

A Report on IMPACT OF KNOWING

GOOD

AND

BAD

TOUCH
TRAINING



Jnana Prabodhini's Institute of Psychology

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Sponsored by



August 2020



**Our Grateful Acknowledgement to :
Bajaj Finserv**

- Master trainers from 'Samvadini'.
- The enthusiastic participants in the trainings in Pune District.
- The school/Org. authorities which allowed implimentation of the sessions.
- JPIP Team.

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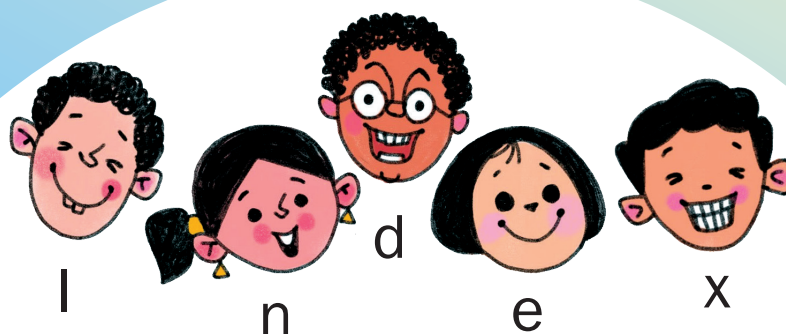


Glimpses of the Trainers Training and Certification



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1

Project At a glance...



Emotional safety and security is one of the basic needs for health of any individual. Children are very sensitive to this need. Increasing incidences of child sexual abuse are posing a potential threat to the emotional safety among children all over the world. The present study tries to unfold a systematic and organised effort to help children maintain their emotional health by making them aware of the “Good touch and Bad touch” (ओलख स्पर्शाची) and ways to safeguard oneself from abuse. The project describes about trainers training for teachers/ volunteers/ and educators to attain mastery over the content and skills to inculcate this awareness among children between age 7 to 12 years. This day long training with the help of a scientifically developed and tested standard operating manual consists of age appropriate activities, graded informational inputs and exercises. It equips the participant to reach out to children in a highly interactive, playful yet scientific manner. In all 757 adult participants from 13 tahasils of Pune district received this training followed by classroom sessions for more than 77600 children in primary schools. Simplicity of the training content is the unique feature of this program. The feedback from the participant trainer has indicated a significant impression on the children in the desired direction. Multiplication of such timely efforts owned by grassroot persons will surely empower children to resist the possible risks of being abused and make them feel safer and emotionally stronger.

Students share
their own
experiences
with us.

Participant trainer



2 Introduction and Review of Literature



मुले व मुली
दोघांनाही
चांगला व वाईट
स्पर्श यातील
फरकाची
जाणीव झाली.
जाणीव जागृती
निर्माण झाली.

Participant trainer



Development of a child involves biological, psychological, and emotional changes from birth to adolescence in which the individual moves from dependency to increasing autonomy. Erikson (1963) proposed different stages of psychosocial development where in each stage an individual goes through a psychological crisis which has some negative or positive outcome for that individual. These crisis occur due to the conflict between psychological needs of the individual and the needs of the society. The 'Self' keeps on developing through each of the stages and on the successful completion of each of them, the basic virtues are acquired, which are the characteristic strengths that ego can use to resolve the crisis that follow. The failure of which leads to reduction in the ability to complete the successive stages, hence, leading to formation of an unhealthy personality and sense of self. However, in such a case, at a later stage of life, the stages can be resolved successfully. The theory also considers the impact of external factors like parents and society on personality development from childhood to adulthood. Every individual passes through a series of interrelated stages.

Importance of touch during a child's development-

The emotional needs -'love and affection' are the most important needs of a child after the physiological needs (hunger, thirst, shelter) and safety needs (personal security) (Maslow, 1943). Touch has been seen to be an important factor that impacts the development of any child both physical and emotional (Weber in





Barnard & Brazelton, 1990; Del Prete, 1998). Hugging, stroking, hand holding etc. are seen to support the development (Pardew & Bunse, 2005). It improves motor function and muscle tone (Field, et al, 1998; Field, 2001) along with positive social interactions and positive behaviour (Dobson et al, 2002) and cognitive development (Hart et al, 1998). However, any wrong or bad touch can greatly impact the mental health of a child in the long-term.

“Child abuse is a state of emotional, physical, economic and sexual maltreatment meted out to a person below the age of 18 and is a globally prevalent phenomenon. Child abuse is a violation of the basic human rights of a child and is an outcome of a set of interrelated familial, social, psychological and economic factors” (Pande, 2016). Child abuse has been defined by Human Touch Bureau Report (2004) as “Causing or permitting any harmful or offensive contact with a child’s body, and any communication or transaction of any kind which humiliates, shames or frightens the child”. The National Institute of Public Cooperation and Child Development, New Delhi (1998) defined “Child Abuse and Neglect (CAN) as the intentional, non-accidental injury, maltreatment of children by parents, caretakers, employers or others including those individuals representing governmental, non-governmental bodies

which may lead to temporary or permanent impairment of their physical, mental and psychosocial development, disability or death.”

The major types of child abuse are neglect, emotional abuse, physical abuse and sexual abuse. Neglect can be anything that deprives the child of his/her basic needs like physical- food, shelter, clothing, protection, medical care, etc ; emotional- lack of love, affection and emotional support; and education- where the child is deprived of basic education which is the right of every individual as per the constitution of India. Emotional abuse is the maltreatment of a child psychologically like verbal or mental abuse which causes disorders like mental, emotional, behavioural or cognitive in the child. Actions like- burning, beating, hitting, kicking, etc. causing physical injury to the child, are examples of physical abuse.

