



# JPSS Yuva-Sathi Project Report

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**Jnana Prabodhini Samshodhan Sanstha**  
**(Jana Prabodhini's Institute of Psychology)**



**Kyeema Foundation**



**Palladium India**



**Yuva-Sathi Project**  
**(September 2021 - August 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. Shaping the 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, 30 youth volunteers from in two districts of Maharashtra state – Latur and Kolhapur - were trained on the 10 topics related to sexual reproductive health and its psychosocial 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 1800+ adolescent children 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.



## 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 identified underserved communities (e.g. vulnerable communities with lesser access to SRHR including socio-economically backward communities and differently abled population like visually impaired adolescents) 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) and NGO stakeholders from underserved communities and their strengthened capacity to promote comprehensive, scientific and factual SRHR in their communities.



## Key Project Activities, Output and Outcome

Activity	Activity details	Output	Outcome
Content Preparation	<ol style="list-style-type: none"> <li>1. Preparing content for Parent's meeting</li> <li>2. Preparing training manuals</li> <li>3. Discussion with NGOs working with Visually Impaired students (VI) on changes in the content required for them</li> </ol>	<ol style="list-style-type: none"> <li>1. Content for Parents' meeting</li> <li>2. MT Training Manual</li> <li>3. FT Training Manual</li> <li>4. Modifications for VI</li> </ol>	All the training material is ready for imparting trainings.
Conduct MTs Training	<ol style="list-style-type: none"> <li>1. Selection of MTs based on earlier experience in similar projects</li> <li>2. Core Trainer Orientation</li> <li>3. Conduct 4 days of MT training (focus on delivery skills, mentoring skills, challenges during FT training etc.)</li> </ol>	MT Trainings are completed for 8 MTs.	MTs are capacitated to create FTs
Transform intervention material for VI adolescents	<ol style="list-style-type: none"> <li>1. Understand the changes required in the content from NGOs working with VI</li> <li>2. Create Audio books for content booklets</li> <li>3. Pilots of Assessment tests with VI in various forms</li> </ol>	<ol style="list-style-type: none"> <li>1. Audio books for content booklets and lesson notes</li> <li>2. Decision that Assessment tests to be conducted with writers</li> </ol>	Training Material for VI ready
Mobilization with stakeholder NGOs working with communities for FTs Enrolment	<ol style="list-style-type: none"> <li>1. Contact partner NGOs for FT selection</li> <li>2. Finalise selection process</li> <li>3. Screening and interviews of registered candidates</li> <li>4. Finalise the FTs</li> </ol>	<ol style="list-style-type: none"> <li>1. Registration details</li> <li>2. Interview records</li> <li>3. Final list of FTs</li> </ol>	30 FTs selected



Conduct FTs Training	<ol style="list-style-type: none"> <li>1. Logistics management for FT training</li> <li>2. 6 days residential training conducted</li> <li>3. FTs trained on content, delivery skills and psychological assessment</li> <li>4. Pre-post assessment done for FTs</li> </ol>	<ol style="list-style-type: none"> <li>1. Trainings completed for 30 FTs with feedbacks captured for each participants</li> <li>2. Pre-post assessment data collected</li> </ol>	FTs are capacitated for school interventions
School/Community intervention sessions and Parents' meetings	<ol style="list-style-type: none"> <li>1. Identifying schools</li> <li>2. Getting permissions from schools</li> <li>3. Finalising session schedules with schools</li> <li>4. Conduct 25 intervention sessions 35 minutes each for 8th or 9th standard students</li> <li>5. Conduct parents' meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre-post assessment data collected</li> <li>2. Participatory data collected</li> <li>3. Feedback collected from students, parents and school authorities</li> </ol>	<ol style="list-style-type: none"> <li>1. 30 FTs reaching to 1500 students.</li> <li>2. Total No. of sessions = 750</li> <li>3. Total No. of hours of sessions = 438</li> </ol>
Data collection for students and Analysis	<ol style="list-style-type: none"> <li>1. App development for data entry</li> <li>2. Data entry by FTs</li> <li>3. Data validation, cleaning, coding, scoring</li> <li>4. Pre-Post comparison and analysis</li> <li>5. Interpretation of results</li> </ol>	Completed pre-post Assessment forms of student	Significant improvement in knowledge and attitude of students towards 4 dimensions- Sexuality and Gender Stereotypes, Emotional Regulation, Addiction Abstinence
Data Collection for FTs and Analysis	<ol style="list-style-type: none"> <li>1. Data entry cleaning, coding, scoring</li> <li>2. Pre-Post comparison and analysis</li> <li>3. Interpretation of results</li> </ol>	Completed pre-post Assessment forms of FTs	Significant Improvement in FTs on 3 dimensions - Expression of sexuality, Gender concepts, Addiction Abstinence and Self-regulation



## 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





## Feedbacks from MTs

युवा-साथी साठी वुईकेअर मदत करणार आहे हे समजल्यानंतर आनंद तर होताने पण जबाबदारी देखील तेवढीच होनी. इम्मान आणि मी अतंत ताईच्या संपर्कात राहून कोल्हापूरमधून 20 अधिमित्रांची निवड केली. सुरुवातीला काही अडचणी भाळ्या पण त्यावर मार्ग काढत आम्ही या 20 जणांना घेऊन जेड शिवापूर या ठिकाणी पोहोचले.

Scanned with CamScanner

प्रशिक्षण पूर्ण झाल्यानंतर सर्व अधिमित्रांना शाळा सोडण्यास सहकार्य करणे, त्यांच्या संज्ञांची प्रक्रीय करणे, त्यांना शाळात जाऊन असताना अधिमित्रांना काही मदत लागते आहे का हे पहाणे, त्यांच्या सत्राचा, रिपोर्टचा पाठपुरावा होत राहणे. या गोष्टी बघत बघत आम्ही पण सर्व गोष्टी नव्याने शिकत होतो.

### युवा साथी - कोल्हापूर

Imran, Salman, Sandhya, Sujata, Yuva-Sathi, ~~...~~

#### Imran Sheikh Yuva

~~...~~

अधिमित्र : मनीषा धमोने

अधिमित्र : फातिमा शेख

अधिमित्र : सलमान मुजावर ...

आजच्या पालक सभेमध्ये मला एक गोष्ट आवर्जून सांगवी वाटते ती म्हणजे आज SSC बोर्डाची सर्व मुख्याध्यापकांची मिटिंग होती. पण अॅलो उर्दू शाळेचे मुख्याध्यापक त्या मिटिंग साठी लैट गेले. त्यांनी प्रस्तावनेमध्ये सांगितलं की "मला पालक सभा अटॅंड करायची आहे. मला हा उपक्रम खूप आवडला, आणि मला आज तुम्हा सर्वांना ऐकायचं आहे. SSC बोर्डाच्या मिटिंगला जायची माझी अज्जीबात इच्छा नाही. आणि मी त्यांना फोन करून सांगितलं आहे की मला यायला उशीर होईल." ही गोष्ट आमच्यासाठी खूप मोठी होती.

