



समवेदना

हमसे मदद लाएकर, अपनी मदद करे

samvedana

helping you, help yourself

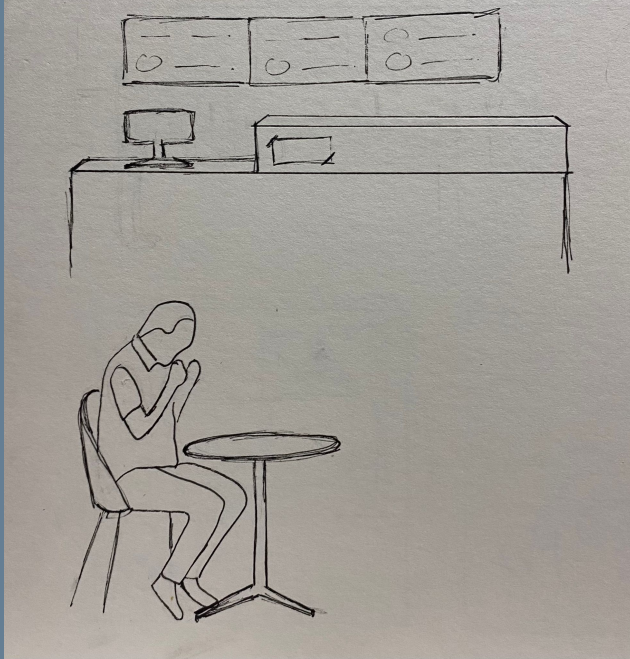
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01

Deep Hangout Session

I went to Chipotle in the afternoon for lunch and documented my observation for 1 hour from 2:00pm to 3:00 pm, on 23rd March 2022.



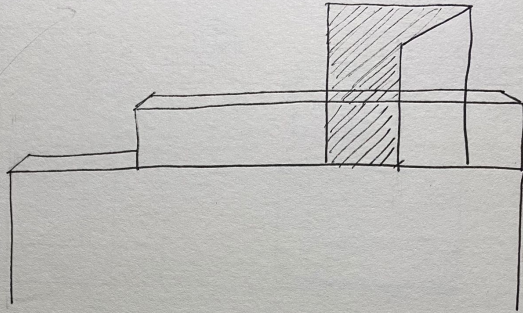
What roles do you see and what roles might support those roles ?

CUSTOMERS

standing in line
ordering food
interacting with the cashier
entering and exiting the restaurant
sitting at a table, eating

EMPLOYEES

processing orders
cashier
refilling food containers
cleaning counters



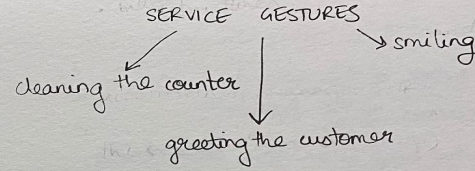
- a room inside in which they store all the food supplies
- where do the food supplies / cleaning supplies / utensils etc. come from
- who is cleaning the utensils
- who designs the menus
- who decides the menu
- ~~where~~ employee shifts
- what does the cashier see on their screens
- where does the money go at the end of the day?
- who is watching the CCTV footage?

What don't you see?

- **IN THE RESTAURANT**
 - room at the back which stores all the food
 - Who cleans the utensils
 - What does the cashier see on the computer screen
- **BACKSTAGE**
 - source of food supplies
 - who decides the menu
 - who designs the menu screens/logo
 - who designs the uniform
 - who owns the restaurant
 - where does the money go at the end of the day
 - who is seeing the CCTV footage
 - marketing / accounting
 - management of the restaurant
 - employee shifts

Where do people interact with the service and through which touchpoints, physical, digital, informational, and otherwise?

- ① opening the door to enter
- ② looking / reading the menu.
- ③ standing in line
- ④ walking the server through their order (talking / pointing)
- ⑤ interacting with the cashier → tapping card on card machine
→ taking receipt and bag
- ⑥ taking their food bag
- ⑦ saying Thank you & have a good day (cashier to customer)
- ⑧ walking out of the restaurant.



What infrastructures might be supporting these services (including ones you might not see)?

- owner of the brand
- owner of the franchise
- the staff (managers, accountants, marketing team etc.)
- person who owns the space / shop (landlord)
- delivery app systems
- food supplier
- utensils / cleaning supplies supplier
- employees
- offices / schools

02

Ideating and Sketching

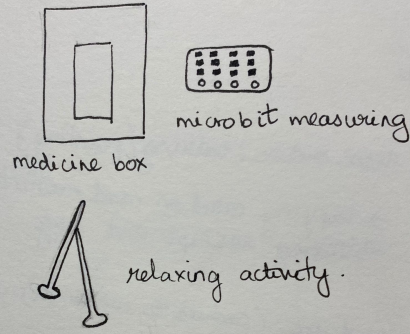
This step included breaking up and analyzing IHelp and developing concept sketches.

Breaking Up IHELP

BACKSTAGE

- sharing posts
- community supporting the user
- doctor reviewing readings
- designing / marketing the smart medicine box.

ONSTAGE

- 
- medicine box
- microbit measuring
- relaxing activity.
- reading messages on the community page
 - reading doctors messages.

PROBLEMS

- too much use of screens
- does not feel personal
- in reality, doctors do not message patients (ACCESS TO HEALTH CARE)
- user may want to TALK TO A PERSON
- connecting with people (face to face)

Brainstorming

COMMUNITY

→ once user chooses an activity the app finds someone who wants to do something similar.

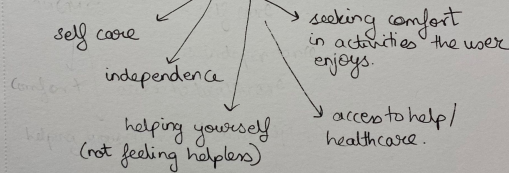
→ user then video calls that person and will have company while performing the activity

- instant feeling of support / not alone
- talking to a real person

ACCESS TO HEALTHCARE

- improving doctors communication with the users
- having a set of professionals who check in with users of the smart medicine box
- call center
- challenges the idea that one needs to pay / book an appointment everytime they need to talk to someone.
- access to HELP

THEMES



03

Concept Sketches

I made 4 concept sketches
tackling the broad idea of
destigmatizing mental health.

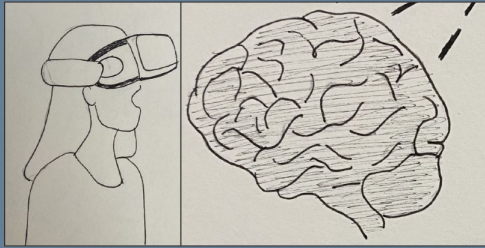


When the user starts feeling anxious that is they start biting their nails or shaking their leg, the sensor senses these motions, detecting that the user is starting to feel anxious.



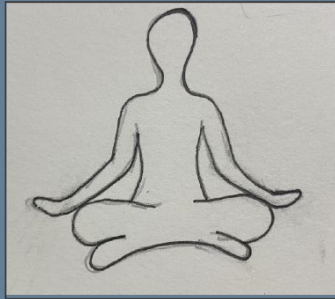
A signal is then sent to an IHelp professional who immediately calls the user of this service, and talks with them, trying to prevent them from going into an anxiety spiral.

- Access to immediate help
- Can help determine the cause of the anxiety
- Talking with a person
- Challenging the inaccessible healthcare system
- Allowing user to ask for help, without really asking



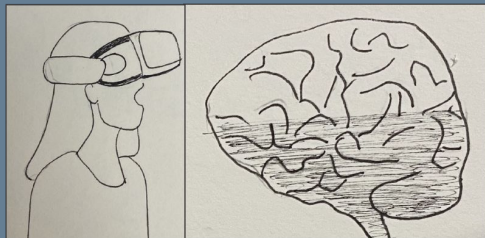
When the user is anxious, they can see the stress levels/stress hormones being released by their brain, through a virtual reality technology.

Showing the user what is going on in their brain and the hormones being released when they are anxious, will help them visualize their feeling. This will prompt them to perform relaxing activities. On feeling calmer, as they see a change in the visual, it will give them validation that these activities do help.



Upon seeing the high level of stress, the user is prompted to perform a relaxing activity.

