

Cool Teens Ph III Programme Report



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I. INTRODUCTION

1. BACKGROUND

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family; they are intensely influenced by their peers and the outside world in general.

Adolescence is a turning point in one's life, a period of increased potential and at the same time, one of greater vulnerability. Some key issues and concerns observed among adolescents include those relating to forming a self-image, managing emotions, building relationships, strengthening social skills, and dealing with or resisting peer pressure. Many young people at this stage are prone and vulnerable and are not sufficiently equipped with life skills to help them deal with these increased demands and stresses they experience and may easily succumb to it. They seem to lack the support required to acquire and reinforce life skills.

Life skills are understood to be an efficacious tool for empowering the youth to act responsibly, take initiative and take control. Life skills have been defined as "the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO).

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Psychosocial competence is a person's ability to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behavior while interacting with others, his/her culture and environment. Promoting psychosocial competence in students can be done by teaching of life skills in a supportive learning environment.

2. ABOUT THE PROGRAMME

Diageo India and Pernod Ricard are the leading producers in the alcohol beverage segment in India. Since they recognize the harmful effects drinking can have, they are committed to addressing the concerns related to drinking. Both the companies are signatories to the **Beer, Wine and Spirits' Producers' Commitments**, under which they are committed to promote safe drinking in their countries of operation. Producers' Commitments has 12 signatories, with international presence. The commitments were announced in the year 2012, and since then the companies have been actively working to address these:

1. Reducing Underage Drinking
2. Strengthening and expanding marketing codes of practice
3. Providing consumer information and responsible product innovation
4. Reducing Drinking and Driving
5. Enlisting the support of retailers to reduce harmful drinking

Underage drinking is recognized by the companies as a potent threat and hence the need to work towards it. This is also in line with the **World Health Organisation's Global Strategy to Reduce Harmful use of Alcohol**.

The aforementioned commitments as well as a rising prevalence of underage drinking in the country prompted the companies to come together to create a programme **Cool Teens**, that addresses the rising health concern with adolescents. IL&FS Education was identified as the implementing partner as well as the knowledge partner of the programme, given its deep understanding through its work impacting the social and educational structure of society.

IL&FS Education is one of the largest institutions in the education sector in India with an outreach of over 10 million students, 22,000 schools and presence in 26 states. IL&FS Education works in the area of supplementary education and has the capacity to design and deliver large scale programmes in this area.

In the first phase of the programme in 2015-16, IL&FS Education reached out to 25,000 children, from class 8 upwards. In its second phase in 2016-17, an additional 50,000 children have been covered across India.

3. PROGRAMME OBJECTIVES

The Cool Teens programme was developed with the following objectives:

- To help in **mitigating the risk** of underage drinking and substance abuse
- To sensitize the school in its **role & responsibility** in preventing substance abuse
- To develop an understanding of the **laws** governing drinking
- To help students understand the social, emotional and physical **consequences** of harmful substances
- To help students deal with the **societal/ cultural/ other factors** resulting in substance abuse
- To equip young students with **strategies to respond** to substance abuse
- To identify **counselling needs** if any
- To make students change agents by imparting **training for advocacy**

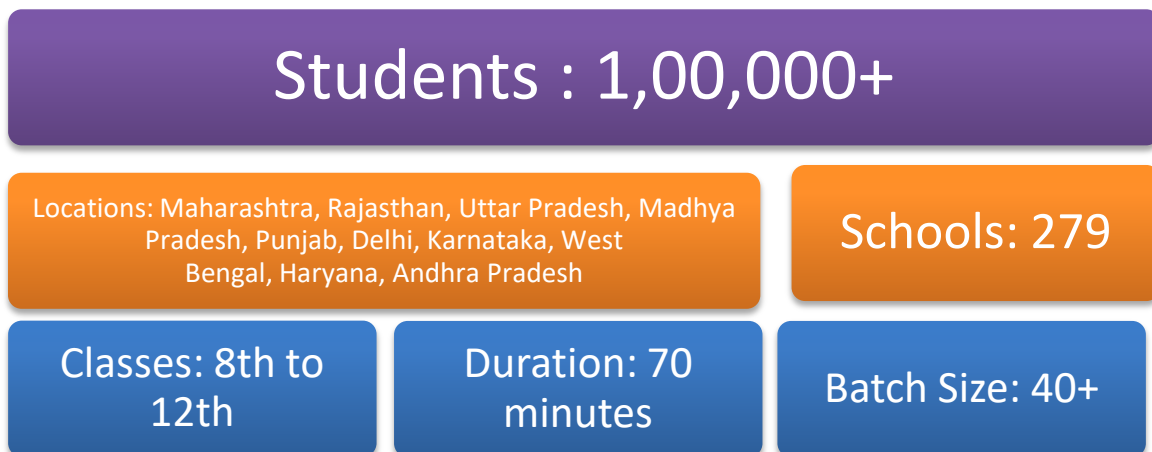
4. PROGRAMME DESIGN

The content was co-created with Diageo, Pernod Ricard and IL&FS Education over multiple discussions and brain storming sessions. **The five core areas on which the Cool Teens program lays emphasis are:**

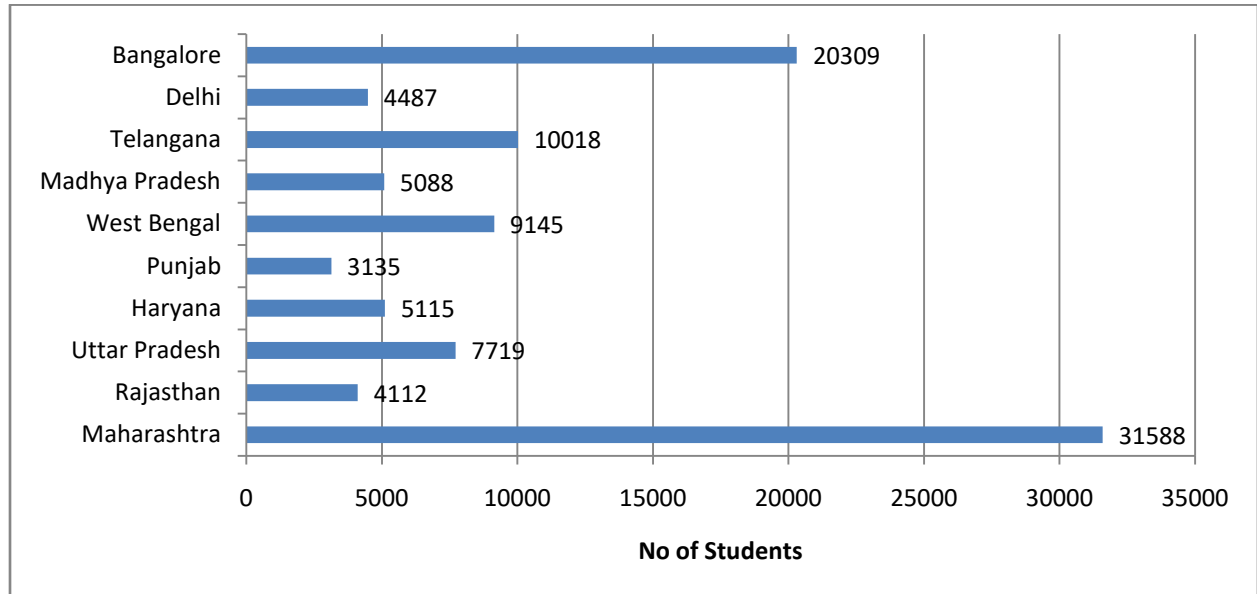
- Effective communication
- Making the right choices
- Underage drinking
- Handling peer pressure
- Healthy habits

The program is designed to focus on the concepts of higher self esteem and building resistance against peer pressure to handle the problem of underage drinking. It is in online computer-based module to be able to take it to a larger number of students in the format of a game. The various parts of the module are structured so that the information is given out in the form of examples and stories through relatable characters and through a lot of interactive elements in the form of small games and quizzes. After the student has gone through the information, there is a game-based quiz designed after each section, to test the extent to which students have understood the information presented earlier. The whole exercise takes about 60-70 minutes to complete.

5. PROGRAM REACH IN PHASE 3



Number of students by region



Total Students Covered: 1,00,383

II. PROGRAMME IMPLEMENTATION

1. TRAINING OF TRAINERS

The training of master trainers for the programme was held on 16 March, 2018 at the IL&FS Guest House. The training involved elucidation of facts and figures so that facilitators can use these during the student workshops. The training of the trainers focused on dealing with the peer pressure that adolescents face with respect to drinking and methods for dealing with this. Dangers of underage drinking were also highlighted as areas to be taken up with the students.



The training also involved taking the trainers through the online LMS and making them familiar with its interface. The trainers were also trained on the methodology, approach and objectives of the programme.

2. IMPLEMENTATION WITH STUDENTS

The students were engaged through the game version of the module. The module was conducted in offline mode, since connectivity with the internet was found to be an issue in the schools. Students had to spend about 60-70 minutes to go through the module. Baseline assessment and multiple checks were integrated into the module in the form of games in order to keep students engaged. All the modules were designed in an interactive manner that ensured that the students' attention was maintained for the length of time required.



All the topics were covered using real life examples and case studies so that students could relate to the themes being discussed. The examples and case studies focused on hazards of underage drinking and ways of resisting the peer pressure encountered for the same. Similarly, interactive aspects were built in to help both assess the existing knowledge and create new knowledge for students. Each section ended with a challenge, which was designed in the form of a cricket game to test the understanding developed during the module. The modules were designed to help students:

- Realize the importance of talking to adults around them in case of any challenges that they face
- Be firm in the face of peer pressure and stand by what they think is right
- Discuss underage drinking as a problem and understand the laws and rules in place for that

III. PROGRAMME IMPACT

Measuring the outcomes achieved through the programme forms an integral part of the programme methodology. The objective of this measurement is to understand the extent to which students' understanding of the life skills taught through the Cool Teens programme improves after they complete the programme modules.



Students attempting the pre-test in a school in Noida

A quantitative approach to outcome measurement and impact assessment has been taken in the third phase of the programme:

Tools – Students are tested on their understanding and knowledge at the beginning of the programme (Pre-Test) and at the end of the programme (Post-Test) through a multiple choice questionnaire covering the five life skill themes of the Cool Teens programme.

Indicators of improvement in students' understanding of life skills:

- Average marks – Increase in average marks from the pre-test to the post-test to understand the representative improvement in understanding (with the analysis carried out for overall life skills development in addition to being carried out separately for each of the five life skill themes covered by the Cool Teens programme. The analysis is also separately conducted for the different classes and age groups covered across various regions of India)

- Marks distribution – This report analyses the proportion of students who have obtained marks in various low and high bands (for example, 0 to 20% marks, 20 to 40% marks, 40 to 60% marks, 60 to 80% and 80 to 100% marks). It then considers whether there has been an upward shift from the low to high bands from the pre-test to the post-test, such that a larger proportion of students obtain marks in the higher bands in the post-test as compared to the pre-test.

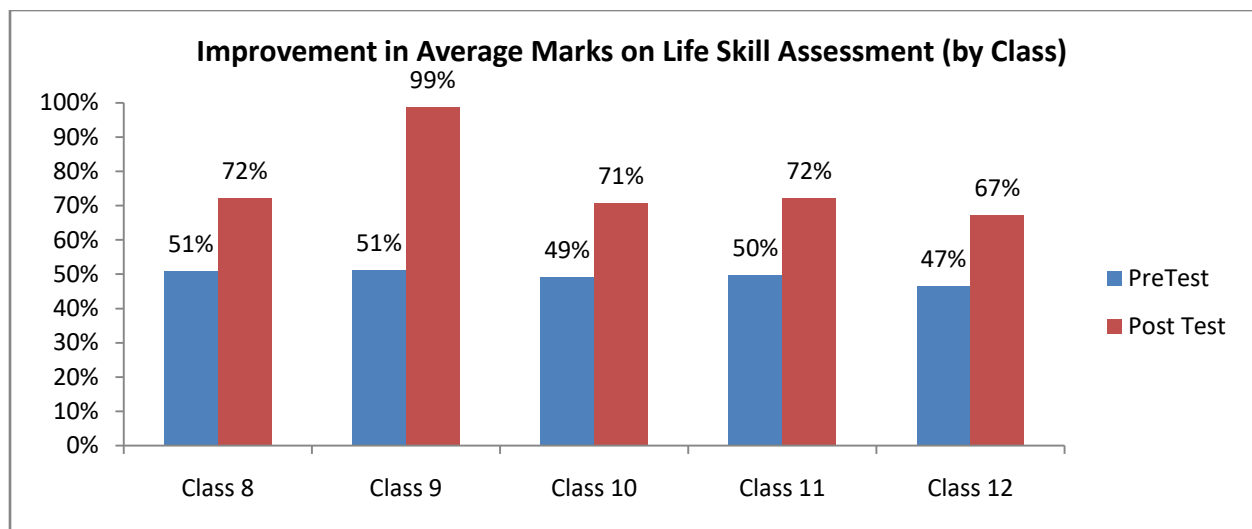
The Cool Teens programme has been used to train students from classes 8 to 12 (covering students of ages 13 to 18 years) across ten diverse regions around India. This section presents improvement in average marks across classes and regions to provide a representative overview of enhancement in student understanding of the programme themes.