तसेच आजच्या सभेला माजी सरपंच व ग्रामपंचायत सदस्य उपस्थित होते. ज्या सोसायटी अंडर उर्दू हायस्कूल चालतात त्यांचे प्रशासक सुद्धा उपस्थित होते. त्या सर्वांनी सुद्धा या उपक्रमचे, ज्ञानप्रबोधिनीचे, वुई केअरचे खूप कौतुक केले. व दहावीच्या मुलांसाठी सुद्धा हे सत्र घेण्याचा आग्रह केला.

9:04 pm

एक वाट होती अंधारलेली.. त्या अंधार्या वाटेकडे पाहताना माझी मानसिक घुसमट व्हायची आणि नेमक ही वाट जाते कुठे ? या वाटेवर इतकी वादळी अशांतता कशी ? या वाटेवरून जाव तरी कसे ? अश्या नानाविध प्रश्नांनी मनात काहूर माजवले होतं आणि मी त्या वाटेच्या एक टोकाला थांबलेलो असताना दूर कुठे तरी काजवा चमकल्यागत दिसलं आणि थोडस बरं वाटलं.. जस जशी वेळ पुढे सरकत गेली तस तशी तो प्रकाश समोर येत गेला आणि वाटू लागलं की या काळोख्या वाटेवर पाऊल टाकत हातात पणती घेऊन कुणी तरी वाटाड्या येतोय... या विचारत मग्न असताना डोळे मिचकवावी लागली इतका लख्ख प्रकाश समोर आला आणि पाहिलं तर काय चक्क युवा मनगटाच्या हाती जानाची ज्योत होती. माझी गोंधळून गेलेली अवस्था पाहून त्या ज्योतीच्या हाताने माझे बोट धरले आणि ती येताना निर्माण झालेल्या पावलांवरी मी माझे पाऊल टाकीत गेलो आणि रस्त्याच्या दुसऱ्या टोकावर आल्यावर जाणवले की ती नुसती पाऊल वाट नसून ती प्रकाश वाटच होती आणि ज्योत जिच्या हाती होती ती साक्षात प्रकाशबेटच होती, जिचं नाव ज्ञानप्रबोधिनी होते आणि ती ज्योत प्रजा मानस संशोधिका च्या हाती होती जी मला वाट दाखवीत होती आणि दुसरा हात हा संवादिनी गटाचा होता ती हाताने त्या वाटेवर प्रकाशबीजे परत होती... आणि जाता जाता या ज्ञानप्रबोधिनी च्या ताई नी माझ्या हाती पणती दिली जेणेकरून येणाऱ्या युवाना वाट दाखविण्यास मदत होईल कारण ती होती वाट लैंगिकता शिक्षणाची व व्यसन परावृत्तीची...

प्रशिक्षण पूर्ण झाल्यानंतर आम्ही आमच्या गावाला येण्यासाठी निघालो पण तेथून आमच्या सर्वांचं मन मात्र अज्जीबात निघत न्हवतं. पण, तरीसुद्धा आम्हाला निघावं लागलं. प्रशिक्षण झाल्यानंतर आता आम्हाला शाळांमध्ये सत्रे सुरु करायची होती. डिसेंबरच्या शेवटच्या आठवड्यापासून बऱ्यापैकी अधिमित्रांची सत्रे सुरु झालीत पण त्यासाठी आम्ही सर्वजण प्रत्येक रविवारी सरावासाठी भेटायचो आणि या सरावाचा फायदा आम्हा सर्वांनाच झाला. शाळा ओळखीच्या असल्याने परवानगी घेणं इतकं काही अवघड नाही गेलं. तरीसुद्धा बरीच तडजोड करून सर्वांनी शाळेत सत्रे सुरु केलीत. आणि ज्याची भीती होती तिच गोष्ट सर्वांसोबत झाली. पुन्हा लॉकडाऊन...!!! सर्वांच्या शाळा बंद...!! बराच गॅप सत्रांमध्ये पडला होता. या काळात MA म्हणून FA चं आत्मविश्वास टिकवून ठेवणं ही खूप मोठी गोष्ट होती आमच्यासाठी आणि आम्ही त्यात यशस्वी देखील झालो. लॉकडाऊन उठल्यानंतर शाळांमध्ये सत्रे पुन्हा मिळावीत यासाठी मी आणि सलमान ने सर्व शाळांच्या भेटी घेऊन सत्रांसाठी सहकार्य करण्याची विनंती मुख्याध्यापकांना केली. त्यासाठी काही शिक्षकांनी सकारात्मकता दाखवली. पण एका शाळेमध्ये आम्हाला सत्रे सुरु करता आली नाही. अर्थ झालेले सत्रे तसेच सोडून पुन्हा नवीन शाळा शोधायची लागली व "जे होतं ते चांगल्यासाठीच होतं.. " याची प्रचिती आम्हाला आली. उर्दू शाळेत सत्रे घ्यायची स्वप्न पूर्ण झाली...!! आम्हाला उर्दू शाळा मिळाली. तेथील सर्व स्टाफ हा खूप प्रेमळ व सहकार्य करणारा होता. मुख्याध्यापकांनी आम्हाला खूप मदत केली. व त्यांनी प्रबोधिनीचे कौतुक देखील केले.



## Feedbacks from MTs in verbatim

1. We were happy to know that ‘We Care Social Foundation’ is going to part of Yuva-Sathi project, but we also realized that this came with a huge responsibility. Imran and I kept in touch with our mentors at JPSS from beginning. We selected 20 FTs from Kolhapur. At the beginning there were some difficulties but we found our ways through that. We reached to Khed-Shivapur for the training workshop with these 20 FTs.  
After the training, helping all the FTs to find a school, taking their practice sessions, visit schools to see if they need any help during the sessions, keeping track of their session reports, data etc... All these things we did were learning for us as well.
2. One thing I would like to mention in today's parent meeting is that today there was a meeting of all the principals of the SSC board. But the principal of Anglo Urdu School went late for that meeting. He said, "I want to attend the parents' meeting. I liked this project, and I want to hear from you all today. I have called them and told them that I will be late." This was too big encouragement for us. Also present at today's meeting were former “Sarpanch” and “Gram Panchayat” members and administrators of society under which the Urdu high schools are run. All of them also appreciated this initiative, JPSS and We Care Social Foundation. The principal also urged to take these sessions for 10th standard children.
3. After the FT training we wanted to start the sessions in the schools as soon as possible. But before that we all used to meet every Sunday for practice and these practice benefited us all. From the selection of the FTs to the completion of the school sessions, I have learned a lot. It is definitely benefiting me in my personal life. JPSS gave us the opportunity to become MT. I am feeling very proud that we made a sincere effort in this role. I am very grateful to all the mentors for their support. We look forward to work in more such projects in future.
4. “Be the Change you wish to see in the Worlds!” I had read this sentence of Mahatma Gandhi but the opportunity for such a change was given by JPSS’s Yuva-Sathi project. When I started in the earlier Yuva project as FT, I was travelling on a dark path. There were so many questions in my mind and while I was standing at one end of the road, I saw a light shining somewhere in the distance. It was a flame of knowledge, it grabbed my finger and I followed her footsteps. That light was JPSS! It was the guiding light on the road of sexuality education and addiction abstinence. I continued my sincere journey to inculcate the same education in the young minds of the society and while traveling this path I realized that this small flame cannot destroy all the darkness of ignorance around. Therefore, there is a need for CT-MT-FT chain for imparting such education to more and more population.



