Nayee Disha

A Project as a Course requirement for Sri Sathya Sai National
Leadership Programme for Self-Transformation

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In association

with Sri Sathya Sai Institute of Higher Learning

(Deemed to be University)

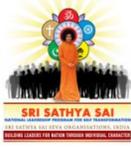Vidyagiri, Prashanthi Nilayam Campus

December, 2020

DEDICATED AT THY LOTUS FEET

MMR,MAHARASHTRA

SRI SATHYA SAI NATIONAL LEADERSHIP PROGRAMME FOR SELF TRANSFORMATION

CERTIFICATE

This is to certify that this Project titled "Nayee Disha" completed by the participants for the Sri Sathya Sai National Leadership Programme for Self-Transformation Batch 2020 from the MMR - Maharashtra, is a bonafide record of the original work done under the supervision of the undersigned as a Course requirement for the completion of the National Leadership Program.

………………………….…………   ……………..…………………….

Anoop Saxena   Annapurna Gohil

(Project Director - SP)   (National Team Member)

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Supriya Kanal Laungani

(Project Guide - SYC)

Place: Mumbai, Maharashtra

Date: 6th December, 2020

DECLARATION

The Project titled "**Nayee Disha**" was carried out by the team under the supervision of the State President, the National Team Member, State Youth Coordinator for the Certificate Programme as a part of the Course requirement for Completion and has not formed the basis for the award of any degree, diploma or any other such title by this or any other University.

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ACKNOWLEDGEMENTS

We dedicate this project to our Eternal Charioteer, Bhagawan Sri Sathya Sai Baba, who is the guiding force and source of all our endeavors.

We thank the Chairman & the Academic Board members for their complete support and providing this wonderful opportunity.

We thank the Registrar, the Controller of the Examinations, and the team of Experts from Sri Sathya Sai Institute of Higher Learning, for providing focused direction and encouragement to achieve our objectives.

We also thank the National Coordinators for Bal Vikas for spending their time providing support & guidance to the project report and at the same time giving valuable feedback.

A big thanks to the State President, Mr. Anoop Saxena, for providing us with all the resources and being a pillar around which we could create our project.

We also like to thank the National Team Coordinator Sister Annapurna Gohil for her guidance on this project.

We would like to extend our gratitude to the State Youth Coordinator Sister Supriya Kanal Laungani & Ex State Youth Coordinator Sister Lata Gurnani, for their most valuable support and feedback throughout our work.

We express our heartfelt gratitude to Brother Anush Mohan who is an Organisational Development expert presently working as a managerial skills trainer and learning facilitator at L&T. Brother Anush helped us with the conception, design, structure and evaluation of this mentorship programme. We are also grateful to Brother Prashant Harde, an expert in project management who helped us with performance matrix, schedule tracker, flow charts and the like.
Their sustained support and guidance has enabled us to complete this project systematically and well within the time frame.

We would also like to thank our Youth wing members; from Sister's side - Shruti Sharma, Geeta Gupta & Aishwarya Srinivasan; from Brother's side - R Aditya Subramanyam, Ravi Jashnani, Parikshit Menon, Samir Kshirsagar, Rajkumar Gupta, Anvit Hegde & Surya Maheshwar for their immense support to us right from the initial discussions for the project.

We are deeply indebted to our family members, for instilling confidence and positive energy in us when it was most required.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

With the thoughts of giving hand holding support for the Group 3 Balvikas students & children from Sai Deep Coaching Classes(Sai Prem, Navi Mumbai), Nayee Disha Mentorship Programme was designed for the adolescents. In this growing phase, they come across certain challenges. Having a person in their life, who is young but experienced and has dealt with this adolescence phase, helping them grow in a better way - was our idea of a Mentorship.

Mentors and Mentees were identified & an Orientation session was organized for the launch of the programme. Pairing of the Mentor-Mentee were done based on their common interests. Simultaneously, module & guidelines were designed for them. Module emphasized on the journey of "I to We to He." A schedule was designed & given to Mentors to track their entire Mentorship journey.

Though this pilot run was for 2.5 months, a beautiful bond was developed between most of Mentors-Mentees, and was a two-way learning for them. We as a team, multi tasked with continuously monitoring the project with feedback calls to mentor-mentees, arranged monthly common special sessions for mentees, resolving conflicts etc.

As part of the Culmination Programme, a common feedback and experience sharing session was organised for the Mentors. Along with this, they also shared their ideas and recommendations for the future batches. Also, outcome from the in-depth analysis of the feedback taken from Mentors and Mentees would be the guiding light for the Programme.

We thank Bhagawan for being with us through this entire Programme.

CHAPTER 1: PROJECT SUMMARY

Adolescents in the age group of 13 – 19 years go through major psychological and physiological changes. This is the period when they are likely to develop confusion and uncertainty with regard to their identity and their place in society. This is also a suitable time to discover their calling.

In our Organisation, this age group was available to us from two channels:

1. Balvikas - This programme as such needs no introduction. A programme of Education in Human Values (EHV), has proved to be the ray of hope for the future as it promotes that each child is unique, unrepeatable and creative being and when treated as such, learns to recognize his or her own worth and to give respect to all.
2. Sai Deep Coaching Classes - Being conducted at Sai Prem, Navi Mumbai, these classes provide free tutions to underprivileged children from Navi Mumbai. Along with tuitions, Balvikas class is also conducted for them and they are a part of all the Seva activities held at Sai Prem.

A huge number of children from Balvikas and Sai Deep successfully pass out but do not actively continue their association with our organisation or join the youth wing of SSSSO. One of the reasons could be that there is no formal hand holding or induction programme to introduce these children to our organisation.

Therefore, some non-parental, non – teacher guidance from Youth mentors during this stage will help in positively shaping their personal and professional life.

In light of the above circumstances, a need was felt to introduce a unique and value-based Mentorship programme for adolescents which will be shaped and formulated keeping in mind the essential teachings of our beloved Bhagawan, Sri Sathya Sai Baba.

CHAPTER 2: OBJECTIVES

This project aims to facilitate positive youth development by achieving the following objectives:

1. Creating a standard module for Adolescent Mentorship Programme which can be implemented in all states.

2. Conducting a pilot study on a group of children/adolescents to assess the feasibility of this project and to improve the module based on the insights gained from this pilot study.

