

## SECTION 1: EXECUTIVE SUMMARY (In One page)

### A. Name and Address of The Reporting Organisation:

Jnana Prabodhini's Institute of Psychology,  
514, Sadashiv Peth, Pune 411030

### B. Project Title (as per agreement):

'SAIYAM' - Self Awareness in Youth for Anti Addiction Motive

### C. Reporting Period:

Jun 2022-Mar 2023

### D. Reported By:

Sujata Gokhale , Project Chief Coordinator

### E. Email ID and Contact Details of Reporting Person:

Email id: [suagokhale@gmail.com](mailto:suagokhale@gmail.com)

Contact: 9822093301

### F. Total Direct Beneficiaries Reached: (Please first table in Annexure of the Agreement)

Planned for the Reporting Period	Actual Beneficiaries Reached
Master Trainers -25	Total Master trainers trained -25
Trainers = 120	Total trainers trained -119
Students = 7500	Total students reached = 10269
Parents = maximum possible	Total parents reached – 4234+

### G. INDIRECT BENEFICIARY ASSESSMENT: (the indirect beneficiaries are those, who have been reached by students, adolescents, etc., e.g. parents, friends, etc.). Please give list of indirect beneficiaries and numbers reached. (Maximum Five)

Indirect Beneficiary Group (e.g. parents)	Qualitative	Quantitative
Not applicable (not in the scope of JPIP)		

**H. FINANCIAL SUMMARY**

<b>Total Planned Amount to be Spent in the Reporting Period</b>	<b>Total Actual Amount Spent in the Reporting Period</b>
	Separate Sheet is attached

## SECTION 2: PROJECT DETAILS:

### 1. ABOUT SAIYAM (Not More than 200 words):

Increasing addiction in adolescents is a major challenge in India's progress. As a solution to this problem, Jnana Prabodhini's Institute of Psychology and Tarachand Ramnath Seva Trust, Pune jointly carried out a project - SAIYAM - 'Self-Awareness in Youth for Anti-Addiction Motive'. The focus of this project was on substance abuse, media, internet abuse, and sexually risky behavior. The aim was to create awareness among the adolescent children in Pune city about the prevention of and abstinence from the above-mentioned addictions through 'self-control and self-regulation'.

Sexuality Education and Gender Sensitization program is being used as an instrument for the development of adolescents towards preventing/fighting addiction at various levels. This program focused on empowering the Teachers and Volunteers by building their mentoring potential to facilitate self-regulation habits amongst adolescents to avoid Substance abuse, Media abuse and sexually risky behavior.

The following interventions were planned in the project Phase 2:

For students/ adolescents-

- Concept of personality - Panchkosha vikasana (Indian concept of a fully bloomed personality)
- Beauty - the difference between 'to look beautiful and 'to be beautiful
- Anatomy and Physiology of both sexes - reproductive system, misconceptions, risks, hygiene, HIV- AIDS
- Friendship
- Addiction – substance abuse, media and internet addiction, addiction, and sexually risky behavior
- Media
- Self-regulation (separate module added based on insight from phase 1)
- Sexual Misbehavior
- Man-Woman Compatibility
- Goal setting and dealing with stressors

The overall structure of the program in Phase 2 comprised three layers of training to develop expert personnel for future replications by adding a middle layer of Master trainers. Also, a separate dyad of sessions was introduced for parent sensitization of the school program. A separate training session on psychometric testing for the project topic and usage of the new data management App (PRAGATI) was incorporated into the FT training during the year.



The Second phase of SAIYAM 2 started on 1st April 22. In this Phase objective of the project is to reach 6250 children from the adolescent age group i.e. 13 to 16 or 8th and 9th standard students, in the Pune city area. To achieve this goal team of 77 field trainers (FT) was trained by 25 master trainers (MT) and 12 core trainers (CT). After training, content preparation and mentoring of FTs were done by Master Trainers.

**2. MAJOR ACHIEVEMENTS:**

*(MAXIMUM 5, NOT MORE THAN 100 WORDS EACH) (QUANTITATIVE AND QUALITATIVE)  
(This is different from activity accomplishments)*

<b>Quantitative Achievements</b>	
Number of Core + Master trainers contributing to Field training	12+ 25
No. of volunteers/teachers completed the 4 days SAIYAM Trainer’s training	119
No. of classes where all 25 SAIYAM sessions were completed	233
Total number of schools + communities reached	66+1
The total number of students reached	10269
Total number of SAIYAM session hours for students by volunteers/teachers	Appox 3398Hrs
Total no of parent meetings and participated parents	400+ (4234+)

## Qualitative Achievements:

**Trainer's feedback:** Below are few highlights from feedback of trainers.

## Master trainers Feedback:

### Feedback 1:

प्रमुख प्रशिक्षक म्हणून काम करताना स्वतःची कौशल्य विकसित करण्याची संधीही मिळाली. प्रत्येक विषयाचा सखोल अभ्यास, त्यावरील विचार आणि सत्रासाठीची तयारी अधिक उत्तम पध्दतीने करता आली. याचा उपयोग शाळेमध्ये सत्र घेतानाही झाला. सत्र अधिक परिणामकारक झाली.

तसेच प्रमुख प्रशिक्षक म्हणून काम करताना

- दुस-याचे नीट ऐकून घेणे
- टीका न करता सकारात्मक प्रतिक्रिया देणे
- कमालीचा संयम ठेवणे
- परत परत तशीच चूक झाली तरी सूचना करून, प्रॅक्टीस घेऊन सुधारणा करून घेणे

आदि गोष्टी जमू लागल्या. परिणामकारक संवाद करण्याचे कौशल्य वाढले

मुलांचा,सहका-यांचा प्रतिसादामुळे हे काम परत परत करावे असे वाटू लागले. मुलांशी बोलणे,त्यांचे प्रश्न, शंका कुठेही पूर्वग्रह न बाळगता ऐकले त्यामुळे एक विश्वास निर्माण झाला आणि काम केल्याचे खूप समाधान मिळाले.

### Feedback 2:

संयम एक मध्ये क्षेत्र प्रशिक्षकाचे काम केल्यानंतर संयम दोन मध्ये प्रमुख प्रशिक्षक म्हणून काम करण्याची संधी मिळाली. हे काम करताना काही विषयांचे अधिक वाचन झाले, काही विषयांच्या मधील नवीन संशोधनानंतर कंटेंट ऍड केला गेला, अपडेट केला गेला. संयम १ च्या शाळेतल्या आणि क्षेत्र प्रशिक्षकांच्या फीडबॅक प्रमाणे लेसन नोट्स मध्ये पण थोडे थोडे बदल केले गेले याचा फायदा शाळेतली सत्र घेताना संयम २ मध्ये झाला.

## Field Trainers Feedback

### Feedback 1:

खूप सुंदर अनुभव होता हा,मुलींशी संवाद साधताना एक गोष्ट प्रकर्षाने जाणवली ती म्हणजे अजून खूप गरज आहे या मुलींशी संवाद साधायची कारण त्यांना मोकळं व्हायचं आहे, काहीतरी अजून सांगायचं आहे हे जाणवलं.

### Feedback 2:

Girls were very enthusiastic about gender equality as a topic and participated well in the discussion around. They found the stress management and goal setting session very useful and relevant.

In media session girls were very enthusiastic to talk about internet and media. Many realized that they were in over-use of smartphones. They were not aware of the dangers. Abuse ch satra mulinne shantapane ani vyavasthit aikla. 3 girls from my class met me personally after session and narrated personal incidents of durvartan.

