



JPSS – HCL Yuva-Sathi Project Report

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HCL Foundation



Yuva-Sathi Project
(April 2021 - June 2022)





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Executive Summary

Youth has a tremendous potential to bring about any social change. Indian adolescents across sectors face significant difficulties in accessing SRH education and in overcoming precipitated gender stereotypes due to lack of appropriate channels. This problem is more prevalent in the rural areas due to social construct and lack of resources. Shaping these adolescent minds to nurture healthy attitudes towards sexuality and gender parity is the need of time. Young adults can play a very crucial role in this change by establishing a constructive and rational dialogue with the adolescents. Yuva-Sathi project focuses on empowering this youth for being instrumental in this change process by imparting the required knowledge to them, building the positive attitude towards sexuality and gender concepts and training them on the mentoring skills. This project aims at bringing about positive attitudinal changes in the adolescents towards Sexuality and Gender Stereotypes, Emotional Regulation and Addiction Abstinence.

As a part of this project, 70 youth volunteers from in two districts of Maharashtra state – Pune and Aurangabad - were trained on the 10 topics related to sexual reproductive health and its psycho-social aspects. The in-depth training was given on delivery skills, psychological testing and on following content related topics – 1. Panchkosh (Concept of personality), 2. Beauty, 3. Anatomy and Physiology of male and female reproductive system, misconceptions, Precautions, Hygiene and risks, HIV/AIDS, Homosexuality, Transgender, 4. Friendship, 5. Addiction – Substance Abuse, 6. Self-Regulation, 7. Media and internet addiction, 8. Sexual misbehavior/abuse, 9. Man-woman compatibility and gender sensitization and 10. Goal setting and dealing with stress. These youth field trainers (FTs) were provided with handy lesson notes with thought provoking activities & exercises to be used for 25 interventions in schools for 8th and 9th standard children. They reached 2300+ adolescent children in rural schools in these two districts.

Multifaceted objective assessment of expected attitudinal change was done.

The youth was assessed based on the pre - post comparison of following tests: SYAT (Stepping into Youth Attitude Test), SYGC (Gender Concepts), SYKT (Knowledge Test), MMAT and SRT (Self-Regulation test).

The impact of the project on adolescent children was inferred from the pre - post comparison of the children' scores on three tests – 1. My Knowledge My Health (MKMH) regarding knowledge and attitude towards sexuality and gender concepts 2. Myths and Misconceptions about Addiction Test (MMAT) regarding knowledge and attitude about addiction, and 3. Emotional regulation Test (ERT) regarding attitude towards delay in gratification, frustration tolerance, assertiveness and locus of control.



It was found that the youth under the study significantly gained on SYAT (Attitude), SYGC (Gender stereotypes), SYKT (Knowledge) and MMAT (Myths and Misconceptions about Addiction Test) as well as on Self-Regulation test.

In all the 3 tests, the adolescent children significantly gained on the knowledge and attitude towards sexuality, busting the myths and misconceptions about addiction and positive attitudinal change in delay in gratification, frustration tolerance, assertiveness and internal locus of control.

This project has immense potential of shaping young minds to become more responsible and active citizens.

This project further gave another scale up opportunity in Latur and Kolhapur districts of Maharashtra for urban and semi-urban schools with the financial support from Kyeema Foundation, Australia.



Detail Report

Problem Statement

UN Sustainable Development Goals (SDGs) 4 and 5 emphasize the need to ensure sexual and reproductive health (SRH) rights and gender equality. India's National Educational Policy NEP2020 (4.4, 4.23) talks about holistic development and gender sensitivity. Ayushman Bharat Yojana – National Health Policy - envisages attainment of the highest possible level of health and wellbeing for all ages, through preventive and promotive health care. The policy lays greater emphasis on investment in school health by incorporating health education as part of the curriculum, promoting hygiene and healthy practices within the school environment. Indian adolescents across sectors face significant difficulties in accessing SRH education and in overcoming precipitated gender stereotypes due to lack of appropriate channels. Emotional regulation can complement the positive expression of both. However, in current educational system, comprehensive, interactive and empathetic dialog with adolescents triggering self-regulation is rarely observed.

So, there is huge need of creating capable resource persons to address these aspects. The engagement of men and boys along with girls and women in this process is warranted for triggering this change.