World Health Organization (WHO) defines sexual abuse as inappropriate sexual behavior with a child like fondling of child’s genitals, or making the child do so with the adult’s genitals, intercourse, incest, rape, exhibitionism, sodomy and exploitation of the child sexually. Human Touch Bureau report (2004) also talks about these activities being forced or consensual before the age





of 18, which is the legal age of consent in India.

India has the second largest population of children in the world with 42% of the world's population (Kumar et al, 2012; Seth, 2015) among which 53% children in India have been subjected to sexual abuse according to a Government commissioned survey Carson, Foster & Tripathi (2013) study by conformed the fact that child sexual abuse is a serious problem in India along with several other countries in the world. Nalini, Thirunavukarasu, & Dongre (2014) found that among all the types of abuse, sexual abuse was the most common with prevalence rate of 84.2% of which about 52.6% of the abusers were known to the victims. Though the percentage of male child victims is 52.94% in sexual abuse, in a study by Subramaniyan et al. (2017) it was found that patriarchy is acting as an oppressing factor and barrier among the male children to seek social or psychiatric help. The outcome of child sexual abuse was found to be poor physical, behavioural, social, and mental health; therefore creating an urgent need for culturally tailored prevention and intervention measures (Choudhary et al., 2018).

POCSO :

The Protection of Children from Sexual Offences (POCSO)' law was passed by the

Government of India in 2012. The enactment of this law increased attention for the protection of child. The act criminalises a range of acts including rape, harassment, and exploitation for pornography involving a child below 18 years of age. It mandates setting up of Special Courts to expedite trials of these offences. It also helps in safeguarding the interest of the child at every stage of the judicial process.

Role of Jnana Prabodhini -

In 2014, Jnana Prabodhini's women wing 'Stree Shakti Prabodhan- Samvadini' initiated a pilot program which later turned into a 'movement to help children understand the bad touch and abuse. (Awareness program for the children from 1st to 8th standards.) However, considering the profound need of larger awareness building with the increasing frequency of abuses in the society, JP thought of expanding the reach of this program. This was reciprocated by Bajaj Finserv by providing sumtuuous funding so that it could reach out to thousands of children in Pune district. The content of this awareness program has been kept simple and attractive with the help of games, stories and pictorial representation to keep the interest of the child throughout the session and also easy to understand and deliver for the trainers who would be taking the awareness sessions.



3 Objectives of the program



मुलांच्या मनातील भीती
कमी झाली
मुलांचा आत्मविश्वास वाढला

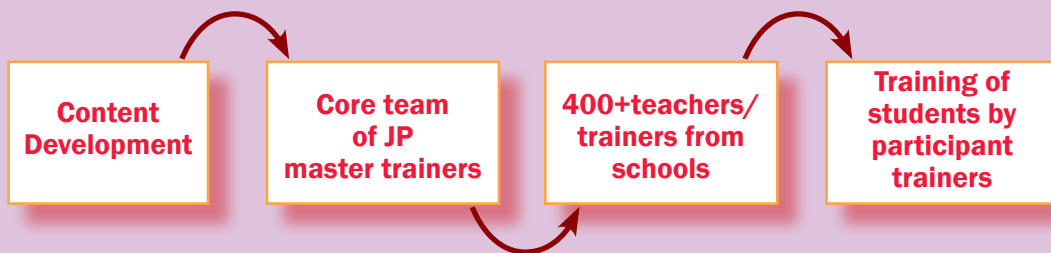
Participant trainer

- To create awareness about sexual abuse in the children between 7-12 years,
- To help them become strong
- To help them to defend and become emotionally more secure....



• Objectives :

1. To develop a training program (content and process) for building awareness among primary school children regarding 'Good touch- Bad touch'
2. To build and develop a core team of master trainers who will be further training the teachers/volunteers at local places.
3. To build a network of 400+ teachers/ volunteers and train them to impart the awareness to children.
4. Help the trained teachers conduct sessions of "Good touch- Bad touch"
5. Resolve issues faced by the teachers during the awareness sessions
6. Keep a track of the sessions conducted by the trained teachers in their vicinity/schools.



4

Journey from Pilot to Large Outreach (2014-2020)

Initial stage; pilot/beginning of the project (2014-2017)

- Two volunteers : Initial content writing
- Discussions on the content coverage planned with other experienced volunteers
- Different aspects around physical safety of children reviewed
- Activities, games and stories jotted down to supplement and anchor the main content
- Discussions in larger groups on the content
- A gradually unfolding, graded program for different age group children was charted out.
- 30-35 participants underwent training for facilitating the topic. Practice sessions, demonstrations were arranged
- Approached schools for conducting workshops for each class between the target age group
- Reached more than 25000 students through this activity
- This was a completely voluntary activity supported by JP/respective schools

Scaling up the model (2017-2020)

Leap ahead :

- Based on feedback of children, teachers felt the need of spreading the word as much as possible to larger population by turning it into a social movement.
- Bajaj Finserv backed this idea with needed funds.
- A team of 15 master trainers who were experienced in this field was constituted to brainstorm on scaling up
- As a result of these brainstorming sessions creating a standard manual was decided
- Sub teams of two members each were formed for content development for each age group to be included in the manual

Age 7-11 : personal hygiene, protocols while bathing and changing, awareness about interaction with strangers, techniques to report abusive behavior, clothing and, nature of abuse, responses to abuse

Age 11+ : personal hygiene, basic information about reproductive organs, awareness about interaction with strangers, techniques to report abusive behavior, clothing, nature of abuse, responses to abuse, POCSO as legal provision. Difference between affection in friendship and risks in heterosexual attraction.)