**Feedback 3:**

तीन शाळांमध्ये संयमची सत्र घेण्याची संधी मिळाली. मुळात यातले जवळपास सगळे विषय मुलांसोबत सहसा न बोलले जाणारे आहेत. त्यामुळे आपण त्यांच्याशी या विषयांवर बोलतोय याचं विशेष समाधान आहे. संयमच्या विषयांबद्दल जास्तीत जास्त माहिती समजून घेतली पाहिजे ज्यातून जास्त तीव्रतेने हे विषय मुलांपर्यंत पोहोचवता येईल. मुलांच्या प्रश्नांना शांतपणे उत्तर देणं, मुलांना चर्चेत सहभागी करून घेणं, आरोग्य आणि दूर्वर्तन हे विषय संकोच न ठेवता मुलांसमोर मांडता आले, संयमच्या विषयांची नवीन जास्तीची माहिती मिळवून घेण्याची तयारी झाली. या कामातून या विषयांची भविष्यात काम करण्याची गरज लक्षात आली.

**Students' feedback:**

मन प्रेक्षा , धन्य नव  
शिकण्या भावे नव रान

कस्त रयु विद्ययां हा प्राम  
प्राम वरते को हा प्राम नवीन ज्ञानये

प्राम लमले रोणे संयम संयम  
प्राम प्राम नवले ते रयु विद्यम  
वष्टि बदले पुनः नवी प्रेक्षाः

We really consider them as an inspiring role model. Our lives are more better now as we learnt about 'SAIYAM'

It was truly a fantastic journey; learning about new topics and otherwise undiscussed topics. All the sessions were very fun, interactive and educational! All students got to learn about many new concepts! These sessions have certainly changed mindsets and impacted all the students positively. All the effort taken by Jnana Prabodhini and Swapna Ma'am is appreciated! Thank you!

This experience was very nice I came to know so many good things. I came to know that my thinking was wrong. And most of all I learn so many unique words. First I do not know the meaning of those words but after I came to know the meaning of those words. But the way ~~संयम~~ ~~जवळ~~ ~~पास~~ ~~माम~~ tell us all those things was very beautiful.





मनापरत पोहचले, मला माझ्या आई-वडिलांनी सुद्धा तुम्ही शिकवलेले काही विषयावर माझ्याशी बोलले होते, पण ते मी एवढे मनावर नाही घ्यायचे, पण तुम्ही ज्या संघर्ष पद्धतीने 'संघर्ष' विषय सांगितले ते आता कायम नक्षात राहणार आहे. तुम्ही आठवडाभर जे काही शिकवले आहे ते मी रोज घरी येऊन माझ्या डायरी मध्ये लिहायचे. मी रोज घरी येऊन माझ्या बहिणीला व आईला 'संघर्ष' मध्ये काय शिकवले ते सांगते. आम्ही वसति कधी-कधी तुम्ही शिकवत असताना दंगा क्वाथची पण तुम्ही कधीही आम्हाला वाईट बोलला नाही किंवा जास्त ओरडला नाही.

So friendly teachers they give so information which will help us in our future life. And give good knowledge which will help us in our behaviour. And see good lectures.

मला हा उपक्रम आवडला पण घ्यायला नाही सुद्धे मला शिकण्यास आवडले नाहीत. म्हणजे प्रजनन ह्या विषयातील गोष्टी झोड्या मोठ्या क्वाथीला सुलांग, पिळवायला टवी. ज्यामुळे सुलांगाने शिकताना विविध वस्त्रात नाही पण असले सोपे, ऑनलाईन नैती हे मात मला आवडले. आम्हाला हे समजावून सांगण्याबद्दल राबिनी तारिना धन्यवाद...!

**NO ADDICTION**

I DIDN'T EVEN KNOW I WAS ADDICTED... UNTIL I TRIED TO STOP!



I am writing the greeting for giving my review of the session and for giving thank you to samruddhi mam and Gayatri mam.

We are very thankful to Samruddhi Mam and Gayatri Mam

The topics which are not talked freely and comfortably, that topics are explained very nicely to us.

We all feel very comfortable with you mam. You talked to us with friendly attitude that make us comfortable with you.

The topics and important things explained by you are very very important in our life.

We will always remember the things you taught us.

Thank you---

“सिगरेट पिउन आकाशात सोडातय धुर, आयुश्य जातयं तुसच्यापासून दुर दुर...”

नशा करता हें खराब, सिमकर करो इसका बहिष्कार

“नशे से दोस्ती जीवन से मुक्ति”

“नशे की उग्रत देखी बिसाफिलो की दावत”

NO SMOKING

जनताक यहीं संदेश

नशमुक्त हो आपन देश





मला खूप आवडते. दररोज वेळ-वेळच्या विशिष्टांवर त्या असह्यायी चर्चा करित असत. जे काही महत्वाचे विषय असतात ते विषयात येत नाहीत. सोकळ्यामनाचे ते विषयात आणे व समजून घेता आले. दर दिवशी एक नवीन गोष्ट त्या व्यक्तीच्या ज्ञानात खूप मुदत खोच मीळत असे. मी त्याची सर्व काही माहितीला शोधी तराघ प्रसंगे वागण्याचा प्रयत्न नक्की करेन. सत्या संघस देण्याचे महत् असताने उगरे काहीही कथांना बोवतांना विषय करून करावे व बोवणे हे मी पणून वेडेन. काही शांतत्या प्रतिज्ञा आमच्या करून स्वरुत घेतले. काही गोष्टी विद्वान घेण्यास मांजीतले. विषय होवती अकारात्मक ठेवले हा एक अंदेश मया लवडना. सत्या साद्वारासचे खडक लक्षवत आहे. मी आज गूप नसकरात्मक आहे आणि ते फक्त संयम विज्ञानाकडे. खूप-खूप घन्यवाद् मया चोत्र्या मारी दाखवण्यासाठी. खूप-खूप आभार!

संयममुळे मला माझी मत कळाली आहे मी कोणत्याच प्रश्नांची उत्तरे देत नव्हती. पण आता मी माझे स्वमत मांडते. मला संयम हा तस खूप आवडला. आणि नवीन नवीन मुद्दे घडाले. आणि कसे वागण्याचे हे सुद्धा कळाले.

## Parent Feedback:

ज्ञानप्रबोधिनी लगे होतलेने संयम.  
चे बकुशाच मनीराच चांगले आले.  
मुलांच्या ज्ञानाने भर पडली मुलांच्या व्यक्तींमधे  
विद्येचा चांगला टोप्यालाही घाली. लक्ष्मी,  
त्यांना फायदा पुढील भाषेच्यात होईल  
आणि साधना रचणी वाढलीच. मुलांना  
अनेक प्रश्न पोंगड घाबरले पडत गेल्यात.  
त्यांचे निरसन वा दोषाने मधुन लक्ष्मी  
आले आले त्यांचे प्रमाणे मुलांना पसंती  
वाढलीच. समजली वा उमरीच्याच.  
कुलावधीन मिळाली समाधान पावलीच.  
आपण आपण जीवित त्यांच्या प्रकरे ठरले.  
जगू राहो त्यांचे प्रमाणे समाजातील  
वाढी प्रहली न बनवी वा पाहून आपण  
उले उर राहावे आंणी मधील. अत्यंत चांगला  
प्रकारे सौ सुवर्ण रेवेडर आंणी विली. व  
न त्यांना मार्गदर्शनीही केले. आलाही त्यांचे  
आभार व धन्यवाद व पुढील वाढनाही मीही  
शुभेच्छा. सौ रनेटल माहल्ये  
P. Ramnath