- Self Motivation
- Challenging that mental health related problems like anxiety to exist and can affect one's well being.
- Access to coping with anxiety
- Self Help



The user then sees the reduced stress levels. The ability of visualizing her feelings and seeing positive results after the activity motivate to continue the practice.

Through reverse psychology, on seeing the reduces levels of stress hormones, the user may even start feeling better.



Sessions held by volunteers to educate them about mental health in an easy and relatable manner, giving examples from their daily lives. Talking in the language they understand.

- Explaining the physiological, physical, emotional and mental aspects of it.
- Demonstrating relaxing exercises
- Holding creative workshops
- Having one on one sessions/checking in



These sessions will include a food service, where in the attendees will be served food and will be given packed foods to take home. Motivates people to attend these sessions, taking away stress of earning money for that amount of time.

A service which educates people living in villages, working 2-3 jobs, about the importance of mental health.

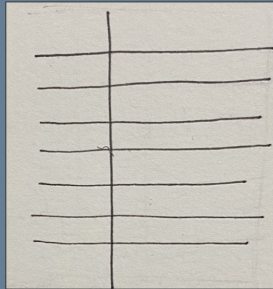
“We do not have the time to think about our health, what matters to us is getting food on the table for our family.”

- Access to information about themselves
- Access to creativity
- Access to education
- Community building exercises
- Allowing them to do things other than work



Students will have access to an application in which they punch in how their mental health is, in terms of stress levels, anxiety etc.

There will be a lamp which will light up in a particular colour, based on the average mental health of the class. This will give the teacher feedback regarding the head space of the students allowing them to modify their class accordingly.



In order to help those who are struggling with their mental health daily and need help, but are afraid to ask for it, the data from the app is sent to the counseling center.

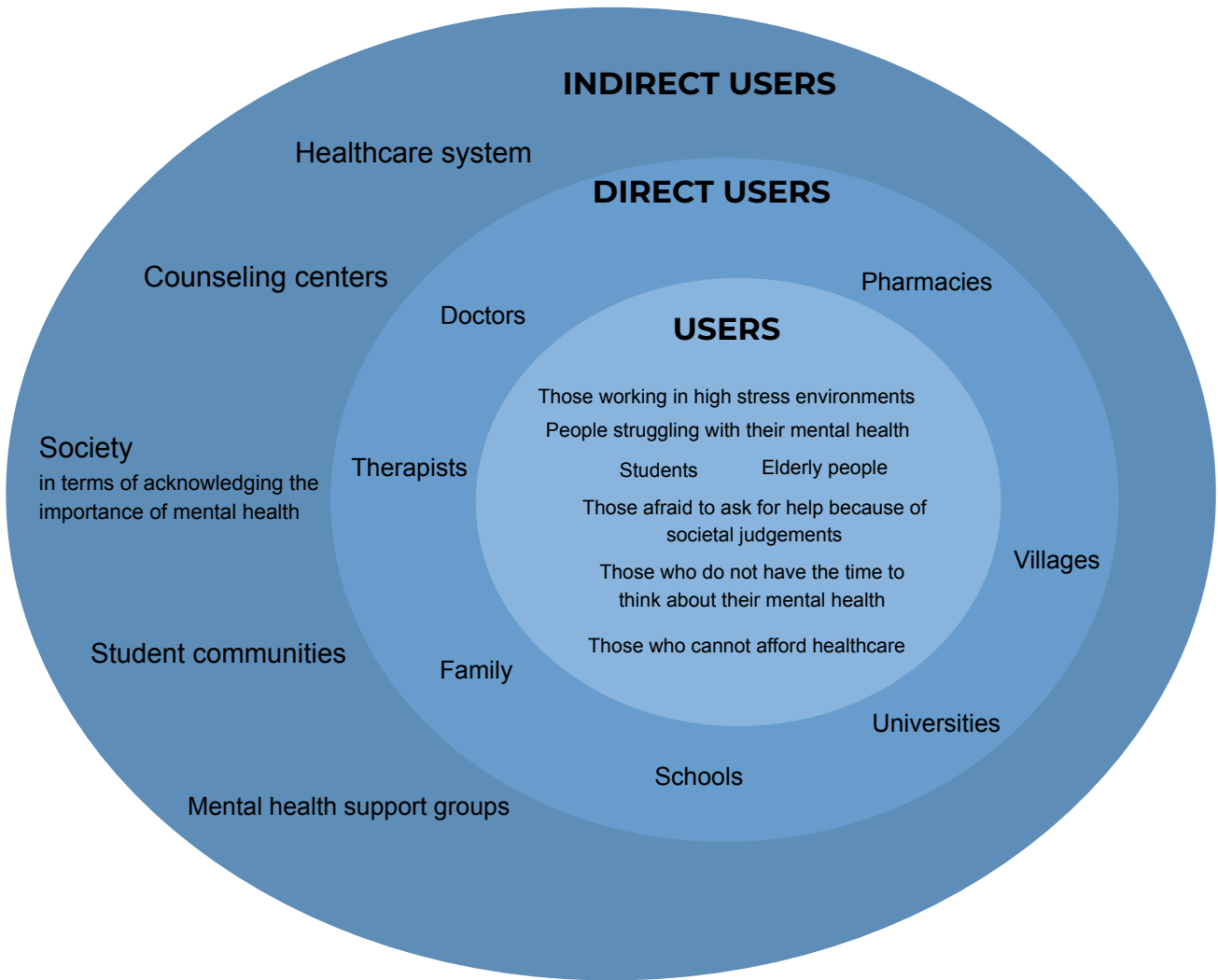
The counselors then reach out to the student and ask them if they would like to talk/share.



A service which gives school/university counselors information about how students are doing with their mental health anonymously.

- Allowing user to ask for help, without really asking
- Access to help
- User is able to avoid judgements
- Talking with a person

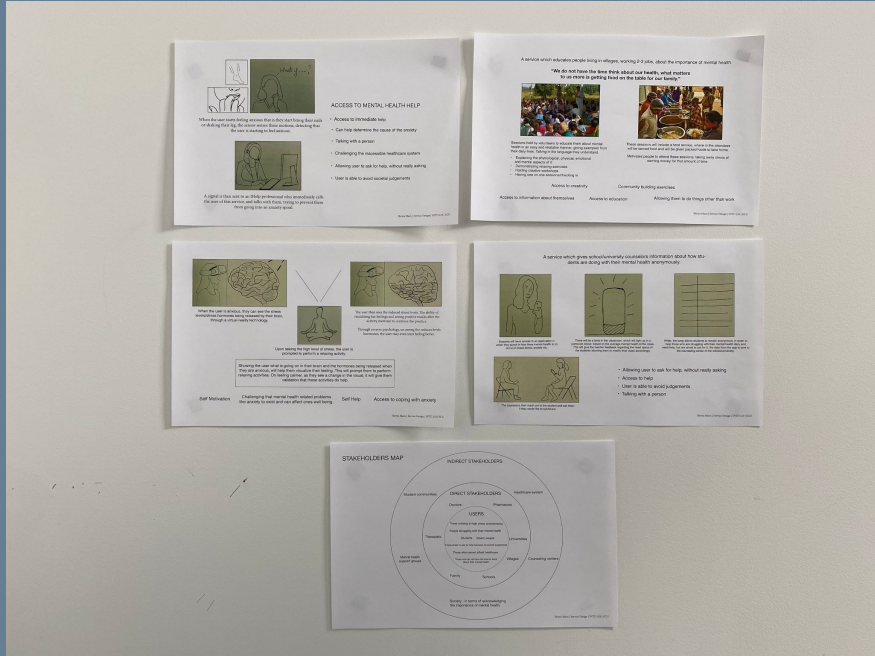
04 Stakeholder's Map



05

In Class Critique

Presented my concept sketches and stakeholders map and received some feedback on the same



- Neha suggested that **concept 4 would work really well in India**, considering the extremely strict and hardcore education system that exists. Despite students being stressed, the curriculum is such that one cannot stop to take a break. This negatively impacts the students mental health. Having a service like this, would **give them an avenue to seek help**, without being judged.
- Jessica further suggested adding to this service by **providing the affected students with a solution** in the counseling sessions.
- Regarding concept 3, which I personally would like to pursue, Hope suggested to think about what the **physical touch points** would be/ what the participants would be taught/ the **medium of education**/ getting a group together to volunteer etc.