### Feedbacks from FTs

माझी ज्योचझी कामे हो अर्थात राहतात. त्यामुळे मी 2022 चा मसा संकल्प केला होता की माता पत्राचे काम करायला येतले की ते पूर्ण करायचे. त्यातील हा पहिला संकल्प जो मी अगदी

मज लावून, माझे संपूर्ण प्रयत्न करून पूर्ण केला. याचे खूप समाधान वाटते. या संकल्पासुळे माझ्यासाठी अकारात्मक बदल झाले आहेत. जसे की स्वतःमध्ये आत्मविश्वास निर्माण झाला आहे. काही गोष्टी नव्याने शिकायला मिळाल्या जसे स्वतःचा झमतांवर विश्वास ठेवणे, नवीन ओळखी करणे, एक शिकविका म्हणून वाढते कसे करून आसावे, विद्यार्थ्यांसोबत मैत्री करणे, यांना योग्य भाषेत शिकवणे, एका गप्पत राहून एकजूटीने काम करणे, वेळेचे नियोजन इ. संकल्प पूर्ण करताना थोड्याफार अडचणी देखील येत होत्या, पण त्यातून ही आम्ही खूप काही शिकत होतो. आळा बसूया अंतःशर असाव्याने तेथे जायला अडचण येत होती,

असल्या होतं! आठोमध्ये जेव्हा पाठ्यक्रमा झाली, तिथीही खूप चांगल्या प्रतिसाद मिळाला. सर्वां माहिती घेऊन त्यांना जालंही प्रकल्पाने खूप जौलुज केले. हे विषय महत्त्वाचे आहेत. पण आम्ही मुलांशी जोड जाणू बाजूत नाही, जोयलो तर मुलां प्रकल्प नव्हित; पण पुढी त्यांना ही माहिती देण्या हे फायदा करे झालं, हे गरजेचे होतं! अशी त्यांची प्रतिक्रिया होती. प्रकल्पाने खूप सकारात्मक प्रतिसाद मिळाला. या प्रकल्पाच्या निमित्ताने मी मलाही वातावरण होतं. माझ्यामध्ये असावे हिटन होतं! मला असावा. तसा मला मुलांमध्ये राहण्याचा जिवा मुले जाणवल्याचा असा

Rajdhani  
DATE / /

जरीच कुठल्या मदी त्यामुळे इत-०० मुलांचा वरी सांगण्यात माझ्यासाठी प्रकल्पानेच होतं. आणि माझीवर कोणत्याची मला अवय आहे, पण जिवा माझी प्रकल्पानेच मला आवाजात जायला, हे खुद्दच पहिल्यांदाच केले. प्रकल्पाने वाढावे प्रवास करणे, हायवे जोड करणे, टाईम मॅनेजमेंट, रिम वर्क अशा अनेक गोष्टी शिकले. खोटाचा दिवसांचे शिबिर जवळताताने अत्र तर उपशी जेही जाऊन होतं. त्यामुळे आपण स्वतःला जिवा अत्रच एक बाजूने, याचाही आवाज झाला. आपणही जहातिरी करू बाकते अशी जाणीव निर्माण झाली आहे, स्वतःमध्ये आत्मविश्वास वाढलाच. प्रकल्पाने अडचण तर पुढेच पूर्णत्वाला नेण्यात आणू अशी असावा मी असा अडचण आहे.

जारी. दूसरी आळा मात्र नवेच शिकविली परंपरी वरी आळा असल्यामुळे अज्या आणखीबदल खुबतातीत अडचणी आल्या. परंपरी अपयशावर आलेल्या अडचणीवर मात करी करायची हे देखील शिकविले शिकवल्याने तेही सटपट जमले. मी माझ्या पदधतीने लिहित उर्तत राहण्याकडे करून शिकवले. शिकवतांना भविष्य तारी, सभामान वादा, इमान अत्र यांचाही सहकार्य आणला. व सत्रे सत्रे यशस्वीपणे पूर्ण झाली. आणि इतरांच्यापुढे आवर्तून राहिल्याचा वरी होव्यासाठी अपघट केला. ल जाण प्रवाशिते व बुई केअसचे खूप कौतुक केले.

प्रथम अोकमध्ये जाऊन हा प्रकल्प बाबतायचा होना म्यामुळे एक वेगळ्या अनुभव मिळाला. अपेक्षेपेक्षाही खूप interesting असले घडत होते. मला मिळालेला वरी हा असावा पुढी या होत. त्यामुळे असेवात होत की, मुले खूप टाईट असतात, देगेअत्र असतात परंतु पहिल्याच दिवशी त्या वगळिले विद्यार्थ्यांशी कठोर connect झाले. वयाचहा असे वहायचे की मी केलेल्या कल्पनेपेक्षाही त्या विद्यार्थ्यांच्या कल्पना वगळिले. आपणही कधी असा विचार केलेला नसू असा खूप हान प्रतिसाद मिळाला. आणि त्यामुळेच आम्हा अत्र होव्याचा असाव आणखीही वाढा- यचा. आपण शिकवलेले मुद्दे विद्यार्थ्यांपुढे अगदी व्यवस्थित पोहोचले आणि त्यांनाही शिकवण्याचे पहिले आवडले यचे फक्त हे विद्यार्थ्यांच्या अक्षिप्राय लेखनावुन मिळाले आणि याचा खूप आनंदही होतय.

हा प्रकल्प बाबतल्याबदल खूप खूप मनापुढे होव्याचा!