ज्ञानप्रबोधिनी लगे होतलेने संयम.  
चे बकुशाच मनीराच चांगले आले.  
मुलांच्या ज्ञानाने भर पडली मुलांच्या व्यक्तींमधे  
विद्येचा चांगला टोप्यालाही घाली. लक्ष्मी,  
त्यांना फायदा पुढील भाषेच्यात होईल  
आणि साधना रचणी वाढलीच. मुलांना  
अनेक प्रश्न पोंगड घाबरले पडत गेल्यात.  
त्यांचे निरसन वा दोषाने मधुन लक्ष्मी  
आले आले त्यांचे प्रमाणे मुलांना पसंती  
वाढलीच. समजली वा उमरीच्याच.  
कुलावधीन मिळाली समाधान पावलीच.  
आपण आपण जीवित त्यांच्या प्रकरे ठरले.  
जगू राहो त्यांचे प्रमाणे समाजातील  
वाढी प्रहली न बनवी वा पाहून आपण  
उले उर राहावे आंणी मधील. अत्यंत चांगला  
प्रकारे सौ सुवर्ण रेवेडर आंणी विली. व  
न त्यांना मार्गदर्शनीही केले. आलाही त्यांचे  
आभार व धन्यवाद व पुढील वाढनाही मीही  
शुभेच्छा. सौ रनेटल माहल्ये  
P. Ramnath

- It is most needed session for this age children. Sometime we know that we should speak with children about sensitive issues but we can't. So after that we get that how to deal with them. Thank you so much team of "Saiyam" and school for taking this session.
- Need more sessions with students as well as parents.
- It helps me it to understand my child's emotions her feelings, she always tell all things about this session And now she can understand her physical and mental changes. We both are really thankful for these sessions. Thank you
- It was really nice experience for our kids as well as for us. They learnt gender equality, to love themselves, about physical changes in teenage, how to avoid be adiqtive for things and so much more. I am thankful to all Saiyam Team
- Saiyam has given proper information to our ward at the right time of their age. It has really helped to nurture their future. Thank you Saiyam for taking initiative for addressing this critical issue.
- I like the sessions of saiyam by this session children got to know more education and knowledge and now they will also be alert of addictions and all ...I like this sessions so much
- खूप स्तुत्य उपक्रम. सर्व स्वयंसेवकांचे मनापासून आभार. "वाढत वय" हा शब्द किती समृद्ध आहे teenage पेक्षा हे ह्या सर्वांच्या बोलण्यातून जाणवले. मुलं ह्या वयात नकळत वेडंवाकडं वागून जातात आणि मी त्यांना ठोस कसं सांगायचं बरोबर

काय आहे हे न कळू teenage म्हणून त्यांना तसं वागण्यापासून परावृत्त न करता त्याकडे दुर्लक्ष केलं गेलं. मग विचार करून मी पण teen mom आहे असं सांगितल्यावर थोडं वेगळं वाटून त्यांनी restrict केलं माझ्या समोर वागताना, पण हे नैसर्गिक नाही हे ही कळत होतं. पण वागणूक आणि अश्या अनेक विषयांवर 2 meetings मधून जे विचार ऐकले त्यांनी एक सूत्र मिळाल्यासारखे झाले! ह्या सर्वांनी छान, शक्यतो आपल्या मराठी भाषेत सर्व विषय बोलल्यामुळे मला तर छान वाटलं शिवाय मुलाला पण आवडलं. मला म्हणाला मराठी सगळं कळत नाहीत शब्द पण ऐकायला छान आणि समजायला सोपं जातं आहे. खूप अभ्यासपूर्ण आणि प्रयोगशील अनुभवातून आलेली प्रगल्भता ही मुलाला पण जाणवली! मुलांना संयम कसा शिकवायचा हे ऐकता ऐकता मला पडलेल्या प्रश्नांची योग्य उत्तरं शास्त्राच्या आधारे मिळाली. ती कोणत्या पद्धतीने मुलांना सांगता येतील हे कळलं. माझे कान, डोळे, मन, बुद्धी, मेंदू सगळे उघडलेत आणि एक अंतर्मुख करणारा अनुभव घेतला आहे मी आज. पहिल्या सत्रामध्ये त्यांनी काय विषयांवर बोलणार हे सांगितलं होतं आणि त्याशिवाय अजून काही सांगता येईल हे विचारलं होतं पालकांना. त्यावर एक विषय असा मला वाटला होता की त्यांना सांगावं मुलांना शिकवा तो म्हणजे Respect (to each as human being no discrimination to any one) म्हणजे स्त्री पुरुष समानता जी लहान असतानाच अंगी बाणेल. म्हणजे समोर जी व्यक्ती असेल तिचा पहिले आदर केला पाहिजे, चांगलं आदर देऊन बोललं पाहिजे असं सांगावासा वाटलं पण कुठेतरी विश्वास वाटला की जे सांगणार आहेत मुलांना त्यातून शिकवलं जाईल म्हणून बोलले नाही तेंव्हा. आणि आज दुसऱ्या सत्रात शेवटी दादांनी हा विषय मांडला की स्त्री पुरुष पुरकता मुलांना सांगितलं आहे आणि मी एकदम खूप झाले की माझ्या मनातलं सत्यात आलं आहे. समानते पेक्षा पुरकता हा शब्द अगदी समर्पक ठरला. मी एक पालक म्हणून हे सगळे शिकले आणि ते अमलात आणायचा नक्की प्रयत्न करेन अशी प्रतिज्ञा घेते, जशी मुलांनी पण घेतली आहे. मी भाग्यवान समजते की शाळेनी हा उपक्रम आठवी च्या मुलांना आणि पालकांसाठी ठेवला. खूप आभार शाळेचे आणि संयम ह्या उपक्रमासाठी कार्य करण्याच्या सर्वांचे! माझे आणि मुलाचे संभाषण ऐकून माझी 18 पूर्ण वयाची मुलगी पण म्हणाली तिला यायचे आहे पुढचे सत्र ऐकायला, ह्यात ह्या उपक्रमाचे खरे यश आहे.

### 3. BENEFICIARY ACHIEVEMENTS (PLANNED V/S ACTUAL)

	Beneficiary Group	Planned (asper agreement)	Actual	Reasons for Deviation (if more than 10% Less)
1	Volunteers	120	119	We had selected more than 160+ volunteers but due to their personal reason, they could not attend the training.
2	Govt. School Teachers	0	0	Due to a new circular from the Education dept. No NGO will conduct any program in PMC schools. No teacher was officially assigned for the training.



3	Students	7500	10269	<ul style="list-style-type: none"> <li>As FT training was conducted in June and August 2022 i.e before the opening of schools, due to this FTs could get permission in schools to conduct sessions as Schools were just started.</li> <li>Most of the schools find this topic very important for their students, so they welcomed FTs for these sessions in their schools.</li> <li>There is a pool of 196 FTs (77 from Oct batch +77 from Jun batch+42 from Aug batch), so more FTs conducted the sessions.</li> <li>Some FTs showed interest in conducting sessions more than once.</li> <li>This time, FTs from different areas from Pune city were enrolled for training, so sessions conducted in that schools which were not covered in the last phase.</li> </ul>
4	Parents	As many as possible	4234+	<ul style="list-style-type: none"> <li>Due to working as domestic help or other engagement of parents, there is less attendance in the parent meeting in some schools.</li> <li>In some schools the response was good.</li> </ul>

**4. BEHAVIORAL CHANGE:**

Sr. No.	Beneficiary Group	Behavioral Change for each Beneficiary Group <i>(Not more than 200 words for each) (Please Provide case study for each of the beneficiary Group, not more than 1000 words for each, with one or two action photos, same as question 21). Please provide quantitative and qualitative analysis</i>
1.	Master trainers	These were mostly those persons who had some exposure to field training or who had worked as co-trainers in Phase 1. But they had to acquire the skill sets for adult training (TOT) and implement them with confidence. The mentoring sessions of FTs helped in rapport development with FTs. Their impressions indicate that SAIYAM will be surely taken ahead with the expected quality and zest with a little more experience and practice on their side.