Initial Decisions

- While I do see a lot of potential in concept 4, I would like to use this project as an opportunity to explore design beyond apps, products and websites.
- I am more interested in exploring concept 4, as I feel strongly about making education, not in its academic sense, but basic education related to one's health (physical, emotional, mental) accessible to all, irrespective of one's socioeconomic status.

Questions to asked myself while designing the service :

- How should I make the medium of education relatable and interesting to hold their attention?
- What will be the physical touchpoints (pamphlets/posters/booklets/apps/websites)?
- How do I make sure that the participants are retaining information?
- What motivated the participants to show up?
- How do I gather a group of volunteers (social media)?

Research on Mental Health Education in Rural India

- **Accessibility** – Rural residents often travel long distances to receive services, are less likely to be insured for mental health services, and providers are less likely to recognize a mental illness.
- **Availability** – Chronic shortages of mental health professionals exist and mental health providers are more likely to practice in urban centers.
- **Affordability** – Some rural residents may not be able to afford the cost of health insurance or the cost of out-of-pocket care if they lack health insurance.
- **Acceptability** – Rural residents may be more susceptible to the stigma of needing or receiving mental healthcare in small communities where everyone knows each other and fewer choices of trained professionals can lead to a lack of faith in confidentiality, as well as a reliance on the informal care of family members, close friends, and religious leaders.

"People are mostly unaware about the mental disorders they are suffering. They take it as their fate: go to quacks or religious healers. That's why there's stigma attached to the word 'psychiatrist' and 'psychiatric disorders,'"

In other words, a close-knit, family-like community, properly educated in mental health, is better equipped to take care of its own, providing prevention, treatment and well-being.

Changing Directions

- After having conducted research around education of mental health in villages, I **felt quite overwhelmed by the amount there is to tackle**. I was struggling to pinpoint the touch points, identifying who the real user is and breaking down the whole service.
-
- I also felt that since **education about mental health is such a vast and broad topic**, I will have to first do some thorough research on the tools used to teach about mental health and then think about how to customize them so as to make it relatable for the participants.
-
- I am keen on exploring this service since it tackles a pressing issue in rural India, however **for this project I feel that it will be too much to take on**.
-
- I am thus, **shifting towards exploring my second best concept** to do with creating an ideal education system in India when it comes to addressing and helping students struggling with mental health (concept 4).

06

Developing Ideas

Considering the feedback received, I started narrowing down on an idea.

High Tech Idea - Wireframes

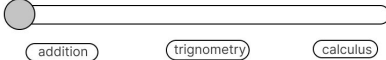
- Allows for students to remain anonymous
- Suggested modifications in teacher's schedule are accurate, allowing the teacher to simply follow the modifications, instead of deciding
- Counselor gets the data automatically and can directly connect with the student through the same app
- Counselor can set reminders and share the exercises with the student immediately
- Student can set reminders to perform the activity in the app itself

CONS:

- Too much usage of screens
- Some students may not have phones
- Some school may not allow students to carry their phones

student

How are you feeling today?

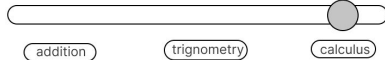


addition trigonometry calculus

addition → great!
trigonometry → okayish, have been better.
calculus → not good, need a break.

student

How are you feeling today?



addition trigonometry calculus

addition → great!
trigonometry → okayish, have been better.
calculus → not good, need a break.

The student mentions how they are feeling on a particular day. They use the slider to do so. In order to make the interaction more interesting, the points on the slider are compared to easy, average and hard concepts in a particular subject. For example, if the user is feeling great, they place the slider on addition which is a very easy and fun concept in math.

student

Hi Shriya! This is Jane from the counselling centre. I was wondering if you would like to meet up sometime this week to check in. It will be a free flowing, casual session including conversations and activities. Let me know when you are available.

Hi Jane! Thank you for reaching out. A conversation and some relaxing exercises, sounds like exactly what I need. I am free tomorrow after 11:00.

student

scheduled appointments

Chat with Jane | 03/31 | 11:30AM

previous appointments

If the student has not been feeling good for a few days in a row, they will receive a message from the counselor, who received all the data from the app. The student can then view the scheduled appointment with the counselor.

student

recommended activities

Deep Breathing for 10 mins

student

Deep Breathing for 10 mins



6 0 0 AM

7 0 0 AM

8 0 0 AM

Daily



Save

On the day of the session, the counselor shares with the student some relevant exercises the student can perform after having demonstrated them to the student. The student can also set reminders to be reminded to perform the activity daily.

teacher

Today's Schedule

classwork

- 10:00 - 10:15

Introduce new trigonometry chapter

- 10:15 - 11:00

Solve questions 1-15 in class

homework

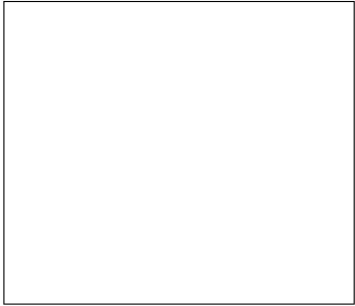
- submit on 04/01

Complete questions 16-30

The teacher inputs the schedule she has prepared for the class into the app.

teacher

Scan QR Code



teacher



85% of the students are feeling
between 'okayish and not good'

Once the lamp in the teachers office emits a light, the teacher scans the QR code to know what the light represents. Upon processing, the app tells the teacher the percentage of students feeling a certain way.

teacher

classwork

- 10:00 -10:15

Move your body activity

- 10:15-10:30

Introduce new trigonometry chapter

- 10:30-10:35

5 min break

- 10:35-11:00

Solve questions 1-10 in class

homework

- Go through questions 11-15 and solve those which look difficult
- Complete questions 16-30

Apply

Since 85% of the students are not in a very good headspace, the app suggests the teacher an ideal schedule in a manner that gives students some flexibility and does not compromise on the work that needs to be completed.



	03/29	03/28	03/27	03/26
Shriya Maru				

The counselor receives the data in the form a spreadsheet along with a colour reference. If they see that a student has not been feeling good for a few days consistently, they will reach out to them.

counselor

Hi Shriya! This is Jane from the counselling centre. I was wondering if you would like to meet up sometime this week to check in. It will be a free flowing, casual session including conversations and activities. Let me know when you are available.

Hi Jane! Thank you for reaching out. A conversation and some relaxing exercises, sounds like exactly what I need. I am free tomorrow after 11:00.

Counselor sends a message to the student asking them if they would like to set up a meeting.

counselor

notes:

- overwhelmed by the course load
- feels like she is falling behind
- does not have time to do anything apart from school work

recommend activities

Deep Breathing for 10 mins

Reading a book for 30 mins

Going for a 30 min walk

Share

counselor

Check in with Shriya

04/01 09 00 AM

04/01 10 00 AM

04/01 11 00 AM

Save

After the session, the counselor makes some notes about what they discussed in the session for their reference. Further, she she shares some exercises that they practiced together during the session, which the student can perform daily.

The app selects a day for when the teacher is expected to check in with the student again.

teacher

classwork

- 10:00 -10:15

Move your body activity

- 10:15-10:30

Introduce new trigonometry chapter

- 10:30-10:35

5 min break

- 10:35-11:00

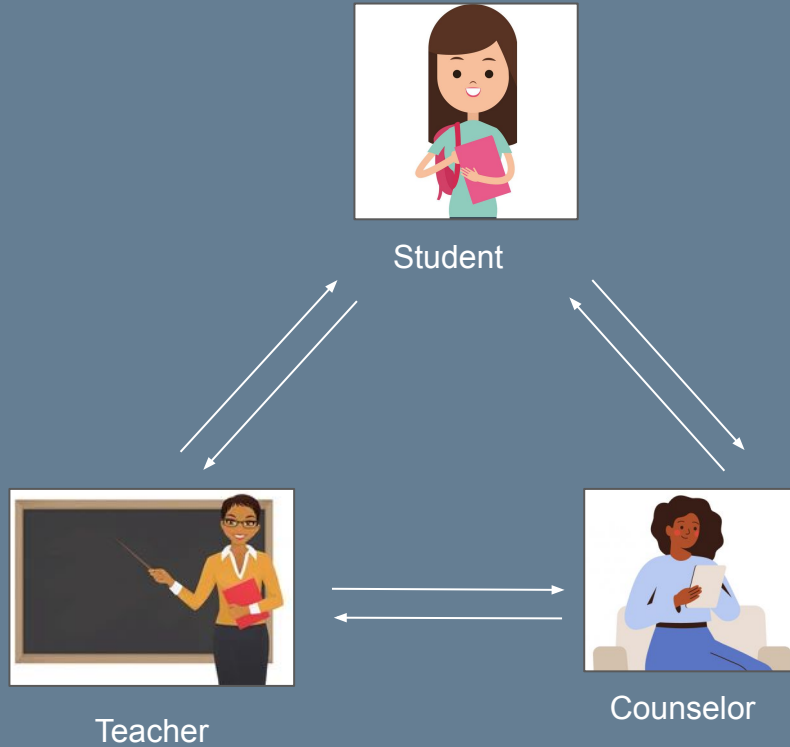
Solve questions 1-10 in class

homework

- Go through questions 11-15 and solve those which look difficult
- Complete questions 16-30

Apply

Since 85% of the students are not in a very good headspace, the app suggests the teacher an ideal schedule in a manner that gives students some flexibility and does not compromise on the work that needs to be completed.