It considers the following in turn:

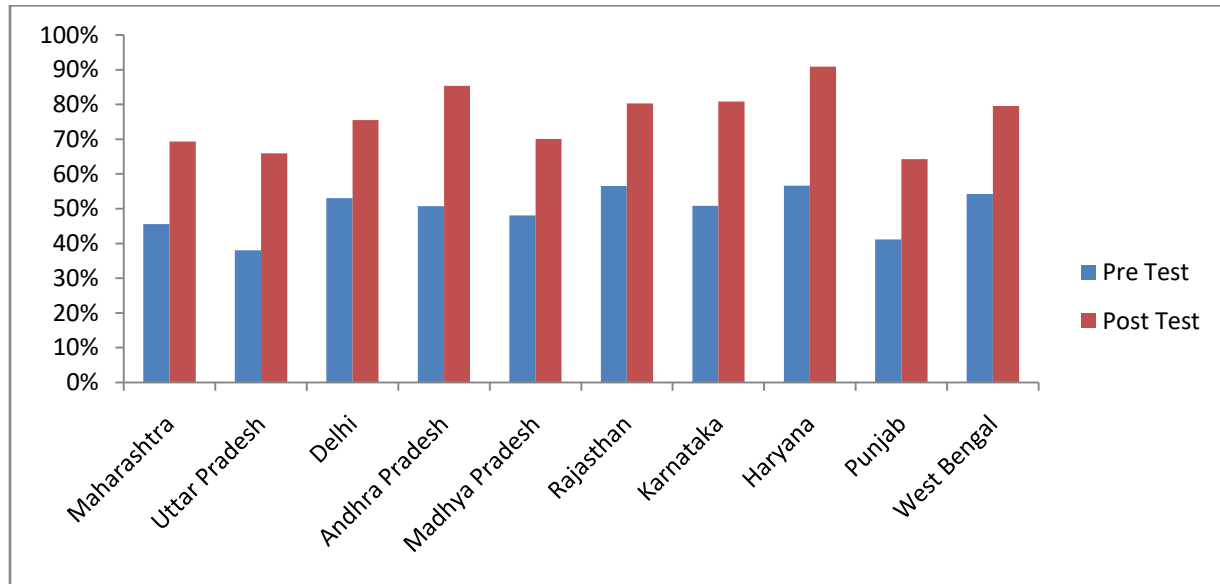
- Average marks by class
- Average marks by region (to provide an overall understanding of how students in various regions have performed as a whole)

Average marks by class: Analysis of marks on the pre-test and post-test shows a substantial improvement in average marks from the pre-assessment to the post-assessment.

- Average marks when considering all classes across India increased from 49% in the pre-assessment to 76% on the post-assessment. This equals a substantial improvement of 27% points following the Cool Teens programme.
- There has been an improvement in average marks from the pre-assessment to the post-assessment across classes 8 to 12. While average pre-assessment marks were in the 47% to 51% range, the average post-assessment marks were in the 67% to 99% range, depending on the class considered



Average marks by region: Analysis of marks on the pre and post assessments shows that there has been a large improvement in life skills understanding across the regions covered by the programme. It should be noted here that it may not be appropriate to compare one region against another given the relatively small number of schools in each region, which implies that school-level idiosyncrasies can override regional differences.



IV. Region-Wise Analysis

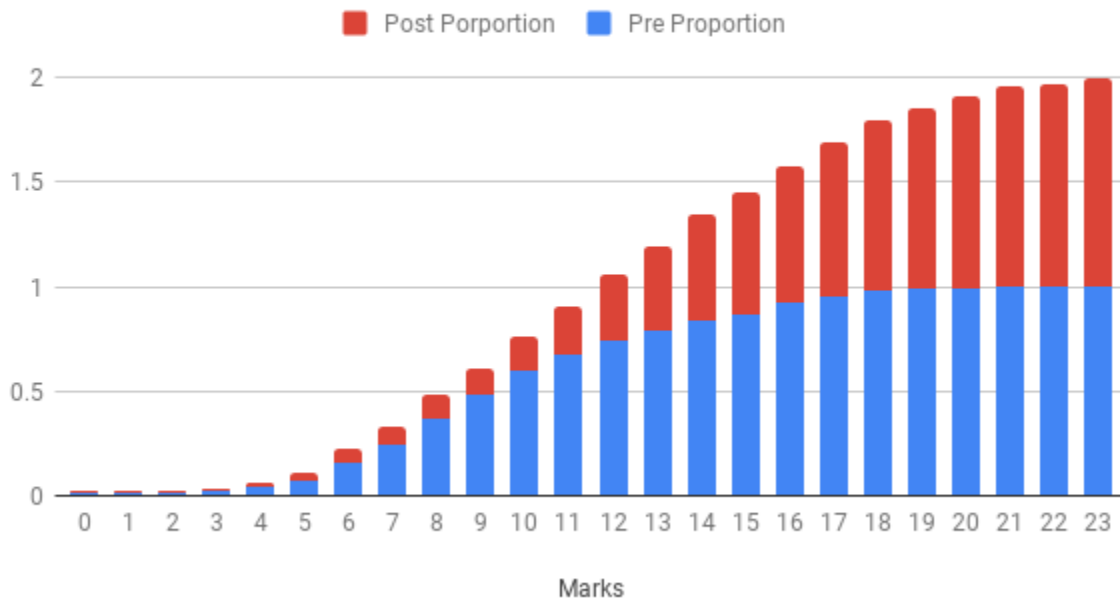
1. Maharashtra

The Cool Teens programme was rolled out in many parts of Maharashtra namely, Amravati, Pune, Solapur, Nagpur, Mumbai and Aurangabad covering 31,000+ students in the state. As a part of the model of the programme, pre-test was conducted before the commencement of the Cool Teens programme and post-test after the completion. The questions asked during the post-test are same as pre-test to draw a fair conclusion on the effect of the programme on students. Pre-test scores of the students effectively set a benchmark to calculate the effect of the programme.

The histogram can be seen representing a high proportion of students scoring less than or equal to 17 i.e. 75% in pre-test in comparison to post-test. 87% student's score was less than 17 in pre-test and 58% student's score was less than 17 in the post-test. These figures clearly speak in favour of the Cool Teens programme as higher proportion of students can be seen scoring higher marks in the post-test. A clearer picture of segmentation of students basis score and category of questions can be seen further in the report.

Cumulative histogram

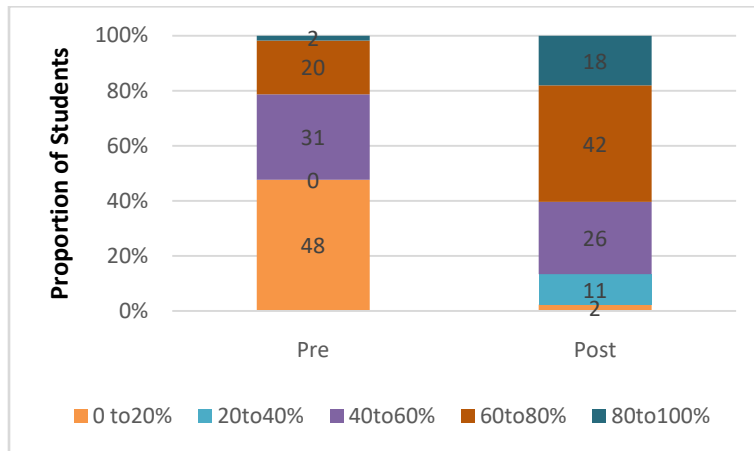
Pre Proportion and Post Porportion



The stacked bars shown below are representative of the proportion of students scoring marks category wise (0 to 20%, 20 to 40%, 40 to 60%, 60 to 80% and 80 to 100%). 48% students

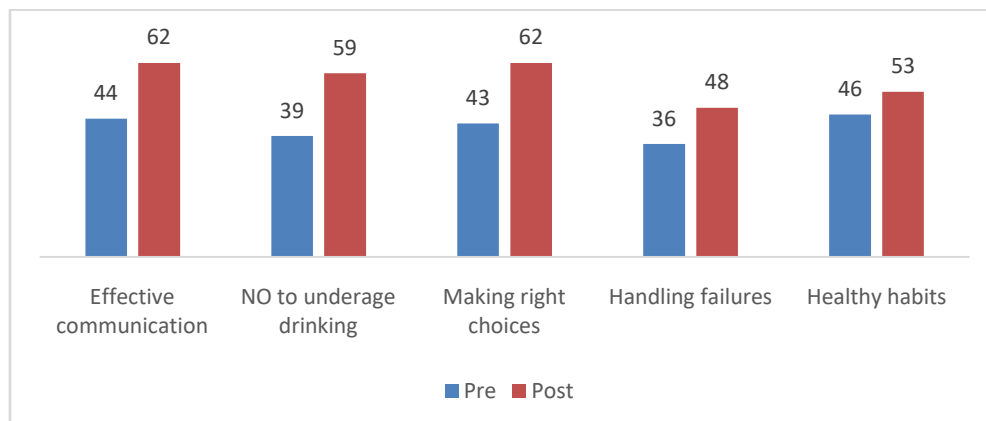
scored marks between 0 to 20% during pre-test however only 2% students scored marks in the same category during post-test. The major addition of students can be seen in the category 60 to 80%. The graph below is a clear representation of the positive effect of the Cool Teens programme, as shift of students in high score category can be witnessed from pre-test to post-test.

Distribution of marks in Pre and Post test

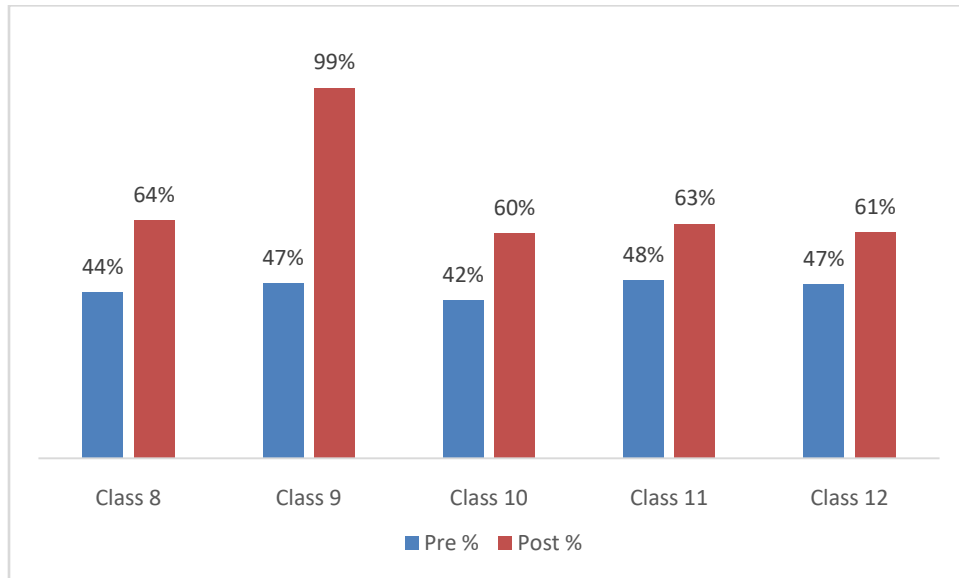


The questionnaire for pre and post test of the Cool Teens programme has been segmented into 5 sections basis the criterion of the programme for the holistic development of the students. The cumulative performance of the students in pre and post test basis the segments was calculated, the results are shown below in the bar graph. Effective Communication and No to underage drinking were the two categories that saw major increase in the score. Irrespective, all the categories witnessed an increase in the score. Thus, presenting a testimony for the success of the programme.