2.	Volunteers/Teachers	<p>These are inferred from the feedback given by trainers during the trainers 'training or while submitting the data after school sessions were completed as well as in the review meeting.</p> <ul style="list-style-type: none"><li>• Presentation skills sharpened</li><li>• Concept clarity and attitudinal change towards the topics</li><li>• Inhibitions of talking about certain topics with students or approaching schools reduced.</li><li>• Communication skills improved</li><li>• Empathetic behavior and patience toward students increased</li><li>• Confidence is increased to work with Adolescent students.</li></ul>
3.	Students	<p>These are inferred from the feedback from students and trainers and various test results.</p> <ul style="list-style-type: none"><li>• Willingness for making a resolution</li><li>• Differentiation between appropriate/beneficial and inappropriate/harmful behavior</li><li>• Readiness to receive information about non-academic but life-related subjects facilitated.</li><li>• Triggered the thought process about the topics like gender equality</li></ul>



**5. DETAILS OF PLANNED ACTIVITIES IMPLEMENTED:**

<b>Sr.No.</b>	<b>Planned Activities (As per Budget Heads)</b>	<b>Whether Implemented Yes/No</b>	<b>Please mention How you evaluate Success of the Activities (Not more than 50 words)</b>	<b>Problems in Implementation of the Activities (Not more than 50 words for each activity)</b>
1	Project Team Capacity Building	Yes	Project team was recruited as per the skills and experience requirements.	
2	Master Trainers Training	Yes	Core trainers from JP's "Samvadini" group were available to the project for training and mentoring the MTs during the entire period and the MTs received in depth capacity building training resulting in successful conduction of the TOT. There was a review meeting conducted after these trainings in which challenges, learnings and way forward were discussed.	Training of MTs was a challenge as all the selected persons were not on the same plane in terms of experience and previous SAIYAM exposure. However, the Core Trainers took immense efforts to help the MTs function to their best. Master trainer manual was revisited and corrected based on Phase 1 review.
3	Teachers, Volunteers Selection for Training	Yes	For registration of the training a Google form was created.  From this 150 were selected for the training and 119 were attended the training.	Less participation from school teachers and more response from volunteers, organizations and individual volunteers.
4	Schools enlisting for field work and coordination	Yes	JPIP team personally visited some government aided and private schools in Pune, met the authorities and requested them to send teachers for training. Also, several NGOs were contacted through JPIP.	No response from PMC authorities and hence PMC schools could not be included in the project in Phase 2 and Phase 3 also.

## 6. ANALYSIS OF THE CLASSROOM OBSERVATION: (not more than 200 words)

**Planning and execution:** The trainers followed the lesson notes quite methodically. Only in few cases time constraints / other practical limitations were experienced. They executed the role plays effectively and touched the children's hearts. Their empathetic behavior triggered the brains and minds of the receivers. MTs accompanied FTs whenever needed to ensure better execution. Specially while conducting the *Apale Arogy* sessions and *Langik Durvartan* sessions. (The feedback from students indicates the close relationship these trainers could develop in a short time span due to their unconditional deliveries and openness to listen to the children's mind material.)

The parent sessions were organized offline in some schools while online in some other. However the trainers followed the content provided for the parents meetings sincerely. In some schools Q & A was also entertained.

**Students' response:** The response of children in the classroom changed over time. Most children got involved in the topics from the start. Initially, there was some class control issue for some trainers. However, once the topics advanced and children realized their relevance to their lives, they participated enthusiastically in the activities and discussions more proactively. Raised queries and gave feedback. They enjoyed the 'Saiyam' song very much. It became their tagline for the session.

They shared their views and observations regarding addiction and related issues in their surroundings. The children used to look forward to the SAIYAM sessions. Some teachers/ trainers mentioned that some children who were initially not so cooperative also became interested and responsive at the end of the training period.

## 7. HOW HAS THE PROJECT BROUGHT IMPACT ON THE LIVES OF ADOLESCENTS?

The aim of the project was to develop awareness among adolescents about responsible sexual behavior and attitude of gender equality along with awareness about ill effects of all sorts of addictions. The impact of the project was inferred from the pre - post comparison of the children's scores on three tests – knowledge and attitude towards sexuality, gender issues, myths and misconceptions about sexuality and Emotional Regulation focusing on -Delay in gratification- frustration tolerance –assertiveness and locus of control.

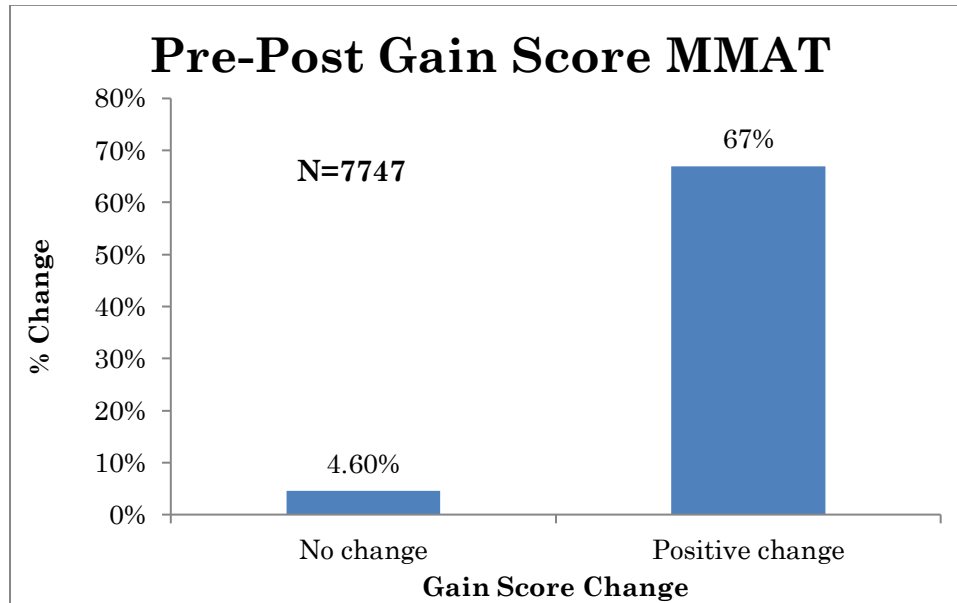
TOTAL DATA COLLECTED					
“Addiction Myths and Misconception” Pre-test	“Addiction Myths and Misconception” Post-test	“My health, My Knowledge” Pre-test	“My health, My Knowledge” Post-test	“ERT” Pre-test	“ERT” Post-test
10821	10904	10887	10812	10848	10674

Below criteria are used for data rejection:

- If student does not attempt more than four items in a test, his/her data is not taken for analysis
- Only pre and post person to person matching data is used for analysis. As the attendance of the students on the first day and last day are not same, around 35-40% of data gets dropped from analysis.

