ALTERMIND™ AI FOUNDATION PROGRAM

Parent Progress & Learning Report

Reporting Period: 30 April – 13 May

Introduction

At ALTERMIND™, our vision was never limited to simply teaching Artificial Intelligence as a theoretical subject. From the beginning of this program, our promise to students and parents was clear:

Students should learn AI in a practical, responsible, and real-life applicable way.

Our objective throughout these sessions has been to:

- Build curiosity and confidence in technology
- Introduce AI concepts in a simple and age-appropriate manner
- Help students understand where AI can genuinely help them in academics and daily life
- Teach ethical and safe usage of AI tools
- Encourage independent thinking rather than dependency on AI
- Introduce research-based thinking and problem-solving approaches

The program has already received an overwhelmingly positive response from students, with multiple students expressing strong engagement and satisfaction throughout the sessions.

This report is intended to help parents understand what students have learned so far, how the sessions were conducted, and the practical outcomes students are beginning to achieve.

Course Duration & Program Structure

The ALTERMIND™ AI Foundation Program officially started on **30 April**.

This is a personalized learning program rather than a mass batch-based course. Because of this, sessions are carefully adjusted according to:

- Student understanding level
- Parent requests
- Learning pace
- Practical activity completion
- Research work progress

Planned Course Structure

The complete program includes:

- 20 Core AI Learning Sessions
- 1 Additional Mentoring Session
- 1 Project Portfolio Design Day

The program is designed not only to teach AI concepts, but also to help students:

- Apply AI practically
- Build independent thinking skills
- Work on research-based learning activities
- Create structured project portfolios

Session Scheduling & Flexibility

As previously discussed with parents, this personalized program follows a flexible duration model based on the topic and student engagement.

Depending on the session requirement:

- Some sessions may conclude in approximately 30 minutes
- Some sessions may continue up to 1 hour

This flexibility allows students to:

- Learn comfortably without unnecessary pressure
- Understand concepts properly instead of rushing through topics
- Maintain healthy engagement levels

Weekly Holiday Structure

Every week:

- Saturday and Sunday are kept as holidays

This approach was intentionally planned to:

- Avoid student stress and burnout
- Give students time for revision
- Allow independent exploration and practical learning
- Help students work on research activities and assignments

Attendance & Session Tracking

Sessions Conducted

- 30 April – Session Conducted
- 01 May – Session Conducted

- 07 May – Session Conducted
- 08 May – Session Conducted
- 11 May – Session Conducted
- 12 May – Session Conducted
- 13 May – Session Conducted

Parent-Requested Leave Days

The following days were kept as leave based on parent requests:

- 04 May
- 05 May
- 06 May

As already communicated earlier, the sessions affected by these leave days are being compensated and adjusted within upcoming sessions such as:

- 08 May
- 12 May
- Additional extended learning support sessions where required

Because this is a personalized course and not a fixed batch system, the ALTERMIND™ team is continuously working to ensure:

- The syllabus is completed properly
- Students are not overloaded
- Learning quality is maintained
- Practical understanding is not compromised

Research Work Progress

Research-oriented learning is one of the core objectives of the ALTERMIND™ program.

Students were introduced to the idea of research thinking from the initial sessions itself so that they begin developing:

- Curiosity
- Independent exploration skills
- Problem-solving mindset
- Real-world observation ability

Research Project Timeline

- Research project topic introduced: **01 May**

- Initial submission date planned: **08 May**

However, considering:

- Holiday adjustments
- Parent-requested leave days
- Student workload balance
- Practical learning pace

The submission deadline was officially extended to:

15 May

This extension was discussed and communicated with students to ensure they receive sufficient time to:

- Think independently
- Improve the quality of their work
- Explore ideas properly
- Avoid unnecessary pressure

Purpose of the Research Activity

The research activities are designed to help students:

- Observe real-world problems
- Think creatively
- Develop analytical thinking
- Learn structured presentation methods
- Build confidence in independent work

The ALTERMIND™ team is guiding students not only to complete projects, but also to understand:

How research thinking can help them become stronger learners and future problem-solvers.

Course Progress Report

30 April – Introduction Session

The first session focused on interaction, communication, confidence-building, and understanding the students before entering AI topics.

