



Tarachand Ramnath Seva Trust

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:

1st August 2019-15th June 2020

D. Reported By:

Shamangi Deshpande, Project Chief Coordinator

E. Email ID and Contact Details of Reporting Person:

Email id: shamangi.deshpande@jnanaprabodhini.org Contact: 9822408957

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

Planned for the Reporting Period	Actual Beneficiaries Reached
Trainers = 240	Total trainers trained 210
Students = 12000	Total students reached = 7297 (out of which for 6717 students all sessions were completed and for remaining 580 students the sessions were started but there is no confirmation yet that the sessions are completed.)

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

Total Planned Amount to be Spent in the Reporting Period	Total Actual Amount Spent in the Reporting Period



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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 and 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.

Following interventions were planned in the project:

- 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
- Sexual Misbehavior
- Man-Woman Compatibility
- Goal setting and dealing with stressors



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2. MAJOR ACHIEVEMENTS:

(MAXIMUM 5, NOT MORE THAN 100 WORDS EACH) (QUANTITATIVE AND QUALITATIVE)

(This is different from activity accomplishments)

Quantitative Achievements	
No. of attendees in 6 Dialogue box sessions conducted to give project information	222
No. of volunteers/teachers completed the 3 day SAIYAM Trainer's training	210
Total number of schools/communities reached	56
Total number of students reached	7297
Total number of SAIYAM session hours for students by volunteers/teachers	1770

Qualitative Achievements:

1. **Training material created:** The training material was developed by keeping in mind

- the minimum information that 'must' reach students
- No wrong information should be passed onto the students
- additional information (from the material itself) can be used depending on the capacity of the trainer

Below new training material was created as part of this project:

- Booklet on Addiction as the 9th booklet in the earlier set of Sexuality education
- The content development for 10th booklet on 'Self-regulation, Self-Control' (printing is underway.)
- Master Trainer's Manual for master trainers to conduct SAIYAM training for volunteers/teachers - This included in detail the contents for each topic, activities to be conducted in the class, expected response/queries and role plays scripts. Lesson notes for all 22 SAIYAM sessions to be conducted for students – detailed flowchart for 35 minutes session (including bullet points for content and activities). Additional three lesson notes on the last topic (Self-regulation) have also been developed.

2. **Trainer's feedback:** Below are few highlights from feedback of trainers after they conducted sessions for students -

- SAIYAM Lesson Notes were articulated very well, training material was sufficient, it was easier to plan the sessions.
- Topics like My Health, Friendship, Beauty, Sexual Abuse, Media, and Addiction were very well received by students.
- Concepts like Gender Compatibility were little difficult to understand for students.



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- d. Overall response from schools, teachers and principals was good. Some schools showed willingness for SAIYAM execution in the next year (2020-21).
- e. Trainers mentioned about some specific encouraging responses and personal stories shared by students.
- f. Most of the trainers are more than willing to volunteer in the next year.

3. Students' feedback:

- a. Encouraging response, shared personal stories
- b. SAIYAM song was a big hit
- c. SAIYAM sessions triggered introspection
- d. Involvement in the topics, perceived highly relevant
- e. Reflects increased awareness about most topics.
- f. Resolutions made by many (e.g. I will not play PuBG, I was taking Gutkha, Tobacco but after seeing pictures of effects of tobacco addiction, I have decided not to take, I will not feel inferior due to my black skin colour etc.)



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3. BENEFICIARY ACHIEVEMENTS (PLANNED V/S ACTUAL)

Sr.No.	Beneficiary Group	Planned (as per agreement)	Actual	Reasons for Deviation (if more than 10% Less)
1	Youth mentors	0	0	
2	Volunteers	50	192	Very good response from volunteer organisations and individual volunteers
3	Govt. Aided Pvt. School Teachers	140	18	Due to delay in start of the project, these schools were approached in middle of the term. Hence they were not ready to send teachers for this training.
4	Municipal Corporation Teachers	50	0	In spite of pursuing consistently, no written communication/decision and action on SAIYAM from PMC authorities
5	Students	12000	7297	<ul style="list-style-type: none"> • Instead of 240 planned trainers 210 were trained and 25% drop outs - i.e. the trainers who have skipped one day of the 3 days training or Trainers who did not take the sessions in schools because of various reasons • Challenges in getting 12 hours from schools during Jan to March timeframe (quite short from the year point of view)
6	Total Number of Trainers (Linear Growth)	240	210	Last minute cancellations in 3 rd batch led to lesser final count of trainers



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4. BEHAVIORAL CHANGE:

Sr.No.	Beneficiary Group	Behavioral Change for each Beneficiary Group <i>(Not more than 200 words for each)</i> <i>(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).</i> Please provide quantitative and qualitative analysis
1.	Volunteers/Teachers	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. <ul style="list-style-type: none">• Presentation skills sharpened• Concept clarity and attitudinal change towards the topics• Inhibitions of talking about certain topics with students or approaching schools reduced• Communication skills improved• Empathetic behavior and patience towards students increased
2.	Students	These are inferred from the feedback from students and trainers and various test results. <ul style="list-style-type: none">• Willingness for making a resolution• Differentiation between appropriate/beneficial and inappropriate/harmful behavior• Readiness to receive information about non-academic but life related subjects facilitated.• Triggered the thought process about the topics like gender equality



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5. DETAILS OF PLANNED ACTIVITIES IMPLEMENTED:

Sr.No.	Planned Activities (As per Budget Heads)	Whether Implemented Yes/No	Please mention How you evaluate Success of the Activities (Not more than 50 words)	Problems in Implementation of the Activities (Not more than 50 words for each activity)
1	Project Team Capacity Building	Yes	Project team was recruited as per the skills and experience requirements. Master trainers from JP's Samvadini group were available to the project for training and mentoring during the entire period. Project was successfully executed.	
2	Master Trainers Training	Yes	Master trainer's training was conducted by 5 main trainers and was attended by 25 trainers. They all conducted 5 batches of Trainer's training successfully. There was a review meeting conducted after these trainings in which challenges, learnings and way forward were discussed.	Master trainer manual and 9 th booklet was delivered to the master trainers little late.
3	Teachers, Volunteers Selection for Training	Yes	Google form was created for registrations for training. 296 volunteers/teachers registered for the same. Out of which there were 75 cancellations before the training. The actual training was attended by 210.	Less participation from school teachers and more response from volunteer organisations and individual volunteers.
4	Schools enlisting for field work and coordination	Yes	JPIP team personally visited 70 government aided and private schools in Pune, met the authorities and requested them to send teachers for training. Also,	No response from PMC authorities and hence PMC schools could not be included in the project.



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			several NGOs were contacted through JPIP's personal connect for volunteers' registration. There were many meetings conducted with PMC authorities and follow up done for PMC schools.	
5	Content Development for anti-addiction and linkages with existing content	Yes	Around 10 master trainers from Samvadini started working on the literature study and content development for Anti-addiction booklet even before the project was finalized. Consolidation and finalization of the written material from these individuals was done and the 9 th booklet was completed. This booklet has linkages with every topic in the existing content of first 8 booklets and those references are mentioned in the booklet.	There was huge material collected and written. Fit into one booklet content was a challenge.
6	Tool Development: Addiction awareness questionnaire , Stress coping questionnaire, a comprehensive tool for School children	Yes	Below assessment tools/tests were developed after doing the pilot testing in 3 schools: 1. काय आहे मनात प्रश्नावली (What I think questionnaire) 2. माझे ज्ञान, माझे आरोग्य चाचणी (My knowledge, My health questionnaire) This test was developed using existing questionnaire and adding addiction related questions. 3. व्यसनाधीनता समज व गैरसमज प्रश्नावली (Myths and Misconceptions)	There were some English medium schools in which non-Marathi volunteers took sessions. In these schools the translated tests had to be given. This was not planned earlier.



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			about Addiction questionnaire) The data analysis itself is the proof of success of these tests.	
7	Addiction tools consultancy	Yes	3 Psychologists with right knowledge and experience provided consultancy in the Assessment tools developments. They gave valuable inputs regarding the same and also gave suggestions after pilot testing review.	No problem faced
8	Teachers and Volunteers Training	Yes	It is evident from the feedback received from teachers/volunteers after the training was completed: <ol style="list-style-type: none"> 1. training material and the linkages between the material was easy to understand and use 2. the role plays on how to approach schools were very helpful 3. the practice sessions during the training helped in the preparation for sessions 4. Most of the teachers/volunteers were very motivated and focused to take sessions in the school 	Last minute cancellations led to less number of final count than planned
9	Research Report Preparation	Yes	In progress	Not applicable
10	Interim Report Writing	Yes	Interim report was prepared with complete data analysis of 2 tests and 60% data analysis of the third test. The results from this data analysis were very encouraging.	Due to lockdown, there was delay in data entry and analysis.



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6. ACHIEVEMENTS AGAINST PLANNED GOAL AND OUTCOMES: (Not Applicable)

Change Level	Planned Change (Copy from Log frame)	Achieved Overall Change	Quantitative Indicators of Change	Qualitative Indicator of Change
Goal				
Outcome 1				
Outcome 2				
Outcome 3				



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7. 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. (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.)

Students' response: The response of children in the classroom changed over time. Most children got involved in the topics from the starting. Initially there was some class control issue for some trainers. However, once the topics advanced and children realized the 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.



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8. 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 thoughts regarding delay in gratification- frustration tolerance –assertiveness and locus of control.