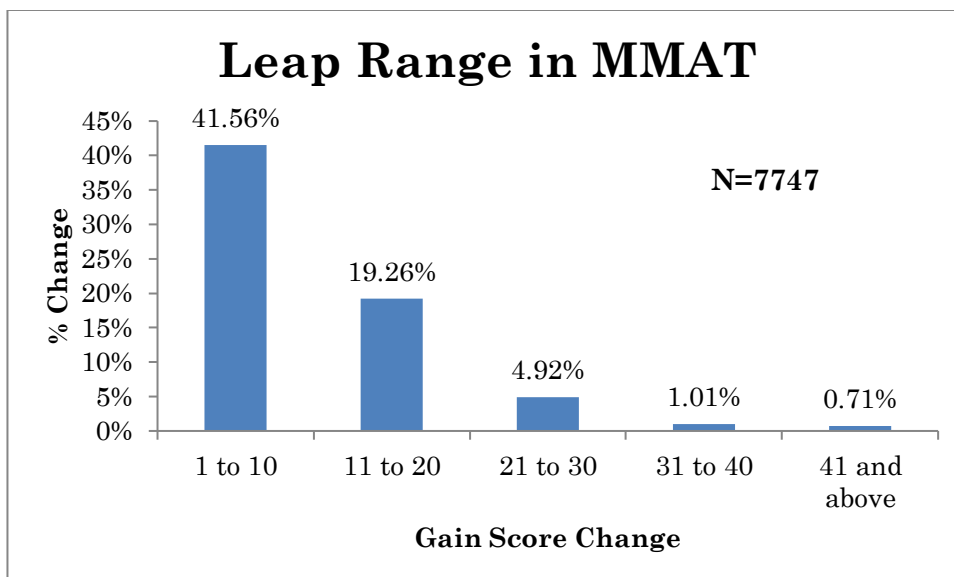
- The analysis of obtained data denotes statistically significant positive changes on all these aspects in Phase II also including the ERT test. It means that there is almost no chance that these results have occurred randomly (without any purposeful efforts.)

### Pre Post Changes Analysis for Myths and Misconception Addiction Test (MMAT)



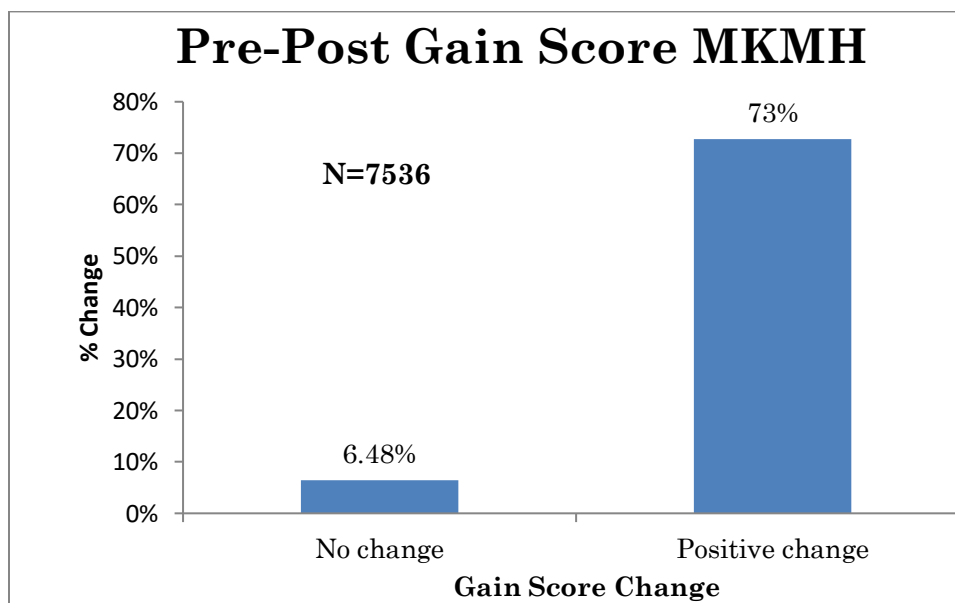
- The above chart indicates that 67% children show positive change in their level of awareness regarding myths and misconceptions regarding addictions. Pre-Post matched data (N)= 7747 mentioned on the graph.
- Inappropriate changes were observed in 29% children, the possible reasons being infrequent attendance or absenteeism of students during the sessions as well as some cognitive or perceptual issues or careless attitude.

### Leap in Range Analysis for Myths and Misconception About Addiction (MMAT)



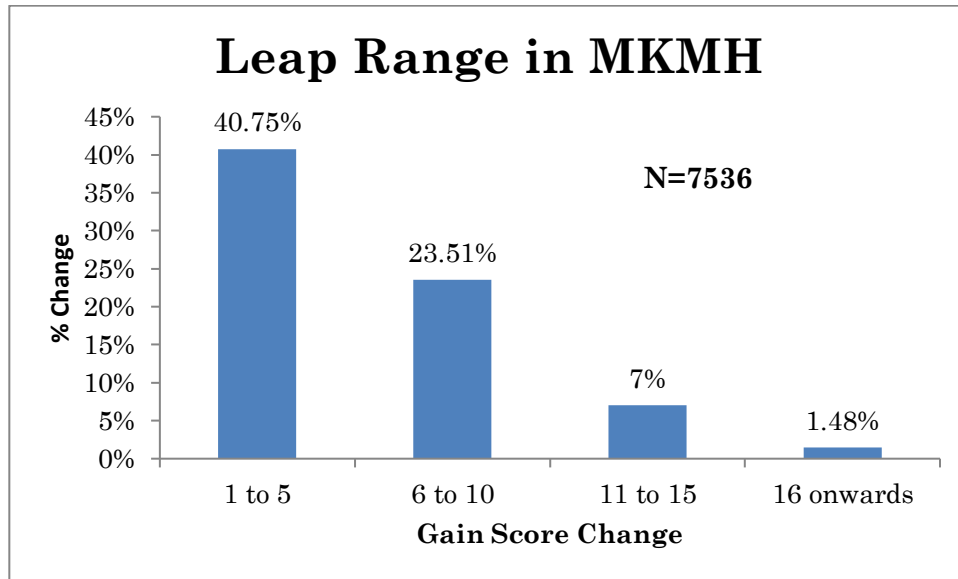
- Within the positive changes group 41.5% children have taken a leap of 1 to 10 scores, while 19.26% children have taken a leap of 11 to 20, total 7% have even leaped more than 21 scores. Pre-Post matched data (N)= 7747 mentioned on the graph.

### Pre Post Changes Analysis for My Knowledge and My Health (MKMH)



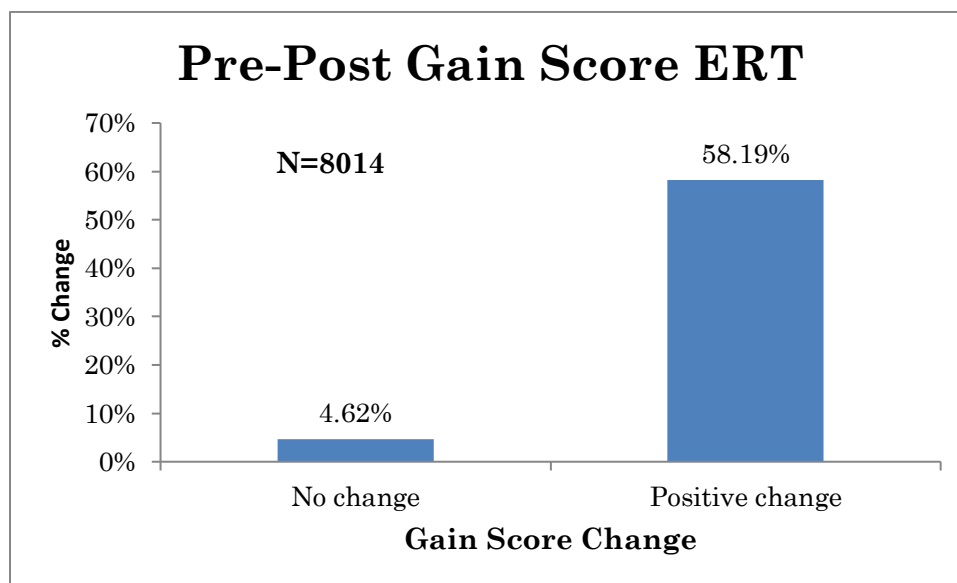
- Above chart indicates that 73% children show positive change in their level of awareness regarding The knowledge and attitude about sexuality issues including gender sensitivity. Pre-Post matched data(N)= 7536 mentioned on the graph.
- Inappropriate changes were observed in 20% children, the possible reasons being infrequent attendance or absenteeism of students during the sessions as well as some cognitive or perceptual issues or careless attitude.