Session Highlights

- Conducted an interactive introduction session between students
- Explained what self-introduction means and encouraged students to express themselves confidently
- Encouraged communication and participation among students

- Introduced the course structure and explained what students would learn during the program

Foundational Concepts Introduced

Students were introduced to the concepts of:

- Generalization
- Personalization

This was explained using:

- Classroom teaching examples
- Personal tutor examples

The purpose was to help students understand how learning methods differ from person to person.

Digital Readiness Discussion

Students were asked whether they had Gmail accounts, followed by a discussion on:

- Why having a Gmail account is important
- How digital identity works in practical life

A real-life banking example was used to explain why email accounts are essential in today's digital world.

Student Interaction Questions

Students were encouraged to think and respond to questions such as:

- Do you read books?
- Who is your favourite teacher?
- What is your favourite subject?
- How do you usually learn topics?
- Where do you currently stand academically (for example: top 10)?
- Do you feel stressed during exams?
- Do you use technology for studying?

These questions helped us understand:

- Learning behaviour
- Academic mindset
- Student confidence
- Technology usage patterns
- Areas where AI can practically support students

Research Thinking Introduction

Students were also introduced to the concept of:

- Research projects
- Research thinking
- Real-life impact of research

The discussion focused on helping students understand:

- Why research matters
- How research changes lives
- How researchers approach problems and solutions

01 May – What is Artificial Intelligence?

This session continued from the previous discussion regarding Gmail account creation and digital awareness.

Understanding AI Through Simple Examples

Students were introduced to Artificial Intelligence using a calculator example.

The comparison helped students understand:

- A calculator is programmed to perform only fixed tasks such as addition and subtraction
- AI systems can answer questions, understand instructions, and respond differently based on context

How Humans Learn vs How AI Learns

To make the concept relatable for young students, the session explained:

Humans learn through:

- Teachers
- Parents
- Friends
- Videos
- Schools

AI learns through:

- Data
- Patterns
- Training from large amounts of information

Real-Life Examples Used

Students were shown examples such as:

- Websites

- Blogs
- Applications
- Flipkart
- Personal blogs

These examples helped explain how AI systems are trained using information collected from multiple sources.

Breaking Down the Term "Artificial Intelligence"

The phrase was explained in a simple and understandable manner:

- "Artificial" = something made by humans
- "Intelligence" = the ability to think and adapt

Students were then guided to understand that:

When machines are given abilities similar to human thinking and adaptation, it is called Artificial Intelligence.

AI Tools Discussed

Students were introduced to practical AI tools such as:

- ChatGPT
- Gemini
- Google Assistant

Concept Reinforcement Quiz

A small interactive quiz was conducted to check whether students understood the difference between:

- Clock
- Calculator
- ChatGPT

This helped reinforce the understanding of programmed systems vs intelligent systems.

07 May – Types of AI

This session focused on strengthening students' understanding of AI by introducing different forms of AI used in real life.

Revision of AI Basics

The session began by revisiting the meaning of AI so that students could retain the concept clearly.

AI Chatbots

Students learned about:

- Chatbots
- Automated systems
- AI-based customer interactions

Live Demonstrations Conducted

The following demonstrations were shown live:

- Programmed WhatsApp automation
- HDFC Bank's "Ask EVA" chatbot

Students were taught the difference between:

- Rule-based automation
- AI-driven chatbot responses

The "Ask EVA" example helped students understand how chatbots are trained using website information and structured data.

Generative AI Discussion

Students were introduced to ChatGPT and how conversational AI works.

Image AI

The session also explored:

- AI image generation
- AI image understanding
- Visual AI applications

Students learned that AI can both:

- Create images
- Understand and explain images

Voice AI

Students were introduced to:

- Google Assistant
- ChatGPT Audio Mode

Due to technical limitations with Zoom audio input, live testing of ChatGPT Audio Mode was not possible during the session. However, students were encouraged to explore it independently afterward.

Multimodal AI Introduction

Students were introduced to the concept of:

- Multimodal AI

using ChatGPT as an example.

This helped students understand that modern AI systems can work with:

- Text
- Images
- Voice
- Multiple forms of input together

08 May – Prompting Basics & AI for Fun

This session focused on introducing students to the fundamentals of prompting and helping them interact with AI more effectively.

Part 1 – Prompting Basics

Understanding Prompts

Students learned:

- What a prompt is
- The difference between a good prompt and a bad prompt

Practical Example Used

The topic “Photosynthesis” was used to explain prompting quality.

Restaurant Example for Better Understanding

Students were given a simple real-life comparison:

- Asking only for “Biriyani” was explained as a bad prompt
- Asking specifically for “Mushroom Biriyani” or “Chicken Biriyani” was explained as a good prompt

This helped students understand the importance of giving clear instructions.