Format of the manual
Section wise Roll out of the training at classroom level:

Section	Standard	Expected Time
1	I and II	35 minutes – 1 school session
2	III and IV	35 minutes – 1 school session
3	V and VI	35 minutes – 1 school session
4	VII boys	60 minutes – 2 school sessions
5	VII girls	60 minutes – 2 school sessions
6	VIII boys	60 minutes – 2 school sessions
7	VIII girls	60 minutes – 2 school sessions

Sample Flowchart for Standard I and II

चित्रपुस्तक हस्तपुस्तकाच्या
आराखड्यामुळे मुला-मुलींपर्यंत
विषय पोहचवण्यासाठी
चांगली मदत झाली
Participant trainer





Let Students know about themselves
“Today I have come here to chat with you all.
Who doesn’t like to chat or listen to stories?”

Narrate a story in five minutes

Did you all enjoy? Now we will play a game.
I am going to tell you a few words in this game.
After that we will discuss about those words
in the game.

Game: Let us know “touch”!
(preparation: list of the words/name of the items/
keep those items ready for display)

Body, clothes, relation, and privacy, care :
Talk about these points.

Inappropriate behaviour of elders.
Explain about it from the points given in the book

What happens, why it happens,
how it happens, teach how to say “No”

What should not be tolerated, what answer to give :
explain about these points and make them practice.

Revise what all they remember

Summarise and explain the main points.

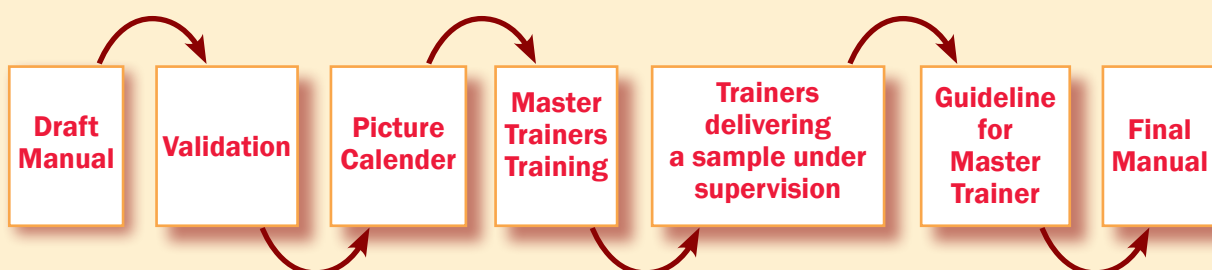
Show a short film and narrate a short story.



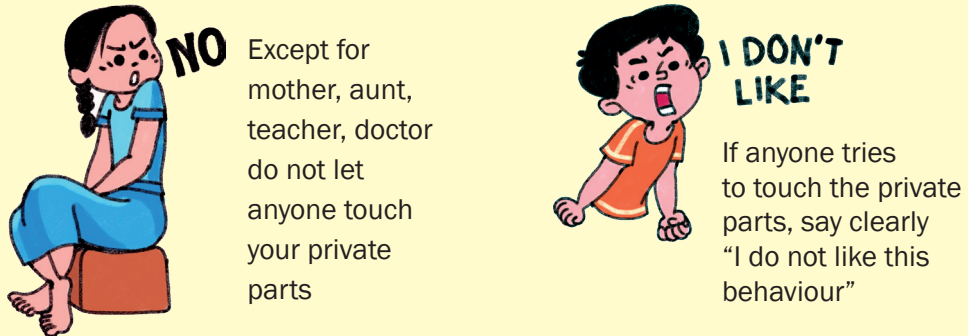
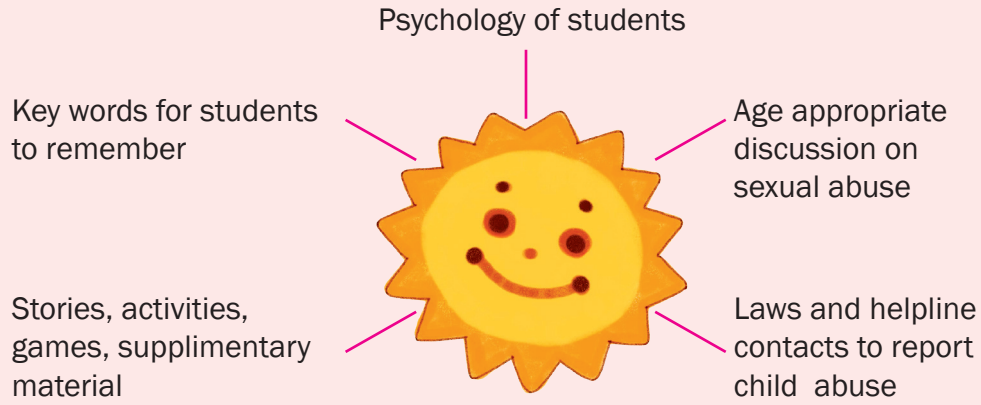


A draft manual was prepared

- Validation of the manual was done by experts in child development and psychology. Appropriate changes were incorporated according to their suggestions
- A picture calendar book was created as the visual aid to support the discussion in the classroom
- A 'Master trainers training program' for thirty persons was conducted as stage one
- These trainers were asked to conduct pilot training in pairs for some children supervised by advisors.
- The guidelines for trainers included the following ;
 1. Focus on abuse content
 2. Avoid repetitions
 3. Complete the session on time to maintain attention span of children
 4. Give importance to voice modulation
 5. Arrange tools to be carried
- After multiple reviews of the draft, the manual was finalised and made available to all trainers. It was important that the content was delivered uniformly while the program was being scaled up.