The following chart indicates the key changes that are expected to occur in the mentee post the mentorship programme.
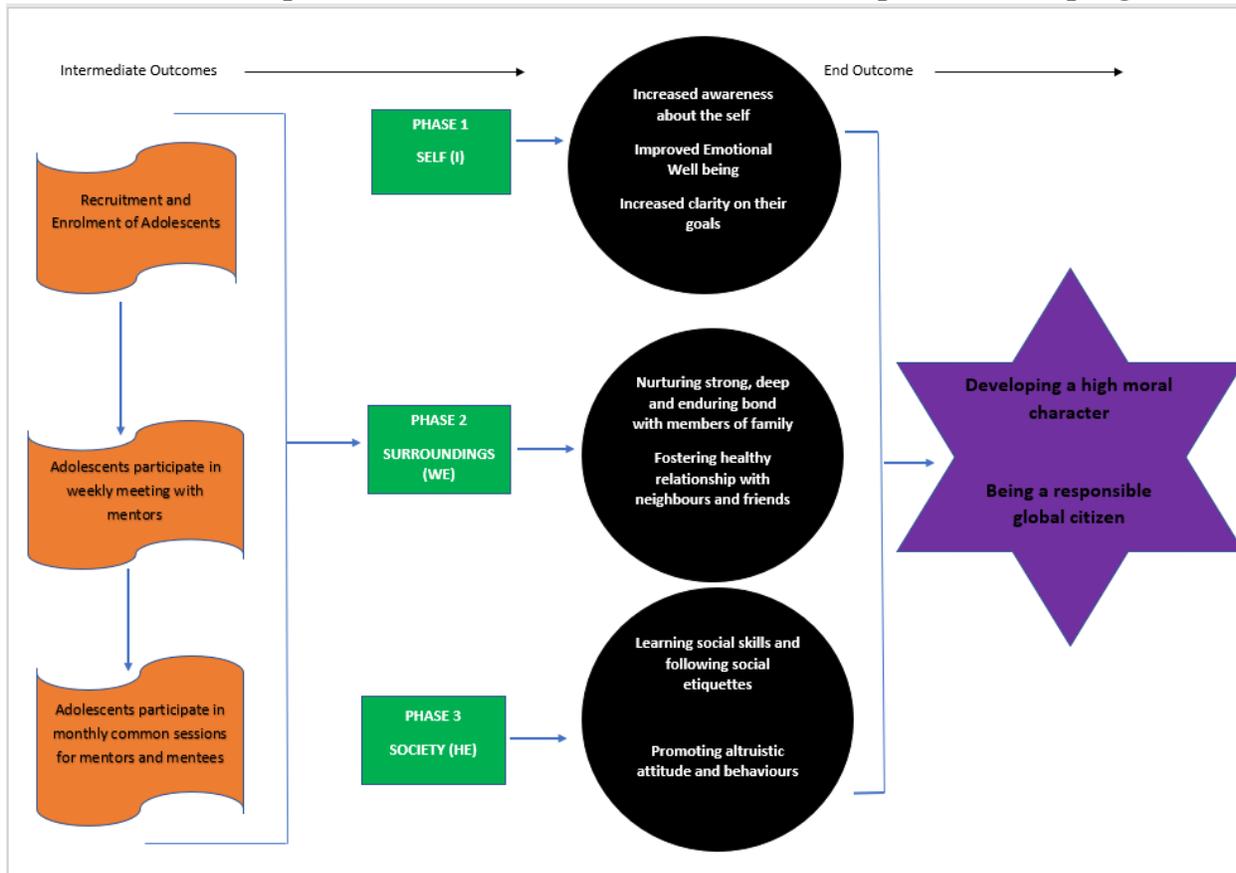

Figure: 2.1: Key Changes

CHAPTER 3: SCOPE

3.1   Within Scope

- Mentees were from within the Sai Family. They were already a part of Balvikas Programme or Sai Deep Coaching Classes.

- Mentees in the age group of 13 – 19 years.
- Mentors were identified from the Youth wing of Sri Sathya Sai Seva Organisation in the age group of 25 – 42 years.
- Timeline - 2.5 months.

3.2   Out of Scope

- Children who were not a part of Sai Organisation.
- Children who did not have the availability of a smartphone.
- Face to face interactions of Mentors & Mentees.
- Children willing to be a Mentee who is below 13 years or above 19 years.
- Youth willing to be a Mentor who is below 25 years or above 42 years.

CHAPTER 4: ROLES & RESPONSIBILITIES

Name	Responsibilities
1. Meenakshi Gopalakrishnan	• Creation of Documents • Framing of Feedback form • Data Analysis
2. Suhana Jashnani	• Coordination with Mentors and Mentees • Coordination with Key Stakeholder • Feedback calls and conflict resolution
3. Veena Chennuri	• Creation of WBS and other forms • Handling online session • Flow Chart
4. Anoop Saxena	• Our Project Director gave us all the liberty to take our decision and was a constant support system to the team.
5. Srinivasan Raghavan	• Was actively guiding us in formalising the entire programme.
6. Lata Gurnani and Supriya Kanal Laungani	• Helped us with resource building