Prompt Structure Introduced

Students were introduced to a simple prompting framework suitable for their age group:

1. Topic Name

Example: Photosynthesis

2. Class Level

Example: Class 5 or Class 8

3. Requirement

Examples:

- Explain
- Notes

- Quiz

4. Output Style

Examples:

- Bullet points
- Simple words
- Detailed explanation

This gave students a foundational understanding of prompt engineering.

Practical Participation

Although complete practical implementation was limited due to mobile login constraints, students actively participated by:

- Suggesting topics
- Building prompts together
- Creating prompts for topics such as:
    - Photosynthesis
    - Earth

Academic Usage Discussion

Students were shown how prompting can help in:

- School subjects
- Revision
- Understanding difficult concepts
- Generating quizzes
- Learning more efficiently

Ethical AI Introduction

Students were also given a basic introduction to ethical AI usage.

Part 2 – AI for Fun

This segment focused on helping students understand that AI can also be used creatively.

Story Generation

Students learned how AI can help create stories using:

- Characters
- Themes
- Ideas

Students were also told that even if they have no ideas initially, they can brainstorm ideas using ChatGPT itself.

A live story generation activity was conducted during the session.

AI Quiz Creation

Students were shown how AI can generate small quizzes for practice and fun learning.

AI Joke Generation

Students explored how AI can create:

- Jokes
- Funny content
- Memes

A meme image was generated live using the idea:

“Other students enjoying holidays while we are here learning something useful.”

This made the learning environment more engaging and enjoyable.

11 May – How to Use AI Safely

This was one of the most important sessions in the program.

At ALTERMIND™, we strongly believe that teaching students how to use AI responsibly is just as important as teaching the technology itself.

Core Philosophy Shared with Students

Students were told:

“Everybody says to use AI. At ALTERMIND™, we also teach when to use AI and when not to use it.”

The focus of this session was to ensure students understand:

- Ethical usage
- Healthy boundaries
- Independent thinking
- Responsible learning habits

Key Safety Instructions Given

Students were instructed:

- Not to copy homework directly from AI
- Not to submit AI-generated answers without understanding them
- Not to become fully dependent on AI tools

Real-World Example Shared

A real-world example involving misinformation and AI-generated content was discussed to help students understand the consequences of irresponsible AI usage.

Positive Ways to Use AI

Students were encouraged to use AI for:

- Understanding difficult topics in simple language
- Brainstorming ideas
- Revision support
- Learning concepts deeply
- Creating study timetables
- Summarizing topics
- Grammar checking
- Organizing learning materials

Unsafe Uses Discussed

Students were clearly instructed not to use AI for:

- Sharing passwords
- Sharing OTPs
- Sharing personal information
- Asking for harmful advice
- Generating inappropriate content
- Blindly copying homework answers

Academic Awareness Discussion

Students were told:

- AI can help students reach higher academic performance when used properly
- Over-dependence on AI can negatively affect examinations and independent thinking

Research-Based Thinking Example

An important discussion was conducted regarding two types of AI users:

Type 1:

People who become fully dependent on AI and gradually lose:

- Creativity
- Problem-solving ability
- Independent thinking

Type 2:

People who think independently first and then use AI to improve their work.

Students were taught that the second approach leads to smarter and more capable learners.

Practical Demonstration

A live example of AI-generated HTML website creation using ChatGPT was shown.

Students also learned that:

- If someone creates something using AI without understanding the fundamentals, they may struggle when real problems arise.

ALTERMIND™ Teaching Philosophy

Students were repeatedly reminded that:

- Learning concepts is important
- Understanding limitations is equally important
- Practical usage matters more than memorization

Our goal is not only to teach subjects, but also to help students become responsible and intelligent technology users.

12 May – Homework Help & AI for Writing

This session focused on how students can practically use AI in academics while maintaining independent learning.

AI for Learning School Subjects

Students learned how AI can support learning in:

- Mathematics
- Science
- English
- Language learning

Important Guidance Given

Students were repeatedly reminded:

- AI should be used for understanding concepts
- Students should not become completely dependent on AI
- Students should not blindly copy answers
- Textbook learning remains important because teachers expect answers based on classroom understanding

Practical Academic Examples

Mathematics Example

A practical calculation example was demonstrated:

“If one book costs 25 rupees, how much will 8 books cost?”