Improvement as per specific life skill set (in%)



The data on scores achieved by the students of Maharashtra was analysed in various ways to understand the impact of various aspects of the programme on students. The bar graph below is a representative of class-wise performance of students, pre and post the programme. From which it can be clearly seen that class 9th students turned out to be the best performers, although students of all the classes showed an increase in the score from pre to post test.



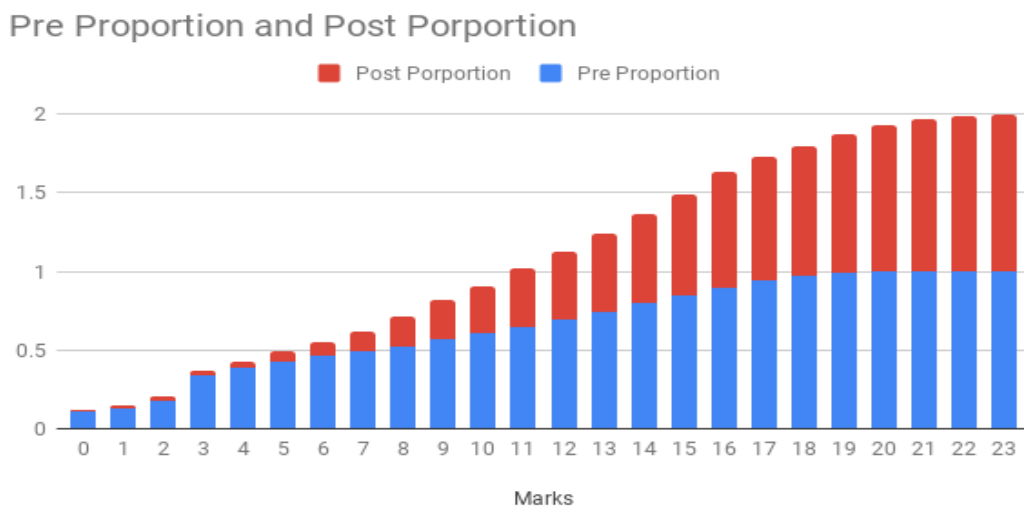
All-in-all the scores of the students have shown increase in all variants of analysis and it can thus be concluded that the Cool Teens Programme had a positive impact on the participants, thus indicating to the success of the programme in the state of Maharashtra.

2. Uttar Pradesh

The Cool Teens programme covered over 7,500 students in the state of Uttar Pradesh.

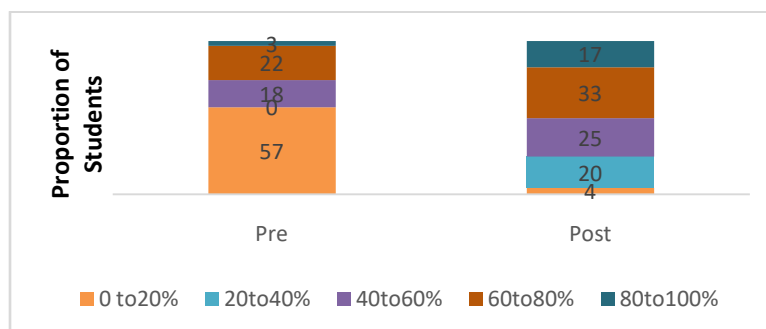
The histogram can be seen representing a high proportion of students scoring less than or equal to 17 i.e. 75% in pre-test in comparison to post-test. 85% student's score was less than 17 in pre-test and 64% student's score was less than 17 in the post-test. These figures clearly speak in favour of the Cool Teens programme as higher proportion of students can be seen scoring higher marks in the post-test. A clearer picture of segmentation of students basis score and category of questions can be seen further in the report.

Cumulative histogram

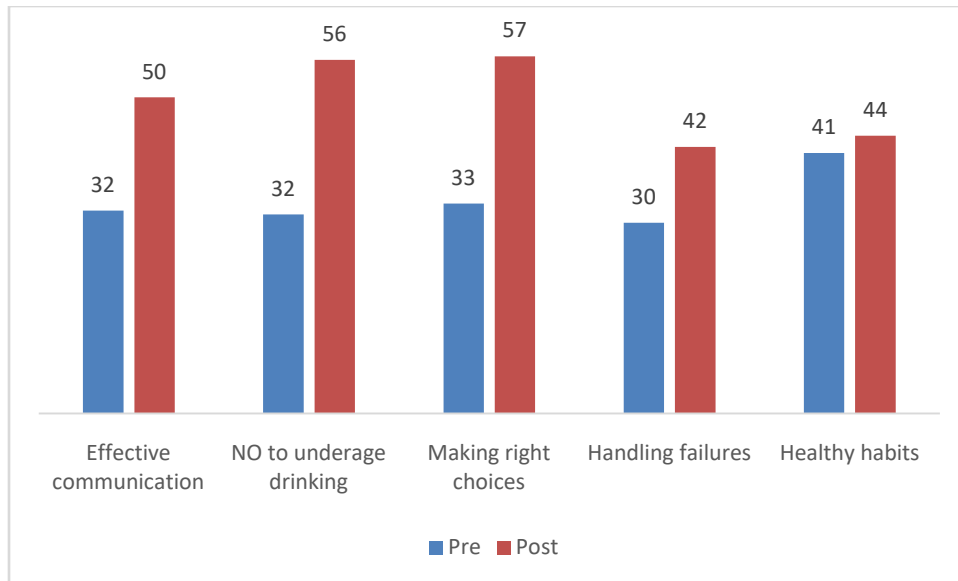


The performance of students of Uttar Pradesh in post-test and pre-test witnessed an upward shift in scores from pre to post test. 57% students scored 20 and below during pre-test however during post-test only 4% scored 20 and below. Talking of the interval 80-100% during pre-test 3% students were seen in the category however during post-test it 17% of the students scored between 80-100%.

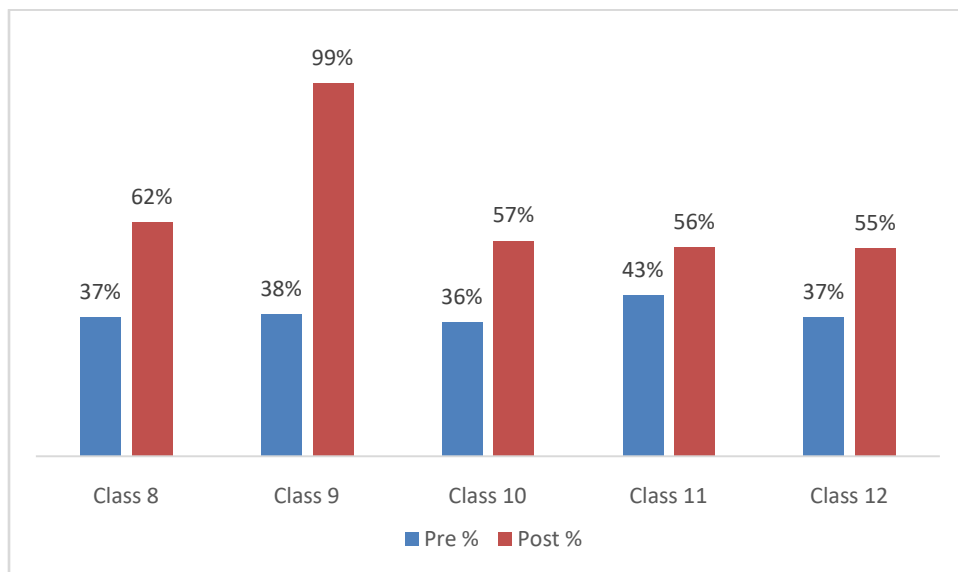
Distribution of marks in Pre and Post test



Improvement as per specific life skill set (in%)



No to underage drinking and Making right choices were the two categories that saw major increase in the score. Irrespective, all the categories witnessed an increase in the score, thus, presenting a testimony for the success of the programme.



The bar graph above is a representative of class-wise performance of students, pre and post the programme. It can be clearly seen that class 9th students turned out to be the best performers, although students of all the classes showed an increase in the score from pre to post test.

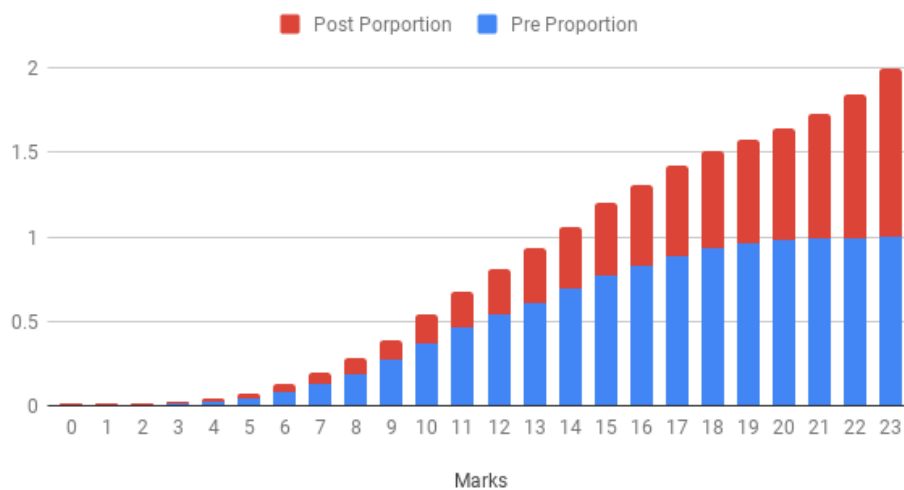
3. Delhi

The programme covered 4,400+ students in Delhi.

From the below histogram, it is evident that an **upward shift** can be witnessed in terms of performance of students of all classes cumulatively. During pre-test 76 % students scored below 17, however in the post-test the proportion of respondents dipped to 42% in the same category.

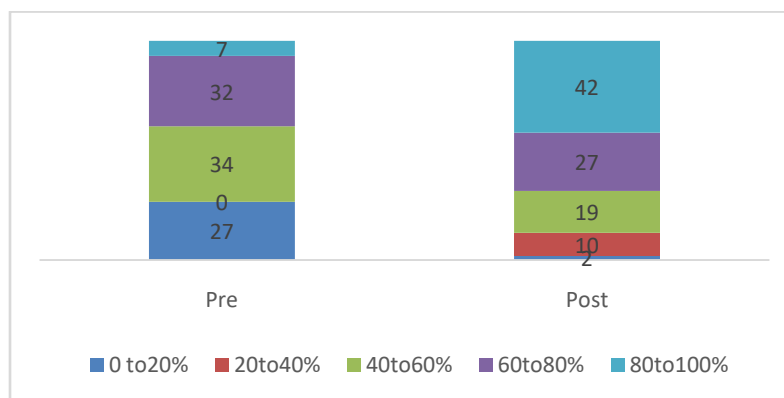
Cumulative histogram

Pre Proportion and Post Porportion



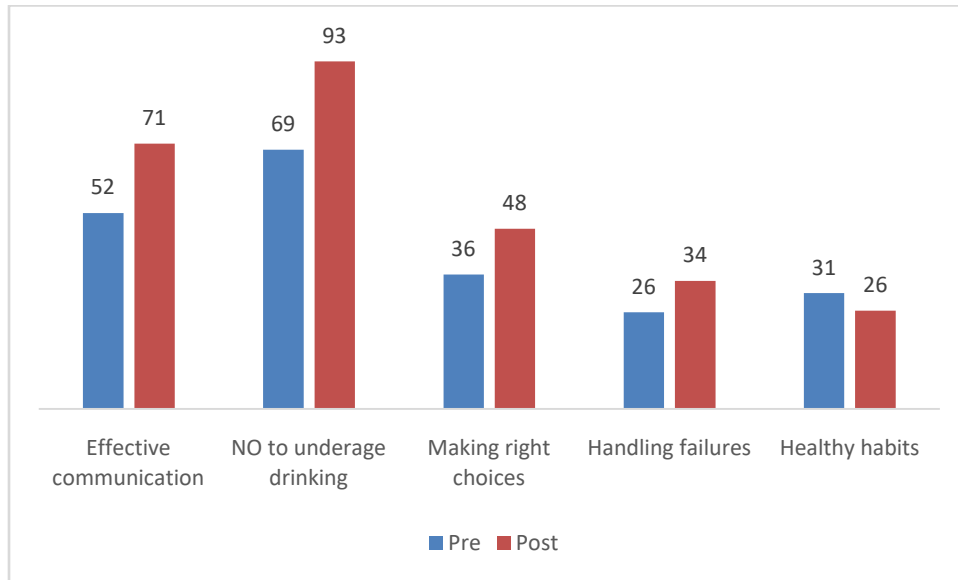
There are only 2% students in the low marks category of score 20 and below in the post-test in contrast to almost 27% students in the same category in pre-test. This clearly defines a substantial shift of students in the low marks category, from pre-test to post-test.

