these thoughts are channeled toward meaningful, constructive outcomes.

The workshop's goal is to help adolescents become aware of these influences, harness the power of their thoughts, and cultivate the skills necessary to transcend limitations. Through

this, they can move beyond conventional boundaries into a future shaped by conscious action, emotional intelligence, and social responsibility. In this way, *Thoughts and Beyond* serves as a bridge connecting adolescents' inner worlds with their communities and future aspirations, guiding them toward deeper self-awareness and societal contribution.

Why Focus on Adolescents?

The focus on adolescents is deeply rooted in developmental psychology, which highlights this stage as critical for shaping identity, morality, and cognitive abilities. According to Jean Piaget, adolescence marks the beginning of formal operational thinking, allowing for abstract, logical, and hypothetical reasoning. Erik Erikson identified this period as the stage of "identity vs. role confusion," where individuals explore their sense of self and future roles within society. Meanwhile, Lawrence Kohlberg's theory of moral development suggests that adolescence is when individuals begin transitioning from conventional morality to more independent, principled reasoning.

Recognizing the transformative potential of this life stage, *Thoughts and Beyond* was designed to equip adolescents with the knowledge, skills, and ethical grounding necessary for personal growth and social impact. Adolescents are naturally driven by curiosity and a desire to explore, and with positive guidance, this energy can lead to meaningful contributions within their communities.

Participants were selected from the 12–18 age group, primarily students from 7th to 12th standard. Due to high interest, younger students from 6th standard were also included. The initial plan focused on children of dairy farmers, but to accommodate community demand, the workshop was opened to all interested students within the age criteria. Registration forms were distributed through the local dairy cooperative society, and participants were selected based on these submissions. The workshop began with 23 participants and grew to 75 through word of mouth, though the regular attendance stabilized at around 25 students.

Workshop Location and Community Setting

The *Thoughts and Beyond* workshop was held in Dewkura village, located in the Barpeta district of Assam. This location was selected due to the active involvement of the local dairy cooperative society, which played a crucial role in mobilizing participants and supporting the program. Krishna, Deputy Manager at the National Dairy Development Board, was instrumental in identifying the village and facilitating the necessary groundwork for the workshop.

Adolescents in this region face distinct challenges, including economic hardship, limited access to educational resources, and exclusion from mainstream development initiatives. The workshop aimed to create a platform for these young individuals to recognize and nurture their potential—not only as individuals but also as future leaders and changemakers within their communities.

Facilitator and Organizers

The workshop was facilitated by Mitra Swayamdeep, who holds a background in Social Work and Counselling. Mitra served as the sole facilitator, responsible for designing and delivering the sessions, leading discussions, and conducting interactive activities. In addition to his work in social development, Mitra is an artist and runs an art-poetry blog titled ‘The Sentient Being’. The workshop was organized under the banner of The Sentient Being, in collaboration with the Dewkura Nabajagaran Dugdha Utpadak Samabai Samiti.

Logistical and material support was provided by Mr. Mokibul, ensuring the smooth execution of the program. To further support communication, Fakar Uddin Ali Ahmed assisted with translation, helping participants whose primary languages were Assamese and Bengali to fully engage with the sessions.

Duration

The workshop ran from October 15 to December 1, 2024, originally planned as a 45-day program. Sessions were held daily from 5 PM to 6 PM, but as participants balanced school and tuition schedules—and as their interest grew—the sessions were extended to 7 PM. Apart from a Halloween celebration and two days off during Diwali, the workshop proceeded without interruption, offering a consistent and immersive learning experience.

4. Methodology

4.1 Workshop Structure:

Designing the content of the *Thoughts and Beyond* workshop was a crucial step. As mentioned earlier, the workshop was grounded in Bronfenbrenner's Ecological Systems Theory, combined with principles of cognitive and behavioral development in adolescents. The core sessions were structured into two phases, alongside recreational and intervention activities integrated throughout the workshop's duration.

- Phase I focused on the individual, addressing aspects of self-identity, emotions, thoughts, behaviors, and the connection between actions and reactions.
- Phase II explored the systems surrounding the individual, such as family, peers, society, and personal choices regarding the use of internet and career paths.

The following sub-topics were covered in the workshop:

Phase I – Thoughts: The Journey Within

- Self-Identity: Introduction, self-observation, true self vs. ideal self, daily vs. desired schedule, hobbies, and habits.
- Emotions: Understanding the mind and senses, feelings and expressions, emotional availability, and acceptance.
- Action-Reaction: Exploring intentions, responses, and productivity.
- Thoughts: Thought processes, identifying and managing harmful/self-destructive thoughts, thought control, and problem-solving.
- Behavior: Perception, treatment of others, nature, and personality.

Phase II – Beyond: The Path Around

- Family: Role in adolescent development, emotions, action-reaction, thoughts, behavior, and communication.
- Peers: Relationships, emotions, action-reaction, thoughts, behavior, and the importance of peer support/study groups.
- Society: Understanding the Constitution of India, identifying societal issues, and exploring possible solutions.
- Choices: Making informed decisions in the digital world through safe and responsible internet use, and thoughtfully planning future career pathways.

Intervention Activities: The purpose of the workshop was not only to support the development of children or bring about change but also to serve as a tool of intervention. Alongside the workshop sessions, various intervention activities played an equally significant role. Home visits were conducted for each participant to assess their progress and observe any behavioral changes before and during the workshop. These visits also helped in building a strong rapport with the families and making them aware of the importance of the workshop.

Additionally, one-to-one interactions were held with the participants to address their queries and concerns. These sessions were crucial in identifying participants who required further

support through counseling for personal issues. Counseling sessions were then organized for selected participants, with some cases requiring more than seven sessions.

To strengthen parental involvement, a dedicated session was conducted with the parents of all participants. This session provided an open platform to discuss the children's behavior and to emphasize the responsibilities of parents in supporting their children's growth and development.

Importantly, the workshop laid the foundation for the establishment of Manzil, an After-School Learning Center, which was envisioned by Krishna as a way to sustain the students' learning journeys and provide ongoing academic and emotional support beyond the workshop experience.

Recreational Activities: While the sessions were designed to ensure participants felt comfortable and enjoyed the learning experience, additional recreational activities were incorporated to foster deeper engagement. These activities not only provided moments of joy but also strengthened the participants' connection with the workshop.

One of the highlights was the celebration of Halloween—a completely new experience for everyone. The participants enthusiastically took part in games, crafted decorations, and posed for photos with themed props, making the event both exciting and memorable.

To further enhance the experience, a picnic was organized at a nearby garden and picnic spot. This outing allowed participants to relax, play games, explore nature, and bond with one another without any structured learning for the day, offering a refreshing break from routine.

A movie night was also planned, where participants watched *Inside Out*. Since the film revolves around emotions, it served as an engaging visual learning tool, reinforcing key themes from the workshop in an entertaining way.

Another special session was story night, during which a guest speaker shared the history of the local dairy cooperative society celebrating National Milk Day. Given that the cooperative is a major institution in the village and a collaborator in the workshop, this session provided valuable insights into its role and impact on the community.

To nurture a sense of belonging and celebration, participants' birthdays were also acknowledged and celebrated during the workshop, creating small but meaningful moments of happiness and recognition within the group.

Except for the Halloween and Birthday celebration, all other recreational activities were thoughtfully integrated within the workshop sessions, ensuring that while participants had fun, they also gained meaningful learning experiences.

4.2 Teaching Approach:

Teaching adolescents presents unique challenges, particularly as they already experience significant academic stress due to homework, exams, and additional tuition. Therefore, the workshop sessions were intentionally designed to be engaging and interactive, eliminating the use of textbooks or formal reading materials. Communication served as the primary tool for learning. Concepts were explained on a whiteboard, which was particularly helpful for students from Assamese-medium backgrounds.

To support ongoing reflection and active participation, each student was provided with a workbook. This workbook served as a personal space where participants recorded their daily activities, thoughts, and reflections related to the sessions. It helped them process concepts individually while encouraging regular self-observation and deeper engagement with the material.

Several universal frameworks and concepts such as the Moral Precepts, Johari Window, Yin-Yang, and the Four Noble Truths were also integrated as tools to facilitate understanding. These models provided students with accessible ways to explore complex ideas like self-awareness, interpersonal relationships, balance, and problem-solving, making the sessions both meaningful and relatable.

The teaching approach aimed to introduce adolescents to key concepts in a way that encouraged critical thinking and self-reflection. Rather than relying on passive learning, participants were invited to actively process their thoughts and express them through writing. Sharing insights from their workbooks played a crucial role in reinforcing understanding and deepening internalization of the concepts. Real-life stories and personal experiences were also incorporated to facilitate interactive discussions and create a joyful, relatable learning environment. This method not only made the sessions more engaging but also fostered open communication and active participation.

4.3 Evaluation Method:

The workshop was not just about teaching; it was designed to actively engage participants. Since I did not wish to conduct exams during the workshop, activities were structured as an alternative form of evaluation, allowing students to demonstrate their learning in a more engaging and meaningful way. The goal was to assess their understanding of the concepts while moving away from the conventional academic style. Instead, the focus was on creating a creative and interactive learning environment.

To achieve this, two separate sessions were conducted after every major topic:

1. Individual Creative Sessions
2. Group Activities

In the individual creative sessions, students were encouraged to express their learning in a creative format, such as poetry, drawing, or short stories. This allowed them to process and reflect on the topic in a personal and artistic way.

In the group activities, students worked together to present their understanding through debates, role plays, or chart presentations. These sessions were designed to promote teamwork, collaboration, and critical discussion.

In addition to these ongoing assessments, a carefully designed feedback form was used as a formal evaluation tool at the end of the workshop. The form was structured to assess not only the participants' understanding of the workshop topics but also their personal experiences, engagement levels, and overall reflections on the program. This feedback provided valuable insights into the workshop's impact and highlighted areas for future improvement.

Together, these methods created an evaluation process that prioritized self-expression, creativity, and authentic participation over conventional academic testing.

5. Session and Activity Reports

5.1 Daily Sessions: Phase I – Thoughts (The Journey Within)

Introduction – Day 1 (15th October)

Objectives:

- To introduce students to the purpose and goals of the *Thoughts & Beyond* workshop.
- To encourage self-expression through creative activities.
- To familiarize students with classroom rules and expectations.

Activities:

- Workshop Introduction: Students were given a brief overview of the workshop and provided with a workbook and pen to record their daily activities and reflections.
- Newspaper Activity: Students were asked to cut out words, images, or elements from newspapers that they felt represented their identity or life.
- Moral Precepts Reading: Students were introduced to moral precepts in Assamese and were instructed to read them aloud together at the start of each session.
- Participant Introductions: Students introduced themselves by sharing their name, age, class, hobbies, aspirations, and skills, along with an explanation of their newspaper cut-outs and the reasons behind their selections.

Observations:

- Some students displayed mischievous behavior but participated actively in the activities.
- Many students selected newspaper cut-outs related to ambition, COVID-19 experiences, and personal needs.
- There was a noticeable similarity in hobbies and skills among students, suggesting limited exposure to diverse skill sets.
- Due to language barriers, students struggled to express themselves in Hindi or English. Although they could understand Hindi to some extent, articulating their thoughts was difficult, as they were from an Assamese-medium school.

Beginning – Day 2 (16th October)

Objectives:

- To encourage self-reflection and awareness of one's thoughts.
- To introduce students to the Four Noble Truths.
- To build a habit of writing and expressing personal thoughts.

Activities:

- Moral Precepts Reading: (Daily activity)
- Silent Reflection: Students were told to sit silently for 10 minutes to reflect on their present state of mind, including emotions, thoughts, feelings, questions, and problems.
- Writing Exercise: Students were given 30 minutes to write down their reflections.
- Introduction to the Four Noble Truths: The concept was introduced as a fundamental approach to understanding and addressing life's challenges.

Observations:

- Initially, students struggled to read the moral precepts in sync, but they gradually picked up the pace.
- Some students disrupted the silent reflection period, leading to shared laughter in the class.
- Some students expressed concerns about privacy, fearing their writings might be read by others.
- Five students claimed to have no thoughts, indicating possible difficulty in grasping the activity.

Theme: Self-Identity (17th October to 20th October 2024)

Who Are You? (The Mirror) – Day 3 (17th October)

Objectives:

- To encourage self-reflection on personal identity and aspirations through the mirror as a metaphor.
- To introduce the concept of diversity within individual identity.
- To help students differentiate between their current self and ideal self.

Activities:

- Moral Precepts Reading: (Daily activity)
- Artwork Explanation: Students were introduced to *Who Are You?* by *The Sentient Being* to explore the idea of diverse identities.
- Mirror Visualization Exercise: Students were told to close their eyes and imagine a mirror in front of them, reflecting on both their true self (current self) and ideal self (who they aspire to be).
- Reflection Writing: Students were given around an hour to document their thoughts based on the mirror exercise.

Observations:

- Explaining the *Who Are You?* artwork was challenging due to students' confusion, possibly caused by the language barrier.
- Some students grasped the mirror activity well, while others struggled to understand the task.
- Hesitation and stage fear were common among students.
- A volunteer assisted with translation, but a misunderstanding led students to write about their good self and bad self instead of their true self and ideal self.
- While every student participated, those who struggled either copied from others or wrote only a line or two.
- Some students expressed their emotions sincerely and identified changes they desired in themselves.
- One student wrote that she seeks help, indicating a need for support and guidance.

Who Are You? (The Clock) – Day 4 (18th October)

Objectives:

- To help students analyze their daily routines and identify areas for improvement, using the clock as a metaphor.
- To encourage students to set goals and structure their time effectively.
- To develop awareness of habits and obstacles preventing them from following their desired schedule.

Activities:

- Moral Precepts Reading: (Daily activity)
- Daily Schedule Writing: Students were tasked with writing their present daily schedule.
- Desired Schedule Creation: Students were told to rewrite their schedules, incorporating hobbies and activities they wished to include.
- Reflection Exercise: Alongside their revised schedule, students were asked to write about the reasons preventing them from following their ideal routine.

Observations:

- Students struggled with focus and concentration due to the small workshop space and the increasing number of participants.
- A few mischievous students disrupted the session, affecting others' engagement.
- Initially, students wrote their schedules in paragraph form, but once given clear instructions, they followed the time-based format correctly.
- Many students found it difficult to imagine and structure their desired schedule.
- There were notable differences between students' current and ideal schedules. For example, some wanted to reduce sleep, allocate time for namaz, or control mobile phone usage.
- One student reported spending six hours a day on their phone but reduced it to two to three hours in their desired schedule.

Who Are You? (The Garden) – Day 5 (19th October)

Objectives:

- To encourage students to identify and acknowledge their good and bad habits and hobbies by exploring the garden within as a metaphor.
- To build confidence in self-expression by writing on the board.
- To introduce students to the habit of daily writing.

Activities:

- Moral Precepts Reading: (Daily activity)
- Silent Reflection: Students were told to sit quietly for a few minutes to think about at least one good habit, bad habit, or hobby.
- Writing on the Whiteboard: Students were invited to write their thoughts on the board under the respective categories: Good Habits, Bad Habits, and Hobbies.
- Writing Habit Encouragement: Students were advised to develop a habit of writing their daily experiences in Hindi or English to improve language skills.

Observations:

- The primary goal was to help students overcome their hesitation and express themselves, even with a single word. While some students hesitated, others came forward confidently.
- Only two students from 6th grade were unable to write anything on the board.
- The words written by students included:
 - Good Habits: Respect, behave, help, love, friendship, truth, goodness, bath, writing diary, honesty, teaching, self-respect.
 - Bad Habits: Late, ignore, lie, smoking, mobile, hate, anger, drinking, not sleeping on time.
 - Hobbies: Singing, games, listening to songs, dancing, studying, art, sleeping, writing, running, poetry, praying, driving, football, movies, cricket, gym, cycling.
- Many students struggled with writing in English, making several spelling mistakes.
- The session was less energetic than expected, as there was an initial plan to introduce students to the concept of the mind and its states (conscious, subconscious, and unconscious), but a lack of preparation led to postponing this topic.

