Elevating Learning Experiences for Transfer Students

Shravya Deswal | Fall 2023

Table of Contents

Executive Summary

India's secondary education system grapples with significant challenges, notably the absence of standardized curricula across states, creating disparities in educational experiences for transfer students. This fragmentation, coupled with language barriers and varying evaluation criteria, results in gaps in education and skills, hindering the academic progression of transferring students. Recognizing these issues is vital for achieving a more equitable and effective education system in India.

The proposed solution introduces a transformative strategy, placing a central emphasis on collaboration and empathy. The program prioritizes students' needs and desires, aiming to ease their integration into school environments and minimize emotional stress. Facilitation activities, personalized introductions, and subject-specific support form the core of this approach. Workshops involving both teachers and students will promote awareness of collaboration and integration. The initiative will be implemented in military-run schools with high transfer rates, ensuring a targeted and impactful intervention.

The holistic strategy extends beyond onboarding activities. The organization advocates for a shift in the educational paradigm, emphasizing a student-centered approach. An online platform is introduced, providing resources, case studies, and innovative activities to enhance student interaction and support. By fostering collaboration between teachers, students, counselors, and parents, the program aspires to create a robust support system, addressing not only academic challenges but also the emotional well-being of students.

The concept testing phase has confirmed the imperative need for adjustments in the education system to cater to the unique circumstances of transferring students. The comprehensive and inclusive approach, incorporating workshops, facilitation activities, and an online platform, emerges as a promising solution to bridge existing gaps. The aim is not only to enhance the academic journey for transfer students but also to contribute to broader educational reforms, promoting collaboration, empathy, and inclusivity within the Indian secondary education system.

Acknowledgements

I would like to express my sincere gratitude to Professor Christine Miller for her unwavering support and invaluable feedback throughout this project. Her guidance and provision of useful resources have been instrumental in shaping the trajectory of my research.

Heartfelt thanks are extended to my parents for not only assisting me in identifying primary research participants but also for their continuous emotional support. Their encouragement has been a driving force behind my endeavors.

I extend my appreciation to the interviewees who generously took time out of their busy schedules and accommodated different time zones to share their valuable opinions. Their insights have proven to be immensely beneficial to the progression of my project.

I would like to acknowledge my classmates for their collaborative spirit, ideation contributions, and constructive feedback. Their collective input has enriched the quality of my work.

A special mention goes to my friend, Praachi Zaveri, for her significant contributions in the realm of graphics and branding. Her creative input has added a distinctive and polished dimension to the project.

I am grateful to my roommates for their companionship and camaraderie. Their presence has made the journey more enjoyable and productive.

Lastly, I want to thank my fellow SCAD Alumni who generously shared their experiences and provided valuable advice. Their insights have added depth and practical wisdom to my research.

Let's Get Acquainted

I'm Shravya Deswal, a Design Manager, and I've lived most of my life in Pune, India. My expertise lies in User Research and Brand Strategy, with a focus on Research, Ethnography, and User Experience. I'm also well-versed in Agile Project Management and have a strong grasp of scrum boards. When it comes to tools, I thrive in ADO (Azure DevOps) and excel at creating organized and effective product backlogs.

Note from the Author

In my earliest childhood memories, I vividly recall observing my parents diligently packing up our house in preparation for yet another cross-country move. It marked the first time I had ever witnessed this process, and I was filled with a blend of curiosity and anxiety. Little did I know that this routine would become a recurring theme in my life. My father's service in the Indian Air Force meant that swift transitions from one city to another, occurring every 1-2 years, had become second nature to our family. We routinely said goodbye to old friends and embraced new ones, and I, in turn, had the unique experience of calling 3 different countries home, living in over 10 cities, attending more than 8 schools, and studying under 3 distinct educational boards

While as a child, these moves appeared to be relatively seamless, I soon discovered that the shifting academic landscapes posed a significant challenge.

Factors like mid-session transfers, differing educational boards leading to new subjects, unanticipated expectations from teachers, and varying teaching methods all contributed to this instability. Each school had its own unique approach to education, and most students and institutions were not accustomed to accommodating newcomers, which meant a lack of empathy for my situation. Consequently, my academic performance suffered, and so did my social skills. The extroverted child gradually transformed into an introverted one. As I matured, I came to realize that the Indian education system, while centralized at its core, was ill-suited to the needs of students who experienced frequent school transfers, as curriculum expectations and teaching methods could vary significantly between institutions. This realization has driven my research efforts, serving as a testament to the pressing need for India's education system to evolve and become more inclusive of students from diverse backgrounds, especially those who experience frequent school transitions, whether on a yearly basis or even mid-semester.

Defining Design Management

Design Management is a academic discipline and strategic practice that operates at the C-suite level to orchestrate design activities to achieve organizational objectives. It seeks to reimagine the role of design within organizations by addressing inquiries related to comprehending the essence of design vision, its core principles, and fostering the development of a unique philosophy (Borja, Wolff 2019). Design Management represents a perspective on design that extends beyond product design, encompassing a transformation of organizational behavior and vision (Kehl, 2020).

Design management entails the establishment of design as a formal initiative aimed at realizing long-term organizational objectives and delivering value to customers. To accomplish this, it is imperative to instill a comprehensive organizational grasp of design and integrate it into the workforce and organizational structures (ARENAS®lab, 2018)
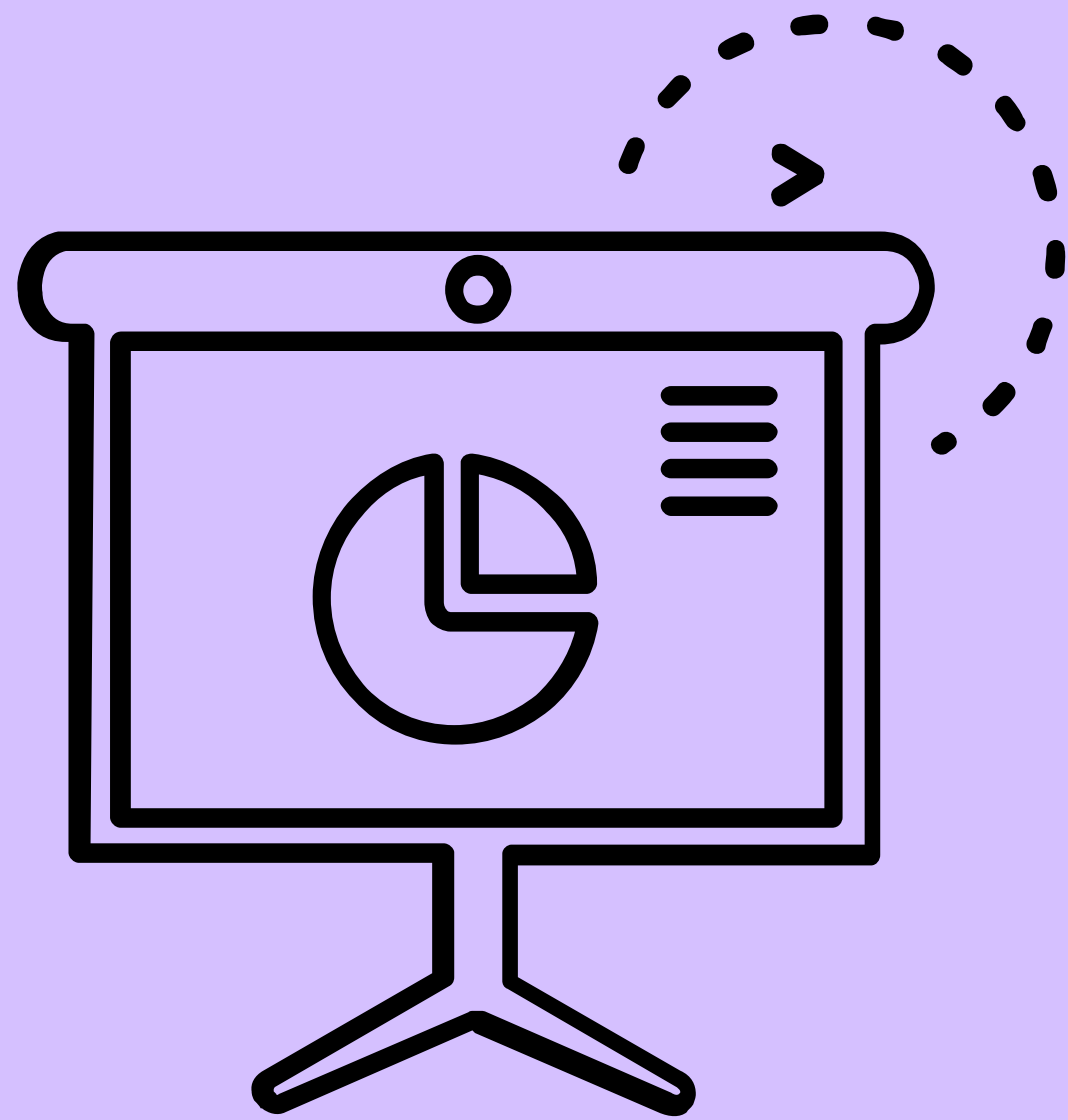
Project Framing

Subject of Study

The aim of the project is to assess the hurdles that may be present in India secondary school curricula, and identify possible shortcomings in teaching methods that hinder learning for students who frequently transfer schools. Furthermore, the project will propose practical Design Management solutions for improved implementation.

Problem Statement

In India, the secondary school educational system presents a substantial challenge for both local and transferable students. The absence of standardized curricula across states and education boards results in a fragmented educational landscape, impeding students' access to a uniform and consistent education. Consequently, when students transfer between schools or regions, they often encounter gaps in education and skills, which negatively impact their academic advancement (N., interview, September 22, 2023).

For students who frequently transfer due to family reasons, these challenges are exacerbated. Language barriers can impede their ability to comprehend lessons and communicate effectively with teachers and peers in new environments. Additionally, the evaluation criteria used in standardized exams frequently extend beyond the content covered in the standardized curriculum, exacerbating the existing disparity in educational quality (V. Pundir, interview, September 22, 2023). In today's private schools, especially in metro and tier one cities, teaching standards are generally high due to rigorous selection processes.

Government schools, which serve a significant portion of India's population, often prioritize qualifications over teaching abilities (V. Shrivastava, interview, September 24, 2023). The issue of teacher quality in government schools, requires attention and improvement efforts. Addressing these multifaceted challenges is crucial to ensuring a more equitable and effective educational system in India (N. Bindra, interview, September 26, 2023)

Furthermore, the limited emphasis on practical skills development within the curriculum can put students at a disadvantage as they may lack access to consistent extracurricular activities or skill-building programs in every new school they transfer to (M. Verma, interview, September 25, 2023). The convergence of these challenges, in conjunction with teacher-centric instructional approaches and an excessive emphasis on high-stakes examinations, highlights the imperative for comprehensive reforms aimed at shaping a secondary education system in India that is more consistent, flexible, and student-centered (V. Pundir, interview, September 22, 2023).

Opportunity Statement

The challenges faced by India's secondary education system, including the lack of standardized curricula, the impact on transferable students, language barriers, teacher quality disparities, and limited practical skills development, present a unique opportunity for comprehensive reform. By addressing these multifaceted challenges, there is a significant opportunity to create a more equitable, adaptable, and student-focused secondary education system in India.

This project's initiative aims to provide students with consistent and quality education regardless of their location or school transfers, fostering a stronger foundation for their academic and personal development. It also recognizes that teacher training and development should prioritize student-centered teaching methods especially for students who frequently transfer schools due to their parents' occupation.

The integration of technology into classrooms can offer a wider access to quality resources. Language support programs, practical skill development, and assessment reforms may enhance the learning experience for students who frequently transfer.

My project aims to elevate teaching standards, with a particular focus on government schools, as part of the broader effort to enhance the educational experience for students who undergo frequent school transfers. The overarching objective is to provide Indian students with the skills and knowledge required for success in a fast-changing world, advancing the cause of educational equality and excellence throughout the country.

Stakeholder Map

The project's stakeholders fall into 3 main categories: **users** (**comprising teachers**), **beneficiaries** (**namely, students who frequently transfer schools**), and **customers** (**represented by secondary schools in India** under the Central Board of India). Additionally, **parents of the students,** who are eager to support and understand their children, can also be **considered users of this product and/or service.** To facilitate a comprehensive understanding of these stakeholders, I formulated a stakeholder relationship map that combines aspects of ERAF Map and Territory Map. This approach is integral to the development of stakeholder-centered design for the product or service.
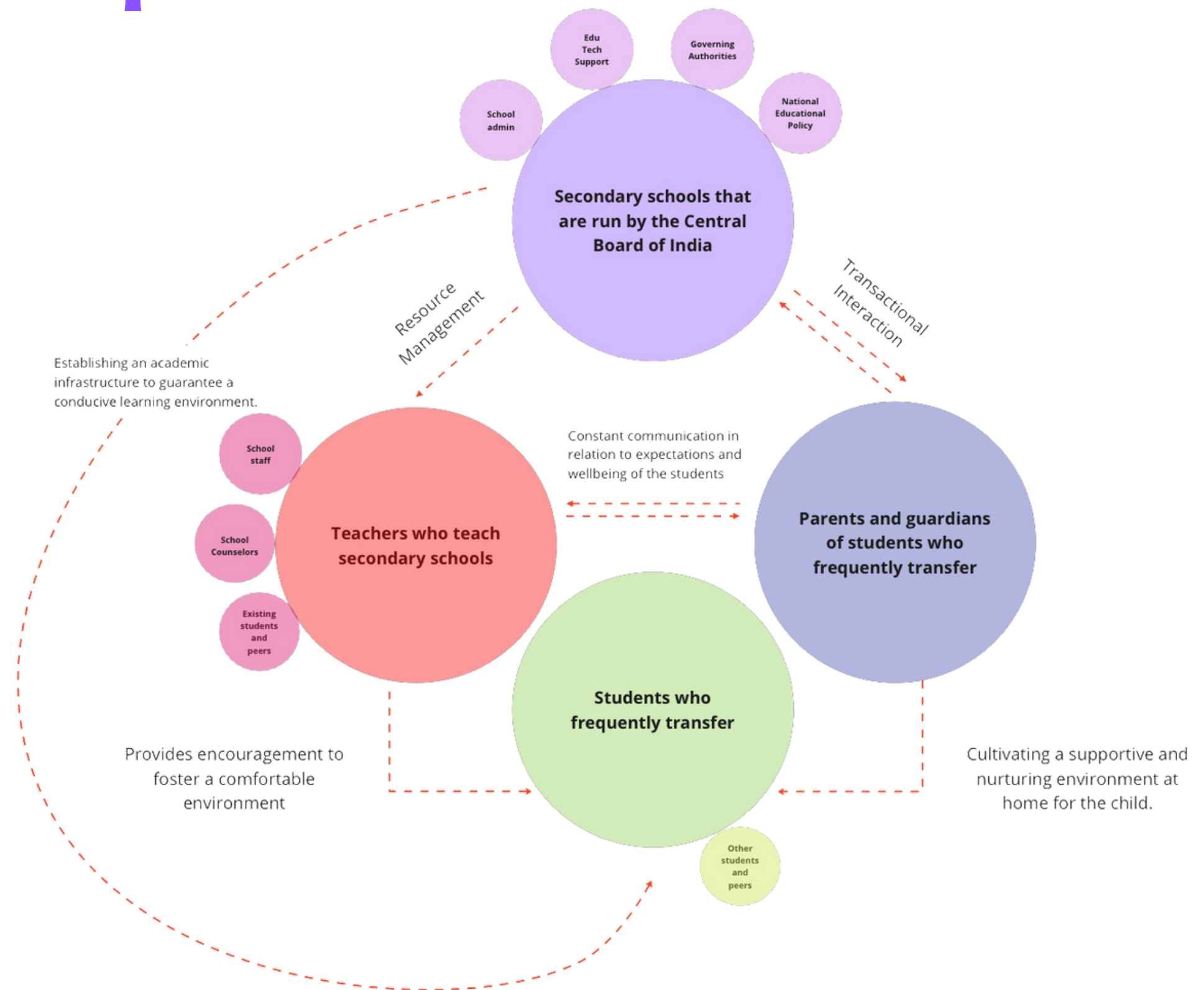
Purpose of Study

The purpose of the study is to identify the opportunities and barriers to establish approaches within the Indian Education System that support students who frequently transfer schools

Using the methods of Design Management, the goal is to navigate how innovative teaching methods can be integrated to enhance creativity, problem-solving skills, and communication and collaboration among students, the study aims to contribute to the development of a more innovative and effective education system in India that better prepares students for the challenges and opportunities of the 21st century.

Scope of Study

Context:

The research is centered on students who frequently change schools and teachers working within India's secondary education system adhering to the Central Board of Secondary Education.

Subject:

The study will involve students who frequently transfer schools, educators and teachers, parents, education managers, educational organizations, ministry of education, and anyone who is interested in teaching.

Content:

The research seeks to identify strategies for enhancing the educational experience of transferable students within the existing system. Additionally, it will investigate the role of design management methodologies in facilitating these improvements.

Location:

The research will primarily be conducted virtually in a remote setting as the stakeholders are based in India.

Timeline:

The study will start in September 2023 and end in late November 2023, over a period of 10 weeks.

Research Design

Research Methodology

Secondary Research:

This method provides a foundation knowledge and understanding of the subject and will aid in identifying the challenges and barriers students who constantly transfer schools due to their parents' profession are facing based on existing case studies, articles and scholarly scripts.

Survey:

This method will be beneficial to gather large amounts of quantitative data quickly and efficiently. The data collected through surveys can inform design decisions and aid to create solutions and recommendations that meet the needs and preferences of transfer students and educators in educational institutions.

Interview:

This method will allow the study to gain rich and detailed information about the experiences, perspectives, and attitudes of individuals involved in education, including students who frequently transfer schools, and teachers. It will enable a more profound exploration of the opportunities that exist within the educational journey of transfer students.

Facilitation Activities:

This approach will offer a comprehensive perspective by fostering empathy, which is pivotal for empowering user-centered design. It will yield continuous insights, stimulate creativity, and facilitate ethnographic research. To assist in this process, I will employ facilitation tools like "Dreams & Nightmares," "Imagine if..." and "Start, Stop, and Continue."

Research Questions

What prospects are present within the current pedagogy that can improve and enrich the learning experience, ultimately fostering a more inclusive environment for students who regularly transfer schools through the lens of Design Management?

①

What is the existing pedagogy of teaching in Indian secondary schools?

②

How can education management address equity and access for students who frequently transfer schools?

③

Is there a potential for merging Education Management principles and Design Management to enhance teaching approaches?

Sub–sub Questions

① **What is the existing pedagogy of teaching in Indian secondary schools?**

How is the Indian secondary school curriculum structured, and what subjects or topics are typically emphasized?

What is the level of adaptability of the existing pedagogy to accommodate students who frequently transfer schools?

What are the recent innovations or trends developments in the National Policy of Education that could effect this research?

Sub-sub Questions

2 **How can education management address equity and access for students who frequently transfer schools?**

What are there models and practices in education management?

How can education management policies and practices be adapted to provide targeted support transfer students?

How does education management support teachers in addressing the diverse needs of students?

Sub—sub Questions

(3) **Is there a potential for merging Education Management principles and Design Management to enhance teaching approaches?**

What are the Design Management methods and practices?

What strategies and methodologies can be employed to train educators and administrators in the application of Design Management principles for educational improvement?

How can Design Management play a role in optimizing pedagogy to better serve the needs of students who frequently transfer between schools?

Research Ecosystem Map

Indian Pedagogy

Education Management

Design Management

Maitra, A (**2022**). Pedagogy is the bane of our education system
Joshi, D., & Raghupati, H. (**n.d**). New Pedagogies Changing Indian Education
Shukla, K. (**2022**). Reinventing Educational Approaches: The Shift in Indian Teaching Pedagogy
Joshi, K. (**2022**). Philosophy of Indian Pedagogy

Chalam, K.S. (**2003**). Introduction To Educational Planning And Management
Bush, R. (**1999**). Educational Management: Redefining Theory, Policy and Practice
Chance, P. (**2013**). Introduction to Educational Leadership & Organizational Behavior
Bush, T. (**2008**). Leadership and Management Development in Education

Borja de Mozota, B. (**2006**). The four powers of design: A value model in design management.
Cooper, R., Junginger, S., & Lockwood, T. (**2009**). Design thinking and design management: A research and practice perspective
Kehl, A. N. (**2020**). What is Design Management
Borja de Mozota, B. and Wolff, F. (**2019**). Forty Years of Research in Design Management: A Review of Literature and Directions for the Future
Kumar, V. (**2013**). 101 Design methods

IDENTIFYING POSSIBLE SHORTCOMINGS IN TEACHING METHODS THAT HINDER LEARNING FOR STUDENTS.

Data Collection

Secondary Research

Surveys

Interviews

Insights Sorting

Research Activity

A variety of data collection methods employed, encompassing surveys, literature reviews, interviews, and facilitation activities. This methodological diversity provided a rich opportunity to approach data synthesis in novel ways, enabling the exploration of fresh theories and insights by combining data in unique and complementary ways. The incorporation of both qualitative and quantitative data enhanced the research's adaptability, ensuring a comprehensive and integrated approach to addressing the study's multifaceted inquiries.

Once this data was gathered, the research focus shifted toward cross-referencing and reorganizing data points to facilitate more effective analysis. The systematic arrangement of data points was followed by the process of affinitization, aimed at efficiently organize the key areas under investigation. This categorization step was pivotal in uncovering potential patterns and commonalities within the collected data, ultimately contributed to a deeper understanding of the research questions and the emergence of meaningful insights.

Reseach Methods

DATA COLLECTION
Qualitative: Interviews with students who frequently transfer schools and teachers, data from secondary sources like, articles and subject matter books, and facilitation toolkits
Quantitative: Surveys responses

DATA PROCESSING
Drivers of change, territory and empathy maps

DATA ANALYSIS
Affinitization of data points, 2 by 2 maps, and SWOT analysis

DATA SYNTHESIS
Value proposition, value pillars, and core drivers of the study

Primary Research

I conducted interviews, surveys, and cultural probes with **200+ participants**, including students who frequently transfer schools. In doing so, I **gathered over 1,000 data points and insights**. Furthermore, recognizing the importance of understanding the teachers' perspective on the subject matter, I also included their insights. Sorting and analyzing these diverse insights will provide a comprehensive view of the expectations and experiences of students who frequently switch schools. This holistic understanding will guide the design and development of a product or service aimed at amplifying the experiences of these students.

