LET'S MAKE IT PERSONAL

"Every child is unique", but our school system is designed around classes and a standard curriculum that does not focus on the strengths and weaknesses of individual students. We have all experienced the consequences of this. Our children have talents that the system does not recognize. Children lose interest because they cannot ask questions that genuinely satisfy their curiosity. The drill of homework and exams kills the inquisitiveness in most children!

We created Mindspark–**a personalized, computer-based, adaptive learning programme for Mathematics**. It is personalized because the question that a student gets depend entirely on how he/she has performed in previous question – the system focuses on helping him/her overcome his/her weaknesses. If the student requires practice, it provides practice. If he/she requires concept-based understanding, it challenges him/her with such activities. If a lower class concept is not understood, it provides specially designed remedial items. If the child has completed all the content for that class level, it provides enrichment activities!

Apart from an intelligent computer technology, what is unique about Mindspark is, it has been developed based on research data of **Misconceptions** (or common difficulties) found in school students and **ASSET** data - an assessment, unlike the routine school tests, that has been testing since 2001 how much students are really learning and understanding in our schools today.

Mindspark as a paradigm resonates to push the boundaries of learning well beyond exams into understanding, application and appreciation. Every child experiences the magic enjoying Mathematics at "just beyond the comfort level in a manner which helps to grasp and embed concepts resulting learning Maths for life.

Our vision for Mindspark is to bring to every child a high quality individualized learning integrated with classroom teaching. This is already being used not only by private school students but also by government school students in Gujarat and Delhi.

Welcome to the world of **'learning with understanding'** for all students!

REVOLUTIONIZING LEARNING IN SCHOOLS

The problem with human beings is not that we aim too high and fail but we aim too low and succeed.

Schools that "work" are more the exception than the rule. At a broad level there would be a general disagreement with the statement above because the parameters that most schools measure against HAVE become outdated. The 3 R's, Reading, writing and arithmetic have given way to a new set of R's Relationships, Rigour and Relevance. Schools that "work" have understood the power of collaboration (Relationships), the need for deep discovery (Rigour) and the absolute joy that learners experience when they connect to what they are learning ("seeing" Relevance).

So what do schools that "work" do different? Schools focus among other things, on exciting material that engage students, on individualised strategies for different learners and the unquestioned belief that every child can succeed.

Mindspark as a paradigm resonates with the schools that are pushing the boundaries of learning well beyond exams into understanding, application and appreciation. Schools taking Mindspark experience the magic of ALL children enjoying Mathematics, teachers' "understanding" of the road-blocks to their students learning Maths for life and Maths scores improving year on year.

But this journey is not easy. Mindspark requires teachers to "give up" 2 sessions of Maths out of their 6 sessions a week, to Mindspark. All the common fears of curriculum completion are addressed with the clarity of progress and the adaptive nature of Mindspark's engagement with students. Mindspark plays a supportive role to help teachers by "sitting individually" with each child and working at that child's pace. The teachers are overjoyed to see the extent of rigour that students willingly undergo in Mindspark breezing through portions that they are good at and carefully working with portions that they are weak in and eventually mastering the same.