Creativity Day – Day 6 (20th October)

Objectives:

- To encourage self-expression through creative mediums.
- To help students reflect on their learning on the first theme.

Activities:

- Moral Precepts Reading: (Daily activity)
- Class Division: Students were divided into two groups:
 - Regular Students: Tasked with expressing their learning through any creative form such as poetry, drawing, or storytelling.
 - New Students: Asked to write about their true self and ideal self.

Observations:

- Initially, regular students began drawing random things, as they did not fully understand the activity. After further explanation, some wrote reflections, while others illustrated their learning.
- Four girls ended up writing the same story collectively, and a few students created random drawings.
- The most remarkable aspect was that students showed no hesitation or fear of judgment while expressing themselves through art, despite being unfamiliar with it.
- Students exhibited genuine enthusiasm and engagement in the creative process.
- One boy illustrated how boys were being mischievous while girls were focused during silent time, showing how students translate observations into creative work.
- Time constraints arose as parental interruptions caused some students to leave early.

Theme: Emotions (21st October to 25th October 2024)

Emotions (Mind & Senses) – Day 7 (21st October)

Objectives:

- To introduce students to the states of the mind: conscious, subconscious, and unconscious.
- To help students understand the role of senses in perceiving emotions.
- To encourage self-reflection through recalling happy and sad experiences.

Activities:

- Moral precepts reading. (Daily activity)
- Discussion on Basic Emotions: Students identified emotions and learned how sensory experiences impact their feelings.
- Writing Activity: Students were asked to reflect on and write about their happiest and saddest experiences.

Observations:

- Initially, explaining the states of mind was challenging, as the concept felt heavy for the students. However, once the volunteer translated it into Assamese, the class grasped it better.
- Students confidently discussed the senses and their functions.
- When asked to write their happy and sad experiences, some structured their thoughts in bullet points, while others wrote detailed narratives.
- Shared Experiences:
 - A girl described her happiest moment as celebrating Eid with her friend, going shopping, and enjoying the day. Her saddest moment was losing her grandfather, to whom she was very close.
 - A boy shared how he felt happy when he participated in a school quiz and later won second prize in an inter-school competition. His saddest moment was when a friend stopped talking to him after he couldn't help him cheat during an exam due to time constraints. This example was shared with the class to help students better understand the task.
- Most students wrote in Assamese, requiring translation to understand their reflections.
- One student shared a deeply personal experience about falling in love and facing heartbreak. Since this was written in Hindi, it was easier to understand, but if similar sensitive writings are in Assamese, translation could be challenging. Seeking help from local translators is not ideal, as they may lack sensitivity or hold biased judgments.

Emotions (Feelings & Expressions) – Day 8 (22nd October)

Objectives:

- To help students understand the concepts of feelings and expressions.
- To encourage interactive discussion on how emotions are felt and expressed.
- To improve self-awareness by recalling and writing experiences of fear and anger.

Activities:

- Moral precepts reading. (Daily activity)
- Revision of the States of Mind: A brief recap of conscious, subconscious, and unconscious mind states.
- Interactive Discussion on Feelings: Students were asked how each emotion feels to them, and they responded with their personal perceptions.
- Understanding Expressions: Students were guided on how different emotions lead to specific expressions and were asked to share examples.
- Writing Activity: Students were asked to write about their experiences of fear and anger.

Observations:

- Explaining feelings and expressions was relatively easy, but getting responses from students was challenging as many still hesitated to speak.
- Only a few students actively participated in the interactive discussion, while others remained shy.
- New students continued to be silent and hesitant to engage.
- Some students showed improvement in participation—they hesitated but still gave correct responses.
- Writing Task Responses:
 - Some students wrote detailed experiences.
 - Some copied from others.
 - Some only listed things that generate fear and anger instead of sharing personal experiences.
 - New students did not write anything.
- Shared Experiences:
 - A boy shared a childhood memory of disturbing a beehive with his brother, getting stung, fainting, and later having a nightmare about a ghost—leading to his ongoing fear of bees.
 - A few students mentioned fear of being scolded by parents when they visit a friend's house without informing them.
- Personal Stories Shared:
 - I shared my personal hostel experience about fear, where I was scared due to a misunderstanding of some noises.
 - I shared a childhood memory of getting angry at an adult and reacting impulsively, to explain to the students the consequences of anger.

Emotions (Availability & Acceptance) – Day 9 (23rd October)

Objectives:

- To help students understand emotional availability and unavailability.
- To explain the importance of accepting emotions rather than suppressing them.
- To introduce the concepts of sympathy, empathy, and apathy.
- To encourage students to reflect on experiences of surprise and disgust.

Activities:

- Moral precepts reading. (Daily activity)
- Recap of Previous Lessons: Students were asked to recall what had been taught in the past two days.
- Understanding Emotional Availability:
 - Students learned that a person can be physically present but emotionally unavailable due to a lack of focus, poor listening skills, or a preoccupied mind.
 - They were asked to reflect on why they sometimes feel present but not available in class. Responses varied—some struggled with focus, while others had distractions on their minds.
- Revisiting the Four Noble Truths: Since no one had written them down, the concept was explained again, reinforcing the idea that problems can be solved.
- Discussion on Acceptance of Emotions:
 - Students were introduced to sympathy, empathy, and apathy.
 - These concepts were explained through real-life examples and role-playing activities.
- Writing Activity: Students were asked to write their experiences of surprise and disgust in bullet points.

Observations:

- Students responded well when asked about previous lessons, showing engagement.
- Explaining availability and acceptance as abstract concepts was challenging.
- The question about their presence versus availability in class made students reflect on their attention levels.
- Some students misunderstood surprise emotion as receiving a gift.
- Common responses for disgust included:
 - "Nose gets sloppy after sneezing."
 - "If someone has bad habits, I feel disgusted." (shared by a girl)

Creativity Day – Day 10 (24th October)

Objectives:

- To encourage students to express their understanding of emotions creatively.
- To reinforce the concepts of conscious, subconscious, and unconscious states of mind.
- To introduce consent and privacy as essential social values.

Activities:

- Moral precepts reading. (Daily activity)
- Creative Expression of Emotions:
 - Students were instructed to express their learning from the past three days of emotions through creative forms such as illustrations, poems, and stories.
 - Students who had missed previous lessons were given a brief explanation of the concepts before starting.
- Brief Introduction to Consent & Privacy: A short discussion was held on the importance of respecting others' boundaries.
- Halloween Craft Preparation: Students were asked if they were interested in learning craftwork for Halloween decorations after sessions.

Observations:

- Many students struggled initially, so the topic of emotions was revised again for better understanding.
- The majority of students chose illustration as their preferred form of creative expression. Some notable works included:
 - A character with a thought bubble saying, "Mind not free."
 - A scenery where different characters demonstrated empathy, sympathy, and apathy.
 - An illustration of three people representing conscious, subconscious, and unconscious states of mind.
 - A few students wrote stories about empathy and its importance.
- Students showed interest in learning craftwork for the upcoming Halloween celebration.

Group Activity – Day 11 (25th October)

Objectives:

- To introduce them to teamwork and collaboration through a group activity.
- To help students express their understanding of emotions through creative mediums.
- To build confidence in public speaking and group participation.

Activities:

- Moral precepts reading. (Daily activity)
- Introduction to Group Activity:
 - Students were introduced to the purpose of group activities and their benefits.
 - They were given three choices: role-play, debate, or chart presentation.
- Group Formation & Preparation:
 - Due to only 18 students being present, three groups were formed with a 4:2 (girls to boys) ratio.
 - Students were given time to discuss and decide on their activity.
 - They were then given the time to prepare their respective activities before presenting.
- Presentations: Each group presented their work in front of the class.

Observations:

- Initially, students were hesitant and uncomfortable working in groups, but as they started talking, they became more at ease.
- Since group activities were a new experience for them, they took time to decide on their activity.
- One group chose to perform a play, but only one student actively participated while the others were shy and did not contribute, making it difficult for her to manage alone.
- Students took considerable time to prepare, but during the presentations:
 - Some presented confidently.
 - Others hesitated and struggled with stage fear.
- Groups were allowed to name themselves, adding a personal touch to the activity.
- When asked about their experience, responses were mixed—some enjoyed it, while others found it challenging.

Theme: Action & Reaction (26th October to 30th October 2024)

Action & Reaction (Intention) – Day 12 (26th October)

Objectives:

- To introduce the concept of action and reaction and their connection with emotions.
- To help students understand the intention behind every action and reaction.
- To introduce the concept of yin-yang (the coexistence of good and bad).
- To encourage students to reflect on personal experiences related to action and reaction.

Activities:

- Moral precepts reading. (Daily activity)
- Introduction to the New Topic:
 - Students were told why Action & Reaction follows Emotions in the learning process.
 - The link between emotions and actions/reactions was discussed.
- Discussion on Action & Reaction:
 - Students were asked to define action and reaction in their own words.
 - They were given examples to help them understand the difference.
 - Students then shared their own examples.
- Understanding Intention:
 - It was explained how every action and reaction has an intention.
 - Students reflected on why they act or react in different situations.
- Introduction to Yin-Yang:
 - Students were introduced to the yin-yang concept.
 - They were shown how good and bad coexist and how there is good in bad and bad in good.
- Writing Activity: Students chose any two emotions and wrote about their experiences of action and reaction related to those emotions.
- Presentation Skills: Basic guidelines on how to present using a chart were explained.

Observations:

- Students responded positively to the idea of intention, as they were able to relate it to their experiences.
- Some students already had a conscious understanding of yin-yang without knowing the term.
- Understanding action and reaction was initially challenging, but real-life examples helped them relate.
- One student shared a personal experience about her mother slapping her without any reason.
- When writing, students mostly shared school experiences, such as friends hitting them and their reactions.
- Some students shared experiences aloud with the class, showing improved confidence and expression.

Action & Reaction (Response) – Day 13 (27th October)

Objectives:

- To differentiate between reaction and response.
- To help students understand that response is a conscious choice.
- To introduce the fight or flight response.
- To encourage students to reflect on their own responses in different situations.

Activities:

- Moral precepts reading. (Daily activity)
- Recap of the Previous Session: Students recalled what they learned about action, reaction, and intention.
- Understanding Response: Students learned that while reaction is instinctive, response is a conscious choice.
- Introducing Fight or Flight Response:
 - Students were taught about the fight or flight response and its relevance to challenging situations.
 - Real-life examples were shared to help students relate.
- Reflection Activity:
 - Students thought about personal experiences where they had to choose between fighting or escaping.
 - They were encouraged to share their experiences vocally instead of writing.

Observations:

- The concept was easy for students to grasp.
- Students were initially willing to participate but became nervous when told they wouldn't be writing.
- With encouragement, everyone eventually shared their stories.
- Shared experiences included encounters with animals, conflicts with friends and siblings, and school incidents.
- Students realized that their reaction to the activity itself reflected the fight or flight response—some fought their fear to speak up, while others initially wanted to avoid it.

Action & Reaction (Productivity) – Day 14 (28th October)

Objectives:

- To help students understand how actions can be productive.
- To introduce the concept of a to-do list for better time management.
- To discuss productive reactions and using feedback for self-improvement.

Activities:

- Moral precepts reading. (Daily activity)
- Recap of Previous Sessions: Students recalled their learning about action, reaction, and response.
- Understanding Productivity: Students were introduced to productivity and the importance of a to-do list.
- Writing Activity: Students created a to-do list for the upcoming day.
- Understanding Productive Reactions:
 - Students discussed how reactions can be productive.
 - They reflected on times when they received feedback or criticism from others.
 - Students wrote down instances to consider how they could use criticism constructively.

Observations:

- Many students struggled with the concept of a to-do list, initially confusing it with a daily schedule.
- After clarification, they successfully differentiated between the two.
- Students added personal events to their lists, such as Halloween preparations and birthday planning.
- Discussions about parental feedback helped students relate to productive reactions.
- Some students shared their reflections with the class, and others related to their experiences.
- Two mischievous students were sent out of class, and two others voluntarily joined them.

Creativity Day – Day 15 (29th October)

Objectives:

- To encourage creative expression of the Action & Reaction concepts.
- To reinforce learning through story writing, illustration, or poetry.

Activities:

- Moral precepts reading. (Daily activity)
- Recap of Previous Learnings: Students recalled what they had learned about action, reaction, response, and productivity.
- Creative Expression Task:
 - Students expressed their learning through poetry, illustration, or storytelling.
 - Absent students were given a brief explanation of the concepts.
 - Regular students helped teach the concepts to those who missed earlier sessions.

Observations:

- Students were initially anxious and unsure of their memories.
- Once started, they actively engaged in writing stories.
- Peer teaching allowed regular students to reinforce their own understanding.
- Unlike previous creative days, all students chose to write stories.
- Many stories reflected a deep understanding of action, reaction, and response.
- Although some students struggled, they made sincere efforts.
- Irregular students also participated, showing increased engagement.

Group Activity – Day 16 (30th October)

Objectives:

- To reinforce Action & Reaction concepts through group activities.
- To develop teamwork, confidence, and creativity.
- To introduce debate skills for critical thinking.

Activities:

- Moral precepts reading. (Daily activity)
- Group Formation:
 - New groups were created through a chit system due to dissatisfaction with previous groups.
 - Three groups prepared plays, and one group prepared for a debate.
- Group Presentations:
 - 1st Group: Presented a play based on action & reaction.
 - 2nd Group: Performed three short plays showcasing intention, response, and productivity.
 - 3rd Group: Acted out a humorous family scenario involving marriage proposals.
 - Debate Group:
 - Students were guided on debate format.
 - They debated subtopics of action & reaction, presenting both sides.
- Creative Additions:
 - Groups used props and costumes to enhance performances.
 - One student added humor by wearing a saree.
- Celebrations: The session ended with a birthday celebration for a student.

Observations:

- Students were initially uncomfortable with new groups but adjusted during the activity.
- Groups demonstrated initiative in preparing props, costumes, and creative elements.
- The debate was a new but successful experience, with thoughtful arguments.
- The session concluded joyfully with the birthday celebration, fostering bonding among students.

Halloween Celebration – (31st October)

Prior to the Halloween celebration, students were informed about the upcoming event. As a result, after each session, they actively took part in learning activities and creative craft to prepare for the celebration.

The day began with the final preparations for Halloween, with students actively engaged in decorating the space. They worked together to create a spooky and festive atmosphere, adding their own creative touch to the event. The decorations included jack-o'-lanterns made from real pumpkins as well as football-sized plastic balls, which were carefully carved and painted. Alongside them, cute spooky ghosts were hung, adding to the eerie ambiance. Paper cutouts of bats and spiders dangled around the room, enhancing the Halloween feel. A witch and a haunted house were crafted on the wall, with a witch's broom attached as a prop. Additional creative elements included a witch's hat, a pirate's hand and hat, and even "The Thing" from the Wednesday show, which was crafted with great attention to detail. A haunted house model was also constructed, featuring small scary pumpkins and spiders, arranged strategically to make it look even scarier. To complete the eerie scene, a spooky dry tree was crafted and placed alongside the haunted house. One student had their face painted as Joaquin Phoenix's Joker, which became a highlight of the day. Almost everyone took pictures with him, making it a memorable moment.

Once the decorations were complete, students sat down to read the moral precepts, setting a reflective tone before the games and festivities began.

Halloween-Themed Games: To make the celebration more interactive and engaging, four groups were formed to participate in fun Halloween-themed games:

1. Spooky Hangman – The first game was a Halloween version of Hangman, where students had to guess words related to the spooky season. The challenge tested their vocabulary and creativity while keeping up the festive spirit.
2. Dumb Charades – The second game was a Halloween-themed version of Dumb Charades, where students had to guess the name of horror movies. It turned out to be quite difficult, as some movie names were tricky, but it added to the fun as teams tried their best to act and guess correctly.
3. Monster Dance – The third game brought an element of movement and excitement. Spooky music played while students danced like monsters, letting their creativity shine through their eerie moves. When the music stopped, they had to freeze in the exact position they were in. The best performers from each group advanced to a final round, where one ultimate winner was crowned.