08
Interviewees

200+
Survey
Respondents

08
Facilitation
Activities
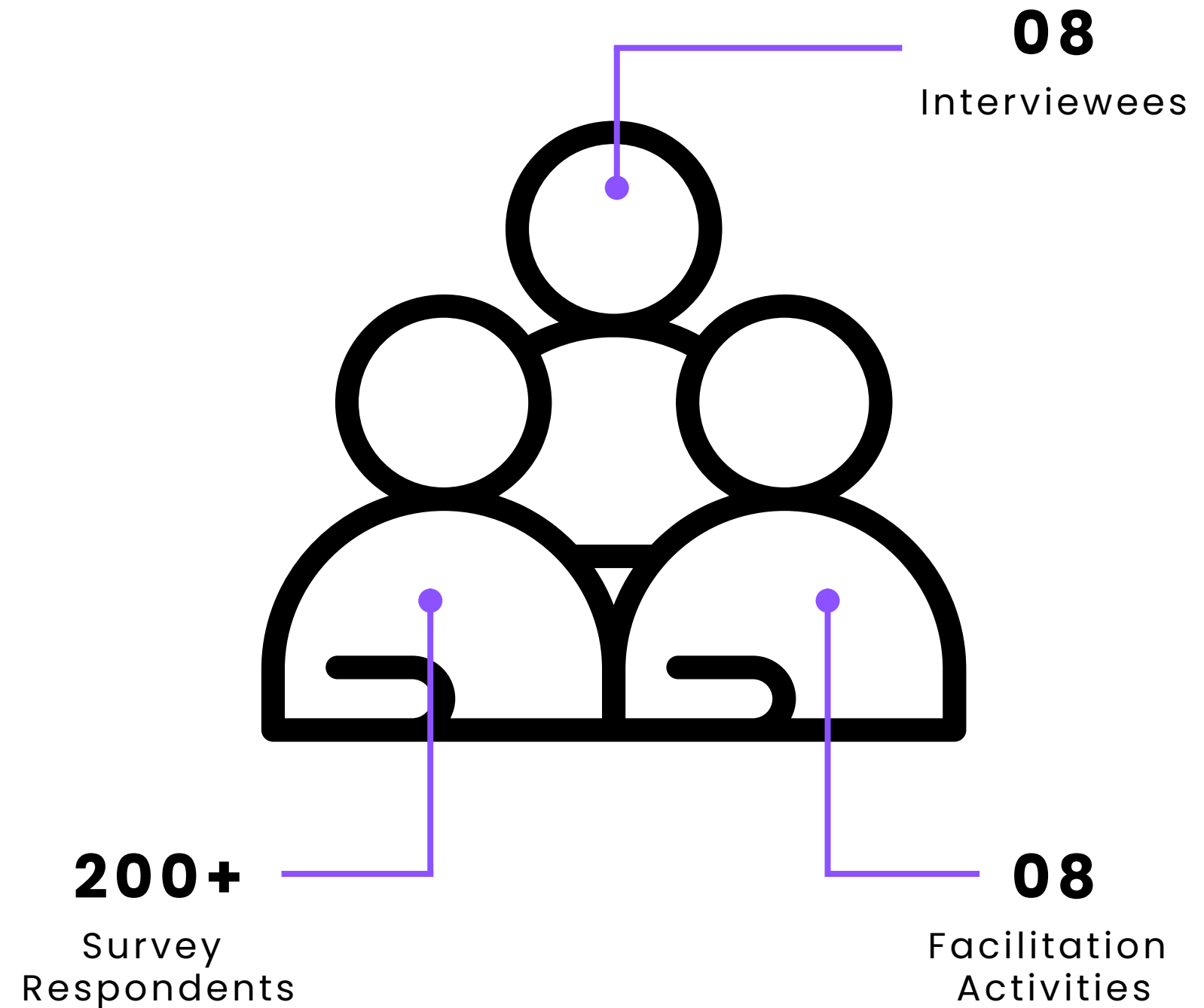
Survey Questions | For Students

For Students: Establishing approaches to support students who frequently transfer schools

Hey there, my name is Shravya Deswal and I am currently pursuing my M.A in Design Management. I've invited you to fill out a survey questionnaire that is a crucial part of my final project. Completing the survey should take no more than 10 minutes of your time. My research focuses on how the Indian Education System can better support students who often transfer schools due to their parents' professions.

The feedback and insights you provide as students will greatly influence the success of my project!

What is your Name/Alias *
Short answer text

What is your age? *
- 14 and under
- 15-17
- 18-20
- 21-25
- 26-30
- 31 and above

What is your nationality? *
- Indian
- Non-Indian

Did you transfer schools during your academic journey from kindergarten through 12th grade? *
- Yes
- No

In which educational boards have you received your education? *
- State Boards
- CBSE: Central Board of Secondary Education
- ICSE: Indian Certificate of Secondary Education
- IB: International Baccalaureate
- IGCSE: International General Certificate of Secondary Education
- Other...

How many school transfers did you experience from kindergarten through 12th grade? *
- less than 3 times
- 4-7 times
- 8-10 times
- 11+ times

Did you ever change schools during the middle of a semester or quarter? *
- Yes
- No

Did you ever change schools during the middle of a semester or quarter? *
- Yes
- No

For research purposes, please provide the reason for the transfer? *
- Military, Paramilitary services, Diplomatic
- Police
- Business, Bank, Transfer through organization,
- Immigration to another country
- Other...

On the scale of 1-5, how seamless was the transfer from one school to another for you? *

	1	2	3	4	5	
Less Seamless	○	○	○	○	○	Most Seamless

On the scale of 1-5 how easy was it for you to adjust to a new school beginning? *

	1	2	3	4	5	
Easy	○	○	○	○	○	Hard

Based on your experience, what difficulties did you encounter when frequently transferring schools? *
- Academic disruption
- Socio-culture adjustment
- Emotional stress
- Adjusting to different curriculum and standards
- Cultural and language differences
- Educational gaps
- Sense of identity and belonging
- Bullying and peer pressure
- Learning disabilities and special needs
- Other...

In your experiences, when you initially enrolled in a new school, what procedures or steps did the school or teachers typically implement to assist you in adapting to the new educational environment? *
- Initial assessment to understand you as a student
- Regular communication with you
- Ensuring that you integrated into the academic curriculum
- School's support staff ensured appropriate accommodations for your needs
- A classroom or school orientation explaining schedule and classroom expectations.
- None of the above
- Other...

Is there a specific aspect or feature you believe secondary schools should consider incorporating or including in the system to better support students who frequently change schools and need to adapt? *

Short answer text

Survey Questions | For Teachers

What is your name? *
Short answer text

What is your email address or point of contact? *
Short answer text

Could you specify the duration of your teaching experience with K-12 students? *
- ○ 1-3
- ○ 4-7
- ○ 7-10
- ○ 10+

Which educational boards s have you had experience teaching at? *
- ☐ State Boards
- ☐ CBSE: Central Board of Secondary Education
- ☐ ICSE: Indian Certificate of Secondary Education
- ☐ IB: International Baccalaureate
- ☐ IGCSE: International General Certificate of Secondary Education
- ☐ Other...

Did you undergo any specific training before embarking on your career as a teacher? *
- ○ Yes
- ○ No

If yes, could you please specify the type of training you completed before entering the education field as a teacher? *
Short answer text

Do you have any experience teaching students who constantly transfer schools? *
- ○ Yes
- ○ No

Are you also a parent to a student who constantly transfer schools? *
- ○ Yes
- ○ No

Based on your experience as a teacher, what difficulties do students who constantly transfer schools encounter? *
- ☐ Academic disruption
- ☐ Socio-culture adjustment
- ☐ Emotional stress
- ☐ Adjusting to different curriculum and standards
- ☐ Other...

Could you describe the standard procedure or process you typically follow to greet and integrate a recently transferred student into your classroom at the school where you teach? *
- ☐ Initial assessment to understand the student
- ☐ Regular communication with the new student
- ☐ Open and constant communication with parents and/or guardians
- ☐ Ensuring that the new student is integrated into the academic curriculum
- ☐ Other...

In the current secondary school system, is there special attention and care given to students who constantly transfer schools? *
- ○ Yes
- ○ No
- ○ Maybe

In the current secondary school system, is there special attention and care given to students who constantly transfer schools? *
- ○ Yes
- ○ No
- ○ Maybe

Is there a specific aspect or feature you believe Indian secondary schools should consider incorporating or including in the system to better support students who frequently change schools and need to adapt? *
Short answer text

Survey Responses and Findings
145 Students
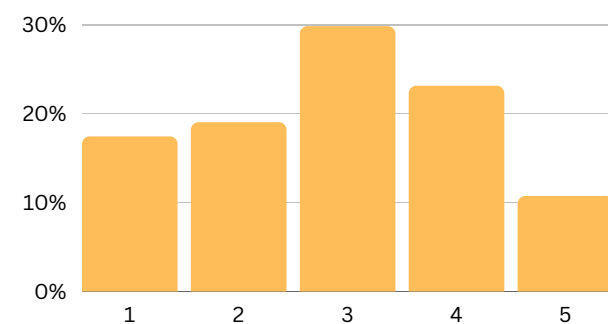**14 yrs – 25 yrs**

91%
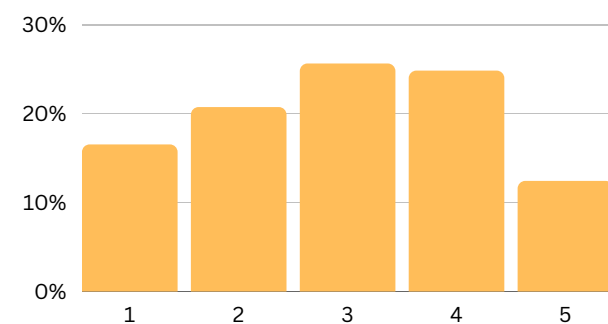transferred schools at least 3 times between K-12

98%
primarily study in CBSE - Central Board of Secondary Education

53.7%
of the students are from the Millitary and Bank/Business backgrounds

Roughly **29.8%** found the transferring schools was smooth, with **17.4%** experiencing difficulties.

Approx. **25.6%** reported a neutral experience in adapting to a new school, while **12.4%** faced challenges.

49.6%
Students cited that adjusting to different curriculums was the most challenges when changing schools.

44.6%
The 2nd most challenging aspect, according to students, was their sense of identity and belonging when transferring to new schools.

42.1%
Students said academic disruptions, and socio-cultural adjustment were the 3rd most challenging when changing schools.

37.2%
According to student feedback, few teachers were proficient at regular communication.
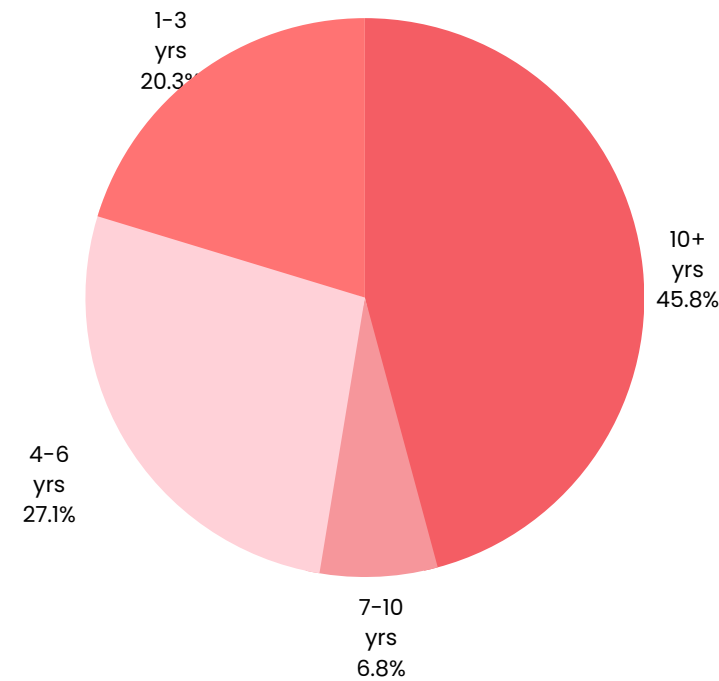
33.9%
Students reported that their teachers performed an initial assessment to better understand them and their backgrounds.

30.6%
According to students, some teachers took steps to ensure that new students became part of the academic curriculum.

Survey Responses and Findings
62 Teachers

I made an effort to collect survey responses from teachers representing diverse backgrounds and was fortunate to obtain a wide range of perspectives.

Pie chart:
- 1-3 yrs 20.3%
- 10+ yrs 45.8%
- 4-6 yrs 27.1%
- 7-10 yrs 6.8%

84.7%

primarily teach in CBSE - Central Board of Secondary Education

42.4%

of teachers have **not** completed their Bachelor of Education (B.Ed) degree.

50%

Teachers recognize that the most significant challenge for students when switching schools is adapting to varying curriculums, coupled with the demanding process of adjusting to a new socio-cultural environment.

43.1%

As per teachers' perspective, the 2nd most challenging aspect for new students is emotional stress, with academic disruption ranking as the first.

70.7%

Teachers maintain regular communication with newly transferring students. Furthermore, a notable 56.9% actively strive to facilitate the integration of these students into the academic curriculum.

30.6%

Teachers conduct an initial assessment to gain insights into new students and maintain ongoing and open communication with parents or guardians. Furthermore, 1.7% extend moral support to the newcomers and guide existing students to collaborate and welcome their new peers.

Interview Participants
| 06 Students and 02 Teachers

Student from Military background

Age: 26 - 30

Student from Military background

Age: 18-20

Student from Diplomatic background

Age: 18-20

Student from Bank background

Age: 26 - 30

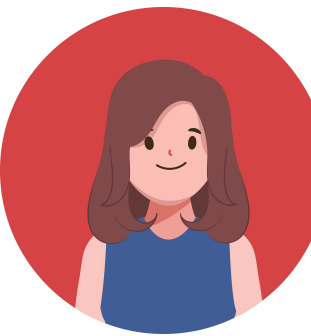**Student from Military background**

Age: 18-20

Student from Business background

Age: 21-25

I conducted interviews with transfer students who had previously attended Indian secondary schools. I chose to gather insights from individuals with diverse backgrounds to explore potential similarities and differences in their experiences. I additionally conducted interviews with two educators from separate educational institutions.

Teacher from Private School

Experience: 10+ yrs

Teacher from Public School

Experience: 10+ yrs

Interviews | Key Insights

According to India's National Education Policy, the primary medium of instruction is the mother tongue or local language, ideally up to grade 8, with Sanskrit as an optional subject

(NCERT, 2023)

"

Expecting transfer students to rapidly acquire regional language proficiency is unjust. Frequent language subject changes disrupt education. Transfers to culturally diverse areas can be challenging, hindering integration due to language barriers.

(V. Pundir, interview, September 22, 2023).

"

*The feeling of being "**Oh I am finally comfortable here.**" constantly evolved as I navigated a life of frequently changing schools. Each transfer meant uprooting and starting anew, a process that repeated every two years. The prospect of constantly starting over felt overwhelming.*

(A. Gattupalli, interview, September 22, 2023).

"While everyone was having fun during the summer vacation, I was making sure to catch-up to the whole class."

(V. Shrivastava, interview, September 24, 2023).

*Students, especially those **enrolling mid-session, frequently encounter difficulties** with adjustment. Amid the academic year, securing admission becomes challenging, even with a strong academic record from the previous school. The uncertainty of school selection leaves students with limited options, often necessitating extensive efforts during the summer break to secure admission.*

Interviews | Key Insights

Upon transferring to different schools, new students face the expectation of quickly aligning with the new educational approach and schedule.

" *The process of adaptation proved challenging for transferring students as they observed that most other students at the new school appeared well-versed in the routines and expectations, while they grappled with the fundamentals. The transition felt rapid and overwhelming.*

(N., interview, September 22, 2023).

New students frequently grapple with concerns about whether they'll find their own social circle, despite teachers' efforts to emphasize that these newcomers are their peers and should be included in group activities. **This insight underscores the social dynamics that can impact the integration** *of new students into established school environments.*

A **standardized teaching method** *could be beneficial when aligned with the curriculum. Implementing standardized processes might provide a framework for improving student outcomes. However, a significant challenge identified in the study is the need for adaptability when transitioning between schools, particularly in managing different subjects and their unique learning patterns.*

An observed insight suggests **a deficiency in comprehensive support or initiatives for new students, which is a cause for concern.** *It was noticed that teachers were not taking proactive measures to aid individuals in addressing challenges related to mental health, social interactions, and bullying. Instead, there seemed to be an assumption that students would naturally thrive without seeking their input on how to provide assistance.*

Interviews | Key Insights

Frequent transfers brought emotional challenges and discomfort. Adapting to new environments, forging relationships, and **coping with the lack of control over circumstances** induced a sense of helplessness. The complex admission process, including visits to multiple schools and varied tests, demanded an impressive intellect. This recurring, emotionally taxing admission process every 1-2 years was viewed as unfair.

Childhood bullying's enduring psychological impact and encounters with punitive teachers underscore the need for certified counselors in the school system. **Emotional support, academic assistance, and social integration are essential for helping students through transfers**.

" An incident stands out when transitioning schools mid-semester. **The new school didn't recognize my previous notes, forcing me to recreate them. This caused a significant waste of time and resources,** as I had to catch up with my classmates who were already ahead due to my mid-session entry. Despite using the same textbooks, I had to completely rewrite my notebooks.

(N., interview, September 22, 2023).

New students observed challenges, particularly when confronted with entirely new subjects or topics not covered in their previous curriculum. **The introduction of new subjects** like Environmental Science in a new school could **feel daunting, especially when they hadn't encountered them previously.**
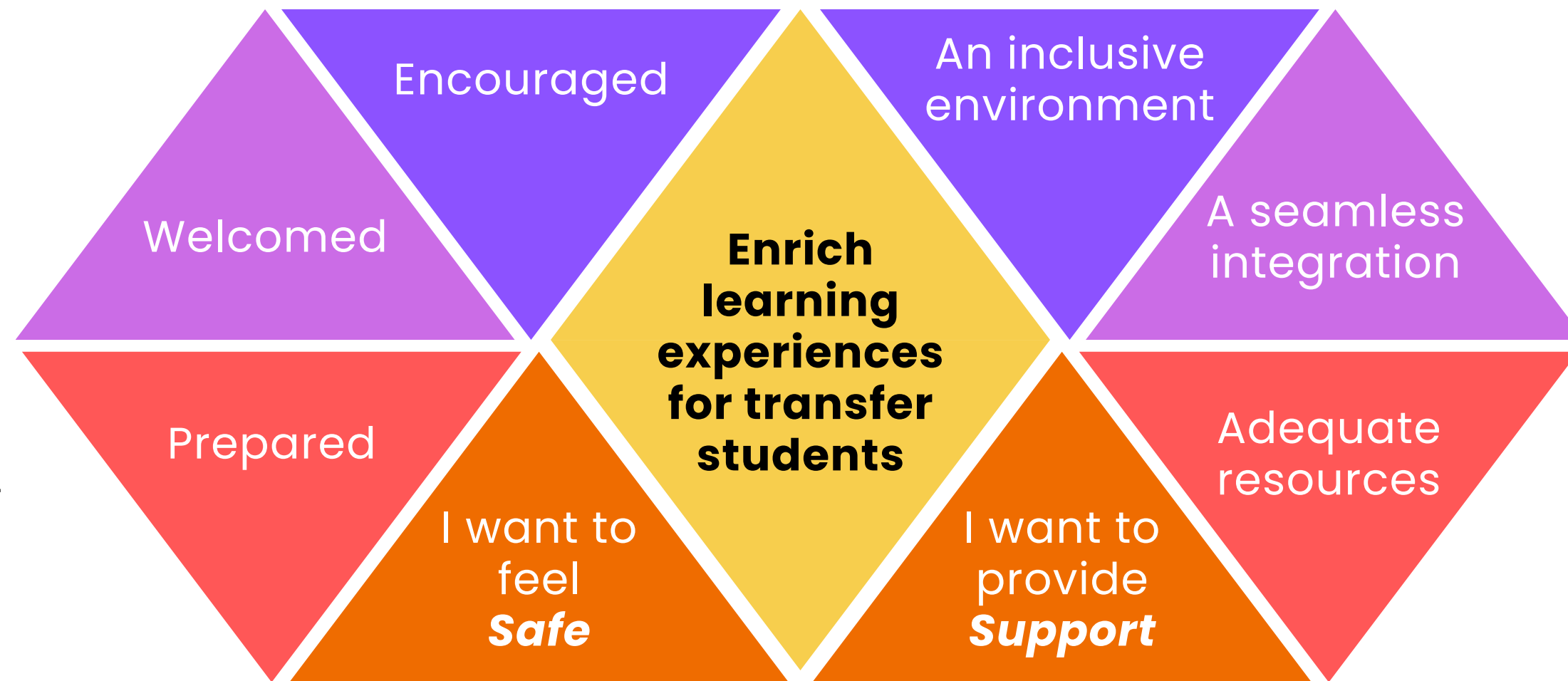
Facilitation Activities

Dreams

- "I want to make new friends"
- "I want to be appreciated for my pros more than them always pointing out my cons.
- "I want to be able to continue extra-curricular activities such as sports and a language of choice."
- I hope I can catch up with academics before sitting for an exam."
- "There is definitely some amount curiosity on what to expect"
- "I wonder what my new school will be like? The facilities, the activities"