Project Goals

YUVA-SATHI project aims at bringing about positive attitudinal changes in the adolescents from rural schools towards Sexuality and Gender Stereotypes, Emotional Regulation and Addiction Abstinence. It also aims at improvement in the expression of sexuality and gender concepts of the youth representatives (Field Trainers – FTs) and their strengthened capacity to promote comprehensive, scientific and factual SRHR in the adolescent children.



Key Project Activities, Output and Outcome

| Sr. No. | Activity | Activity details | Output | Outcome |
|---------|---|--|--|--|
| 1 | Content Development – Additional Assessment Tool | <p>a. Self-Regulation Test was developed based on standardized Self-Regulation Questionnaire (SRQ) for Youth trainers. It is 63 items Likert scale test. The original standardised test was translated from English to Marathi.</p> <p>b. Emotional Regulation test was developed for adolescent children based on four parameters – Locus of Control, Assertiveness, Delay in gratification and Frustration tolerance. It is 30 items Likert scale test. The tryouts of the tests were conducted and the test was modified as per the feedback of students and test administrators.</p> | <p>a. Self-regulation test</p> <p>b. Emotional regulation test</p> | All the assessment tools were ready for the FT training. |
| 2 | Content Development – Core Trainers Manual (to be used for FT training) | Detailed training manual was developed for conducting the FT training. It included all the intervention topics as well as delivery skills and test administration training. | Core Trainers Manual | Core Trainers Manual was ready for FT training. |
| 3 | Lesson Notes updates | The existing lesson notes were updated for Yuva-Sathi interventions. | Updated lesson notes | Lesson notes were ready for FT training. |



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|---|-------------------------------------|--|-------------------------------------|--|
| 4 | Core Trainers' orientation | This session was conducted for core trainers to give them orientation of Yuva-Sathi project, new topics as well as for the planning of FT training. | FT training topics assignment | CTs ready with new topic Topics assigned to CTs |
| 5 | Field Trainers' Training | <p>a. One batch of residential FT training was conducted from 12th – 18th July at Ranje near Pune where 25 youth FTs participated.</p> <p>b. One batch of residential FT training was conducted at Jnana Prabodhihi, Harali centre from 8th – 14th August for FT trainers from Aurangabad where 20 youth FTs participated.</p> <p>c. Second batch of one week non-residential FT training was conducted from 23rd-28th August in Jnana Prabodhini, Pune where 16 youth FTs participated.</p> <p>d. 9 FTs from Khed (Pune rural) and Aurangabad were trained later in December in residential training program.</p> | Total 70 FTs were trained | FTs were given training on content, test administration and delivery skills. |
| 6 | Pre-Post Analysis of Youth trainers | There were 5 tests conducted for youth trainers before and after the FT training - SYAT (Stepping into Youth - Attitude), SYGC (Gender Concepts), SYKT (Knowledge) and MMAT (Myths and Misconceptions about Addiction) and Self-regulation test (SRT). | Pre-Post Analysis of Youth trainers | Youth trainers gained significantly on SYAT, SYGC, SYKT and MMAT tests and indicated average positive gain on SRT though it was not statistically significant. |



| | | | | |
|---|--|---|--|--|
| 7 | Intervention sessions in schools | | Intervention sessions in Pune by 32 FTs reaching 1580 students and in Aurangabad by 15 reaching 790 students | Total no. of FTs conducted sessions = 47 Total no. of students reached = 2370 Total no. of hours of intervention ~ 685 hurs |
| 8 | Pre-Post Analysis of Adolescent Students | There were 3 tests conducted for all the students before and after the intervention sessions. 1. My Knowledge, My Health (MKMH) – Knowledge and attitude about sexuality 2. Myths and misconceptions about Addiction (MMAT) 3. Emotional Regulation test – ERT | Pre-Post Analysis of Adolescent Students | Significant improvement in knowledge and attitude of students towards 4 dimensions- Sexuality and Gender Stereotypes, Emotional Regulation, Addiction Abstinence |



School Intervention Topics



Indian Concept of Personality *Panchakosh* – Five Sheaths



Beauty - Concept of beauty, Body image, confronting stereotypes, Psychological Aspects of beauty



Our Health - Anatomy and Physiology of human reproductive system



Friendship - Needs, Types and Emotions in friendship, Heterosexual Friendship, Peer Pressures



Abstaining from Addiction - Types of addiction and their effects on psycho-physio-social health, effects of addictions on different aspects of life, importance of abstinence for future well being



Self-Regulation - Importance of Self-discipline, Self-regulation, Assertiveness, Acceptance



Media - Types of media and their role in day today life, media addiction, regulated use for personal growth