After the games, students gathered for a photo session, capturing the memories of their spooky yet enjoyable Halloween celebration. The winners of all the games were rewarded with a five-star prize, making their victory even sweeter.

Throughout the event, students took charge of the decorations and preparations, demonstrating teamwork and creativity. They received guidance and assistance in crafting props and setting up the space, but their enthusiasm and effort were evident in every detail. The Halloween Day celebration was a fantastic success, filled with creativity, excitement, and joy. The students thoroughly enjoyed the experience, making it a truly memorable event.

Theme: Thoughts (1st November to 6th November 2024)

Thoughts (The Process) – Day 17 (1st November)

Objectives:

- To introduce thought formation and its connection with emotions, action & reaction.
- To explain sources of thought (data, information, knowledge) and external influences (observation, surroundings).
- To differentiate between conscious and subconscious thoughts and unconscious thoughts.

Activities:

- Moral precepts reading. (Daily activity)
- Introduction to Thought Formation:
 - Students were asked to recall major topics covered so far (emotions, action & reaction).
 - They were explained how these elements shape thoughts.
- Understanding Thought Sources:
 - Data → Information → Knowledge were described as building blocks of thought.
 - Observation & Influence were introduced as external factors shaping thoughts.
- Types of Thoughts:
 - *Conscious Thoughts*: Active & practical in nature.
 - *Subconscious Thoughts*: Natural, uncontrolled thoughts that still have an impact.
 - *Unconscious Mind & Dreams*: Explained how dreams & nightmares result from unconscious processes, but there are no unconscious thoughts which a human mind is aware of.
- Thinking Exercise:
 - Students were given 5 minutes to consciously think about anything they wanted.
 - Afterwards, students were told to share their thoughts.

Observations & Experience:

- Students were casual due to the previous day's celebration, and many were absent.
- During the thinking exercise, students were mischievous and distracted, struggling to focus.
- After the exercise, students shared random thoughts, including:
 - Recalling the morning's events.
 - Thinking about what they would do after class.
 - A student creatively made up and presented thoughts on the spot.

Thoughts (Harmful & Self-Destructing Thoughts) – Day 18 (2nd November)

Objectives:

- To introduce the Tree of Thought as a metaphor for thought formation.
- To differentiate between harmful thoughts and self-destructive thoughts.
- To encourage self-awareness by allowing students to express their thoughts freely.

Activities:

- Moral precepts reading. (Daily activity)
- Introduction to the Tree of Thought:
 - A metaphorical diagram was prepared beforehand, titled "Tree of Thought".
 - Students were shown the diagram on a tablet, illustrating how thoughts are formed and categorized.
- Understanding Harmful & Self-Destructive Thoughts were explained:
 - *Harmful thoughts*: Thoughts that negatively affect others (e.g., aggression, jealousy).
 - *Self-destructive thoughts*: Thoughts that harm oneself (e.g., self-doubt, withdrawal).
- Interactive Thought-Writing Exercise:
 - Students were invited to write one harmful or self-destructive thought on the board.
 - An example was provided to guide them.

Observations:

- Explaining the Tree of Thought was challenging due to language barriers and technical limitations (small tablet screen).
- Students expressed a partial understanding—some concepts were clear, others needed further clarification.
- Harmful vs. Self-Destructive Thoughts was easier to explain and understand.
- The thought-writing activity was highly engaging—students enjoyed it and responded well.
- Some original and interesting responses included:
 - "I feel like breaking my phone when I am angry."
 - "I do not wish to stay in the classroom when I don't understand what the teacher says."
 - "I want to steal someone's brain because I am jealous of that person."
 - "I feel like slapping those who disturb me or the class."
- The second half of the session, involving the interactive writing activity, was more successful and engaging than the earlier explanation.

Thoughts (How to Control?) – Day 19 (3rd November)

Objectives:

- To explore the consequences of uncontrolled thoughts.
- To discuss the need for thought control.
- To introduce methods to manage harmful & self-destructive thoughts.
- To encourage self-reflection and practical application.

Activities:

- Moral precepts reading. (Daily activity)
- Discussion on Uncontrolled Thoughts:
 - Students were asked, “What happens when we are unable to control our thoughts? How does it feel?”
 - Responses included feelings of stress, panic, loneliness, anxiety, and oversharing.
- Is Thought Control Possible?
 - When asked, “Do we need to control our thoughts?”, students unanimously said yes.
 - When asked, “Can we control our thoughts?”, responses were mixed—some said yes, others said no.
- Techniques for Thought Control:
 - Students were introduced to different ways to manage thoughts, including:
 - Distraction techniques (listening to music, engaging in hobbies).
 - Meditation & mindfulness.
 - Writing, drawing, or reading.
 - Planning and organizing thoughts.
 - Sharing emotions with close ones.
 - Solving the problem which is bothering.
- Interactive Thought-Writing Activity: Students were given five minutes to think and then write how they would control harmful/self-destructive thoughts on the board.

Observations:

- The first half of the session was highly interactive, students were engaged and responded well to every question.
- During the thinking session, some students struggled, and at least four students said they had no thoughts at all.
- One student shared a realization—he recalled being observed playing Kabaddi during a home visit and understood that his normal thoughts were just observations.
- Board Activity Responses—Students wrote various personalized ways to control their thoughts, including:
 - Singing or listening to music.
 - Writing in a diary.
 - Talking to a best friend or mother.
 - Spending time alone.

Thoughts (Problem Analysis and Solution) – Day 20 (4th November)

Objectives:

- To revisit and reinforce the Four Noble Truths as a universal approach to understanding problems and solutions.
- To guide students in analyzing and solving their problems by applying the Four Noble Truths.
- To emphasize listening skills and mental clarity through a Chinese Whispers activity.

Activities:

- Moral precepts reading. (Daily activity)
- Revision & Discussion on Feelings: Students were asked to recall the previous day's session and share their normal everyday feelings.
- Explaining the Four Noble Truths
 - Since students had been introduced to the concept earlier, they were asked about it, but many had forgotten.
 - The Four Noble Truths were then explained again in detail.
- Applying the Four Noble Truths to Personal Problems
 - Students were asked to think of a problem that was bothering them.
 - They were then told to solve the problem using the Four Noble Truths.
 - Some students volunteered to share their problems and solutions.
- Chinese Whispers Game
 - After the discussion, students were asked to sit in a circle.
 - Three rounds of the Chinese Whispers game were played.
 - After the game, students were explained the importance of:
 - *Good listening skills.*
 - *Conscious awareness.*
 - *A free and focused mind.*

Observations:

- Students had forgotten the Four Noble Truths, but after revisiting the concept, they were able to understand and apply them.
- Common problems that students shared included:
 - Friendship issues—many students mentioned conflicts with their best friends.
 - A unique example: one student shared that his father refused to buy him chappals (slippers) because he wasn't studying.
He applied the Four Noble Truths:
 - *Truth 1: Not having chappals is a problem.*
 - *Truth 2: The cause of the problem is not studying.*
 - *Truth 3: The problem can be solved if he starts studying.*
 - *Truth 4: If he works hard consistently, his father will buy him the things he needs.*
- During Chinese Whispers, students enjoyed the game but often blamed others for mistakes, leading to a discussion on accountability and focus.

Group Activity – Planning and Preparation – Day 21 (5th November)

Objectives:

- To encourage teamwork and collaborative learning.
- To help students revisit and apply the concepts of Thoughts through creative presentation formats.
- To improve planning and organizational skills.

Activities:

- Moral precepts reading. (Daily activity)
- Group Formation & Activity Assignment:
 - Students were divided into four groups (six participants each).
 - Each group received jumbled chits with random activity choices:
 - 1 group → Chart preparation.
 - 2 groups → Debate.
 - 1 group → Play.
 - Students were given the entire session for planning and preparation.
 - They were informed that they would present their work the next day.

Observations:

- Forgetting concepts: Students often claim they forgot what they learned, requiring re-explanation of key concepts and presentation formats.
- Discomfort in new groups: Many students felt uncomfortable with new group members, leading to hesitation and slow engagement.
- Need for guidance: Some students struggled to structure their activity, requiring support and motivation to initiate discussions and planning.
- Despite the initial challenges, students engaged in preparation, and the next session will reveal how effectively they applied their learnings.

Thoughts (Group Activity – Performance) – Day 22 (6th November)

Objectives:

- To enhance teamwork, confidence, and communication skills.
- To evaluate the students' ability to present and engage with the audience.

Activities:

- Moral precepts reading. (Daily activity)
- Group Presentations:
 - Group 1 – Play:
 - They acted out three key issues:
 1. *Harmful and self-destructing thoughts.*
 2. *How to control thoughts.*
 3. *Problem-solving through thoughts.*
 - Their presentation was structured well and conveyed the message effectively.
 - Group 2 – Debate:
 - Debate was well-presented with clear arguments.
 - However, only one student prepared the pointers, while others simply read what was written instead of engaging in a real debate.
 - Group 3 – Debate:
 - The group struggled with their debate.
 - Instead of structured arguments, each student just spoke in one-on-one lines, making the debate lack depth and discussion.
 - Group 4 – Chart Presentation:
 - Among six students, five actively contributed to the chart, while one student helped in coloring.
 - Their presentation was well-structured, but some errors were pointed out. For example, self-destructing thoughts were represented through actions instead of thoughts, which needed correction.

Observations:

- All groups participated well, demonstrating their learning.
- Some students were passive, either relying on others or hesitating to contribute fully.
- More clarity needed in debates – students should be encouraged to form and argue their own points rather than just reading written responses.
- Creativity and effort were visible in the play and chart presentation, but attention to detail is required.
- Overall, the session was productive, and students received constructive feedback to improve their performance.

Theme: Behavior (7th November to 11th November 2024)

Behavior (Perception) – Day 23 (7th November)

Objectives:

- To introduce students to the concept of behavior and its connection to identity, emotions, actions, reactions, and thoughts.
- To explain perception using the Johari Window model.
- To help students self-reflect and understand how they perceive themselves versus how others perceive them.

Activities:

- Moral precepts reading. (Daily activity)
- Discussion on Home Visits:
 - Students were asked what was discussed during home visits with them and their families.
 - This led to a discussion on behavior formation and how external observations shape self-perception.
- Introduction to Behavior & Perception:
 - Students were explained how behavior is influenced by:
 - *Identity*
 - *Emotions*
 - *Actions & Reactions*
 - *Thoughts*
 - The concept of perception was introduced through the Johari Window.
 - The four quadrants of the Johari Window were written on the board in English and translated into Assamese for better understanding.
- Activity – Creating Personal Johari Windows:
 - Students were asked to create their own Johari Window to analyze their behavior.
 - They attempted to fill in the four sections:
 - *Open Self (Known to self and others)*
 - *Hidden Self (Known to self but not others)*
 - *Blind Self (Known to others but not self)*
 - *Unknown Self (Unknown to both self and others)*

Observations:

- Students struggled with the "Unknown Self" section, finding it difficult to reflect on aspects they are unaware of.
- Most students were able to complete the exercise with guidance.
- Translating the concept into Assamese helped students understand it better.
- The session encouraged self-awareness and introspection, and students showed interest in understanding how others perceive them.

Behavior (Treatment) – Day 24 (8th November)

Objectives:

- To help students understand how behavior influences treatment from others and vice versa.
- To explain how judgment shapes interactions and relationships.
- To introduce the idea that self-identity, emotions, actions & reactions, and thoughts contribute to behavior, which in turn affects how people judge and treat us.
- To encourage reflection on good and bad judgments they hold about others and vice versa.

Activities:

- Moral precepts reading. (Daily activity)
- Discussion on Behavior & Treatment:
 - Students were introduced to the concept of treatment—how people treat us based on our behavior and how we treat others based on their behavior.
 - The role of judgment in shaping treatment was explained, linking it to self-identity, emotions, actions, reactions, and thoughts.
- Exploring the Root Causes of Crime:
 - Students were guided through a discussion on how crime originates and the root causes behind it.
 - Rather than discussing the sensitive topic of rape culture directly, it was woven into the explanation of moral precepts, emphasizing the importance of ethical behavior in preventing harmful actions.
- Activity – Reflection on Judgments:
 - Students were asked to write:
 - *Two good and two bad judgments they have about people.*
 - *Two good and two bad judgments people have about them.*
 - Initially, they were encouraged to share their responses vocally, but since the topic was personal, they were allowed to write them instead.

Observations:

- Students were engaged in the discussion and responded well to the idea that judgment influences treatment.
- Some students hesitated to share personal experiences aloud, indicating the sensitivity of the topic.
- A student shared a real-life experience of discrimination, where a Hindu girl refused to sit beside him on a bus because he was Muslim, highlighting the impact of societal judgments on personal experiences.
- Students are becoming more expressive and reflective in their responses, showing growth in their ability to analyze social behavior.

Behavior (Nature & Personality) – Day 25 (9th November)

Objectives:

- To help students understand the difference between human nature and personality.
- To encourage students to reflect on appropriate and inappropriate behaviors in different social settings.
- To introduce the concepts of introvert, extrovert, and ambivert personalities.

Activities:

- Moral precepts reading. (Daily activity)
- Discussion on Nature vs. Personality:
 - Students were asked if they knew about nature and personality.
 - The difference was explained:
 - *Human nature is rigid and cannot be changed easily.*
 - *Personality changes over time, depending on situations and circumstances.*
- Board Activity – Behavior in Different Settings:
 - The board was divided into four sections: School, home, friends, village.
 - Students were asked to identify:
 - What behaviors are needed in each setting?
 - What behaviors should be avoided?
- Storytelling & Real-Life Examples:
 - A personal story was shared about crashing a wedding with friends under the influence and facing punishment for the behavior. The experience was memorable, though it brought up important moral lessons.
 - Students related to the idea of emotionally driven nature and how situations influence their personalities.
- Personality Types – Introvert, Extrovert & Ambivert:
 - Students were introduced to the three personality types:
 - *Introvert – prefers solitude, deep thinking, quiet nature.*
 - *Extrovert – social, outgoing, enjoys being around people.*
 - *Ambivert – a balance between introvert and extrovert traits.*
 - Students were then told to disperse into different sections based on their personality type, encouraging self-reflection and understanding.

Observations:

- Students actively participated and responded enthusiastically to questions.
- Most engaging part: Students had memorized the moral precepts and could recite them fluently.
- Students shared personal experiences, showing a deeper level of self-awareness.
- The board activity helped students visualize different social behaviors and understand the adaptability of personality.
- Introducing personality types sparked curiosity, and students eagerly placed themselves in the categories that fit them.

Group Activity – Day 26 (10th November)

Objectives:

- To review and reinforce key concepts from the workshop's first phase.
- To encourage teamwork and confidence in presenting ideas.
- To make learning fun and interactive through a Hangman game.

Activities:

- Moral precepts reading. (Daily activity)
- Formation of Groups & Word Selection for the Hangman Game:
 - Students were divided into four groups.
 - Each group was assigned a topic:
 - Group 1 – Emotions
 - Group 2 – Thoughts
 - Group 3 – Action & Reaction
 - Group 4 – Behavior
 - Groups had to select at least 10 words related to their topic.
 - Instructions were given to:
 - Explain the meaning of each word before starting the game.
 - Maintain discipline and manage other groups while playing.
- Hangman Game Begins:
 - Initially, students were nervous about participating and unsure about how to choose words.
 - Extra explanation was provided to guide them through the word selection process.
 - Once the words were finalized, the game began, and the classroom became lively and interactive.
 - Some students were hesitant to present at first but gradually gained confidence.
 - Managing all four groups simultaneously was challenging, but the activity was successfully completed.

Observations:

- Students took time to understand the task but eventually engaged actively.
- Initial fear of presenting was noticeable, but participation improved as the game progressed.
- Word selection was difficult for some groups, requiring additional support.
- The competitive element of the game increased enthusiasm and energy.
- Managing multiple groups at once was demanding, but the students enjoyed the experience.
- The activity effectively reinforced their learning in a fun and collaborative way.