Nightmares

- "I hope I don't get bullied."
- "How would I settle in a place?"
- " Getting marked periodic test that i wasn't aware of prior to starting the new school."
- "Getting introduced to new language subjects when changing regions."
- "Needing to adjust as little kid. "
- "It is daunting to move to a new city and leaving your friends behind."
- "I had some resistance towards change"
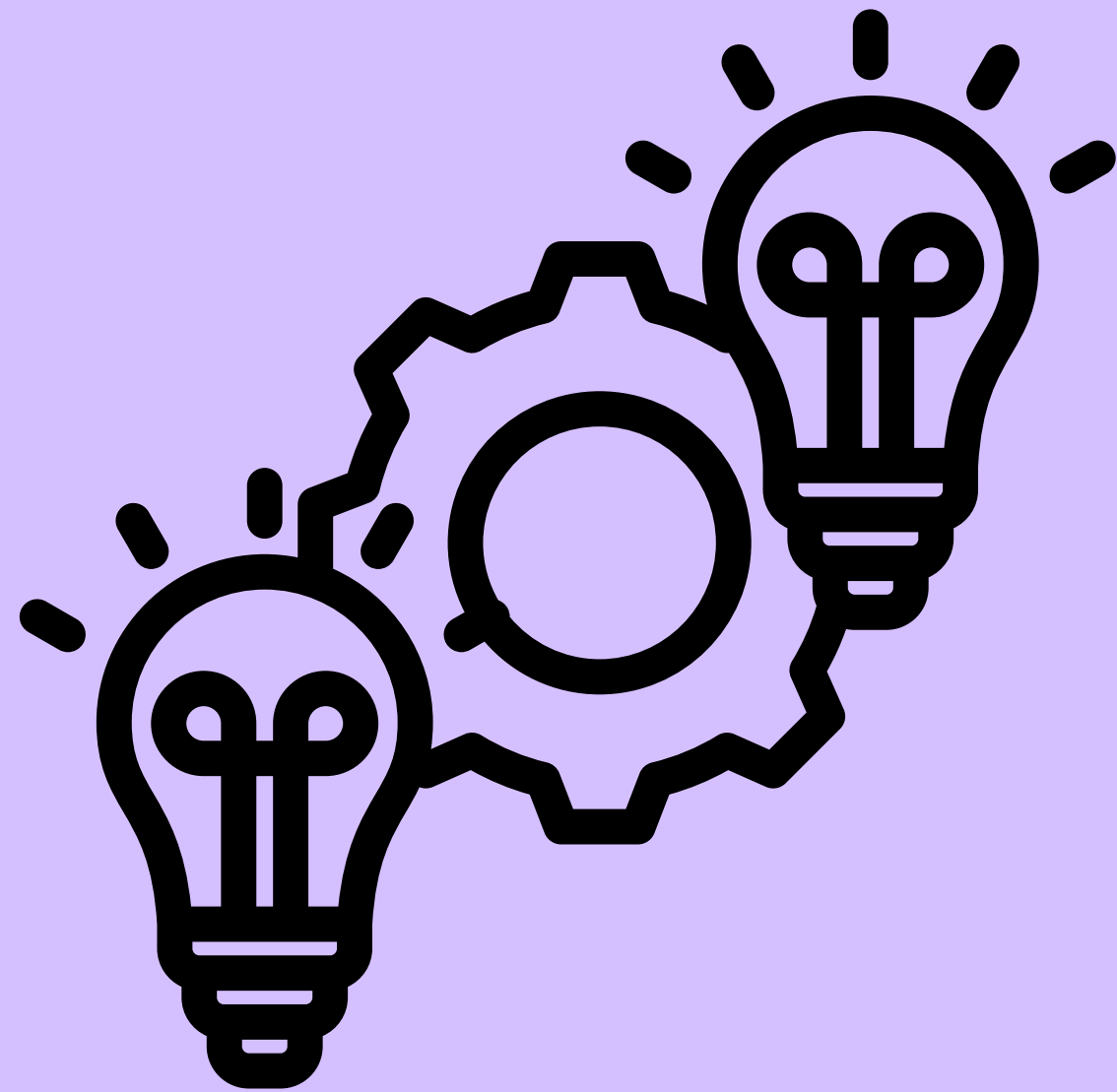- "Having to startover"

Experience Map

Encouraged

An inclusive environment

Welcomed

A seamless integration

Enrich learning experiences for transfer students

Prepared

I want to feel *Safe*

I want to provide *Support*

Adequate resources

STUDENT
Navigating unfamiliarity

TEACHER
Inadequate awareness

Data Synthesis

IDENTIFIER Avoidant

BACKGROUND Child of a Military family

DEMOGRAPHY Middle School Student

TRANFER FREQUENCY 6 Schools in 7 academic years

ADAPTIVE

SHY

OPEN-MINDED

HARDWORKING

PERSONALITY

Introverted ▬▬▬ Extroverted

Sensing ▬▬▬ Intuition

Thinking ▬▬ Feeling

Judging ▬▬▬ Perceiving

BIO

A recent transfer student to a new school, they underwent rigorous preparation and exams to secure admission. After two months in the school, their academic performance is strong, but they grapples with the fear of peer judgment, stemming from past bullying due to academic struggles. They strives to fit in but find themselves isolated in an unsupportive classroom environment. Teachers prioritize academics over their emotional well-being.

GOALS

- Seeks recognition beyond academics.
- Yearns for acknowledgment of proactiveness.
- Desires to be welcomed without judgment.

FRUSTRATIONS

- Helplessness in a hostile classroom
- Felt unsafe due to the lack of extra support
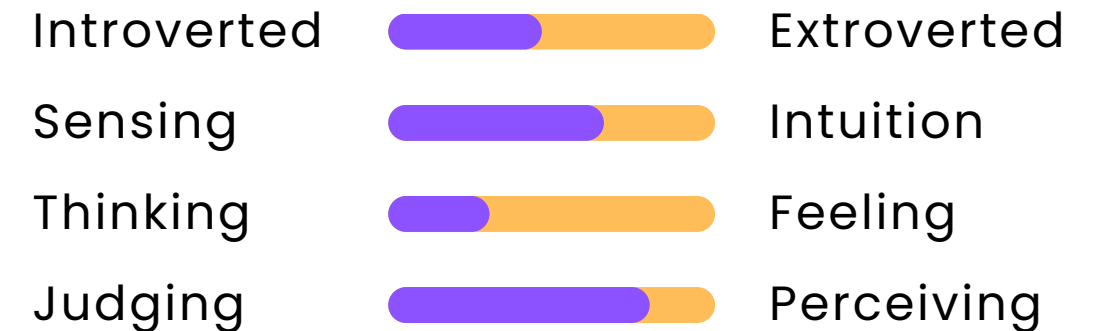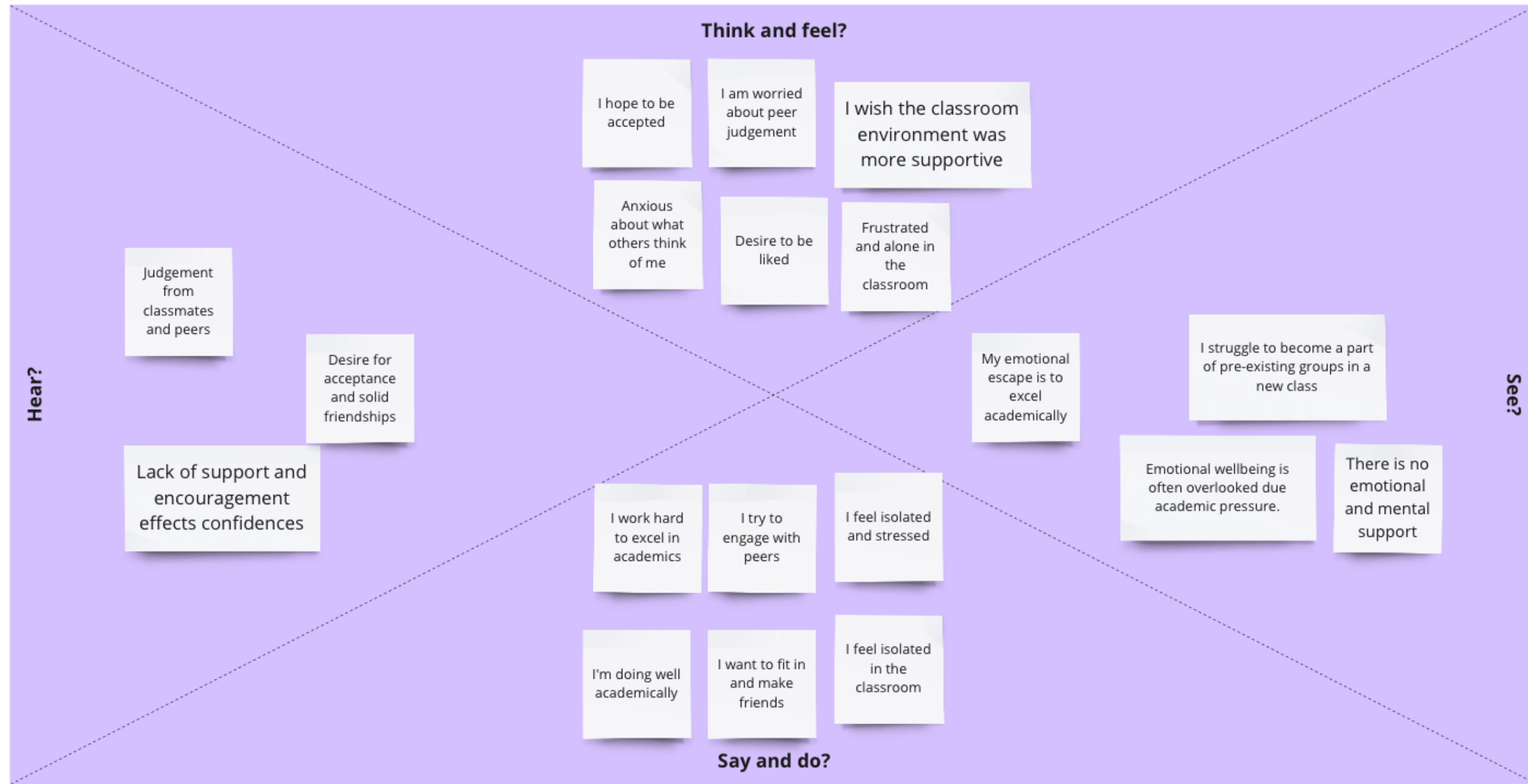- Difficulty making friends, academics became refuge

Think and feel?

I hope to be accepted

I am worried about peer judgement

I wish the classroom environment was more supportive

Anxious about what others think of me

Desire to be liked

Frustrated and alone in the classroom

Hear?

Judgement from classmates and peers

Desire for acceptance and solid friendships

Lack of support and encouragement effects confidences

My emotional escape is to excel academically

See?

I struggle to become a part of pre-existing groups in a new class

Emotional wellbeing is often overlooked due academic pressure.

There is no emotional and mental support

I work hard to excel in academics

I try to engage with peers

I feel isolated and stressed

I'm doing well academically

I want to fit in and make friends

I feel isolated in the classroom

Say and do?

Pain

The feeling of isolation

Fear of peer judgement

Unsupported school and classroom environment

Pressure to maintain a strong academic performance

Gain

I want to feel welcomed and accepted

I want to feel a sense of belonging

I hope for a more supportive environment

I want to gain self-confidence

IDENTIFIER
Resilient

BACKGROUND
Child of a Bank family

DEMOGRAPHY
High School Student

TRANFER FREQUENCY
10 schools in 10 academic years

DETERMINED

CURIOUS

FOCUSED

PATIENT

PERSONALITY

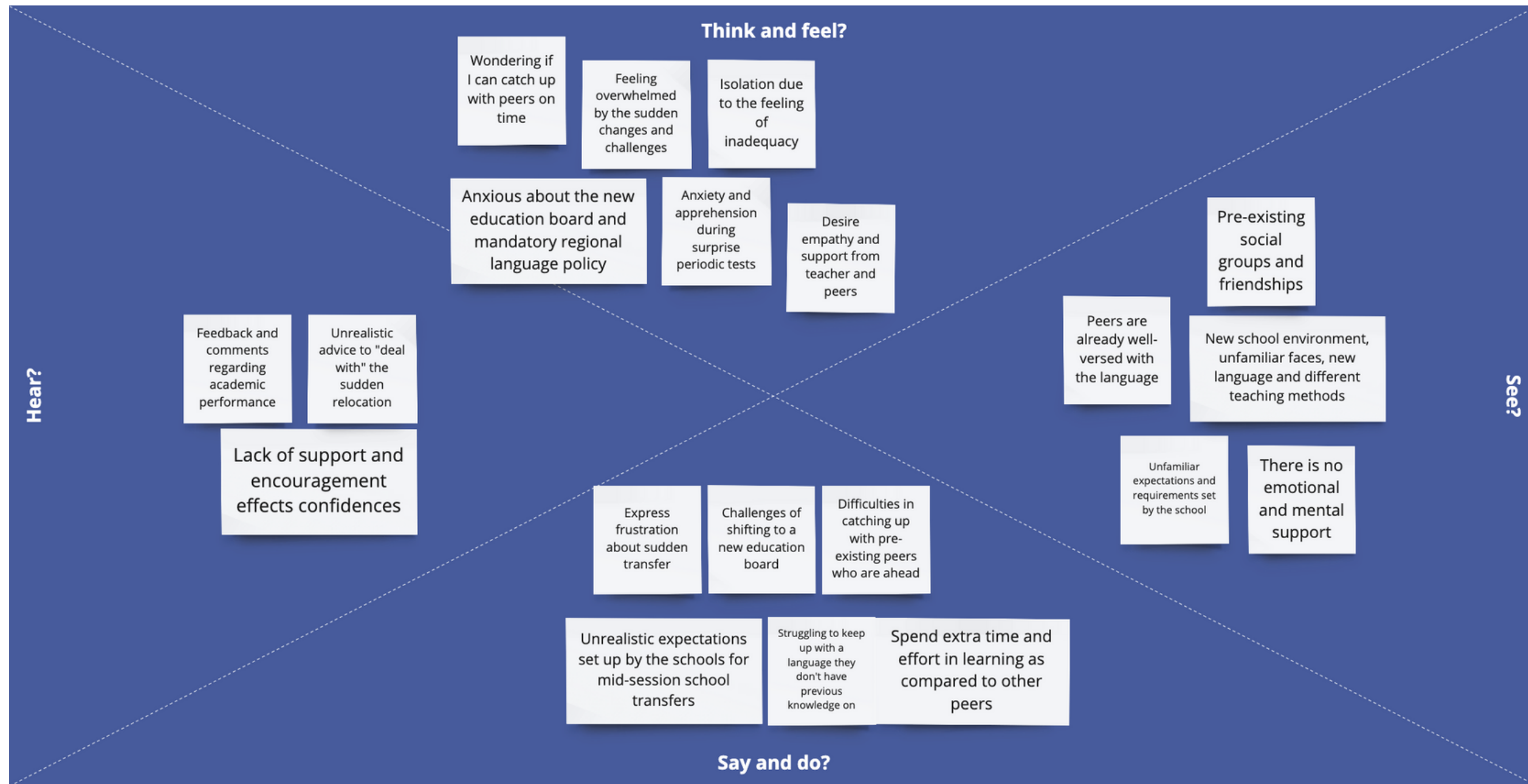| Introverted | | Extroverted |
Sensing		Intuition
Thinking		Feeling
Judging		Perceiving

BIO

The family had to relocate due to Dad's promotion, causing the student to change schools midway through the semester. Additionally, they had to switch to a different educational board, which presented a considerable challenge. This change introduced new subjects, including an entirely new language, and the student had to catch up to peers who had been studying it since elementary school. The mandatory regional language policy further complicated matters. To add to the stress, the school unexpectedly administered a test on the new language, with no consideration for the fact that the student had never encountered the script before.

GOALS

- Aiming to keep pace with the class to prevent falling behind.
- Endeavoring to quickly adapt to the new environment.
- Wishing for reduced pressure related to rapid preparation.

FRUSTRATIONS

- Difficulty grasping a foreign language.
- Lack of consideration or flexibility for newcomers.
- Unfamiliar cultural norms and expectations.

Think and feel?

Wondering if I can catch up with peers on time

Feeling overwhelmed by the sudden changes and challenges

Isolation due to the feeling of inadequacy

Anxious about the new education board and mandatory regional language policy

Anxiety and apprehension during surprise periodic tests

Desire empathy and support from teacher and peers

Hear?

Feedback and comments regarding academic performance

Unrealistic advice to "deal with" the sudden relocation

Lack of support and encouragement effects confidences

See?

Pre-existing social groups and friendships

Peers are already well-versed with the language

New school environment, unfamiliar faces, new language and different teaching methods

Unfamiliar expectations and requirements set by the school

There is no emotional and mental support

Say and do?

Express frustration about sudden transfer

Challenges of shifting to a new education board

Difficulties in catching up with pre-existing peers who are ahead

Unrealistic expectations set up by the schools for mid-session school transfers

Struggling to keep up with a language they don't have previous knowledge on

Spend extra time and effort in learning as compared to other peers

Pain

Negative feedback rising stress and lowering confidence

Comparison within the classes

No empathy or understanding from the school

Minimal support for new subjects and languages

Gain

Seeking a support system

Extra help and resources to catch up

Hope for empathetic advice and support

An accommodating and supportive environment

IDENTIFIER

BACKGROUND

DEMOGRAPHY

EXPERIENCE

Advocate

Military wife

High School Teacher

10+ years in Private Schools, CBSE

DETERMINED

CURIOUS

FOCUSED

PATIENT

PERSONALITY

Introverted	▬▬▬▬	Extroverted
Sensing	▬▬▬	Intuition
Thinking	▬▬▬	Feeling
Judging	▬▬▬	Perceiving

BIO

Teacher tries their best to provide support to the new transfer students. If they are the class teacher, they give special support as in when required but they are not able to give the same attention to new students in subject classes. They aim to receive trust from students so that the students is comfortable and safe in the class. Oftentimes, when there is some kind of hostility, the teacher tries to help new students integrate with existing classmates but sometimes it becomes tough. Moreover, ratio of teachers and students in one class is, 1:50 in a 40minute long class. it is challenging to provided much needed support to individual students.

GOALS

- Facilitate a seamless adjustment for new transfer students
- Create a trustworthy and safe environment
- Assist students who face challenges in integrating

FRUSTRATIONS

- Resource constraints to support new students
- Challenge to integrate new students into existing social groups.
- High teacher-student ratio in short classes, hindering personalized support.

Think and feel?

Increase support for new transfer students

Using strategies to integrate new students in classrooms

Finding resources and solutions to provide special support

Finding resources and solutions to provide special support

Concern for new student's wellbeing

Frustration due to constraints and limited resources

Empathizing with challenges regarding adaptation

Feels strong sense of responsibility for wellbeing and success for new students

Create a safe and inclusive environment

Hear?

Listening to experiences, concerns and difficulties of new students

See?

Observe social challenges faced by new students

Witness classroom dynamics

Assess academic performance of new students

New students struggling to keep up when they first came

Express commitment to provide support

Desire to establish trust and welcoming environment

Acknowledge challenges and concerns of new students

Offer special support

Attempt to facilitate integration in existing class dynamics

Allocate resources and solutions to better support new students

Say and do?

Pain

Limited time and attention due to high student-teacher ratio

Frustrations with resource limitations and system constraints

Challenges in integrating new students and addressing hostility

Struggle to earn new student's trust

Gain

More individual support to new students

Smoother integration process

Additional resources to support unique needs

Safe and inclusive environment

Design Opportunities

OPPORTUNITY MATRIX

INSIGHTS	'WHAT IF' STATEMENT	DESIGN OPPORTUNITY
Establishing a teaching methods, clear guidelines for student success, consistent assessments, and dedicated resources for transfer students can lead to improved overall educational outcomes.	What if we develop a seamless and equitable educational system that empowers transfer students to excel by implementing standardized teaching processes, consistent assessments, and accessible resources?	Design an inclusive educational framework that facilitates the academic journey of transfer students through standardized teaching, uniform assessments, and readily available support resources.
There is an importance of inclusivity in an educational environment, especially for new students. This involves actively promoting engagement among students from diverse backgrounds and addressing the potential alienation felt by new arrivals.	What if we create a proactive workshop to foster inclusivity and reduce alienation among new students in diverse educational settings?	To develop approaches and activities that foster inclusivity and diminish alienation among new students in diverse educational settings, ensuring their welcome, value, and engagement.
Prioritize teacher support for students' mental health, social issues, and bullying, while also recognizing the challenges students face when making new friends during school transfers.	What if provide specialized support to address students' mental health, social issues, and bullying, while also aiding students in building new friendships during school transfers?	Design a holistic support program for teachers to address students' well-being, including mental health, social issues, and bullying, and help students build new friendships during school transfers.
Improve orientation for transfer students, accommodating their unique support needs, and fostering a strong sense of belonging within the new institution.	What if we create an onboarding system to simplify their transfer fostering a strong sense of belonging within the new institution?	To enrich the orientation experience for transfer students by catering to their distinct support requirements and establishing a more inclusive and inviting atmosphere within the new institution.

OPPORTUNITY MATRIX

INSIGHTS	'WHAT IF' STATEMENT	DESIGN OPPORTUNITY
Amplify support for students who frequently change schools, it's crucial to cultivate teacher empathy, provide tailored assistance, and help students adapt to diverse curricula effectively.	What if we establish a program that instructs educators on the value of fostering empathy to deliver customized aid to students experiencing school transfers?	Design a holistic support system to aid students with frequent school changes by fostering teacher empathy, offering tailored assistance, and facilitating adaptation to diverse curricula.
The admission procedure for transfer students can be quite exhausting and time-consuming, and, frequently, it feels disheartening when the application is ultimately declined, making the effort seem futile.	What if we streamline the admission process for transfer students, minimizing the need for multiple visits to different schools?	An opportunity exists to streamline the admission process for transfer students and their parents, making it more user-friendly.
The requirement of a third language in India, with its vast linguistic diversity, can present a more significant adjustment challenge for transfer students compared to their counterparts.	What if we provided students with the choice to specialize in a single language that would be universally recognized across India?	Opportunity to create a system or framework that allows students to focus their studies on a single language that holds widespread recognition and relevance throughout India.
Insufficient resources available at a new school in a different city pose challenges for transfer students wishing to sustain specific extracurricular pursuits.	What if transfer students could seamlessly pursue their chosen extracurricular interests at a new school in a different city, without resource-related obstacles?	The design opportunity is to facilitate a smooth transition for transfer students in new cities so they can continue their extracurricular interests without resource-related challenges.