**Leap in Range Analysis for My Knowledge and My Health (MKMH)**



- Within the positive changes group 41% children have taken a leap of 1 to 5 scores, while 23.5% have taken a leap of 6 to 10 scores and 7% of them have taken a leap of 11 to 15 and Some of them have taken even leap of 16 to 20 . Pre-Post matched data (N)= 7536 mentioned on the graph.

**Pre Post Changes Data Analysis for Emotional Regulation Test (ERT)**

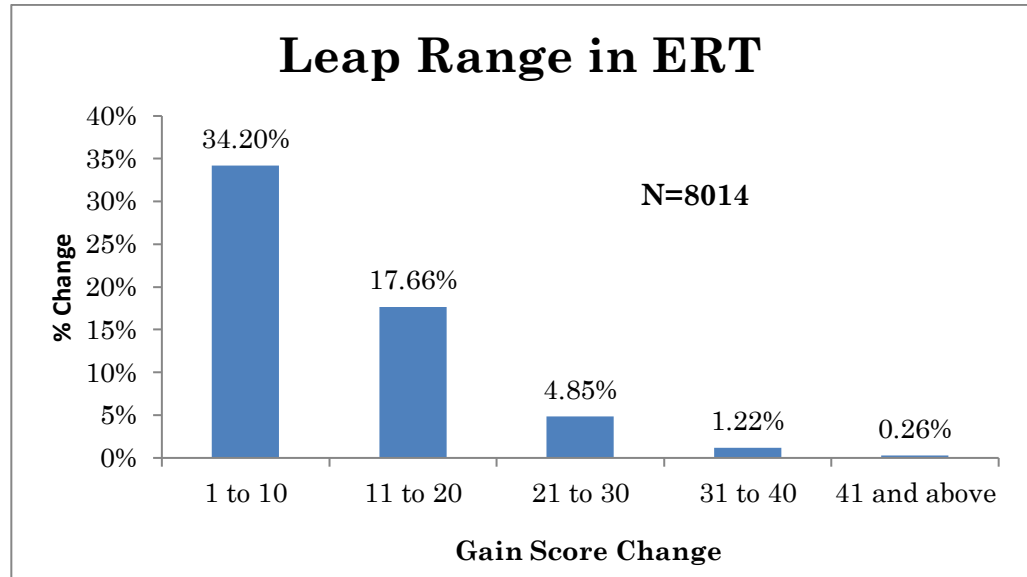


- The above chart indicates that 58% children show positive change in their assertiveness, level of frustration tolerance, delay in gratification and locus of control. Pre-Post matched data (N) = 8014 mentioned on the graph.



- Inappropriate changes were observed in 37% children, the possible reasons being infrequent attendance or absenteeism of students during the sessions as well as some cognitive or perceptual issues or careless attitude.

### Leap in Range of Emotional Regulation Test (ERT)



- Within that group 34% children have taken a leap of 1 to 10 scores, 17.66 % children have taken a leap of 11 to 20 scores, while 6% have even leaped by 20+ scores. Pre-Post matched data (N) = 8014 mentioned on the graph.

### Additional Analysis:

- Gender differences have been observed. In all three Tests, Girls have shown more positive change than Boys.
- In My Knowledge My Health MKMH), Girls have shown more positive result about scientific knowledge of anatomy-physiology, myths-misconceptions related to health and sexuality issues and gender sensitization.
- In Myths and Misconceptions about Addiction Test to addiction (MMAT) ,Girls have shown significant change than boys.
- In Emotional Regulation Test (ERT), gender wise no significant change is seen.

### SECTION 3: CHANGES, CHALLENGES & LEARNINGS

#### 1. CHANGES AGAINST PLANNED ACTIVITIES OR OUTCOMES

Not applicable

#### 2. REASONS FOR CHANGES

Not applicable

#### 3. OVERALL CHALLENGE

Challenges	Specify the Activity/activities/outcome/outcomes the Challenge Affected
School session permission. Some of the schools allotted 35min periods per week.	That will take around 6 months to complete all sessions.
For both the Parents' meetings, it is difficult to gather all parents physically.  Attendance of parents was not up to the mark	Due to the unavailability of parents during school time, some FTs tried online parent meetings in the evening,  Due to less awareness, non-availability of smartphones, and time in community area schools.
In Some schools as per school's demand, sessions should be started for all divisions at one go, in this case, a team of FT is required. To gather a team is also challenging	Sessions were conducted at the same time in many classes, overall team coordination was good and sessions were conducted smoothly.
Long Session duration, Student attention span was less so difficulties in conducting the session.	Ice breaking activities and short breaks are required during the long-duration sessions.
For FTs Boys' class control was challenging as compared to girls.	FTs tried hard to control the class, but sometimes they might ignore it and continue with the session. Sometimes FTs had taken help of class teacher for class control.
Unavailability of AV aids in schools, content-related videos, and audio could not be delivered in the session.	At the end of all the sessions, FTs tried to gather the students in their auditorium and showed them the videos. Some times FTs had used their laptop.

#### 4. **LEARNINGS (Not more than 300 words)**

- Extra efforts or ways to increase the participation of parents.
- For conducting sessions in many classes at a time, team forming, communication, and coordination were possible.
- Follow-up sessions should be planned for the students, to reinforce the learning from the sessions.
- Need to involve teachers, parents, and other stakeholders in the awareness program.
- Expansion of the project should be there as the necessity of these sessions increases day by day.
- For collecting qualitative data from students feedback questionnaire should be prepared.
- For collecting qualitative data from parents feedback questionnaire should be prepared.

#### 5. **HOW YOU USED THE LEARNINGS TO EXECUTE THIS PROJECT MORE EFFECTIVELY? (Not more than 300 words)**

- The trainers were grouped and each group was assigned to two master trainers for mentoring. They were guided in contacting schools and preparing for sessions and at times observations were done to give them feedback for improvement in consequent sessions. Moral support was extended to them by being with them in the classroom while taking challenging sessions like Physiology/Anatomy which may trigger inhibition.
- All the master trainers (mentors) consistently followed the group to take feedback and solve on-ground difficulties.
- The project team ensured that the standardized lesson notes will be used by trainers and proper documentation will be done in the record notebooks provided to them. Also, they were given guidelines about test data procurement and submission as a part of their responsibility.
- As people with different educational backgrounds participated in the program, their experience sharing was encouraged during the training to elevate the understanding of the whole group.
- In the second term, the constant communication network with schools and using all available channels of communication, the trainers and project-team could facilitate the reach to the maximum possible schools and achieve more students than targeted.
- It was ensured that in the schools with large numbers of divisions for 8<sup>th</sup> and 9<sup>th</sup> standard, all the divisions were covered by placing volunteers.
- For Parent feedback, a Google form was created and the link was sent to the school authority for collecting the feedback.

