

PARIVARTAN, siwan

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THE DESIGN VILLAGE, noida

Research visit 1
5-8 February 2019



INTRODUCTION

We, second year students from The Design Village, Noida, chose to work on a project in the social sector with Parivartan, in order to understand how design thinking could be applied to the real-world, and be a part of a much larger idea for a community.

Since we realized that we were external perspectives to the setup, it was important for us to keep visiting the Parivartan campus in Siwan to truly understand the work, dispel our assumptions and, in the process, identify opportunity and intervention areas which would be grounded in reality.

Over the course of the project, three research trips have been identified.

First trip (5-8 February 2019):

Research

Aim: Broaden our understanding of Parivartan's work in the field, how it functions in the community, its relationship with the villages, and its activities for 'integrated rural development, and how this understanding helps Parivartan in achieving its goals.

Interim period:

Collating the research from the first site visit, analyzing the work and strengths and weakness

Second trip (5-9 March 2019):

Validating assumptions, situating the project brief

Aim: Interacting with villagers and the community, understanding the needs of the society, defining an idea for 'local development', correlating with Parivartan's work and Identifying possible areas of intervention

Interim period:

Synthesizing the research from the two visits, conceptualizing a design strategy, ideation and concept generation, creating a workable prototype

Third trip (7-11 May 2019):

Validating concepts and reiterating ideas

Aim: Research as required, pitch proposal, test ideas, validate concepts and collect feedback for the idea.

Research Visit: Day 1

As we had just read about the Parivartan in the website, we did not want to pre-decide based on that and wanted to understand more about what Parivartan does.

After we reached Parivartan, we were given a brief introduction about Parivartan and that it is working in 7 different verticals which are: education, agriculture, community sports (covers three areas), crafts, livelihood, theater and women empowerment.

There are various competitions and activities conducted to motivate the people where the villagers come and participate. We attended the morning meeting and were introduced to the education team of the organization who also take care of sub-verticals. They talked about the sector and how it works and the idea of trying to fill the gaps in the education system of the area.

There are 6 different sub-verticals under education, which are Jharokha, science lab, library, art and craft, aanganwaadi and Kislay which are for different age groups.

Jharokha: students are taught languages through software.

Science Lab: practical aspects of science are taught which makes it easier for a child to understand. This is missing in the school there.

Library: different types of story books and magazines and books are available which can be used by anyone.

Art and craft: children are free to explore their thoughts with the help of art and they are being introduced to new mediums of art and craft.

Aanganwadi: children from age 3-5 are taught in an innovative way using different methods.

Kislay: suggests a path which would mold a child in the direction where they are taken to. The children here from age 6-12 are taught how to read, write, calculations with the help of innovative kits which come from an organization called Jodo gyaan.

This was a basic introduction to all the sub verticals under education.

We also saw the publications which are introduced every month and another which is introduced after every 8 months. These contain the stories, poems, art and other work of the students who have participated in the events which are then distributed in the village, among the parents and the children, in order to motivate them.

There are exhibitions held inside the campus to make it motivate and encourage all the people connected to it and for it to also involve those who are yet to connect. We then visited the rest of the campus and the other verticals in general to understand how people are interacting with the studios, and what is the pattern of the recording development of the children

We attended the theatre where the team looked really enthusiastic. What we understood from the interaction with the theater team was that, most of the time a social message is hidden in it for the people to understand certain issues. The theater team has people who had to struggle a lot to start this, specially girls, but they came over it and now they are working on it even harder.

We later went to livelihood vertical where the women's skills are being developed through different initiatives. They earn a living by making uniforms for the collaborated school DPS. We interacted with the children in the kislay and saw the work done by them. The kits that are provided from the jodo gyan organisation looked pretty interesting although there was a little confusion regarding the mix of different age group of children in the same session. We visited the nearby school (Shaheed Umakanth high school) where the leadership activity was going on where students were taught the qualities of leadership in a fun way.



Understanding Parivartan's work in education and women empowerment

In the evening, we sat together and had a conversation about each of our surface level understanding of the day that how the extra lab and extra-curricular classes are targeted and how Parivartan along with the members of the Parivartan are trying to work together on the mission and the vision and how they think of achieving the goal.

One thing which really stuck to all of our mind was that the idea of Parivartan of integrated rural development and to scale deep rather than expanding geographically fulfilling the needs of the community and these gave us the two major points which to “full the needs of the community” which will lead to the integrated rural development.”



Sharing insights and meeting the team for effective research

Day 2

In order to maximize the day and get an in depth understanding of all the verticals, we divided ourselves into small groups where each group attended one vertical and the its activities and how they are functioning with the campus and outside the campus.

The rest half of our day was spent in these verticals and the meeting where we could see few of the challenges for the Parivartan such as lack of parents and schools' involvement, motivations, the data collection, record keeping, time management. We also had a conversation with the education team where we talked about how could be spread the idea of Parivartan not being just about its campus but its ideology. And the space of Parivartan develops with its ideology and it can be created anywhere in the village, outside the tangible campus itself.

We visited three villages where the activities were conducted–

One was a part of Umang where volunteers make the children play in a group which helps them in their development; another was women empowerment where women would come out of their houses, gather and talk about the social issues and women rights; and in the third village, we interacted with the farmers where we got the basic information about how Parivartan contributes to their agriculture.

One interesting part of Parivartan campus was where they have grown varieties of crops and fruits and vegetables on an acre land to show how a farmer in an acre land can grow enough crops and make suitable use of land. This is done in order to expose farmers to the technology.



Friendly interaction with children from the village



The Parivartan campus at night

Conclusion

After going through all the events and activities, we could somewhere understand that the challenges which we were trying to figure out was actually due to a gap between what Parivartan is trying to do (which is an integrated rural development) and what villagers understand (where they have a lot of unexpected expectations) which creates a sort of disconnection between the two.

After coming back, we analyzed different areas and looked for the possible intervention areas. This has led to more questions and certain assumptions as well. We have identified gaps in the research and therefore when we visit Parivartan next week, we would like to interact more with the villagers. By understanding their interest and their needs and what they want, we would be able to look at Parivartan's work from the community's perspective, as we have understood Parivartan's perspective from our first trip. We would then be in a better position to bridge the gap between both.