Student → Teacher

While the **student and teacher interact indirectly through the app** as the students imputed data, affects the teachers schedule and the teachers modified schedule, affects the students headspace.

Student → Counselor

The **student and counselor interact directly** as the students data is received by the counselor as a result of which they may set up a session to meet.

Teacher → Counselor

The **teacher and counselor do not have any interaction through the app or product.** They may however consult one another to talk about a student.

Low Tech or High Tech Service Design?

After having shown Hope my user flows, she suggested that if I would like to still pursue my initial concept of de-stigmatising mental health in villages, by encouraging the same in schools, I could explore a low tech version of the idea I have developed so far.

Low Tech Idea 1



- Replacing the app with a physical activity that students perform.
- There is a large white paper in the classroom and as students enter, they make a hand imprint on it, using one of the three colours resembling how they are feeling that day.
- Interactive, fun activity

CONS:

- May prevent students from being honest due to the fear of being judged.
- Does not support anonymity.

Low Tech Idea 2 - Wireframes

- Allows for students to remain anonymous
- Makes use of available resources (paper and low tech messaging app for communication)
- Fun, interactive activity

CONS:

- Time consuming : eats into class time
- Data has to be manually inputted by counselor
- Is not accurate in terms of suggesting modifications to the teacher : left up to the teacher to make the changes
- Counselor is unable to set reminders to check in with students

Name: _____ 04/03/2022

CHECK-IN

How are you doing today?

easy like addition

okayish like trigo

heavy like calculus

FOR TEACHER'S REF. ONLY

CHECK-IN

easy peasy

okayish

heavy

>

5min verbal check in


>

10min verbal check in
5min break mid way
Reduce hws by 25%

>

10min check in
5min break mid way
Reduce hws by 50%

Students are given a check in sheet to fill out. The teacher collects the sheets and segregates them into three categories. They count the number of students in each category and then look at the guide to know how they should modify their schedule.



	03/29	03/28	03/27	03/26
Shriya Maru				

The counselor manually input the data into the system. Upon seeing that a student has not been doing well for the past few days, they reach out to the student.

Hi Shriya! This is Jane from the counselling centre. I was wondering if you would like to meet up sometime this week to check in. It will be a free flowing, casual session including conversations and activities. Let me know when you are available.

Hi Jane! Thank you for reaching out. A conversation and some relaxing exercises, sounds like exactly what I need. I am free tomorrow after 11:00.

Great! Let's meet tomorrow at 11:15AM.

The counselor sets up a meeting with the student over a messaging app/email.

Hi Shriya! Thank you for meeting me today. We had some great conversations and practiced activities like deep breathing. Like mentioned in our session, you must continue these practices daily.

Deep Breathing for 10 mins, daily

add to reminders

Reading a book for 30 mins, daily

add to reminders

Going for a 30 min walk, daily

add to reminders

I will connect with you again, in the next 2 days to check in. Feel free to message me if you have any other questions.

After the meeting, the counselor checks in with the student, reminding them of the exercises they practice and that they must try and practice these.

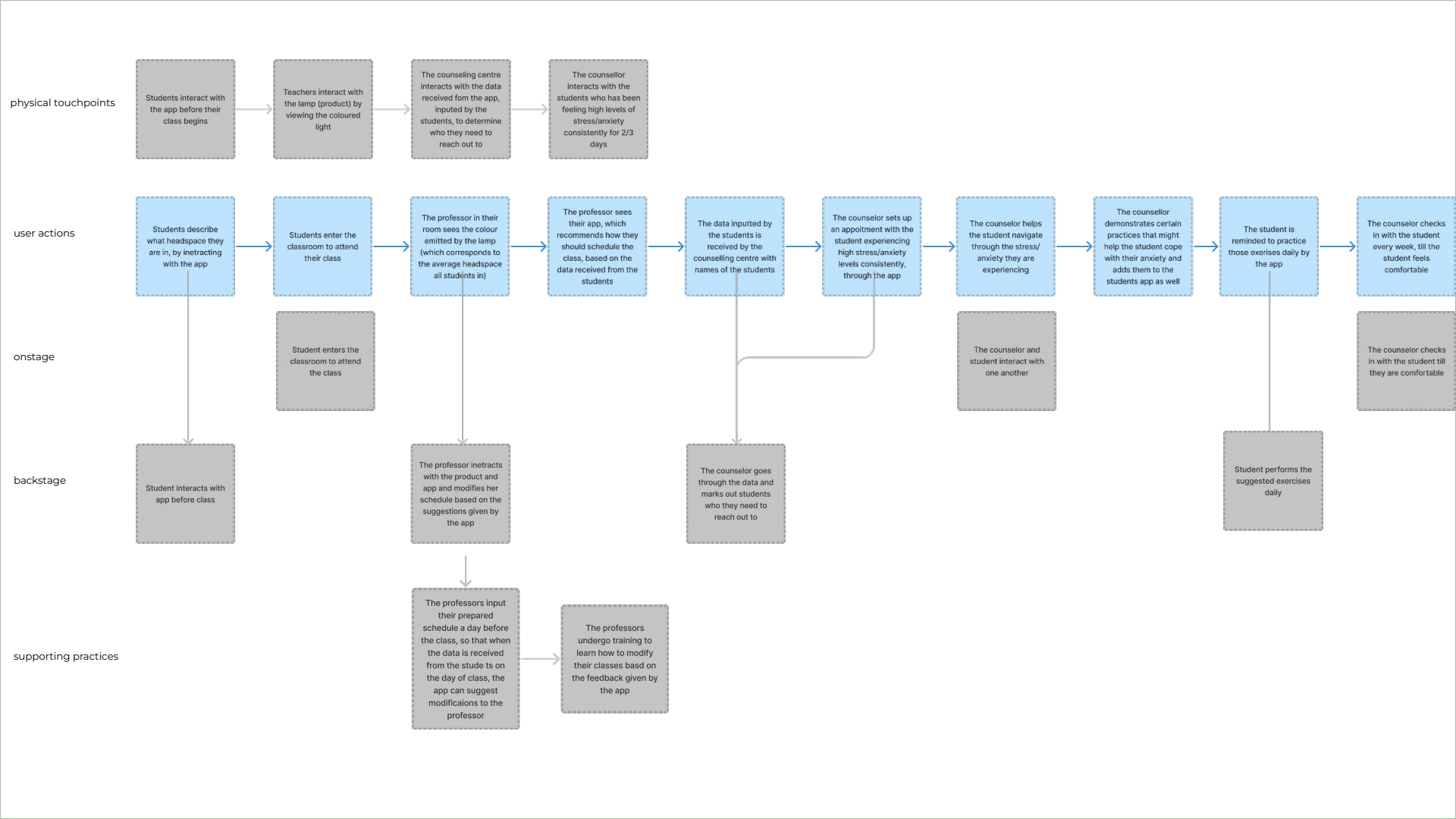
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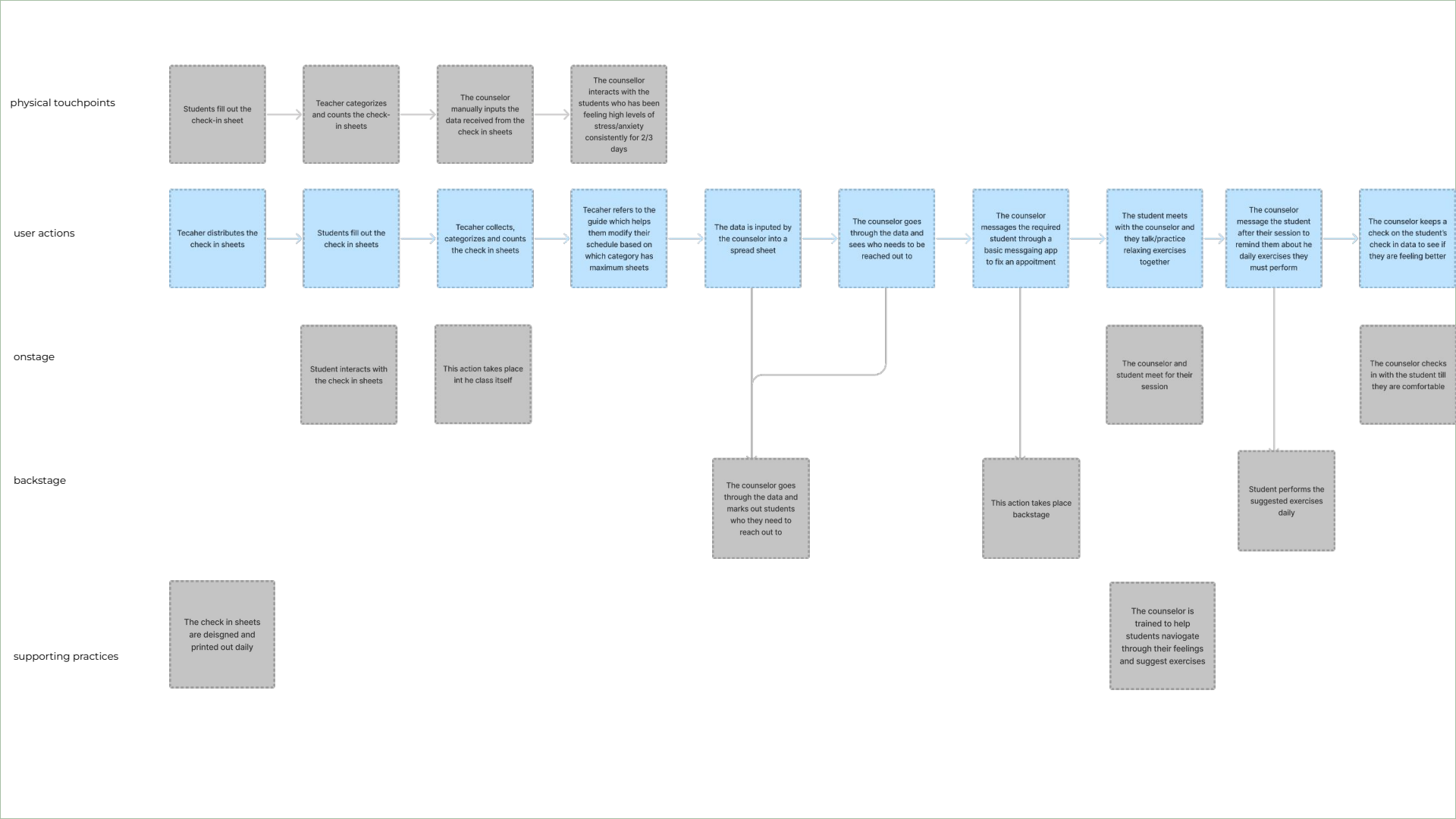
Service Blueprint

