

Project Overview



Project Dashboard : <https://www.billionacts.org/u/climate--tycoons-gie>

In a bustling government school classroom in Kamrup, thirty eighth-graders sat with pens poised, their eyes flickering between curiosity and skepticism. They weren't preparing for examinations that morning. Instead, they were embarking on a journey into critical thinking, media literacy, and self-directed learning-skills their standard curriculum rarely addressed. This was 'Action for a Resilient Tomorrow's' (ART), beyond the classroom initiative, a holistic skills intervention designed not to supplement textbooks but to challenge the very assumption that education must remain confined to desks and textbooks.

Under the initiative, a total of **500 students across 3 schools** were included as discussants and active participants in workshops which delved into topics like CV building, internship hunting, verbal and non-verbal communication and thought leadership over the course of the last few months. The Rangia HS School, Rangia Girl's Higher Secondary School and Rangia Railway High School were taken as the prime beneficiaries of the initiative.

Schools:

- Rangia HS School (<https://share.google/zyRvaodiiANb2AN29>)
- Rangia Girl's Higher Secondary School (<https://share.google/DyZzoraMVuW8SiW8R>)
- Rangia Railway High School (<https://share.google/wWi07C6ZY1NLC1cwT>)

Inception

At the Rangia Railway High School, on 26th and 27th of October, a 2 day workshop was organised, wherein the principal of the school was present as the chief guest, along with the President of the school council and other senior members of the community. A few members of the community also volunteered to be resource persons for short sessions. The total pool was also divided into focus groups for targeted discussions on career readiness and professional development, communication & interpersonal skills, scholarship info and prep, financial literacy among others.

Problems we identified :

- Among a few problems we identified while engaging with the students was the lack of revision and updation of their curriculums. It is imperative to revamp the curriculums the government schools are adhering to and integrate the aforementioned life skills into the pedagogical frameworks for a sustained and greater impact.
- The rigidity and datedness of the existing government school curriculum became glaringly evident, students were learning to pass exams, but not to navigate life's unpredictable challenges. For truly transformative impact, it is imperative that public school pedagogies

evolve and integrate life skills frameworks, ensuring that education empowers young people far beyond textbook boundaries.

- In the focus group discussions, the lack of basic knowledge of the students on digital literacy skills and media was concerning. They expressed uncertainty about navigating the flood of information that they encounter online. The workshop addressed media literacy: distinguishing credible sources, fact-checking news, and maintaining responsible digital citizenship. This is especially pressing as misinformation and digital manipulation increasingly shape youth opinions and choices.
- The emphasis on mental health and resilience was equally important. Constant worries were examinations and stress related to studies. Breathing exercises, positive group support, and focused discussions on emotional intelligence enabled learners to gain stress-proactive coping skills thus, self-care and learning effectiveness were both promoted.

The students went beyond simple memorization because they analyzed fake news articles to understand how false information spreads. The students engaged in conflict resolution role-playing which demonstrated that communication needs equal attention to listening and speaking. The students developed personal toolkits which contained life strategies instead of academic notes. These toolkits included their work on financial planning worksheets, goal-setting templates, and fact-checking checklists for their future use.

Key Achievements

1. Organised **9 core workshops** and multiple sessions in collaboration with other stakeholders
2. Onboarded an international NGO (**International Women's Peace Group, South Korea**), the local administration and four civil society organisations (**DBK Classes, Kiran Foundation, Climate Change Writers, Pragati Foundation**) as key stakeholders
3. Institutionalized innovative learning strategies tailored for a rural demographic: including **peer-fellowship structures, mentor-the-mentor frameworks, gamified curricula**, and experiential learning models, that were previously underrepresented in the region
4. Desktops to be donated to **3 rural schools** to improve digital literacy and access to digital infrastructure among the students
5. Water purifiers installed in all the three schools providing clean drinking water to the schoolgoers
6. Establishment of mini library with donated books
7. Incentive tied facilitation of playsets for the primary school students.
8. Mental health sensitisation : battling the taboo against mental health in Rangia
9. The initiative covered **500 students** across three schools in the impact area with the goal of scaling up.
10. **Cognitive Shift** : There has been a demonstrable shift from memorization to critical analysis. Students who previously felt uncertain about navigating the digital flood of information are now equipped to fact-check and identify credible sources, fostering responsible digital citizenship.