Content of the Manual



या उपक्रमामुळे
सतर्क होऊन
चांगले वाईट स्पर्श
ओळखता येऊ लागले

Participant trainer

This is beneficial.
Children can gain
knowledge due to
this program

Participant trainer



5

Executing the movement



Tools used for research

1. "I think so..." :

A questionnaire consisting of 20 questions that measure the awareness level and attitude towards child sexual abuse on a Likert scale. The participant can choose the answers from – 'completely agree, agree, disagree, completely agree and cannot answer'.

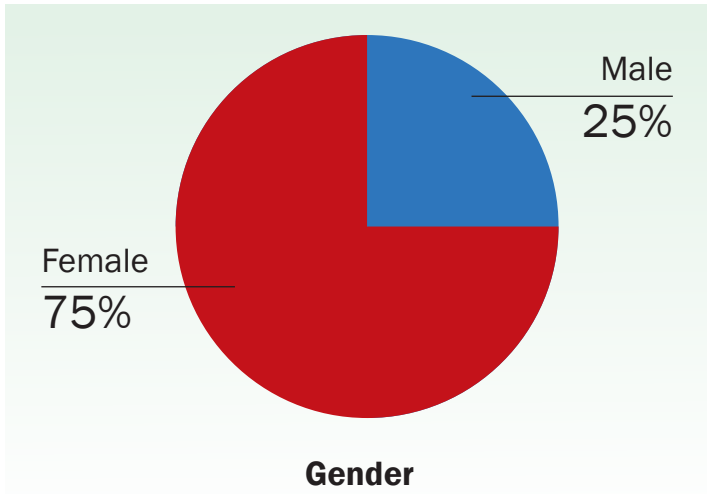
2. Sentence completion activity :

This has 10 incomplete sentences like "Children are...", "Now I believe so..."; which the respondent is supposed to quickly complete aligning to the thoughts that come to her mind immediately after reading the stimulus.



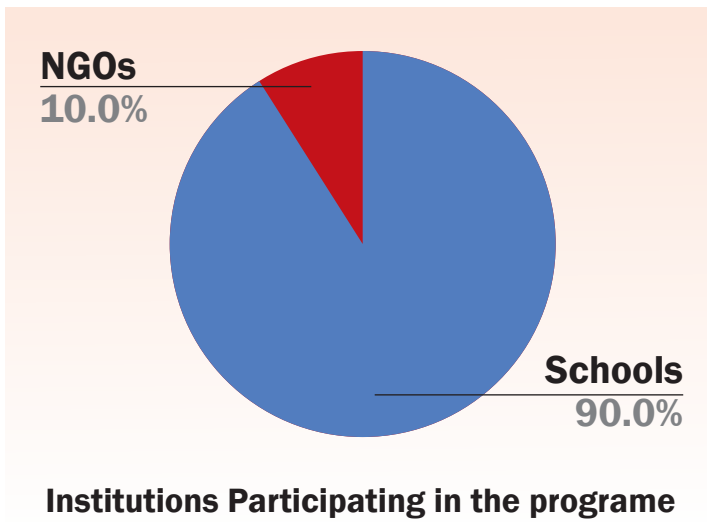
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Participant Trainer's Profile



Students came forward to ask their doubts.

Participant teacher



पालकांनी फोन करून सांगितले... विषय मुलांना कळला.