Sexual Abuse - Definition of sexual abuse and its impact on victim, legal aspects of abuse and modes of confrontation/prevention



Man-Woman complementarity - Overcoming Gender stereotypes in day today life, Gender equality for family and social harmony



Goal setting and Stress Management - SMART Goals, SWOT analysis, Dealing with stress with positive outlook



Field Trainers' Training (Pune Batch 1)

Residential training of 1 week was conducted for 25 young and enthusiastic FTs (16 female trainers and 9 male trainers) at AFARM training centre, Ranje from 30 km from Pune. 15 core trainers took the training sessions. These FTs came from different educational background like B.A./M.A.Psychology, MSW, LLB or science graduates/post graduates, engineering. While most of the FTs were from Pune city, some were from other tehsil places like Indapur, Bhore etc. near Pune.

Representative Feedback/Testimonials from FTs :

The topics were very relevant to adolescent children's development. Some concepts like Panchkosh were new. The sessions were very interactive. The use of role plays, activities, stories, group discussions did not make the sessions boring. We were very glad to be in such an open and free environment after lockdown of almost year and half. **We gained confidence and could overcome the stage fright after doing the presentations of the topics.**





Content Training Session



Youth Trainers taking oath during session for Addiction Abstinence



Discussion and query resolution with mentor in small group





Field Trainers' Training (Aurangabad Batch)

Residential training of 1 week was conducted for 20 young and enthusiastic FTs (10 female trainers and 10 male trainers) from Aurangabad at Jnana Prabodhini Harali centre, Osmanabad. 12 core trainers took the training sessions. These FTs came from different educational background like B.A./M.A.Psychology, MSW, or science graduates/post graduates. Many of them are already working with some NGOs for different social causes.

Representative Feedback/Testimonials from FTs :

We were little anxious and tensed about this training when we enrolled because it was one week's training far away from our city. However, the environment at the training camp was very enthusiastic. All the arrangement was too good and the place was beautiful. **The trainers were very knowledgeable, friendly and down to earth. The discipline during the training, the strict schedule, daily exercise routine, waking up early in the morning helped us a lot.**





Field Trainers' Training (Pune Batch 2)

Six days training was conducted for 16 young and enthusiastic FTs (female trainers and male trainers) at Jnana Prabodhini, Pune. 10 core trainers took the training sessions. These FTs came from different educational background like B.A./M.A.Psychology, MSW, science graduates/post graduates. While most of the FTs were from Pune city, some were from other tehsil places like Baramati, Walchandnagar, Ahmednagar etc. near Pune.

Representative Feedback/Testimonials from FTs :

We got more awareness about the changes in adolescent age and why it is necessary to guide them at this age so that they choose the right path. **Although initially we were little shy to talk about certain topics in front of others, due to practice sessions in small groups, we later gained confidence and could overcome the stage fright.** This training should have been a residential training.





Beneficiaries reached

| Beneficiaries | Target Beneficiaries | Actual Beneficiaries |
|---------------------|----------------------|----------------------|
| Youth Trainers | 60 | 70 |
| Adolescent Children | 3000 | 2370 |

FT Testimonials

1. Experiences of Pune FTs who completed sessions in school (Testimonial)

We met the school principal of Saraswati Vidyala in Ambavane village in Velhe tehsil in Pune district on 6th December 2021. The project office team had already met the school principal and got the permission. He was very cooperative and asked us to start the sessions immediately from 8th December 2021. We finalized the timetable for sessions with him. It was decided that children will stay back after school for 2 hours on alternate days.

For Anatomy/Physiology session we had put a box in the class so that they can put their queries anonymously in the box. They put many chits in that box. We tried our best to resolve all their queries regarding physical changes in their bodies and myths and misconceptions.

In the session on Friendship, girls participated in the role play on opposite sex friendship on their own and presented it beautifully.

On the last day, we talked to the students for 2 hours. They told that they liked the sessions and they were very relevant. They have grasped the content very well. One girl was very emotional. **Other 7-8 students came individually and told that their attitude and behaviour has definitely changed after listening to these topics.**

We were overwhelmed with their responses and it gave immense satisfaction that we could make a difference in attitude of at least few students. We are grateful to JPSS and school principal for believing in us. The year ended with these beautiful memories and the New Year started with a new hope!

2. Pune FTs – what changed in me? (Testimonial)

After completing the FT training itself, the change in me was noticeable. I never used to speak openly at home or in front of others. **I am now able to express myself confidently and assertively. Even my father was happily surprised by this change in me.** I made many new friends during the training and few of them became close friends later.