Table 4.1 : Roles and Responsibilities

CHAPTER 5: PROJECT FLOW

Project Initiation
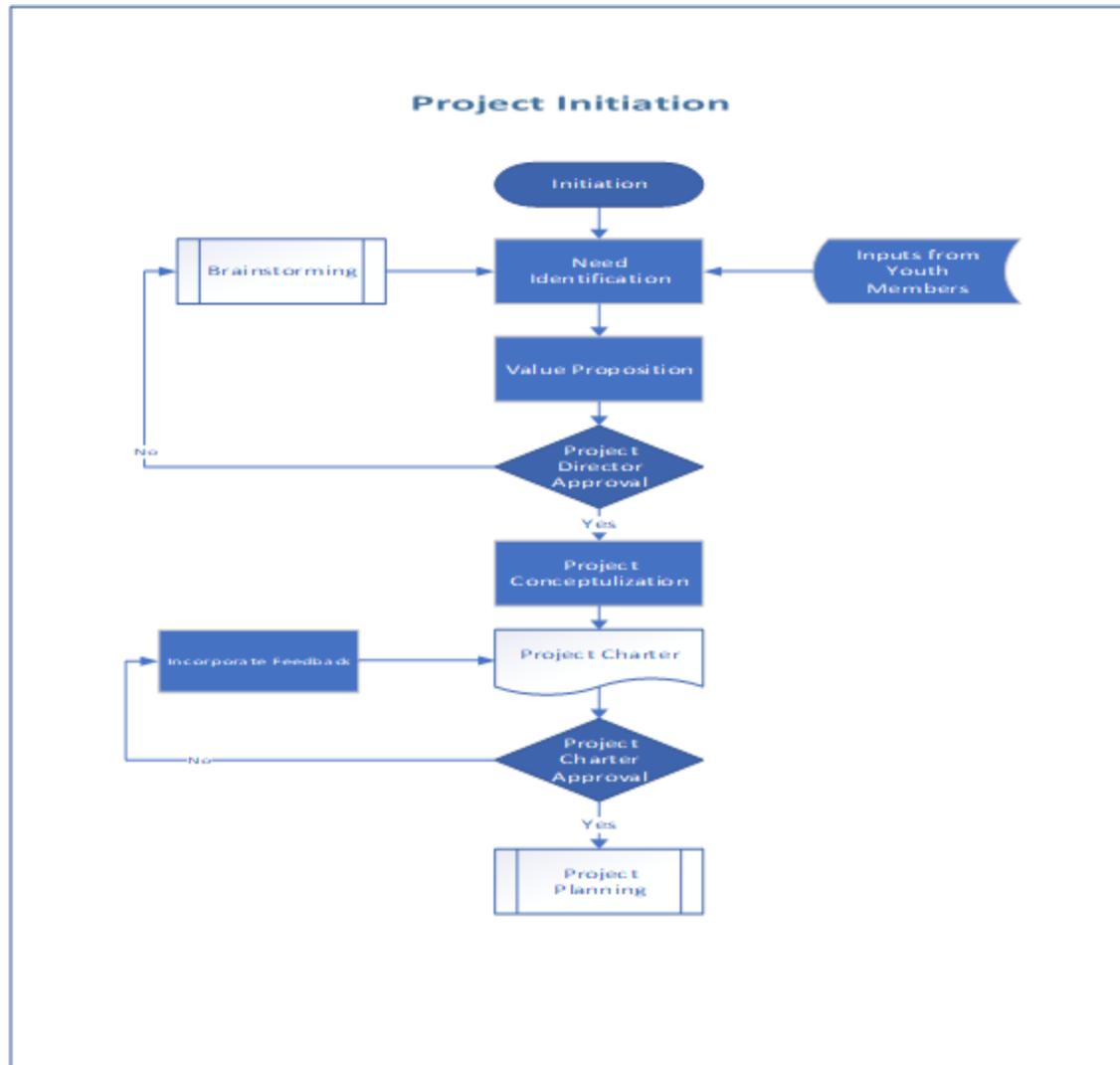
Fig 5.1: Project Initiation FlowChart

Project Initiation: As we embarked on the journey of selecting the topic,we started with a brainstorming discussion with the youth members of the organisation on different innovative topics which would be beneficial for the society and a self-transformation project. Many topics had coming up in the discussion out of which we shortlisted two topics:

1. Mentorship program

2. Recycling of waste

We also had a brainstorming session with the senior members along with the SP(Project Director) and finalised on - "Adolescent Mentorship Programme".

Post which we worked on the objectives, key stakeholders, what's there in-scope and methodology of the project and prepared the Project Charter. Post submission to the Project Director we got a few feedbacks which we changed and the final Project Charter was submitted to the Academic Board.
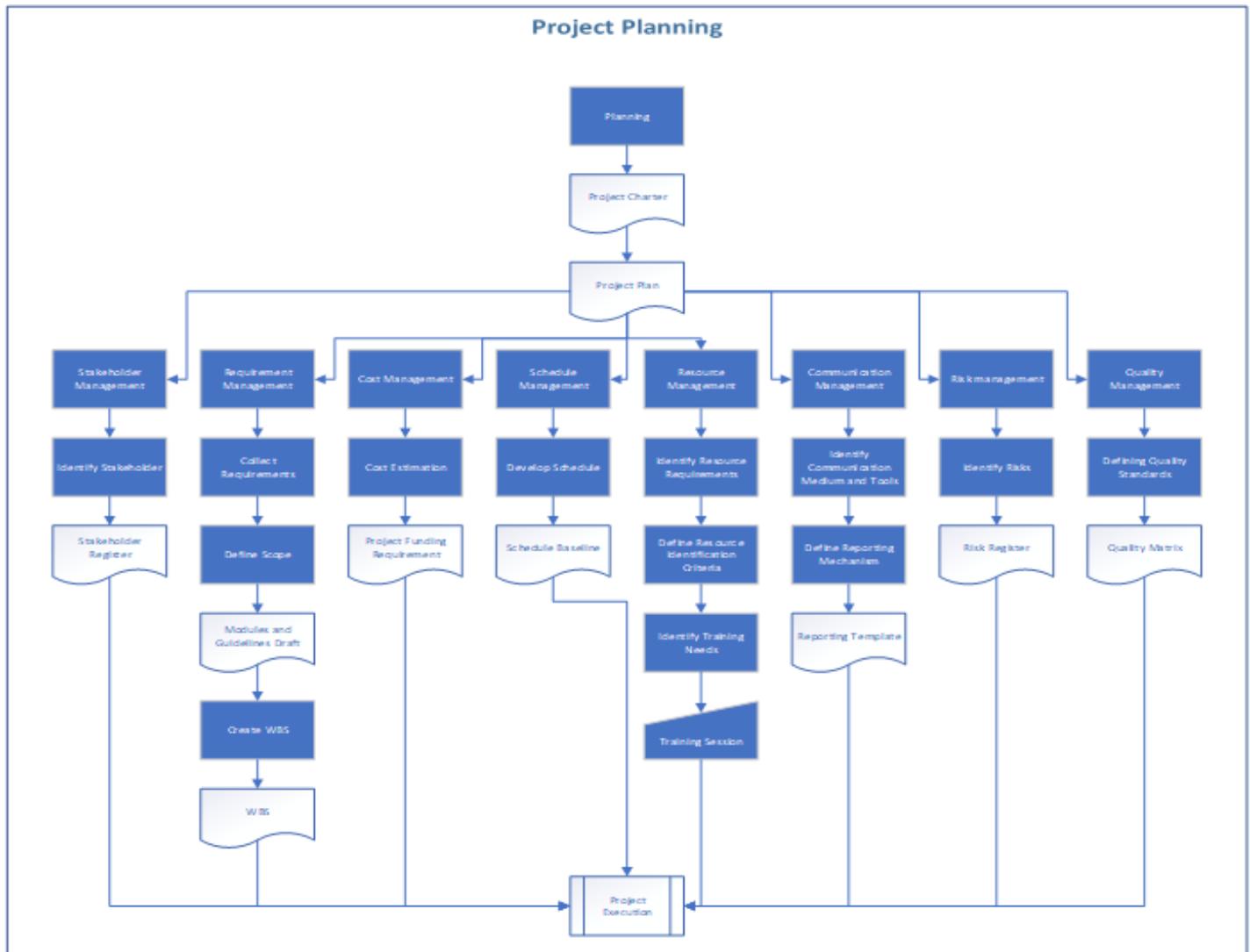

Fig 5.2: Project Planning Flowchart

Project Planning: Once the charter was approved, we started the groundwork wherein we listed out the key stakeholder with whom we will be running the entire program by contacting the Balvikas gurus and other senior dignitaries of the Organisation to finalise on the Mentees (Balvikas and Saideep students) who will be undergoing the programme and Mentor (Youth member between the age of 25-42) who will be the resource channel to guide the mentees. We also built a small group who were into technical support and topic expertise.