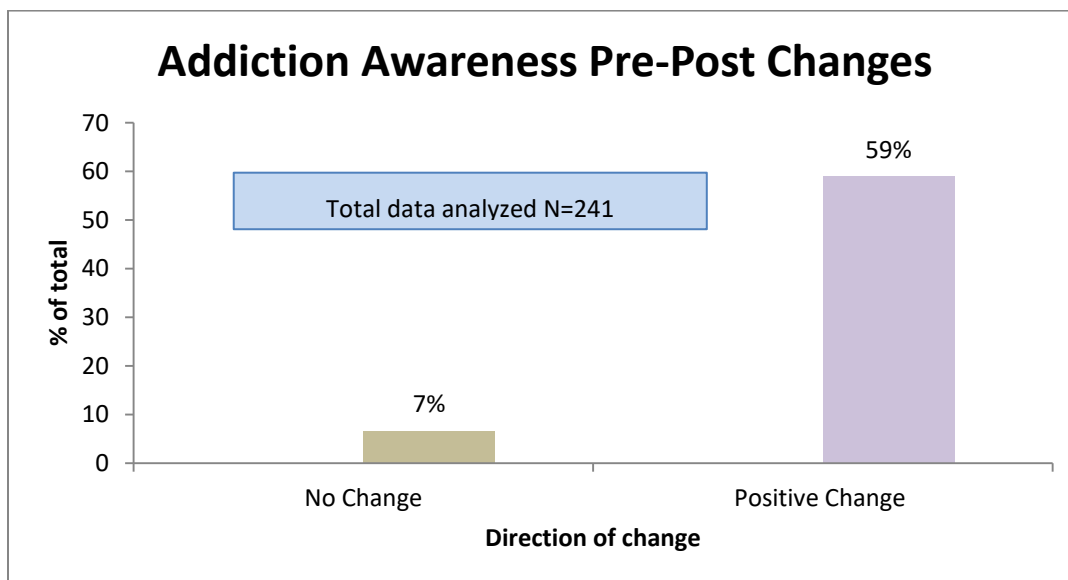
TOTAL DATA COLLECTED					
“Addiction Myths and Misconception” Pre-test	“Addiction Myths and Misconception” Post-test	“My health, My Knowledge” Pre-test	“My health, My Knowledge” Post-test	“What is in mind” Pre-test	“What is in mind” Post-test
4293	557	5218	5359	793	802

- The “Addiction Myths and Misconception” test was initially developed as a tool to initiate the thought process for the students. So, the test was conducted for all students just before the addiction session. It was decided later that it could also be used as assessment tool for pre-post comparisons. As the training for this test was not included in the trainers’ training program, it was decided that the post test would be conducted for the students where the master trainers, co-trainers and volunteers with training in psychological testing took the sessions.
- “What is in mind” test is a projective test and it was decided and conveyed in the beginning itself that it would be conducted for less sample size. This is because of the nature of the test and its complexity in analysis.
- “My health, my knowledge” test was conducted for all the students in pre and post sessions. Although this test is about knowledge and attitude towards sexuality, it had five items related to addiction.
- 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 25-30% of data gets dropped from analysis.
- The analysis of obtained data denotes statistically significant positive changes on all these aspects. It means that there is almost no chance that these results have occurred randomly (without any purposeful efforts.)

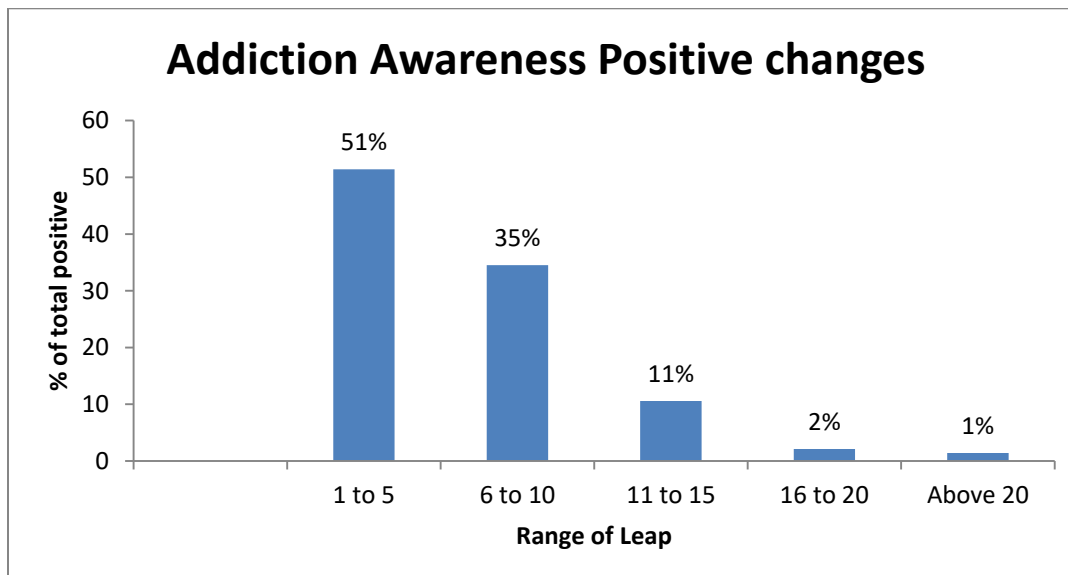


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Data Analysis for Addiction Awareness Test:



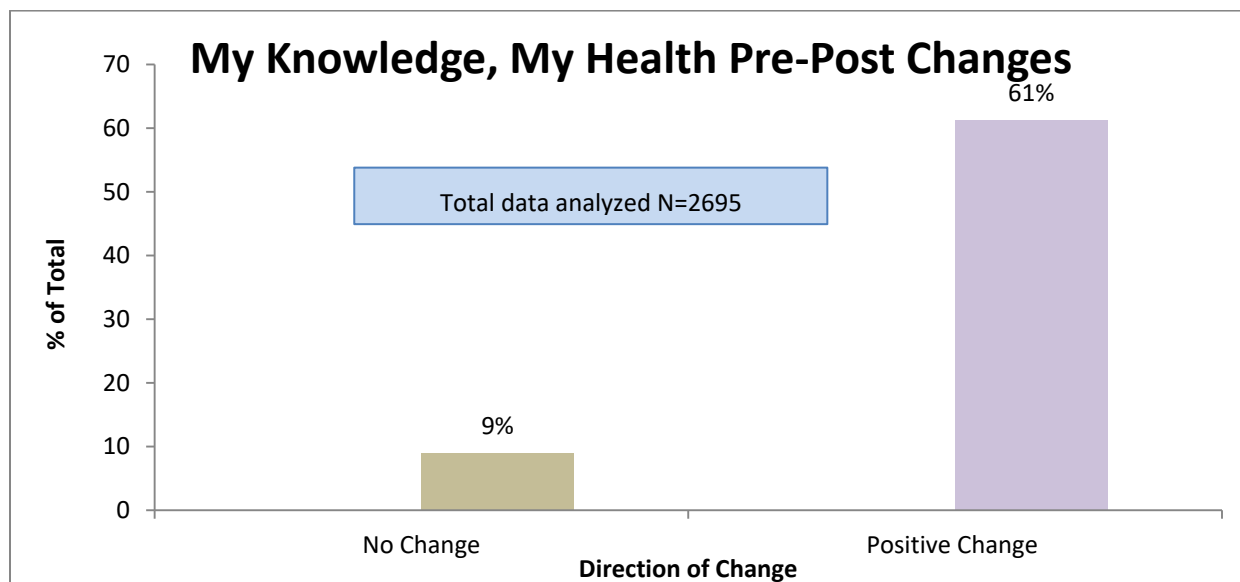
- The above chart indicates that 59% children show positive change in their level of awareness regarding myths and misconceptions regarding addictions.
- Within the positive changes group 86% children have taken a leap of 1 to 10 scores, while some have even leaped by 16-20 scores.



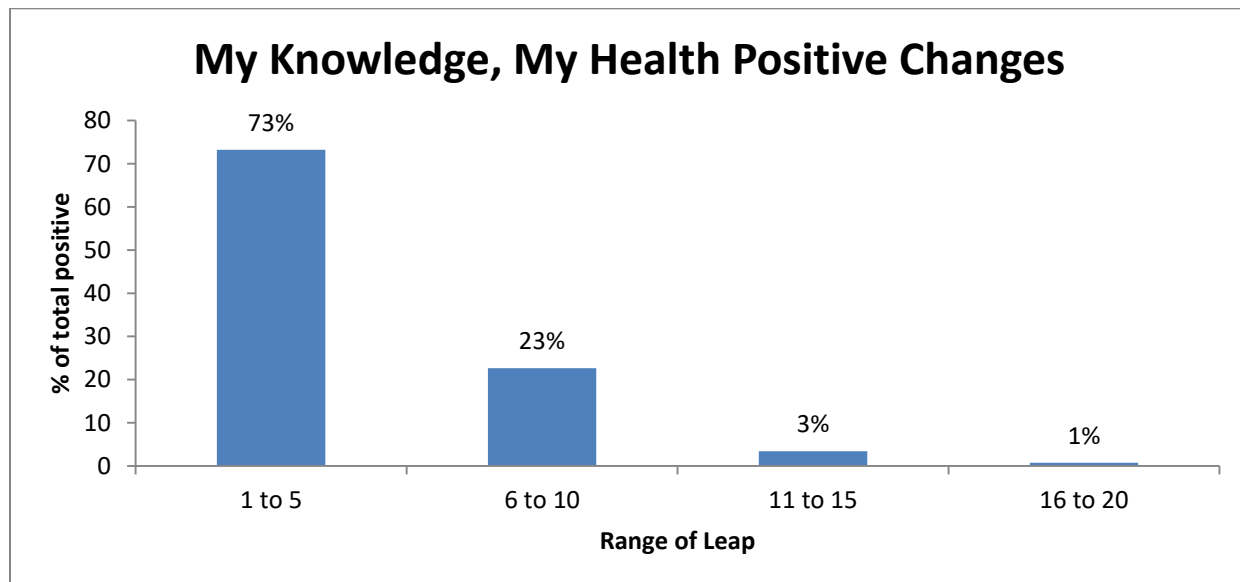


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Data Analysis for My Knowledge, My Health test:



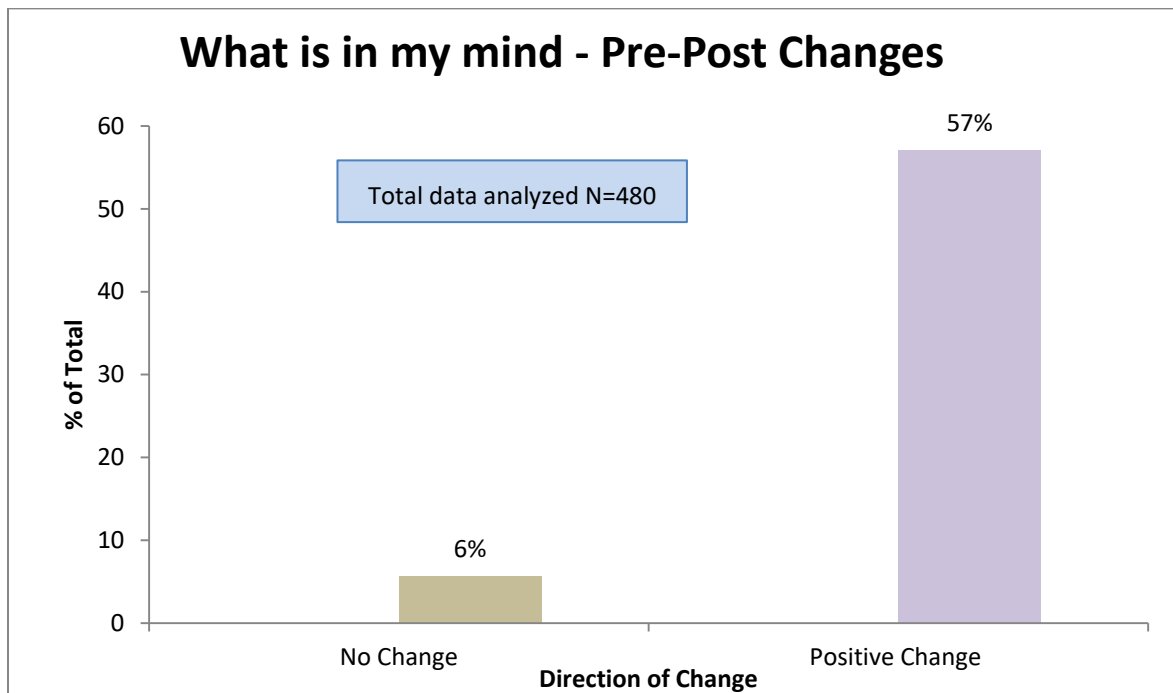
- The above chart indicates that 61% children show positive change in their level of awareness regarding knowledge and attitude about sexuality issues including gender sensitivity.
- Within the positive changes group 96% children have taken a leap of 1 to 10 scores, while some have even leaped by 16-20 scores.



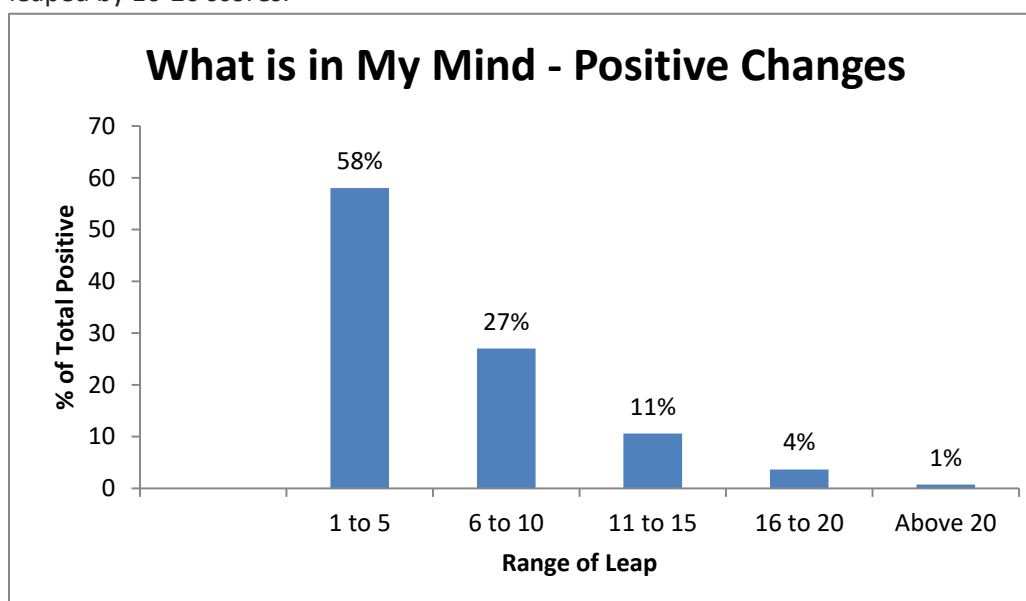


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Data Analysis for What is in My Mind test



- The above chart indicates that 57% children show positive change in their assertiveness, level of frustration tolerance, delay in gratification and locus of control.
- Within that group 85% children have taken a leap of 1 to 10 scores, while some have even leaped by 16-20 scores.





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Additional Analysis:

- Interaction effect of three variables shows that SAIYAM is emerging as an independent variable. Apart from the changes in these (knowledge, awareness) scores, SAIYAM scores (काय आहे मनात) also seem to have been independently influenced positively which means there are elements in the training other than mere information (trainers attitude, motivation, urge and the various activities/songs/role plays) which are creating a 'beyond information' effect.
- Gender differences also have been observed. Those boys who scored lower and the girls who showed 'no change at the post test on myths and misconceptions about addiction, also have been significantly benefited (at post-test) by the training. The inter-correlations of the three aspects at pre-test have emerged with stronger positive relationships at the post test.
- The feedbacks written by the children also indicate this change in their own words. Table below shows some sample responses.

Stem sentence / situation	Pretest response	Posttest response
Today was Dheeraj's day in the class. He was selected for a lead role in the drama. He was boasting about it. Raju thought..	when my day comes, I will show meaning of boasting..!	Other than boasting he can try to do practice and act perfectly
Uday was on his way to school on a bicycle. He was already late for school. He got a red signal on the main road and that too 90 seconds long! He thought...	त्याच्या मनात आले कि सिग्नल तोडावा आणि शाळेत जावं	त्याच्या मनात आले कि मी फाईन भरेन आणि जाईन नाहीतर नियमांचं पालन करेन
It was Ketki's 14 th birthday. Her parents decided to buy her a bicycle. Ketki was really looking forward to it. But his father bought her only new clothes and sweets instead of bicycle. Ketki thought..	केतकीला असे वाटले कि आई बाबा माझ्यावर प्रेम नाही करत..	Ketaki thought that on 15 th B'Day, they will give her bicycle.
Maths exam was going on. Rahul was not able to solve one problem. Kapil was able to solve it. He asked Rahul whether he wants to copy the	मग राहुलने कपिलकडून उत्तर घेतले असते.	राहुलच्या मनात विचार आला की हे चुकीचं आहे, दुसऱ्याचं बघून आपण नाही लिहायला पाहिजे



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answer. Rahul thought..		
Anish, Aarya, Poorva and Vinit had there exams coming up. Aarya had got the free premier passes for Ranbeer's new movie. Everyone was insisting that Vinit also should join but Vinit's mother was not allowing him. Vinit thought..	रणबीरचा नवा सिनेमा येतोय हे कसही करून आईला समजावून सांगू	आपण आपले पास दुसऱ्याला देऊ कारण आपले पेपर जवळ आलेत
Prasanna was studying for 10 th prelims. His friend showed him a new mobile game. Prasanna thought..	प्रीलिमची तयारी करावी का गेम खेळावा- मी चिंतेत पडतो	हयाला कळत नाही का प्रिलीमची तयारी करायची आहे ते?