High Tech Idea / Low Tech Idea

For better viewing (Figma link):

<https://www.figma.com/file/buAEzMwC8YqHcceL3SGded/service-blueprint?node-id=0%3A1>





07

User testing

In order to decide which version of the idea to go with, I performed some user testing to get a third person's view.



In order to decide which version to go with, I user tested both versions with Neha. While she said that both were extremely thorough and important in their respective settings, the **low tech version felt like the need of the hour.**

Big cities in India are slowly addressing mental health in schools, however villages are still very unaware.

Thus this **interaction currently would make more sense and impact in villages.**

She also suggested making the **sheets and guides on Hindi** which is the national language and more commonly spoken language in villages.

Some Decisions

Having considered Neha's input, I decided to go with the low tech version because I want to experiment with low tech, tangible interactions like the paper sheets, instead of making everything digitized.

Thus, in order to bring more clarity to my service, I listed out the aims of the same:

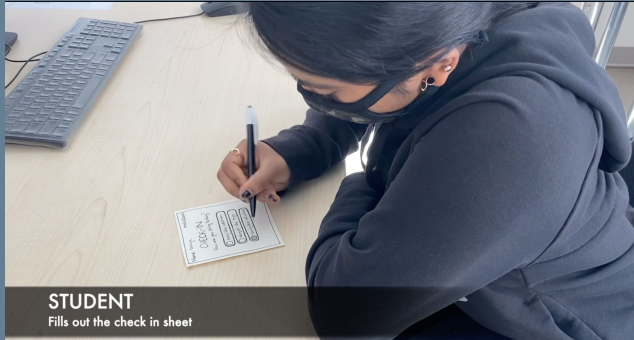
- **Destigmatizing mental health in Indian villages.**
- Presenting an **ideal Indian education system** which address and helps students with mental health struggles.
- Creating a safe service, where **students do not need to worry about being judged** by their fellow peers as the sheets are disclosed only to a trained counselor.
- This service, **allows students to ask for help without having to verbally ask.**

08

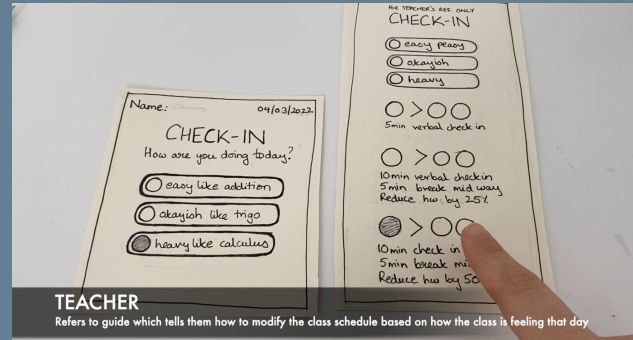
Video Prototypes

Having decided which version I want to go with, I started video prototyping to develop the flow of the service.

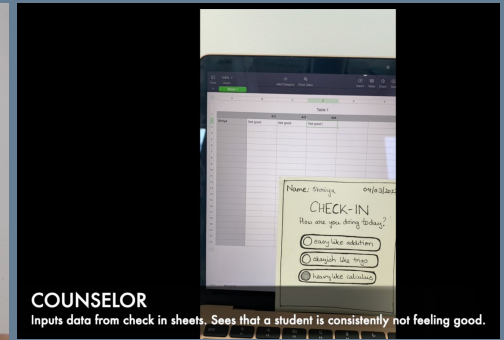
Video Prototype 1



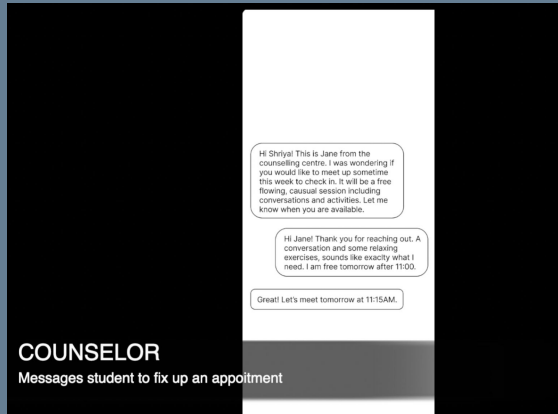
STUDENT
Fills out the check in sheet



TEACHER
Refers to guide which tells them how to modify the class schedule based on how the class is feeling that day



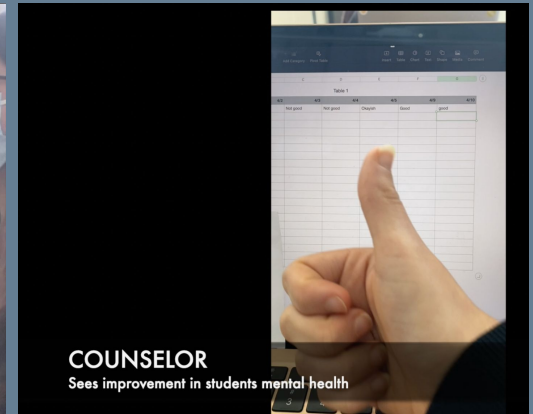
COUNSELOR
Inputs data from check in sheets. Sees that a student is consistently not feeling good.