3. Experiences of Aurangabad FTs who completed sessions in school (Testimonial)

When I started the sessions, students were curious about what I was going to teach them. They soon realized that this was something very relevant to them and they liked it. They started looking forward to the sessions. After the Anatomy session, some children met me in person and asked their doubts. That experience was unforgettable. One day when I went to school, the students on the ground shouted at me and said, "Sir, show me your mobile. We want to take a selfie with you!" I felt like a celebrity!! After



the last session when they all gathered around me, I felt very nice for the kind of bonding with them and at the same time was little sad that the sessions are ending!

Of course, it was not a smooth journey! Just like there were happy moments, I used to get stress while teaching students stress management! I took these sessions alone in my own village without any partner FT. So, it took a lot of efforts, tricks, and ideas to control the class. **To be honest, I might have made some mistakes, but I realized my strengths and weaknesses because of this project.** I would say this project was not just for students. I also learned a lot from this. This learning and experience provided by JPSS is a milestone in my personal life and will remain so. I will be forever indebted to JPSS for this opportunity.

4. Experiences of Pune FTs who completed sessions in school (Testimonial)

I was very happy to see the enthusiasm of the children. One thing that struck me was that no matter how seriously I tried to teach, certain children didn't pay attention to what I was teaching. When I spoke to the class teacher at the end of the session, he told me how much these children needed such education. There are certain children in the class who waste their energy on arguments and fights, but if you pay special attention to them while teaching and have patience with them, they can also change. Basically, I am very happy that the teachers and the headmaster have been very supportive.

5. Below are some experiences shared by FTs:

1. Nikita and Rameshwar:

The lack of transportation made it difficult to get to the school. The local bus used to take us to the bus stop which was 7 km away from school. From there we had to take a lift in some vehicle or walk to the school. As we were not at all used to this, reaching to the school itself was a big task for us! But in the end when all the sessions were completed and we left the school with immense satisfaction and smile on our faces, we thought that it was worth the efforts!

2. Neha:

I understood how and how much the adolescent children are affected due to their age / family / school / teacher / village / social media and surrounding environment. To get rid of their preconceived notions and inculcating new and scientific knowledge in them is so important. Empathizing with them, their age, mingling with them, telling them that not everything is as good as it looks was challenging. The apt examples given in the training material and presentations really helped in this. **I realized how important it is to be able to respond without faltering in much unexpected response from children. It was a great learning opportunity.**

3. Nitin:

On 1st December, I arrived at New High School in Karmad to conduct the first session of the Yuva-Sathi Project and from that day till today the journey of twenty five sessions has come to an end. Or I would rather say that the journey has started now and the responsibility of working with adolescents has increased even more. Overall the Yuva-Sathi Project was a great platform for me. **I had some previous experience of working with rural adolescents, but a very well planned session layout and supplementary material which I got in this project was a real treasure!**

4. Girish and Tanvi:



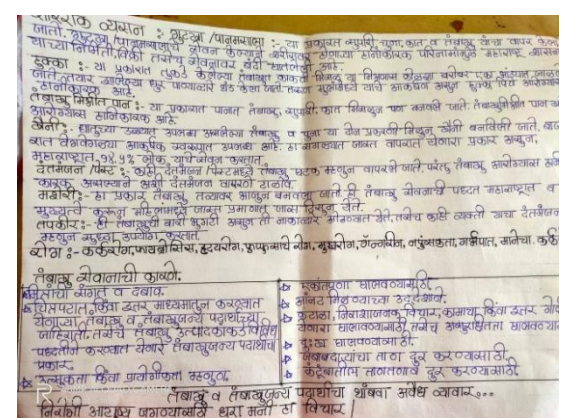
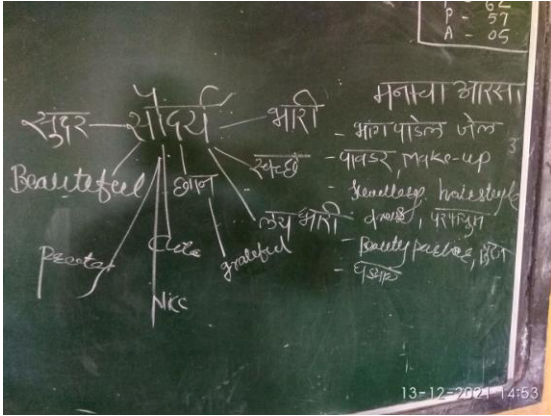
The school principal and other teachers cooperated immensely. They gave time for our sessions in spite of the 10th standard exams. We had a wonderful time with the students. Every morning they would wait for us. The children became very vocal during the sessions on addiction, anatomy/physiology and sexual abuse sessions. **In the sexual abuse session, children admitted that teasing, obscene swearing, and passing comments were a common practice. But after the sexual abuse session, it was reduced.**