## SECTION 4: MONITORING, REVIEW AND EVALUATION

(Not more than 1 page)

### 1. MONITORING and REVIEW:

- How did you Monitor the Implementation of the Activities? (e.g. frequency of meetings, visits, points discussed in meetings) (Please give details with examples, not more than 500 words)
- How do you review the accomplishment of outcomes? (Please give details with examples, not more than 300 words)

Below meetings were held for monitoring and reviewing the progress of the project:

- Visits during the sessions by Master trainers as mentors if any challenges faced by trainers or to take specific topics (e.g. moral support was extended to the trainers by being with them in the classroom while taking challenging sessions like Physiology/Anatomy, in NMV School)
- Meetings with school principals or supervisors in some schools where there were multiple classes in which SAIYAM sessions were taken (e.g. Springdale (11 classes) and Mahilashram High school (21 classes), New India School(5 classes), Sarhad School Katraj(12 Classes).
- Review meetings for feedback from trainers who completed the school sessions – where trainers shared their experiences, achievements, and challenges with Team Saiyam

### 2. METHODOLOGY OF THE EVALUATION:

Below are the details of the methodology used for evaluating activities in the project:

- To assess the impact of the training on students 3 assessment tests were designed. Students were tested on these before and after the training and the pre-post results were compared and analyzed.
- A record booklet was given to trainers to write down the details of all 25 sessions conducted in school. They had to fill in the information like the number of students who attended each session, methodologies used, activities conducted, observations, and any special experience in the class for each of these sessions. Also, they had to take the signature of the school principal for completion. Trainers submitted these report booklets after completing sessions in the school which were reviewed by JPIP.
- Students' written feedback was taken after the completion of sessions.
- School Principals' and teachers' feedback was taken wherever possible.
- Parents feedback was collected via a Google form.

**SECTION 5: FINANCES:****1. BUDGET MONITORING:**

<b>Sr. NO.</b>	<b>Budget Head</b>	<b>Planned for this year (in Rs.)</b>	<b>Donation received so far (in Rs.)</b>	<b>Spent for this year (in Rs.)</b>	<b>Deviation</b>	<b>Reasons for Deviation (if more than 10%)</b>

**2. IMPACT COSTING: (What are the costing per impact level)**

<b>Change Level</b>	<b>Planned Change (Copy from Log frame)</b>	<b>Spent amount per outcome</b>
Outcome 1		
Outcome 2		
Outcome 3		



## SECTION 6: OTHERS

Not more than 2 pages

### 1. SUSTAINABILITY: HOW SUSTAINABLE ARE THE IDEAS AND PROCESS INTRODUCED THROUGH THE PROJECT? (Not more than 200 words)

The model on which this project is based on is a tested and verified model since two decades. Till phase 1 there were 12 -15 master trainers who directly interacted with the field trainers. In Phase 2 a purposeful effort was done to develop a strong second Tier of Master Trainers who could take the flame ahead. The data analysis of Phase 1 indicated a positive impact for more than 60% of the students. Many schools which participated in the current project also expressed the willingness to continue this in next academic years. As the trainers are now equipped with material and skills along with field exposure, they can independently approach schools / student population in their vicinity and conducted the sessions in multiple school. Trainers from Phase 1 became ambassadors of SAIYAM to fetch new volunteers/teachers in Phase 2 as well some tried to replicate this on their own in their schools. These are tried and tested methods. A value addition was done at every step in time.

### 2. GIVE DETAILS OF THE CAPACITY BUILDING (QUALITATIVE & QUANTITATIVE)

- JPIP staff training
  - o Literature study, understanding the background and scope of the project, case study of YUVA project from planning and execution perspective
  - o Understanding the content of SAIYAM topics
  - o Attended Master Trainers training as well as Trainers' trainings
- Training of Master trainers
  - o 10-12 core Trainers from JP's Samvadini team conducted training for 25 Master trainers
  - o This training included topics content, role plays, activities practice, songs practice and queries resolution.
  - o Presentations to be used in the trainers' training were prepared for each topic.
  - o Allocation of master trainers and finalization of topics were done for trainers' training batches. There were practice sessions done for role plays and songs forming groups as per the batches and topics. Several meetings were held for the same.
- Volunteers training
  - o Two parallel batches of four days each were arranged for volunteers training (Trainers' training) conducted by Master trainers. Total trainers trained = 77.
  - o This training included topics content, role plays, group discussions, activities practice, songs practice, Parent sessions in schools/communities, classroom session practice in small groups, guidance on approaching schools.
  - o Small groups of trainers were formed with 2 mentors allocated to each group.

These groups remained active throughout the project for guidance from mentors as well as sharing learning and experiences.

### 3. HOW WAS THE ASSISTANCE FROM TRST HELPFUL IN IMPLEMENTATION OF THE PROJECT?

(not more than 100 words)

- TRST invited JPIP to implement its experience in adolescent training for facilitating awareness regarding addiction.
- TRST trustees arranged meetings with the social media agencies as support pillars for the SAIYAM program.
- TRST conducted review meetings and contributed in connecting to stakeholder community like PMC officials.
- Most importantly, TRST shouldered the responsibility of the financial back up through donations to JPSS for implementing the program.
- Monthly Meetings helps to review the progress of project.

### 4. RECOMMENDATIONS: (maximum five)

- Considering the results obtained in the study in Phase 1 and 2 , continuous effort will definitely accelerate the impact of the program.
- Role plays and some clippings can be used as a separate session for ALL students in a school in assembly as an orientation to the students to raise interest in the topic.

### 5. PLEASE PROVIDE CASE STUDY FOR EACH OF THE BENEFICIARY GROUP:

#### A] Case study of trainer:

##### 1. Case Studies: Field trainers

###### Case No. 1:

सरहद शाळेत ८, ९ वीच्या विद्यार्थ्यांच्यासाठी संयमची सत्र सुरू होती. तेव्हा ९ वीच्या वर्गातील एका मुलाने आरोग्याचे सत्र संपल्या वर वैयक्तिक भेट घेऊन समलैंगिकतेचा स्वतःचा प्रश्न मोकळेपणाने व्यक्त केला. शाळेतून, घरातून होणारा त्रास त्याने व्यक्त केला. घरात या सगळ्या गोष्टी मान्य होत नाहीयेत त्याचा होणारा दैनंदिन त्रास, शाळेत वर्गमित्रांकडून झालेला त्रास त्याने मोकळे पणाने बोलून दाखवला. त्याच्या स्वतःचे विचारही मुलाने सांगितले. आजपर्यंत कुणीही समजून घेतले नसल्याची भावना व्यक्त करून आज समाधान मिळाल्याचा आनंद व्यक्त केला. कोणतीही घाई न करण्याचा, चुकीचे पाऊल न उचलण्याचा सल्ला दिला आणि पालकांपर्यंत योग्य पद्धतीने हे पोहोचवण्याचे मुलाला आश्वासनही दिले.