Participant teacher

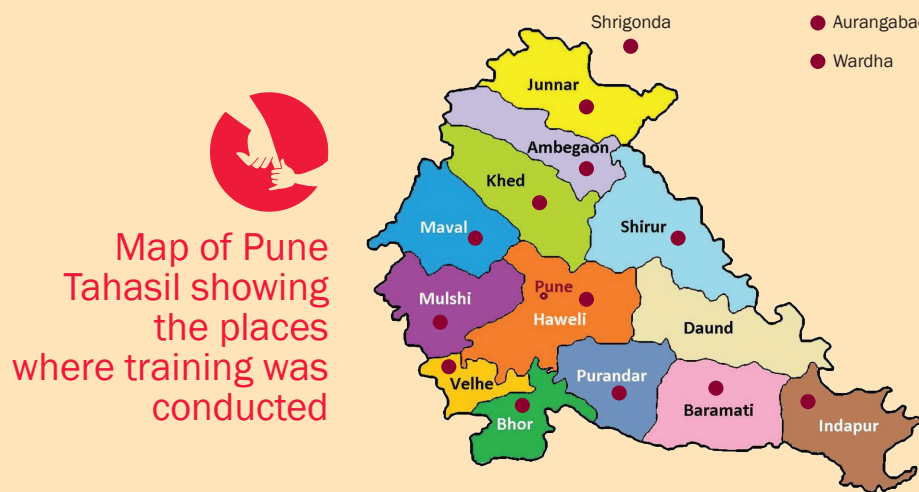


Table showing the places and number of participants trainers in each workshop

Sr. No.	Location	Tahasil	Number of Participants trainers
1	Perugate Bhave School Pune Pilot trainers	Pune, Haveli	68
2	ZP School Belwandi	Shrigonda	30
3	Gram Prabodhini Vidyalay (Salumbre).	Maval	38
4	Jeevan Jyoti Kendra Ambavane (Tal-Velha)	Velhe	22
5	Shiv Seva Mandal	Shirur	78
6	Butte Patil Vidyalay	Junnar	28
7	Sharadchandra Sterelite center, Jejuri	Purandar	53
8	Chaitanya Mahila Vikas Sanstha	Rajgurunagar	40
9	Anantrao Thopte college hall	Bhor	28
10	Rani Laxmibai Sainiki school Kasar Ambolil.	Mulshi	41
11	Janahit Pratishthan Vidyalaya	Baramati	41
12	Alfa Bite Computer Academy	Indapur	42
13	Saraswati Vidya Mandir,	Talegaon Maval	25
14	MIT School, Loni Kalbhor	Tal. Haveli	91
15	J.P. Navanagar Vidyalay	Nigdi, Maval	42
16	Jilha Parishad Building	Ambegaon	51
17	Bajaj Vihar, Valunj	Aurangabad	55
18	Gandhi Dyan Mandir	Wardha	52
			757

Total no. of Trainers/ volunteers : 757

Tehsils covered : **13**

Total master trainers involved : **30**

Total participant trainers so far : **757**

Total sessions conducted in schools : **317+**

Children reached by the Master trainers in schools : **27000**

Children reached by participant trainers in schools: **50600**

Total children Reached : 77600



7

Glimpses of training

What happened at schools?

The participant trainers reported about the conducted sessions through WhatsApp with photos, feedback and cases. Almost 80% participant trainers have conducted the sessions more than once that is in multiple classes. The follow-up was kept with each of the participant trainers through phone and pictures sent by them. The volunteers of the NGOs faced some issues in availability of students, who were then asked to go to a particular school assigned by the master trainers near their own centre. Sending of at least two photos of the sessions was made compulsory along with the usage of all the materials (picture book, DVD). Certificates were given only when the teachers conducted four sessions, with a few exceptions.



जेजुरीत 'ओळख स्पर्शाची' अभियान

जेजुरी, ता. १८ : पहिली ते आठवीपर्यंतच्या मुला-मुलींमध्ये लैंगिक विषयाबाबत जागृतीसाठी 'ओळख स्पर्शाची' हे अभियान जेजुरी परिसरात राबविण्यात येत आहे. त्यानिमित्त ५३ शिक्षकांना प्रशिक्षण देण्यात आले.

ज्ञानप्रबोधिनीची प्रज्ञा मानस संशोधिका, स्त्री शक्ती प्रबोधन व बजाज फिनसर्व यांच्या संयुक्त विद्यमाने या कार्यक्रमाचे आयोजन करण्यात आले होते. सुजाता यादव, दीपाली शेंडे, अंजली राईलकर, परिमला पोडे, शुभांगी पटवर्धन यांनी शिक्षकांना प्रशिक्षण दिले. या अभियानाअंतर्गत प्रज्ञा मानस संशोधिका व स्त्री शक्ती प्रबोधन यांना वर्षभरात पाचशे शिक्षकांपर्यंत पोचायचे आहे. त्यातील सुमारे २५० शिक्षकांना



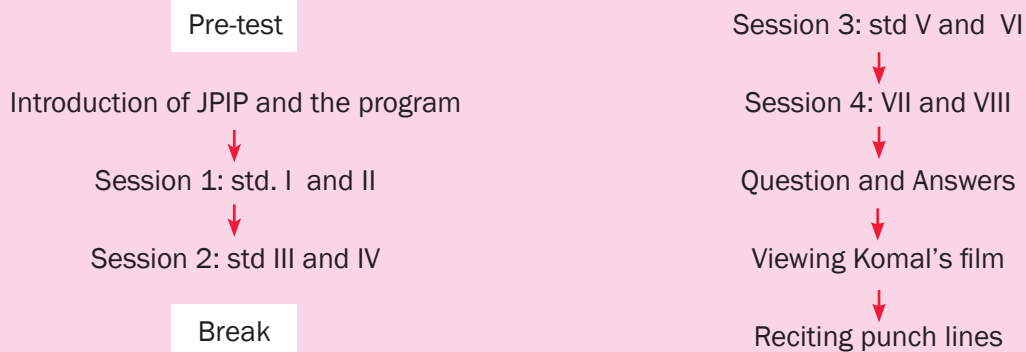
जेजुरी (ता. पुरंदर) : ज्ञानप्रबोधिनी प्रज्ञा मानस संस्था, स्त्री शक्ती प्रबोधन व बजाज फिनसर्व यांच्या संयुक्त विद्यमाने 'ओळख स्पर्शाची' या अभियानात सहभागी शिक्षक व प्रशिक्षणार्थी.