Some representative snaps of school sessions





Students' activities:





Yuva-Sathi certificate distribution program held on 2nd July 2022

Yuva-Sathi experience sharing and certificate distribution program was held on 2nd July 2022.

It started with FTs sharing their experiences in small groups. The discussion was held on below topics: Feedbacks regarding the training program, difficulties in getting school permissions, their first lesson in the class, issues with class control, fun with the adolescent children, some very satisfying experiences during school sessions, some challenging situations and how they overcame those.

Feedback from trainers in nutshell:

1. They themselves got benefited from this project in terms of increase in confidence, self-discipline, social skill, communication skills etc.
2. Their attitude towards men-women complementarity changed.
3. Some school principals gave the permissions easily while some schools just refused permission because the schools were closed for many days due to COVID.
4. The response from students was encouraging. Wherever the computer and projector were available, they could show films and power point presentations. The audio-visuals made more impact on understanding of students. They especially liked topics like Beauty, Friendship. They did not have scientific knowledge about sexuality and asked questions after the sessions.

Experience sharing in groups:



In the evening the certificate distribution program was held. The Chief Guest was Mr. Digpal Lanjekar who is a Writer/Director of Marathi movies based on the history of Chhatrapati Shivaji Maharaj. Mr. Mahendra bhai Sethiya, the Chief of JP's Netrutwa Samvardhan initiative also graced the occasion with his presence.

Some speeches during this program:

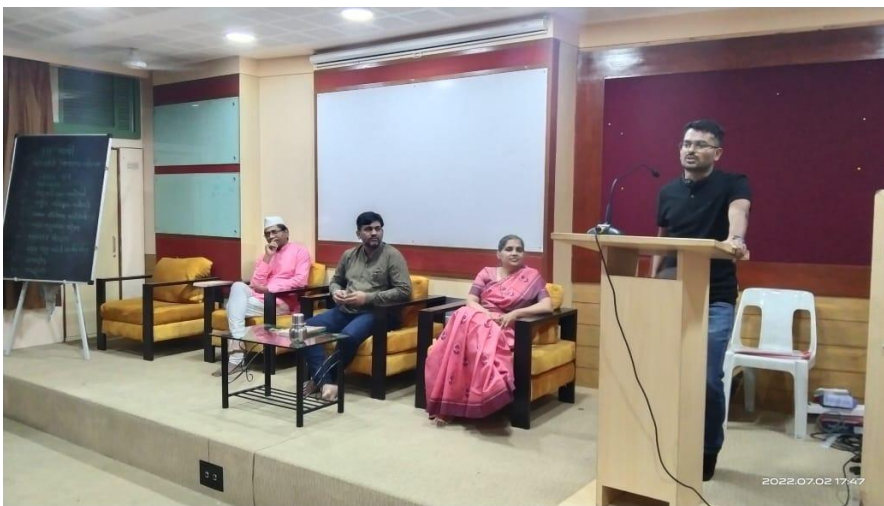
Concept of Yuva-Sathi and way forward: (Shamangi Deshpande)



Experience sharing from FT from Aurangabad: (Jeevan Bhute)



Experience shating from FT from Pune: (Vishwajeet Gadekar)





Experience sharing from Master Trainer (Anjali Railkar)