COUNSELOR
Messages student to fix up an appointment



COUNSELOR and STUDENT
Counselor and student in the session

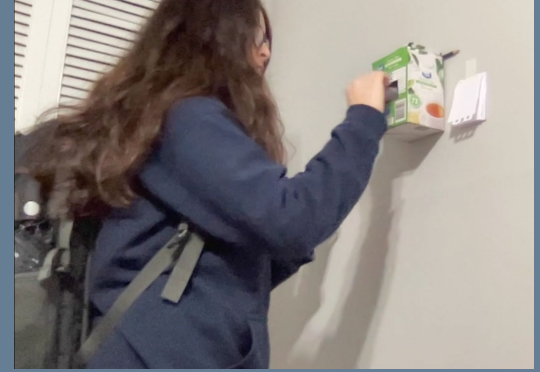
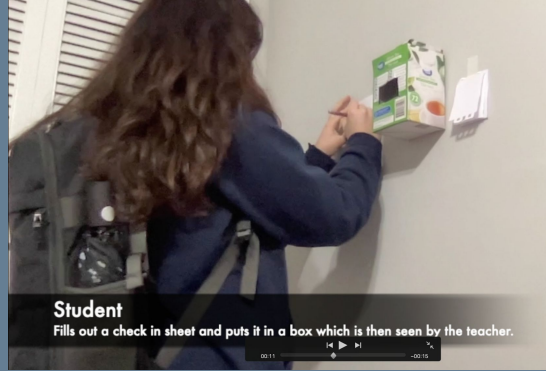


COUNSELOR
Sees improvement in students mental health

Feedback for Video Prototype 1

- A **problem** that could reduce the value of this service could be the **interaction between the student and teacher**, as the teacher is handing out the check in sheets. Further, the fact that the teacher is categorizing the sheets in front of the students, **may pressure the student into faking their feelings**. This may be because of the **power dynamics** within an educational institution between the teacher and student.
- Hope suggested that I make the **name of the service a word in Hindi** which symbolises the essence of the service, along with the check in sheets and guide.
- A question brought up was whether the interaction of filling out the **check in sheets should be mandatory**, to be done by all students everyday.
- Neha suggested maybe having a **box in the room** where in students can fill out the check in whenever required and drop it in the box.
- Hope suggested having the **check sheets not as a separate entity**.

Video Prototype 2

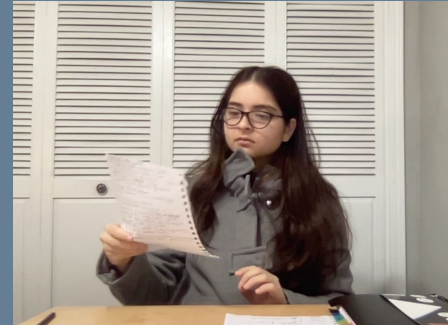
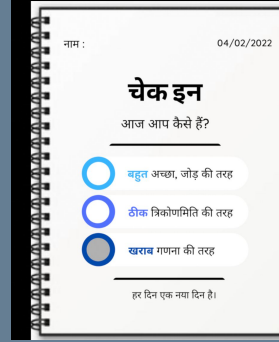


Thoughts on Video Prototype 2

- In order to **test out the idea of having a box for the check in sheets** which would make filling out the same voluntary, I decided to make a short video for the same.
- However, the **problem of anonymity and judgement** developed in this idea. If the box is kept in the classroom, whenever a student goes to fill out a check in sheet, those not filling one out may judge the former.
- This **students will be hesitant** to fill them out and thus ask for help.

While this prototype solved the problem of the teacher not giving out the check in sheets, thus not allowing the power dynamics to come in the way, it compromised a major aspect of maintaining anonymity.

Video Prototype 3



Thoughts on Video Prototype 3

In prototype 3, I decided to keep the **check in sheet in the students notebooks** itself. So if they wanted to fill it out on a given day, they could turn to the page and do so. Since at the end of the class, they would have to submit their notebooks to the teacher for her to correct their homework, she would see the filled out sheet. If there were many she received only a particular day, **she would refer to the guide and would make modifications to her schedule for the next day**. Following this, the interaction would continue with the **interaction between the counselor and student**.

- This allows the interaction with the check in sheets to be **voluntary**.
- It **allows for anonymity** among peers.
- It is **no longer a separate interaction** with the teacher giving out the sheets,. But in fact easily accessible for the student.

09

Designing the Product

Before jumping into making the final video, I designed the check in sheet, guide and whatsapp screens required.

Name :

04/02/2022

CHCEK-IN

How are you doing today?



easy peasy like addition



okayish like trigo



heavy like calculus

Everyday is a new day.

Student inputs the date and their name, so that the counselor can input the same in her spreadsheet.

To make the interaction more fun, the student is asked how they are feeling in a slightly abstract, but relatable manner.

There is a motivational quote written on each check in sheet.

FOR TEACHER'S REFERENCE ONLY

CHECK-IN

 easy peasy like addition

 okayish like trigo

 heavy like calculus



5min verbal check in



10min verbal check in
5min break mid-way
Reduce homework by 25%



10min verbal check in
10min break mid-way
Reduce homework by 50%

If the number of students feeling **'easy peasy'** are more than the other two categories, then modifications are suggested.

If the number of students feeling **'okayish'** are more than the other two categories then modifications are made.

If the number of students feeling **'heavy'** are more than the other two categories then modifications are made.

नाम :

04/02/2022

चेक इन

आज आप कैसे हैं?



बहुत अच्छा, जोड़ की तरह



ठीक त्रिकोणमिति की तरह



खराब गणना की तरह

हर दिन एक नया दिन है।

Check in sheet in students notebook, in Hindi.

केवल शिक्षकों के लिए

चेक इन

बहुत अच्छा, जोड़ की तरह

ठीक त्रिकोणमिति की तरह

खराब गणना की तरह



5 मिनट मौखिक चेक इन

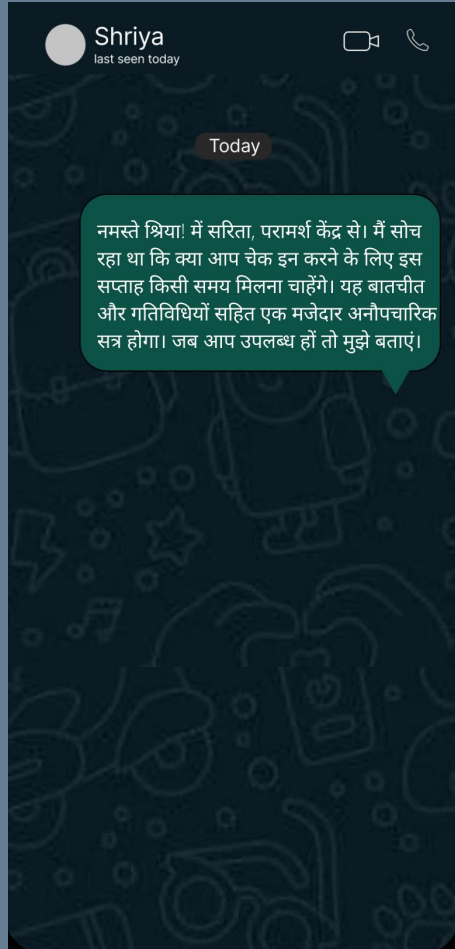
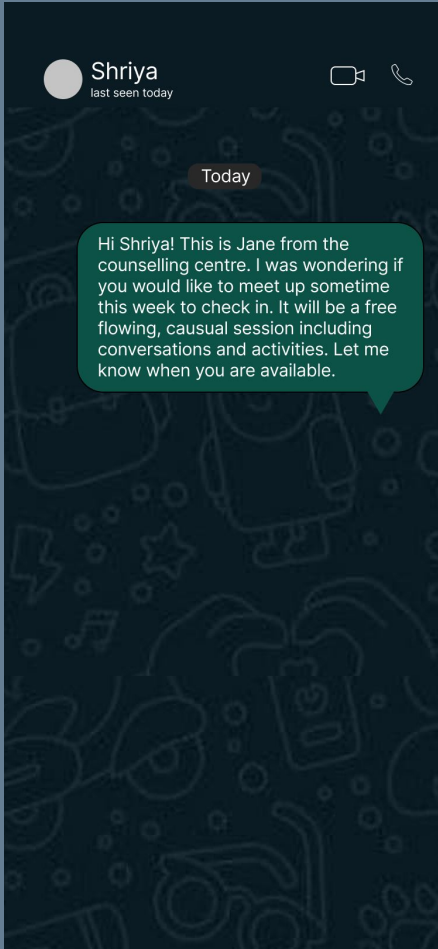