## Feedbacks from FTs in verbatim

1. The schools were closed for almost 2 years due to lockdown. The lack of communication due to being stuck at home and constant use of mobile phones led to educational loss for the children and also to various psychological issues. Their need of someone communicating with them was addressed in Yuva-Sathi sessions. I was all prepared for naughty and mischievous class of 9<sup>th</sup> standard; however I could connect with them from the first session itself. Many a times I got such creative responses from children which I never had imagined!
2. Most of my work is never completed! So, in 2022 I decided that if I take up some task, I will see to it that it gets completed. This is my first project that I have completed with all my heart and soul. It feels very satisfying. This project has made some positive changes in me. E.g. building self-confidence. I learned new things e.g. believing in one's own abilities, making new friends, how to behave in school as a teacher, making friendship with students, teaching them in the appropriate language, working together in a group, time management etc. There were few difficulties while completing the project but we continued to learn from them.
3. I got a school with Urdu medium of instruction. Initially, I had difficulties with delivering in Urdu language. But as we have learnt how to overcome such challenges in the training workshop, it was managed easily. I taught everything translating in Hindi and Urdu. The principal was very happy and asked us to take sessions on 10th class as well.
4. During this project, I met a new me! I discovered the hidden talent in me. As such, I have no experience living with children, taking care of children. Therefore, managing a class of 50-60 students was really a challenge. Also, I have a habit of using microphone. It was the first time I had spoken out loud for an hour without a microphone. I experienced many new things like traveling alone in the shared auto, crossing highways, time management, teamwork. I realized how much I can stretch myself and that I can also do something worthwhile. I am currently experiencing immense joy and satisfaction of setting a goal and accomplishing it on time.
5. We got very positive responses from parents and teachers. At the end of each session, the teacher asked all the students about the session and took the feedback of every topic. Later, teachers shared their as well as students' experiences with us. We feel very proud that we were able to convey many topics like anatomy in a scientific way in Urdu school (run by religious minority community society). It is also satisfying to be able to answer many doubts and queries in the minds of the students. Most of the parents were present at the parents' meeting. We were able to communicate freely with them. Parents asked parent-child related questions; we were able to answer those. We are satisfied that we were able to clear some of the misconceptions of parents.
6. The children enjoyed the role play performance in some sessions. Some children voluntarily participated in these role plays. As the sessions came towards an end, the responses like "Dada, when will you come back?", "Dada, come to our class too" were giving different satisfaction.





## Feedbacks from students

दूसरं कोणीही खांबू शकत नव्हतं ते त्यांनी आम्हांला शिकवले. त्या मंडळाची खूप-खूप आभारी आहो. त्यातून आम्हांला आम्हाला आभारी तील सर्व खांबूची माहिती कळाली. त्यातील विषय असे होते की व्यासन, मैत्री, स्व-नियमन, पंचकोष, त्यातून आम्हांला बरेसही माहिती मिळाली. अजून बरेच विषय होते. त्यांनी आम्हांला शिकवले की खंडी वं सोनं केळं पाहिजे. बापठा आपले धुण बोटार आणले पाहिजे. खांबूच्या सवणी लाबू करून घेतल्या पाहिजे. स्व-खांबूच्या मित्र/मैत्रीनिशी खंडत केली पाहिजे. स्त्री-पुरुषांमध्ये भेदभाव नव्हे केला पाहिजे.

आम्ही ताईने आजपर्यंत ज्ञानेल्या तस्यांना शिकवलेले मला पुढच्या आयुष्यात खूप उपयोगी पडणार आहे. तिने शिकवलेल्या मूक मुददा मला खूप आवडला ते म्हाजे खोदय. खोदय हे वस्तु दिखण्यापेक्षा आतून असत खूप महत्त्वाच असत हे शिकल्यावर माझ्यात ~~असत~~ मूक नवीन आत्मविकास निर्माण झाला.

पहिल्या दिवशी आमच्या वर्गावर दोन दिदी आल्या. तेव्हा वाटलं आता काय हे नवीनच...! मग त्यांनी आम्हाला खूप अरी माहिती सांगितली खूप अरी Games घेतले. मला स्नेहल दिदी खूप आवडली. तिने आम्हाला अरपूर काली शिकवले. जे आम्हाला आमचे शिक्षक व धरतील व्यक्ती ही नीट सांगू शकले नसते. त्यांनी सांगितलेल्या माहितीचा आम्ही आमच्या पुढच्या आयुष्यात नक्की उपयोग करू. त्यांनी आम्हाला पंचकोष, स्पर्श,

सगळ्यांना मिळाली. जे काही असू आम्ही सगळ्यांसमोर सांगू/विचारू शकत नव्हतो ते प्रश्न आम्हाला ते एका पेपरवर लिहून मागत होते व सगळ्या प्रश्नांची उत्तरे स्वतः द्यायचे. आम्हाला प्रत्येक दादा व सत्यजीत दादाने खूप सगळी स्वतः न लाजता माहिती दिली. आम्ही प्रकृण



जेव्हा पहिले सत्र सुरु झाले. तेव्हा मला खूप चांगले वाट  
पहिल्यांदा पुस्तका बाहेरचे विषय बघितले ते मला खूप आव  
मी घरी गेल्या गेल्या आईला सांगितले. त्यानंतर प्रत्येक  
सत्राला मी हजर होते. जेव्हा पालक मिटींगला साझे आ  
वडिलांनी आपले मत व्यक्त केले तेव्हा मला आनंद

ज्ञान शिकवणे, आणि कोठली विषय कसा  
होतायचा हे तिन आम्हीला गाईड फेल  
आणि मुलांना असं वाटत होत की आम्ही  
मुली खूप नाजूक आहोत आम्ही काहीच  
करू शकत नाही तर त्या विषयावर पण  
मुलांना ज्ञान प्रकारे समजवण्याचा प्रयत्न  
केला. आणि आम्हांला हे सर्व येकतना  
कधीच बोरिंग नाही वाटत. कारण, ती  
आम्हाला खूप ज्ञान घेतायची अगदी  
मॅट्रिकीसारखी वागली आणि आम्हा  
आधुनिकयुग खेळ घेतलेत. त्या मुळे

खूप चांगले वाटते. त्यांनी आम्हांला पंचकोश शिकवला. त्यामध्ये  
आम्हांला अन्नमयकोशामध्ये अन्न कसे व कोणते घटक खावे. फास्ट  
फूड हे खायायचे नाही. आपण आपले अशेच्य चांगले खायाचे  
असे तर पोषक अन्न घेणे. व दुसरे आपले अशेच्य शिकवले.

### Feedbacks from students in verbatim

1. They taught us something that no one else could. We got all the information about ourselves. The topics were addiction, friendship, self-regulation, Personality development. We realized that we have to bring out our strengths, seize the opportunities. Good habits must be inculcated. We should choose good friends. There should be no discrimination between men and women.
2. One of the topics I really liked was about "beauty". Learning that internal beauty is more important on the external beauty gave me new confidence.
3. When the first session started, I felt very good as the subjects were outside the textbook. I liked it very much. I immediately told my mother at home. I was very happy when my parents attended the parents meeting and expressed their views.



4. The questions that we could not ask in front of everyone, he asked us to write down on a piece of paper. They answered each and every question without any hesitation.
5. The boys from our class think that girls are very fragile and cannot do anything, but she explained to the boys very nicely. We never felt the sessions were boring. She talked to us like a friend!
6. In the session of Panchkosh, they told us food should we eat, why we should avoid junk food. If we have to maintain good health, we have to nutritious food. They also taught us about our body (anatomy).
7. She taught us lot of things that our teachers and family could not tell us.