जिल्ह्यात आतापर्यंत प्रशिक्षण देण्यात आले आहे. यापूर्वी थेट शाळेद्वारे जाऊन शिक्षण दिले जात होते. मात्र, सर्वांच्यापर्यंत पोचता यावे यासाठी मोठ्या प्रमाणावर या अभियानात शिक्षकांना सहभागी करून घेतले जात असल्याचे सुजाता यादव

यांनी सांगितले. या अभियानात चांगले व वाईट स्पर्श-भान; तसेच वाईट स्पर्शांना विरोध कसा करावा हे गोष्ट व चित्रफीत या माध्यमांतून सांगण्यात आले. आतापर्यंत आम्ही साधारण २५,००० पेक्षा अधिक मुलांमुलींपर्यंत पोहोचले आहेत. या

प्रकारच्या वाढत्या घटना लक्षात घेता विद्यार्थी, पालक व शिक्षकांमध्ये जागृती व्हावी, या उद्देशाने डॉ. अनघा लवळेकर यांच्या मार्गदर्शनाखाली प्रकल्प राबविला जात असल्याचे शुभांगी पटवर्धन यांनी सांगितले.

Sample flow chart of the trainer's training :



8

Research support to assess the Impact



While the project was being executed, a team of JPIP researchers assisted in measuring the impact of the program. We aimed at measuring the impact by using two tools. (Reference : page no. 13) An attempt was made to measure the scores on before and after the intervention.

In all 760 participants took the pre-test. The maximum score was 73 and the minimum score was seen to be 11 indicating a range of 62. The mean score for the pre-test was found to be 56.58 with a standard deviation of 7.79. The skewness value of the data is seen to be -0.72 indicating that the data is moderately negatively skewed.

This was treated as the pre-test data and later the participants trainers were provided with a Goggle form of the same test to be filled in after they conducted the classroom sessions. In all 149 respondents replied with

their answers among which 123 responses could be used (others responses being incomplete) for impact analysis for the trainee population.

On considering the data of post-test and the subsequent data of the pre-test with 149 participants it can be seen that for this group the minimum score for the pre-test was 34 and maximum score 73 while for the post-test the minimum score was 25 and maximum score was 77 indicating an increase in the range of score in post-test. It is seen that there is an increase in the mean score from 58.58 in pre-test to 60.76 in post-test. The data of the pre-test is moderately negatively skewed. while the data of post-test is highly negatively skewed with a value of -1.53.

Finally, the comparison of the two sets of scores (Pre- and Post test) shows that the (paired sample) t-test value on comparing the scores of pre-test and post-test scores is found to be 3.28 which is significant at 0.001 level. This indicates that the training has brought a significant positive change among the participant trainers.



Some qualitative data

A final feedback was taken from 190 + participant trainers based on the given questions.

	Yes	No	Can't Say
Could you take the sessions as per the given outline?	178	10	2
Did you use the handbook and picture book?	187	3	0
Did you get favorable responses from the children?	186	3	1
Did any case report come regarding child sexual abuse through anyone?	28	152	10
Do you feel that self-confidence and feeling of safety has increased among children after the session?	175	2	13

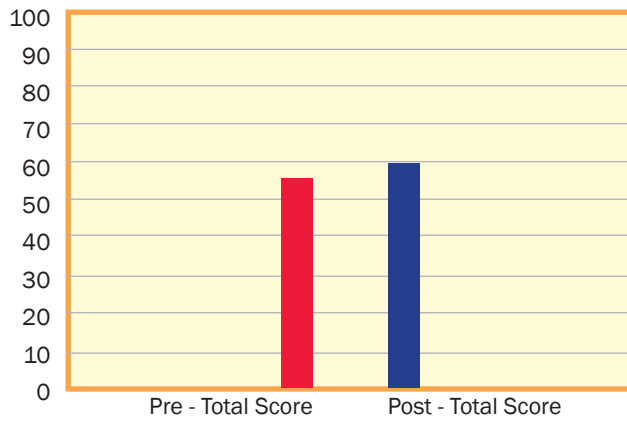
• Overall the participants trainers received good response from the students which improved the feelings of safety of the students, raised their awareness and self-confidence.

• Many students started interacting and sharing freely with the teachers.

• Many participants trainers felt that these sessions are essential in all schools and discussions on this topic should occur from time to time.

From the above results it can be observed that the training created a desired impact on the attitude of the participant trainers. Their

initial attitude towards the issue was also positive, however they were not much aware about the gravity of the problem. But the training provided by the master trainers served as the catalyst. They became significantly sensitized about the importance of guiding children about the good touch and bad touch. This could also be seen from a few cases stories narrated by them and representative feedbacks from participant trainees and students. Selected case stories are given below for reference.



ओलख स्पर्शाची

सत्रानंतर १५ दिवसातून
एकदा असे ४/५ वेळा
वर्गात पुन्हा बोलणे झाले. कारण
मी या वर्गाची वर्गशिक्षिका होते.

Participant trainer

Descriptive Statistics of Good Touch Bad Touch Pre-Post test (N=123)

	Minimum obtained score	Maximum obtained score	Mean	Std.	Skewness		Kurtosis	
				Deviation	Statistic	SE	Statistic	SE
Post- Total Score	25	77	60.76	7.97	-1.53	0.22	5.66	0.43
Pre- Total Score	34	73	58.58	7.59	-0.57	0.22	0.22	0.43



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Feedback from participants trainers

• I am grateful to be a part of 'Olakh Sparshachi' workshop which was held at Junnar on 4 August 2018.

I previously had my doubts on how to convey such an important but sensitive topic to students. These doubts got cleared in this workshop. I really liked the way they conducted the seminar and the way they explained.

I would love to work with the program in the future.

Thank you!
A.K.

• The session was very informative. It gave a clear idea of how to share this information with the small kids, which language to be used and what all is to be spoken.

Thank you!
A.M.