10 मिनट मौखिक चेक इन
बीच में 10 मिनट का ब्रेक
25% गृहकार्य कम करें

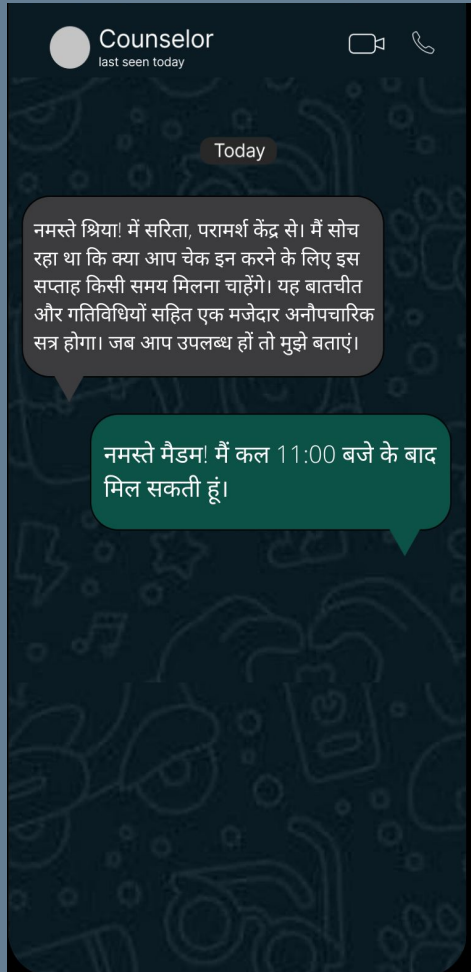
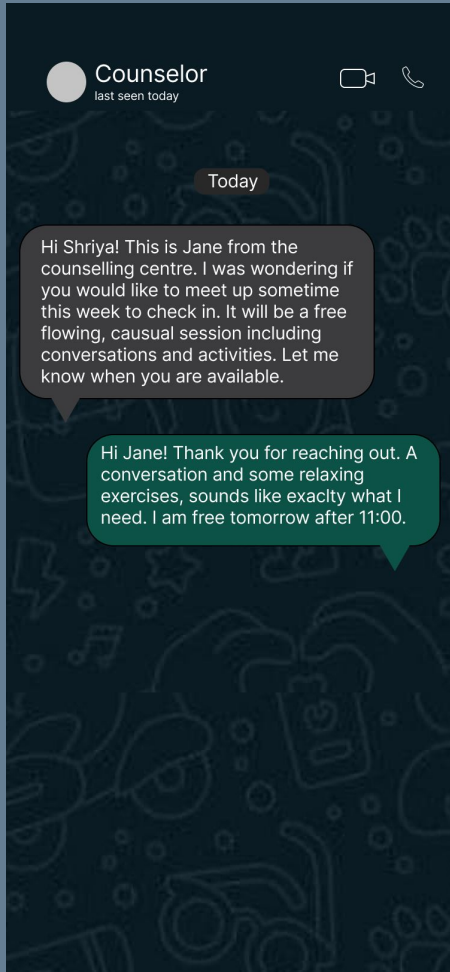


10 मिनट मौखिक चेक इन
बीच में 10 मिनट का ब्रेक
50% गृहकार्य कम करें

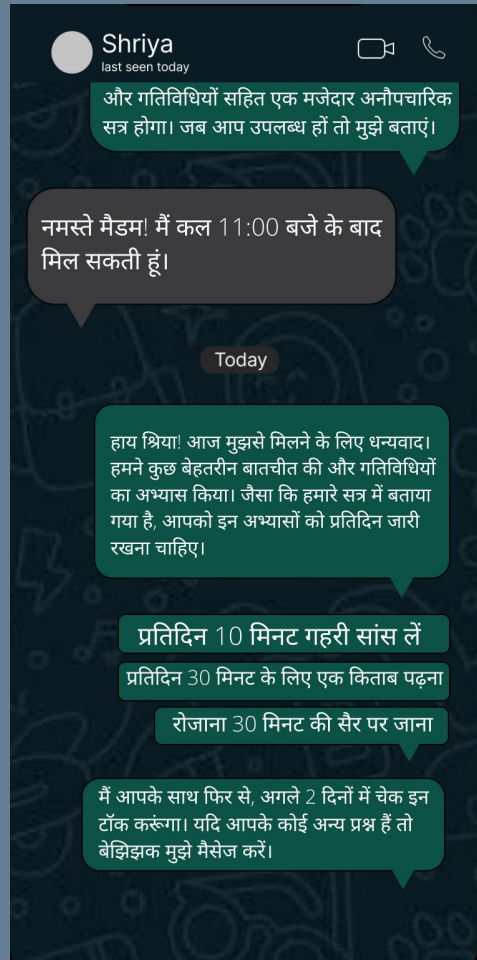
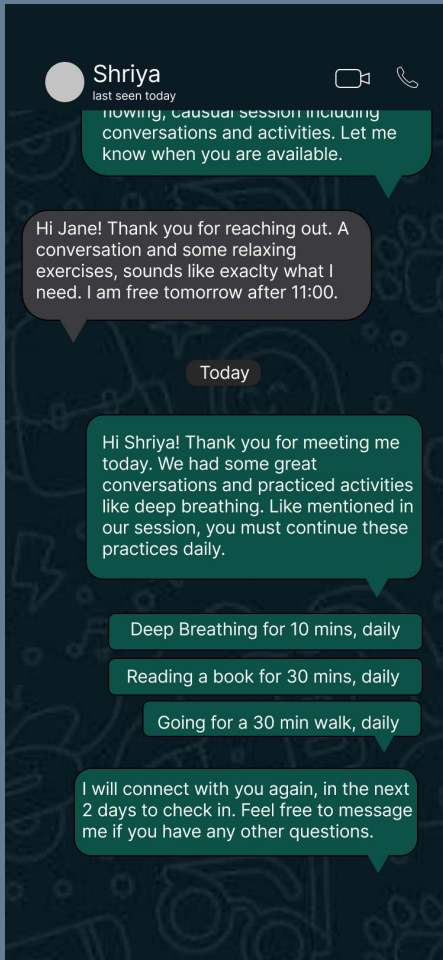
Guide in teachers diary, in Hindi.



Message sent by the counselor to the student on seeing that they are not doing great consistently.



Message sent by the student to the counselor confirming an appointment with them.



Message sent by the counselor to the student reminding them of the exercises they must perform daily.

10

Execution

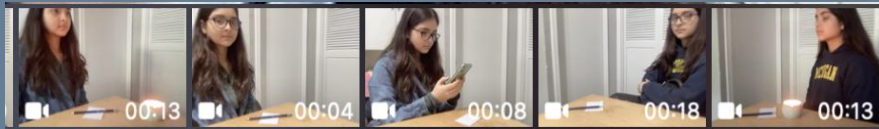
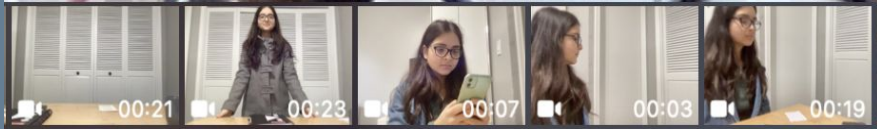
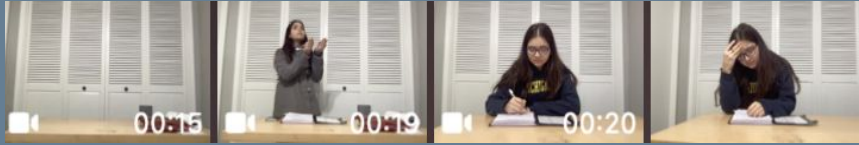
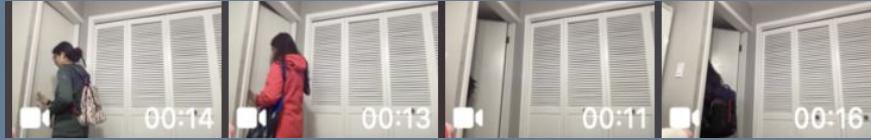
With all the material ready, I started working on my final video.