With the requirements received from the balvikas guru and Saideep co-ordinator we defined the scope which will be covered in the program and finalised on the Module which was divided into three parts - Self, Surrounding and Society. And to keep a track of the progress of the program we had a tracking sheet which had the Schedule - the entire timeline for the program and the performance tracker sheet - tracking the progress, topics covered and activities done between each mentor mentee pair. So to distribute the work amongst us we built the WBS and keep track of the proper progress of the project.

At the initial level cost and risk were the factors which we had rough estimates and when we progressed ahead we understood that we may need funds to have a few licenses for conducting online sessions and other miscellaneous expenses. Major risks were attrition of mentees due to various reasons which is mentioned in the failure stories. The estimated budget and the major risk was further discussed with the Project Director and got the required approval.

To know how effective and successful the program has been, we took feedback form, pre and post assessment by mentees and retrospective survey of mentors which formed our Quality matrix.

Once all the documents were in place we started with executing the project.
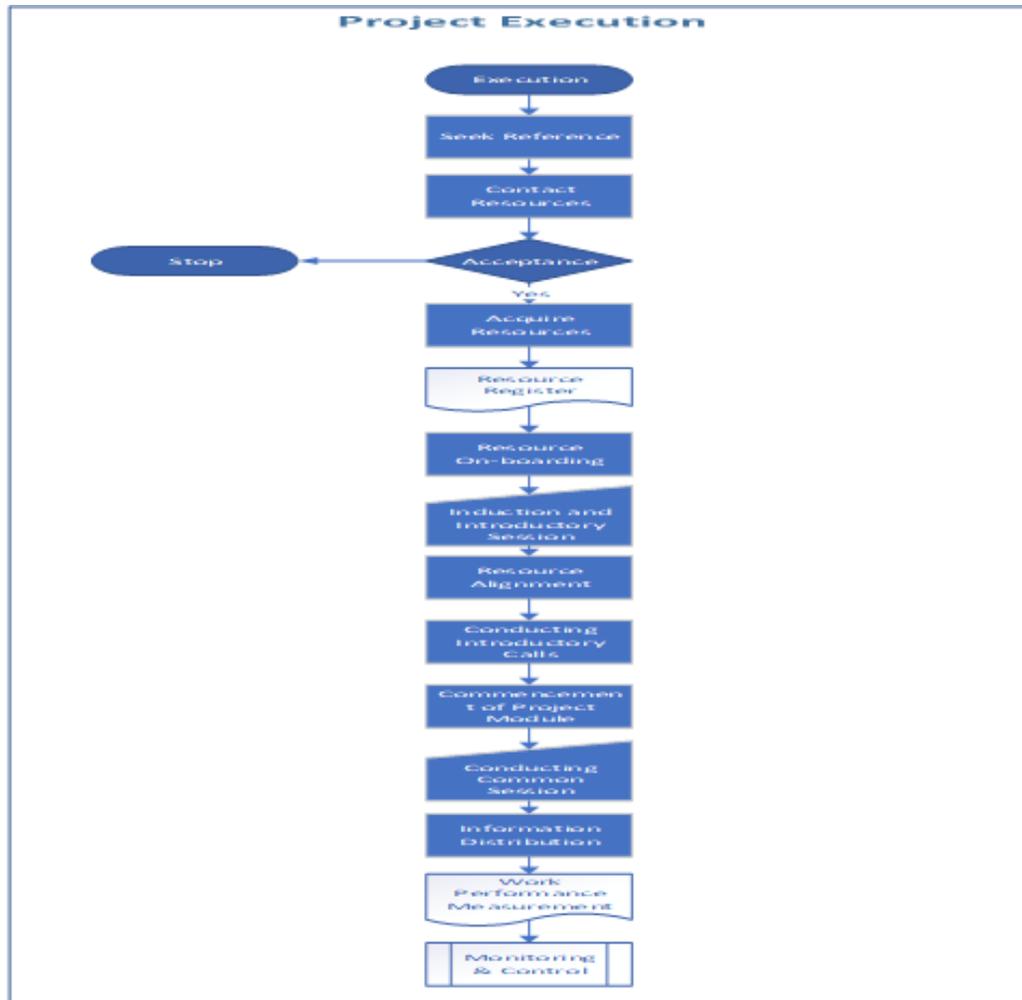
Project Execution

Fig 5.3: Project Execution

Project Execution: To get in the resources we approached different stakeholders and contacted the mentors. Once they confirmed we shared the mentor registration form and have their consent too. After which the mentors got on-board. With regards to mentees we got the nomination from Balvikas Gurus and Saideep Coordinator from whom we got their as well as their parents' consent, post which they got registered.

Once we had the list, we launched the programme by having an Orientation session wherein all the mentors, mentees, their parents and senior delegates who assisted us in the entire journey were part of it. Thus we launched the programme and after matching the likes and interests between the mentor and mentee, we had a three way introductory call and the mentors started with the modules with their respective mentees.