The session was very informative. It gave a clear idea of how to share this information with the small kids, which language to be used and what all is to be spoken.
Thank-you!
— MRS. AISHWARYA MORE.

नामकार
मी एक शिक्षिका आहे आणि हे परिश्रम मांडणाऱ्यांनी अतिशय महत्वाचे ठरले आहे कारण खुमारे ५ वर्षांपूर्वी मांडणाऱ्यांवर मांडला एका बडी तक्रार मूल विद्यार्थिनीच्या प्रसंगी उभा राहिला होता. तिच्या घरच्यांना त्यांनी काढून घेऊन जाऊन घेत होता. तिच्या आईशी ही मंडळी नेहमीच होती. परा त्यापैकी मला नेमकी काय अमिशा द्यावी हे अजूनही नाही जाणवी अजून जी आणी मांडण सक्कारी शिक्षिका त्यामदल विद्यार्थिनीशी बोलले तिला खिन्न दिला या काही स्त्रियांनी ते कुटुंब त्यांच्या मूल जाती अजूनहीत आले आणि ती लाव मंडी घडली मंडळी ज्ञान या प्रशिक्षण मार्फत मला असा प्रसंगी फाय करायचे किंवा मुलांना नेमक्या लाह्यांत काय संजालये किंवा लावर काय उपाय करायचे त्यामदल मांडीरून मिळाले. त्यामुळे ज्ञानप्रवेशिनी न्हा या मेलला खरेच सत्यवाद ...

मी अंजली तुलकर्णी
दि २१/८/१८ रोजी जुन्नर येथे आलेल्या 'ओलख-स्पारशची' या प्रशिक्षण शिबिरात सहभागी होण्याची संधी मिळाली त्यासाठी संयोजकांचे मनपूर्वक आभार।
एक अतिशय महत्वाचा, संवेदनशील निहाय मुलांना कसा समजावा याविषयावर स्वतःला काही शंका होत्या. त्या शंकांचे अतिशय अस्वाभाविक, असाधारण करवारे उत्तर वया कार्यशाळेत मिळाले. अतिशय छान पद्धत, समजवून देणे याच स्वरूपात मांडले.
भविष्यात या कार्यक्रमासाठी काम करायला आवडेल. धन्यवाद।

* ओलख स्पारशची *
ज्ञानप्रवेशिनी प्रशा: मानस संशोधिका * श्री. बापूती प्रबोधन
* श्री. लवणे सनिषा सदाशिव,
श्री. सखवती विद्या, छेववणे
आभार -
'ओलख स्पारशची' या कार्यक्रमा अंतर्गत शुभ अवसर असलेले विषय त्यांनी सुंदर रितीत अहं गहन व सोप्या पद्धतीने सांगितल्या ज्या विविध गोष्टी सांगितल्या त्याच्या महत्वाचे विषय शुभ छान तितीने समजवून सांगितल्या कोणत्याही प्रकारचा कटाळा आला नाही.
या वैयक्तिक विषयावर मुलांनी कसे बोलावे व त्यांना आपले स्वता:चे कसे रक्षण करावे हे सर्व मंडळी यांनी सुंदर रितीत शुभ छान सांगितले वैयक्तिक अवसथान विषयी शुभ सविस्तर माहिती सांगितली ती शुभ आवडली.
संपूर्ण प्रशिक्षण शुभ आवडले. या कार्याला चा अयोग्य मुलांशी संवाद साधताना मक्की होईल.

• Through the training of 'Olakh sparshachi', the information given was wonderful. Difficult and delicate topics were explained in an easy way. All the topics were explained without they being monotonous.

T. T.

• I am a teacher and this training was useful to me. Five years ago, a girl from 3rd standard told me that a family member was abusing her. I did not know what to do at that time. Me and my colleagues spoke with the girl but soon the whole family moved out of the village. After this training, I now know what exactly I should do if such a situation arises again. So I would like to thank JPIP for that.

C. A.



10

Sample Cases of students reported by participant trainers

(Names are changed to protect identity)

- While a group of trainers was conducting an awareness program in a reputed school in Pune district. One of the participant trainers noted that one girl from 6th standard became very restless and excited. She narrated that her own close family member had indulged in bad touch with her. She disclosed this experience and how she conveyed this to her mother. The participant trainers took the cognizance of this and contacted her parents where in they counselled the parents regarding the possible complications and the child rights as well as POCSO law. This helped the child to regain confidence.



- During one such training session one participant narrated a story of a boy who had to face such abusive behaviour. It made them quite restless. They mentioned that the training provided would help them to handle such cases wisely as well as do a lot of preventive work by making children aware about the Good touch- Bad touch. (GTBT)



- Neha, an 11 year old girl lives in a joint family. Her uncle used to kiss her when she was alone and she did not like this touch. But she was not able to tell this to anyone. She confided in our team after the session was done. Later we spoke with her mother and helped the family.

- Abhijeet studies in 5th standard. The elder boys living in his area used to make him do a lot of work. He used to do them without complaining. One day they took him into an empty room, locked him, took off his clothes and made a video of him. They later threatened him that if he doesn't follow their instructions, they will leak the video online. After the session he confided in our team and we were able to help him solve his problem.