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SECTION 3: CHANGES, CHALLENGES & LEARNINGS

1. CHANGES AGAINST PLANNED ACTIVITIES OR OUTCOMES

As per the table in the section 3 below

2. REASONS FOR CHANGES

As per the table in the section 3 below

3. OVERALL CHALLENGES

Challenges	Specify the Activity/activities/outcome/outcomes the Challenge Affected
Last minute cancellations in 3 rd batch led to lesser final count of trainers	Trainers' training: Total number of volunteers/teachers trained was much less than planned
There were challenges in terms of getting the 11 to 12 hours for SAIYAM sessions in the schools in January to March timeframe	SAIYAM training for students: Some sessions had to be crunched or adjusted as per the availability of students or there was a gap of few days between the sessions.
The response from government officials regarding sessions in PMC schools was not so encouraging.	School coordination: No PMC schools were included in the project for this year
25% dropouts i.e. <ul style="list-style-type: none">Trainers who have skipped one day of the 3 days training orTrainers who did not take the sessions in schools because of various reasons	SAIYAM training for students: Total number of students reached was less than planned
Poor response from school teachers in completing the sessions in schools, lot of follow up had to be done	SAIYAM training for students: All 22 sessions may not have been completed, did not get confirmation from some school teachers
There was almost no support from partner organisations in approaching the schools and volunteers, had challenges in getting the required material on time	School coordination: schools and volunteer organisations were approached by JPIP team and through JP's connect.
Unexpected lockdown due to COVID-19, offices remained closed and procuring data to work from home also could be done only after 10 th May.	SAIYAM training for students: As the schools were closed, few trainers could not complete all 22 sessions in the schools. Report writing: Delay in data analysis and reporting



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4. LEARNINGS (Not more than 300 words)

- While conducting the trainers training it was noted that the turnout of volunteers was far exceeding than the teachers.
- The skill sets of the volunteers were different than that of regular teachers with both pros and cons from project execution viewpoint.
- The content and process needed to get synced in properly for the trainers before actual classroom sessions started.
- The training material (main content booklets & lesson notes document) played a very important role in setting the basic frame for actual field work.
- There was a need that the master trainers kept a track of how the sessions were conducted in classes.
- Educational qualification of the trainers became insignificant above a particular level. Motivation/ consistency were seen independent of age of the trainers.
- A separate training needs to be given to all the trainers for test administration and data collection. This would control the issue of data rejection to a large extent. From next year onwards a robust and comprehensive data collection procedure will be put in place in order to collect maximum possible data.
- It is very difficult to fetch teachers randomly (i.e. only by deputation) without verifying their interest/motivation to implement the training.
- The academic calendar needs to be the pointer for introducing the training in schools for proper spread and delivery of the content.
- Topics dealing with gender concepts, goal setting require more practice and insight from trainers' side to make their delivery effective in actual sessions.
- A synchronous effort of the project team (master trainers, organizing/ logistic members and the trainers) increases the impact on children (ex Vidya Vikas school sessions, Seva Sahayog work at community level etc.)
- The actual field level turnout of the Govt. school teachers is difficult to predict unless a GR is issued by the respective authorities.
- Individual difference among trainers was noticed in internalizing the content and executing it on field. Not all trainers were equally motivated – some displayed high levels of enthusiasm, some were motivated but little scared to start, some were reluctant to start due to perceived stress and some simply declared that they cannot take the sessions.



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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, 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 classroom while taking challenging sessions like Physiology/Anatomy which may trigger inhibition.
- All the master trainers (mentors) consistently followed the group to take a feedback and solve their 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 trainings so as to elevate the understanding of the whole group. (A law professor explained about POCSO in detail, A facilitator working with learning disabled children shared her views about the content delivery, A youth worker from NGO talked about the current burning issues of the children he was handling. etc.)
- Though field work kick started late in 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 maximum possible schools.
- Volunteers were placed in the schools which could not send their teachers for training but were willing to give the classes for SAIYAM sessions. Also, it was ensured that in the schools with large number of divisions for 8th and 9th standard, all the divisions were covered by placing volunteers in addition to their own teachers.



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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:

- Regular weekly meetings with JPIP core team for planning and execution review
- Meetings with consultants for Assessment tool development
- Regular meetings for content development and finalization of Anti-addiction booklet
- Meetings for Master trainers' manual finalization
- Visits to schools for training enrolments (70 schools were visited)
- Review meeting of Master trainers after completion of 5 batches of trainers' training – to discuss achievements, areas of improvement and way forward
- Visits during the sessions by Master trainers as mentors if any challenges faced by trainers or to take specific topics (e.g. In Vidya Vikas school, some sessions were observed by mentors or in Sharachandra Pawar School, Vanaj Pariwar shala, Mahesh Vidyalaya, Nutan Bal vikas school etc. moral support was extended to the trainers by being with them in classroom while taking challenging sessions like Physiology/Anatomy)
- Meetings with school principals or supervisors in some schools where there were multiple classes in which SAIYAM trainings were taken (e.g. Karve Stree Shikshan Mahilashram school (9 classes) and Renukaswarup High school (12 classes))- initially to get permission and then to get the feedback and planning for the next year
- For JPIP's PG Diploma volunteers, the sessions were observed by mentors and feedback was given to JPIP based on pre-defined criteria
- Review meetings for feedback of trainers who completed the school sessions – where trainers shared their experiences, achievements and challenges

2. METHODOLOGY OF THE EVALUATION:

Below are the details of 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 22 sessions conducted in school. They had to fill the information like the number of students attended each session,



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methodologies used, activities taken, observations, any special experience in the class for each of these sessions. Also they had to take 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 completion of sessions.
- School Principals' and teachers' feedback was taken wherever possible.



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SECTION 5: FINANCES:

1. BUDGET MONITORING: (Not Applicable)

Sr. NO.	Budget Head	Planned for this year (in Rs.)	Donation received so far (in Rs.)	Spent for this year (in Rs.)	Deviation	Reasons for Deviation (if more than 10%)
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2. IMPACT COSTING: (What are the costing per impact level) (Not Applicable)

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



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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. The master trainers have been engaged in trainers' training since 2005 and many of the trainees since then have been using the said model in schools / community level. Later the material was developed (after 2015) in the form of 8 booklets to make it more structured. Two major research projects have been conducted using the same methodology and content indicating favorable impact. 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 implement the same. They can become ambassadors of SAIYAM to fetch new volunteers/teachers as well as replicate this on their own. (ref: many participants from YUVA project which was carried out during 2017-18 started working in their areas formally/ informally to spread the training they received.) 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 Five core members 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 Five batches of three day volunteers training (Trainers' training) were conducted by Master trainers. Total trainers trained = 210.



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- This training included topics content, role plays, group discussions, activities practice, songs practice, classroom session practice in small groups, guidance on approaching schools.
- 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.

4. RECOMMENDATIONS: (maximum five)

- Considering the results obtained in the present study, continuous effort will definitely accelerate the impact of the program.
- The COVID-19 situation has posed challenge in conducting classes in this academic year. However, a virtual platform can be used with blend of interactive sessions to maximize the gain of students in the current scenario.
- In the rural parts near Pune, there is a possibility of school starting physically as the spread of COVID-19 is limited. Youth volunteers from these rural areas can be trained to conduct the sessions in the nearby schools.
- If the virtual method used is effective, the replication of this model will be possible with minimum efforts. So this challenge and difficult times can be looked at as an opportunity in disguise.



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

A] Case study of trainer:

तारचंद रामनाथ सेवा ट्रस्ट व ज्ञान प्रबोधिनी प्रज्ञा मानस संशोधिका, पुणे यांच्या संयम प्रकल्पाचे प्रशिक्षण घेण्याची संधी मला मिळाली हे मी माझे भाग्यच समजते. माझे नाव सौ. स्वप्ती अमोल चौधरी माझे शिक्षण बी. एस्सी भौतिकशास्त्र, रसायनशास्त्र व कम्प्यूटर सायन्स यानून आले. बी. एड. ला माझे विषय गणित व विज्ञान हे होते. मला सतत नवनविन गोष्टी शिकायला आवडतात अगदी मनापासून. मला असे वाटते की आपण या समाजासाठी काहीतरी चांगले केले पाहिजे आपण या समाजाचे देणे लागतो हा समाज जर आपल्याला चांगला घडवायचा असेल तर आपण या समाजाचे मूळ म्हणजे शाळा, शाळेतील विद्यार्थ्यांना आपण चांगले संस्कार व ज्ञान दिले तर आपोआपच समाज चांगला घडेल व आपण देश सुधारणा घडवून आणण्यासाठी खरीचा वाटा उचलू शकतो. या माझ्या विचारनेच मी शाळेत शिक्षिका म्हणून काम करत आहे. इयत्ता आठवी ते दहावीच्या विद्यार्थ्यांना मी गणित व विज्ञान हे विषय शिकवते. खरं सांगायचे तर मी बुक्रवार पेठेत आधी स्वतःची विवाहसंस्था व प्लेसमेंट ब्युरो चालवत होते. त्या व्यवसायानही मला यश मिळत होते पण समाधान मिळत नव्हते म्हणून मी 2000 साली विद्या विकास विद्यालय प्रशाला, सहकार नगर नं. 4 या शाळेत माझा रीज्युम देऊन आले व योगायोगाने मला तीथे नोकरी मिळाली. आता संस्कृत विद्या मंदीर शिक्षण संस्थेच्या परिवारात मी सामील आले व या संस्थेनेच मला हे प्रशिक्षण घ्यायची संधी उपलब्ध करून दिली. संस्थेचे कार्यवाह श्री. विनायक जांभोरकर सर व विद्या विकास विद्यालय प्रशालेच्या मुख्याध्यापिका सौ. नीलिमा पत्की यांनी हे प्रशिक्षण घेण्यासाठी मला संधी दिली व प्रोत्साहन पण दिले त्याबद्दल मी त्यांचे मनापासून आभार मानते.