Outline of the Video

- Context (What am I designing a service for)
- Setting (Where is the service taking place)
- Problem (What is the problem that the service is going to tackle)
- Solution (Explaining the service)
- Conclusion (What change this service could bring about in villages)

Materials that will help me achieve this:

- Voiceover
- Typing animation - canva
- Short videos
- Sound effects - freesound.org



Filming : Having made the outline, I spent an entire day filming myself using Photo Booth, as different roles and simultaneously editing those bits in IMovies. I filmed based on the sequence of events.

When I asked my house help if the schools in her village had mental health care centres,
She let out a laugh saying, didi hamare pass paise aur time nahi hai, yeh sab sochna ke liye. Hame bas kam karna hai.

I asked her about her children and whether they ever struggled with mental health issues,
And once again she looked at me confused, saying jagde theek hai. Unko kuch nahi hua.

This short conversation gave me an insight into the lack of mental health awareness among a large portion of India's population,
So I wonder, how we can contribute towards ~~de~~improving mental health in rural India to provide children with the help they need, as a part of their education.

Let me introduce you to a service that not only gives children in villages the help they need, but does so in a safe and non judgmental environment,
Allowing them to ask for help without really asking.

Okay, so let's try and decode what is going on in Shriya's mind
She has been feeling overwhelmed these past couple of days
Her family continues to tell her to focus on school and dismisses it as a bad phase
She doesn't want to tell her friends as she is scared of being judged and for this feeling to go away she prays.
Now, what if things happened differently

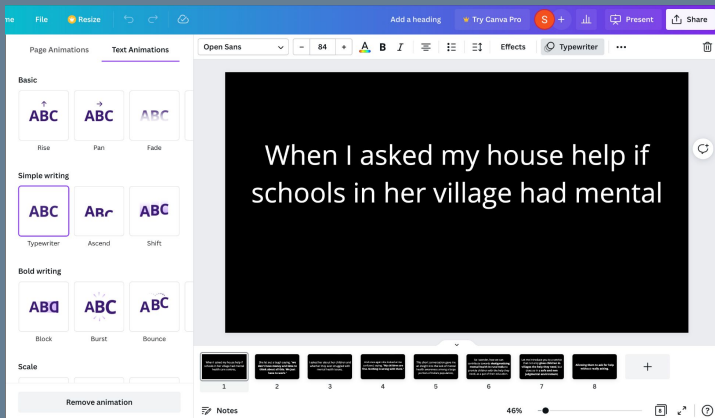
Let's pause and go through what happened
The school's ~~g~~ounselling centre goes through the check in sheets and reaches out to students who have consistently not been doing well.
And through the course of the session they have an open conversation and guided exercises which the student is encouraged to perform daily.

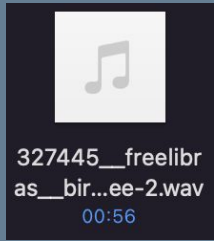
So, lets review hat happened..
Through the course of the class, Shriya was unable to focus because of how she had been feeling since morning.
She then remembered that she could fill out the check in sheet in her notebook, which students can fill out if they wished to.
Doing so, gave her a sense of relief that someone will help her out.

As a part of ~~Ami~~ya, teachers have been trained to look out for filled up check in sheets as in the students notebooks.
Considering most of the students were doing ~~ok~~well that day, the guide suggested some modifications to her class schedule for the following day.

This, ~~Sam~~vedang got Shriya the help she needed to break away from the anxiety that she had been experiencing
Allowing her to enjoy with her friends and focus in class
She may continue to fill out the check in sheets if she wants, or may do so as and when required
As ~~Sam~~vedang is always here to help!

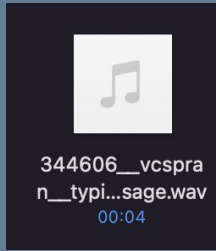
Script and Voiceover : I took the next few days to write the script and add in the voiceover. I did however feel that having the text visually present with the studio in the back was more powerful. So I used canva and the 'typewriter' animation function to display the text.





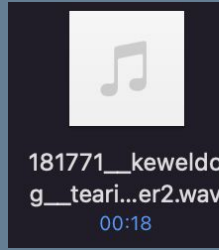
327445__freelibras__bir...ee-2.wav
00:56

birds chirping



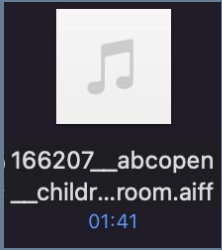
344606__vcspran__typi...sage.wav
00:04

texting



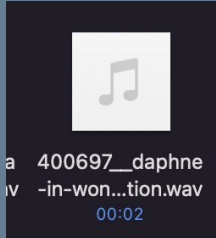
181771__keweldog__teari...er2.wav
00:18

tearing paper



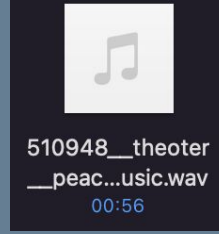
166207__abcopen__childr...room.aiff
01:41

classroom chatter



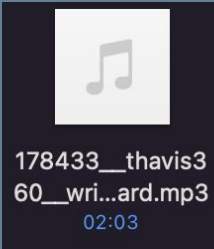
400697__daphne__in-won...tion.wav
00:02

notification



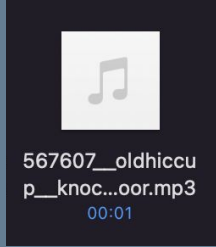
510948__theater__peac...usic.wav
00:56

beginning background music



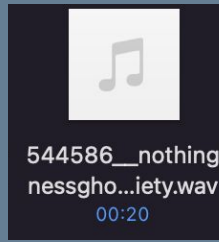
178433__thavis360__wri...ard.mp3
02:03

chalk on the board



567607__oldhiccup__knoc...oor.mp3
00:01

knocking on the door



544586__nothingnessgho...iety.wav
00:20

anxious music

Sound : I was easily able to find most of the sound effects I wanted from freesound.org.

Working on the Video

- I **didn't really face too many problems** while filming/editing the video as i had the sequence properly thought through.
- Once most of the video was compiled I did **realise that it is a bit long**. Thus I tried editing it to make it shorter only to realise that since my service involves a number of smaller interactions among different people, **I could not compromise on the flow** of the service as that confuse the viewer.
- Thus I **decided not to cut too much**, as I wanted the video to be able to stand alone and explain the service.

Testing and Feedback



Zoom session with tester

- I showed my video to a few people and overall they all felt it was extremely thorough and were able to understand the whole service without any background.
- They thought that first stating the problem and then the solution was a good idea to give a first time viewer context.
- Since most of these viewers were non-designers, they were not able to give many suggestions on how to improve the service, but did make suggestions on the video as a whole, like adding a background music, some more sound effects etc.

Reflection

- I thoroughly enjoyed this project! Not only was it **interesting to explore an idea from a zoomed out, wider perspective** but also making the video was an enjoyable process.
- This assignment I felt really **strengthened my ability to develop a flow/story** when explaining my design, since a service has many touchpoints, including different users interacting with one another.
- Samvedana according to me, is an ideal rendition of what the service in actuality would look like. There are many aspects that still can be analysed which then goes on to challenge larger narratives about the Indian education system. However, this assignment led me to understand the **importance of touching upon a topic, in order to spread awareness. Further, it exposed me to a different way of depicting an topic, that is presenting what an ideal indian education system should look like, in order to start a conversation around the topic.**

Video Link

https://drive.google.com/file/d/1DwfE4J_09c-rsNp6gYgWJKcA4L6LGrKO/view?usp=sharing

Resources/Applications

- <https://freesound.org>
- IMovies
- Photo Booth
- Canva
- Voice Recorder
- Figma

Thank You