###### Case No. 2:

एका शाळेमध्ये सत्र घेताना शाळेमध्ये आधीच आम्हाला कळले होते की ८ वी मधील एक मुलगी शाळेच्या वेळामध्ये एका मुलाला भेटायला गेली, म्हणजे सकाळी मुलगा गेटवर थांबला होता, ती शाळेच्या ड्रेस मधून घरून आली आणि त्याच्यानंतर ती शाळेत आली तिने कपडे बदलले तिच्या मैत्रिणीच्या मदतीने आणि त्याच्याबरोबर फिरायला गेली आणि नंतर शाळा सुटायच्या वेळेस आली शाळेचे कपडे घातले आणि तिकडून घरी गेली. तर हे तिच्या शाळेमध्ये मुख्याध्यापिकांना कळलं होतं आणि त्यांनी पेरेंट्स ना बोलावलं आणि त्याच्यानंतर संयम सत्र सुरू होणार होती. तर ते पेरेंट्स असेच म्हणत होते सारखं की तिच्या मैत्रिणीच्या नादी लागून ती असे वागत होती. पालक मला भेटायला आले पालक मीटिंग झाल्यानंतर आणि त्यांनी सांगितलं की आमची मुलगी अशी पिअर प्रेशर मध्ये एका मुलाला भेटायला गेली, शाळेमध्ये खूप बदनामी झाली आणि आम्हाला कळले की त्या वर्गावर तुम्हीच घेताय सेशन म्हणून. पण तरी मी त्या पालकांना विचारलं नाही की ती मुलगी कोण आहे किंवा असं पॉईंट आऊट करायला नव्हतं सांगितलं. माझे सत्र सुरू



झाल्यानंतर ज्यावेळेस प्रेम मैत्री आकर्षण सुरू झालं, प्रेम मैत्री आकर्षण संपलं त्याच्यानंतर दुसऱ्या दिवशी ती मला सत्र संपल्यानंतर भेटायला आली आणि व तिने मला कन्फेस केलं की मी ना त्या मुलाला मी भेटायला गेले होते आणि हे काही प्रेशर नव्हतं मैत्रीणीचे मदत घेतली होती आणि मला असं वाटत होतं की तू माझा बॉयफ्रेंड, मला तू आवडतो आणि माझं असं क्रश पण ज्यावेळेस तुम्ही मैत्री आकर्षण सांगितलं त्याच्यानंतर मला कळलं की हे आकर्षण आहे, कारण तो मला शाळा बुडवायला सांगत होता आणि तोच मला हे सगळे वागायला सांगत होता. आता मी त्याच्यापासून लांब राहिल. आमच्या सत्रामध्ये मी तिला अजिबात कुठे तिच्याकडे पॉईंट आऊट केला नाही किंवा तिला काही असे स्पेशल सांगायला गेले नाही . सत्र संपल्यानंतर दुसरी पालक मीटिंग झाल्यानंतर तिचे पालक मला भेटायला आले आणि ते म्हटले की त्या मुलींमध्ये इतका फरक आहे ती मुलगी आमच्याशी फ्री होऊन बोलली, त्यांनी तिचा त्रास सांगितला, सगळं सांगितलं आणि आता ती इतकी व्यवस्थित वागते तिने फोन कमी केलाय आणि त्या मुलाशी ती आता अजिबात बोलत नाहीये. मला सांगत होते की तर संयममुळे त्या मुलींमध्ये फरक झाला आहे.

## 6. FUTURE PERSPECTIVE (PLANS)

- This program has immense potential of shaping young minds to become more responsible and active citizens. This mission can be taken by collaborating with different organizations as implementation partners.
- A review and follow up feedback need to be taken in Phase 3 from the school authorities who have previously participated in SAIYAM along with a representative student's sample. Along with this a reinforcement session can be arranged by some of the previous year's FTs for the students who have once undertaken SAIYAM input in and 2021-22.
- If this effort sustains with the same zest for next two years sufficient data across communities will be available to formulate a draft for the government agencies to form a policy and implement on a larger scale.

## 7. ANY OTHER INFORMATION YOU WANT TO PROVIDE FOR IMPROVISATION OF THE PROJECT

**Please provide any Testimonials, Photos, newspaper clippings etc.**

**(The entire report must not be more than 25 to 30 pages, excluding case studies and testimonials)**

Session Photos:











## School Authority's Feedback

महाराष्ट्र विद्या मंडळाच्या  
रामचंद्र राठी गराठी माध्यमिक  
विद्यालयाने, ज्ञान प्रबोधिनी संशोधन  
संस्था आणि ताराचंद रामनाथ सेवा  
ट्रस्ट यांच्या संयुक्त विद्यमाने व्यसन  
परावृत्त या विषयावर विद्यार्थ्यांकरिता  
१२ सत्र आयोजित केली होती. हा  
उपक्रम इ. वी आणि इ. ए वी च्या  
विद्यार्थ्यांकरिता सौ. अंजली लेले  
आणि सौ. हेमांगी गडकर यांनी घेतले.  
विद्यार्थ्यांनी व्यसनांपासून कसे लांब  
रहावे त्यापुढीत सखतःवर संयम  
कसा ठेवावा हे त्यांनी विद्यार्थ्यांना  
सोपविले. व्यसनांमुळे होणारे वाईट  
परिणाम आणि व्यसनांपासून परावृत्त  
होण्यासाठी काम केले पाहिजे या  
संदर्भातील गोष्टी दहाईस आणि  
विडीओ त्यांनी विद्यार्थ्यांना दाखविले.  
प्रत्येक सत्राच्या शेवटी सर्व विद्यार्थ्यां-  
करून संयम गीत म्हणून घेतले जाते.  
विद्यार्थ्यांची सत्र मुळ करण्या-  
पूर्वी लेले मंडळ आणि गडकर मंडळ  
यांनी इ. वी आणि इ. ए वी च्या  
विद्यार्थ्यांच्या पालकांशी संवाद साधून  
त्यांना या सर्व सत्रांकरिता कल्पना  
दिली आणि नंतर सर्व सत्र संपल्यावरही  
त्यांनी पालकांशी संवाद साधला.  
लेले मंडळ आणि गडकर  
मंडळ यांनी अनिराय उत्तम रीतीने  
ही सर्व सत्र घेतली. त्यांची विषय  
मांडण्याची पद्धत अनिराय प्रभावी  
होती. त्यांनी आमच्या व्हाचेत हा जो  
उपक्रम राबवला त्याचा सर्व विद्यार्थ्यांना  
मावी आयुष्यात नक्कीच उपयोग होईल.

To,  
Smt. Supriya Natta,

Date: 17<sup>th</sup> September, 2022

Dear Madam,

I am writing this letter to you to express my heartfelt gratitude for conducting 'Sayam' sessions for our students of Std. VIII of Morning as well as Afternoon Shift.

The teachers have appreciated your sessions for the following contributions:

- Good efforts taken to reach out the students by handling various aspects rightnessness, health, diet, good habits, good teach-lead touch and addition.
- Encouraged students' active participation.
- Discussed real life instances and conducted various activities.
- Tried to sensitise students about social awareness, self awareness and self development.
- 'Sayam' song.


It has been a wonderful experience for our students as you shared your knowledge and interacted with them.

We are also thankful to the following teachers for conducting wonderful sessions:

- |                         |                    |
|-------------------------|--------------------|
| 1. Supriya Natta        | 2. Sharmisha Bagde |
| 3. Vinayak Patwardhan   | 4. Anagha Padohar  |
| 5. Yashwantrao Karyekar |                    |

Thanking you,

Yours Sincerely,

  
(Smt. Hasmata Gaidwad)  
Headmistress (Primary)

S. A. Ranjekar  
(Mrs. Smits Ranjekar)  
Headmistress (Secondary)

HEADMISTRESS  
Shriyaya Vidyashram  
Paregaon Vidyashram (Primary)  
Contact: 020-401508

HEADMISTRESS  
Shriyaya Vidyashram  
Paregaon Vidyashram (Secondary)  
Contact: 020-401508

इ. वी आणि इ. ए वी च्या  
विद्यार्थ्यांकरिता 'आपले आरोग्य'चे  
सत्र घेण्यात आले. हे सत्र मुला-  
मुलींचे वेळ घेतले. याने लेले मंडळ  
आणि गडकर मंडळ यांनी विद्यार्थ्यांना  
शरीर शास्त्र आणि आरोग्य साधून  
याची वैज्ञानिक माहिती विद्यार्थ्यांना  
दिली. त्यांचेपुढाणे वैयक्तिक अनुभूती-  
बद्दलची माहितीपण विद्यार्थ्यांना  
दिली.