## Key highlights of school sessions

### 1. Glimpses of school sessions

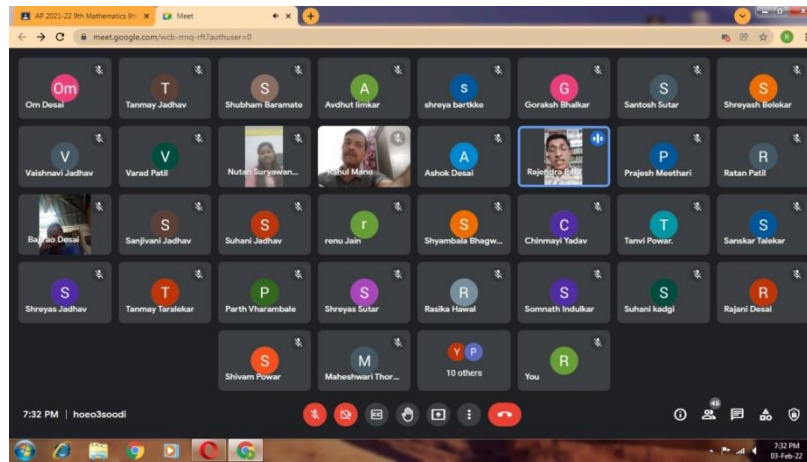








## 2. Parents' meetings



## 3. Intervention sessions in Jagruti Blind School for Girls were conducted by VI FT. She was supported by MTs.

No. of girls attended: 30

Their pre-post testing was conducted with the help of writers.





4. Sessions in Anglo-Urdu School run by religious minority groups (Urdu language as a method of instruction)



## 5. Certificate distribution program

Yuva-Sathi experience sharing and certificate distribution program was held on 2<sup>nd</sup> 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.

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.









## Challenges

1. 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.
2. Due to pandemic, there was less number of girls staying in VI school's hostel. Hence there was a challenge completing targeted number of 50 VI students.
3. The Anatomy models for male and female reproductive systems are not easily available. Whatever was available had to be used.
4. The parents' meetings have to be coordinated through school. The response for parents meetings and the frequency of these meetings were not as expected. Hence, in many schools only one or two parents meetings were conducted.



## Annexure

### A] Detailed research results for youth Field Trainers

#### Descriptive Statistics of total group for Pre and Post tests

Five tests were conducted for Field Trainers before and after the FT training – 1. SYAT (Attitude), 2. SYGC (Gender stereotypes), 3. SYKT (Knowledge), 4. MMAT (Myths and Misconceptions about Addiction Test) and 5. Self-Regulation test (SRT).

	Total	Mean	N	Std. Deviation
SYKT	Pre-Test	28.0	30	4.5
	Post-Test	35.0	30	3.8
SYAT	Pre-Test	178.6	30	13.1
	Post-Test	196.9	30	12.7
SYGC	Pre-Test	130.1	30	25.7
	Post-Test	143.3	30	29.8
MMAT	Pre-Test	49.2	30	5.1
	Post-Test	54.1	30	2.9
SRT	Pre-Test	233.4	28	19.6
	Post-Test	240.6	29	19.1

The descriptive statistics shows that there is an increase in mean scores for all the tests for total group after the FT training.

There was also the pre - post comparison done on all these 5 tests. The scores for these tests are recorded before and after FT training sessions for each participant. These results were compared using Paired t-test technique in statistics.

Paired t-test	Mean Difference	Std. Deviation	t - statistics	df	p-value
SYKT	7.0333	4.4216	8.7125	29	0.0000
SYAT	18.3	15.744	6.3665	29	0.0000
SYGC	13.2667	27.2257	2.669	29	0.0123
MMAT	4.9333	4.7918	5.639	29	0.0000
SRT	7.2222	14.7995	2.5357	26	0.0176



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.

## B] Detailed research results for adolescent children

### 1. Descriptive Statistics for total

**Table 1.1 Descriptive Statistics Total - Pre-Test**

<b>1.1 Total group-Descriptive Statistics-MKMH, MMAT, ERT: Pre-test</b>					
	<b>N</b>	<b>Minimum Score</b>	<b>Maximum Score</b>	<b>Mean</b>	<b>SD</b>
<b>MKMH</b>	993	1	24	13.89	4.26
<b>MMAT</b>	1003	9	51	36.21	8.06
<b>ERT</b>	999	56	128	96.88	10.78

For MKMH test, mean score of all participants is 13.89 with standard deviation of 4.26. The minimum score 1 just indicates that the some of the participants are very little aware about the subject before providing the training.

For MMAT test, mean score of all participants is 36.21 with standard deviation of 8.06. The minimum score 9 indicates that few participants are less aware about the subject, before providing the training. The maximum score obtained by the participant is 51, indicating that there is considerable variation in the score.

For ERT test, mean score of all participants is 96.88 with standard deviation of 10.78. The minimum score 56 and the maximum score obtain is 128, indicating that there is considerable variation in the score. That is, there is variation in the behavior and control on the emotions of the participants.





**Table 1.2 Descriptive Statistics Total - Post-Test**

<b>1.2 Total group-Descriptive Statistics-MKMH, MMAT, ERT: Post-test</b>					
	<b>N</b>	<b>Minimum Score</b>	<b>Maximum Score</b>	<b>Mean</b>	<b>SD</b>
<b>MKMH</b>	974	2	30	21.02	6.88
<b>MMAT</b>	961	5	53	42.12	7.30
<b>ERT</b>	965	46	134	101.30	10.56

After conducting the training, the mean score of all participants for MKMH test is 21.02 with standard deviation of 6.88. The minimum score is 2 and the maximum score is 30 still indicating large difference in scores across group.

For MMAT, mean score of all participants is 42.12 with standard deviation of 7.30. The minimum score 5 and the maximum score is 53 indicating that still some students have lingered at the lower level.

For ERT test, mean score of all participants is 101.30 with standard deviation of 10.56. The minimum score 46 and the maximum score obtain is 134, indicating that there is considerable variation in the score. That is, the effectiveness of the training on the change in the behavior and control on the emotions of the participants is varying for different participants.

## **2. The Intervention Effect**

The impact of the project was inferred from the pre - post comparison of the children's' scores on three tests – My Knowledge My Health Test (MKMH), Myths and Misconceptions about Addiction Test (MMAT), Emotion Regulation Test (ERT). The scores for these tests are recorded before and after intervention sessions for each participant. These results were compared using Paired t-test technique in statistics. The sample size for all three tests is large enough to assume the normality of the data.



### Paired t-test:

Table 2.1 Paired t-test: My Knowledge, My Health test (MKMH) (N=870)

2.1 Paired t-test: My Knowledge, My Health test (MKMH)					
MKMH Score	Mean	SD	Mean Difference	t - Statistics	p-value
Pre test	14.10	4.19	6.99	28.87	0.0000
Post test	21.09	6.80			

The p-value is near to zero, leads to conclude that there is significant difference in the mean score of MKMH test after the training. Mean score before training was 14.10 which got raised to 21.09 after the training. Thus there is increase in the mean score by 6.99 units after the training.

Table 2.2 Paired t-test: Myths and Misconceptions about Addiction test (MMAT) (N=869)

2.2 Paired t-test:: Myths and Misconceptions about Addiction test (MMAT):					
MMAT Score	Mean	SD	Mean Difference	t -Statistics	p-value
Pre test	36.34	8.03	5.66	17.81	0.0000
Post test	42.00	7.60			

The p-value is near to zero, indicating that there is significant difference in the mean score of MMAT test after the training. Mean score before training was 36.34 which got raised to 42.00 after the training. Thus there is increase in the mean score by 5.66 units after the training.