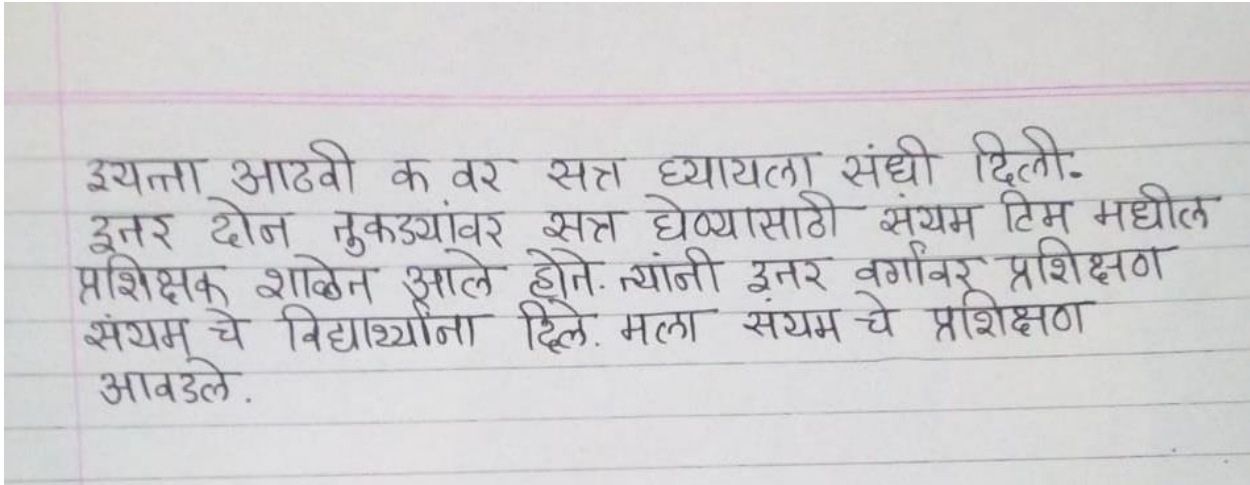
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मीडिआठवी ने दहावीच्या विद्यार्थ्यांना शिकवणांना बऱ्याच वेळा विद्यार्थ्यांना समजून घेऊन योग्य असे त्यांचे काउन्सिल करून त्यांना अभ्यासाकडे वळवावे लागते. आमची इयत्ता आठवी ने दहावीच्या वयोगटातील विद्यार्थी हे वयाच्या पुढा फेजमधून जात असतात. या वयातील विद्यार्थ्यांना आम्ही शिक्षक योग्य समुपदेशन करतच असतो. शिक्षक हा सतत अनुभवानून शिकत जात असतो. विद्यार्थ्यांचे कौटुंबिक, सामाजिक वातावरण कसे आहे याचा आम्ही अभ्यास करतो व नंतरच त्याचे योग्य वर्तन घडव्यासाठी व घडवण्यासाठी प्रयत्न करतो. मला स्वतःला विद्यार्थ्यांच्या मानसिक अवस्थेचा अभ्यास करायला खुप आवडते. त्यांना योग्य मार्गदर्शन केल्यानंतर त्यांच्यात जो बदल घडतो तो त्या विद्यार्थ्यांच्या वर्तनानून जाणवतो हेच मोठे समाधान असते. मला माझ्या विद्यार्थ्यांसाठी ह्या प्रशिक्षणाचा खुपच फायदा होणार आहे. मला हे प्रशिक्षण करायचे होते कारण यामुळे आमच्या विद्यार्थ्यांना समुपदेशन करणांना संयम मधील विषयांचा उपयोग होणार. संयमचे आमचे प्रशिक्षण अनिशय उत्कृष्ट झाले.

माझी संयम प्रशिक्षणाची पहिलीच बॅच होती. प्रशिक्षणाच्या ठिकाणी सर्व ज्ञानप्रबोधिनीतील ताई यांनी आम्हाला इतकं छान प्रशिक्षण दिलं की असं वाटलं समुपदेशन क्षेत्रातील हे इतकं ज्ञान की ज्याचे कवाडं त्यांनी आम्हाला उघडून दिले. सकाळच्या नऊ वाजेपासून ते संध्याकाळच्या सहापर्यंत आम्ही नवनविन विषयांचे ज्ञान घेतच होतो. आमच्या सर्व सोयीसुविधा यांची अनिशय उत्कृष्ट पध्दतीने नियोजन व पालन करण्यात येत होतं. मला या प्रशिक्षणानून अनेक चांगले सहकारी मिळाले. उत्कृष्ट शिक्षक ह्या प्रशिक्षणानून मला लाभले. अनघानाई लवळेकर, दिपानाई शेंडे, साधनाताई सेठिया.



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Swati tai has narrated her whole experience about SAIYAM above. When she says that the knowledge she got in SAIYAM can be used with her students in future as well, it stresses the importance of training the school teachers to make this model more sustainable. School teachers would remain connected with the students each coming year and hence can continue training them. After she completed the training sessions for one class in her school as a SAIYAM project task, she went ahead and conducted the training for additional classes in her school voluntarily. She also raised opportunities for some SAIYAM volunteers to conduct the program in her school for 8th standard. She mentioned that more teachers in her school would join the training so that the school becomes self-reliant in executing this program in the approaching academic year. She had previously also made her students available for the last tool that we developed for our program. This indicates that a motivated and thoughtful teacher can make the activity of SAIYAM far more sustainable than we expected.

B] Case study of students:

Below is the case study for the beneficiary group as one particular 9th standard class of students in one co-ed school on Karve road. Our trainer – Megha tai Nagare - from Swaroopwardhini took SAIYAM sessions in this class. This entire case shows their journey of how their attitude and behavior changed from the very first session to the last session.

- The trainer was given the most mis-behaved class in the school. The class teacher warned her that these students do not listen to anyone and only understand when you use the stick. So, the class control would be a challenge.
- In the first session when children came to know that this is not a regular academic session but something other than studies, they were happy. Their thought process or mindset was evident from the first ice-breaking game that the trainer took in the class. When a pen was circulated and everyone had to tell how the pen could be used, they gave answers like 'bidi' or a weapon to kill someone or to hit someone.



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- Trainer felt that the class environment was not very pleasant and encouraging, children needed love and respect but the teachers were very strict with them, they had lots of questions in their mind but no one to ask. When they had someone from outside the school talking to them patiently, they seemed to be opening up and the trainer could control the class without much difficulty.
- From next session onwards, they started participating in the activities, discussing the topic, relating it to their home environment and their experiences.
- In one of the sessions, when the trainer entered the class, the class teacher slapped one girl in front of the whole class and then left the class. The girl was not at all apologetic or guilty about that. When the trainer talked to her calmly, she immediately said sorry.
- In the session on anatomy and physiology and changes during adolescence, students were interested in the topic. Boys were a little uncomfortable during the discussion about body parts. But they still asked questions. Girls spoke freely about the customs they had to follow during their periods. About the psychological changes happening in adolescent age, many had the same complaint that elders do not listen to us. They do not like to share things with the parents as parents do not trust them.
- During the discussion about HIV/AIDS there was a general opinion that this topic should have been covered at the right age i.e. in the 7th standard itself!
- When the topic on friendship with opposite sex was discussed, one boy said this topic should have been conducted 2 days back as one girl from their class cut her hand with a blade because one boy rejected their friendship. The case was not discussed in the class further but the trainer was happy that students were discussing this topic very openly. They also mentioned that all of them use abusive words and if they don't they would be outcast from the group.
- Students were aware of substance abuse and their effects on health. Some students spoke about their alcoholic father and how it has ruined the atmosphere at home, how everyone gets disturbed because of that. There are lots of fights and they cannot focus. Trainer realized that in most of the houses due to alcohol addiction these children are disturbed and that is the reason for their behavioral problems.
- In the session of internet and mobile addiction they confessed that they are aware of the negative impact of this but are not able to control it.
- After almost 10 sessions, they all said the national anthem properly for the first time. They only realized and admitted the same!
- In the session of sexual abuse all students were very quiet and there was a pin drop silence during the whole time. Only one girl shouted that girls should not allow anyone touching them inappropriately, they should push the person, hit and run away.
- Students made a resolution that they would always keep in mind the word 'SAIYAM' in whatever they do!



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As it is evident from the above case study, Megha tai played a very important role in the transformation of the students. She is very motivated and keen volunteer. Her empathetic behavior and tremendous patience towards students, clear understanding of their background, conditioning and her acceptance of their behavior facilitated the students to open up and talk freely with her. It is proved time and again that the trainer's attitude can make wonders!

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 organisations as implementation partners.
- Involving youth between 20 to 25 years of age will add a different dimension to this effort as they will be working for their own development as well as contribute to the society.
- 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.



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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)

Newspaper clippings

किशोरवयीन विद्यार्थ्यांमध्ये जागृतीसाठी 'संयम' प्रकल्प

प्रतिनिधी, पुणे

नव्या पिढीतील वाढती व्यसनाधिनता आणि धोकादायक लैंगिक वर्तनाच्या जनजागृतीसाठी ज्ञानप्रबोधिनी प्रज्ञा मानस संशोधिका आणि ताराचंद रामनाथ सेवा ट्रस्ट यांनी पुढाकार घेतला आहे. 'संयम - सेल्फ अवेअरनेस इन यूथ फॉर अँटी अँडिक्शन मोटिव्ह' असे या प्रकल्पाचे नाव आहे.