We arranged common sessions for mentors and mentees to gain information and knowledge in different topics like communication skills, Money Management, study techniques and so on. There have been fortnightly calls with individual mentors and mentees on regular updates on the progress or if any challenges faced which helped us have the work performance data in place via the performance tracker and feedback forms post completion of each module.
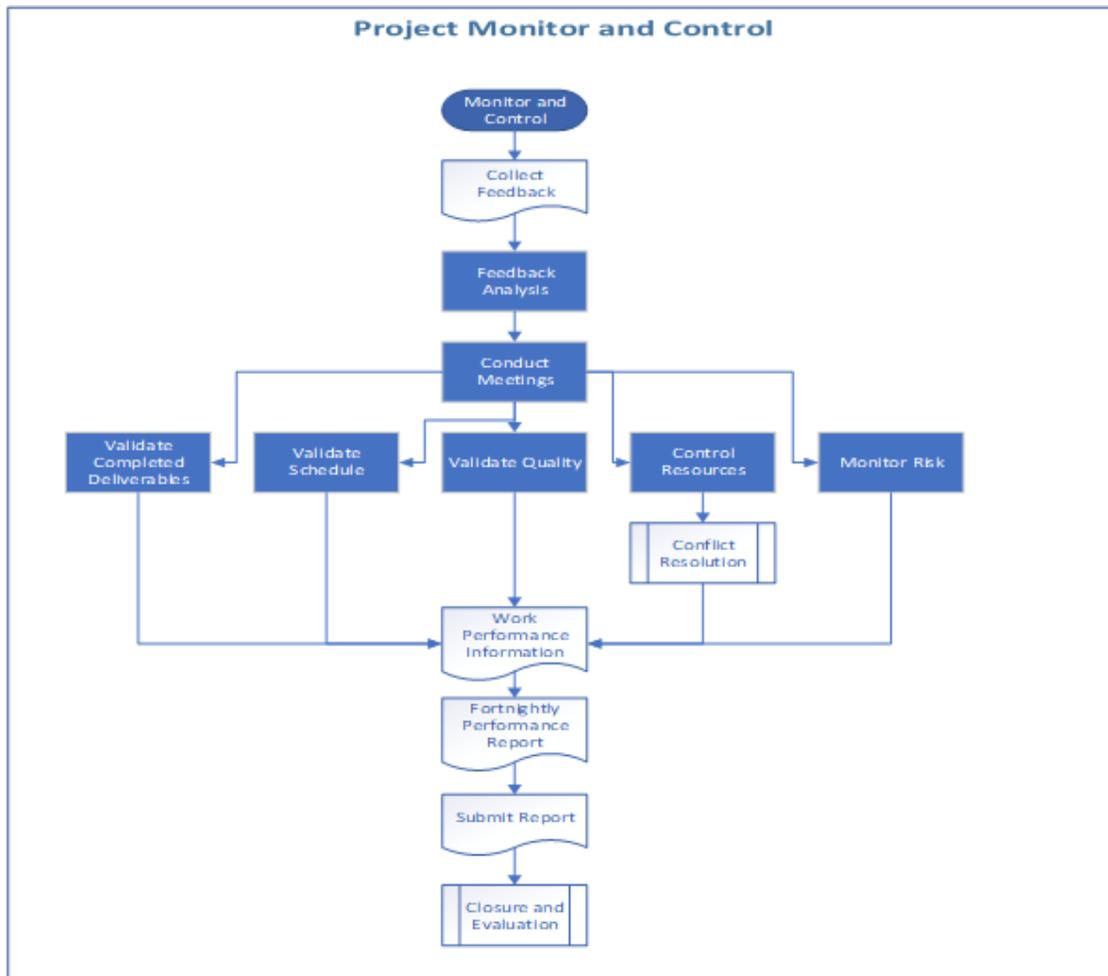
Fig 5.4: Project Monitoring and Control

Project Monitoring and Control: As we executed the entire program we had monitoring and controlling actions by taking regular feedback from the mentors and mentees to validate if the entire schedule was on track, to help with conflicts or disputes if any, faced by the team, if there is any delay. To check on the quality by taking timely feedback and updates from each and every participant. The WBS had helped us track our progress and the same was shared with the Project director and SSSNLPST team as a fortnightly report.

Project Closure & Evaluation

Closure

Post Assessment of Mentees

Record Overall Feedback from Mentors

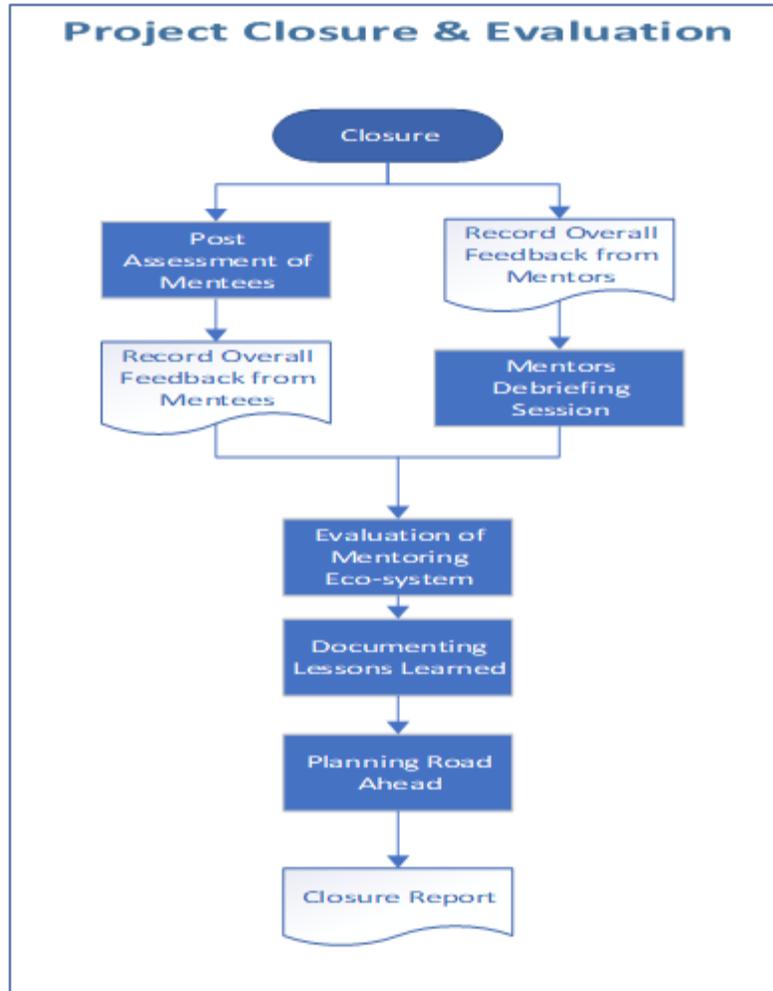Record Overall Feedback from Mentees

Mentors Debriefing Session

Evaluation of Mentoring Eco-system

Documenting Lessons Learned

Planning Road Ahead

Closure Report

Fig 5.5 - Project Closure and Evaluation

Project Closure and Evaluation: As we were approaching the closure of the programme, we had the comprehensive feedback form designed for mentees and mentors and closure call document ready. And once the last module was completed we got the feedback from all the participants (mentors and mentees). A post assessment form to mentees to evaluate the progress in what they had shared before starting the programme and a joint debriefing session was conducted with mentors to share their experience and know the ideas to be inculcated in the current model, which helped us document the road ahead. Post which we started the report writing and finally submitted it to the SSSNLPST team.