Table 2.3 Paired t-test: Emotions Regulation test (ERT) (N=865)

2.3 Paired t-test:: Emotions Regulation test (ERT)					
ERT Score	Mean	SD	Mean Difference	t	p value
Pre test	97.21	10.715	4.26	11.3144	0.0000
Post test	101.47	10.631			



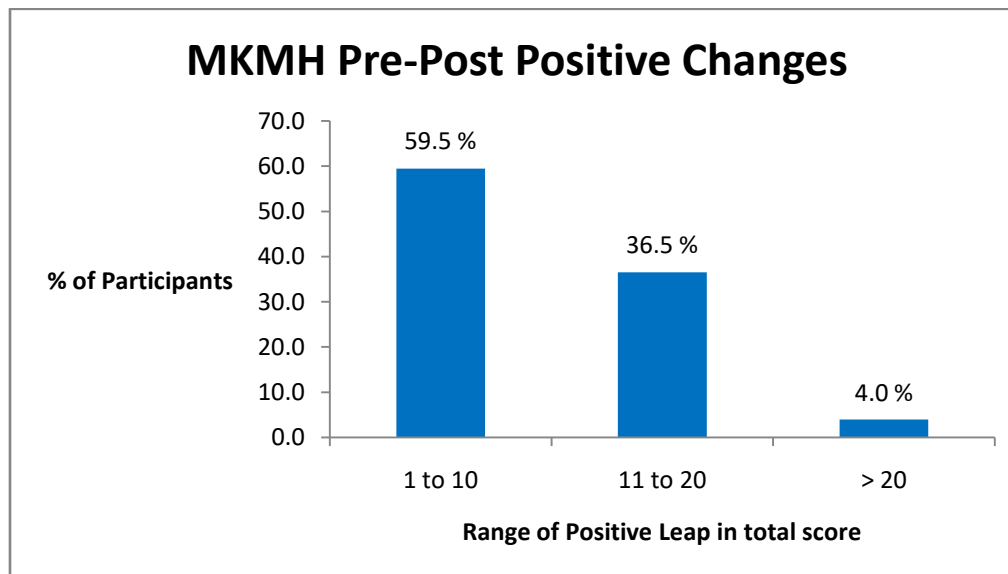
The p-value is near to zero, indicating that there is significant difference in the mean score of ERT test after the training. Mean score before training was 97.21 which got raised to 101.47 after the training. Thus there is increase in the mean score by 4.26 units after the training.

### 3. The % of participants gained positively

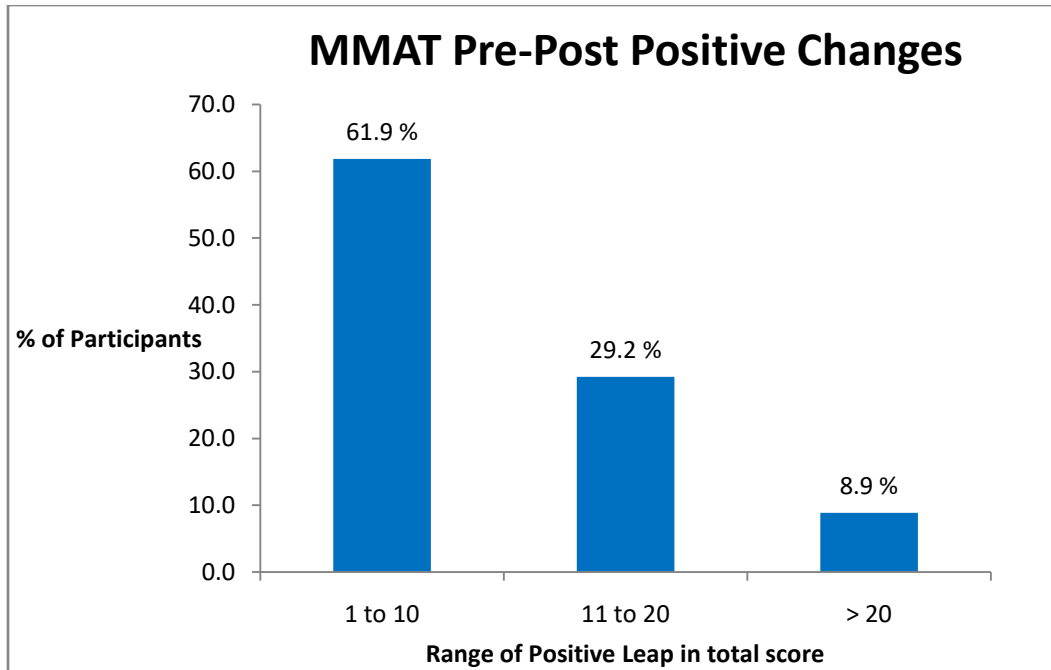
Further analysis was done for the % of participants gained positively on these three tests as well as how much leap was shown in the scores.

	% of participants showing positive change
<b>MKMH</b>	80.60%
<b>MMAT</b>	71.20%
<b>ERT</b>	65.80%

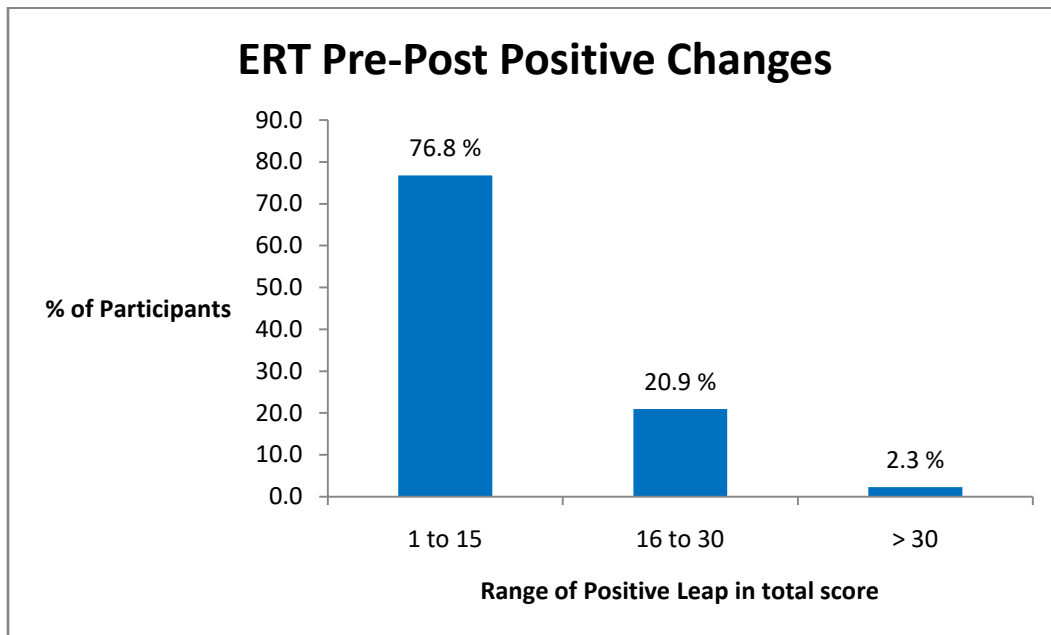
Below is the graph showing the % of participants showing positive leap in the ranges of 1 to 10, 11 to 20 and > 20 when the minimum and maximum scores which can be obtained on this test are 0 and 30 respectively.