Group Activity – Day 27 (11th November)

Objectives:

- To provide a creative space for students to freely express what they have learned.
- To review key topics (emotions, thoughts, action-reaction, and behavior) through spontaneous acting.
- To introduce visual learning through the animated movie *Inside Out*, reinforcing workshop concepts in an engaging way.

Activities:

- Moral precepts reading. (Daily activity)
- Random Acting Session:
 - Students were encouraged to perform short skits related to the workshop topics:
 - Emotions (e.g., happiness, anger, fear, sadness)
 - Action & Reaction (e.g., responding to real-life situations)
 - Thoughts (e.g., managing negative thinking)
 - Behavior (e.g., interactions with others)
 - Students had full creative freedom:
 - Some acted alone, while others collaborated in pairs or groups.
 - Performances included both real-life situations and humorous moments from class.
 - One student humorously mimicked my teaching style, which entertained the group.
- Movie Screening – *Inside Out*:
 - The animated film *Inside Out* was screened to help students visualize and connect with the concepts of emotions, thoughts, and reactions.
 - The goal was to creatively integrate the major themes of the workshop so far.
 - Challenges faced:
 - The movie was only available in English, with no Hindi dubbing.
 - Bangla subtitles were available but only for the first half of the film, making it harder for some students to follow the complete story.

Observations:

- Students enjoyed the acting session and participated enthusiastically.
- The performances were diverse, covering various aspects of the workshop topics.
- The movie was well-received, though the language barrier affected comprehension for some.
- Despite the subtitle issue, students remained engaged and were able to visually relate the film's themes to their learning.

5.2 Daily Sessions: Phase II – Beyond (The Path Around)

Theme: Family (12th November – 14th November)

Family (Introduction) – Day 28 (12th November)

Objectives:

- To transition from self-awareness to understanding family dynamics.
- To help students reflect on their family relationships using emotions, behavior, and action-reaction concepts.
- To encourage sharing and emotional expression through personal memories.

Activities:

- Moral precepts reading. (Daily activity)
- Discussion on Movie Night – *Inside Out*:
 - Students were asked about their experience watching the movie.
 - The story, characters, emotions, and the concept of “islands” of personality were briefly re-explained to ensure clarity.
- Introduction to the Concept of Family:
 - Students were reminded that previous lessons (emotions, behavior, action-reaction, thoughts) focused on self-awareness.
 - They were now encouraged to apply these learnings within their family context.
 - In response to "What is family?", students described it as a sense of belonging.
 - When asked "What is important in a family?", their answers included: Respect, Guidance, Happiness, Fights, Love, Care, Sharing
- Personal Reflection Activity:
 - Students were first asked to write about their parents’ emotions, behavior, and action-reaction patterns.
 - Many hesitated or declined, citing personal reasons.
 - The activity was adjusted to ask them to share a happy family memory, which encouraged better participation.
 - Some students shared openly, and one became emotional, nearly crying while recalling their memory.

Observations:

- Students have become more expressive and playful, openly refusing tasks they find uncomfortable.
- There is noticeable sensitivity around discussing parents' emotions and behavior.
- Switching to a positive memory-sharing activity increased participation.
- Emotional moments revealed the depth of students’ family connections and experiences.

Family (Emotions, Action-Reaction, Thoughts, and Behavior) – Day 29 (13th November)

Objectives:

- To help students analyze family interactions through emotions, thoughts, behavior, and action-reaction.
- To encourage self-awareness in relationships and empathy toward parents.
- To challenge traditional beliefs about care and responsibility within the family.

Activities:

- Moral precepts reading. (Daily activity)
- Board Discussion: Understanding Family Dynamics
 - Students reviewed and interpreted the board notes from the previous day.
 - Discussion questions included:
 - *How do these family qualities (care, guidance, love, fights) happen?*
 - *Do you care for your parents?*
 - *Do you guide your parents?*
 - *Do you fight with your parents?*
- Shifting Perspective: How Can We Care for Parents?
 - Students reflected on how they, as children, can care for their parents.
 - One student claimed that only elders can provide care due to their authority.
 - Others disagreed, suggesting that younger family members can care by:
 - *Bringing water or food.*
 - *Helping with small tasks.*
 - *Being kind and supportive.*
- Reflecting on Parental Behavior: Linking Emotions, Thoughts, and Reactions
 - Students were asked to recall their parents' behavior and analyze:
 - *The emotions behind it.*
 - *The thoughts driving it.*
 - *How their own actions may have influenced their parents' reactions.*

Observations:

- Students are becoming more open and comfortable in discussions.
- Some are voluntarily participating by writing on the board, showing growing confidence.
- Traditional beliefs about family roles are strong, but some students are beginning to question and expand them.
- Students are developing a deeper understanding of thoughtful responses in family interactions.

Family (Communication) – Day 30 (14th November)

Objectives:

- To help students identify family issues.
- To encourage healthy communication with parents.
- To teach students small actions that can improve family relationships.

Activities:

- Moral precepts reading. (Daily activity)
- Identifying Family Problems That Affect Students:
 - Students were asked: What family problems affect you, even when you're not at fault?
 - Common responses included:
 - Parents fighting causes emotional distress.
 - Mothers' complaints or murmuring during work affect their mood.
 - Students found it challenging to identify more examples, revealing a lack of observation.
- Introducing Small Actions for Conflict Management:
 - Students were encouraged to use small gestures to ease family tensions, such as:
 - *Offering a glass of water during arguments.*
 - *Asking parents to sit calmly to de-escalate conflict.*
- Discussion: Time Spent Talking to Parents
 - Students were asked: "Do you talk with your parents?"
 - Initial response: Minimal interaction.
 - Upon reflection, they realized their conversations often total less than an hour a day and lack depth.
 - They concluded that meaningful conversations are missing from daily life.
- Understanding the Need for Family Communication:
 - Students expressed confusion about:
 - *What to talk about.*
 - *Why communication is necessary.*
 - They were guided to discuss topics such as:
 - *Daily routines, problems, and happy moments.*
 - *Parents' health and well-being.*
 - *Study-related or life-related doubts.*
 - *Personal needs and desires.*
 - They were also encouraged to show care through actions like:
 - *Giving medicines.*
 - *Helping with chores.*
 - *Offering massages when parents are tired.*
- Reflection Exercise: What Do You Want to Talk About?
 - Students reflected on unspoken thoughts they wished to share with their parents.
 - Some students remained silent, revealing emotional barriers.
 - They were invited to write down what they wanted to express but hadn't yet shared.

Observations:

- Students find it difficult to recognize how family communication affects them and need guidance in observing these dynamics.
- Many students lack meaningful communication with their parents and are unaware of its importance.
- Some displayed hesitation or emotional discomfort in expressing personal thoughts.
- The written reflections revealed deep, sensitive feelings students are holding back from their parents.

Family – Intervention: Session with the Parents (14th November)

A session was organized for the parents of regular students, scheduled to take place after the class. A few students took the initiative to arrange the setup beforehand. However, due to an extended session with students and some late arrivals, the meeting started later than planned. Krishna and Mokibul Ji assisted during the session, particularly in translation where needed. The meeting began with a discussion on the importance of family environment. However, many parents initially misunderstood the concept, associating it solely with their personal bond with their children. It was then explained that family environment refers to the overall atmosphere at home—how family members interact, the language used, and the level of conflict within the household.

To provide further insight, a student was invited to read aloud the moral precepts in front of the parents. The parents were then asked if their children had ever shared a copy of the moral precepts with them. Surprisingly, only one parent responded affirmatively. However, after listening to the reading, the parents expressed happiness and appreciation. Yet, many still interpreted the concept of family environment as simply teaching good manners, requiring further clarification.

During the interaction, it was observed that parents, much like the children, were initially hesitant to speak openly. However, engagement improved as the discussion progressed. The next topic introduced was the importance of time—how much quality time parents dedicate to their children. Most parents responded that they only sit together during dinner, but meaningful conversations seldom take place. They were encouraged to actively engage with their children beyond just sitting together, fostering open communication and understanding.

Parents were then asked about their awareness of their children's needs and desires—whether they truly knew what their children wanted or needed. The discussion highlighted the fact that children often want to share their thoughts but hesitate due to a lack of open communication at home. A key concern raised was that children feel comfortable sharing their thoughts with the workshop instructor, but once the workshop ends, will they be able to confide in their parents or someone else? Parents were advised on ways to maintain regular communication with their children and strengthen their bond. The response from the parents was positive, showing willingness to improve their interaction with their children. Krishna also contributed to the discussion, sharing his personal experiences and valuable insights.

Later in the meeting, Shafiul, the founder of Aman Foundation, addressed the parents. He spoke about the future availability of classes for students from 1st to 10th standard, providing an opportunity for continued learning. Some parents expressed their appreciation for the workshop and its impact on their children. One parent of two students inquired whether a new student could join, as they had become interested after hearing about the program. However, as 35 out of 45 days of the workshop had already been completed, it was explained that joining at this stage would not be feasible. Instead, students were encouraged to share their learnings with their friends. Overall, it was a constructive and engaging intervention session, allowing meaningful dialogue between parents and facilitators. The discussions emphasized the importance of communication, time, and connection between parents and children, fostering a positive outlook for the future.

Theme: Peers (15th November to 18th November)

Peers (Relationship) – Day 31 (15th November)

Objectives:

To introduce students to the concept of peers and different types of peer relationships.

- To help students understand their feelings and emotions towards peers.
- To clarify misconceptions about love, attraction, and friendships.

Activities:

- Moral precepts reading. (Daily activity)
- Recap of Previous Topics.
- Understanding Peers & Different Types of Relationships:
 - Question: *Who comes under peers?*
 - Explanation of different types of peer relationships:
 - *Acquaintances*
 - *Likeness*
 - *Friends*
 - *Attachment*
 - *Best Friends*
 - *Attraction*
 - *Affection*
 - *Love*
 - Introduction to types of attraction:
 - *Physical attraction (liking someone's looks).*
 - *Emotional attraction (feeling connected to someone).*
 - *Success-based attraction (admiring someone's achievements).*
- Understanding Love:
 - Question: *Do you think love exists in all these feelings?*
 - Mixed responses: most agreed that love is present in some form.
 - Explanation: Love is not just one feeling but a combination of many emotions.
- Clarifying Misconceptions About Love:
 - Differences between:
 - *Love for family (unconditional, protective, emotional).*
 - *Love for peers (which may include attraction and romance).*
 - Key lessons taught:
 - *Not every strong feeling is love.*
 - *We often confuse attraction and attachment with love.*
 - *Love and deep friendships take time to build.*
 - *It's okay to take time to understand emotions.*
- Discussion: *When is the right age for a relationship?*
 - Responses:
 - *18 years old.*
 - *After 10th or 12th grade, prioritizing studies first.*

Observations:

- Students actively responded and engaged in discussions.
- Many students have multiple best friends and face challenges in managing these relationships.
- There is confusion among students between attraction, attachment, and love.
- Some students felt uncomfortable discussing love and romance, especially younger ones.
- There is a need for ongoing guidance on emotions, relationships, and self-awareness.

Peers (Emotions, Action-Reaction, Thoughts & Behavior) – Day 32 (16th November e)

Objectives:

To understand emotions, actions, reactions, thoughts, and behavior in peer relationships.

- To introduce LGBTQA+ identities and promote respect for diversity.
- To discuss attraction vs. romance and the importance of consent, boundaries, and personal space.

Activities:

- Moral precepts reading. (Daily activity)
- Recap of Previous Session.
- Question: *Why do we need friendships and relationships?*
 - Responses: *Support, trust, companionship, fun, emotional connection.*
- Question: *What causes friendships or relationships to break?*
 - Common responses: *Misunderstanding, Disturbances, Pressure or force, Teasing or bullying*
 - Lesson: *Clear and honest communication is the key to maintaining healthy relationships.*
- Introduction to LGBTQA+ identities:
 - Lesbian, Gay, Bisexual, Transgender, Queer, Asexual, etc.
 - Explanation of:
 - *Gender identity*
 - *Sexual orientation*
 - *Gender expression*
 - Key Message: *Respect and inclusivity are essential. These identities are not for jokes or misuse.*
- Attraction vs. Romance:
 - Attraction: *Often begins with curiosity and is not always in our control.*
 - Romance: *Involves deeper emotional connection and intimacy.*
 - Lesson: *Attraction does not always mean love.*
- Understanding Consent, Boundaries & Personal Space:
 - *Good Touch vs. Bad Touch.*
 - *Consent: The right to say YES or NO to any physical or emotional interaction.*
 - *Personal Space & Boundaries: Respecting comfort zones in all relationships.*

Observations:

- Students engaged well with the discussion on relationships.
- Some students were learning about LGBTQA+ identities for the first time but listened openly.
- There was initial confusion between attraction and love, which was clarified during the session.
- Discussions on consent, personal boundaries, and touch were especially important, with many questions asked.

Peers (Developing Bond) – Day 33 (17th November)

To offer students a refreshing break and strengthen their bonds, a fun-filled Picnic Day was organized. The students gathered at the class by 10:15 AM, and with most arriving on time, the day began smoothly. Before setting off, a short activity session was conducted to warm up the group. The students began by reciting the moral precepts, reinforcing the values they had been practicing throughout the workshop. This was followed by a lively game of Hangman. Initially led by the instructor with two words, the game soon saw active participation as a student stepped up to lead, bringing new words for everyone to guess.

By 11:10 AM, the group was ready to depart. Transportation was arranged with two vehicles—a Winger and a Bolero. All the girls and two boys travelled together in the Winger, while the rest of the students rode in the Bolero.

The first stop was *Aastha Park & Resort*, where students enjoyed some leisure time, taking in the pleasant surroundings and engaging in light activities. After a brief visit, the journey continued to the primary destination—*Tortorai Picnic Spot*, nestled in the scenic hills.

Upon arrival, lunch was served, featuring delicious Biryani, which set a satisfying tone for the day ahead. With renewed energy post-lunch, the students participated in a series of interactive and team-building games designed to encourage cooperation, communication, and fun:

- *Trust Walk* – A game focused on building trust and clear communication, as one student guided another who was blindfolded.
- *Chain Run* – A playful team activity that required coordination and teamwork.
- *Ice-Water* – A classic, high-energy game that kept the students engaged and active.

After the games, everyone gathered for group photos, capturing the joyful moments and memories of the day.

By 5:30 PM, the group returned, bringing an end to a much needed and delightful outing. Picnic Day not only offered a break from the regular sessions but also helped foster stronger connections among the students, making it one of the most memorable experiences of the workshop.

Peers (Support/Study Group) – Day 34 (18th November)

Objectives:

- To make students familiar with the idea of peer support group and peer study group.
- To discuss challenges and benefits of group activities.
- Formation of study groups based on grade levels.

Activities:

- Moral precepts reading. (Daily activity)
- Discussion on Peer Groups
 - Asked students if they had ever been part of a peer group.
 - Two students shared their experiences, but both admitted their groups lacked productivity.
 - Encouraged all students to reflect on their past group activity experiences.
- Challenges in Group Work
 - Common issues students mentioned:
 - *Dominance by one person.*
 - *Lack of cooperation when others don't listen.*
 - *Conflicts within the group.*
 - *Positive experiences were also shared.*
- Formation of Study Groups
 - Students were divided into two groups:
 - 6th to 8th grade (Group 1).
 - 9th grade and above (Group 2).
 - Encouraged them to work together and asked if they could.
- Establishing Rules for a Healthy Study Group
 - Students were asked to come up with rules for a productive and supportive study group.
 - Shared a personal experience of being in a group to give them perspective.

Observations:

- Students had varying experiences with group work—some found it beneficial, while others struggled with dominance and lack of cooperation.
- Some students hesitated to work in a group, while others saw the potential benefits.
- Encouraging structured study groups could help students develop better teamwork, discipline, and learning habits.

Theme: Society (19th November and 20th November)

Society (The Constitution of India) – Day 35 (19th November)

Objectives:

To help students understand and broaden their perspectives on society and its structure.

- To discuss how society functions and introduce the role and importance of the Constitution in maintaining order and justice.
- To familiarize students with the Fundamental Rights and Fundamental Duties as outlined in the Constitution.
- To reinforce public spirit, civic sense, and the responsibilities of being an active citizen.

Activities:

- Moral precepts reading. (Daily activity)
- Introduction to Society
 - Asked students what comes after self, family, and peers—most were unsure.
 - Asked them if they know the function of society.
 - Explained that society is the larger structure we are part of.
- Understanding the Constitution of India
 - Students were provided with printouts of the Preamble, Fundamental Rights, and Fundamental Duties (in English with Assamese translation).
 - Asked if they had heard about the Constitution—students had, but they did not know its meaning.
 - Guided them to think about rules and systems in their daily school routine and understand the Constitution as the rules and system of society.
 - Step-by-step explanation of the Preamble, Fundamental Rights, and Fundamental Duties was provided.

Observations:

- Students struggled to understand constitutional concepts even with translated, simplified text.
- Lack of exposure to the Preamble and National Anthem in schools was unexpected.
- Building awareness of the Constitution is essential for helping them understand their rights and responsibilities in society.

Society (Problems and Solutions) – Day 36 (20th November)

Objectives:

- To make students aware of the various social and public institutions that contribute to the functioning of society.
- To make students aware of the various social and public institutions that contribute to the functioning of society.
- To encourage critical thinking and problem-solving skills by analyzing common social issues and challenges.
- To introduce students to the history, purpose, and impact of dairy cooperative societies through an expert guest session.
- To foster awareness of the interconnectedness between social institutions and everyday life.

Activities:

- Moral precepts reading. (Daily activity)
- Defining Society & Its Components
 - Asked students what society consists of—responses included:
 - Schools, tuition centers, hospitals, police stations, panchayats, etc.
 - Discussed the purpose of these institutions and their roles in daily life.
 - Asked what would happen if these institutions didn't exist—students concluded that society wouldn't function without them.
- Identifying Problems & Solutions in Society
 - Students were encouraged to think about real-life problems in society.
 - They wrote down various issues, which included:
 - Gender-related concerns
 - Corruption
 - Transportation difficulties
 - Adult literacy
 - Students also brainstormed solutions, showing a mix of practical and creative ideas.
- Guest Session on National Milk Day by Krishna.
 - Shared a story about the formation of dairy cooperative societies.
 - Explained their history and impact on communities.

Observations:

- Students demonstrated good awareness of societal issues, especially gender concerns and corruption.
- Their ability to think critically and propose solutions was impressive.
- The guest session added value, providing a real-world example of community problem-solving.

Theme: Choices (21st November and 22nd November)

Internet Safety (Safety and Uses) – Day 37 (21st November)

Objectives:

To raise awareness among students about internet safety and responsible usage.

- To help students understand what the internet is and how it functions.
- To educate students about potential online risks, including misinformation, privacy issues, and scams.
- To inspire students to use the internet positively and productively for learning, creativity, and communication.

Activities:

- Moral precepts reading. (Daily activity)
- Introduction to the Internet
 - Asked students what "internet" means—most did not know.
 - Explained the concept of data and how it powers the internet.
 - Asked students about the apps they use—responses included: *Instagram, Facebook, WhatsApp, Free Fire, Google, Shopify, Meesho, etc.*
 - Discussed why these apps are used and categorized them based on their functions.
- Internet Safety
 - Explained the risks of misinformation and the spread of rumors.
 - Warned students about sharing personal information or photos online.
 - Discussed how to identify suspicious links and online scams.
 - Used the story of Kalama Sutta to teach critical thinking: We should verify information before believing or sharing it.
- Productive Use of the Internet
 - Encouraged students to use the internet for learning and growth.
 - Demonstrated how to find reliable information and use the internet for education.

Observations:

- Students struggled to define the internet but were familiar with mobile data and apps.
- They were engaged and curious about how different apps work.
- The safety aspect was important, as many students were unaware of online privacy risks.
- The Kalama Sutta story was effective in reinforcing the need for critical thinking.

Career Pathway – Day 38 (22nd November)

Objectives:

To introduce students to the concept of a career and the importance of future planning.

- To help students understand the different stages of education and how they connect to career choices.
- To provide students with a basic understanding of government and centralized exams as pathways to public sector careers.
- To build awareness of the diverse educational and professional options available after school.
- To motivate students to set realistic goals and plan steps toward their desired career paths.

Activities:

- Moral precepts reading. (Daily activity)
- Understanding Career & Pathway
 - Asked students if they knew what "career" means—most were unsure.
 - One 6th standard student surprisingly knew the meaning.
 - Explained the word "pathway" and how careers have structured steps.
- Educational Pathways
 - Explained different stages of education:
 - *High School (10th)*
 - *Junior College (11th & 12th)*
 - *Bachelor's Degree*
 - *Master's Degree*
 - *PhD (Doctorate)*
- Career Streams & Choices
 - Introduced the three major streams after 10th grade:
 - *Arts: Literature, Social Work, Journalism, Fine Arts, etc.*
 - *Science: Medicine, Engineering, Research, IT, etc.*
 - *Commerce: Business, Accounting, Finance, Management, etc.*
 - Gave real-life examples to help them relate.
- Government Exams & Competitive Paths
 - Gave a basic introduction to centralized government exams like:
 - *UPSC (Civil Services)*
 - *NEET (Medical)*
 - *JEE (Engineering)*
 - *SSC, Banking, and other fields.*

Observations:

- Most students were unaware of career planning but showed curiosity.
- The education system structure was new to many, but they listened attentively.
- One student from 6th standard knew about career, which was impressive.
- Some students started asking about job opportunities in different streams.

Recap – Day 39 (23rd November)

Objectives:

To provide a platform for students to openly express their doubts and questions through an interactive Q&A session.

- To share effective study techniques and strategies for improving concentration, time management, and overall study habits.
- To help students understand key emotional concepts such as patience, guilt, expectations, blame, and acceptance, and how they impact daily life.
- To introduce students to the Hindi play “Sunehri Gaye” and encourage them to prepare for the final day of the workshop.

Activities:

- Moral precepts reading. (Daily activity)
- Discussion on missed topics:
Patience, Guilt, Expectations, Blame, and Acceptance.
- Q&A Session
- Study Tips & Techniques
- Play Reading – "Sunehri Gaye"

Observations:

- Students found it difficult to express themselves on deeper emotional topics.
- Some hesitancy was observed in asking personal questions.
- Hindi play reading was a struggle for many, but they made efforts.
- Some students needed motivation to read aloud confidently.

Group Activity – Day 40 to Day 42 (24th November to 26th November)

Overview:

The last few sessions were dedicated to final preparations for the closing day of the Thoughts & Beyond workshop.

Activities:

- Chart Preparation for Display
 - Students were told to create charts and posters showcasing key learnings from the workshop.
 - Students worked in small groups, each responsible for different topics.
- Play Practice – "*Sunehri Gaye*"
 - Students who had roles in the play practiced their parts.
 - Focus was on dialogue delivery, confidence, and expressions.
 - Challenges included:
 - Some students struggled with fluency in Hindi.
 - Overcoming stage fear and hesitation.

Observations:

- Students were engaged in the preparations and took responsibility for their tasks.
- Collaboration improved as they worked together on displays.
- Some students who were initially hesitant gained confidence through play rehearsals.
- Excitement and nervousness were noticeable as the final day approached.

Future (Introduction to After School Learning Centre) – Day 43 (27th November)

Objectives:

- To introduce students to the concept and purpose of the upcoming After-School Learning Center.
- To familiarize students with the new teachers and facilitators who will support their learning journey.
- To explain how the learning center will help students continue their growth beyond the workshop through academic and skill-based support.
- To encourage students to actively engage by asking questions and expressing their curiosity about the learning center.
- To build excitement and a sense of motivation around ongoing learning opportunities after the workshop.

Activities:

- Final Play Rehearsal
 - Students were given time to act out and rehearse their parts.
 - Focus was on expressions, clarity, and confidence.
 - Some last-minute adjustments and improvements were made.
- Introduction to the After-School Learning Center
 - Students were introduced to new teachers who would be guiding students in the upcoming After-School Learning Center.
 - Students were explained by the guest teachers on how the center will support students beyond the workshop.

Observations:

- Students were excited about the new learning center.
- Some students were curious and asked questions about what subjects would be taught.
- Play rehearsals went smoothly, though some students still needed encouragement for confidence.

Feedback – Day 44 (28th November)

Objectives:

- To instil a sense of responsibility in students by showing how feedback contributes to better learning opportunities.
- To build students' confidence in expressing their honest opinions and reflections.
- To create a comfortable environment where students feel their voices are heard and valued.

Activities:

- Feedback Form Distribution & Explanation
 - Students were given feedback forms to fill.
 - Since many found it difficult to understand, the questions were explained in detail.
 - They were given ample time to reflect and write their responses.
- Discussion on the Importance of Feedback
 - Students were told why giving feedback is essential for improvement.
 - They were explained how feedback is a way of giving back and showing responsibility for the opportunities provided to them.

Observations:

- Some students struggled with expressing their thoughts, but with guidance, they managed.
- A few were hesitant to share honest feedback, so they were reassured that their opinions were valuable.

Conclusion – Day 45 (1st December)

Overview:

The final day of the Thoughts & Beyond workshop concluded with a grand program, featuring student performances, speeches, and a certificate distribution ceremony.

Preparation & Challenges:

- Students were called at 5 PM to prepare for the event.
- Many were still hesitant to participate despite encouragement throughout the week.
- The program was scheduled for 6 PM but got delayed until 7:30 PM due to:
 - Parents arriving late
 - Last-minute preparations by students
 - General hesitation & nervousness

Program Highlights:

- Opening & Anchoring: Two students took charge as anchors and hosted the event.
- Cultural Performances
 - Dances by students
 - Songs performed by different groups
 - Short drama on Dairy Cooperative Society (DCS)
- Speeches & Reflections
 - Students shared their experiences and learning from the workshop.
 - Speech by the facilitator and organizers.
 - Guest speakers:
 - Shafiul – Served as a judge for the event.
 - Supervisor from another Dairy Cooperative Society – Shared insights on community development.
 - Krishna – Delivered a speech on the importance of cooperation & learning.
- Certificate Distribution & Vote of Thanks
 - Students received certificates recognizing their participation.
 - A vote of thanks was given by a student to express gratitude.
- Art & Learning Showcase: Students' artworks, charts, and projects from the workshop were displayed, showcasing their journey.
- Closing & Group Photo: The event ended with a group photo session, capturing the memorable conclusion of the 45-day workshop.

Observations:

- Despite initial hesitation, students ultimately participated well and enjoyed the program.
- The event served as a proud moment for students, teachers, and parents.
- The display of student work highlighted their growth, creativity, and reflections throughout the workshop.

5.3 Intervention Activities

Home Visits

Objectives:

- To identify if the parents have given the consent to their children to participate in the workshop.
- To become familiar with each participant in their home environment.
- To understand their academic performance and study habits.
- To learn about their family background, daily struggles, and responsibilities.
- To observe the participant's behavior at home and compare it with their behavior during the workshop.

Description:

Initially, there was a plan to hold a meeting with the participants' parents before the start of the workshop to provide them with a clear understanding of its purpose and significance. However, due to inconsistencies in participant registration, it was not possible to organize the meeting in advance. As an alternative, it was decided to conduct home visits before starting the sessions focused on "behavior."

The home visits were conducted in coordination with the President of Dewkura Nabajagan Dugdh Utpadak Samabai Samiti and the Deputy Manager of the National Dairy Development Board. Since all participants belonged to Dewkura and Belatori villages, visiting the families was convenient and efficient.

Each visit began with a brief introduction, followed by a discussion guided by these key questions:

- Are you aware of the Thoughts and Beyond workshop and its purpose?
- Does your child share what they have been learning in the sessions?
- How is your child performing academically?
- How would you describe your child's behavior at home? Do you feel there is a need for improvement?
- Have you noticed any changes in your child's behavior since the workshop began?
- Do you have any questions or concerns regarding the workshop?

These visits were highly meaningful, offering valuable insights into the participants and their home environments. They also provided an opportunity to assess whether there might be a need for individual counseling support for certain participants based on family dynamics, academic concerns, or behavioral observations.

Overall, the objectives of the visits were successfully achieved, helping to build trust and create a strong, supportive connection with the families.

Observations:

- It was observed that most of the children live with their mothers, while fathers are away working in other towns or cities. In some cases, children had not seen their fathers for over six months.
- The primary sources of livelihood for families were either rice farming or working as drivers in urban areas.
- Most parents were unaware of the Thoughts and Beyond workshop. For them, it was perceived as just another tuition class.
- Despite having sent registration forms that required parental consent, many parents were unaware of signing any such form. In several cases, children had either forged signatures or

obtained them from older siblings or cousins.

- While most children shared with their families what they had been learning during the sessions, parents generally viewed the workshop content as “out-knowledge” — useful but not as important as academic studies. Many expressed a preference for conventional academic tuition over such workshops.
- The academic performance of most students was good, although a few—mainly boys—were struggling.
- Regarding behavior at home, parents shared mixed feedback. Some children were described as well-behaved and focused on studies, while others were considered more mischievous.
- However, noticeable positive behavioral changes were observed across many participants. Parents mentioned improvements such as children becoming more attentive, listening to elders, developing better study habits, and engaging in regular religious practices like namaz, which they previously neglected.
- Parents had no major questions about the workshop, though some expressed concerns about its focus on "out-knowledge."
- A common concern among families was the timing of the sessions. As most participants were girls, parents felt uneasy about them returning home after sunset, especially since sessions often concluded around 7 PM.
- Importantly, after meeting the facilitators during the home visits, parents expressed a sense of trust and reassurance about the program and its intentions.
- Toward the end of the workshop, additional home visits were conducted, often involving invitations for lunch or dinner. These visits were deeply emotional for many parents, who expressed gratitude upon observing noticeable positive changes in their children. They appreciated the opportunity provided to their children and shared that their children had become more open and communicative at home. Many parents also shared that their children would greatly miss the facilitator after the workshop concluded.

One-to-One Interaction

Objectives:

- To interact with each participant on a one-to-one basis.
- To build trust and establish a meaningful bond with the participants.
- To create a safe space where participants feel comfortable to share openly.
- To provide an opportunity for participants to discuss any personal challenges or concerns.
- To assess the individual progress of participants, particularly in terms of their learning, development, and any difficulties faced during the workshop.
- To identify participants who may benefit from further counseling or individual support.

Description:

While designing the workshop, it was initially planned to hold one-to-one interactions during individual creative and group activities, allowing for personal feedback and connection. However, due to the large number of participants and limited time, it was decided to conduct these one-to-one interactions outside regular session hours. An announcement was made during the early sessions, and participants were invited in different time slots and on various days for individual discussions.

The interactions primarily focused on the following questions:

- How are you feeling about the workshop?
- Are you enjoying the workshop?
- Which sessions have you found difficult or hard to understand?
- Are you facing any personal challenges?
- Do you feel the need for counseling support?

During these interactions, the concept of counseling was introduced to the participants, and they were encouraged to express if they would like to access such support.

These one-to-one conversations proved to be an important way to build trust and deepen the bond with the participants. They provided valuable insights into the children's experiences, emotions, and behaviors. The sessions also helped identify specific challenges the participants were facing, both within the workshop and personally.

Several participants who required counseling were identified through these discussions. However, it was not feasible to conduct repeated one-to-one interactions for everyone due to the need to allocate sufficient time for individual counseling sessions. Still, participants were reminded that the space remained open to them at any time, and they were welcome to share anything they wished beyond the scheduled interactions.

Observations:

- The participants were excited to engage in the one-to-one interactions, showing great enthusiasm and curiosity.
- Many expressed that they were thoroughly enjoying the workshop, appreciating the opportunity to learn new concepts that no one had introduced to them before.
- They described the workshop as unique and wished similar sessions were conducted in their schools.
- It was observed that the rise in participant numbers after the initial days was largely due to the children themselves, as they shared positive experiences with their friends at school and tuition centers, encouraging them to join.
- Among the sessions, Thoughts: Process and Society: Constitution were identified as the most difficult to understand.
- The Halloween Celebration was highlighted as one of their favorite activities.

- Children were frequently observed using words and ideas introduced during the sessions, indicating active engagement and retention.
- Despite the overall enthusiasm, some participants, particularly three girls, showed noticeable hesitation and preferred to stay quiet, offering only brief responses during interactions.
- Common challenges shared by the participants included difficulties in friendships, as well as struggles at home and in school environments.
- Through these interactions, around 10 participants expressed a need for counseling support.

Counselling Sessions

Objectives:

- To provide students with a safe and supportive space to openly share their personal problems, thoughts, and feelings.
- To offer appropriate solutions, guidance, and coping strategies based on the nature of the challenges shared.
- To identify the need for interventions involving external institutions or support systems for deeper, unresolved issues.
- To encourage self-awareness and emotional expression through active listening and non-judgmental conversations.
- To help participants recognize and utilize their own strengths and resources for effective problem-solving.
- To identify recurring patterns or common concerns among participants that can guide future sessions or support initiatives.

Description:

One of the key purposes of the Thoughts and Beyond workshop was not only to facilitate immediate learning and behavioral change but also to introduce meaningful interventions that could create lasting impact. Among these interventions, counselling played a crucial role.

Adolescents often face a range of personal challenges, yet they rarely seek guidance, choosing instead to manage these struggles on their own. However, this age group is particularly vulnerable to risk behaviors, such as substance use, self-harm, risky sexual behaviors, delinquency, and even suicidal thoughts. This makes the presence of timely counselling support essential.

Through home visits and one-to-one interactions, several potential counselling cases were identified. Some students actively sought help, sharing the difficulties they were experiencing, while others required an explanation about the value and purpose of counselling, which encouraged them to open up and participate. In a few serious cases, follow-ups with family members were conducted to ensure adequate support, and in one instance, there was consideration for intervention through an external institution.

Counselling sessions took place privately in the classroom, outside of regular session times. The duration of sessions varied—some lasting 30 minutes, others extending to an hour—with some participants needing multiple sessions depending on the complexity of their situation.

Counselling followed a structured process:

- *Pre-Counselling Preparation:* Identifying potential cases through home visits and individual interactions, while obtaining participant consent and explaining the purpose of counselling.
- *Initial Session:* Establishing trust and rapport, understanding the participant personally, and identifying primary concerns.
- *Assessment Phase:* Exploring emotional well-being, behavioral patterns, family dynamics, peer relationships, and academic and social life.
- *Intervention:* Applying techniques such as Cognitive Behavioral Therapy (CBT) and Solution-Focused Counselling, with referrals to external institutions if necessary.
- *Psychoeducation:* Providing knowledge and tools on emotional regulation, healthy relationships, risk behaviors, problem-solving, and decision-making skills.

- *Monitoring Progress*: Regularly reviewing changes in behavior, encouraging self-reflection, and supporting ongoing development.
- *Closure*: Summarizing progress, creating action plans for sustaining improvements, and offering follow-up support if required.

The Thoughts and Beyond workshop itself served as a powerful foundation, fostering self-confidence, optimism, critical thinking, and problem-solving skills, which made students more receptive to counselling. This complementary relationship between the workshop and the counselling process greatly contributed to positive outcomes, allowing participants to feel supported, heard, and empowered to address their challenges constructively.

Observations:

- Initially, students were hesitant to express themselves, but with each counselling session, they gradually became more comfortable and began sharing openly.
- Many students revealed that they have no safe space to express their emotions or feelings, except with peers—often leading to unhealthy coping mechanisms or negative influences.
- Parental support was lacking, with families often unaware or inattentive to the emotional needs of their children.
- Schools also fail to address students' emotional well-being, focusing primarily on academics without offering any mental or emotional support.
- Students reported feeling overwhelmed by both academic and emotional pressures, with no outlet to manage their stress.
- In one case, a student's academic difficulties were traced back to a lack of proper guidance, requiring direct intervention through the school.
- Risk factors such as substance use, early sexual involvement, and suicidal thoughts were identified in several counselling cases, indicating the urgency of sustained intervention.
- Serious family issues—such as neglect, conflict, and instability—were also observed to have a significant impact on some students' mental health and behavior.
- Overall, it became clear that there is no existing support system in the village to provide guidance, emotional support, or intervention for adolescents facing such challenges.

Session with the Parents

Objectives:

- To address the emotional, social, and academic needs of children with the support of their parents.
- To make parents aware of their important role in their child's growth and well-being.
- To help parents identify early signs of emotional or behavioral issues in their children.
- To promote positive parenting practices that build confidence, emotional control, and problem-solving skills in children.
- To encourage parents to become a support system for maintaining the positive impact of the workshop.
- To give parents a space to ask questions, share concerns, and get guidance on common adolescent challenges.
- To introduce the after-school learning program and its benefits.

Description:

As the workshop progressed, especially through the counselling sessions, it became evident that students lacked any reliable support system in their village or schools to provide emotional or moral guidance. Many children were navigating personal struggles without anyone to turn to. This realization highlighted the urgent need for a long-term support system to sustain the positive changes the workshop had initiated.

At the same time, the Thoughts and Beyond workshop served as the foundation for launching the After-School Learning Center, established by Dewkura Nabajagaran Dugdha Utpadak Samabai Samiti in collaboration with Aman Foundation. However, it was also observed that Aman Foundation did not have any existing counselling or emotional support services for students. This raised a concern that, after the workshop ended, the children might again be left without guidance, relying only on themselves or peers.

To address this gap, it became clear that a sustainable solution was needed — and the most immediate and lasting support system could be the parents. As the first caregivers and closest support figures, parents play a key role in the emotional and moral development of their children. Recognizing this, a parents' meeting was organized to strengthen their involvement and awareness.

The meeting was held with the presence of Mokibul Ji, Krishna, and Shafiul.

The main discussion topics included:

- *The importance of a healthy family environment.*
- *The value of spending quality family time.*
- *Understanding the emotional and developmental needs of children.*
- *How to support children's moral and emotional well-being.*

This meeting marked an important first step toward creating a sustainable impact beyond the workshop. The response from families was positive, and many parents expressed their commitment to being more mindful and supportive of their children's overall development.

Observations:

- Many parents initially misunderstood the concept of "family environment," limiting it to their personal bond with their child, rather than the overall atmosphere of the household.
- Parents were hesitant to participate or speak openly at the beginning of the session but gradually became more comfortable and engaged.
- The majority of parents admitted that they spend limited quality time with their children, mostly only sitting together during dinner without meaningful conversations.
- Parents realized the lack of deeper communication with their children and expressed a willingness to improve this.
- There was a shared concern among parents about whether their children would have someone to confide in after the workshop ends.
- Parents positively responded to suggestions about improving regular communication and building stronger emotional connections with their children.
- Some parents appreciated the impact of the workshop on their children's behavior and expressed gratitude.
- Parents were receptive to the idea of the After-School Learning Program and its role in continuing their children's development.
- Overall, parents demonstrated openness to reflection, learning, and a commitment to becoming better support systems for their children.

Inauguration: Manzil An After School Learning Centre

Objectives:

- To smoothly transition from the Thoughts & Beyond workshop to the After-School Learning Center.
- To introduce students to their new teachers and build a sense of trust and familiarity.
- To establish continuity in learning, ensuring the values and practices of the workshop carry forward.
- To recognize and celebrate the efforts and achievements of students.
- To provide closure to the workshop while creating excitement for the next phase of learning.
- To reinforce a sense of belonging and ownership within the new learning environment.
- To inspire students to carry forward the principles of self-awareness, mindfulness, and moral responsibility.

Description:

Thoughts & Beyond was an experimental workshop focused on building self-resilience and personal development. However, it did not focus on academic studies. One of the major concerns raised by parents was the need for a dedicated academic learning space to support their children after school, as many parents are unable to provide academic guidance at home due to time constraints.

Krishna had envisioned establishing such a study center, and Thoughts & Beyond laid the groundwork for making this vision a reality. Through several meetings with Mokibul Ji, Krishna, and Shafiul, it was decided to set up Manzil An After-School Learning Center. The primary goal of this center is to make academic learning easier and more accessible for students in the village.

To accommodate different learning levels, the center was structured into three sections:

- *Primary Section (Grades 1–5)*
- *Middle Section (Grades 6–8)*
- *Higher Section (Grades 9–10)*

Recognizing the financial burden of private tuition, which is often unaffordable for many families, this model was designed with a nominal fee of one rupee per day, ensuring that quality education remains within reach for all students.

With the conclusion of the Thoughts & Beyond workshop, December 2nd marked the official transition to the After-School Learning Center, facilitated by Aman Foundation. This day was carefully planned to ensure a smooth handover, honoring the personal growth students had achieved during the workshop while preparing them for the next step in their educational journey.

Representatives from Aman Foundation attended to oversee the transition and formally introduced the new teachers who would lead the Manzil An After-School Learning Center. This introduction was essential to build trust and set a positive, welcoming tone for the students.

To celebrate the successful completion of the workshop, a prize distribution ceremony was held to recognize students' participation and achievements during Thoughts & Beyond.

Following the ceremony, students were divided into their respective groups and guided to their new classrooms, marking the beginning of a more structured, long-term learning environment.

Observations:

- Students displayed a mix of excitement and sadness—eager to begin the new phase but emotional about the workshop’s conclusion.
- Students responded positively to the introduction of new teachers, showing curiosity and openness to the change.
- The prize distribution brought visible joy and boosted confidence among the students, validating their hard work.
- Many students expressed pride in moving into the new classrooms, signalling a readiness for the next step.
- The exchange of farewell gifts and tokens highlighted the deep bond formed between the facilitator and the students.
- Overall, the transition was smooth, with minimal hesitation from students, suggesting that the workshop had successfully prepared them for sustained learning and self-growth.

5.4 Recreational Activities

Objectives

- To provide students with opportunities for relaxation, fun, and creative expression alongside learning.
- To encourage social bonding and teamwork among participants.
- To create a balanced environment that supports both emotional well-being and cognitive development.
- To give students exposure to new cultural experiences and stories.
- To promote active participation and leadership through event planning and execution.
- To offer moments of joy that build lasting positive memories associated with the learning space.
- To indirectly reinforce confidence, communication skills, and group interaction.

Description

While Thoughts & Beyond primarily focused on self-development and emotional growth, incorporating recreational activities was equally important to keep students energized, engaged, and connected. These activities served as refreshing breaks from regular sessions, helping students unwind, express themselves creatively, and bond with their peers in a relaxed environment.

Recreational events were thoughtfully integrated into the workshop schedule to maintain balance and momentum. Beyond creating moments of joy, these activities also provided valuable insights into students' personalities, teamwork abilities, and social comfort levels. Each event was designed with a unique theme and purpose, enriching the overall experience of the workshop.

Activities

Halloween Celebration

- Students gained hands-on experience in planning and leading the event, from crafting decorations to organizing the setup.
- They explored the cultural tradition of Halloween through themed decorations, music, and an immersive environment.
- Fun games like Spooky Hangman, Monster Dance, and Halloween-themed Dumb Charades were played, with prizes awarded to the winners.
- The celebration concluded with a lively photo session using props that students had crafted themselves.
- A highlight of the evening was a student dressed as Joaquin Phoenix's Joker, who became the center of attention and excitement.

Movie Night

- Students watched *Inside Out*, a film closely aligned with the workshop's themes of emotions and mental well-being.
- The movie was presented in English with Bengali subtitles, which helped with partial understanding, though language remained a challenge for some.
- As an animated film, it was visually engaging, and students enjoyed the experience.

- A follow-up discussion was held the next day to reflect on the movie's themes and assess students' understanding of the story.

Picnic Day (Peers Bonding)

- A full day was dedicated to relaxing outside the usual classroom environment with shared meals and outdoor fun.
- Students visited Aastha Park & Resort and Tortorai Picnic Spot, where they played games like Trust Walk, Ice-Water, and Chain Running and Catching.
- Students actively participated in organizing the day, helping with food distribution and coordinating group activities.
- The event strengthened teamwork, leadership, and cooperation among students while giving them a memorable break from routine.

National Milk Day Celebration (Story Night)

- Krishna led the session, sharing the history of India's dairy cooperative movement, beginning from the post-independence era.
- The story highlighted the significant work of Dewkura Nabajagaran Dugdha Utpadak Samabai Samiti, the workshop's key collaborator and sponsor.
- Through this storytelling, students learned about milk production, cooperative societies, and the importance of community-led initiatives.
- The evening offered students a glimpse into the world of dairy cooperatives and their impact, connecting them with the larger story behind their local economy.

Birthday Celebrations

- It was observed that most students had never celebrated their birthdays, either at home or in any formal setting.
- To create a sense of joy and belonging, it was decided to celebrate the birthdays of any student whose special day fell during the workshop period.
- These celebrations were simple yet meaningful, often involving cake cutting, group wishes and gifts, and the sharing of sweets or snacks.
- The act of celebrating created a warm, inclusive atmosphere and helped foster stronger bonds between the participants.
- For many students, it was their first experience of feeling individually recognized and valued by a larger group.
- These moments served as much-needed recreational breaks, balancing the intensity of daily sessions with light-hearted enjoyment.
- The students began looking forward to these occasions, actively contributing to the preparations and surprising their friends.

6. Feedback

During the workshop, it was important to gather feedback from the students to assess their understanding and identify areas for improvement. While intervention activities provided some insights into their experiences, there was still a need for a more structured and comprehensive feedback process.

To address this, a dedicated session was held just before the conclusion of the workshop, focused entirely on the purpose and importance of feedback. The objective was to help students understand why feedback matters and how it contributes to improving future programs.

Students were provided with a feedback form containing a set of questions in English, along with Assamese translations to ensure clarity and accessibility. The questions were thoroughly explained to encourage students to share their honest thoughts and reflections.

The session successfully allowed students to express their views, and the feedback collected offered valuable insights into their experiences and the overall impact of the workshop.

Following is the overview of the feedback received by the students.

1. How Participants Felt About the Workshop

At the start of the workshop, many participants felt nervous and unsure. They were not comfortable speaking in front of others, especially in Hindi, and felt shy in a new environment. But as the workshop went on, these feelings changed. The friendly atmosphere, supportive teachers, and the chance to work in groups helped them feel more confident. By the end, most participants felt happy, comfortable, and proud to be part of the workshop. For many, it was the first time they experienced such an open and respectful space to share their thoughts.

2. What They Learned

The workshop taught the participants many useful things that they had never thought about before. They learned how to:

- Understand and control their emotions like anger and sadness.
- Stay calm and think before reacting.
- Respect others and communicate politely.
- Manage their time and focus better on their studies.
- Take care of their health and be more productive. These lessons helped them in real life, making them feel more confident and responsible.

3. Changes They Noticed in Themselves

After the workshop, many participants noticed big improvements in their behavior. Some stopped smoking or using bad language. Others learned how to control their anger and avoid unnecessary fights.

Many said they feel stronger and more confident. They are now able to speak up, share their ideas, and stay calm in difficult situations. They have also become better at managing their time, focusing on studies, and being kinder to family and friends.

4. Sessions They Liked and Disliked

Favourite Sessions:

The most loved parts of the workshop were:

- **Group Activities:** These helped them make friends, learn teamwork, and have fun while learning.
- **Drama and Role Play:** Many enjoyed acting and expressing their thoughts creatively, which helped them overcome stage fear.
- **Thought Control and Emotion Management:** These sessions were very helpful in learning how to stay calm and focused.

Sessions They Liked Less:

A few participants said they felt shy during drama sessions or didn't get enough chances to take part in some group activities. Some wished for more support to feel involved, but overall, even these sessions were helpful for their growth.

5. Experience with Counseling

The workshop also gave participants the chance to have counseling sessions. Those who took part found it very helpful. They felt safe sharing their personal problems and got useful advice from the counselors. Counseling helped them feel understood and supported.

However, some participants didn't get the chance to join counseling, either because they were shy, unsure how to join, or didn't know they could take part. Many of them said they would like to try counseling in the future after hearing how helpful it was for others.

6. How the Workshop Can Improve

Participants shared some good ideas to make the workshop even better:

- Make the workshop longer with more sessions.
- Add more outdoor games and fun activities.
- Give everyone more chances to speak and participate, especially the shy ones.
- Offer more time for one-on-one counseling.
- Organize these workshops more often and include them in schools so more students can benefit.

Everyone agreed that this workshop was very helpful, and they hope more people can experience it in the future.

7. Challenges and Limitations

'Thoughts and Beyond' is a passion project, conducted with complete dedication and sincerity. However, several challenges and limitations emerged during its implementation, which are important to highlight:

A. Challenges:

1. Inconsistent Participant Registration

The registration process lacked structure. Although a registration form was designed along with the workshop proposal, new students continued to join even after the sessions began. For the first 10 days, participant numbers kept increasing—from 23 to 75. Eventually, the number stabilized at around 25 regular students.

This inconsistency occurred because registrations were never formally closed, allowing anyone to join at any time. This disrupted the planned flow of the workshop and created logistical difficulties.

2. Space Constraints

The venue, provided by the local Dairy Cooperative Society (DCS), became overcrowded due to the unexpected rise in participants. Managing the space was difficult during the initial weeks. However, once the participant count stabilized at around 25 regular students, the room was used efficiently without any issues.

3. Language Barrier

Language remained one of the most significant challenges. Most students came from Assamese-medium schools, which made it difficult for them to follow sessions conducted in Hindi and English.

Support was provided by a local volunteer who helped with real-time translations. Despite these efforts, communication gaps persisted, especially during home visits where Mokibul Ji often assisted with translation.

Written tasks posed additional challenges, as most students preferred writing in Assamese or Bengali. Sensitive or personal reflections required careful handling to avoid misinterpretation. For instance, one student's personal writing on love in Hindi raised ethical concerns about privacy and the risk of community judgment. To minimize such issues, students were encouraged to write sensitive content directly in Hindi to reduce the need for translation.

4. Timing Concerns

The workshop was scheduled from 5 PM to 7 PM, but timing became a significant concern as many participants were girls, and their parents were particularly worried about safety due to the early sunsets. This concern grew during the second week of the workshop, especially when sessions extended beyond the usual hours for Halloween preparations. Parents made frequent visits to check on their children, and their concerns were voiced more directly during home visits. In response, the workshop maintained stricter adherence to the scheduled timing, ensuring that all sessions concluded promptly. Regular communication with parents helped build trust and assured them of their children's safety, allowing the workshop to proceed smoothly in the following weeks.

5. Workshop Timeline and Academic Pressure

Balancing the workshop schedule with students' academic commitments proved to be a significant challenge. Running from 15th October to 1st December, the workshop overlapped with preliminary board examinations for 10th-grade students and unit tests for other grades throughout November. This created added pressure for participants, many of whom were already managing school and tuition.

Due to these academic demands, the originally planned Creativity Days and Group Activities, scheduled after each theme for reflection and application, had to be cancelled. To adapt, these activities were consolidated into group-based recap sessions during the final week. While this allowed students to participate without compromising their studies, the change disrupted the intended flow and pacing of the workshop.

Despite these adjustments, academic stress was visible through fluctuating attendance, reduced participation, and occasional difficulties in maintaining focus. Managing this balance between meaningful engagement and academic pressures remained an ongoing challenge throughout the program.

6. Difficulty in Student Engagement

During early one-on-one interactions, some students were shy and reserved, making it difficult to assess their personal growth and progress. Encouragingly, by the end of the workshop, most of them became more confident and actively participated in discussions and activities.

7. Challenges in Counselling Sessions

a. Ensuring Privacy

Counselling boys was relatively easier. However, as a male facilitator in a conservative, religious community, extra care was required to ensure that girl participants felt comfortable and safe. To avoid misunderstandings, counselling sessions with girls were conducted in open classrooms with visible settings, maintaining both privacy and transparency.

b. Handling Sensitive Issues

Some counselling cases involved sensitive family matters. For example, one child lacked any consistent family support, requiring intervention from extended relatives.

c. Managing Emotional Attachment

As students became more comfortable, a concern emerged about how their emotional needs would be met after the workshop ended, given the lack of local mental health resources. To address this, a session with parents was organized, emphasizing the importance of providing moral and emotional support to their children.

d. Sustainability of Progress

One particularly sensitive case highlighted the challenge of ensuring long-term positive change. Without local referral systems or professional mental health services, continued support was difficult. This case was shared with Mokibul Ji, with a request to monitor the situation after the workshop's conclusion.

8. Case of a Missing Student

A significant decrease in attendance occurred midway through the workshop. One case was particularly notable: a student with perfect attendance and active participation suddenly stopped attending after the parent session.

A home visit revealed mixed information. While her parents cited her mother's illness as the reason for her absence, neighbors and friends indicated that her family, being orthodox, feared the workshop's influence.

Despite these concerns, efforts were made to maintain a positive relationship with the family. On the day of the workshop's conclusion, a final visit was made to her home, and the student was encouraged to attend the closing session. Thankfully, she participated in the final day and received her certificate of participation.

B. Limitations

While the challenges were actively addressed during the workshop, certain inherent limitations remained:

1. Lack of a Formal Support System

The absence of professional counseling services in the village restricted the level of support available for sensitive cases beyond the workshop's scope.

2. Cultural and Religious Sensitivities

Working within a highly traditional community required constant care to ensure that the workshop's activities and counseling were accepted and not misinterpreted.

3. Sustainability Beyond the Workshop

Without a dedicated, long-term emotional support structure in place, concerns about how students would continue to receive guidance and moral support remained unresolved.

4. Language Constraints

Although mitigated through translation, the absence of multilingual materials and facilitators limited fluidity in communication and occasionally slowed down learning processes.

5. Balancing Non-Academic Focus with Community Expectations

While *Thoughts & Beyond* centered on emotional resilience and self-development, many parents prioritized academic advancement. Meeting these differing expectations required ongoing dialogue and eventually led to the establishment of the After-School Learning Center.

6. Academic Calendar Conflicts

Overlapping with exam periods (such as board exam preparations and unit tests) created participation challenges and limited focus for some students.

7. Lack of Peer Support Structures

The inability to form peer support/study groups reduced opportunities for sustaining the workshop's practices and learning within the community of participants.

8. Budget and Resource Allocation

1. Overview

This section outlines the financial aspects of the *Thoughts and Beyond* workshop. Conducted as a passion project with limited financial resources, the workshop was primarily supported by the members of the Dewkura Nabajagaran Dugdha Utpadak Samabai Samiti (DCS). The focus was on optimizing available resources while ensuring a meaningful experience for all participants.

Note: The budget presented is approximate, as much of the financial support and purchases were directly managed by DCS, and the original bills are maintained with them.

2. Budget Summary

Daily Session Costs				
S.No.	Item	Quantity	Unit Cost (₹)	Total Cost (₹)
Session + Activities				
1	Newspapers	5 kg	₹100	₹500
2	A4 Size Bundle	1 Bundle	₹300	₹300
3	Fevicol	3 kg	₹190	₹570
4	Pencil Set	1 Packet	₹600	₹600
5	Ballpoint Pens	100 pcs	₹10	₹1,000
6	Eraser Set	3 Packs	₹200	₹600
7	Sharpener Set	3 Packs	₹100	₹300
8	Whiteboard + Accessories	1 Set	₹3,075	₹3,175
9	Sitting Mat	1 Piece	₹500	₹500
10	Crayons	10 Sets	₹20	₹200
11	Poster Color	1 Set	₹200	₹200
12	Sketch Pen	10 Sets	₹20	₹200
13	Pencil Color	10 Sets	₹20	₹200
14	Chart Papers	50 pcs	₹10	₹500
15	Stick Files	100 pcs	₹10	₹1,000
Sub-Total				₹9,745
Documenting & Materials				
1	Registration Form	80 copies	₹2	₹160
2	Moral Precepts	80 copies	₹2	₹160
3	Workbook Cover Pages (Front+Back)	80 copies	₹4	₹320
4	Feedback Form	25 copies	₹6	₹150
5	Script-Play	12 copies	₹48	₹576
6	Constitution Teaching Material	25 copies	₹10	₹250
7	Certificates	26 copies	₹30	₹780
8	Registers	2 pcs	₹60	₹120
Sub-Total				₹2,516
Refreshment				
1	Water Can	25 fills	₹10	₹250
2	Toffee	45 Packs	₹50	₹2,250
Sub-Total				₹2,500

Event Costs				
S.No.	Item	Quantity	Unit Cost (₹)	Total Cost (₹)
Event 1: Halloween				
1	Double Tape	5 pcs	₹30	₹150
2	Scissors	5 pcs	₹30	₹150
3	Black Cloth	10 m	₹50	₹500
4	Pumpkin	2 pcs	₹50	₹100
5	Diya Lamp	2 pcs	₹10	₹20
6	Plastic Balls	5 pcs	₹25	₹125
7	Black Chart Papers	20 pcs	₹10	₹200
8	Tissue Papers	5 Packs	₹10	₹50
9	Nails	1 Pack	₹50	₹50
10	Threads	3 Bundles	₹30	₹90
11	Cutters	5 pcs	₹20	₹100
12	Bulb and Holder	5 pcs	₹85	₹425
13	Balloons	5 Packs	₹50	₹250
Sub-Total				₹2,210
Event 2: Movie Night				
1	Projector Setup	3 hrs	₹500	₹1,500
Sub-Total				₹1,500
Event 3: Picnic				
1	Travel	2 Vehicles	₹1500	₹3,000
2	Food	35 Packs	₹100	₹3,500
Sub-Total				₹6,500
Event 4: Birthdays & Meetings				
1	Cake	3 pcs	₹1,000	₹3,000
2	Snacks	300 pcs	₹10	₹3,000
Sub-Total				₹6,000
Event 5: Conclusion & Prize Distribution				
1	Sound & Decoration		₹2,000	₹2,000
2	Mishti Doi	50 pcs	₹30	₹1,500
3	Notebooks	14 pcs	₹60	₹840
4	Pens	33 pcs	₹10	₹330
Sub-Total				₹4,670

Facilitator Sponsorship Breakdown			
S.No.	Item	Sponsorship	Amount (₹)
1	Bangalore to Guwahati (Flight)	By Krishna	₹6,000
2	Accommodation and Food	By Krishna	-
3	Daily Travel for Sessions	By Krishna	-
4	Honorarium	By DCS	₹10,000
5	Return to Nagpur (Train)	By Self	₹2,682.20
Sub-Total			₹12,832.20

Total Budget Spent		
Category	Sub-Category	Amount (₹)
Daily Session Costs	Session + Activities	₹9,745
	Documenting & Materials	₹2,396
	Refreshments	₹2,500
Event Costs	Event 1: Halloween	₹2,210
	Event 2: Movie Night	₹1,500
	Event 3: Picnic	₹6,500
	Event 4: Birthdays & Meetings	₹6,000
	Event 5: Conclusion & Prize Distribution	₹4,670
Facilitator Arrangement		₹12,832.20
	Total	₹48,353.20

3. Resource Allocation

- Human Resources:
 - Facilitator (voluntary service)
 - Local volunteer for Assamese translation
 - Local volunteer amongst students for photography and videography
 - Support from DCS members during home visits
- Material Resources:
 - Stationery and art supplies for activities
 - Decorations for events (especially Halloween)
 - Printed materials (certificates, forms)
- Venue:
 - Workshop space provided in-kind by DCS, ensuring a consistent and accessible location for all participants.
- Logistical Support:
 - Toffees and snacks provided during sessions
 - Transportation for home visits and community outreach

4. In-Kind Contributions

- Dairy Cooperative Society (DCS) for venue, community support, and financial management.
- Community members for volunteer translation and facilitation assistance.
- Krishna (Deputy Manager) for food, accommodation, and travel of the facilitator.

5. Financial Challenges

- Limited funding led to careful spending and prioritization of essential materials.
- Rising participant numbers in the initial days required unexpected additional resources.
- The addition of projector setup costs increased the overall expenditure.
- As bills were managed by DCS, precise financial tracking was limited.

6. Sustainability Considerations

- Need for structured funding to cover essential costs without over-relying on voluntary contributions.
- Potential for community-based fundraising or small grants.
- Clear participant limits at the start to manage resources efficiently.

Despite financial limitations, the workshop successfully utilized minimal resources to create a meaningful impact. Effective community involvement, volunteer support, and careful resource management allowed the workshop to run smoothly, highlighting the potential of collaborative, low-cost educational initiatives.

9. Future Plans and Recommendations

1. *Suggestions for Enhancing the Workshop's Impact*

While *Thoughts and Beyond* successfully provided a transformative experience for its participants, several enhancements can further amplify its reach and effectiveness in future editions:

- **Pre-defined Participant Limit:** To maintain session quality and manage resources efficiently, the registration process should close before the workshop commences. Setting a maximum participant cap (such as 25–30 students) will help create a focused, manageable learning environment.
- **Language Accessibility:** Given the language barriers encountered, future workshops should incorporate bilingual or multilingual facilitation from the outset. Preparing session materials in the required local language(s) alongside Hindi will ensure inclusivity. Appointing a dedicated local volunteer translator throughout the program can ease communication challenges.
- **Stronger Community Orientation:** Engaging parents and guardians from the beginning through orientation meetings can build trust, clarify the workshop's purpose, and prevent misconceptions (such as those seen in the case of the absent participant). Regular parent feedback sessions can further strengthen community involvement.
- **Gender-Sensitive Planning:** Adjusting the workshop timing to prioritize the safety and comfort of girl participants—especially in regions with early sunsets—is essential. Options like earlier time slots or morning sessions could be explored.
- **Counselling Protocols:** Future workshops should establish clear privacy guidelines, community sensitization on the nature of counselling, and appropriate spaces for gender-sensitive discussions to ensure participants feel comfortable and supported, particularly in cases involving sensitive issues.
- **Resource Planning:** A flexible resource strategy is needed to accommodate unexpected increases in participant numbers and ensure adequate materials, stationery, and refreshments without straining the budget.
- **Academic Calendar Consideration:** The workshop took place from 15th October to 1st December, overlapping with board exam preparations, particularly for Class 10th students who had preliminary examinations in December. This created added academic pressure. To avoid such conflicts, future workshops should be carefully scheduled outside critical academic periods, ensuring participants can engage fully without compromising their studies.

2. *Recommendations for Future Editions*

- **Structural Improvements:**
 - Standardize the registration process with a fixed closing date and a waitlist system.
 - Establish clear start and end dates with no mid-program enrolments.

- Introduce participant selection criteria to ensure regular attendance and active participation.
- Additional Focus Areas:
 - Integrate optional academic support or peer study group facilitation to minimize conflicts with students' academic responsibilities.
 - Include specialized sessions on mental health awareness, consent, personal safety, and emotional well-being.
 - Introduce anonymous feedback mechanisms to allow participants to share sensitive concerns securely.
- Resource Enhancement:
 - Secure a consistent fund through community contributions, small grants, or sponsorships to cover essential workshop costs, including stationery, refreshments, and facilitator support.
 - Plan for the regular inclusion of essential technology, such as a projector setup (successfully used in the current workshop), to enhance session delivery.
- Documentation and Impact Assessment:
 - Systematically document workshop activities and collect participant feedback to assess outcomes and guide future improvements.
 - Track the progress of sensitive counselling cases over time to monitor long-term impact and identify any need for further support.
- Building Awareness:
 - Proactively address misconceptions (like those that led to the absence of a participant) by raising awareness about the workshop's objectives and benefits through community meetings, home visits, and printed informational materials.

'Thoughts and Beyond' demonstrated the potential of community-led educational initiatives to create meaningful change, even with limited resources. To ensure the workshop's continued relevance and long-term impact, future editions should focus on strengthening community relationships, enhancing cultural and linguistic accessibility, and establishing sustainable support systems.