ताराचंद विश्वनाथ सेवा ट्रस्टचे विश्वस्त नंदकिशोर राठी, श्रद्धा हलन, ज्ञानप्रबोधिनी प्रज्ञा मानस संशोधिकाच्या संचालिका डॉ. अनघा लवळेकर यांनी ही माहिती दिली. अमली पदार्थ, मोबाइल,

ज्ञानप्रबोधिनी प्रज्ञा मानस संशोधिका आणि ताराचंद रामनाथ सेवा ट्रस्टचा पुढाकार

समाजमाध्यमांचे व्यसन, लैंगिक धोकादायक वर्तनाबाबत किशोरवयीन मुला-मुलींमध्ये जागरूकता निर्माण होऊन स्वजाणीव आणि स्वनियमनाद्वारे त्यांना प्रतिबंध व्हावा यासाठी चळवळ उभी करण्याचा या प्रकल्पाचा उद्देश आहे.

प्रकल्पासाठी अधिमित्र प्रशिक्षक म्हणून शाळांतील शिक्षक, स्वयंसेवी कार्यकर्त्यांना ज्ञानप्रबोधिनी संवादिनी गटकडून प्रशिक्षण दिले जाईल. या प्रशिक्षणानंतर हे प्रशिक्षक विद्यार्थ्यांपर्यंत हा विषय प्रभावी

पद्धतीने पोहोचवू शकतील. या प्रकल्पासंदर्भात माहिती देण्यासाठी मुख्याध्यापक, संस्थाचालक आणि स्वयंसेवक यांच्यासाठी ५, १२ आणि १९ ऑक्टोबरला ज्ञानप्रबोधिनीच्या प्रबोध सभागृहात सकाळी अकरा ते साडेबारा या वेळेत संवाद सत्रे आयोजित करण्यात आली आहेत. या प्रकल्पात आणि सत्रांमध्ये सहभागी होण्यासाठी ७८२१०७२३४६ किंवा saiyam.jpip@gmail.com या ईमेलवर नोंदणी करण्याचे आवाहन करण्यात आले आहे.

किशोरवयीन मुलांची व्यसनाधीनता रोखण्यासाठी 'संयम'

प्रतिनिधी, पुणे

लहान वयात उपलब्ध असलेला इंटरनेटसारखा प्रचंड माहितीचा खाजिना, हातात येणारा पॉकेटमनी आणि झपाट्याने बदलणारा काळ यामुळे किशोरवयीन मुले कुठल्याही व्यसनांच्या जाळ्यात अडकण्याचा धोका वाढत आहे. या पार्श्वभूमीवर मुले व्यसनाधीनतेकडे वळणारच नाहीत, अशी खबरदारी घेण्यासाठी

रविवारची बातमी

'संयम' हा प्रकल्प सुरू करण्यात आला आहे. 'प्रज्ञा मानस संशोधिका' आणि 'ताराचंद रामनाथ राठी ट्रस्ट'तर्फे हा प्रकल्प हाती घेण्यात आला आहे.

'सेल्फ अवेअरनेस इन बूथ फॉर ऑटि-ऑडिक्शन मोडिफ' या नावातून 'संयम' प्रकल्पाचा उद्देश पुरेसा स्पष्ट होतो. किशोरवयीन मुलांमधील अमली पदार्थांचे व्यसन, समाजमाध्यमे आणि मोबाइल, इंटरनेट, गेम्स सारख्या नवमाध्यमांचे व्यसन आणि धोकादायक लैंगिक वर्तन या विषयांवर या प्रकल्पातून काम करण्यात येणार आहे. पुणे शहरातील आठवी आणि नववीच्या विद्यार्थ्यांमध्ये जागरूकता निर्माण



प्रशिक्षणात सहभागी होण्यासाठी

या प्रशिक्षणात सहभागी होण्यासाठी ७८२१०७२३४६ या क्रमांकावर किंवा saiyam.jpip@gmail.com या ईमेलवर संपर्क साधता येईल. प्रशिक्षण घेण्यासाठी नाव नोंदणी आवश्यक आहे. पहिल्या टप्प्यात हे प्रशिक्षण केवळ पुणे शहरातील व्यक्तींसाठी आहे. सरकारी आणि पुणे महापालिकेच्या शाळांमध्ये अध्यापन करणाऱ्या शिक्षकांनी या प्रशिक्षणात सहभाग घेऊन हा विषय सर्वदूर किशोरवयीन मुलांपर्यंत पोहोचवावा, असे आवाहव करण्यात आले आहे.

व्हावी, स्वजाणीव तसेच स्वनियमनाच्या मदतीने व्यसनाधीनतेला प्रतिबंध व्हावा, त्यामुळे व्यसन लागण्याआधीच मुलांनी त्यापासून दूर राहावे यासाठी चळवळ उभी करणे हा या प्रकल्पाचा हेतू आहे.

'ज्ञान प्रबोधिनी'ज इन्स्टिट्यूट ऑफ सायकॉलॉजी'च्या डॉ. अनघा लवळेकर म्हणाल्या, शालेय शिक्षक आणि स्वयंसेवी कार्यकर्त्यांना संयम

प्रकल्पात अधिमित्र प्रशिक्षक (मेंटॉर) म्हणून काम करता यावे, यासाठी तीन दिवसांचे निःशुल्क प्रशिक्षण आम्ही देणार आहोत. यामध्ये प्रशिक्षण साहित्याचा देखील समावेश आहे. नोव्हेंबर आणि डिसेंबर महिन्यात होणारे हे सलग तीन दिवसीय प्रशिक्षण पूर्ण केल्यानंतर आपापल्या परिसरातील शाळांमध्ये पस्तीस मिनिटांचे एक अशी बावीस ते पंचवीस सत्रे या अधिमित्र प्रशिक्षकांनी

घ्यावीत, अशी अपेक्षा आहे. शिक्षक, स्वयंसेवी संस्थांचे कार्यकर्ते आणि विशेष म्हणजे किशोरवयीन मुलांबरोबर काम करण्याचा अनुभव तसेच त्यांच्या भावविरवाविषयी जिव्हाळा असलेल्या व्यक्तींनी या प्रशिक्षणासाठी यावे, अशी कल्पना आहे.

'संयम'च्या प्रमुख समन्वक शमांगी देशपांडे म्हणाल्या, व्यसनाधीनतेला बळी पडणाऱ्या किशोरवयीन मुलांची वाढती संख्या हा भारताच्या प्रगतीतील अडथळा असल्याचे पंतप्रधान नरेंद्र मोदी वेळोवेळी मन की बात मधून सूचित करतात. व्यसनाधीन किशोरवयीन मुले हा खरोखरीच समाजाच्या चिंतेचा विषय ठरत आहे. त्यावर मार्ग काढण्यासाठी गांधीयनि काम होणे आवश्यक आहे. ही गरज ओळखून 'संयम' प्रकल्पाचे काम हाती घेण्यात आले आहे. तीन दिवसांच्या प्रशिक्षणातून मुलांमध्ये होणारे मनोशारीरिक बदल, स्व-प्रतिमा, लैंगिक शोषण आणि यांचा व्यसनाधीनतेशी असलेला संबंध याबाबत मार्गदर्शन करण्यात येईल. विशेषतः महापालिकेच्या शाळांतील शिक्षकांनी या प्रशिक्षणाचा लाभ घेऊन त्या शाळांमध्ये येणाऱ्या किशोरवयीन मुलांपर्यंत हा विषय पोहोचवावा, असे वाटते.

सकाळ



सदाशिव पेट : विद्यार्थ्यांना 'संयम'च्या माध्यमातून मार्गदर्शन करण्यात येणार आहे. त्याबाबतचे प्रशिक्षण शिक्षक व स्वयंसेवकांना देताना डॉ. अनघा लवळेकर, या वेळी अन्य स्वयंसेवी संस्थांचे प्रतिनिधी.

विद्यार्थ्यांना व्यसनापासून परावृत्त करण्यासाठी 'संयम'चा पुढाकार

पुणे, ता. १३ : किशोरवयीन मुलांना व्यसनापासून परावृत्त करण्यासाठी 'संयम' या संस्थेने पुढाकार घेतला आहे. संस्थेच्या माध्यमातून स्वयंसेवक आणि काही 'एनजीओ'च्या प्रतिनिधींना प्रशिक्षण देणार आहे. याची सुरवात बुधवारी झाली.

'ताराचंद रामनाथ सेवा ट्रस्ट' आणि 'ज्ञानप्रबोधिनी प्रज्ञा मानस संशोधिका' यांनी 'संयम'ची स्थापना केली आहे. तीन दिवस चालणाऱ्या पाच सत्रांच्या माध्यमातून प्रशिक्षण देणार आहे. नोव्हेंबरअखेर आणि डिसेंबरमध्ये प्रशिक्षण शिबिरे होतील. त्यानंतर प्रशिक्षण घेतलेले स्वयंसेवक व शिक्षक २२ शिबिरांच्या माध्यमातून

जानेवारीत शाळांमधील विद्यार्थ्यांना व्यसनापासून परावृत्त करणे, इंटरनेट आणि मोबाईलचा संयमित वापर आणि लैंगिक अभिव्यक्तीवरील संयम याबाबत मार्गदर्शन करणार असल्याचे ज्ञानप्रबोधिनीतील मानसशास्त्र संस्थेच्या संचालिका डॉ. अनघा लवळेकर यांनी सांगितले.

प्रशिक्षणासाठी आवश्यक असणाऱ्या साहित्यासाठी कोणतेही शुल्क आकारण्यात येणार नाही. या उपक्रमाच्या सविस्तर माहितीसाठी व त्यात सहभागी होण्यासाठी saiyam.jpip@gmail.com या संकेतस्थळावर संपर्क साधावा, असे आवाहनही त्यांनी केले.