Below is the graph showing the % of participants showing positive leap in the ranges of 1 to 10, 11 to 20 and > 20 when the minimum and maximum scores which can be obtained on this test are 0 and 60 respectively.



Below is the graph showing the % of participants showing positive leap in the ranges of 1 to 15, 16 to 30 and > 30 when the minimum and maximum scores which can be obtained on this test are 35 and 140 respectively.



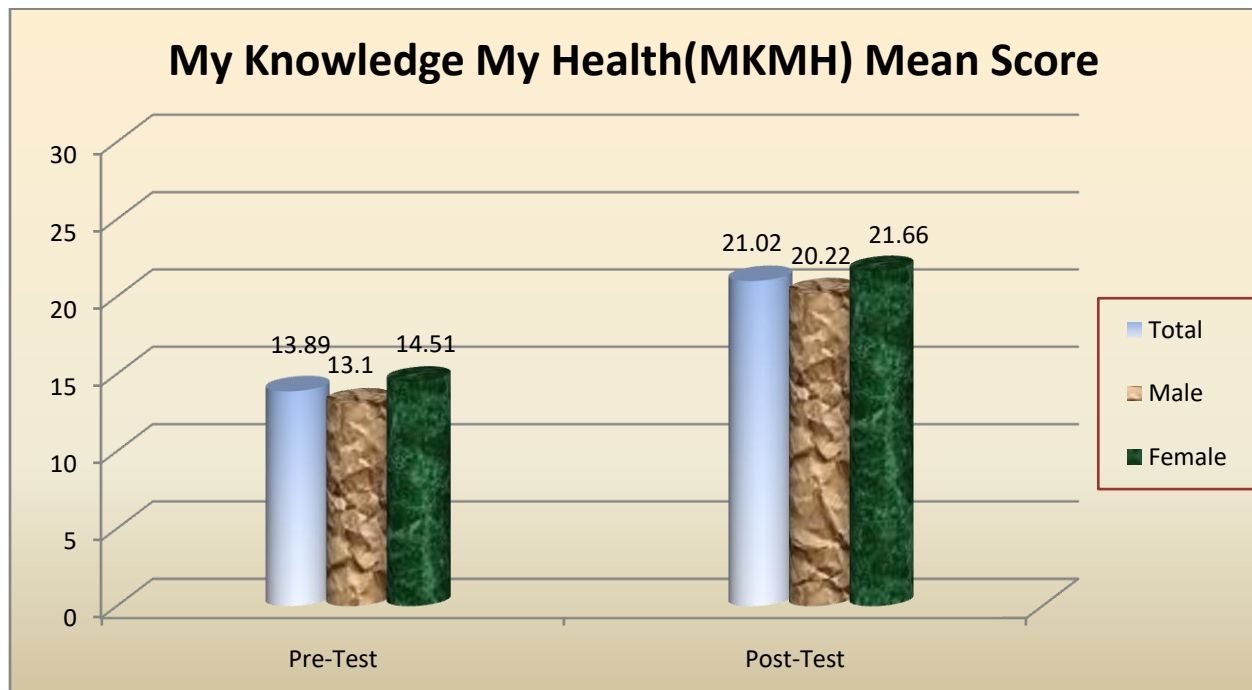


#### 4. Gender wise Analysis:

As the first step in gender wise analysis, separate descriptive statistics were obtained for males and females on three tools.

Gender Wise Pre-Post Descriptive Statistics	Male			Female		
	N	Mean	SD	N	Mean	SD
MHMK-Pre	439	13.1	4.14	554	14.51	4.24
MKMH-Post	435	20.22	7.39	539	21.66	6.36
MMAT-Pre	447	37.11	8.12	556	35.49	7.96
MMAT-Post	423	42.07	7.18	538	42.17	7.41
ERT-Pre	446	96.97	10.88	553	96.81	10.7
ERT-Post	428	101.04	10.13	537	101.51	10.88

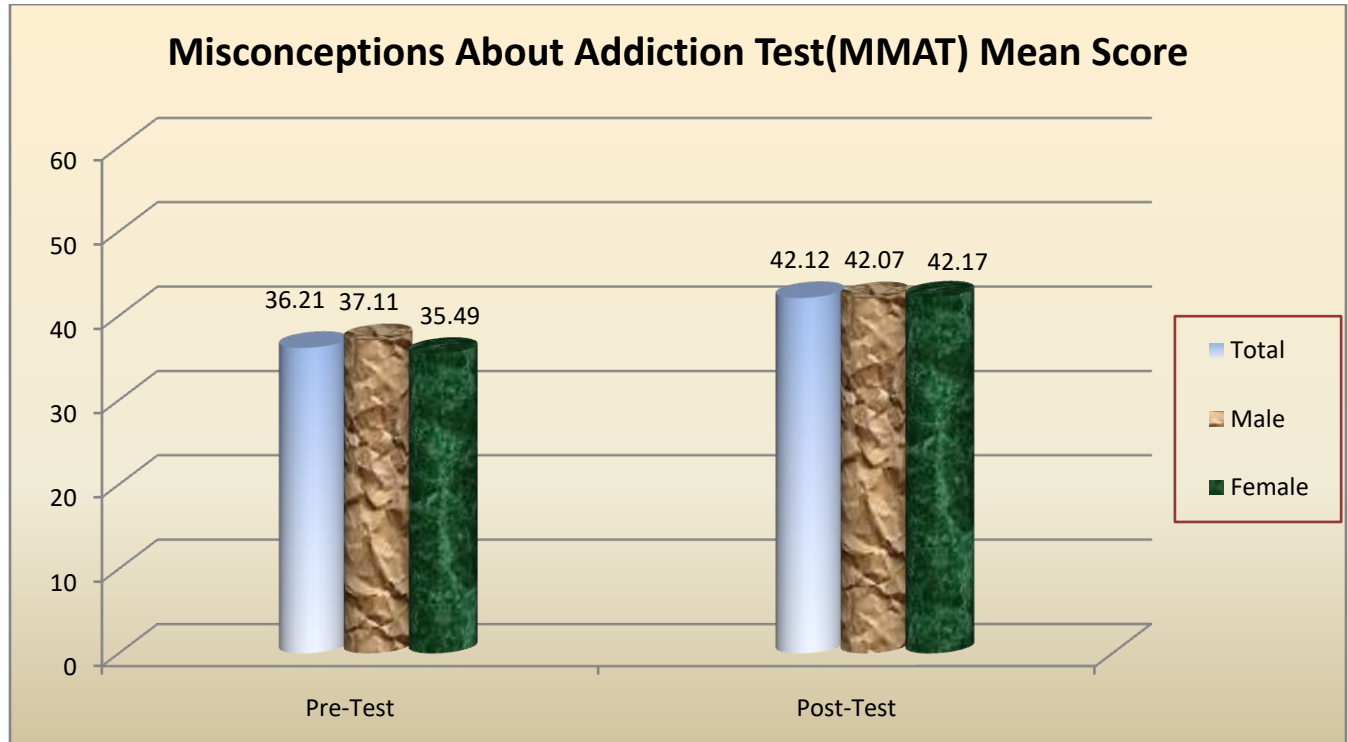
#### Graphical representation:



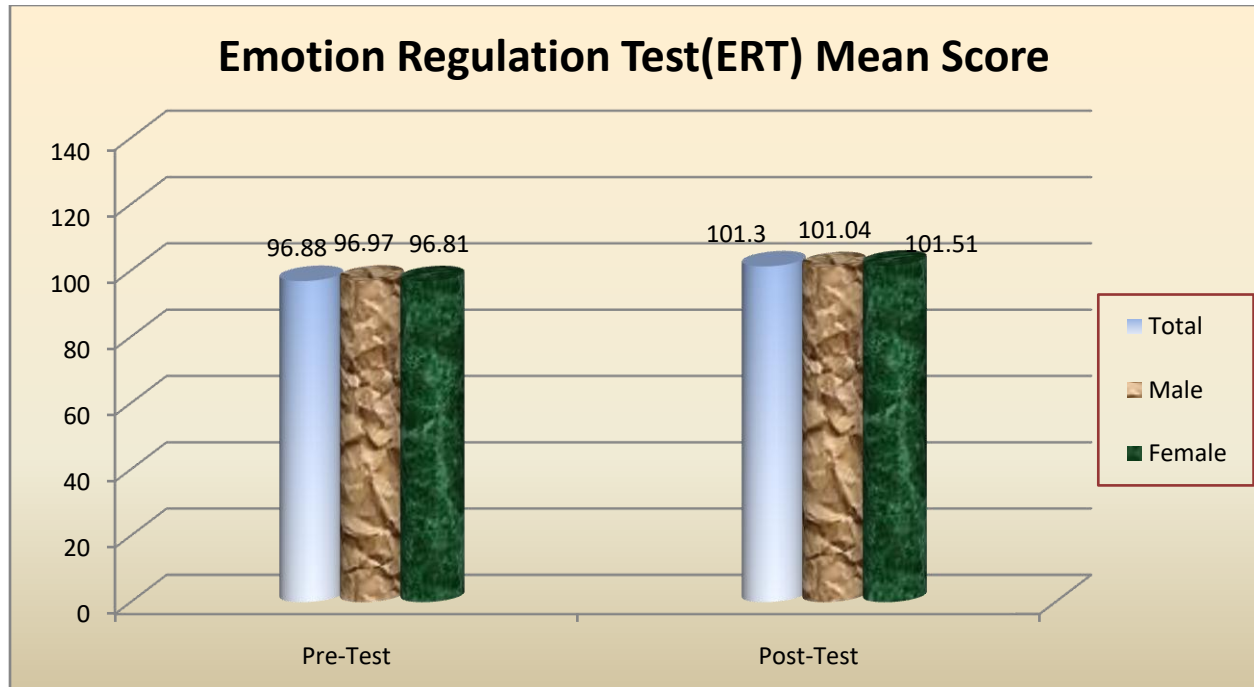
Conclusion – Graph is showing considerable difference between pre-test and post-test mean scores at total level as well as gender-wise. Post test scores are higher as compared to Pre-test scores. Thus there is rise in mean score after training at total level as well as gender-wise. Mean score for male is lower than female in both pre-test and post-test. 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.



Conclusion – Graph is showing difference between pre-test and post-test mean scores at total level as well as gender-wise. Post test scores are higher as compared to Pre-test scores. Thus there is rise in mean score after training at total level as well as gender-wise. Mean score for male is higher than female for pre-test while it is almost same at post-test. The increase in score for female is higher than male.



Conclusion – Graph is showing little difference between pre-test and post-test mean scores at total level as well as gender-wise. Post test scores are higher as compared to Pre-test scores. Thus there is little rise in mean score (4-5 units) after training at total level as well as gender-wise. Mean score for male and female is almost same for pre-test as well as post test.



## 5. Gain Score Analysis

To compare the effectiveness of the training by gender, the gain in the score after training is calculated as (post training score minus pre-training score) and the comparison, between male and female is done for this gain score. Further t-test of independence is applied to check the difference in the score is significant.

5.1 Gender-wise Comparison for Gain Score							
Areas	Gender	N	Mean	SD	Mean Difference	t - Statistics	p-value
MHMK	Female	495	7.03	6.5395	0.08	0.1625	0.8709
	Male	375	6.95	7.8827			
MMAT	Female	496	6.37	8.8984	1.64	2.5570	0.0107
	Male	373	4.73	9.9090			
ERT	Female	493	4.44	10.4311	0.41	0.5403	0.5891
	Male	372	4.03	11.8889			

For MHMK, p-value (0.8709) is greater than 0.05 which leads to conclusion that the score gain for male and female is equal with 95% confidence level. Thus, boys and girls have gained equally from the intervention sessions.

For MMAT, p-value (0.0107) is less than 0.05 which leads to conclusion that the score gain for male and female is different with 95% confidence. The mean scores are female = 6.37, Male = 4.73. The gain score is more for female than male. Thus, girls have gained more from the intervention sessions than the boys.

For ERT, p-value (0.5891) is greater than 0.05 which leads to conclusion that the score gain for male and female is equal with 95% confidence. Thus, boys and girls have gained equally from the intervention sessions.





## 6. Analysis for Blind school Students

For the blind school students a separate analysis was done by comparing the pre and post data for all the three tests. The results are as below.

		Mean	N	Std. Deviation	Std. Error Mean
MKMH	PostTotal	18.05	21	4.189	0.914
	PreTotal	13.67	21	4.34	0.947
MMAT	PostTotal	41.81	27	5.711	1.099
	PreTotal	36.07	27	6.644	1.279
ERT	PostTotal	91.71	28	8.84	1.671
	PreTotal	90.11	28	10.152	1.919

		Paired Differences			Paired Differences				
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
MKMH	PostTotal - PreTotal	4.381	3.339	0.729	2.861	5.901	6.013	20	0.000
MMAT	PostTotal - PreTotal	5.741	7.744	1.49	2.677	8.804	3.852	26	0.001
ERT	PostTotal - PreTotal	1.607	10.379	1.961	-2.418	5.632	0.819	27	0.42

The p-value for MKMH and MMAT is near to zero, indicating that there is significant difference in the mean score of these tests after the training. There is an increase by 4.38 units for MKMH and by 5.74 units for MMAT mean scores after the training.

For ERT, although there is a slight increase of 1.6 in the mean score after the training, the p-value (0.42) is greater than 0.05 which leads to conclusion that the difference in the mean score of pre and post test is not statistically significant.