Distribution of marks in Pre and Post test

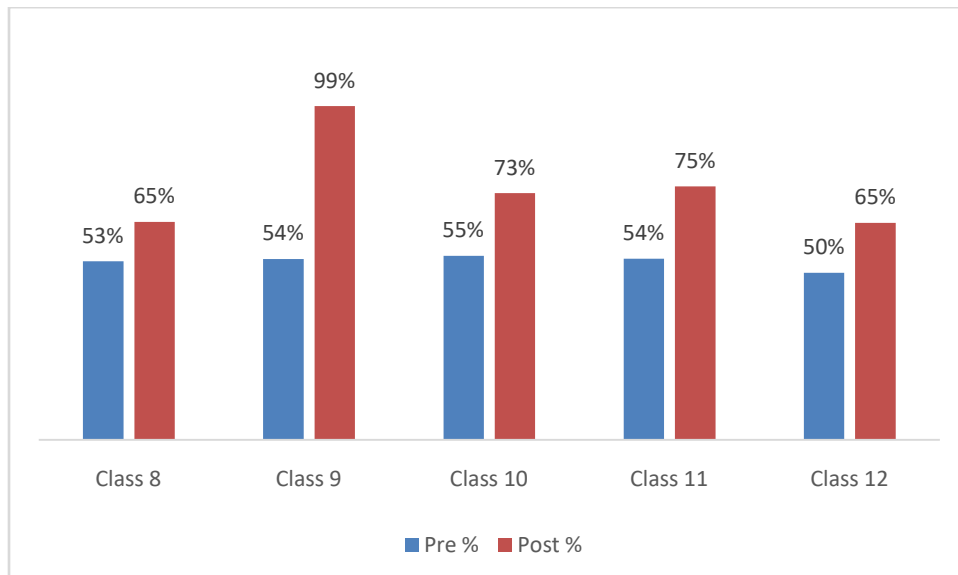


Talking of the interval 80-100%, during pre-test, only 7% students were seen in the category. However during post-test it took a substantial leap and reached as high as 42% of students in the category.

Improvement as per specific life skill set (in%)



Effective Communication and No to underage drinking were the two categories that saw major increase in the score.



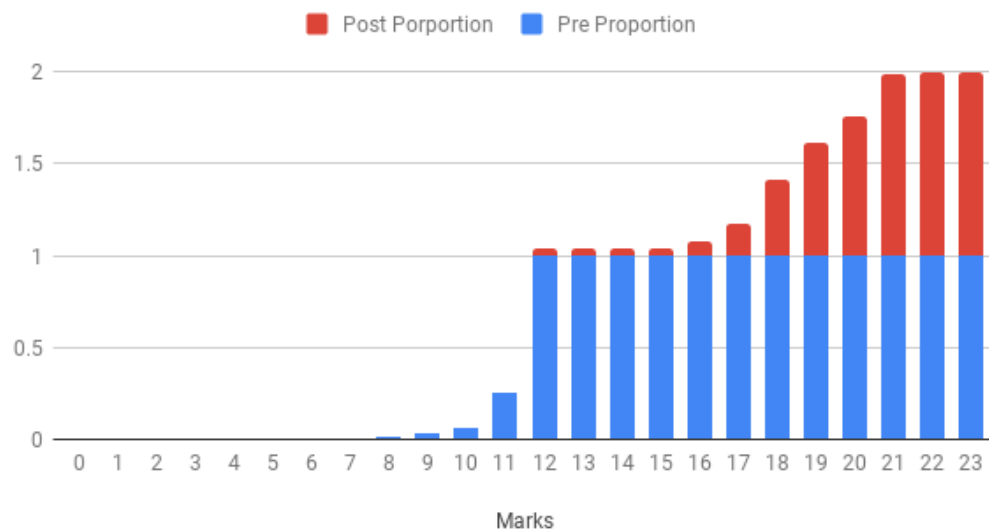
The bar graph above is a representative of class-wise performance of students, pre and post the programme. It can be clearly seen that class 9th students turned out to be the best performers, although students of all the classes showed an increase in the score from pre to post test.

4. Andhra Pradesh

As is evident an upward shift can be witnessed in terms of performance of students of all classes cumulatively. During pre-test 100% students scored below 17 however in post-test the proportion of respondents dipped to only 10% in the same category. Thus clearly portraying a reduction in proportion of students with low score and emphasizing on an **upward shift**.

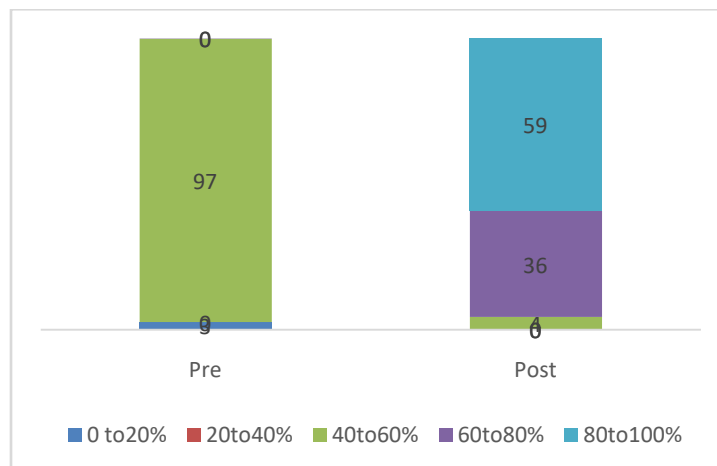
Cumulative histogram

Pre Proportion and Post Porportion



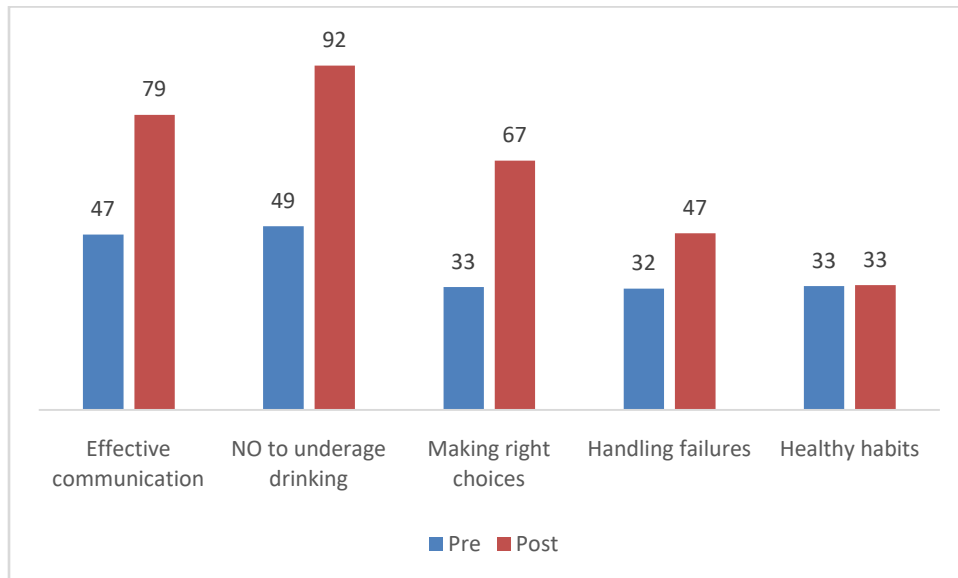
97% students scored between 40 to 60% during the pre-test, however only 4% scored the same during post-test.

Distribution of marks in Pre and Post test

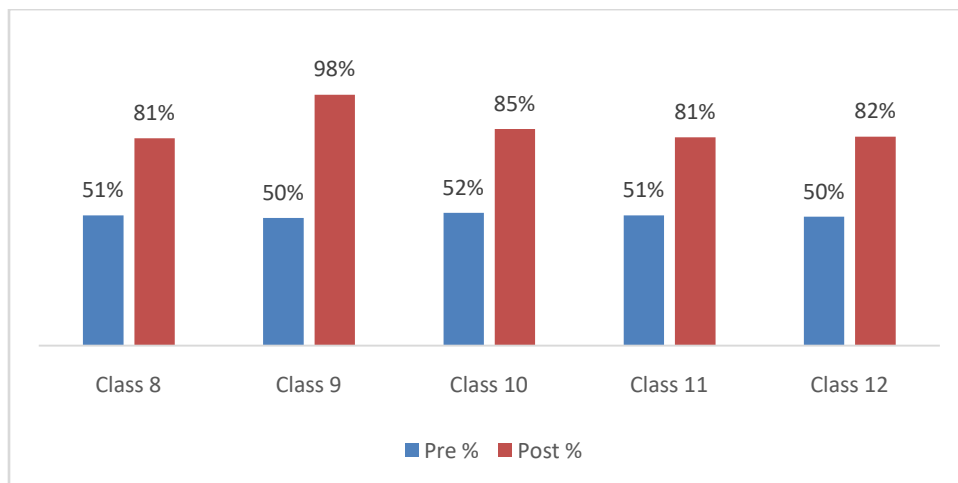


During pre-test, no students were seen in the category of the interval 80-100%. However during post-test, it took a substantial leap and reached as high as 59% of students in the category.

Improvement as per specific life skill set(in%)



Average pre-test marks ranged from 37% to 99.26%, on the other hand, the average post-test marks ranged from 69% to 100%. 86% rate of improvement can be witnessed in the No to underage drinking category, the highest improvement of all.

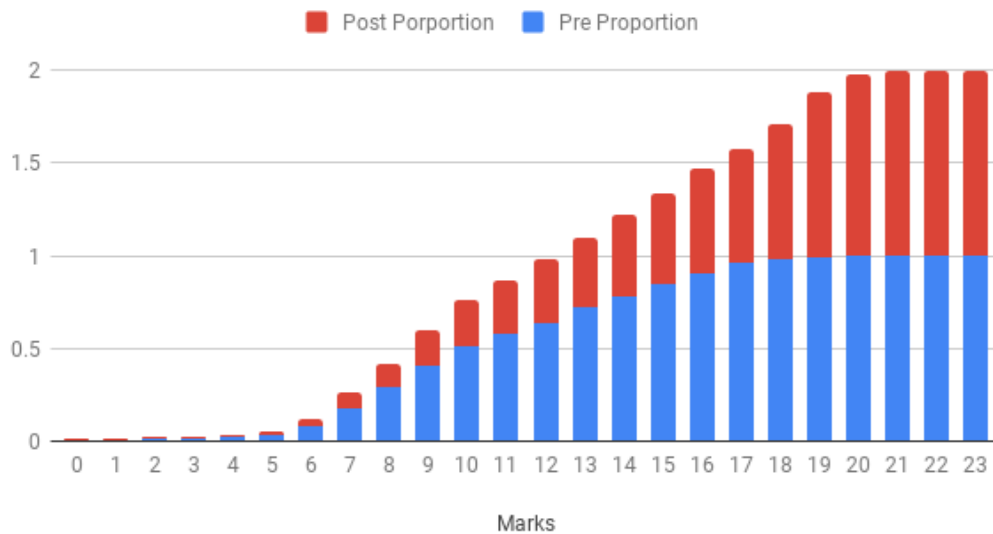


The bar graph above is a representative of class-wise performance of students, pre and post the programme. It can be clearly seen that class 9th students turned out to be the best performers, although students of all the classes showed an increase in the score from pre to post test.

5. Madhya Pradesh

Cumulative histogram

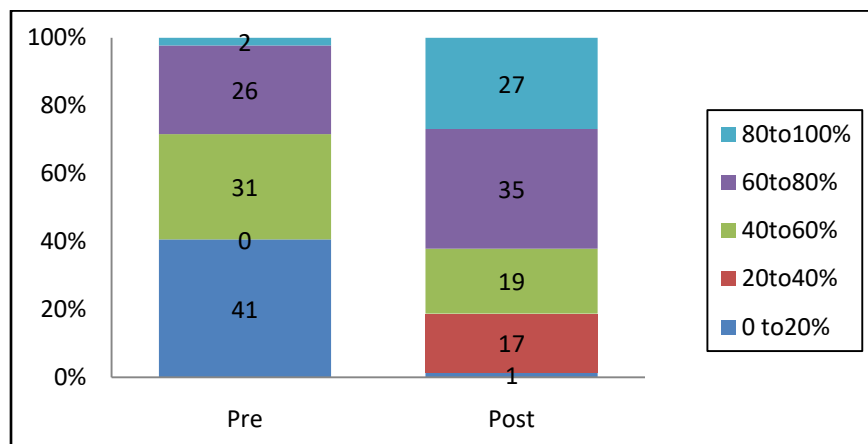
Pre Proportion and Post Porportion



As is evident an upward shift can be witnessed in terms of performance of students of all classes cumulatively. During pre-test 90% students scored below 17 however in post-test the proportion of respondents dipped to 62% in the same category. This clearly portrays a reduction in proportion of students with low score.

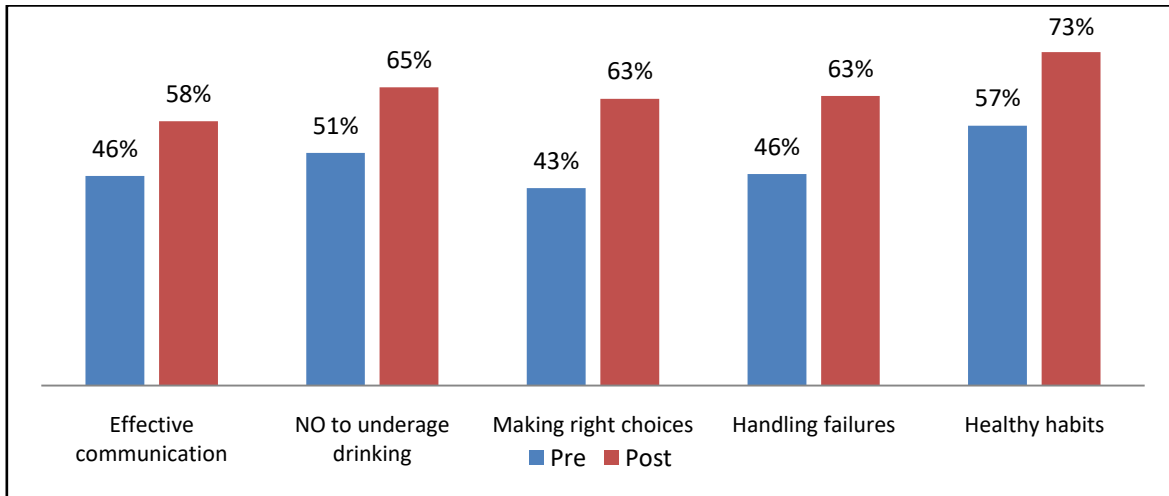
There lies 41% students in the low marks category of score 20 and below in post-test. In contrast almost 1% students lie in the same category in pre-test. This clearly defines an improvement in the score of students hence indicating better decision making.

Distribution of marks in Pre and Post test



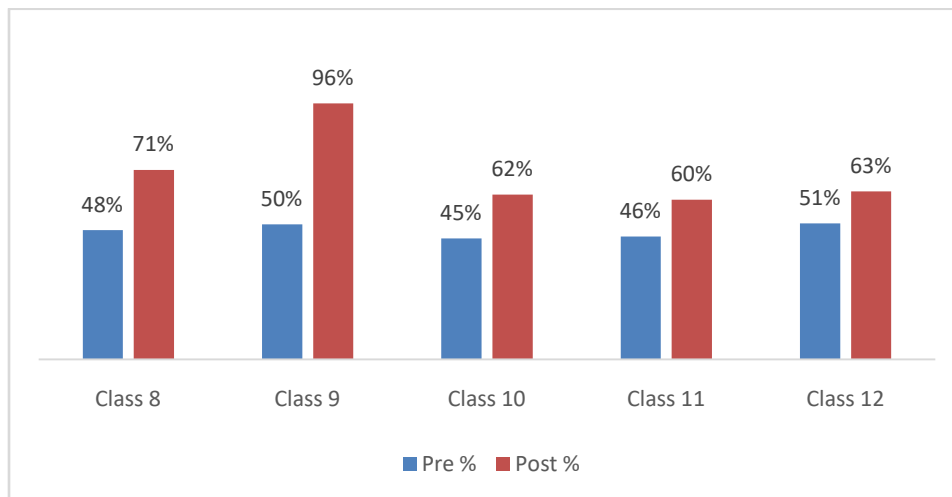
As can be clearly seen a proportion of 2% students during pre-test lied in the category of 80-100% score category compared to which in post-test 27% proportion of students can be seen in the same category.

Improvement as per specific life skill set(in%)



Average pre-test marks ranged from 36.63% to 66.74% ,on the other hand, the average post-test marks ranged from 60.21% to 82.63% . Although the difference between ranges of the pre-test and post-test is not very large, but as is evident the upper bound of the pre-test is very close to the lower-bound of the post-test hence indicating an improvement in decision making of the students.

A leap of improvement as high as 21% can be witnessed in the effective communication is evident followed by a 19% and a 18% improvement in making right choices and No to underage drinking respectively.

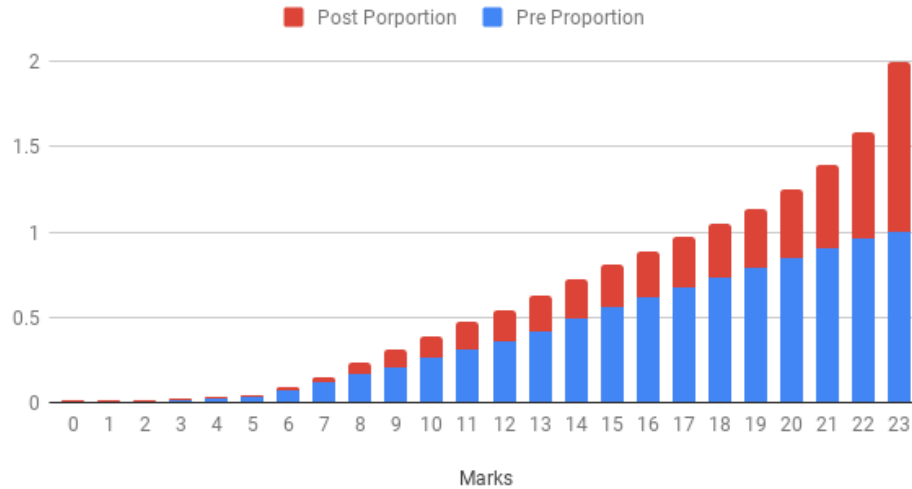


The bar graph above is a representative of class-wise performance of students, pre and post the programme. It can be clearly seen that class 9th students turned out to be the best performers, although students of all the classes showed an increase in the score from pre to post test.

6. Rajasthan

Cumulative histogram

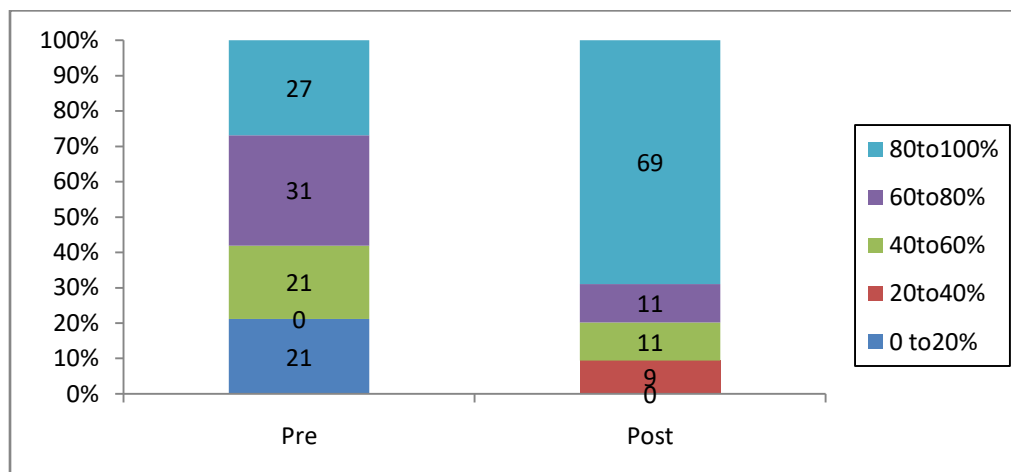
Pre Proportion and Post Porportion



As is evident an upward shift can be witnessed in terms of performance of students of all classes cumulatively. During pre-test 60% students scored below 17 however in post-test the proportion of respondents dipped to 30% in the same category, clearly portraying a reduction in proportion of students with low score.

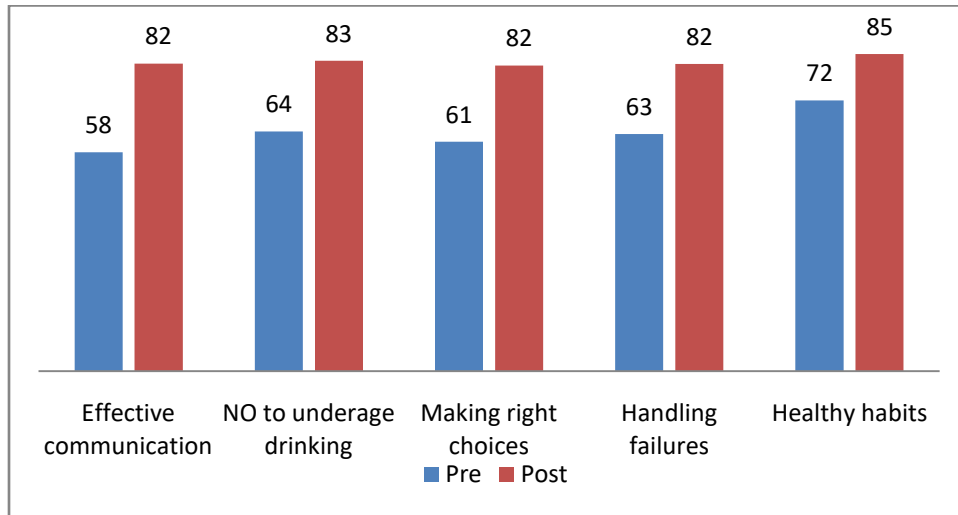
There lie 21% students in the low marks category of score 20 and below in pre-test. In contrast, no students scored in the same category in post-test. This clearly defines an improvement in the score of students hence indicating better decision making.

Distribution of marks in Pre and Post test

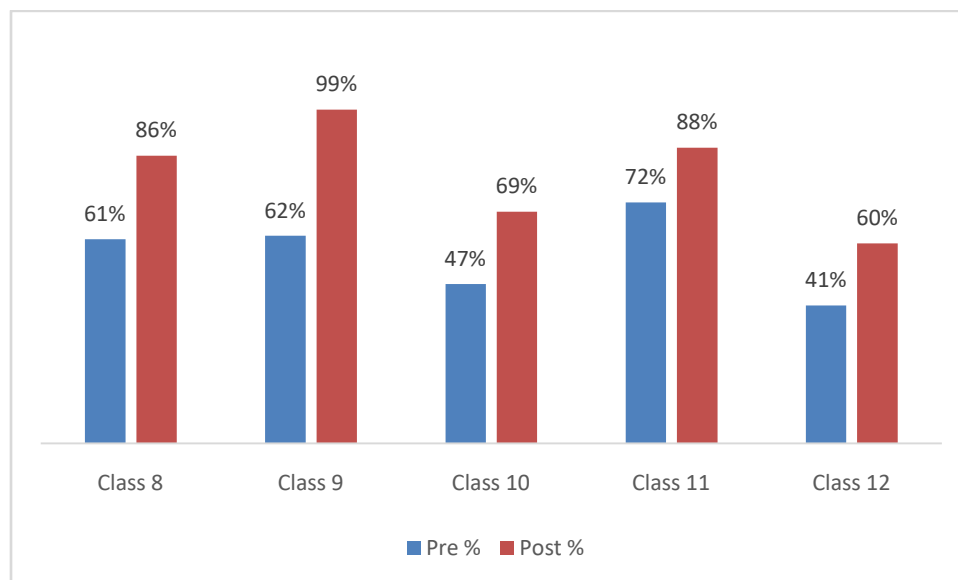


As can be clearly seen a proportion of 27% students during pre-test lie in the category of 80-100% score compared to which in post-test 68% proportion of students can be seen in the same category.

Improvement as per specific life skill set (in%)



Average pre-test marks ranged from 58% to 72% ,on the other hand, the average post-test marks ranged from 82% to 85% . Although the difference between ranges of the pre-test and post-test is not very large, but as is evident the upper bound of the pre-test is very close to the lower-bound of the post-test hence indicating an improvement in decision making of the students.



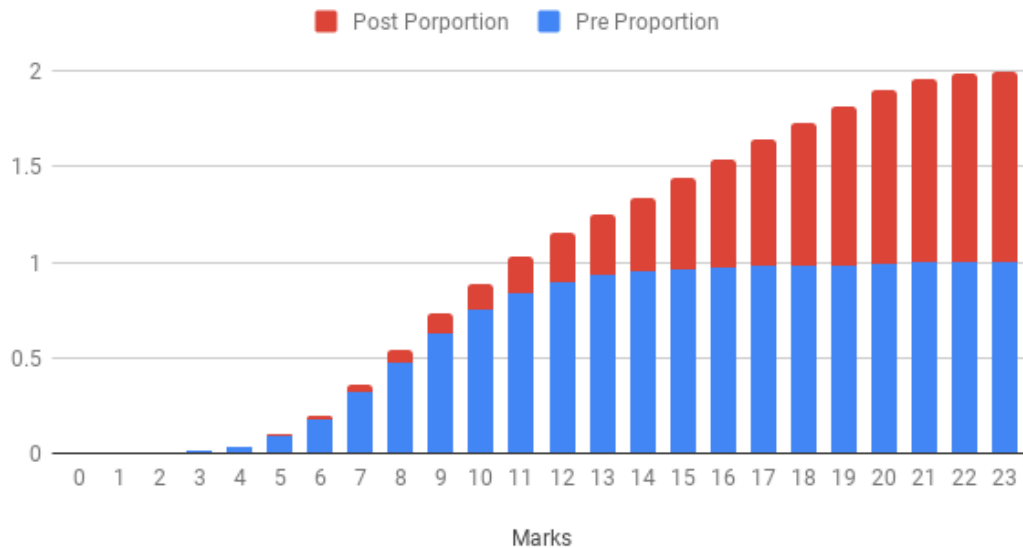
The bar graph above is a representative of class-wise performance of students, pre and post the programme. The pre test scores ranged from 41% to 72% which significantly increased to 60%

to 99% in the post test. It can be clearly seen that class 9th students turned out to be the best performers, although students of all the classes showed an increase in the score from pre to post test.

7. Karnataka

Cumulative histogram

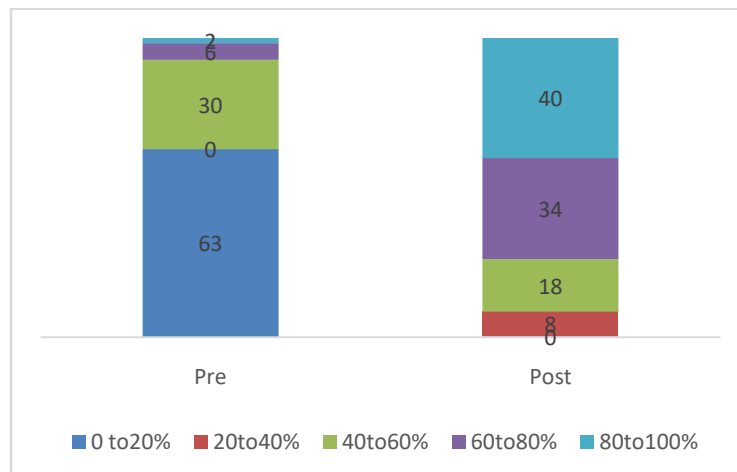
Pre Proportion and Post Porportion



As is evident an **upward shift** can be witnessed in terms of performance of students of all classes cumulatively. During pre-test 98 students scored below 17 however in post-test the proportion of respondents dipped to 66% in the same category.

There are no students in the low marks category of score 20 and below in post-test. In contrast almost 63% students lie in the same category in pre-test. Which clearly defines a substantial shift of students in the low marks category, from pre-test to post-test.

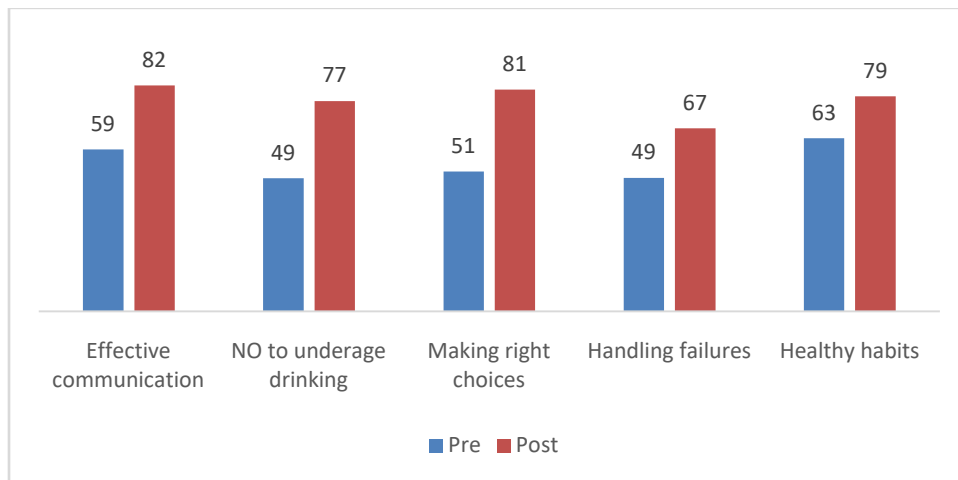
Distribution of marks in Pre and Post test



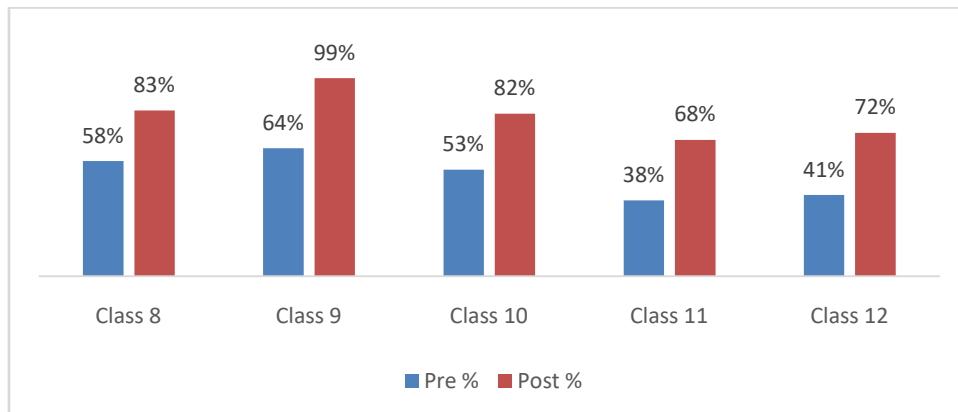
As can be clearly seen, no students during pre-test scored in the category of 20-40% category compared to in post-test, the lowest interval of scores was found to be 20-40% thus reflecting an evident upward shift in the performance of the students.

Talking of the interval 80-100% during pre-test, only 02% students were seen in the category, however during post-test it took a substantial leap and reached as high as 40% of students in the category.

Improvement as per specific life skill set (in%)



Average pre-test marks ranged from 39% to 78%. On the other hand, the average post-test marks ranged from 62% to 99%. In all the categories a substantial increase in the scores of students can be witnessed hence a testimony of successful intervention.

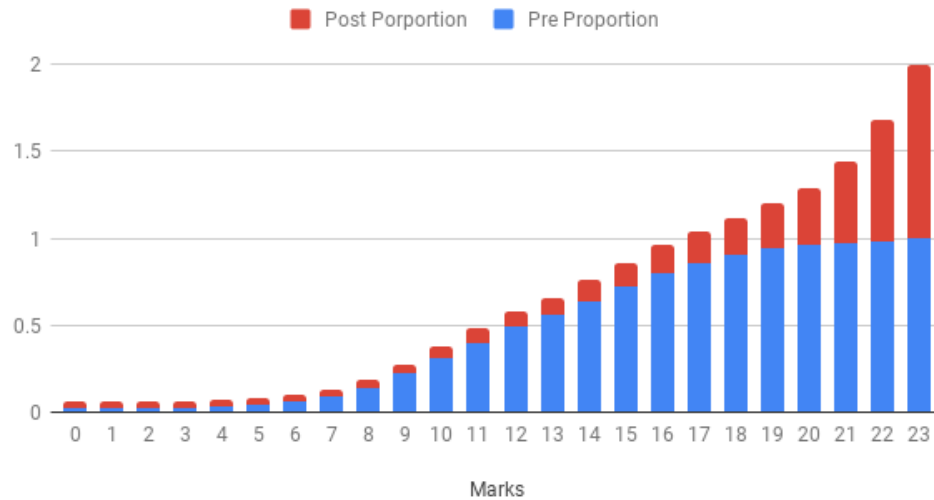


The bar graph above is a representative of class-wise performance of students, pre and post the programme. It can be clearly seen that class 9th students turned out to be the best performers, although students of all the classes showed a significant increase in the score from pre to post test.

8. Haryana

Cumulative histogram

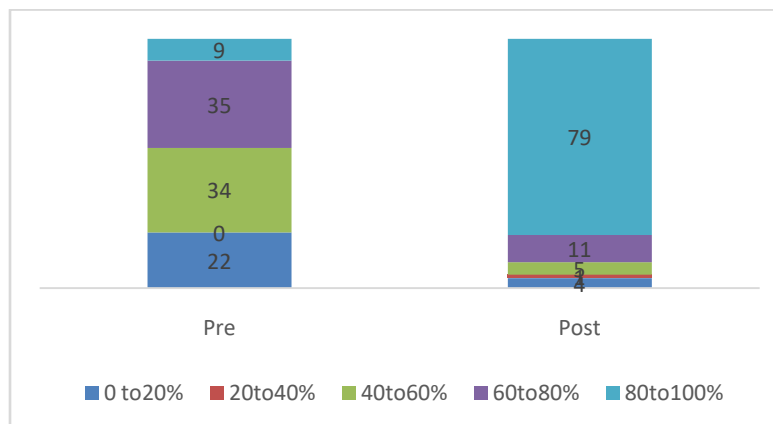
Pre Proportion and Post Porportion



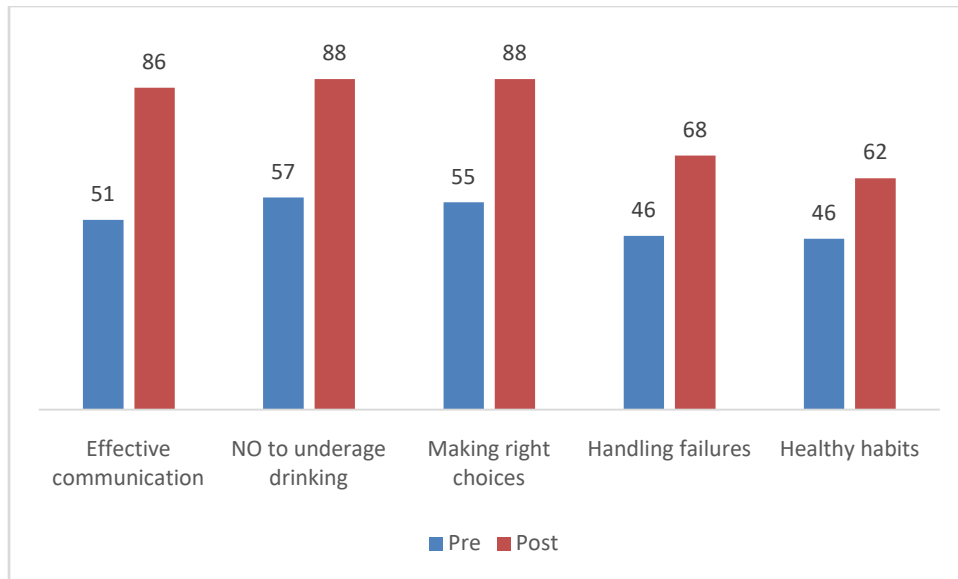
The performance of students of Haryana in post-test and pre-test witnessed an upward shift in scores from pre to post test. 86% students scored 17 and less during the pre-test, however during post-test only 18% scored 17 and below. Hence indicating a substantial leap in scored from pre-test to post-test. Therefore an upward trend in the scores has been clearly witnessed.

22% students scored 20 and below during pre-test however during post-test only 4% scored 20 and below. An immense increase in the proportion of students scoring between 80-100% during post-test is a testimony of successful intervention. Only 9% scored between 80-100% during pre-test however 79% scored between the same during post-test.

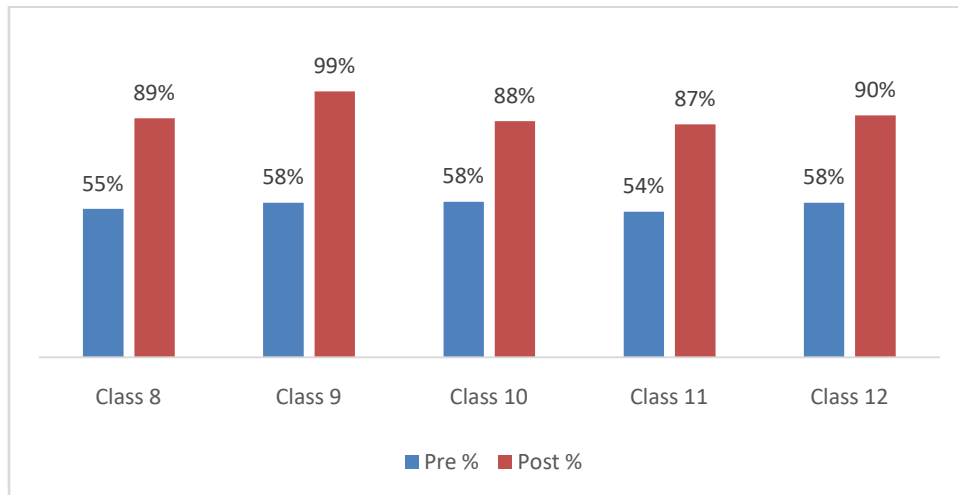
Distribution of marks in Pre and Post test



Improvement as per specific life skill set (in%)



Average pre-test marks ranged from 51% to 57% with a fairly similar performance across all the categories. On the other hand, the average post-test marks ranged from 86% to 93%.

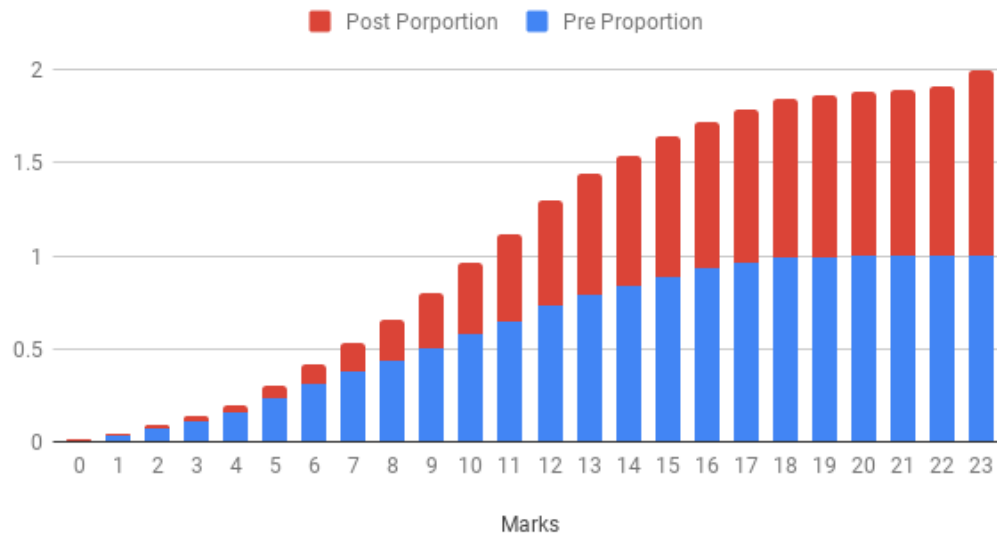


The bar graph above is a representative of class-wise performance of students, pre and post the programme. The pre test marks ranged from 54% to 58%. The marks in the post-test significantly increased to the range of 87% to 99%. Class 9th students turned out to be the best performers in the state.

9. Punjab

Cumulative histogram

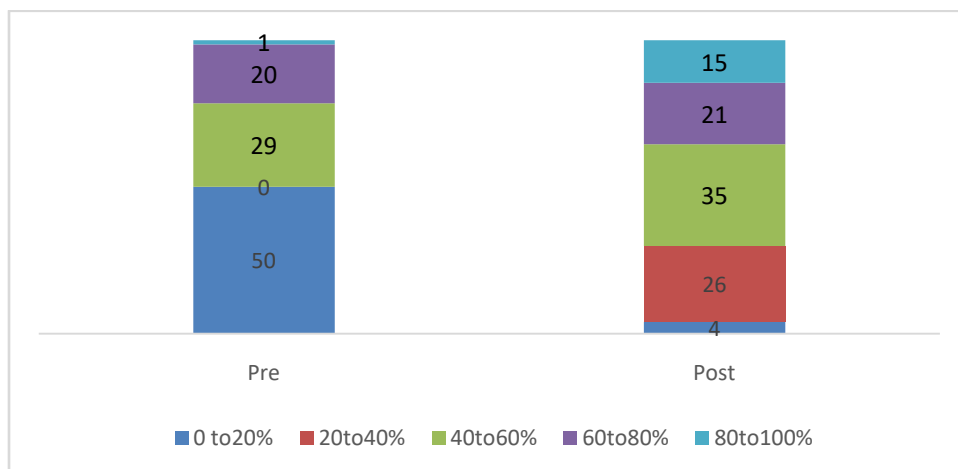
Pre Proportion and Post Porportion



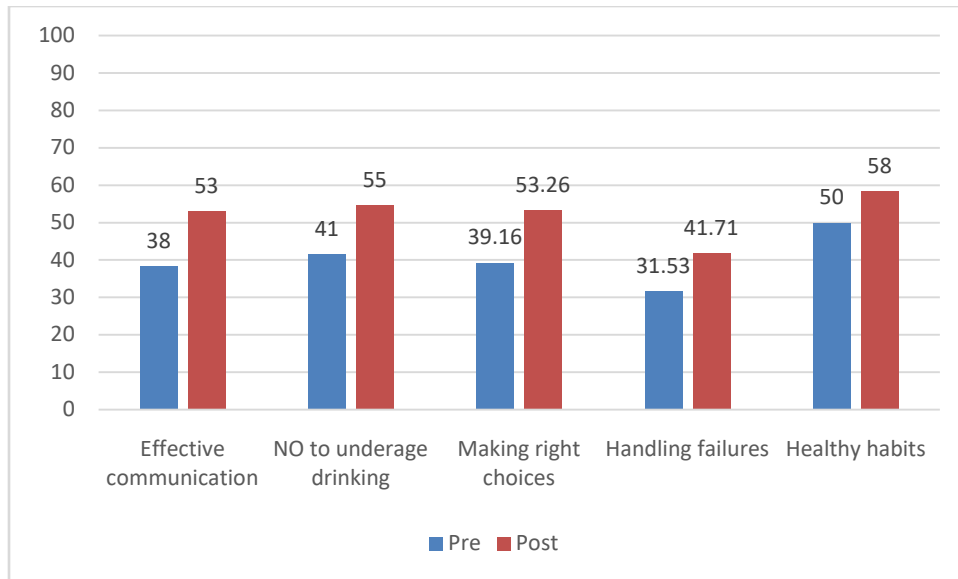
During pre-test 96% students scored below 17 however in post-test the proportion of respondents was fairly lower at around 83%.

There is a big shift of proportion of students scoring between 0 to 20% during pre-test and post-test from 50% to 4%, which emphasizes on an upward shift in the scores of students.

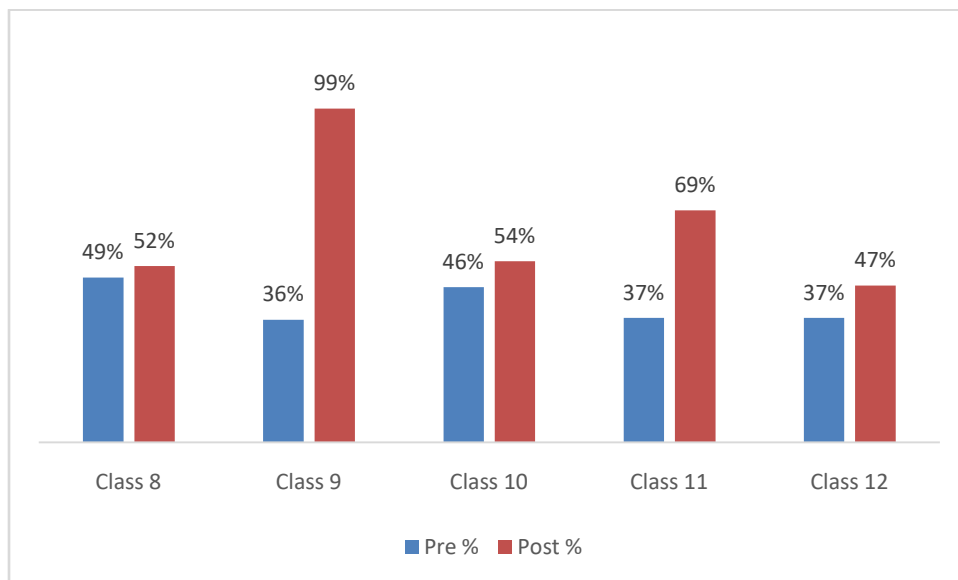
Distribution of marks in Pre and Post test



Improvement as per specific life skill set (in%)



A leap of improvement as high as 15% can be witnessed in the effective communication followed by 14% improvement both in making right choices and No to underage drinking categories.

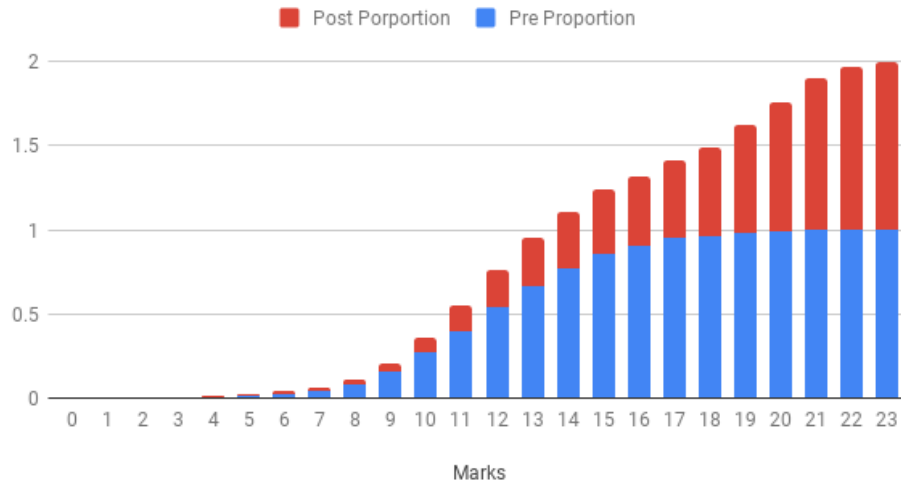


Although, students of all the classes showed an increase in the score from pre to post test, Class 9th students turned out to be the best performers.

10. West Bengal

Cumulative histogram

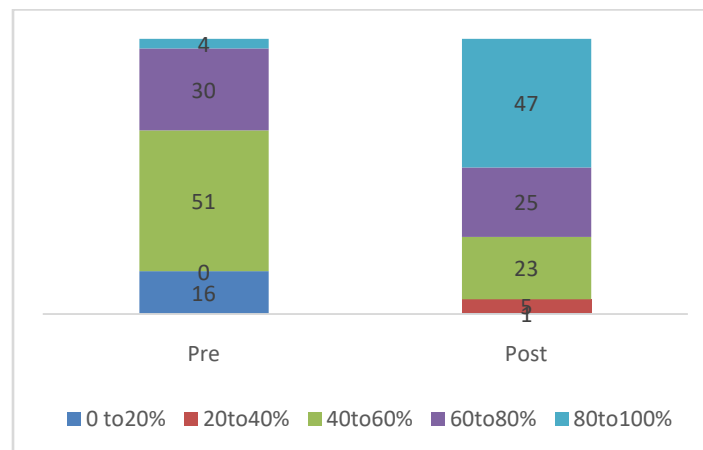
Pre Proportion and Post Porportion



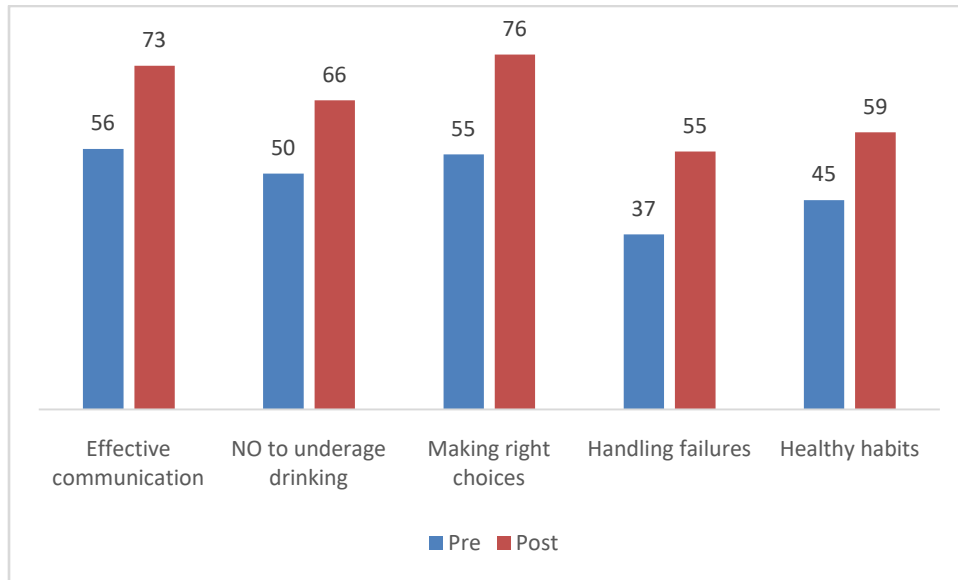
As is evident an upward shift can be witnessed in terms of performance of students of all classes cumulatively. 95% students scored 17 and less during the pre-test, however during post-test, this percentage dipped to 46% students.

The performance of students of West Bengal in post-test and pre-test witnessed an upward shift in scores from pre to post test. 16% students scored 20 and below during pre-test however during post-test no students scored 20 and below. An immense increase in the proportion of students scoring between 80-100% during pre-test and during post-test is a testimony of successful intervention. Only 4% scored between 80-100% during pre-test. However 47% scored between the same during post-test.

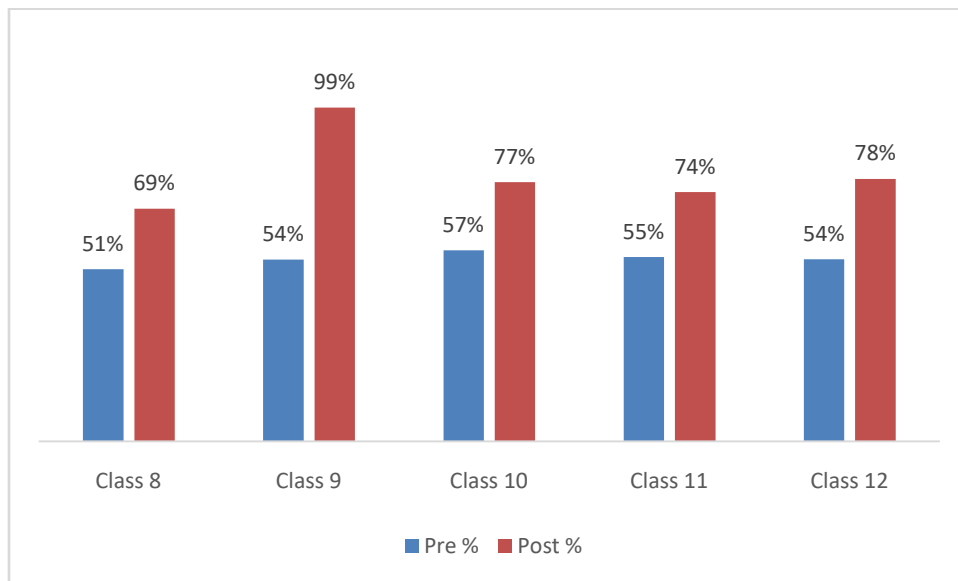
Distribution of marks in Pre and Post test



Improvement as per specific life skill set (in%)



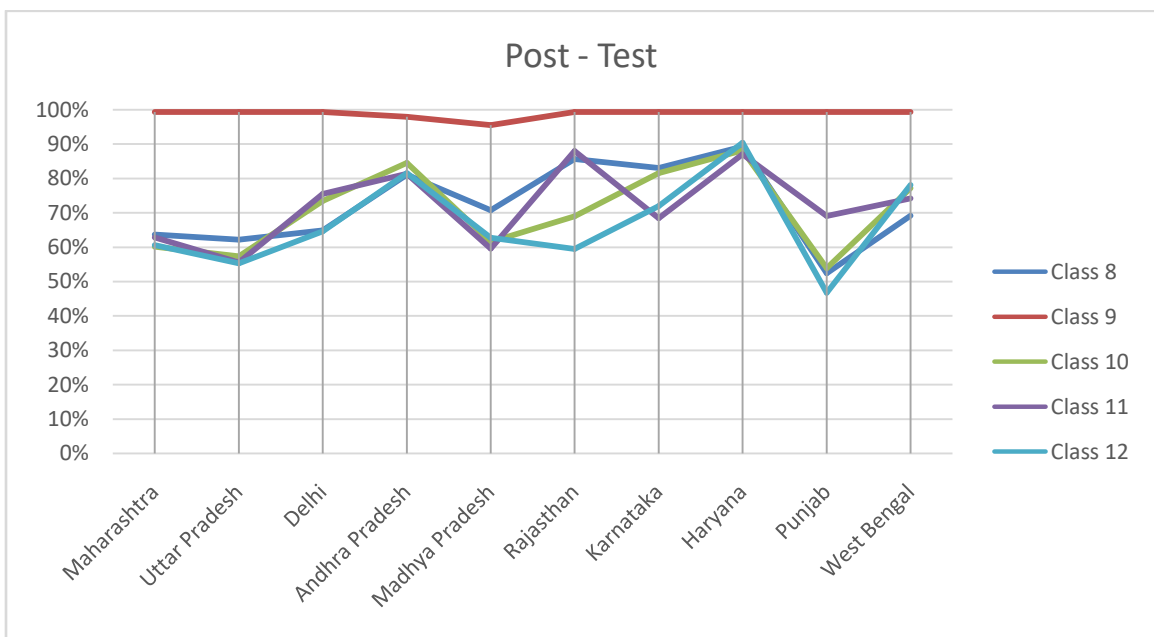
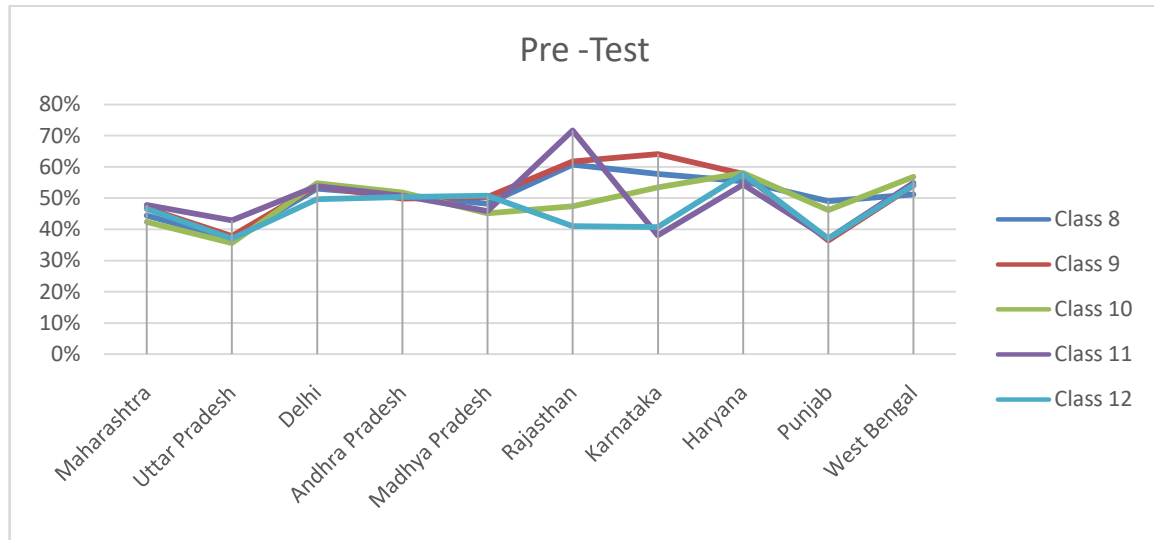
Average pre-test marks ranged from 50% to 56% with a fairly similar performance across all the categories. On the other hand, the average post-test marks ranged from 62% to 83%.



The bar graph above is a representative of class-wise performance of students, pre and post the programme. The pre test marks ranged from 51% to 57% whereas the post-test marks ranged from 69% to 99%. Class 9th students turned out to be the best performers in the state.

11. Cumulative Analysis of all the States

Improvement in average marks of life skills sets



The above two graphs portrays the upward shift class-wise across all the ten states. The line graphs show the average percentage scored by students of each class and an upward shift is a testimony of success of the intervention.

- Average marks have improved from the pre assessment to post assessment across all classes with respect to all five of the Cool Teens themes in each of the ten regions where the programme was carried out
- In all regions, amongst the five life skills themes covered, students demonstrated the strongest pre-assessment understanding of no to underage drinking. This understanding improved even further as a result of the programme, with no to underage drinking remaining the area where students have obtained the highest marks on average in the post-assessment as well
- In general, average marks on the assessments are similar across classes within any given region. This highlights that the programme is suitable for a range of classes and age groups

The quantitative analysis has shown that the Cool Teens programme has successfully led to a significant improvement in the students' understanding of the life skills covered by this programme (effective communication, dealing with peer pressure, making the right choices, healthy habits and saying no to underage drinking). This has been determined by comparing the performance of students in a pre assessment conducted at the start of the Cool Teens programme and a post assessment conducted at the end of the programme

This has helped students develop an enhanced appreciation of the following, thereby, meeting the programme objectives around substance abuse:

- dealing with the societal/ cultural/ other factors resulting in substance abuse
- the social, emotional and physical consequences of harmful substances
- the laws governing drinking
- equipping students with strategies to respond to substance abuse

V. Learning & Way Forward

1. Experience from the last three phases of the programme suggests the importance of human interaction with facilitators when dealing with sensitive topics such as peer pressure, handling stress and pressure for underage drinking
2. The module has been effective in spreading awareness amongst teachers as well as students. The messaging needs to be more sustained for long-term impact. The teachers of the school should be engaged in a session to understand the importance of such an intervention and how to engage with students on this subject. This would ensure that the school continues to work on this, even after the module has been implemented
3. In order to bring about behavioral change in the students, they can apply their learning through school-wide and community-based projects
4. It is proposed to develop a higher level module for students of class 11 and 12 for more intensive engagement with the students
5. The students can also be given takeaways like booklets after the intervention is over. This shall ensure a greater recall value of the programme.