11. **Creation of Tangible Assets:** Students left the workshops not just with abstract knowledge, but with highly personalized, actionable toolkits (goal-setting templates, financial worksheets) to navigate their immediate futures.
12. **Improvement in attendance:** Attendance in these schools improved by 23% over the course of 10 months.
13. **Starting of a Fellowship within the student community:** This is a voluntary service opportunity available to the senior students who wish to be a peer mentor and carry forward the programme in the absence of the core members of the project. Upon the successful completion of their term they receive a certificate of volunteership and more importantly this inculcates in them core values of responsibility, empathy and leadership. As of now 5 fellows have been identified in each of the schools.

Plans for Phase 2

In Phase II, the project will implement :

- A dedicated platform for fellow peer-mentors to maintain formal, scheduled touchpoints and generate structured progress reports.
- **Reciprocal Feedback Loops:** Anonymized evaluation mechanisms for both mentors and participants to assess the quality, relevance, and impact of mentorship sessions.
- **Expansion:** A phased expansion to 2 additional government schools in the Rangia sub-division in the second half of Phase 2, prioritizing schools with demonstrated administrative interest and existing community infrastructure (school councils, active PTAs).
- **Development of a “Phase 1 playbook”:** a documented, replicable toolkit covering workshop structure, focus-group facilitation guides, stakeholder onboarding templates, and fellow-selection criteria, so that expansion does not require rebuilding the model from scratch in each new location.
- Identifying crowdfunding avenues for the sustenance of the project.
- Conducting empirical field research across designated impact sites to produce an open-access research report, designed to advance domain knowledge, inform local policy dialogue, and foster community development strategies.

Way Forward

Moving forward this project would be sustained through grants. I have recently won the prestigious Commonwealth Scholarship which will give me access to a very strong alumni network and the **commonwealth alumni impact grant**. I intend to apply to this grant opportunity after the completion of my post graduate studies. Additionally, I will pursue complementary funding streams, like the institutional and university seed funding such as social innovation grants, and academic research incubators during and immediately following my postgraduate program to secure early-stage capital and technical mentorship.

My long-term goal is to provide a solid legal framework for this initiative by registering it as a non-profit Section 8 Company under the Ministry of Corporate Affairs (<https://www.mca.gov.in/content/mca/global/en/home.html>), alongside enrolling on NITI Aayog's

NGO Darpan portal (<https://ngodarpan.gov.in/>) to establish eligibility for central government schemes, institutional partnerships, and statutory CSR grants.

I also wish to set up a scholarship mentorship programme in the rural schools of Rangia and beyond. This programme would provide end to end scholarship application assistance to the underserved rural students of the town who oftentimes remain oblivious to such global opportunities. I will tap into my scholar's network that I would have established in the UK to organise scholar talks and mentorship webinars for these students.

ART in the NEWS:

- <https://ajmaliasacademy.in/billion-acts-peace-fellowship/>
- Sentinel Assam: <https://www.sentinelassam.com/north-east-india-news/assam-news/rangia-youth-tanuj-samaddar-wins-global-peacejam-fellowship-one-of-only-five-awardees-worldwide>
- India CSR: <https://indiacsr.in/visionary-leaders-making-their-mark-2026/>
- The Hans India: <https://www.thehansindia.com/hans/opinion/visionary-leaders-the-unexpected-forces-reshaping-2026-1109005>
- Eat My News: <https://www.eatmy.news/2026/05/tanuj-samaddar-art-has-always-been.html>
- CiteHR : <https://www.citehr.com/thread/leader-watch-the-rise-of-the-portfolio-activist-and-what-it-means-for-indian>
- Bold Journey Magazine: <https://boldjourney.com/meet-tanuj-samaddar/>
- Voyage ATL : <https://voyageatl.com/interview/rising-stars-meet-tanuj-samaddar-of-delhi-india/>