Tarachand Ramnath Seva Trust

TRST to train Saiyam volunteers for anti-addiction campaign

■ **ST CORRESPONDENT**
reporters@sakaaltimes.com

PUNE: The Tarachand Ramnath Seva Trust (TRST), which launched 'Saiyam' anti-addiction campaign on September 1, will start a training session with the volunteers from November 21.

They have started conducting dialogue sessions with volunteers. Till now, almost 110 volunteers have shown interest in being part of the campaign.

"We have started a dialogue with interested vol-

unteers since October 5 and there have been two sessions till now. The response has been enormous, as around 110 volunteers have come for the dialogue session and with one more remaining on

COMBATING ADDICTION

October 19, we hope that the number will improve. These are mainly from private schools, government schools and NGOs. We are also in touch with PMC officials regarding permission for PMC schools for this campaign,"

said Nandkishore Rathi, Trustee, TRST.

Saiyam campaign will continue for three years covering issues like substance abuse, screen addiction and sexually risky behaviour. Jnana Prabhodhini Institute of Psychology has prepared a module and curriculum of the entire campaign and their volunteer group 'Samvadini' will be conducting the sessions. A three-day session from November 21 to 23 will be conducted for the volunteers by the master trainers of Samvadini.



Tarachand Ramnath Seva Trust

गोसावी शाळेत व्यसनमुक्ती जागृती
सिंहगड रस्ता : शालेय विद्यार्थ्यांमध्ये व्यसनमुक्तीसाठी संयम
कार्यशाळेचे आयोजन विठ्ठलवाडी येथील स्व. तू. गो. गोसावी या शाळेत
केले होते. किशोरवयीन मुलांमध्ये वाढत चाललेली व्यसनाधीनता यावर
उपाय म्हणून ज्ञानप्रबोधिनी, प्रज्ञा मानस संशोधिका आणि ताराचंद रामनाथ
राखी ट्रस्ट यांच्यावतीने ही कार्यशाळा झाली. संभाजी राजे गोसावी
प्रतिष्ठानने विशेष सहकार्य केले. या वेळी विद्यार्थ्यांमध्ये अमली पदार्थांचे
सेवन, सोशल मीडिया किंवा प्रसारमाध्यमांचे व्यसन, त्याचे धोके याबाब
जागृती करण्यात आली. या वेळी गोसावी प्रतिष्ठानचे अध्यक्ष केतन
गोसावी, मुख्याध्यापक सी. एस. मोहोळ आणि कार्यकर्ते उपस्थित होते
माधुरी गावडे यांनी विद्यार्थ्यांना मार्गदर्शन केले.



Tarachand Ramnath Seva Trust

Dialogue box

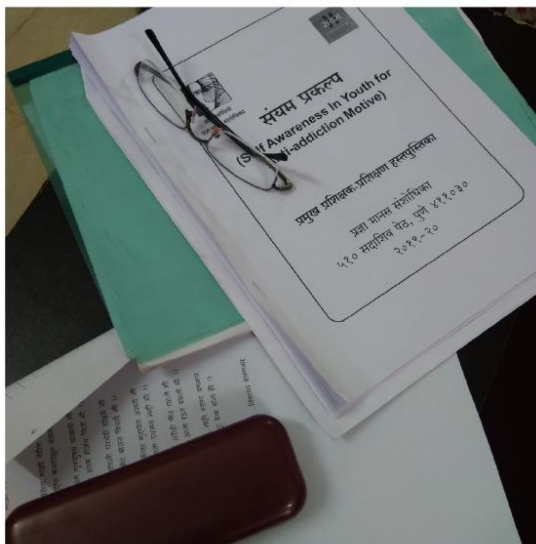




Tarachand Ramnath Seva Trust

Training Photos

Master Trainers' Training





Tarachand Ramnath Seva Trust

Training Batch 1





Tarachand Ramnath Seva Trust

Training Batch 2





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Training Batch 3



Training Batch 4





Tarachand Ramnath Seva Trust

Training Batch 5



Group Activities during training





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School/Community Sessions





Tarachand Ramnath Seva Trust





Tarachand Ramnath Seva Trust





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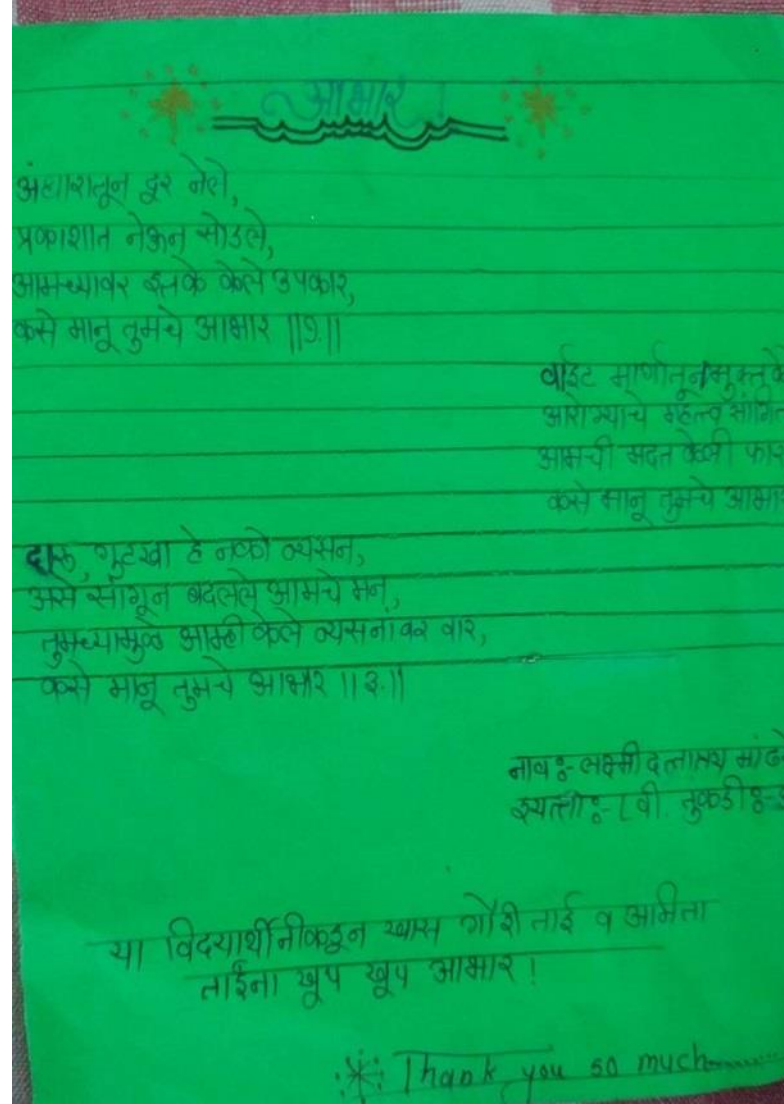
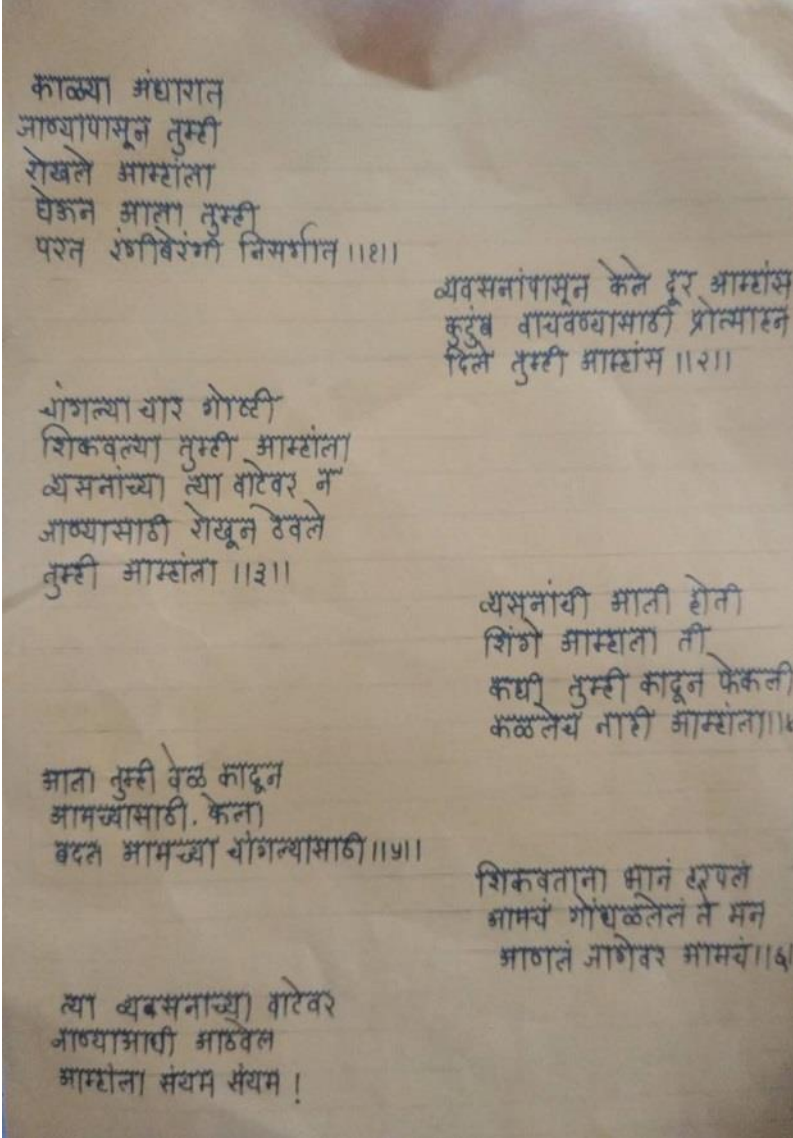
Tarachand Ramnath Seva Trust





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Feedback from students





Tarachand Ramnath Seva Trust

आम्हाला आमच्या आर्जेत महिलेला
हल्ली मज्जा आली. तर ती संयममुळेच
म्हणजे शुद्धता तार्किक व ओळख तार्किक
खुप छान शिकवण आम्हाला ते ठकवण
नाही ते समजवण शक्य व्हिडीओ
आहे. अशा शक्यता आम्हाच्या ओळख
आम्हाला कधी दुदा जाणेत जाऊ काय
शिकवणार कधी येणार अस काय होत.
पण ते गेल्यावर खुप आवडत येणार.
आम्हाला जी गोष्ट कळत नव्हती ती
खुप चांगली समजण आंमला होते.
आम्हाला हल्ली अज्यास छानात शक्यता
नाही. हल्ली त्याची शिकवण अज्या.
कारण त्याची प्रेमाची नाही. तर आई
च्या कुडीची शिकवण आमचे मज पुढे
होण्यात काय होत. त्याची मारत पण
खुप छान आवडत येते. मंतर आमचे
पण त्याच लीन मारत येवली मारण

मला संयम वदपल माहिती मिळाली व
त्याची खुप छान नाटक साजरा केले होते.
व त्यांनी आम्हाला अन्ममय कोश या विषयी
खुप छान माहिती सांगितली व व्यसनां वदपलही
सांगितली मला. खुप माहिती आवडली. व त्यांनी
आम्हाला व्यसनां वदपलही माहिती सांगितली
आमच्या जीवारी तव काका राहत होते त्यांना
मी सांगितले की सागरेत ओढल्यास कंसार
होतो.



Tarachand Ramnath Seva Trust

आम्हाला तारीने इतका चांगला
शिकवले कि मी सांगू शकत नाही.
आम्हाला तारीने पंचकोश शिकवले अन्कोश
आणि तर व्यासन करून दुर कुराभय शिकवले
व्यासनाबद्दल आम्हाला व्यासन हानीकारक आहे
सांगितले. आम्हाला आपु भाग्य होत आहे आम्हाला
साठी राईम काढून आम्हाला शिकवले
मी व माझा वर्ग केतकी तारी
तारी धन्यवाद... होताना. The

तारी आपल्या ज्ञान शक्तीत.
तारी आणि सर आपल्याला सनापा
शिकवतात. नाही समजत तर परत प
शिकवतात. का शिकवतात पुढे जाऊ
नोकरी लागेल, व्यावसाय मिळेल. व
आपली स्वप्न पूर्ण होतील. या स
शिकतात. आई वडीलांची मान खाली
जाणार नाही अस आपण करून

शेयम
शेयम मुले आम्हाला व्यासन मुक्त वेडे मला आप
कडाले की हे आप जतनाक साहे त्यातून को
निघायचे ते कडाले तेच्यानी काय कहीत ते कडाले
गैर कायचे काय साहे तेपण कडाले माय
हून माला हे कडालेकी व्यासन हे गूणा, ब्रह्मादी,
गूकसान साहे Thachar धन्यवाद



Tarachand Ramnath Seva Trust

संयम प्रकल्प

संयम हे काम आहे. ~~माझे~~ तवीन मालेल्या
सो. मासुरी गावे मंडम यांनी मममम मासुरी
शिक्कले यांनी सुखातीला मासुरी संयम
संयम गाठे दिले. मासुरी काही मंडम विटमि
हीतले. त्यांनी मासुरी खूप काही शिक्कले या
संयम प्रकल्पासुळे मासुरी संयम आले.
मंडमनी इत्यादी काही विषय हीतले
जसे पंचक्रोश, ऑनलाईन माध्यमे, मासुरी
वाढ, वाढी फाई, मंडम, मासुरी नाटकाद्वारे
इत्यादी छान छान विषय हीतले.

व्यसन / परिणाम.

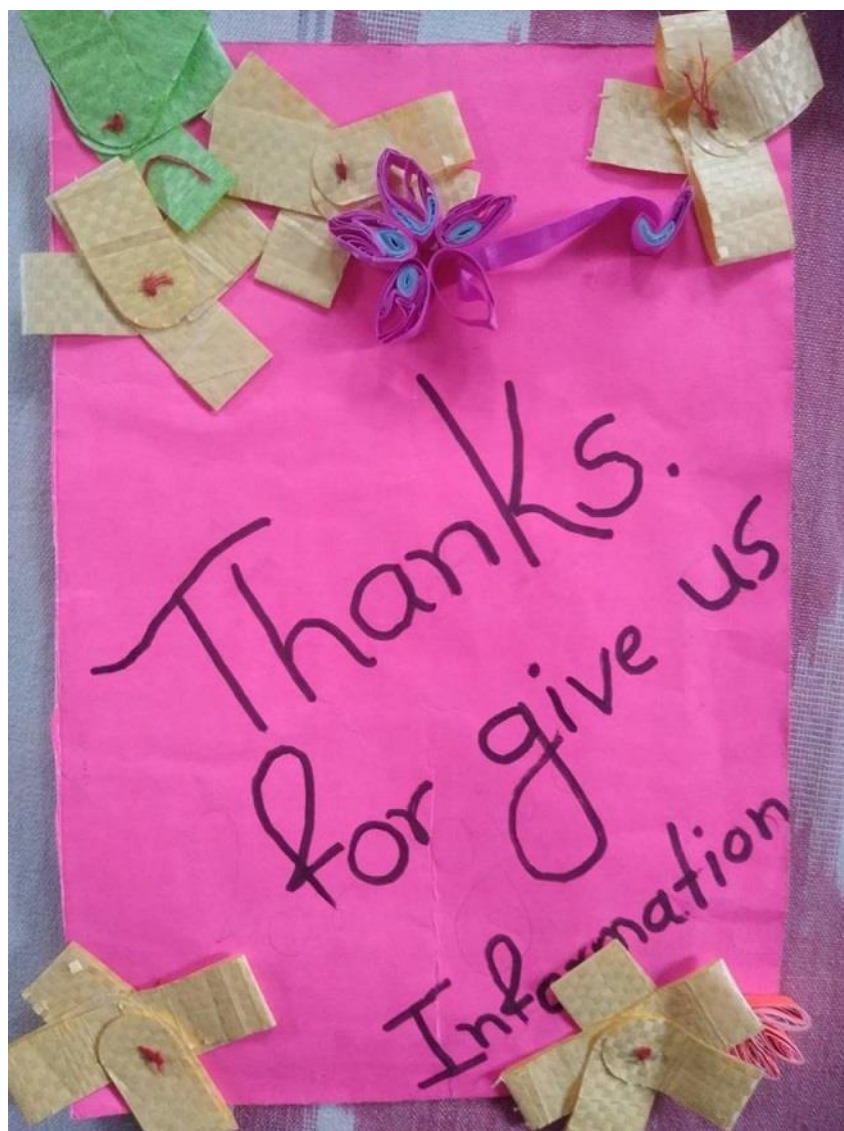
व्यसनाचे परिणाम हुका, दाख सिंगारे, मोबाईल
घोल्या ने किंवा ओडेल्यानी आपल्या जीवनाला
नासदायक असले. जर मोबाईलचा व्यसन
लागला तर आपल्या हातात ससत मोबाईल
असते जर मोबाईल असले तर आपल्या
बेळाचा वापर होत नाही जर त्याच
वेळेचा वापर केला तर फुडेल आपल्या
आयुष्याला चांगले फायदे होईल.
म्हणून बेळेचा वापर करा.



Tarachand Ramnath Seva Trust

महत्त्वात्मा। गोष्ठी कबाल्या घर
मला काही अडचन आसेल तर मी
या जाण प्रबोधिनी या संस्थेत जाऊन
माझी अडचन सोडवेन मी आम्ही अदोगर
मी २ जिवन करत नव्हते मला त्यांनी
आहारा बदल आगितले तेव्हा पासुन मी
मी २ भावर आचला लागले आणि मी
या ताईनी मला आगितले की कोयेवर
प्रतिक्रिया काही करायची नाही
तुम्हाला माझ्या कडुन खुप खुप
धन्यवाद ;

संयम हा प्रकल्प 30-12-19 या रोजी
सुरू झाला. या प्रकल्प मधल्या पहिले
गीत संयम - संयम हा गिता मधुन समजते
प्रत्येक गोष्टीच्या धीर आपठा ठेवता पाडेजेत.
दुसऱ्या गीत म्हणजे गमत मत कळू उठायो
या गीतमधुन मला हे समजले की कोव्या
चुकीच्या पार व टक्ठा पुढी द्वार
वेळा निघार केला पाहिजे व निरम पाळजे
हे गीत इतके सुंदर आहे की या गीता.
मझे जरि म्हणालि जोगी वीत तरी तुम्हा
नियमानुसार पुढे जम जमि ललाहीन.





Tarachand Ramnath Seva Trust

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JOY OF GIVING