By embedding the program within the educational and emotional framework of the community, its positive influence can extend well beyond the 45-day workshop, fostering lasting growth and resilience among participants.

10. Conclusion

The *Thoughts and Beyond* workshop emerged as a powerful and community-centered initiative designed to nurture self-awareness, emotional resilience, critical thinking, and interpersonal understanding among adolescents. Over 45 days, from 15th October to 1st December, the workshop created a safe and reflective space where young minds could pause, explore, and engage deeply with their emotional, social, and intellectual selves—offering a much-needed alternative to the rigidity of academic routines and the often-limited scope of formal education.

Set within a resource-constrained yet vibrant socio-cultural environment, *Thoughts and Beyond* introduced participants to new ways of thinking, communicating, and building relationships. Through carefully designed sessions, interactive dialogues, storytelling, creative exercises, recreational activities, and cultural celebrations, the workshop fostered an environment of trust, curiosity, and belonging. Adolescents who were initially hesitant or irregular gradually found their voice, shedding inhibitions, expressing vulnerabilities, and supporting each other's journeys of growth and self-discovery.

One of the most meaningful outcomes of the workshop was its ability to open up conversations that rarely find space in traditional settings. Themes such as identity, gender, consent, mental well-being, self-expression, and community participation were explored through accessible language, playful methods, and collective reflection. The respectful and non-hierarchical environment allowed these discussions to resonate deeply, making space for critical questioning and personal transformation.

However, the journey was not without its challenges. Throughout the 45 days, the workshop navigated language barriers, academic pressures, seasonal examinations, gendered safety concerns, and logistical constraints of time and space. The overlapping of sessions with critical exam periods, fluctuating attendance, and the added responsibilities of participants' daily lives all demanded constant adaptation. Limited financial resources and varying literacy levels also required creative solutions, such as flexible session designs, multilingual facilitation, and personalized engagement during home visits. Yet, these obstacles only strengthened the resolve of both the facilitators and the participants, highlighting the importance of contextual sensitivity and responsive facilitation in community-led initiatives.

Equally vital was the role of the broader community in bringing *Thoughts and Beyond* to life. The support from Dewkura Nabajagaran Dugdha Utpadak Samabai Samiti (DCS), local volunteers, and families provided not just logistical and financial backing but also trust, time, and shared belief in the process. Their involvement ensured that the workshop was not an isolated event but a living, breathing experience embedded within the social and cultural rhythms of everyday life. This collective ownership contributed to the authenticity and sustainability of the space created, making it possible for the workshop to thrive despite limited material resources.

A key learning from this initiative is that meaningful adolescent engagement does not depend on grand infrastructure or extensive funding. Rather, it relies on intentional design, careful listening, collaborative effort, and genuine community participation. With modest means, but with a clear vision and shared purpose, *Thoughts and Beyond* demonstrated how transformative spaces can be built—spaces that encourage reflection, emotional safety, and the exploration of complex social realities.

As the workshop concludes, its success cannot be measured solely through attendance or completed sessions, but through the subtle, ongoing shifts it has sparked within individuals and the community. The seeds of self-awareness, empathy, and critical thinking planted over these weeks have begun to take root, promising to influence participants' choices, relationships, and futures in ways that extend far beyond the workshop itself.

At its core, *Thoughts and Beyond* reaffirms the possibility of creating nurturing, dialogic, and inclusive educational spaces—even in contexts of constraint. It shows what can unfold when people come together with the shared purpose of listening, learning, and growing—not only as individuals but as a collective.

Yet, the end of this 45-day journey is not a conclusion but a beginning. The roadmap for future plans and recommendations has already been laid, focusing on deeper community integration, structural enhancements, sustained support systems, and expanded themes of mental health, emotional well-being, and social responsibility. With these learnings and aspirations in place, *Thoughts and Beyond* is poised not only to continue but to evolve—becoming a lasting framework for adolescent engagement, resilience, and collective care.

The journey ahead is one of sustained reflection, connection, and action, ensuring that the spirit of *Thoughts and Beyond* continues to inspire new possibilities, new conversations, and new beginnings in the lives of all those it touched.

11. Appendices

The following appendices provide supplementary materials that support and complement the content of this report. These documents serve as additional resources to offer deeper insights into the workshop's structure, participant engagement, and overall implementation. Each appendix includes relevant forms, schedules, and lists that were integral to the planning, execution, and evaluation of the program.

These materials are intended to:

- Enhance understanding of the workshop framework.
- Provide transparency regarding participant involvement.
- Offer tools that may be replicated or adapted for future programs.

The appendices are organized as follows:

- Appendix A – Moral Precepts
- Appendix B – Registration Form
- Appendix C – Feedback Form
- Appendix D – Certificate of Participation
- Appendix E – List of Participants
- Appendix F – Workshop Schedule

For any additional information or references, please feel free to email us at mitra@thesentientbeing.com.

নৈতিক আচাৰ বিধি (Moral Precepts Assamese)

সন্তুলিত মনৰে সুখী আৰু শান্তিপূৰ্ণ জীৱন যাপনৰ বাবে—

মই সকলো জ্ঞানী ব্যক্তি, মোৰ মাতৃ-পিতৃ, শিক্ষক আৰু সমাজসেৱকক (সমনাস) সন্মান কৰিম।
(৩ বাৰ)

মই জ্ঞানৰ আশ্ৰয় লওঁ।
মই সঠিক পথৰ আশ্ৰয় লওঁ।
মই মৈত্ৰীপূৰ্ণ একতাৰ আশ্ৰয় লওঁ।

দ্বিতীয়বাৰ মই জ্ঞানৰ আশ্ৰয় লওঁ।
দ্বিতীয়বাৰ মই সঠিক পথৰ আশ্ৰয় লওঁ।
দ্বিতীয়বাৰ মই মৈত্ৰীপূৰ্ণ একতাৰ আশ্ৰয় লওঁ।

তৃতীয়বাৰ মই জ্ঞানৰ আশ্ৰয় লওঁ।
তৃতীয়বাৰ মই সঠিক পথৰ আশ্ৰয় লওঁ।
তৃতীয়বাৰ মই মৈত্ৰীপূৰ্ণ একতাৰ আশ্ৰয় লওঁ।

মই লড়াই বা ৰগড়া নকৰোঁ।
মই আনৰ অনুমতি নোলোৱাকৈ তেওঁলোকৰ বস্তু স্পৰ্শ নকৰোঁ।
মই ভুল উপায়েৰে মোৰ কোনো ইচ্ছা পূৰণ নকৰোঁ।
মই মিছা কথা নকওঁ, গালি নকওঁ।
মই মদ্যপান নকৰোঁ, ধূমপান নকৰোঁ, আৰু পান, সুপাৰী, তামাক নেখাওঁ।

Moral Precepts (English Translation)

To live a happy, peaceful life with a controlled mind:

I shall respect all knowledgeable ones, my Parents, Teachers, and Samanas. (3 times)

I take refuge in knowledge.

I take refuge in right path.

I take refuge in friendly union.

Second time I take refuge in knowledge.

Second time I take refuge in right path.

Second time I take refuge in friendly union.

Third time I take refuge in knowledge.

Third time I take refuge in right path.

Third time I take refuge in friendly union.

I shall not quarrel or fight.

I shall not touch others' things without their permission.

I shall not fulfil my any wishes by wrong means.

I shall not speak lie, I shall not abuse.

I shall not drink liquor, smoke, or eat tobacco and beetle nuts.

Appendix B – Registration Form

Participant Information

- Full Name: _____
- Age: _____
- Gender: _____
- Date of Birth: _____

Contact Information

- Contact Number (WhatsApp): _____
 - Email: _____
 - Home Address: _____
-

Parent/Guardian Information

- Parent/Guardian Name: _____
- Parent/Guardian Contact Number: _____
- Relationship to Participant: _____

Education & Interests

- School Name: _____
- Current Class/Grade: _____
- Hobbies/Interests: _____
- Ambition/Goal: _____

Parent/Guardian Consent

I, the undersigned, give permission for my child to participate in the **Thoughts and Beyond Workshop** organized by The Sentient Being. I understand the goals and structure of the workshop and give consent for any necessary medical treatment in case of an emergency.

Signature of Parent/Guardian: _____

Date: _____

Appendix C – Feedback Form

Participant Information

- Name: _____
 - Age: _____
 - Date of Workshop Attendance: _____
 - Class/Grade: _____
-

Section 1: Overall Workshop Experience

1. How would you rate your overall experience in the workshop?

Excellent

Good

Fair

Poor

2. Please explain your rating:

Section 2: Learning and Personal Growth

3. What were the most important skills or lessons you learned during the workshop?

4. How has the workshop helped you better understand your thoughts and emotions?

5. Did you notice any changes in your behaviour or mindset during the workshop? If so, please describe them.

6. Which session(s) or activities did you find the most impactful? Why?

7. Were there any challenges you faced during the workshop? How did you overcome them?

Section 3: Reflections on Relationships and Communication

8. How has the workshop influenced your relationships with your peers, family, or others?

9. What did you learn about effective communication during the workshop?

Section 4: Future Outlook and Applications

10. How do you plan to apply what you've learned in the workshop to your daily life?

11. What aspects of the workshop will help you in making decisions for your future?

Section 5: Suggestions for Improvement

12. **What changes or improvements would you suggest for future workshops?**

13. **Is there a specific topic you wish was covered more in-depth?**

14. **Would you recommend this workshop to others?**

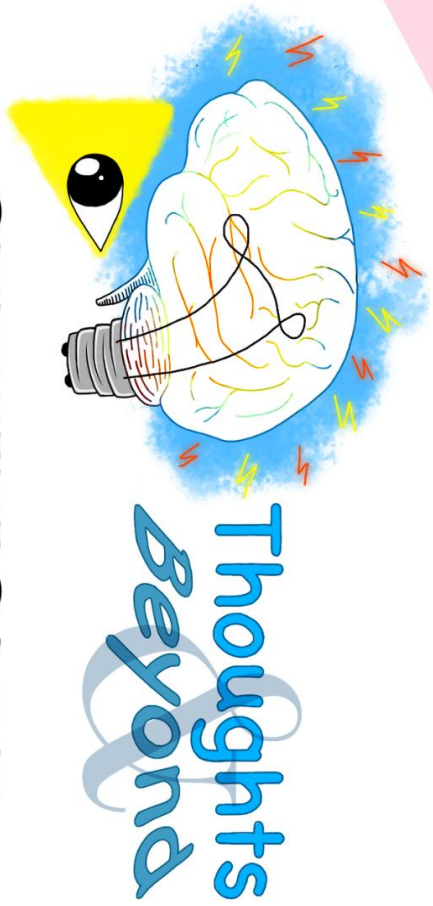
- Yes
- No
- Not Sure

Section 6: Final Reflections

15. **Please share any final thoughts, reflections, or experiences from the workshop that you feel are important.**

Thank you for your valuable feedback!

Your insights and reflections will help us improve future workshops and continue supporting the personal growth of other adolescents like you.



CERTIFICATE of Participation

This certificate is proudly presented to :

.....
for his/her active and significant participation in the **Thoughts and Beyond** workshop,
held from October 14 to December 4, 2024, in Deykura, Assam
.....

Mitra Swayamdeep
Facilitator cum Trainer



The Sentient Being

Appendix E – List of Participants

Sr No.	Name	Gender	Age	Grade
1.	Jahmina Jannati	Female	12	6th
2.	Jeherul Islam	Male	13	6th
3.	Rashida Parbin	Female	13	6th
4.	Remmina Parbin	Female	13	6th
5.	Sumaiya Sultana	Female	12	6th
6.	Umme Rumman	Female	13	6th
7.	Karimul Hassan	Male	12	7th
8.	Komela Khatun	Female	12	7th
9.	Masuma Bhuyan	Female	13	7th
10.	Sabina Parbin	Female	13	7th
11.	Elias Islam	Male	15	8th
12.	Nasmia Parbin	Female	14	8th
13.	Rafiuz Zaman	Male	18	8th
14.	Amirjan Khatun	Female	16	9th
15.	Nurbhanu Khatun	Female	16	9th
16.	Ambiya Khatun	Female	16	10th
17.	Hasina Buyan	Female	16	10th
18.	Maysha Masuma Bhuyan	Female	15	10th
19.	Mezanur Bhuyan	Male	17	10th
20.	Minuwara Bhuyan	Female	15	10th
21.	Rashidul Ali	Male	19	10th
22.	Rezaul Karim	Male	15	10th
23.	Shamim Hassan	Male	15	10th
24.	Atikul Hassan	Male	17	11th
25.	Arjina Khatun	Female	19	12th

Appendix F – Workshop Schedule

Phase I – Thoughts: The Journey Within		
Day	Date	Topic/Theme
Day 1	15 th October 2024	Introduction
Day 2	16 th October 2024	Beginning
<i>Theme: Self - Identity</i>		
Day 3	17 th October 2024	Who Are You? (The Mirror)
Day 4	18 th October 2024	Who Are You? (The Clock)
Day 5	19 th October 2024	Who Are You? (The Garden)
Day 6	20 th October 2024	Creativity Day
<i>Theme: Emotions</i>		
Day 7	21 st October 2024	Emotions (Mind & Senses)
Day 8	22 nd October 2024	Emotions (Feelings & Expressions)
Day 9	23 rd October 2024	Emotions (Availability & Acceptance)
Day 10	24 th October 2024	Creativity Day
Day 11	25 th October 2024	Group Activity
<i>Theme: Action & Reaction</i>		
Day 12	26 th October 2024	Action & Reaction (Intention)
Day 13	27 th October 2024	Action & Reaction (Response)
Day 14	28 th October 2024	Action & Reaction (Productivity)
Day 15	29 th October 2024	Creativity Day
Day 16	30 th October 2024	Group Activity
	31 st October 2024	Halloween Celebration
<i>Theme: Thoughts</i>		
Day 17	1 st November 2024	Thoughts (The Process)
Day 18	2 nd November 2024	Thoughts (Harmful & Self-Destructing Thoughts)
Day 19	3 rd November 2024	Thoughts (How to Control?)
Day 20	4 th November 2024	Thoughts (Problem Analysis and Solution)
Day 21	5 th November 2024	Group Activity (Planning and Preparation)
Day 22	6 th November 2024	Group Activity (Presentation)
<i>Theme: Behavior</i>		
Day 23	7 th November 2024	Behavior (Perception)
Day 24	8 th November 2024	Behavior (Treatment)
Day 25	9 th November 2024	Behavior (Nature & Personality)
Day 26	10 th November 2024	Group Activity
Day 27	11 th November 2024	Group Activity

Phase II – Beyond: The Path Around		
Day	Date	Topic/Theme
<i>Theme: Family</i>		
Day 28	12 th November 2024	Family (Introduction)
Day 29	13 th November 2024	Family (Emotions, Action-Reaction, Thoughts and Behavior)
Day 30	14 th November 2024	Family (Communication)
	14 th November 2024	Session with the Parents
<i>Theme: Peers</i>		
Day 31	15 th November 2024	Peers (Relationships)
Day 32	16 th November 2024	Peers (Emotions, Action-Reaction, Thoughts and Behavior)
Day 33	17 th November 2024	Peers (Developing Bond)
Day 34	18 th November 2024	Peers (Support/Study Group)
<i>Theme: Society</i>		
Day 35	19 th November 2024	Society (The Constitution of India)
Day 36	20 th November 2024	Society (Problems and Solutions)
<i>Theme: Choices</i>		
Day 37	21 st November 2024	Internet (Safety and Uses)
Day 38	22 nd November 2024	Career Pathway
<i>Recap</i>		
Day 39	23 rd November 2024	Recap
Day 40	24 th November 2024	Group Activity
Day 41	25 th November 2024	Group Activity
Day 42	26 th November 2024	Group Activity
Day 43	27 th November 2024	Future (Introduction to After School Learning Center)
Day 44	28 th November 2024	Feedback Day
	29 th November 2024	Holiday
	30 th November 2024	Holiday
Day 45	1 st December 2024	Conclusion
	2 nd December 2024	New Beginning: Manzil An After School Learning Center Inauguration)