CHAPTER 6: RESOURCES AND TOOLS USED

Table 6.1 - Resources

Name	Particulars
Female Key Stakeholder	
Kamala Pandya	National Balvikas Coordinator
Devi Rajagopalan	State Balvikas Coordinator
Jayanthi Iyer	State Spiritual Coordinator
Priya Rajawade	Coordinator of Sai Deep Coaching Classes
Chitra Mohan	Balvikas Guru
Sumati Sridhar	Balvikas Guru
Meena Jashnani	Balvikas Guru
Supriya Kanal Laungani	State Youth Coordinator – Mahila
Lata Gurnani	Ex- State Youth Coordinator - Mahila
Shruti Sharma	Youth Wing Member

Geeta Gupta	Youth Wing Member
Female Mentors	
Shraddha Kotak	Mentor
Smita Bhat	Mentor
Poornima Divakaran	Mentor
Ekta Doshi	Mentor
Amishi Seth	Mentor, Guest Speaker
Vaidehi V C	Ex Stand by Mentor
Sneha Subbaroyan	Mentor
Sneha Dilip Mandavkar	Mentor
Supriya Dudwadkar	Mentor
Pritam Sadanand Sakpal	Stand by Mentor
Nidhi Bagree	Stand by Mentor
Pratiksha HM	Mentor
Maya G Shivakumar	Mentor

Priya Laxman Suryavanshi	Mentor
Male Key Stakeholders	
Anoop Saxena	State President
Srinivasan Raghavan	District President
Rajendraprasad Gaddam	Ex State Youth Coordinator – Gents
Jaikumar Pitroda	Joint State Youth Coordinator – Gents
R Aditya Subramanyam	Youth Wing Member.
Anush Mohan	Alumnus, Guest Speaker, Youth Wing Member.
Prashant Harde	Youth Wing Member
Parikshit Menon	Alumnus, Youth Wing Member
Ravi Jashnani	Youth Wing Member
Bhushan Thakkar	Guest Speaker, Youth Wing Member
Rajkumar Gupta	Youth Wing Member
Samir Kshirsagar	Youth Wing Member

Male Mentors	
Nihar Desai	Mentor
Jayesh Pillai	Mentor
Ajay Subbaroyan	Mentor
Makarand V. Pantoji	Mentor, Guest Speaker.
Dinesh Talreja	Ex Stand by Mentor
Prasanna Subramanian	Stand by Mentor
Lakshmikant Sharma	Stand by Mentor
Shivakumar Kannan	Stand by Mentor

Tools/Software	Particulars
Whatsapp	Internal communication for team members
Google Meet	Discussions with team members
Zoom	Online Sessions
Google Sheets	Performance Tracker
Google Forms	Feedback and analysis forms
Visio	Flow Chart
MS Excel	Gantt Chart

Table 6.2 - Tools

CHAPTER 7: PROJECT FINDINGS AND RECOMMENDATIONS

7.1 Findings and Recommendations implemented in the current project

7.1.1 OUTCOMES

Sr. No.	Programme Specific Outcome	Indicators	Source	Actual Outcome
1.	Various Activities to recruit Adolescents and Mentors	Number of adolescents enrolled in this programme.	Internal Programme records	18
2.	Adolescents Participate in mentoring programme	Number of adolescents participating in this programme.	Internal Programme records	18
3.	Attrition	Percentage of adolescents dropping out of this programme.	Internal Programme records	22 . 22 %

4.	Adolescents complete the mentorship programme	Percentage of Adolescents completing the minimum required sessions with their mentor.	Periodic reporting from mentors and feedback from mentees	66 . 66 %
		Percentage of adolescents completing all mandatory activities.	Periodic reporting from mentors and feedback from mentees	5. 55 %
5.	Adolescents Participate in monthly common sessions for mentors and mentees	Percentage of adolescents attending all the common sessions for mentors and mentees.	Internal Programme Records	14. 28 %

Table 7.1: Intermediate Output

Sr. No.	Programme Specific Outcome	Indicators	Data Collection Strategy	Actual Outcome
1.	Increased awareness about the Self	Percentage of adolescents showing increased awareness about their strengths and weaknesses.	Pre and Post Survey of mentored Adolescent	53 . 84 %
2.	Improved emotional quotient	Group Average of S- PEC Scores (Short Profile of Emotional Competence)	survey of mentored adolescents	Interpersonal EI = 31 Intra Personal EI = 40
		Percentage of adolescents showing increased self-worth and self confidence	survey of mentors	100 %

3.	Increased clarity about their goals	Percentage of adolescent showing increased clarity about their career goals	survey of mentored adolescent	76 . 92 %
			Pre and Post Assessment of the mentored adolescents	61 . 53 %
		Percentage of adolescent showing increased clarity about their personal goals	survey of mentored adolescent	69 . 23 %
			survey of mentor	61 . 53 %
4.	Nurturing Strong, deep and enduring bonds with members of family	Percentage of adolescents showing increased responsibility towards family.	survey of mentor	93 . 75 %

5.	Learning social skills and social etiquettes	Percentage of Adolescents scoring over 85 % marks in the quiz on social etiquette	Quiz	58. 33 %
6 .	Promoting Altruistic attitude and behavior	Group Average of (EmQue) CA score (Empathy Questionnaire Child & Adolescent)	survey of mentored adolescent	Affective Empathy = 1. 45 Cognitive Empathy = 1.83 Prosocial Motivation = 1.81
		Percentage of adolescents showing increased Tolerance and Compassion.	survey of the mentor	96 . 9 %

		Pre and post assessment of mentored youth	38 %
	Percentage of adolescents showing increased responsibility towards society.	survey of mentor	81.3 %

Table 7.2: End Output

7.1.2 FINDINGS

1. NET PROMOTER SCORE: The Net Promoter Score was used to determine the success of this Nayee Disha Mentorship Programme. The mentees were asked the question "How likely are they to recommend Nayee Disha Mentorship Programme to a friend or a sibling?"

Based on their ratings, The NPS was calculated and the score that was arrived at is 54.

Since the sample size was below 30, we could not put the programme on percentile scale as required by international benchmarks. Nothing less, any positive NPS is generally considered as a good score and any score above 50 is considered as excellent.