OPPORTUNITY MATRIX

INSIGHTS	'WHAT IF' STATEMENT	DESIGN OPPORTUNITY
Allowing new students to settle in before imposing academic deadlines would have be much appreciated.	What if new students were given time to settle in before academic deadlines were imposed?	Creating a more accommodating environment for new students to settle in and thrive academically.
The limited attention given to transfer students is a result of restricted time due to the high student-to-teacher ratio.	What if we could address alternatives so that sufficient attention is given to students?	The opportunity is to encompass innovative teaching methods, personalized learning, teacher training, and flexible scheduling to provide students with sufficient attention.

DESIGN CRITERIA

MUST HAVE	SHOULD HAVE	NICE TO HAVE
TRANSPARENCY	ENHANCE INCLUSIVITY	ACCESSIBLE
SUPPORTIVE ENVIRONMENT	GARNERING EMPATHY	FOSTER COLLABORATION
FACILITATE ONBOARDING	STREAMLINE PROCESS	SCALABLE GLOBALLY
RESOURCE ALLOTMENT	SUSTAINING FUTURE	
TAILORED ASSISTANCE		

Concept Catalog

Online Database

An internet-based platform designed to **link parents or guardians** who frequently relocate due to their professional commitments **with suitable schools for their children**. This online repository will furnish an extensive **directory of schools in their vicinity** that currently have openings for student enrollment. **It is imperative for educational institutions to maintain their profiles with transparency and up-to-date information.** The platform will offer valuable resources for both parents and students, **facilitating access to specialized support systems**.

Moreover, the database includes a **digital CV for transfer students**, alongside a degree planner that continually updates the student's academic credit score and eligibility criteria. The digital CV will **encompass a scorecard, student feedback, and recommendation letters, streamlining the assessment of students.** Additionally, the database may incorporate generative AI to provide a range of assessment options.

ACTORS

Parents of transfer students, Teachers, Transfer Students, Secondary Schools of India, School Counsellors, School Administration, Education Officers, Technology Providers etc
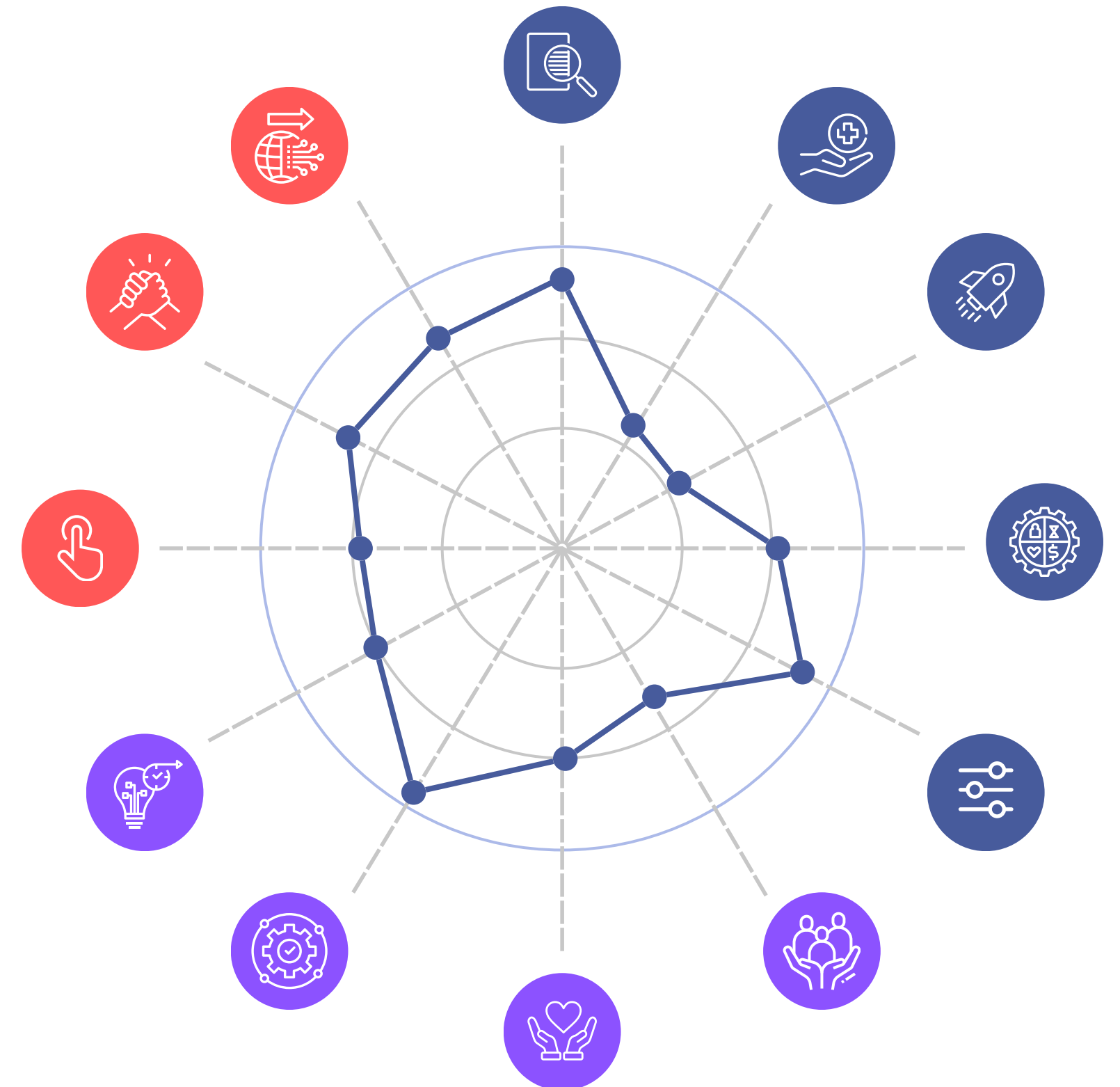
Facilitation Workshops

The weekly workshops, spanning one month, will be led by teachers to better understand transfer students.

- Week 1 fo**cuses on general student introductions** through one-on-one sessions to **explore their goals, challenges, past experiences, learning preferences, and areas needing assistance.**
- Week 2 addresses **subject-specific concerns and collaboration between teachers and parents.**
- Week 3 emphasizes **community-building with ice-breakers and collaborative activities** for the entire class.
- In week 4, **a wellness check is conducted for both new and existing students.**

Additionally, a committee comprising class teachers, a counselor, and a peer mentor will offer extra support to the new students.

ACTORS

Teachers, New and Existing Students alike, Parents of transfer students, School Counsellors, Secondary Schools of India, School Administration etc
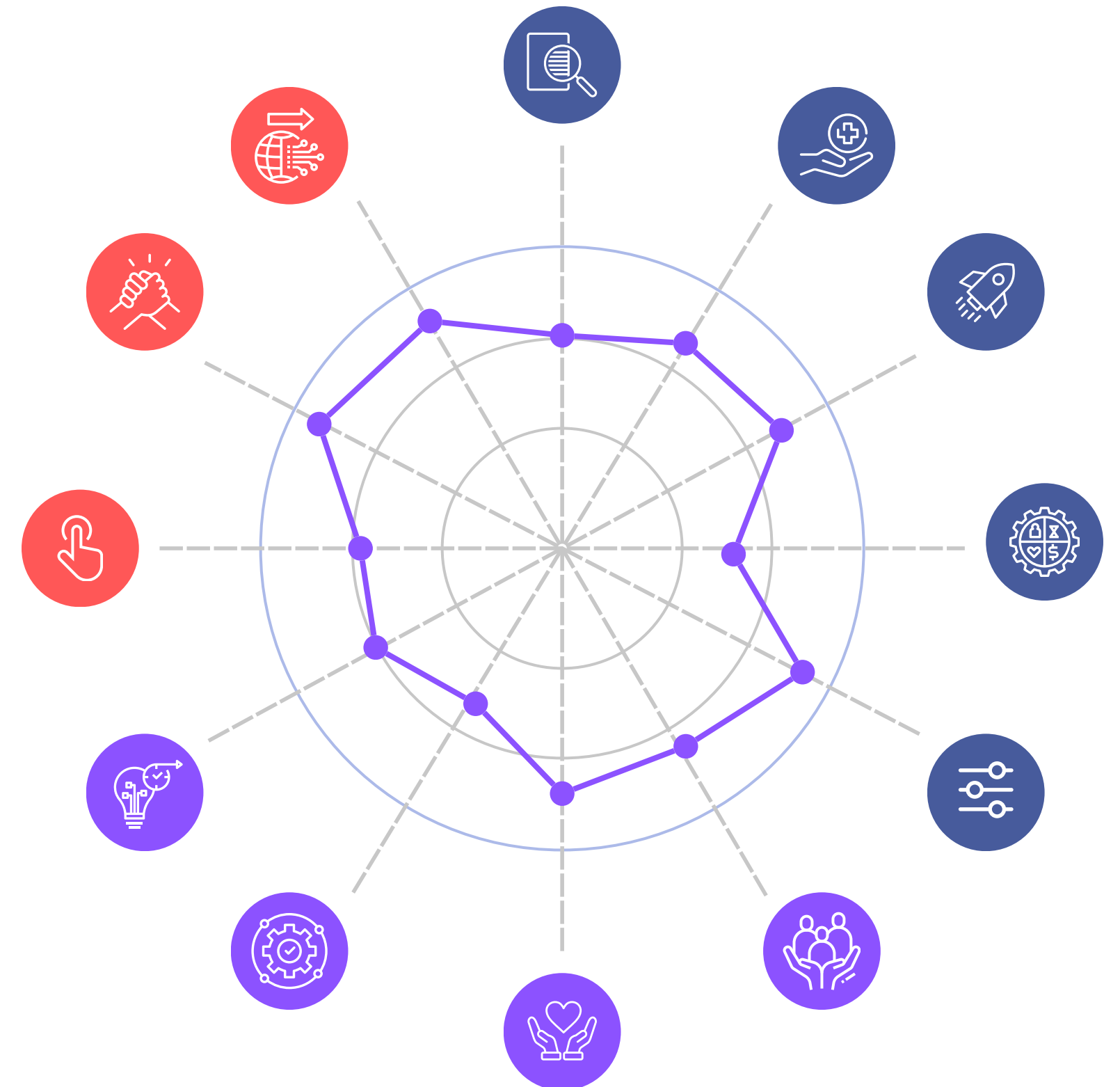
Online Learning Platform

This dedicated online learning platform serves as a lifeline for transfer students, offering them a **comprehensive educational experience that includes language learning and extracurricular subjects.** Its primary objective is to ensure that students can continue their academic journey without disruptions, even in areas with a scarcity of teachers, such as remote regions. What makes this platform particularly noteworthy is its **official recognition by the Central Board of Secondary Education**, a respected educational authority. This recognition guarantees that the platform adheres to the board's educational standards, ensuring high-quality content. Additionally, **its alignment with the National Council of Educational Research and Training curriculum further cements its credibility, providing a curriculum that meets national educational benchmarks.**

Moreover, the platform **rewards students with credits for completed courses, which can be transferred to their academic records.**

ACTORS

Transfer Students, Teachers and Instructors, Coaching Centers, Parents and Guardians, Educational boards, Technology Providers,
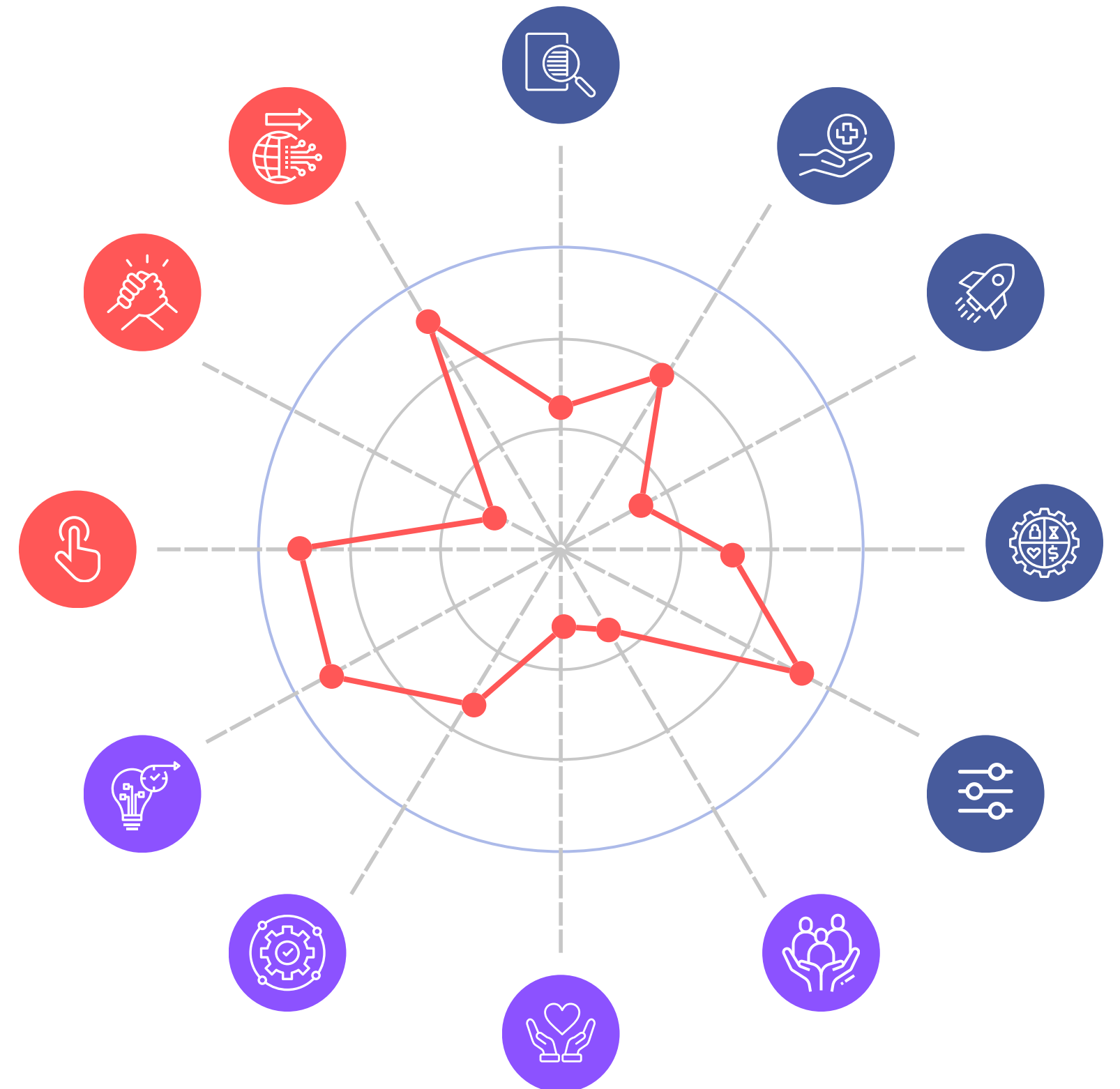
Upon the examination of the design criteria map, it becomes evident that 2 out of the 3 proposed concepts meet more than 6 of the 12 criteria. Each of these concepts effectively addresses some of the common challenges faced by transfer students. Personally, I find all 3 concepts highly appealing, as they each bring unique strengths to the table. However, after engaging in discussions with few friends who have undergone the transfer experience themselves, it's clear that "Facilitation Workshop," denoted as concept 2, holds particular promise. This concept not only provides an excellent space for both teachers and students to establish meaningful connections but also significantly contributes to the ease with which new students can integrate into their unfamiliar academic environment. By fostering an inclusive, welcoming, and supportive classroom atmosphere for transfer students, this concept stands out as a valuable addition to our efforts to enhance the transfer student experience.

I'm also excited about the Online Database and Online Learning Platform. To harness their potential, I've opted for a phased rollout strategy, ensuring a seamless implementation that maximizes benefits for transfer students. This gradual introduction allows us to adapt to transfer student needs and offers a comprehensive support system, underlining our commitment to enhancing the transfer student experience for lasting success.
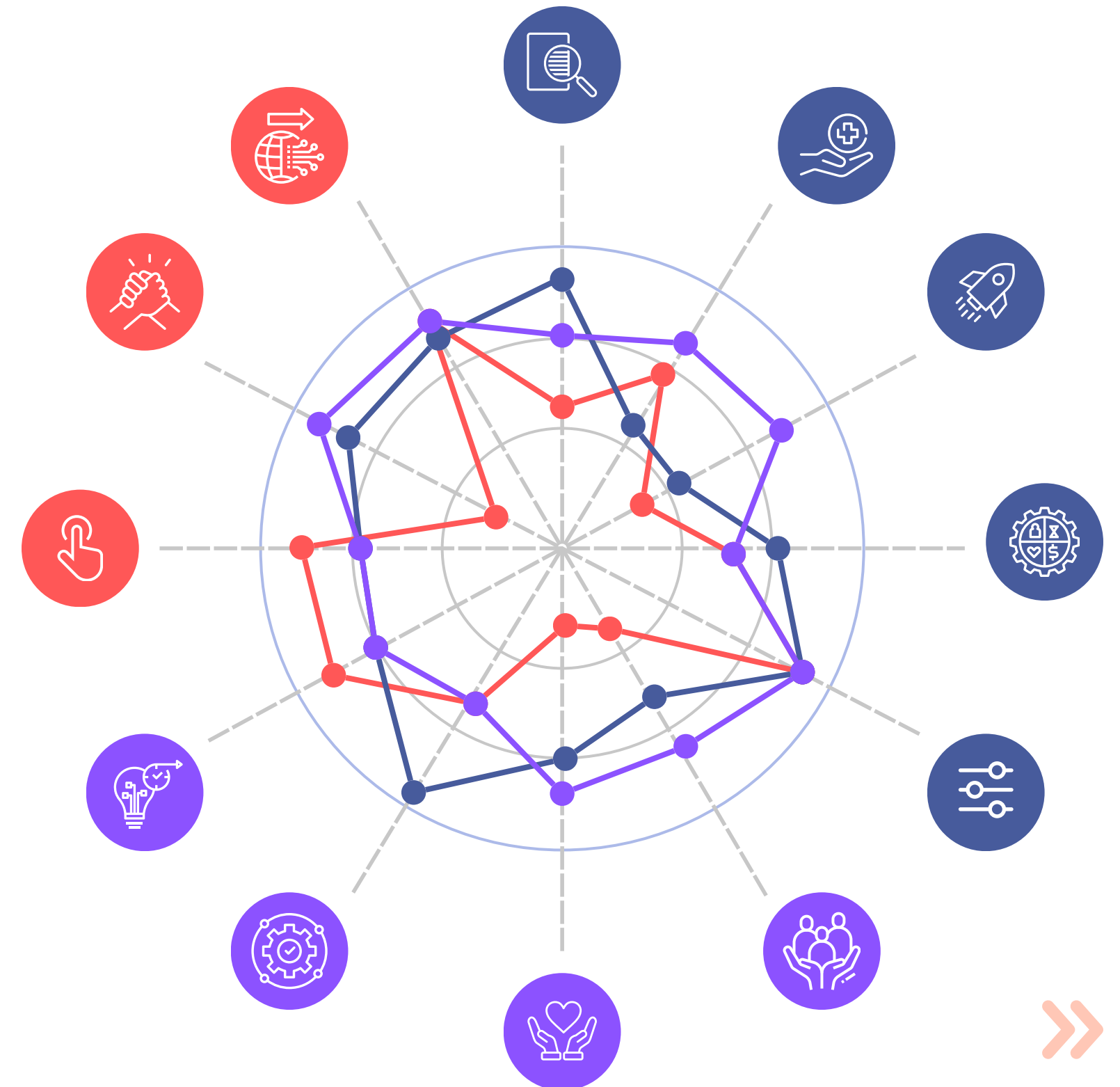
Education consultancy

This consultancy firm is dedicated to centering its approach on the student, placing a strong emphasis on fostering collaboration between students, teachers, counselors, and parents. The core **objective is to prioritize the student's needs and desires**, ensuring their smooth integration into the school environment and **minimizing any emotional stress** they might encounter on their educational journey. The program introduces facilitation activities to **simplify the onboarding process** for both new and existing students, making it an inclusive approach that caters not only to transfer students but also to those who have been with the school since the beginning.

To promote awareness regarding the **significance of collaboration, integration, and empathy**, the firm conducts workshops that involve both teachers and students. This initiative's initial phase will be rolled out in military-run schools experiencing an annual student transfer rate of at least 25%. The facilitation activities encompass personalized student introductions to **understand their goals, challenges, past experiences, learning preferences, and areas where they may require assistance**. Additionally, these activities will address subject-specific concerns, encourage collaboration between teachers and parents, and **emphasize community-building within the classroom**. The session concludes with a **wellness check for both new and existing students, ultimately creating a robust student support system.** Furthermore, the consultancy offers an online platform that provides an array of case studies, workshop ideas, and innovative classroom activities to enhance student interaction and support. An abundance of resources is made accessible for teachers and students to incorporate into their classrooms, **enriching the learning experience**.
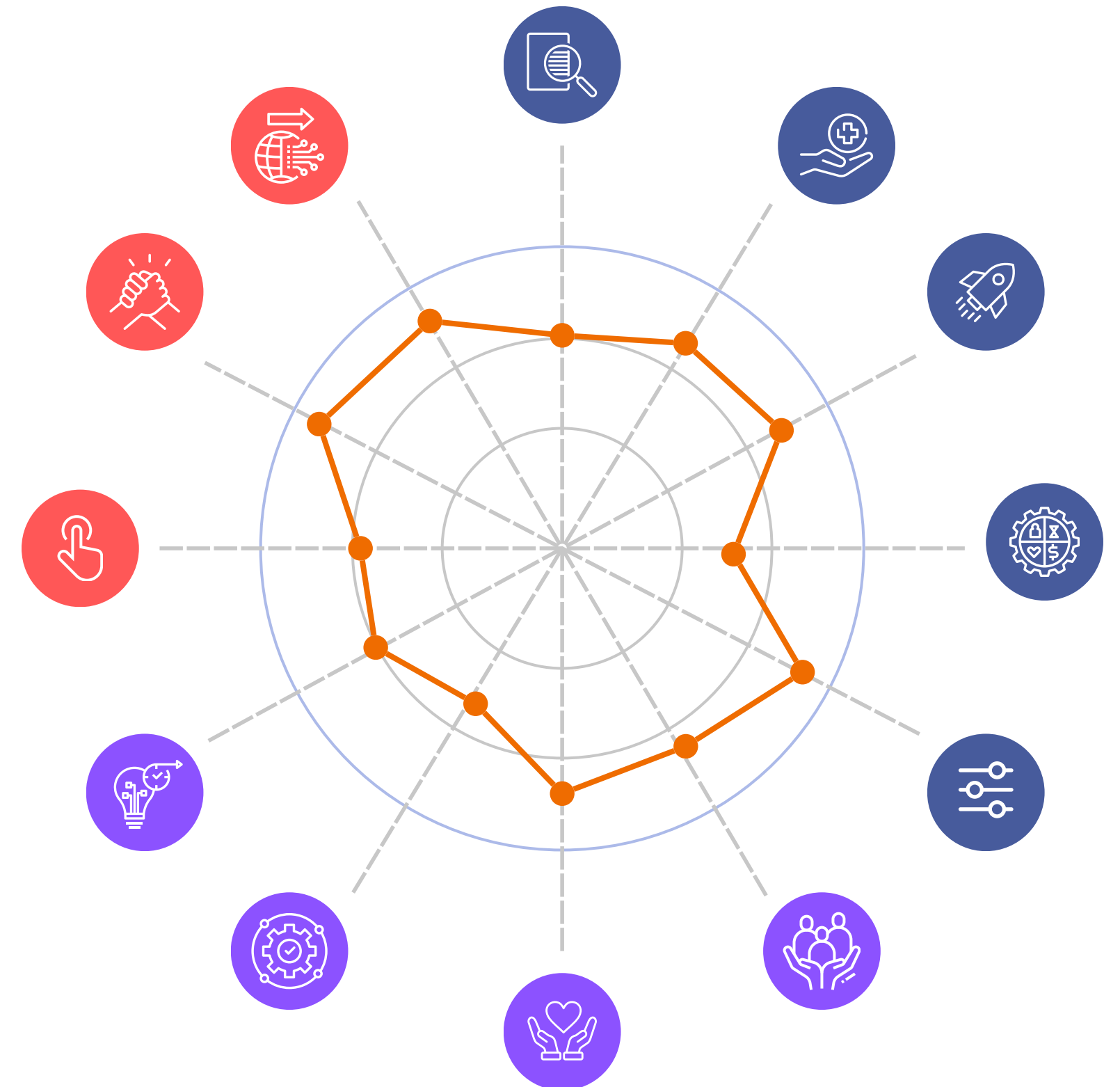
Concept Validation

Validating the concept against the **Experience Map** is crucial to ensure that I can deliver the necessary experiences for transfer students. I have emphasized the experiences currently offered by the consultancy firm, and I will progressively fulfill the remaining experiences in the upcoming phases as they are implemented.
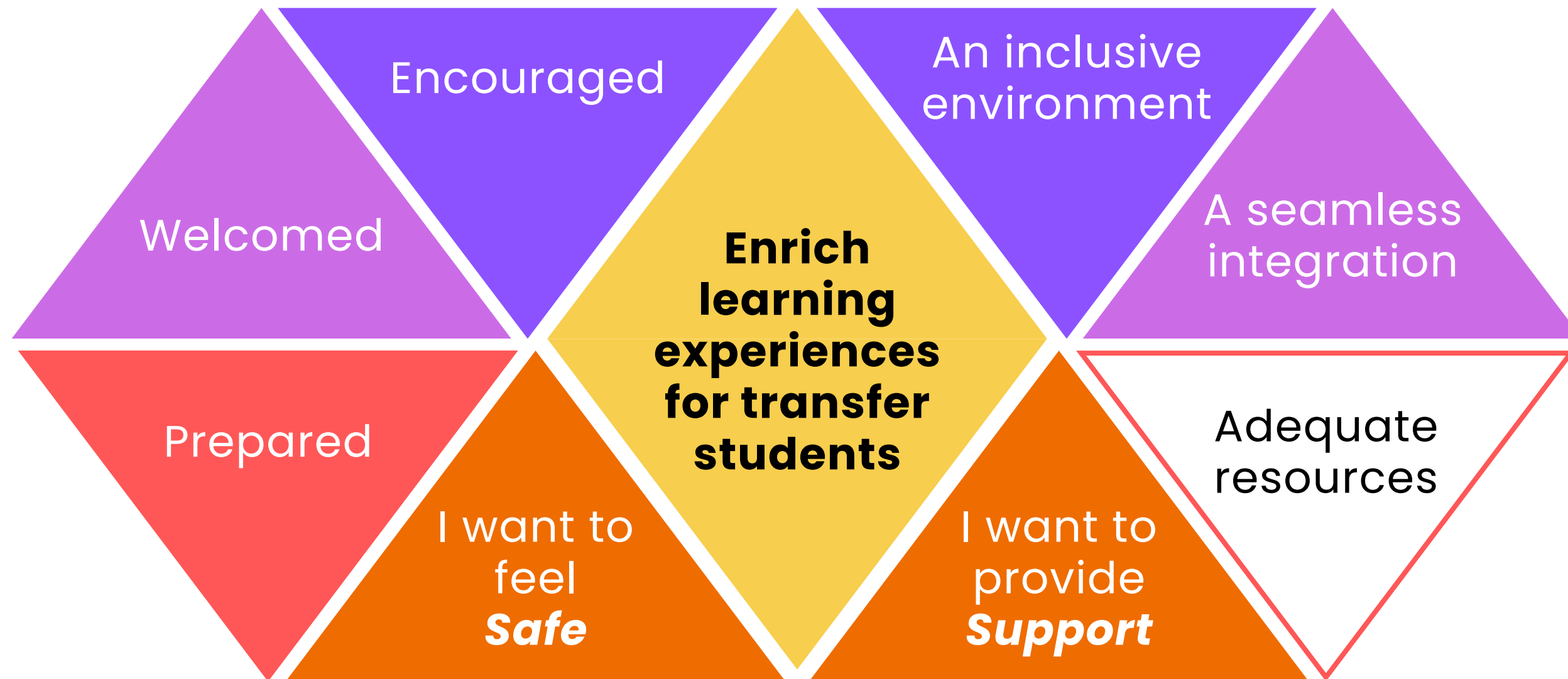
Market Positioning

Presently, the teacher training workshops in India predominantly revolve around enhancing the learning experiences of students, yet often neglect the needs of students, particularly those who frequently change schools. My potential contribution lies in addressing this gap by prioritizing students and fostering empathy towards their unique situations. While big consultancies such as Aditya Birla Education Academy, TELF India, and DIDAC Academy may catch up to this in the future, as of now, they aren't a potential threat to my market area.

(+) Impact

OPPORTUNITY SPACE

(−) Threat

(+) Threat

(−) Impact
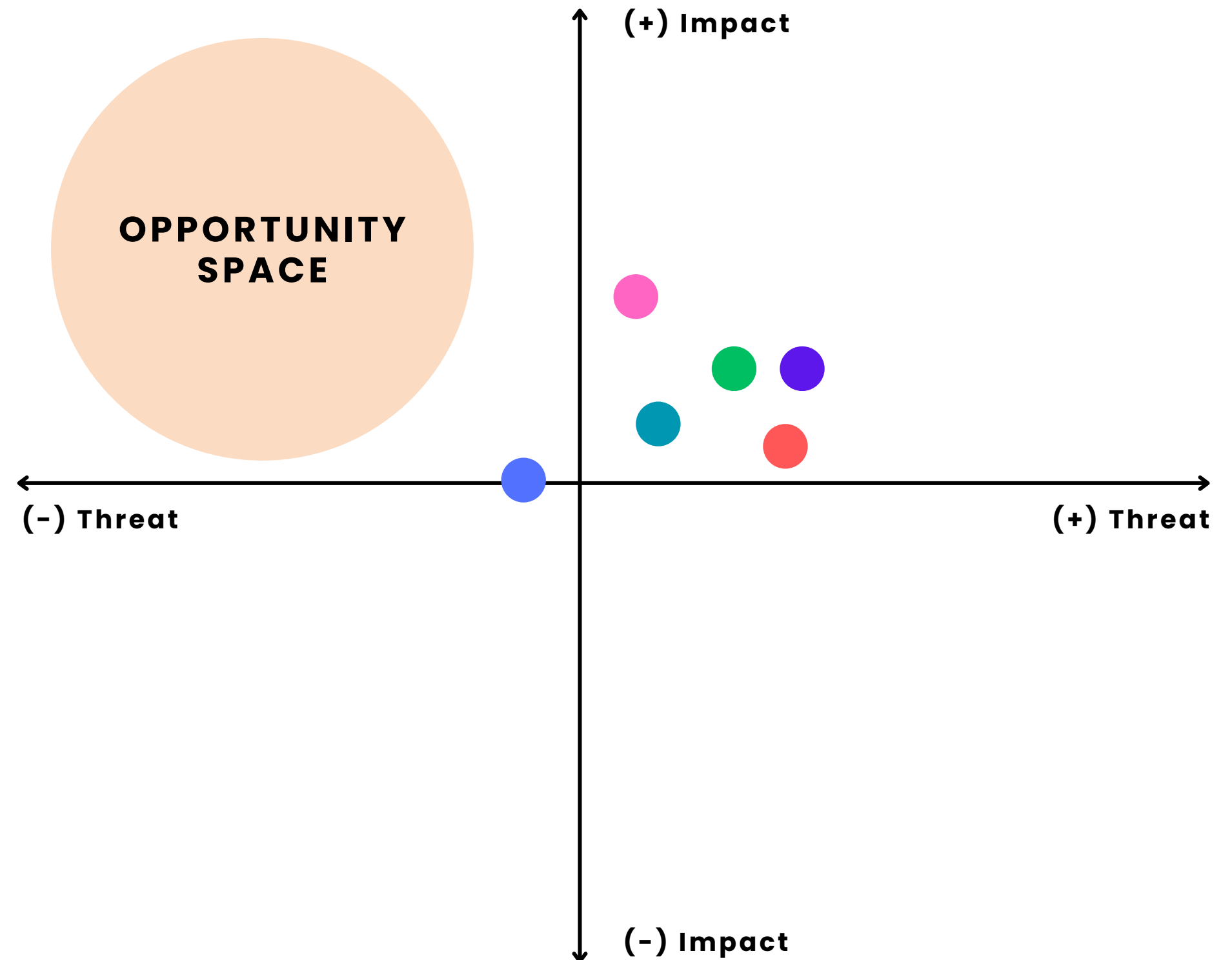
● Happy Horizon

● Brain Strength

● Aditya Birla Education Academy

● TEFL India

● Nishtha

● DIDAC Academy

Color Palette

Heading: Roca

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

Body: Helvetica

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789

I devised the Value Pillars based on the analysis and synthesis the insights, finding and AdaptEd's brand positioning.

Foster

Inclusivity

AdaptEd aims to enhance the educational experience for transfer students by fostering inclusivity in the classroom, creating a supportive and welcoming environment that accommodates their unique needs and experiences.

Amplify

Engagement

AdaptEd strives to boost engagement for transfer students, both in and outside the classroom, by promoting collaboration among students, teachers, parents, and counselors. The goal is to create a supportive environment that enhances overall well-being and academic success, connecting the educational journey with the efforts of all stakeholders for a more enriching experience.

Enhancing

Personalization

AdaptEd provides personalized solutions to help teachers address the unique needs of transfer students by understanding individual challenges, offering tailored resources, strategies, and support. The goal is to enhance the overall teaching and learning experience by adapting educational approaches to diverse backgrounds, fostering inclusivity and support.

AdaptED will be structured with two components that will include a physical and a digital prototype.

PHYICAL PROTOYPE

A document designed to provide teachers with a checklist for supporting transfer students in their classes. This checklist will be applicable for a one-month period, beginning one week before the school term starts and continuing through the third week of the school term. It will encompass various components such as orientation, subject assessment, classroom integration activities, and student well-being.
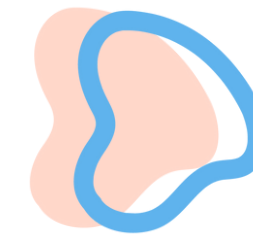
DIGITAL PROTOYPE

A digital database that serves as a constancy platform will offer educators a range of resources designed to facilitate the seamless onboarding and integration of transfer students into their classes. Additionally, we offer a dashboard that allows teachers to efficiently manage both transfer students and their teaching responsibilities. Schools have the option to subscribe to this service.

A document designed to provide teachers with a checklist.

WEEK – 1: Before classes start

The student orientation process encompasses several key components aimed at ensuring a smooth transition and fostering a positive learning environment.

1. **Name and Background of the transfer Student:** During the orientation, a comprehensive introduction to each student is provided, including their name and background. This initial step allows for a personalized approach, acknowledging the individuality of each student and creating a foundation for a supportive educational experience.

2. **Tour of the School:** A guided tour of the school must be organized, offering the opportunity for transfer students to become acquainted with the physical layout. This includes introductions to staff and teachers, fostering a sense of community and providing a friendly atmosphere for the students.

3. **Subject Expectations Discussion:** Teachers must take the time to discuss subject expectations with both parents and students. This dialogue helps set clear academic goals and provides an overview of what can be anticipated in terms of curriculum, assessments, and classroom dynamics.

4. **Facilitation Toolkit:** Gains, Pains, Ideas, Questions, Dreams vs. Nightmares: A facilitation toolkit is introduced to better understand the students. This toolkit involves exploring the gains, pains, ideas, questions, dreams, and nightmares of each student. By delving into these aspects, educators gain valuable insights into the students' perspectives, allowing for a more nuanced and empathetic approach to their educational journey.

A document designed to provide teachers with a checklist.

WEEK – 2

1. **Subject-Specific Evaluation:** this approach involves a meticulous examination of students' strengths and weaknesses in particular subject areas. Employing the 3 x 2 x 1 method allows to intricately assess the academic standing. Through this method, we identify 3 subjects requiring special attention, pinpoint 2 subjects in which the student excels, and highlight 1 key aspect for the teacher's comprehensive understanding of the student's academic profile.
2. **Syllabus Progress Discussion:** To ensure a well-rounded academic experience, we regularly engage in discussions regarding the syllabus. This entails a thorough review of how far the curriculum is. During the discussions, actively address any challenges or concerns that may have arisen, allowing adaption of teaching strategies to best meet the students' needs and ensure a comprehensive understanding of the material.
3. **Resource Provision:** Recognizing the diverse learning needs of our students, we actively provide supplementary resources to enhance transfer student's educational journey. Resources may include additional readings, online references, or practical exercises designed to reinforce key concepts.
4. **Buddy System:** To fostering a positive and inclusive learning environment, implement a buddy system for students. This initiative not only encourages peer-to-peer learning and collaboration but also promotes a sense of camaraderie within the classroom. By working together, students not only enhance their understanding of the subject matter but also contribute to the creation of a supportive and inclusive educational community.

A document designed to provide teachers with a checklist.

WEEK – 3

During week 3, the focus will be on supporting the integration of transfer students into the classroom setting. Social integration will be promoted through team-building and group activities, fostering improved communication skills, heightened confidence, and the encouragement of collaboration and conflict resolution. These activities will include lighthearted group exercises, incentivized as extra credit. By engaging in such initiatives, transfer students can establish connections with their peers, alleviate feelings of isolation, and cultivate a sense of belonging within their new school. This not only allows students to build strong relationships but also facilitates the development of essential life skills, contributing to their overall well-being. Ultimately, these efforts aim to make the transition to a new academic environment smoother and more positive for transfer students.
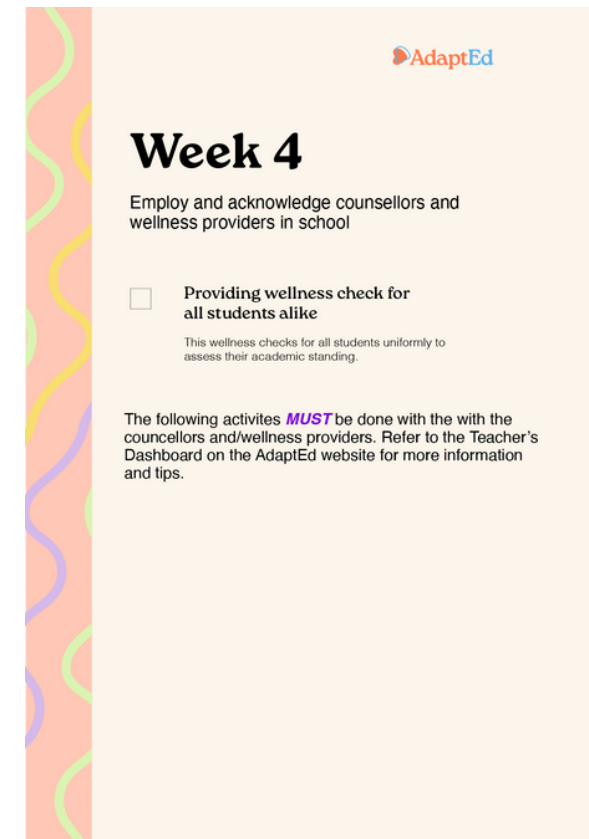
A document designed to provide teachers with a checklist.

WEEK – 4

Implementing a comprehensive wellness check for all students is crucial for fostering a supportive learning environment. This proactive approach involves assessing various aspects of students' mental, emotional, and physical health to identify potential concerns. Extending this practice to all students, irrespective of their backgrounds, demonstrates a commitment to the well-being of the entire school community.

To enhance the wellness support system, it's vital to actively employ and acknowledge the contributions of counsellors and wellness providers. These professionals play a pivotal role in addressing diverse student needs, offering guidance and counseling services. Recognizing their expertise not only strengthens the support network for students but also promotes a culture of openness and mental health awareness within the school community. Integrating art and music therapy into the wellness program adds a creative dimension, providing students with alternative outlets for self-expression and emotional processing, contributing to a holistic approach that addresses both cognitive and emotional well-being.

AdaptEd

Week 4

Employ and acknowledge counsellors and wellness providers in school

☐ **Providing wellness check for all students alike**
This wellness checks for all students uniformly to assess their academic standing.

The following activites *MUST* be done with the with the councellors and/wellness providers. Refer to the Teacher's Dashboard on the AdaptEd website for more information and tips.

AdaptEd

Wellness Check Activities

Art: This empowers students to express themselves in the ways most beneficial to them by being permitted to explore the mediums, styles, tools, surfaces and other elements of their choosing on their terms.

Peer Meditation: Social emotional learning in the classroom involves learning to be open and honest, to talk through conflicts and to compromise to achieve goals.

7 testings
- 5 Transfer Students
- 2 Parents
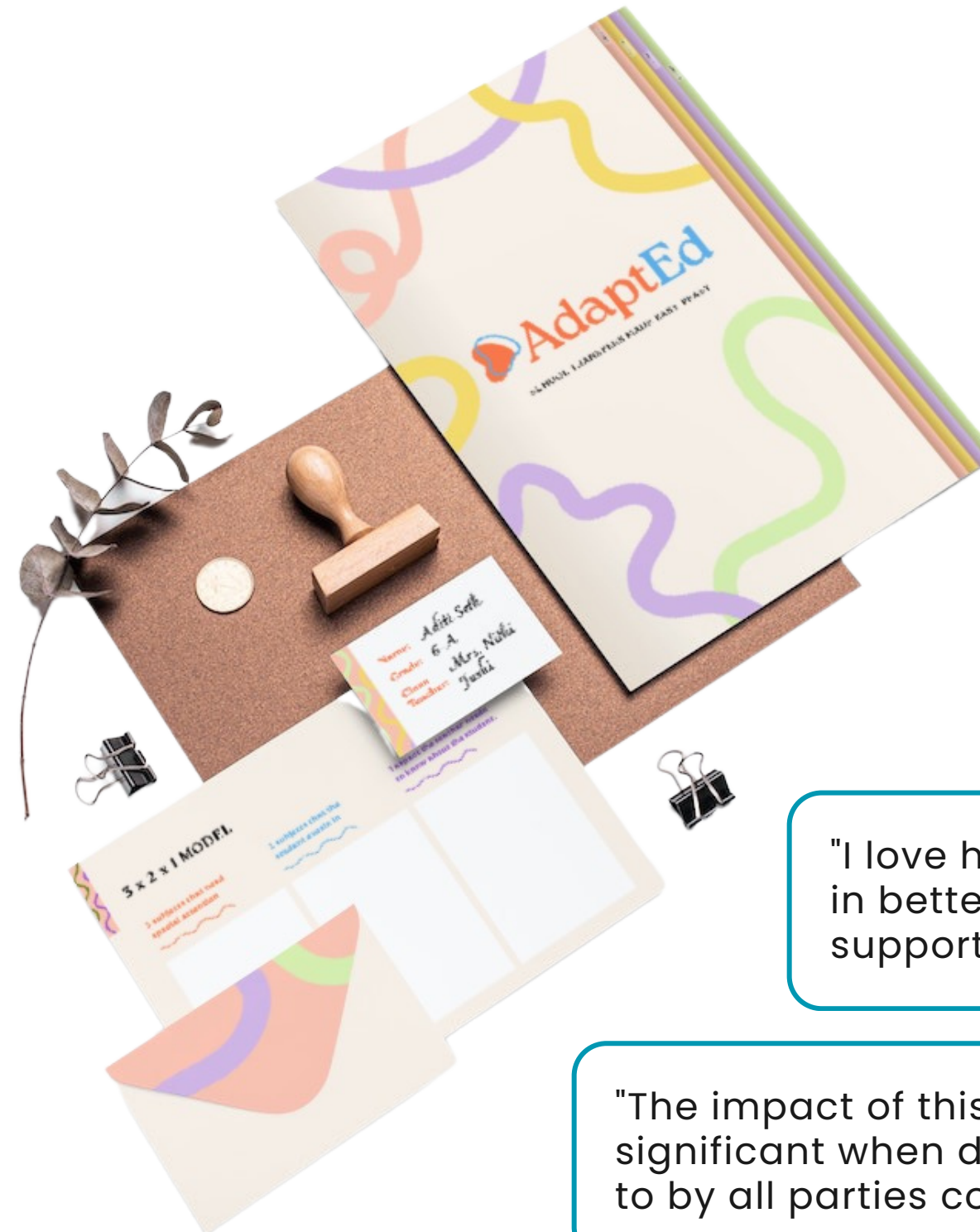
70% had an positive experience engaging with AdaptEd

80% believe that engaging this on-boarding exercise was beneficial

75% agreed that the facilitation techniques effectively helped students

80% agreed that the wellness check enhances student support

*Although all participants enjoyed every week, **Weeks 1 and 3 emerged as the preferred choices.***

Comments:

"Teachers might not give priority and could end up hurrying through the process."

"I like that increased interaction here eases challenges for transfer students."

"I love how this assists teachers in better analyzing and supporting transfer students."

"The impact of this will be significant when diligently adhered to by all parties concerned."

7 testings

- ● 5 Transfer Students
- ● 2 Parents

Comments from parents:

"I believe that teamwork can eliminate challenges for transfer students at an early stage."

"If I had this toolkit when my children were in school, it would have significantly eased the effort.

"I think this kit brings out the best in the child."

"Personally, I find this entire session impactful for both parents and transfer students."

"In my opinion, this kind of setup shifts the focus to the transfer student and their needs."

A digital database that serves as a constancy platform.
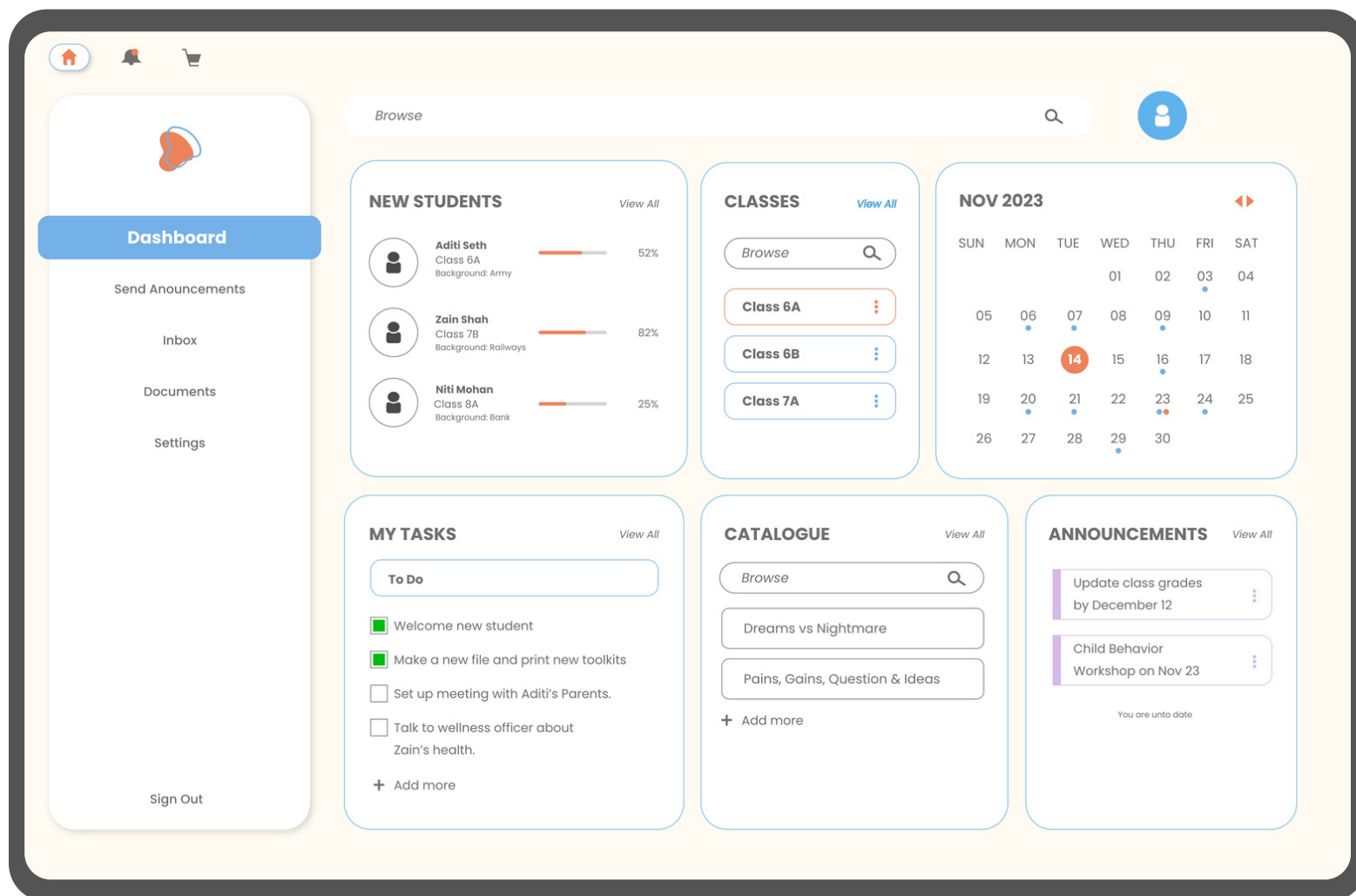
The digital platform, designed for online accessibility, will serve as a comprehensive hub for managing transfer student information and facilitating their onboarding process. It will offer an organized overview of lists comprising transfer students, enabling educators and administrators to efficiently access relevant details such as student names, backgrounds, and academic histories. Additionally, the platform will regularly update onboarding information, ensuring that educators stay informed about the latest developments and can adapt their approach to best support incoming transfer students.

Moreover, the platform will feature facilitation toolkits designed to streamline the onboarding process. These toolkits will encompass resources, guidelines, and strategies aimed at creating a smooth transition for transfer students. Educators will have access to a range of supportive materials, including best practices for integration, academic adaptation, and social inclusion. This comprehensive digital resource aims to enhance communication, collaboration, and overall efficiency in managing the onboarding process for transfer students, ultimately contributing to a more seamless and positive educational experience.

A digital database that serves as a constancy platform.

By granting teachers access to students' schedules, academic planners, and onboarding processes, educational institutions empower educators to navigate the academic landscape with a comprehensive understanding of each student's individual journey. This access not only allows teachers to stay informed about the students' course schedules and academic commitments but also provides insights into their overall academic planning. By being aware of the onboarding process, educators can better understand the students' backgrounds and previous educational experiences, enabling them to tailor their approach to meet the unique needs of transfer students.

The ability for teachers to proficiently handle transfer students in an online setting is greatly enhanced through this access. Armed with a clear overview of students' schedules and academic plans, educators can strategically plan and adapt their teaching methods to facilitate a seamless integration of transfer students into the online learning environment. This comprehensive insight enables teachers to address potential challenges, offer targeted support, and create a more inclusive and effective virtual classroom experience for transfer students, ultimately contributing to their academic success and overall well-being.

A digital database that serves as a constancy platform.

This information encompasses details about the teacher's class and schedule, serving as a valuable tool for effective schedule management, particularly when dealing with a class size exceeding 50 students. It provides the necessary insights into the teacher's daily or weekly timetable, including class timings, subjects taught, and potentially any extracurricular responsibilities. This comprehensive overview aids the teacher in orchestrating a well-organized and balanced schedule, allowing for efficient lesson planning, grading, and interaction with a larger student cohort.

In classes with over 50 students, maintaining order and ensuring each student receives adequate attention can be challenging. The teacher can use the provided class and schedule information to strategically allocate time, address individual student needs, and create a conducive learning environment. This data serves as a navigational tool, empowering the teacher to manage the complexities associated with a larger class size, ultimately contributing to a more streamlined and productive teaching experience.

Brand Positioning

I developed the value proposition canvas by examining secondary research, with quantitative data rather than qualitative observations. This methodology provided us with a fundamental structure that defines the essential components of our concept and the potential value it could bring to our brand. Through an in-deep analysis of statistical trends, numerical patterns, and measurable benchmarks, our objective was to establish a groundwork for shaping our business approach and communicating the distinct advantages we could deliver to our intended audience.

FOR students who frequently transfer school

WHO also happen to change cities

THROUGH facilitation workshops in the form of care packages

THAT will be provided by the teachers, school counsellor and the school

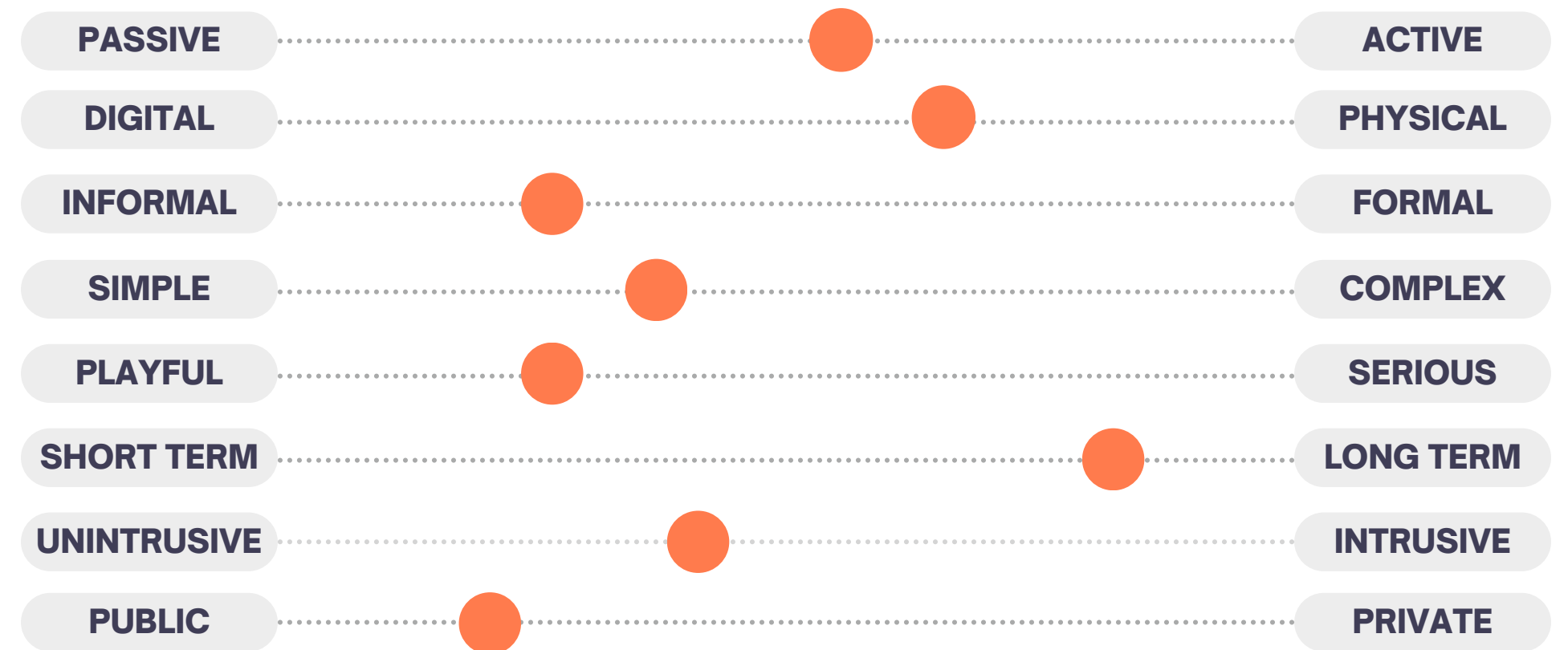**UNLIKE** other workshops that primarily cater to teachers

OUR dedicated workshop combined with a care package is designed with students in mind, as it will be implemented by teachers.

We curated identity characteristics for visual and sensory aspects of our brand. This approach will set us apart from competitors. This strategy not only makes sure immediate recognition but also cultivates a unique identity that resonates with our audience on a deeper level.

Regarding Care Bag's presence, I've chosen to strike a balance between passive and active engagement. The initial focus will be on providing physical offerings, with potential expansion into an interactive digital platform. Geared towards transfer and existing students, the consultancy aims for an informal and playful tone. Our overarching objective is to achieve enduring business success in the long run.

PASSIVE	ACTIVE
DIGITAL	PHYSICAL
INFORMAL	FORMAL
SIMPLE	COMPLEX
PLAYFUL	SERIOUS
SHORT TERM	LONG TERM
UNINTRUSIVE	INTRUSIVE
PUBLIC	PRIVATE

1: WHO ARE YOU?

A consulting company that offers solutions to enhance the onboarding and orientation procedures for students transfer schools.

2: WHO DO YOU LOVE?

The business's goal is to enhance the educational experiences of students who change schools by providing enjoyable and genuine interactive activities.

3. WHAT'S YOUR VISION?

Our vision is to establish a student-centric consultancy firm focused on promoting collaboration between students, teachers, and parents. We aim to facilitate seamless school transitions and emotional support for all students

4. WHAT WAVE ARE YOU RIDING?

Our priority is to enable students to smoothly integrate into the school environment, ensuring their seamless adaptation to the new educational setting while also giving importance to their emotional well-being by reducing potential emotional stress throughout their educational journey.

5. WHO SHARES THE BRANDSCAPE?

The company stands out by offering unique consultancy services focused on robust onboarding kits, with a primary emphasis on enhancing student-centered experiences in the classroom.

6. WHAT MAKES YOU THE ONLY?

What makes this platform stand out from its competitors is its dedicated focus on addressing the challenges faced by transfer students, providing a robust student-centered toolkit for teachers to better understand their students.

7. WHAT SHOULD YOU ADD OR SUBTRACT?

The consultancy firm will further invest in user research and development to better comprehend challenges faced by transfer students and design services that will foster their growth, thereby reinforcing its uniqueness.

8. WHO LOVES YOU?

The services offered will not only benefit transfer students but will also assist teachers, counselors, and parents in bridging communication gaps, fostering empathy, and enhancing the integration of new students into their classes.

9. WHO'S THE ENEMY?

Given its uniqueness in the industry, the company is without immediate competitors, though the future may bring the emergence of potential rivals.

10. WHAT DO THEY CALL YOU?

AdoptEd

12. HOW DO YOU SPREAD THE WORD?

To maintain alignment with the platform's core principles, it is imperative that all marketing materials, advertisements, and brand messaging consistently underscore the platform's commitment to transfer students, the cultivation of authentic connections, and the promotion of transparency in the school's onboarding process.

13. HOW DO PEOPLE ENGAGE WITH YOU?

Educational institutions that choose to utilize this service will acquire the toolkit and distribute it among their educators. The initial phase involves acquainting teachers and counselors with the kit and its operations, followed by conducting trial runs with current students to thoroughly validate the service. Furthermore, the kit can be further developed and tailored to meet the specific needs of the students.

14. WHAT DO THEY EXPERIENCE?

Through prioritizing seamless school transfers and tailor-made solutions, we aim to create a more engaging and inclusive educational community where stakeholders, including students, teachers, counselors, and parents, can enjoy enhanced experiences within a collaborative and emotionally supportive environment.

15. HOW DO YO EARN THEIR LOYALTY?

Our strategy for building a loyal customer base revolves around ongoing research into user experiences and the creation and implementation of inventive solutions and services that enhance classroom experiences.

16. HOW DO YOU EXTEND YOUR SUCCESS?

In order to further develop the brand, we will expanding our online presence to remain pertinent and broadening our user base is also a key strategy. Furthermore, nurturing a robust brand community and encouraging positive word-of-mouth can significantly contribute to sustained growth.

17. HOW DO YOU PROTECT YOUR PORTFOLIO?

To stay focused under short-term profit pressure, the service should prioritize its core values and long-term vision. It should avoid compromising on the quality of connections and user experience to achieve quick profits. By staying true to its mission, it can build a strong reputation and secure sustainable growth in the long run.
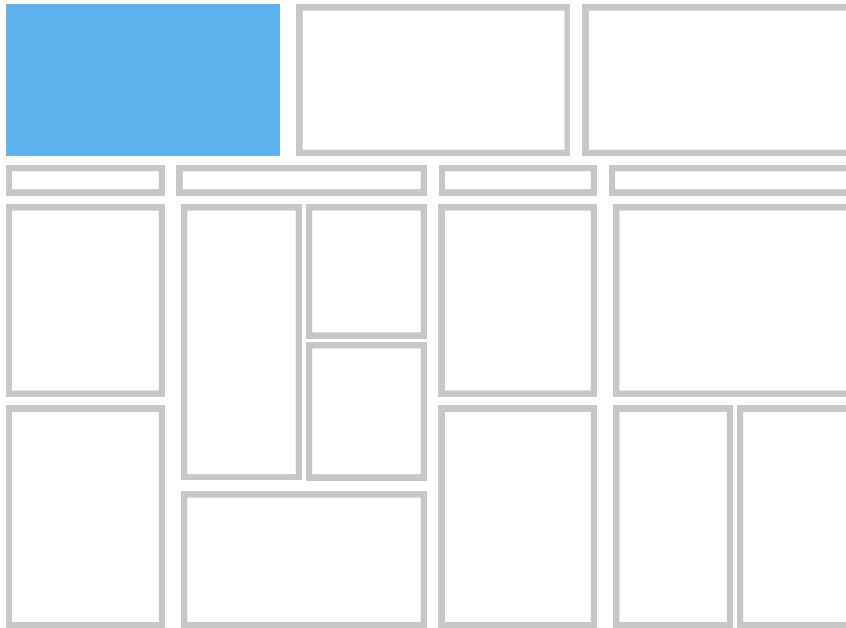
Goals

The primary objective of this consulting firm is to improve the educational experience by giving priority to the requirements of **transfer students**, promoting collaboration, and offering resources to facilitate a more seamless transition for transfer students, especially in schools under military administration.
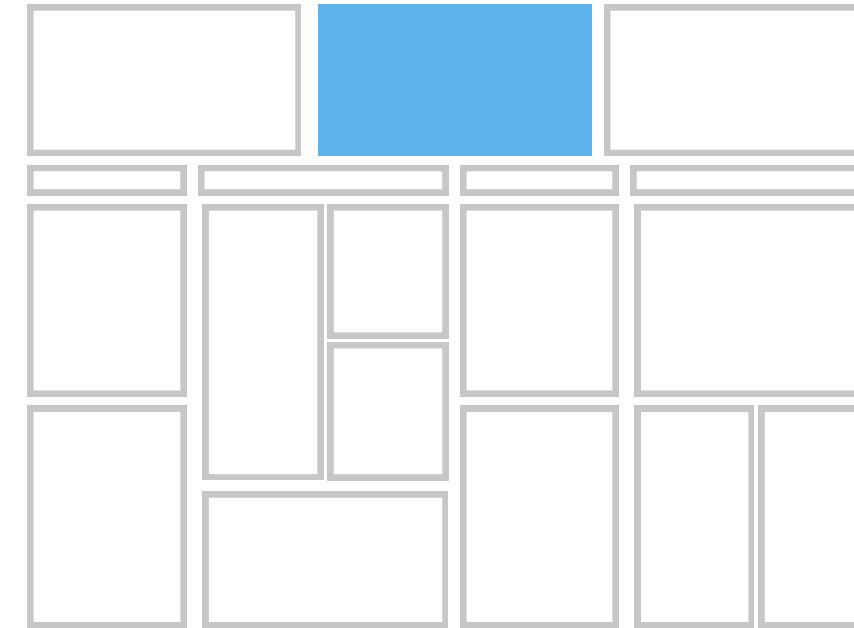
Activites

The key activities for this business include implementing onboarding and integration programs, conducting collaborative workshops, targeting schools with high transfer rates, providing personalized support, and maintaining an online resource platform, all with the aim of enhancing the educational experience and student well-being.
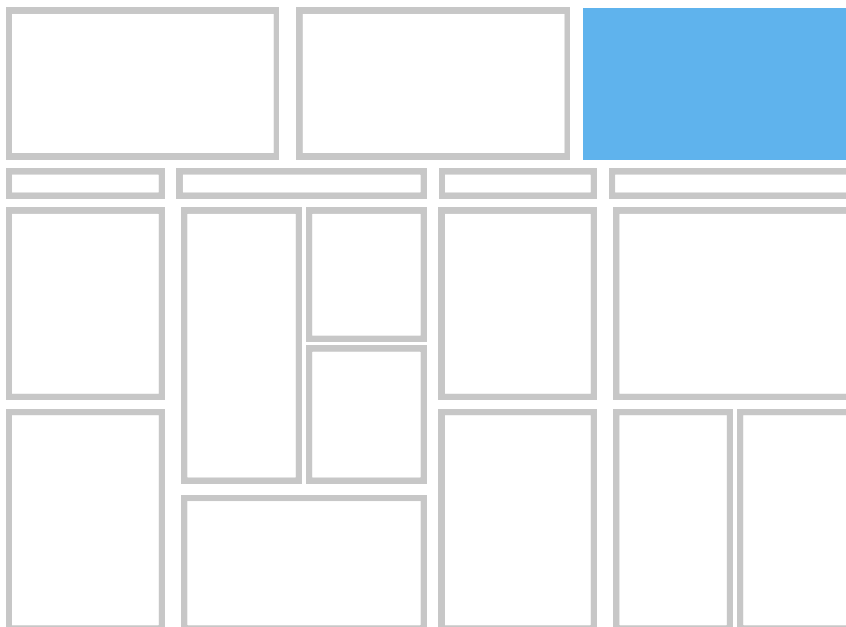
Regulations

The business needs to comply with legal procedures and establish contracts, including employment agreements, NDAs, service contracts, data privacy policies, intellectual property protection, liability insurance, and tax compliance, among others, to ensure legal and operational compliance.
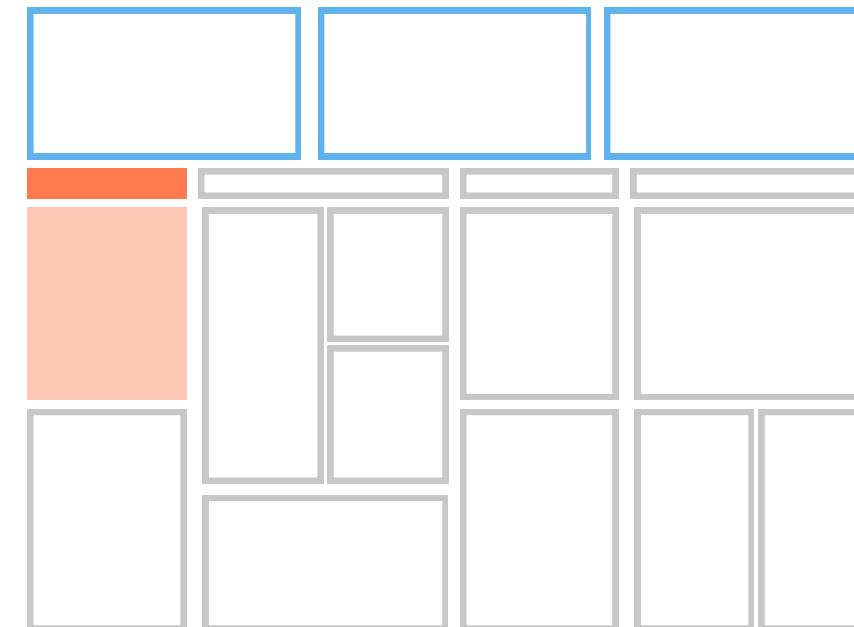
Environment: Resources

The business requires a variety of environmental resources, including living resources such as a skilled workforce, educators, and students, as well as non-living resources like office facilities, materials for workshops, digital platforms, and technology infrastructure to support its operations.
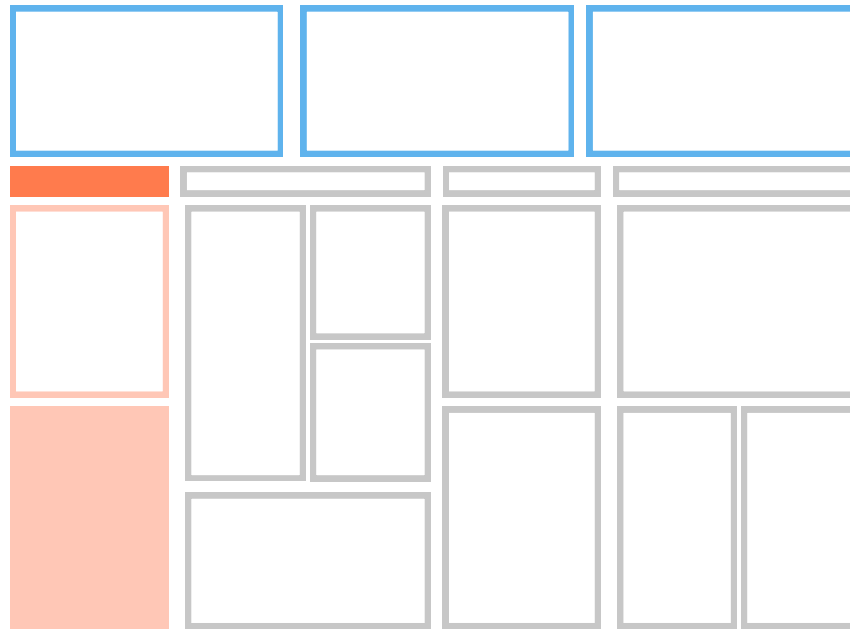
Environment: Footprint

The utilization of these resources, including a skilled workforce, materials, digital platforms, and technology infrastructure, can have positive impacts like effective learning and outreach, but may also result in challenges like resource depletion and digital disparities, requiring careful management.

Society: Stockholder

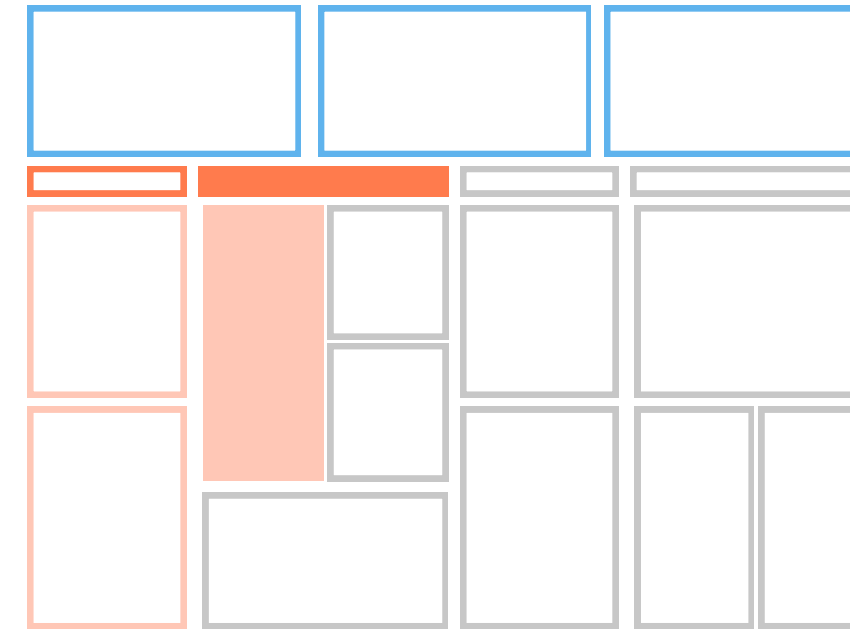Teachers, Transfer and Existing Students alike, Parents of transfer students, School Counsellors, Secondary Schools of India, School Administration, Military Services, Corporate Companies.
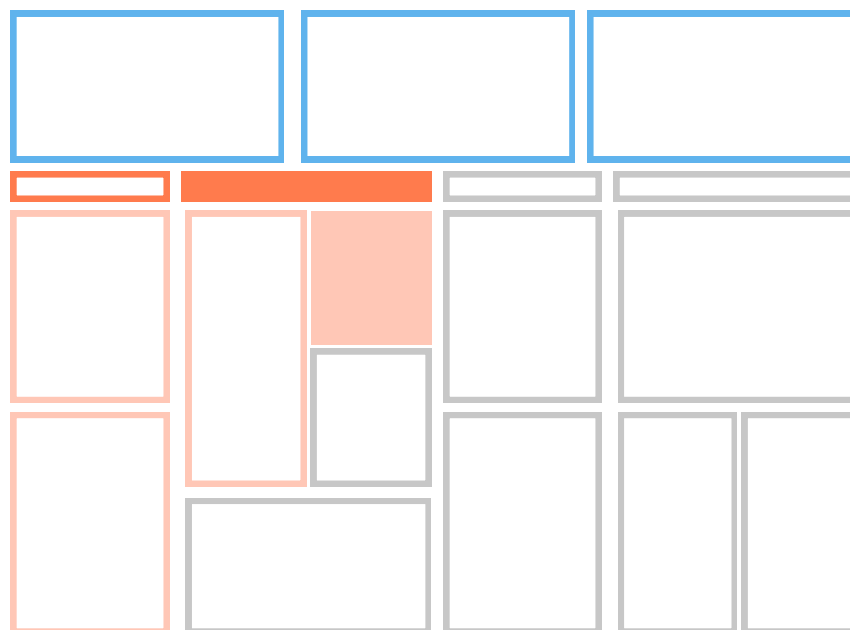
Society: Relationships

Must maintain diverse stakeholder relationships including industry collaborations, to ensure successful program implementation.
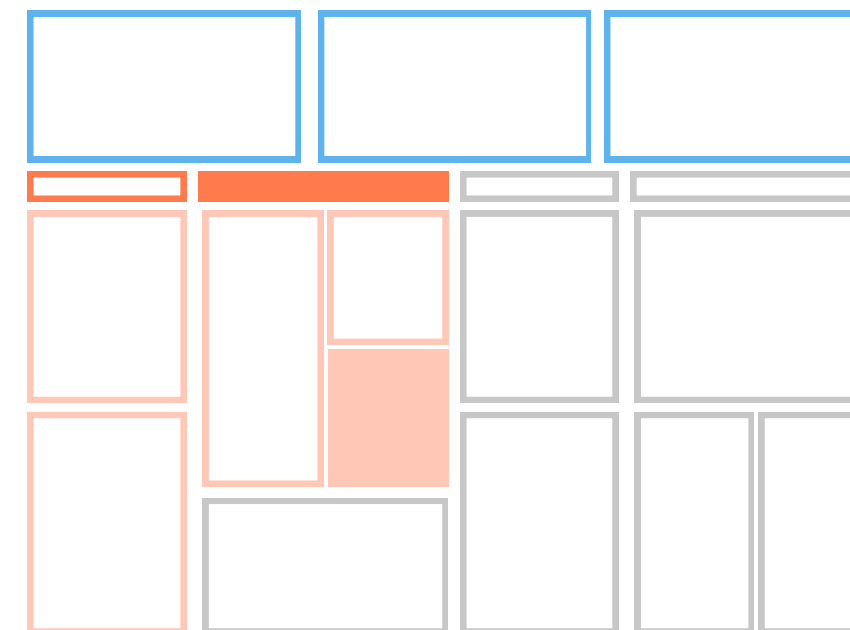
Society: Channels

Educational workshops, school collaborations, online platforms, direct communication with stakeholders, community outreach, industry conferences, and referral programs.
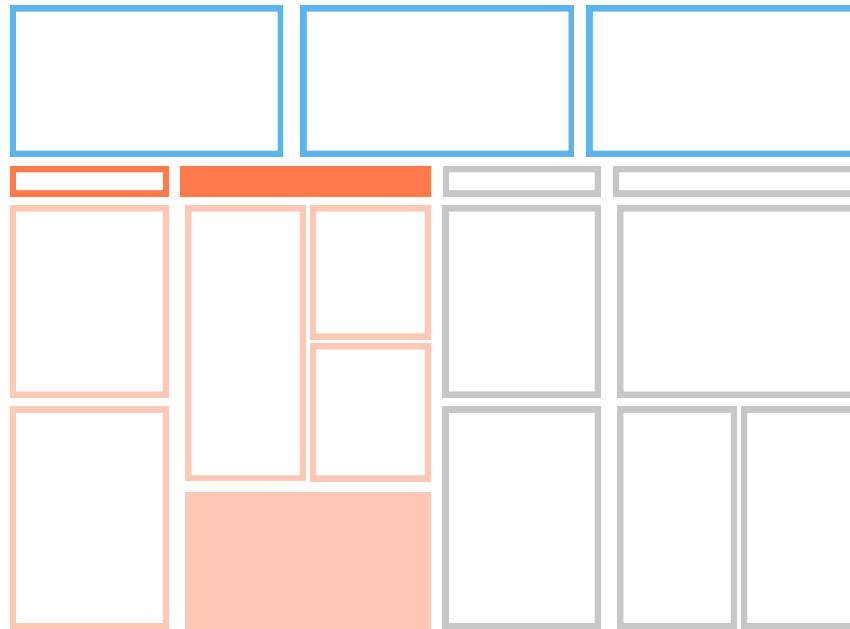
Society: Community

The business may impact traditional educational institutions, military and corporation establishments, local community organizations, government bodies, technology providers, and nonprofit organizations, potentially influencing their practices, policies, and collaborations in the education sector.
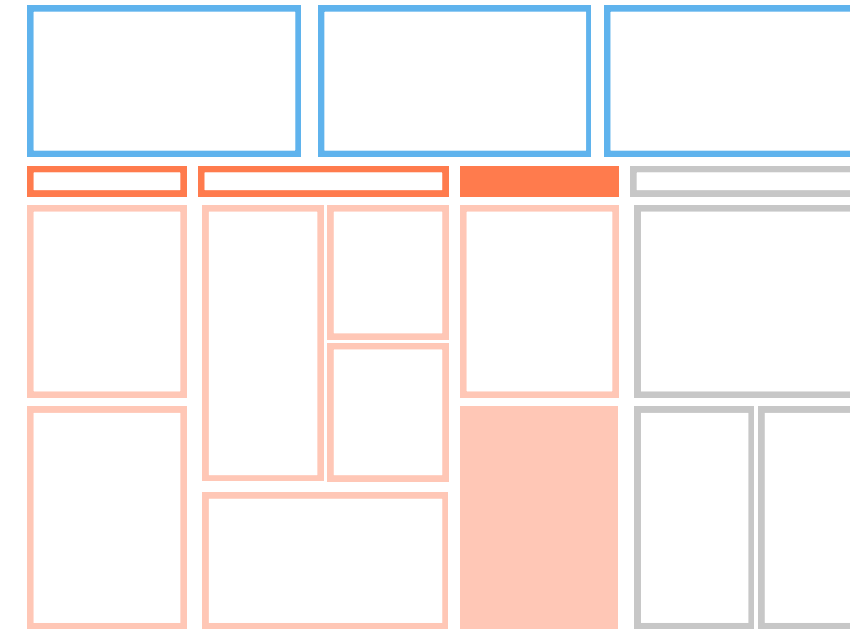
Technology: Influence

The positive effects of technology in education include enhanced accessibility, improved collaboration, data-driven insights, efficiency, and personalization, but potential negative effects include the digital divide, data privacy concerns, over reliance on technology, technical challenges, and cost considerations.
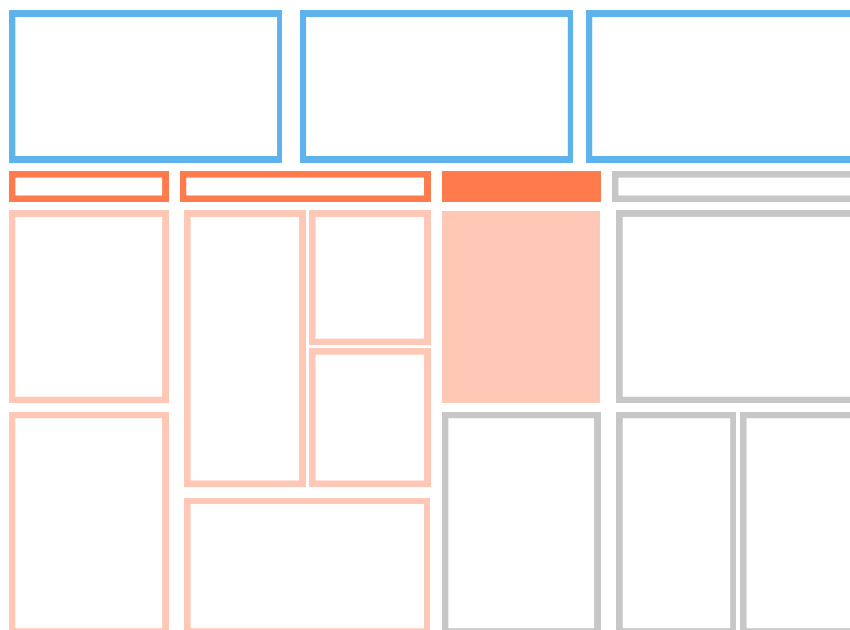
Technology: Components

A range of technologies, including online learning platforms, Customer Relationship Management software, data analytics tools, video conferencing, learning management system, and cybersecurity measures, to efficiently deliver educational services and engage with clients, students, and educators.
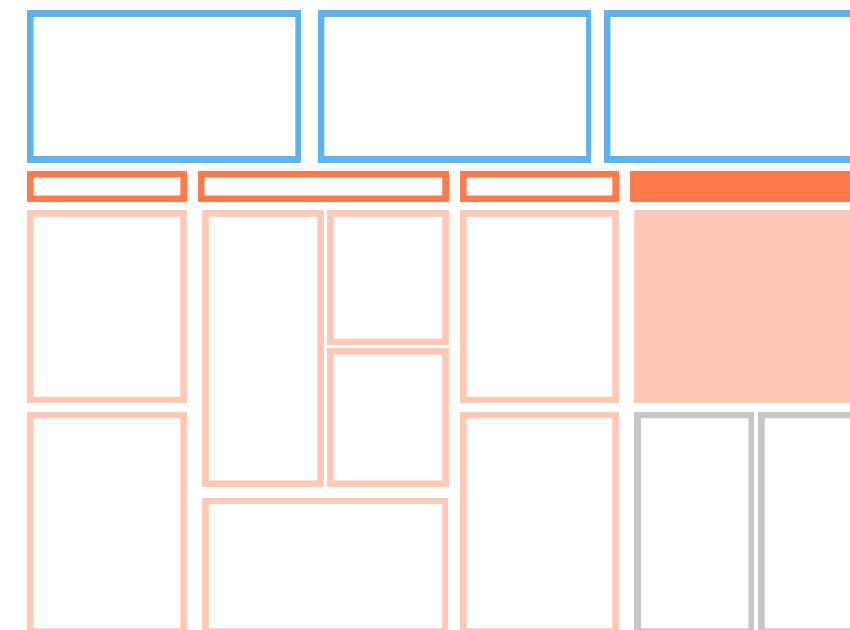
Economics: Value Preposition

For students who frequently transfer school **who** also happen to change cities through facilitation workshops in the form of on-boarding folders **that** will be provided by the teachers, school counsellor and the school **unlike** other workshops that primarily cater to teachers **our** dedicated workshop combined with a care package is designed with students in mind, as it will be implemented by teachers.
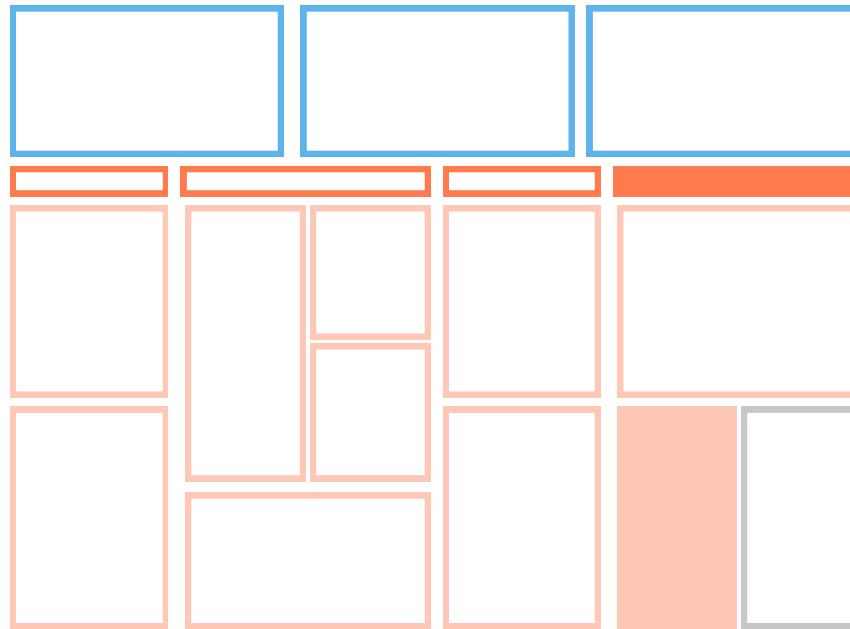
Economics: Review Streams

The business earns money through workshop consultation fees, online resource platform subscriptions, intellectual property licensing, product sales, grants, and partnerships.
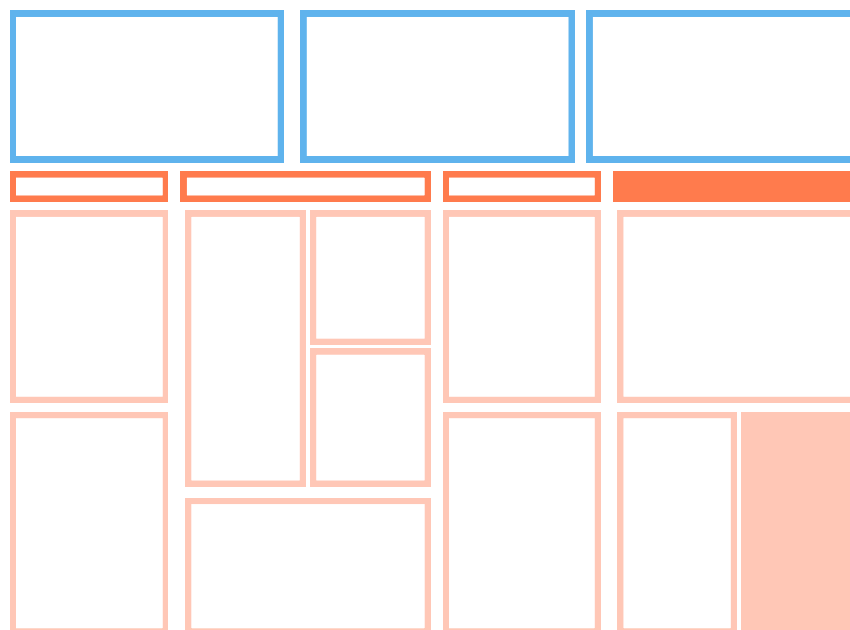
Economics: Cost Structure

The business incurs costs for employee salaries, office space, materials, technology, marketing, professional services, insurance, travel, administration, training, taxes, R&D, and additional business expenses.

WHAT — The ONLY consultancy firm that caters to transfer students

HOW — that provides a robust, 4 week onboarding program

WHO — for students who frequently transfer schools

WHERE — indian secondary schools

WHY — to foster collaboration to ease transfer student integration and

WHEN — in the area of increased student transfer rate.

Phase 1: 0-3 months

AdaptEd will proactively implement high-quality onboarding activities for transfer students and establish an online database to enable teachers to effectively monitor the progress of these students.

Phase 3: 7 months-2yrs

Implementing a credit transfer system for transfer students aims to alleviate the need for them to face the challenges of repeating a class and starting anew.

Phase 5: 5yrs+

AdaptEd intends to expand its services internationally, extending its offerings to other countries and seeking to partner with more schools operating under different educational boards.

Phase 2: 3-6 months

Launching the parent-oriented and counselor-oriented component of the database, facilitating the inclusion of parents in the onboarding journey of transfer students.

Phase 4: 2 - 5yrs

A language program for transfer students allows remote learning of a third language, with recognized credits from the Central Board of Education, preventing the need to start afresh.

Direct Costs

Online Platform Subscription: $1,000 – $5,000 or INR eqv - annually, depending on the features and scale.
Facilitator Fees: $2,000 – $10,000 (per workshop)
Materials and Resources: $500 – $2,000
Technology Expenses: $5,000 – $50,000 (depending on the scale and complexity)
Software Development or Licensing: $10,000 – $100,000
Travel and Accommodation: $1,000 – $5,000 (if applicable)
Marketing and Communication: $1,000 – $5,000
Software Development or Customization: $5,000 – $20,000 for developing or customizing the online database.
Training Materials: $500 – $2,000 for creating and distributing training materials.
Staff Training: $1,000 – $5,000 for training staff members to use and administer the online database.
Technical Support: $2,000 – $10,000 annually for ongoing technical support.

Indirect Costs

Employee Time: Difficult to quantify precisely but may range from $2,000 – $10,000, considering the time spent by staff in planning and conducting the workshop.
Lost Productivity: $1,000 – $5,000, taking into account the temporary diversion of staff from regular tasks.
Opportunity Costs: Variable and organization-specific, depending on the alternatives foregone.
Change Management: $1,000 – $5,000 for communication and training related to adapting to the new system.
Monitoring and Evaluation: $1,000 – $5,000 for assessing the effectiveness of the onboarding workshop and online database.
Internet and Infrastructure: Variable, but it's important to consider the indirect costs associated with maintaining a reliable internet connection and necessary infrastructure.
System Downtime: $500 – $2,000 if any disruption occurs during the implementation phase.

The total overall cost: $16,500 – $71,000 per annum (excluding opportunity costs, which are difficult to quantify)

Perceived Attributes of Innovations

Relative Advantage:

AdaptEd prioritizes a student-centered approach, offering a more effective and equitable educational experience for transferring students compared to the current system. Facilitation activities and workshops simplify onboarding, foster collaboration, and address specific challenges, providing a distinct advantage.

Compatibility:

The proposed solution seamlessly integrates with diverse educational settings, including high-transfer military-run schools. AdaptED's emphasis on collaboration and empathy aligns with the values of a holistic education system, ensuring compatibility with broader educational goals.

Complexity:

AdaptED addresses the complexity of the education system by providing personalized introductions, subject-specific support, and an online platform, ensuring a consistent and inclusive experience for transferring students. The phased implementation in military-run schools allows for a targeted intervention where needed.

Trainability:

AdaptED's workshops and online platform are user-friendly, enabling swift adoption by teachers, counselors, and stakeholders. The accessible online resources support educators in easily implementing the program across diverse school environments.

Observability:

AdaptED's impact is evident in concrete results, including enhanced student integration, reduced emotional stress, and improved collaboration within classrooms. The online platform offers a visible repository of resources and case studies, enabling educators and administrators to witness the practical application of innovative teaching methods and support systems.

Self-Retrospective

During my Candidacy Review, Professor Miller posed a question about Design Management, prompting me to share a personal anecdote that fueled my passion for design. She encapsulated my motivation succinctly, stating, "Shravya, you aspire to provide valuable experiences." Although I initially grappled with the concept, the past intensive 10 weeks have clarified it for me. My goal now is to generate value and enhance experiences across the entire organizational ecosystem, not just for specific stakeholders. I aim to be a catalyst for change.

This aspiration harmonizes seamlessly with my adherence to Peter Senge's "Systemic view of the Design Maturity Model." The model revolves around four mental models:

1. **Team learning:** Developing the ability to facilitate team learning is crucial for transitioning into a Connector role.
2. **Shared vision:** Mastering the skill of uniting diverse perspectives and crafting a vision embraced by all stakeholders is essential for progressing into a Visionary role.
3. **Systems thinking:** Acquiring the capability to perceive the entire system and understand how its various components contribute to the whole is necessary for tackling larger, more intricate projects as an Architect.

Systemic view of the Design Maturity Model with the Five Disciplines of Peter Senge

APPENDICES

Gantt chart

TASKS	WEEK 1 9/11	WEEK 2 9/18	WEEK 3 9/25	WEEK 4 10/02	WEEK 5 10/09	WEEK 6 10/16	WEEK 7 10/23	WEEK 8 10/30	WEEK 9 11/06	WEEK 10 11/13
Presentation recap	■									
Sec. Research	███									
Prim. Research		████								
Market Analysis		███								
Affinitization				████						
Concept Ideation						██				
Design + Testing								██		
Busi Planning									██	
Process Book		███████████████████████████								
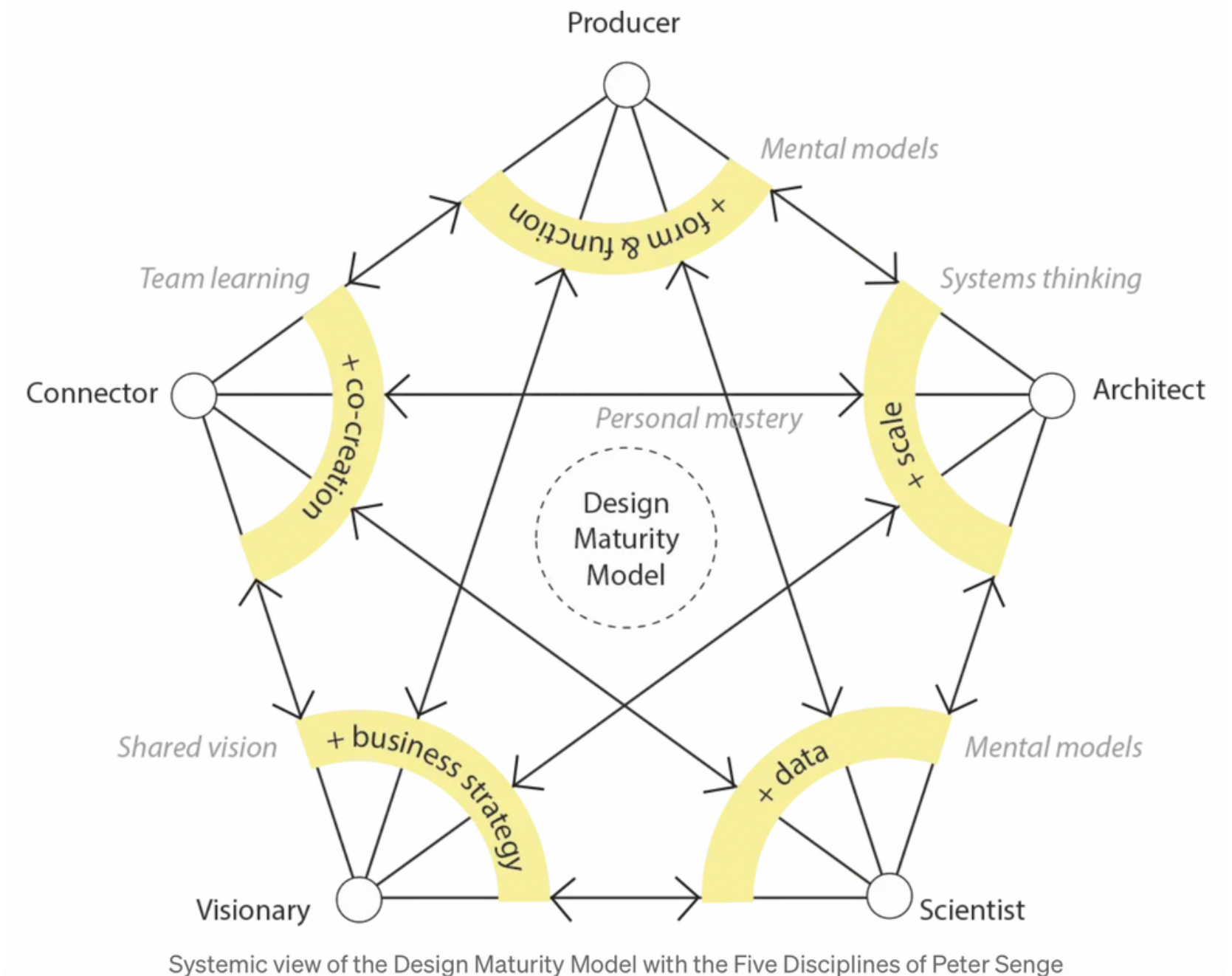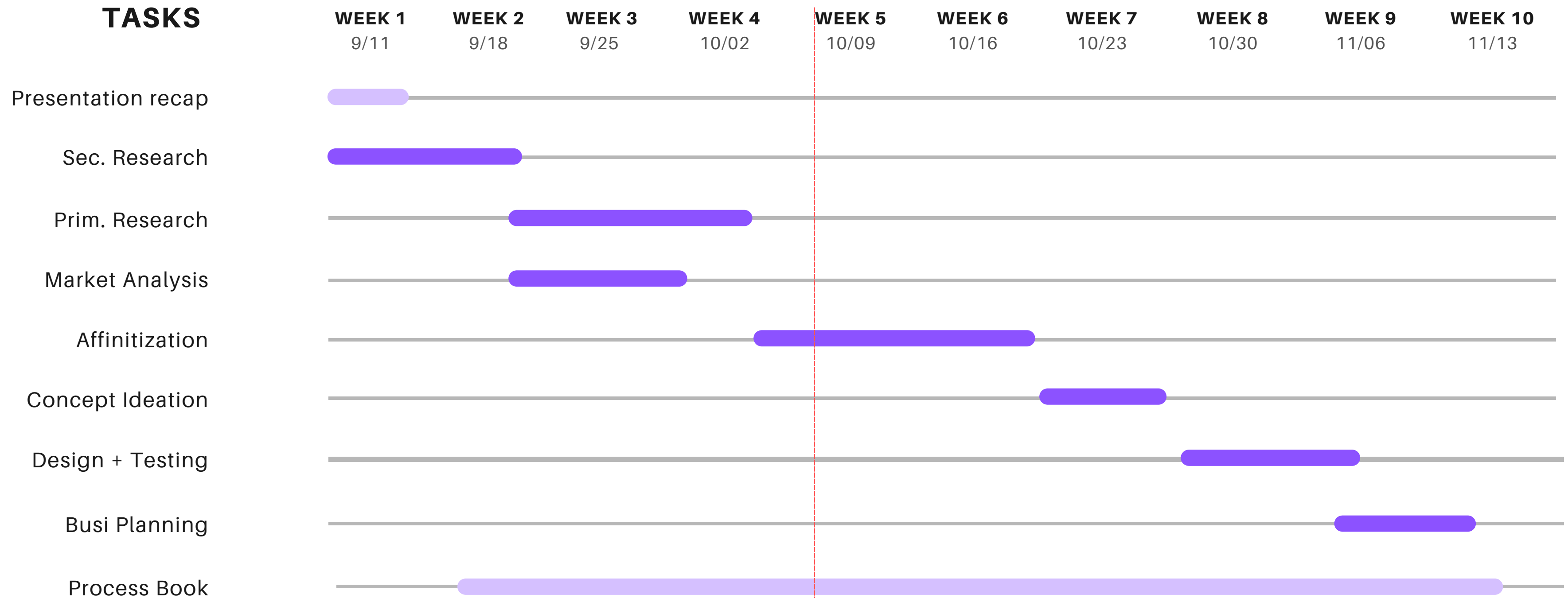
Annotated Bibliography

Borja de Mozota, B. (2006). The four powers of design: A value model in design management.

Summary: The paper analyzed the framework that bridges the gap between designers and managers, proposed the four powers of design: differentiator, integrator, transformer, and good business. By using the framework of the "learning ladder" of design and business management, reckoned that design management spreads from project design management to strategic design management in a dynamic process.
Rationale: This source serves as an example of how the concept of business management can be implemented into design.

ARENAS®lab. (2018, April 23). Human-centered design management for Better Customer experience. Medium.

Summary: This article discusses the importance of human-centered design management in creating better customer experiences. The author argues that companies should prioritize the needs and desires of customers when designing products and services. The article provides examples of companies that have successfully implemented human-centered design principles, as well as tips for organizations looking to improve their customer experience.
Rationale: The article provides valuable insights and strategies for incorporating human-centered design principles into management practices to enhance the customer experience.

Sibbet, D. (2012). Visual meetings: How graphics, sticky notes, and idea mapping can transform group productivity. John Wiley & Sons.

Summary: This book discusses the use of visual tools, such as graphics, sticky notes, and idea mapping, to facilitate productive meetings and group collaboration. The author provides practical guidance on how to use these tools effectively and highlights their potential benefits, such as increased engagement and creativity.
Rationale: This source will enhance visual thinking techniques and tools to improve communication, engagement, and problem-solving.

Tovey, M. (2016). Design pedagogy: Developments in art and design education. Routledge.

Summary: In this book, Tovey explores the developments and challenges in design education. The author argues that design pedagogy should focus on developing critical thinking, creativity, and problem-solving skills. The book includes case studies, examples of best practices, and interviews with design educators, providing insights into the current state of design education.
Rationale: A valuable resource for comprehensive exploration, relevance to practitioners, academic rigor, and timeliness in Design Education.

Shukla, K. (2022, March 24). Reinventing Educational Approaches: The Shift in Indian Teaching Pedagogy. LexQuest Foundation. https://www.lexquest.in/reinventing-educational-approaches-the-shift-in-indian-teaching-pedagogy/

Summary: In Shukla's 2022 article, the author delves into the changing landscape of teaching pedagogy in India, emphasizing the urgent requirement for educational reform. By examining innovative approaches to teaching and their potential impact, the article underscores the necessity of adapting teaching methods to meet the evolving needs of students and the education system as a whole.
Rationale: .The article explores innovative approaches to teaching and their impact on the Indian education system, providing valuable insights into the changing landscape of education in the country.

Maitra, A. (2022, July 12). Pedagogy is the bane of our education system. The New Indian Express. https://www.newindianexpress.com/opinions/2022/jul/09/pedagogy-is-the-bane-of-our-education-system-2474448.html

Summary: The article by Maitra (2022) provides a critical analysis of the existing pedagogical methods in India, shedding light on their inadequacies in meeting modern educational needs. It argues for the necessity of significant reforms to enhance the quality of education by adopting more effective and student-centric pedagogical approaches, ultimately aiming to better prepare Indian students for the challenges of the 21st century.
Rationale: Maitra (2022) critically examines the role of pedagogy .in the Indian education system, arguing that it is a significant challenge.

Annotated Bibliography

Sternberg, R. J., & Kaufman, J. C. (2018). The nature of human creativity. Cambridge University Press.

Summary: The author argues that design thinking can help teachers and students to approach problems in new and innovative ways and develop creative solutions. The article also discusses the potential benefits of incorporating design thinking into the curriculum, such as promoting collaboration, empathy, and student engagement.
Rationale: The article explores the benefits of integrating design thinking into education, emphasizing the development of critical thinking, creativity, collaboration, and empathy skills.

Chance, P. L. (2013). Introduction to educational leadership & organizational behavior. Routledge.

Summary: Chance's book (2013) provides readers with a comprehensive grasp of fundamental concepts essential for effective educational management and leadership. It serves as a valuable reference for educators and administrators by laying the groundwork for understanding the principles, strategies, and practices necessary to lead and manage educational institutions successfully.
Rationale: Chance's book (2013) provides an introduction to educational leadership and organizational behavior.

Bailey, B., Smith, T. F., Lindstrom, J., & Vinton, B. (2019). On the playground: Enabling creativity and risk taking; what would nature do? biomimicry and problem-solving. Design Management Review, 30(1), 16–25.

Summary: This research article explores the concept of biomimicry as a means to foster creativity, risk-taking, and problem-solving in design. It discusses the application of nature-inspired design principles and the potential benefits it offers in various fields.
Rationale: This article provides insights into the connection between biomimicry, creativity, and problem-solving. It can be useful for educators and practitioners interested in incorporating nature-inspired design principles into their teaching or professional practice.

Joshi, D., & Raghupathi, H. (2018, November 19). New Pedagogies Changing Indian Education. EducationWorld. https://www.educationworld.in/new-pedagogies-changing-indian-education/

Summary: In their article, Joshi and Raghupathi (2018) delve into innovative teaching methods and analyze how these approaches are impacting the Indian education system. They provide a thorough and inclusive perspective on the evolving trends in pedagogy, shedding light on how these changes may shape the future of education in India, emphasizing the need for adaptation and reform to meet the evolving needs of students and educators
Rationale: Joshi and Raghupathi (2018) delve into the changing paradigms of pedagogy in Indian education.

Chalam, K. S. (2003). Introduction to educational planning and management. Anmol.

Summary: Chalam's book, "Introduction to Educational Planning and Management," serves as a foundational resource because it not only provides readers with a solid theoretical foundation in educational planning but also offers practical insights into the effective management of educational institutions. It equips individuals with the knowledge and tools necessary to navigate the complexities of educational administration and make informed decisions to improve the functioning of educational organizations.
Rationale: Chalam's book (2003) introduces the principles of educational planning and management

Kumar, V. (2013). 101 Design methods: A structured approach for driving innovation in your organization. Wiley.

Summary: The book provided a practical set of collaborative tools and methods for planning and defining successful new offerings. Introduced The Design Innovation Process, a two by two map illustrating the process of design innovation, and over a hundred of practical methods that align with the matrix.
Rationale: This source serves as a toolkit of design and research methodologies for design managers with effective case studies.

Annotated Bibliography

Bush, T. (2008). Leadership and Management Development in Education.

Summary: Bush's book (2008) delves into the essential role of leadership in educational institutions, emphasizing the significance of effective leadership and management practices. It offers practical insights, strategies, and tools to help educational leaders navigate the complex challenges of the education field, fostering improved learning outcomes and organizational success. This resource serves as a valuable guide for those seeking to enhance leadership skills within educational contexts.
Rationale: Bush's book (2008) focuses on leadership and management development in education

Bush, T. (2001). Educational management: redefining theory, policy and practice. Paul Chapman.

Summary: Bush's book (2001) delves deeply into the multifaceted aspects of educational management, including theoretical underpinnings, policy implications, and practical applications. It serves as an invaluable reference for educators, policymakers, and administrators looking to improve educational practices by providing a thorough understanding of the complex field of educational management and offering actionable insights for its enhancement.
Rationale: Bush's book (2001) redefines educational management theory, policy, and practice.

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Erwin, K. (2014). Communicating the new how to make the complex, unfamiliar or still-fuzzy understandable to others. John Wiley & Sons, Inc.

Hambeukers, D. (2019, September 12). The design maturity model and the five disciplines of the Learning Organization. Medium. https://medium.com/design-leadership-notebook/the-design-maturity-model-and-the-five-disciplines-of-the-learning-organization-20220faedfb3

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Shukla, A. (2021, February 22). Managing to lead: Reframing School Leadership and Management in India. Medium. https://anuraag-shukla.medium.com/managing-to-lead-reframing-school-leadership-and-management-in-india-f839a3654866

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YouTube. (2021). The Flourishing Business Canvas... An Overview. YouTube. Retrieved from https://www.youtube.com/watch?v=Cv6mn3J6OGI.

Working Wall

Working Wall

P	• The policy emphasizes the importance of a common NPST (National Professional Standards for Teachers) developed by NCERT, indicating government involvement in setting educational standards. • The creation of the Higher Education Commission of India (HECI) and other governing bodies suggests government regulations in the higher education sector. • The policy underscores the governance of both public and private higher education by the same set of regulations and standards, signaling a unified political approach.	
E	• The policy aims to increase investment in the education sector to reach 6% of GDP, which will have economic implications for the allocation of financial resources. • The emphasis on online courses and funding for research indicates an economic shift towards leveraging technology and improving educational services.	
S	• The policy places special emphasis on socially and economically disadvantaged groups, highlighting a commitment to addressing social inequalities in education. • The integration of vocational training and internships reflects the changing dynamics of the job market and societal needs for practical skills. • The policy's focus on foundational literacy and numeracy underscores the social importance of building strong educational foundations.	
T	• The policy promotes online courses and credit-based recognition, indicating the integration of technology in education. • The emphasis on research and improved student services in online courses suggests a drive towards innovation and technology adoption in the educational sector.	
L	• The policy introduces changes in the educational structure, such as the minimum degree qualification for teachers (4-year B.Ed), which has legal implications for teacher certification. • The creation of various educational councils (HECI, NHERC, GEC, HEGC, NAC) implies the need for legal frameworks and regulations governing different aspects of higher education.	
E	• The policy doesn't explicitly address environmental factors; however, the emphasis on multidisciplinary higher education institutions and research-intensive universities may lead to advancements in environmentally-related research and education.	

	Users	**Beneficiary**	**Customers**
Stakeholder type	hands-on stakeholder	value-receiving stakeholder	transactional stakeholder
	Teachers	Students who frequently transfer	Secondary schools of India
"Is this person a key influencer?"	Yes	No	Yes
"Is this person a key decision-maker?"	Yes	No	Yes
"What do they care about?"	Am I able to help all students?	Will I be able to adapt to the new school?	How to effective sustain transferring students
What unmet or undermet needs do they have?"	Despite my help and support, some students are falling behind.	I wish I had extra classes or one-on-one session with my teacher	
How might our product/service address those interests or needs?	Our product/service endeavors to train and educate teachers with the goal of enhancing their ability to accommodate and support students who frequently transfer schools.	Our product/service implementation is designed to relieve students of the burden of the transfer process, allowing them to prioritize their well-being instead of assuming responsibility.	Our product/service aims to create a well-structured systematic approach to the current teaching approaches in Indian Secondary schools, ensuring inclusivity for students who frequently transfer schools.

Working Wall

Possible actors: 12 types of transferring students

1 – Student who frequently transfers
2 – Student who transferred for the first time
3 – Students who are from military / police / diplomatic backgrounds
4 – " " " business / bank / immigrant "
5 – Students who transferred from intl schools to indian schools
6 – Students who transferred mid sem
7 – students who transferred from edu board to another
8 – Students who transferred from one state to another
9 – students who transferred due personal reasons (bullying, sexual assault etc)
10 – students who transferred every secondary school (i.e: elementary → middle → high)
11 – students who transferred due to financial / logistic /admin reasons
12 – students who transferred for better education

Initial Observations

- Teachers lack awareness of the assistance new students require.
- Students who frequently change schools often face significant challenges due to variations in language used across different regions of India and educational institutions.
- The process of transferring to new schools often leads many students to withdraw socially and feel alienated, particularly in schools where the existing students have already formed long-lasting bonds.
  - this further causes bullying and peer disputes
- some not all schools have a buddy system to facilitate the smoother integration of new students into the academic environment.
- The typical student introduction process and ongoing check-ins are in place. However, according to new students, this introduction process does not effectively establish a solid foundation.
- Teachers may not always be aware of potential bullying experienced by new students, primarily because these students may not yet feel comfortable or confident enough in their new environment to report such incidents.

Let's Get Acquainted!

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User Experience Research | Brand Strategy | Project Management | Brand Management

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AdaptEd

School Transfers Made Easy-Peasy