ChatGPT was used to solve the problem step-by-step.

Students were then connected to real-life applications such as:

- Buying books during school reopening
- Calculating expenses
- Using AI for guided understanding

Science Example

The question:

“Why do we sweat?”

was used to demonstrate how AI can simplify scientific explanations.

English & Writing Support

Students learned how AI can help with:

- English sentence improvement
- Essay writing
- Revision
- Translation
- Grammar correction
- Summarization

Essay Writing & Formal Writing

Students were shown how AI can help create:

- Essays
- Leave letters to principals
- Structured written content

Essay Structure Discussion

Using “Diwali” as an example, students learned:

- Introduction writing
- Historical background points
- Celebration explanation
- Conclusion writing

Prompting Revision

Good prompts and bad prompts were discussed again to reinforce learning.

AI vs Human Writing Discussion

Students learned the difference between:

Human Writing

- Original creativity
- Personal memories
- Emotions
- Moral understanding
- Final decision-making

AI Writing

- Pattern-based generation
- Simulation-based responses

Final Learning Message

Students were encouraged to:

- Think independently first
- Ask clear questions
- Use AI to improve learning quality
- Learn better instead of depending blindly on AI

13 May – Science Learning Through AI

This session focused heavily on practical and visual learning methods using AI.

The primary objective was to help students understand how AI can simplify difficult science concepts.

Real-Life Science Discussions

Students were asked practical questions such as:

- Why does ice melt?
- Why do we sweat?
- Why does a phone heat up?
- Why do plants lean toward sunlight?

Real-Life Comparisons Used

Students were guided to understand:

- Humans generate heat during activity and sweat
- Mobile phones also generate heat during usage

The sunflower example was used to explain why plants move toward sunlight.

Understanding Why Science Feels Difficult

A discussion was conducted on:

- Why students struggle with science
- How visual learning can improve understanding
- How AI can simplify difficult concepts

AI Visual Learning Demonstrations

Students were shown how AI can generate images for better understanding of topics such as:

- Water cycle
- Solar system
- Food chain

A water cycle image was generated live using ChatGPT.

Students were encouraged to use AI for:

- Visual learning
- Concept understanding
- Simplified explanations

Electric Circuit Explanation

The concept of an electric circuit was explained using practical comparisons:

Science Concept	Real-Life Comparison
Battery	Water tank
Wire	Water pipe
Switch	Tap
Electricity flow	Water flow

This helped students understand scientific concepts more naturally.

Gravity Discussion

Students explored gravity using examples such as:

- Throwing objects upward
- Rain falling toward the ground

- Understanding why objects return to Earth instead of floating into space

Additional Real-Life Examples

Students also discussed:

- Why wet clothes dry (evaporation)
- Why bulbs glow

Final Reinforcement

Students were once again reminded:

"Use AI to understand concepts, not to copy answers."

Overall Outcomes Observed So Far

Based on observations during the sessions, students have already started showing:

- Increased curiosity toward technology
- Better engagement in discussions
- Improved confidence while communicating
- Interest in practical applications of AI
- Better understanding of responsible technology usage
- Awareness about safe and unsafe AI practices
- Strong enthusiasm for interactive learning

Students are not only learning about AI tools, but also understanding:

- How to think critically
- How to learn independently
- How to use technology responsibly
- How to connect concepts with real life

Our Educational Approach at ALTERMIND™

At ALTERMIND™, our approach is fundamentally different from simply teaching software tools.

We focus on:

- Practical understanding
- Ethical usage
- Real-world applications
- Independent thinking
- Research-based learning approaches
- Student creativity and curiosity

We strongly believe:

Teaching students only how to use AI without teaching limitations, ethics, and practical judgment can become dangerous in the future.

That is why our sessions consistently balance:

- Learning
- Awareness
- Creativity
- Responsibility
- Real-life application

Closing Note to Parents

We sincerely thank all parents for the trust and support given to ALTERMIND™.

Our mission is not merely to introduce students to Artificial Intelligence, but to help them become:

- Smart learners
- Responsible technology users
- Independent thinkers
- Creative problem-solvers
- Future-ready students

We are committed to continuing this journey with practical learning experiences, research-oriented thinking, and meaningful skill development.

Thank you for being part of the ALTERMIND™ learning community.

Vishnu Chamalthi

Founder & Course Instructor

Prepared By

ALTERMIND™ Team

"Learning AI the practical and responsible way."

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