Certificate distribution to Field trainers





Speech by the Chief Guest: Dignpal Lanjekar



Guidance from Mr. Mahendra bhai Sethiya, Netrutwa Samvardhan, JP

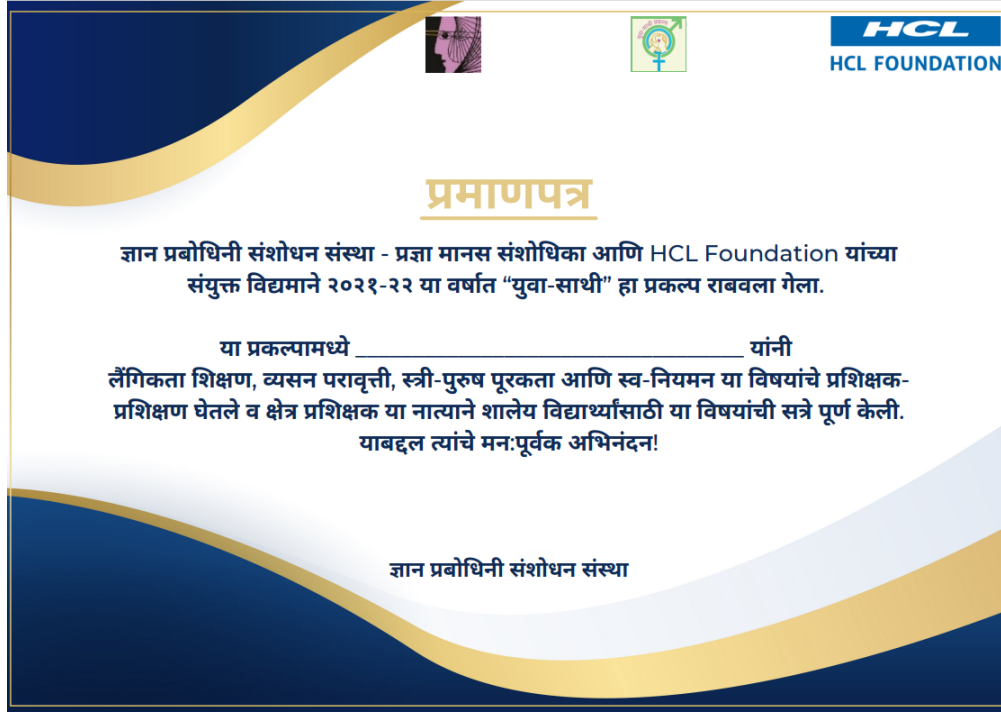


Concluding speech by Dr. Anagha Lavlekar, Director, JPIP





HCL Yuva-Sathi certificate



Data Analysis and discussion

1. Data Analysis of Youth trainers

There were 5 tests conducted for youth trainers before and after the FT training. The analysis of their data shows that they significantly gained on SYAT (Stepping into Youth - Attitude), SYGC (Gender Concepts), SYKT (Knowledge) and MMAT (Myths and Misconceptions about Addictions). They also indicated average positive gain on Self-Regulation test (SRT) though it was not statistically significant.

2. Data analysis for adolescent students

There were 3 tests conducted for all the students before and after the intervention sessions.

1. My Knowledge, My Health (MKMH) – Knowledge and attitude about sexuality
2. Myths and misconceptions about Addiction (MMAT)
3. Emotional Regulation test – ERT

Two types of statistical analysis were done on the pre and post testing data collected for the above tests:

1. Descriptive statistics for Pre and Post test data separately (Pre-test N ~ 1600 and Post-test N ~ 1300 for all tests)
2. Paired T-test for matched for Pre and Post test data (matched data N ~ 1100 for all tests)

Here are some key findings from this analysis and their interpretation:



1. In MKMH pre-test, the girls scored better than the boys. This can be attributed to the fact that the physical changes in the body of an adolescent girl are explained by mothers or elder ladies at home to the girls when their menstrual cycle starts. Whereas the physical changes in the body in adolescent age are not discussed so openly with the boys at home.
2. In MMAT pre-test, the boys scored better than girls.
3. In ERT pre-test, girls scored better than the boys. This may be contributed to girls having higher emotional maturity and self-control at this age than the boys due to the different upbringing at home and influence of the society.
4. In all the 3 tests, the adolescent children significantly gained on the knowledge and attitude towards sexuality, busting of the myths and misconceptions about addiction and positive attitudinal change in delay in gratification, frustration tolerance, assertiveness and internal locus of control.

Challenges

1. Rural schools in both Aurangabad and Pune districts started only after Diwali. However, the schools were running for a limited time and half of the class used to come on alternate days. So, in both the districts it became a real challenge to get permissions from schools.
2. The schools were closed due to COVID third wave. The sessions were interrupted. However, when the schools started again the FTs started with the revision of earlier sessions and then conducted the remaining sessions.
3. Some mitigation plan was put in place e.g. instead of going three times in a week, asking schools for having a weekend program for extended hours etc. So that the children did not miss out on any content and the desired numbers were met.
4. Keeping the motivation up for youth FT trainers was also a challenge as their colleges started in full swing after the lockdown was over. Continuous follow-up and selecting the schools to suit their timings helped.