11

Looking ahead : Sustaining the momentum

Sexual abuse is a serious threat to the overall wellbeing of the child throughout life. It has been reported by TARSHI (Talking about Reproductive and Sexual Health Issues), how child sexual abuse kept haunting the victims even in adulthood. It makes people feel insecure in intimate relationships and lead to serious issues of coping. Pinky Virani, in her book, 'Bitter chocolate' published almost 20 years before talks about the complete blind-eye attitude towards child sexual abuse in India, which scenario, unfortunately has not seen much positive change. Technology has even worsened the situation by offering child pornographic material to sadist abusers. Though POCSO has been passed by parliament, its implementation at ground level is not at the speed it oughts to be. International networks of paedophiles work together and "share information on the safest places to visit in the world.... India and other South Asian countries are slowly replacing South East Asia as the venue of choice for the tourist sex industry..." (Agarwal A. 2014). There is hardly any more or lesser probability of a child getting victimized due to his/her socio economic status, is what research indicates.

The only way to confront this issue is to address the possible victims directly to make them aware without shattering their trust in society and loved ones. The project 'Olakh Sparshachee' has been woven around this very sensitive juncture. It is almost impossible to do an objective assessment of the end beneficiary group (children in primary schools) on this subject due to its tremendously sensitive and complicated nature. Thus the effort was made to generate case observations through the

participant trainers and their own attitudinal change towards the issue. The results received indicate the change in attitude of the trainers further strengthening the possibility that they will convey this awareness with an evolved, more responsible and affectionate manner through the stories and activities they were taught during the training. Even in future

The number of children that these 757 participant trainers along with the hope that master trainers have reached is noteworthy

At least in these reached out student populations we any such possibility of abuse/manipulation will reduce remarkably.

The main aim of the project undertaken was making the local teachers/volunteers able enough to spread the awareness on their own. The well articulated and structured sessions with flow charts and the illustrious picture-book have made it much easier to replicate the training in future classes. In respective schools. As all participant trainers were imparted the modules for all classes, (1st to 8th) along with the training material, even if anyone of them is transferred/promoted/sent to different classes than his/her regular ones, he or she will have the basic material and skills to continue the activity.

In any such program the main hurdle is that of sustaining the motivation of the participant trainers. JPSS has tried to keep track of each of the participant trainers even after a year the training was imparted and is giving constant support for any difficulty they face. In coming years also, these participant trainers will be contacted for taking feedback of their continued participation.

Conclusion :

Simple and concrete steps taken to propagate awareness about sensitive issues like child sexual abuse can be turned into a movement to make children happier, safer and free of any such threat which tarnishes their childhood forever. User friendly content and skills can make the field level persons like teachers motivated and ready to take their share in the positive actions to make children safer and healthier.



Conference Taking the project to various platform

**Breathe Free :
Say NO - Stop Abuse**



Representing JP : from L to R Anita Gurjar, Suvarna Gokhale, Anagha Lavalekar, and Anjali Railkar



With the President SFUW - From L to R Anjali Railkar, Anagha Lavalekar, Anita Gurjar

The 33rd triennial conference of GWI (Graduate Women International), formerly known as IFUW (International Federation of University Women), took place at Geneva, Switzerland during 25th July 2019 to 29th July 2019.

Thousands of women members from all over the world are actively contributing to the organization. Several joint projects are being implemented to raise the standard of living of girls and women, especially in developing and underdeveloped countries. On behalf of JPSS, the workshop titled "Breathe Free : Say NO - Stop Abuse" was conducted on

27th July 2019 which was based on the current project (Good Touch- Bad touch). Ms. Anjali Railkar, Ms. Anita Gurjar and Dr. Anagha Lavalekar anchored the workshop. Around 15 members from different countries attended the same. The President of the Swiss Federation herself was present. One GWI member, who works in the same field (in the area of preventing child sexual abuse), also attended the workshop. The content and the implementation of the training to teachers was well appreciated by the audience.



Participation in other conferences :

- Developing, standardizing and executing the training to prevent child sexual abuse to protect emotional health of children

Poster Presented at :
Indian Association of
Mental Health 12th conference
30-31st January 2019.

S P collage, PUNE.

Presented by :

Sujata Yadav, Anjali Bhide

During the poster presentation
presented at Indian Association of
Mental Health conference
We received compliments from
Dr.C.G. Deshpande and
Mr. Suresh Gavankar.

स्पर्शाची ओळख,

एक सुरेख प्रकल्प. आज त्याची नितांत



आवश्यकता आहे.

निरागस मुलांना योग्य रितीने समजल्यास
त्यांची अयोग्य स्पर्शातून सुटका होईल.

चंद्रशेखर देशपांडे ३१.१.२०१९

अत्यंत उपयोगी साहित्य, याचा प्रचार करावा.

सुरेश गवाणकर ३१.१.२०१९



Sevayoti : Women in Seva

The conference was attended by organizations working in the fields of education, health, adolescent development and others related to women. Women from all over the state presented the issues and challenges, and the probable solutions. Selective papers were invited among which paper on 'Olakh Sparshachi'

(Good touch bad touch) was presented by Jnana Prabodhini Stree Shakti Prabodhan Group-Samvadini and JPIP.

Many dignitaries like Mr. Anil Kakodkar, Mr. Vijay Bhatkar, Ms. Sonali Deshpande (Persistent Foundation), Ms. Parimal Chaudhary (Praj Foundation) were present. Maharshi Karve Stree Shikshan Sanstha pune.

Presented by : Sujata Yadav, Anjali Bhide





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This is an action research project report which narrates the journey of the successful implementation of the program to prevent child sexual abuse. The project trained 757 teachers in a systematic yet lively manner and built their capacity to restrict such incidences at local level. The teachers, thus trained took the learnings close to 77600 students from Pune District.