2. SATISFACTION SCORE :

A. Mentees

1. 77 % of Mentees reported that they were satisfied with the Nayee Disha Mentorship Programme.
2. 69 % of the mentees reported that the topics that were discussed with their mentors were helpful/ useful to them.
3. 54 % of the mentees reported that the monthly common session that was organised was helpful/useful to them.

B. Mentors
1. 87 % Mentors reported that they were satisfied with the Nayee Disha Mentorship Programme.
2. 100 % mentos reported that the Modules and Guidelines that were provided to them were very useful and helpful.
3. 93 % of the mentors reported that the performance tracking sheets that were provided to them were helpful and useful.

3. EMPATHY AND EMOTIONAL COMPETENCE SCORE :

1. Emotional Competence[1] : A Short - Profile of Emotional Competence (S-PEC) questionnaire was provided to the mentees after the culmination of the pilot run of mentorship programme. Based on responses received to this survey, their Interpersonal Emotional Intelligence and Intrapersonal Emotional Intelligence was calculated. Their scores were compared to the scores of an international norm group which is similar to our study group, and therefore forms a benchmark.

Our mentees demonstrated a significantly higher score than the international average.

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[1] Mikolajczak, Moïra & Brasseur, & Carole, Fantini. (2014). Measuring Intrapersonal and Interpersonal EQ: The Short Profile of Emotional Competence (S-PEC). Personality and Individual Differences. 65. 10.1016/j.paid.2014.01.023. Retrieved November 20, 2020 from sciencedirect.com : https://www.sciencedirect.com/science/article/abs/pii/S0191886914000439

Brasseur S, Grégoire J, Bourdu R, Mikolajczak M (2013) The Profile of Emotional Competence (PEC): Development and Validation of a Self-Reported Measure that Fits Dimensions of Emotional Competence Theory. PLoS ONE 8(5): e62635. Retrieved November 20, 2020 from journals.plos.org: https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0062635

Short profile of Emotional Competence. Retrieved November 20, 2020 from goodmedicine.org.uk : http://www.goodmedicine.org.uk/sites/default/files/assessment%2C%20emotional%20competence.pdf

Competency	Nayee Disha Group		Norm Group	
	Average	Factor Scores	Average	Factor Scores
Identify my emotions	8.0		6.6	
Understand my emotions	7.2		6.7	
Express my emotions	6.8	Intrapersonal EI: 40	6.4	Intrapersonal EI: 32.98
Regulate my emotions	5.9		6.5	
Use my emotions	7.4		6.8	
Identify others' emotions	7.3		6.7	
Understand others' emotions	7.4		6.5	
Listen to others' emotions	7.0	Interpersonal EI: 31	7.6	Interpersonal EI: 34.05
Regulate others' emotions	6.6		7.1	
Use others' emotions	5.4		6.1	

Table 7.3: Emotional Competence

2. Empathy (EmQue-CA)[2] : Empathy questionnaire for Children and Adolescents was provided to the mentees after the culmination of the pilot run of mentorship programme. Based on responses received to this survey, their Empathy score was calculated. Their scores were compared to the scores of an international norm group which is similar to our study group, and therefore forms a benchmark.

	Group Average Score	Norm Group Average Scores
Affective empathy	1.45	0.82
Cognitive empathy	1.83	1.27
Prosocial motivation	1.81	1.56

Table 7.4: Empathy Score

Higher *Affective empathy* (i.e., sharing an emotional state) predicts constructive conflict resolution when encountering problems with friends.[3] According to a

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[2] Overgaauw, Sandy & Rieffe, Carolien & Broekhof, Evelien & Crone, Eveline & Guroglu, Berna. (2017). Assessing Empathy across Childhood and Adolescence: Validation of the Empathy Questionnaire for Children and Adolescents (EmQue-CA). Frontiers in Psychology. 8. 10.3389/fpsyg.2017.00870. Retrieved November 20, 2020 from researchgate.net :
https://www.researchgate.net/publication/317590246_Assessing_Empathy_across_Childhood_and_Adolescence_Validation_of_the_Empathy_Questionnaire_for_Children_and_Adolescents_EmQue-CA
[3] *Ibid*

validation study by Sandy Overgaauw, Carolien Rieffe, Evelien Broekhof, Eveline A. Crone and Berna Güroglu (2017)[4], the average *affective empathy* score for children and adolescents was **0.82.** Nayee Disha mentees who responded to the questionnaire scored an average of **1.45**.

Cognitive Empathy (i.e., understanding emotional states of others) predicts higher quality friendships involving mutual reciprocity and stability. According to the above-mentioned validation study the average *cognitive empathy* score for children and adolescents was **1.27.** Nayee Disha mentees who responded to the questionnaire scored an average of **1.83**.

Prosocial Motivation (i.e., attending to other's emotions) predicts the Willingness to comfort and the intention to help others. According to the fore mentioned validation study, the average *prosocial motivation* score for children and adolescents was **1.56**. Nayee Disha mentees who responded to the questionnaire scored an average of **1.81**.

7.2 Recommendations for future implementation

1. FROM THE TEAM:
   1. We would need the support and assistance of doctors, psychologists and other experts in the field of behavioural sciences to improve the qualitative and quantitative assessment matrix for this mentorship programme both at the initial stage to design the questionnaire and evaluation parameters and at the culmination stage to measure the progress made by the mentees in areas such interpersonal skills, empathy, well-being, emotional quotient, social skills, etc.
   2. A well-established process needs to be devised to screen potential mentors before recruiting them for the mentorship programme. There is a need to have mentors who operate from a zone of self-responsibility.
   3. The mentorship programme would require specific budget allocation so that the mentors and mentees can meet face to face on regular intervals and bond together either at events or picnics or get together meetings organised specifically by Nayee Disha team or otherwise.
   4. A mobile application or computer software or web-portal needs to be developed specifically for this mentorship to systematically store records like

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[4] *Ibid*

mentor - mentee database, performance tracking sheets, questionnaires, feedback forms, pool of resources to aid mentoring, etc.

5. Some *community building* programs have to be developed to ensure that the bond between the mentor and mentee is active and alive even after the culmination of their mentorship tenure.

6. A list of best practices needs to be evolved. The same could not be done by our team due to paucity of time.

7. Feedbacks and responses collected and recorded at regular intervals, need to be systematically analyzed and corrective measures need to be taken.

2. FROM THE MENTORS:

1. Expectation setting: Ask the mentee before the commencement of mentorship what do they want from this program? Elicit detailed response from them with regard to this and share the same with the mentors.

2. There were too many mandatory activities. It is not advisable to burden the child with so many exercises. The list can be cut down. Also, more flexibility can be given with respect to the activities. Mentors should be allowed to drop activities that do not suit their mentees.

3. A couple of rounds of group interactions between all the mentors and the mentees before commencing the actual mentoring would be very helpful. This helps the mentees to open up quickly and help the mentors to understand their mentees better. The experience gained during these common sessions will also serve as conversation starters during the mentoring sessions.

4. The performance tracking sheets, modules, guidelines and other mentoring resources should be shared well in advance.

5. Common experience and feedback sharing sessions for mentors should be organized more frequently and at regular intervals.

6. Parent's buy in is very important. Parents of the mentee should be apprised thoroughly about this program. Parents should appreciate the need and importance of the program. Topics/ Points relating to "Privacy, Confidentiality and Faith" need to be touched on more with parents.

7. Mentors should be oriented and trained on how to talk to mentees and approach topics given the module. Mentors should be given sufficient time to understand the scope and depth of the program.

8. Mentors should be made to do the activities mentioned in the module for at least a few months before they start mentoring the adolescents.

9. Mentoring programs should be at least for the duration of 6 months.

10. Organize physical gathering of mentors and mentees for at least two times.

11. Questionnaires and forms should be kept compact. Do not ask lot of questions at the same time.

12. During common sessions, time management should be taken care of. Sessions should not extend beyond 1.5 hours.

13. The minimum amount of time to be spent between mentor and mentee for each topic / session should be flexible.

14. Large group activities, games and fun events should be organized.

15. Mentor – mentee pairing / matching should be done in a better way.

CHAPTER 8: LESSONS LEARNT

8.1   Collective learning (Project)

- Out of the existing Fourteen pairs of Mentees-Mentors, twelve pairs have bonded really well & strong. One pair had faced initial challenges in connecting, but they overcame it with time. Also, one pair bonded but it was more of a formal, respectful & courteous kind of bonding throughout their mentorship journey.

- We could provide Career guidance to one Mentee & helped her to get clarity as to what course she can take after completing her 12th.

- Most of the Mentees told us in their feedback calls that they were really comfortable talking to their respective Mentors & they wished this bond of theirs continued ahead.

- Mentees also said they have a better knowledge of their strengths, weaknesses, goals, responsibilities etc due to this programme.

- Mentors have also learnt through this Programme & from their Mentees too. This has been a Self-Transformation journey for all – Mentors, Mentees & us as a team.

- Mentors have not stuck to the given timelines for this programme.

- Two out of four Special Sessions organised for Mentees extended beyond the fixed duration decided.

- There was low response in terms of attendance from the Mentees side for the Special sessions.

- After the Programme initiated, Four Mentees opted out for various reasons.

- As a team we grew together in patience, understanding and maturity. Our thoughts and ideas were in sync with each other and we took all the decisions unanimously.

- Throughout the journey we accepted all the challenges and overcame it with positive attitude.

- We accommodated each other flaws and accepted the shortcomings without blaming anyone nor becoming critical about mistakes or omissions.

8.2   Individual learning (Self Transformation)

Name	Self-Transformation
Veena	Journey with the Nayee Disha team has been a dream coming true and a wonderful learning experience. Learning: 1. to be a good listener 2. Going to the level of one individual to understand their thoughts 3. Patience and perseverance Experience: 1. Going with the flow without nagging when things are not as per your wish. 2. Holding on to your trust in all challenges. 3. Tuning with the team as per the situation.
Meenakshi	Learnings: 1. Patience and Acceptance, virtues which were virtually unknown to me have become an integral part of me, now. 2. I have become far more easy going and stress little about people's inaction / inefficiency or things beyond my control. I have also become less judgemental. 3. I used to fuss a lot about the results and outcome of a situation or assignment. Now, I accept whatever the outcome, as '*prasadam*' received from God.

4. I stretched my comfort zone to learn subjects and tools which were not a part of my regular operations. I have come to realise that there is absolutely nothing that I can't do.

5. During this project, at one point I found it very difficult and overwhelming to handle the needs and requirements of 40 people at a time. Fortunately, realisation dawned on me that I have to take charge of my inner world to be able to conquer the external world. It is during this time that I figured out which *spiritual sadhanas* suit me and bring the best results for me.

Experience:

The four months journey has been nothing less than adventurous. I started off very naive and skeptical about this idea of doing a group project in a virtual set up. Eventually, things fell into place and everything aligned itself beautifully. It is indeed a blessing to have such wonderful team members.

I am amazed by the way Veena didi pulled off this whole project with so much ease and confidence despite being a mother, a working professional in a corporate, aside from being the District Youth Coordinator for Navi Mumbai.

Suhana constantly kept me refreshed and relaxed by her witty jokes and naughty escapade which have acted as invisible stress busters throughout this venture. She has also been that non-judgmental confidante, in whom I could confide all my worry and insecurities.

I would be failing in my duty if I were not to value and acknowledge the efforts of Anush Mohan, Aditya Subramanyam, Prashant Harde and Ravi Jashnani and

	Rajkumar Gupta but for whose selfless efforts and support, this project would not have seen the light of the day. I feel extremely humbled, blessed and grateful to Swami for having given me this opportunity to not only work on this project in the first place but also to meet and get to know such wonderful souls.
Suhana	The entire journey of Nayee Disha, for me has been a very humbling & an immense learning experience. All of us, as a team, have put our best efforts to make this project an offering to the Lotus feet of Bhagavan. My learnings were: 1. I learnt to face challenges with a calm mind, I felt it was Swami who was handling all the problems in the journey & resolving it. 2. It is an interesting opportunity to learn & do new things for this project which I had never done before. 3. I have always been someone who would be very restless, but working with a group of 40+ people made me realise the importance of being patient. 4. I would previously stress over the things which were beyond my control. I learnt to accept whatever the results be as Swami's Will. 5. I have become more empathetic towards people around me. I would be ever grateful to Swami for choosing me to be a part of His Project Nayee Disha.

Table 8.1 : Individual Learning

CHAPTER 9 – REFERENCES

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APPENDIX

A1 : Module_Nayee Disha.pdf

A2: Mentor Performance Tracking_Sample.xlsx

A3: Guidelines for mentee_Nayee Disha.pdf

A4: Guidelines for mentors_Nayee Disha.pdf

A5: Approved Charter.pdf

WBS - Nayee
Disha_Final.xlsx

A6: