KALANJYAM TRUST

ANNUAL REPORT 2024-2025

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GOVERNMENT GIRLS HIGHER SECONDARY SCHOOL- ASHOK NAGAR





Our reach	3
About us and our team	4
Vision & Mission	5
A word from HM Desk	6
Our project	7
A year in review	31
Future outlook and goals	34
Testimonials	39





Awareness sessions reached -2532 students







25+ Group sessions

Individual 120+ students



PEER MENTOR

Evaluation

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Activities

160+

Individual sessions



Empowering Our PEER MENTOR



Rewarding students

Annual day and Sports day celebration





பிலும் பில்லு இரு தாக் நீல் (தானை எ



Testimonials





"Building Empowered Futures through Awareness and Counselling"





Kalanjiyam is committed to building vibrant, empowered communities through a holistic, participatory development approach. We envision a society where individuals actively drive their own progress and well-being. By training and engaging passionate young men and women, we create local leaders who lead and sustain our model programs for lasting community impact.



Lakshmi Ramakrishnan Managing Trustee

Mansadevi Project Manager



Hemamalini

Project Coordinator



Nambikai

Project Counsellor



Bavithra

Project Assistant



Our Vision

Our vision is to empower young girls with knowledge, skills, and confidence through career counselling, life skills coaching, and peer mentorship. By providing emotional support, counselling services, and engaging activities, we aim to foster resilience, leadership, and personal growth, enabling them to achieve their aspirations and contribute meaningfully to society.

Our Mission



- <image>
- 1 Empower individuals with the skills needed for personal and academic growth.
- 2 Promote continuous learning and raise awareness on various topics and mental health
 - 3 Create a supportive and inclusive environment that encourages self-improvement and lifelong education.

A word from HM's Desk

 $(\bigstar \bigstar \bigstar \bigstar \bigstar)$

Over the past our school's awareness and Counselling sessions has significantly benefited for students both in academics and personal growth Thank you team for covering topics like mental health ,career guidance, communication, stress management etc Additionally students preparing for board exam received valuable career guidance

The counselling sessions have helped student cope with academic stress, personal challenges and emotional support .

Many students reported feeling more confident and better to handle peer pressure and exam anxiety . Thank you so much for the support

> VASUKI HM GGHSS,ASHOK NAGAR,CH-83

OUR PROJECT

What's to be done?

Project Vanavil aims to educate students by raising awareness and fostering life skills among individuals aged 13 to 17 and also offers counselling for those seeking mental health support and identifies students who may be vulnerable and in need of assistance.



How is it done? PROGRAM FOCUSED

Through Project Vanavil, the team actively works with school students by conducting a variety of initiatives aimed at their overall growth and development. This includes awareness programs that educate students on various topics, counselling sessions to provide emotional and academic support, and interactive activities designed to nurture and enhance their talents and hard work. Additionally, the team organizes competitions to encourage healthy participation, recognize students' skills, and motivate them to strive for excellence.

EVALUATION

The team conducts **assessments** to identify students' needs, educate them on those specific requirements, and evaluate each session, activity, and program upon completion to ensure **effectiveness** and continuous **improvement**.

"Guiding with care, uplifting with knowledge, and inspiring with support."



AWARENESS SESSION











SELF AWARENESS AND EMOTIONAL INTELLIGENCE











COMMUNICATION



OUR REACH

50 CLASSES

2500+STUDENTS 2 ACTIVITY



In 2024-2025, the Project Vanavil Mission aims to empower adolescent girls by

equipping them with essential life skills for a better future. As part of this initiative, our first program focuses on Communication.

We introduced the concept of communication, recognizing its importance in students' personal growth and future success. Through awareness sessions, girls in grades 11 and 12 improved their body language and gestures, enhancing their interactions with peer groups and becoming more confident communicators. Additionally, classroom communication exercises boosted their enthusiasm and energy levels, helping them develop stronger communication skills.



ACTIVITIES

Story Chain – A storytelling activity where students build on each other's ideas Gestures & Expressions-To help students understand the importance of body language, facial expressions, and gestures in communication.

Students, particularly those in 12th grade, interacted with us and learned a variety of things through the concept of life skills and activities. During the class, students actively participated and shared their experiences. They improved their skills and began communicating with others through eye contact and complete confidence.



- 1. What did you enjoy the most in this lesson? Learning about verbal communication, Learning about non verbal communication, Group activities .
- 2. How often do you face communication problems? Always, Sometimes , Rarely, Never.
- 3.Do you feel more confident in speaking and expressing yourself after this lesson?
- 4.Do you feel more confident in communicating after this lesson?



Of the students found non-verbal communication to be the most interesting aspect of the concept, as our team covered topics such as body language, facial expressions, and gestures.





Students mentioned that they occasionally or rarely face difficulties in communication.





Many students expressed confidence in verbal communication, but a few found challenges in expressing thoughts clearly and speaking in front of others.



The majority of students gained confidence in their communication skills after the session.





எனக்கு மிகவும் பிடித்த வகுப்பு தொடர்பு (Communication) பற்றியது, ஏனெனில் நான் பிறரை கவனமாக கேட்பதில் குறையாக இருந்தேன். இந்த வகுப்புக்குப் பிறகு, கேட்பது தொடர்பில் முக்கியமானது என்பதை நான் உணர்ந்தேன். இப்போது, நான் எனது வகுப்பிலும் தனிப்பட்ட வாழ்க்கையிலும் எல்லாவற்றையும் கவனமாக கேட்கத் தொடங்கியிருக்கிறேன். KRITHIKA- X-B

HEALTH AND WELLBEING

2 ACTIVITIES



OUR INITIATIVE

Our team encouraged students to use newspapers for wrapping and disposing of used napkins. Soon, many classes started cutting newspapers and hanging them on the wall for easy access.



"The session on self-love helped me feel more confident about myself." As part of our commitment to promoting the overall well-being of students, we conducted a Health and Wellbeing Awareness Session aimed at equipping school students with essential knowledge on key health topics. The session covered nutrition, exercise, self-love, and menstruation, providing students with valuable insights into maintaining a healthy lifestyle.

Through interactive discussions and engaging activities, students gained a deeper understanding of balanced diets, the importance of physical activity, selfcare, and menstrual health. The session encouraged open conversations, fostering a supportive and informed school environment.

"I never knew so much about menstrual health before—now I feel more prepared and comfortable talking about it." ACTIVITY 1.CARD MAKING 2.QUICK STRETCHING BREAK

MEASURING PROGRESS





Our initiatives

The team visited the Mid-Day Meal Scheme during the awareness session to ensure that students were consuming nutritious meals, particularly receiving adequate nutrition from the eggs provided at



- Menstrual Hygiene

 (35%) Students gained valuable knowledge and felt more comfortable discussing menstrual health.
- Nutrition (30%) Learned about balanced diets, healthy eating habits, and the importance of nutrition.
- Exercise (20%) Recognized the benefits of regular physical activity for a healthy lifestyle.
- Self-Love (15%) Encouraged selfacceptance, confidence, and mental well-being.



STORY TIME

"Janani used to **feel**

uncomfortable and confused about menstruation. She lacked proper knowledge about menstrual hygiene and often hesitated to discuss it. During the Health & Wellbeing Awareness Session, she learned about the importance of hygiene, how to use **sanitary** products correctly, and the need for self-care during her cycle. With this newfound awareness, Janani now manages her periods with confidence, ensuring she stays clean, healthy, and comfortable. She even encourages her friends to talk openly about menstrual health

without fear or shame."



"Dharshini never paid much attention to her health-she often skipped meals, ate junk food, and stayed up late watching videos. Her irregular sleeping habits left her feeling tired and unfocused in class. However, after the session, she realized the importance of proper nutrition, exercise, and self-care. She started eating balanced meals, including the nutritious food provided at school, and developed a healthy sleep routine. Now, Dharshini feels more energetic, focused, and confident in taking care of her well-being."





SELF AWARENESS AND EMOTIONAL INTELLIGENCE



Our Limitless Spread
2 ACTIVITIES, 48 CLASSES, REACHED 2000+STUDENTS

As part of our efforts to support students' personal growth, our team conducted a Self-Awareness and Emotional Intelligence Awareness Session to help students develop essential life skills. The session covered key topics such as SWOT analysis, goal setting, anger management, and self-regulation, enabling students to identify their strengths, set achievable goals, and manage their emotions effectively.



Through interactive discussions and practical exercises, students gained valuable insights into self-reflection and emotional well-being. The session empowered them to make informed decisions, improve their emotional resilience, and enhance their overall personal development.

ACTIVITIES

- SWOT ANALYSIS
- EMOTION
 MAPPING
 ACTIVITY

"Emotional intelligence begins when we recognize that emotions contain valuable information, not just reactions." – Daniel Goleman

OUR IMPACT & REACH



"I learned how to express my feelings in a better way instead of shouting or getting frustrated."

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Compared to 11th and 12thgrade students, 9th graders have less awareness of distinguishing their strengths and weaknesses. To help them develop a better understanding, our team organized various outdoor activities to assess their awareness more effectively.

"I used to get angry quickly, but now I take a deep breath and think before reacting.



"The team conducted the 'Feelings Charades' activity, where students acted out emotions while their peers guessed and discussed ways to manage them. This helped enhance their emotional recognition and regulation skills in a fun and interactive way."





"Shruthi never thought much about her strengths and weaknesses—she often felt lost when making decisions. During the Self-Awareness & Emotional Intelligence Session, she participated in the **SWOT analysis exercise**, where she identified her Strengths, Weaknesses, Opportunities, and Threats for the first time. She discovered that she was **creative and a quick learner** but **needed to work on her confidence and time management**.

With this awareness, Shruthi started focusing on her strengths while actively **improving her weaknesses**. She set small goals, took on new challenges, and became more confident in her abilities. Now, she makes decisions with clarity and embraces opportunities for growth."

"Privadharshini often struggled with controlling her anger. When things didn't go her way, she would **react impulsively**, sometimes saying or doing things she later regretted. During the Session, she participated in an anger management activity, where she learned how to recognize her triggers and respond calmly instead of reacting instantly. Through guided exercises, she discovered techniques like **deep breathing, pausing** before reacting, taking time- out and expressing her feelings in a healthy way. Over time, Privadharshini became more aware of her emotions and learned to **handle** conflicts with patience and understanding. Now, she feels more in control, **communicates** better, and faces challenges with a calm and positive mindset."



"WE TAKE PRIDE IN EMPOWERING STUDENTS WITH SELF-AWARENESS AND EMOTIONAL RESILIENCE, HELPING THEM MANAGE EMOTIONS, BUILD CONFIDENCE, AND UNLOCK THEIR TRUE POTENTIAL."

LEADERSHIP AND WOMEN EMPOWERMENT

Our connectivity 2 Activities, 5 group class sessions , reached 2000+students

Our team conducted an engaging session on Leadership and Women Empowerment, aimed at equipping students with the confidence, skills, and mindset needed to become future leaders. The session focused on:





Leadership Qualities:

Understanding key traits like decisionmaking, empathy, integrity , resilience , teamwork, and communication.



Breaking Barriers:

Encouraging young minds to challenge gender stereotypes and embrace leadership roles.





Inspiring Role Models:

Sharing success stories of women leaders to motivate students.



Empowerment Activities:

Interactive discussions, self-reflection exercises, and team challenges to build confidence.

ACTIVITIES

BLINDFOLDED COMMUNICATION

BREAKING BARRIERS "Leadership isn't just for toppers —it's for everyone! *6 Lead With Confidence" Gayathri -IXth std



"A leader is one who knows the way, goes the way, and shows the way." – John C. Maxwell



STORY TIME

Meenalochini from 9th B always believed that only **toppers could be leaders**. She never thought she had what it took. During the session, she **hesitated** at first but soon found herself **speaking up**, **sharing ideas**. For the first time, she realized that **leadership wasn't about marks—it was about confidence and action**. By the end, Meenalochini felt a **new sense of belief in herself**. She walked away knowing that she, too, had the **potential to lead**.



Boomika from 9th D always admired leaders but believed leadership was only for the most **outspoken students**. She often **hesitated** to share her thoughts, **fearing** they wouldn't matter. During the session, she took part in a **team challenge** that required **active listening**, **clear communication**, **and decisionmaking**. As she listened to her teammates' ideas and voiced her own, she realized that **leadership wasn't just about speaking** —**it was about understanding**, **guiding**, **and standing by one's values**. By the end, Boomika saw herself differently. She learned that true **leaders listen before they speak**, **communicate with confidence**, **and lead with integrity**."





CAREER GUIDANCE

Spreading Our Wings

2 ACTIVITIES

20 CLASS SESSIONS

•

500+ Career guidance







Interactive Activities: *© "Career Mapping"*

Exercise – Students connected their interests and skills to potential career paths, helping them visualize their future goals.

🛃 "Dream Job Pitch" –

Each student selected a career and presented why they were suited for the role, improving confidence and communication skills. **Career Exploration:** Understanding various career paths across different fields.

- **SWOT Analysis:** Helping students assess their Strengths, Weaknesses, Opportunities, and Threats to make informed career choices
- **Skill Development:** Identifying key skills needed for different professions.
- **Goal Setting:** Learning how to set achievable career goals with a clear roadmap.

"The team provided all 12th-grade students with a comprehensive list of career and course options to help them make informed decisions about their future."



"Roshini, a 12th-grade student, always felt unsure about what to do after school. She had heard about different career options but didn't know which path would suit her best.

During the Career Guidance session, she learned about various fields and opportunities she had never considered before. When she received the career and course options list, she became very happy. Seeing all the possibilities in one place helped her feel more focused and confident about her future choices. Roshini feels empowered to explore her options and make a well-informed decision about her career".



"Bhuvaneshwari, a 12th-grade student, always felt overwhelmed when thinking about her future. With so many career options, she was unsure which path to take. She worried about making the wrong choice and had little clarity on the courses available.

During the Career Guidance session, she participated in the SWOT analysis, which helped her recognize her strengths and interests. The session also introduced her to various career paths she had never considered before. When she received the career and course options list, she felt relieved —seeing everything clearly outlined made her feel more confident about her next steps. Bhuvaneshwari feels empowered and informed, ready to take the next step toward her future with clarity and confidence."



INTERNET SAFETY

ACTIVITIES [DEBATE], 11 CLASSES 450+ STUDENTS



Our team conducted an **Internet Safety Awareness** session to educate students on **responsible and secure online behavior.** The session focused on key aspects of digital safety, empowering students to navigate the internet wisely.



Student:3

"So, if I block them, they

can't message me again?"



Student:1

"I'd respond and scold them!"

Student:2

"I'd delete the comment and ignore it."

Our team

"Deleting can help, but the best approach is to block, report, and talk to a trusted adult.

Our team

"Exactly! And if it gets serious, report it to your teacher or parents."







ory time





A group of friends used to share everything online—photos, locations, and even passwords. They never thought about the risks. "We trusted everyone on our friend lists," one of them admitted.

After the session, they realized how easily personal information could be misused. "We didn't know oversharing could be dangerous," another friend said. They were immediately willing to change their privacy settings, to create stronger passwords, and became more cautious online. By the end, they felt safer and more responsible, promising to protect themselves and educate others about online safety. *****

Hema Priya used to believe that accepting friend requests from strangers and sharing photos online was harmless. "I never thought anything bad could

happen to me," she said. After the session, she understood the risks of oversharing and online threats. She realized the importance of privacy, strong passwords, and being cautious online. "Now, I think twice before sharing anything. My safety comes first." By the end of the session, Hema Priya felt more confident and in control of her online presence, ensuring to make smarter and safer digital choices.





Counselling



- The counselling sessions provided students with a safe, supportive, confidential, and non-judgmental environment to openly express their thoughts and emotions.
- Many students confided in challenges such as academic pressure, self-esteem issues, body image concerns, emotional regulation, and difficulties in friendships and relationships.
- Others sought guidance on family conflicts, decisionmaking struggles, and personal growth.
- With active listening, empathy and personalized support, the counselor helped students navigate their concerns, fostering emotional wellbeing, resilience, and selfawareness.
- The sessions also encouraged peer support, allowing students to connect, share experiences, and uplift one another in a trusting and understanding space.









"We cannot teach people anything; we can only help them discover it within themselves." – Galileo Galilei

Group courselling

Group counselling sessions provided a safe space for students to discuss challenges like academic stress, peer pressure, bullying, and social media overuse. Through interactive discussions and activities, they developed emotional awareness, communication skills, and conflict resolution strategies. The sessions fostered peer support, helping students feel heard and understood. Counselor guided these discussions, equipping students with practical coping techniques. Many reported increased confidence, resilience, and a willingness to seek help, creating a more empathetic school environment.









"A supportive environment can be the key to unlocking a person's ability to heal." – Irvin D. Yalom

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"Positive changes in students highlight the value of our efforts."

FEEDBACK

"I am really grateful for the counselling sessions. Thank you for listening to me without judgment and making me feel truly heard. It meant a lot to have a safe space where I could express myself without fear. Your guidance and reassurance have helped me see things more clearly, manage my emotions better, and handle challenges with a positive mindset. I've learned that seeking help is not a weakness but a step towards growth. Thank you for being patient, understanding, and for helping me believe in myself again."





I have learned to express my emotions better and seek support when needed.

Thank you for creating a safe and non-judgmental space for US.

counselling gave me clarity and confidence to move forward.

I handle academic pressure much better now instead of feeling completely stressed out.





Our Peer Mentor





Our Peer Mentorship Program focuses on empowering and guiding 30 selected students to become mentors for their peers. Through structured training and support, these students develop leadership, communication, and problem-solving skills, enabling them to provide guidance and support to their fellow students. This initiative fosters a culture of mentorship, ensuring that students have a trusted peer network to turn to for guidance, motivation, and emotional support. By equipping student mentors with the necessary skills, the program strengthens the overall wellbeing and resilience of the student community.



A YEAR IN REVIEW FEEDBACKS



CHILDREN'S DAY CELEBRATION

I am Soorna Lakshmi from class 10-B. Thank you so much for this opportunity. This was my first stage competition in my entire school life. I have always been shy and felt insecure about participating in competitions, but your team supported me and helped me overcome my self-doubt. With your encouragement, I participated and received a lot of appreciation and gifts. From now on, I will confidently take part in all competitions!



Our Vanavil team organized a Children's Day competition for our peer mentors, including drawing, poster making and speech contests. All 30 peer mentors actively participated. As a token of appreciation, the team awarded certificates to all participants. The top 10 outstanding students were specially recognized with medals and certificates during the school assembly.





CASE STUDY

"A girl from 11th grade was referred due to school refusal and emotional distress, she revealed experiencing harassment on the way to school that led to fear and absenteeism. Through vent-out therapy (a safe space to express emotions freely), relaxation techniques (to reduce anxiety and regain emotional stability), and parental counselling (guiding her mother on how to support her emotionally), she gradually built confidence and resumed attending school regularly. Additionally, her class teacher was counseled on how to create a supportive learning environment. With increased family encouragement and school support, she made remarkable progress. To recognize her resilience, our team and HM ma'am rewarded her for her improvement, empowering her to move forward with confidence."

"A girl from 12th grade was struggling with academic pressure, low self-esteem, and overwhelming family responsibilities, she also faced interpersonal conflicts and unhealthy eating habits. Through Nutritional counselling, she understood the importance of balanced meals and the impact of skipping food on her wellbeing. Assertiveness Training helped her set healthy boundaries, express her needs confidently, and manage responsibilities without feeling overwhelmed. With guidance on self-care and academic strategies, she gradually regained focus, developed confidence, and improved her daily habits. Her family also became more understanding, creating a more supportive environment."





"Behind every changed life is a team that listens, supports, and empowers."





In the academic year 2024-2025, we introduced additional initiatives beyond our regular program for students.







FUTURE OUTLOOK AND GOALS

Our team had a wonderful opportunity to collaborate with Government Girls Higher Secondary School, Ashok Nagar, conducting around six awareness sessions filled with various activities and competitions. The students actively participated and enjoyed the programs. However, our team faced challenges in completing all the planned sessions due to time constraints, ongoing exams, revisions, and PET periods. Additionally, many teachers were utilizing the available time for revision, which unfortunately prevented us from fully executing our planned programs.





WHAT'S NEXT?

We are continuously working together to address these challenges. As a first step, our team has planned to select 40 peer mentors for the next academic year, making it easier for us to connect more closely with all the students.

PRIOR PLAN

- Activity preparation
- Remaining Module should Feedbacks in Early stage complete
- Training our Peer Mentor

lenges

Difficulty in scheduling classes – Allocating dedicated time for awareness programs proved challenging due to existing academic commitments and pre-planned schedules. Even during PT periods, finding a suitable slot without disrupting regular lessons was difficult. This impacted the continuity of certain initiatives and limited their overall reach

among students.

02

01

Time Constraints – Balancing counseling sessions with academic priorities was challenging, as students' schedules were packed with classes, assessments, and extracurricular activities. Limited flexibility made it difficult to accommodate these sessions without disrupting their academic progress.



03

Teacher Hesitation & Stigma Around Counselling – Some teachers were reluctant to send students for counselling, believing they could handle the concerns themselves. Additionally, stigma surrounding counselling made it difficult for some students to seek help.



Difficulty in Follow-ups – With a high number of students requiring support, maintaining consistent follow-ups was challenging due to packed academic schedules and consecutive exams. Finding suitable time slots within the existing timetable proved difficult, as academic commitments often took priority over additional support sessions.





Limited Awareness About Counselling

Among Students – Many students and parents lacked awareness of the benefits of counselling, leading to hesitation in seeking support. Despite efforts to normalize counselling, some students continued to believe it was only for those with "serious problems," making them reluctant to open up.

06

07

Challenges in Conducting Parental Counselling Sessions – Many parents were unable to attend counselling sessions due to their hectic work schedules. Additionally, limited awareness about the importance of counselling made it difficult to engage them in discussions about their child's well-being.

High Student Volume & Limited time – With a large number of students needing guidance, providing individualized attention within limited time was a challenge.

OUR GOAL 2025-2026

PEER MENTOR TRAINING

RANDOM CHECK

FOR COUNSELLING

Mentors will be assigned to small groups for better interaction, with regular review meetings to track progress. They will also document their experiences and challenges to improve the program and support student development.

GROUP AWARENESS SESSION

Increase student participation in counselling by fostering awareness, reducing stigma, and ensuring timely support to address their emotional and academic needs. Our team plans to conduct future sessions by bringing together 4 to 5 classes at a time, focusing on key awareness concepts, interactive activities, and feedback collection. With HMMAM's permission, each session will be scheduled for 2 hours.

QUICK FEEDBACK AND REVIEWS Implement a structured system to collect feedback from students and teachers after each counselling and awareness session to improve effectiveness and

engagement.



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A.HM Ma'am's Appreciation



Testimonial

I am incredibly grateful to the Kalanjium team for the invaluable guidance and mentorship you have provided to own children.

The peer mentor program has been an effective initiative, enhancing leadenship skills among students while providing guidance and support to their peers.

Various Competitions were held to nuture students creativity, critical thinking and talents. Gift distribution initiative was conducted to appreciate students who performed well in academics as well as in other activities.

Our students have learned so much. Especially your wisdom and expertise have helped shape our student's path towards success.

Thank you so much Malini and Nambikai for being a remarkable mentors. I want to express my deepest appreciation for your selfless, extraordinary service to overcome struggles of needy students.

Congratulations)

GIGH66, ASHOK NAGAR CH-83.

Teacher's Recognition





ம் 13 முழும் ம்பியிலும் விடி வா சான்று விரைக்கால குத்திலுக்கு ஆனைத்பது காளைத்து பாணைக வாருணிகானையு ப்லக்கிலுகள் வாருணைப்பு காளையு வருணுக் ஆணைக்குவ் ப்புக்கு பிதுவாக வாருணிமானையு முன்கும் வாகைவுகள் மாடு குவாவுடி வாரினையு தலைத்பது காணுடில் இயுல ம்பாவுடி வ் இணையு தலைத்பது காணுடில் இயுல

ஸ்கமோணைய உலகு புல்கும் வாதல் பிறையில் மாது இன்னில் கோத்துக்கையில் பல் வால் குணையில் காது குண்டித்து செல்லாய வாக்குப் அணையில் சன்ற வூது விலியால (ஸ்லிழித ப் ரல்கில் நிலை குதுற வூதல் விலியால (ஸ்லிழித ப் ரல்கில் நிலை குதிக்கில் விரைக்காற விரைக்கு பிருக்குக்குக் குதிற்றில் விரிக்காற விருக்கு மாலுக்கு குதி

ப் கூரம் கண்ணைல் பலிலும் பல் வான் ப் பில க்கு இக்குகை உடன் பில்லும் பில்லும் பில் குகு இக்குக்கு பில்கு பில்குக்குக் பில்கு பில் குகுக்குக்குக்குக்குக்குக்கின் பில்கு பில் தல்க்கு ஆடில் பிடி குல்லாக குக்குக்கின் பில்லு பில்லாக கிக்குக்கிக்கின் பில்லாகம் பில்லு

Main BAUDUCTORE MARCER PLange DDA Even ME ABBRID DITLE Dive Lingering Origing มกุษายุ ประการ เพิ่ามา มาการ เมาให้เมือง As Ariwin onuni JAT. WARD.











2) อยาธิ เปลา 2 อาลา อาเรียวกับ อาเรียวกับ 20 เยาร์ പ്രതിന്താല പന്നിഡിന് വുങ്കിം പ്രതിന്ത്രം പ്രതിന്ത്രം ชีวยุอร์เสิวขายี การเบอร์บุทุตัลแรง กระอิษุรีอาร อิษาที่สุวทุ กมแพน์ อิเทศิพร์ถึ เฮเรียร์ เอเยายเอ มิการีเปกร பக்கியாற்றிகாள், பிரணையாகிட கராடியாகப ม & R Jour In 10 ang 2 and 10 mg 2 and 10 mg 2 and 10 mg BBLLIGER Browning Join Borging of BARRIE โอกลองเฉมชาตี โอเซเลี้ โอกาษ์ เปญบันสิ่ง หลุยาเอ๊ อาหาร์ก็รี่สาที. போரம் விக்காற Loning 15 172 1857 சிக்கு விடிாவில் Lorpooralisors (B) (ເຊິ່ງ ມາຊົ່ງ ອາການ (121 mm) (ເພາະອາອາສາສາຮູ້ເຊິ່ງ L บริศาสองที่ 5 เรียง 2018 สมบิ เมือง เรื่องที่หรื Gray 6 OLOM LION DIGILYBAN ISLESS DIFON LOBAMES ใบานขามาการสี่เป็า แต่กระที่ ภาริช 3015 สายาบาริศัตร์ที่รู้ Datement Bayor stories of Billion Larona Bonsiel BELITURE กฎหมา Barona การา 20014 เกา BBEGB നത്തികിലന്റെ ലാമ്പ്പ് കാരിന്ഡ് താങ്കിയ് 14 മലത് Andulate wrong Bonflass แลงเป็นสุภั เธกยา 3 Boung പത്തിയെയാന് പ്രാപ്പാം താദ്ധാന്തിയി നയിന്റെ പ്രത്യാണ് കുറ്റി நீர்நாலீ எண்டு திருக்குட சொக்கிய மக்களைய ആവസ്ഥി വന്റ്റത്വം ക്രിം നാത്ന്.



TESTIMONIALS

 $\uparrow \Box \downarrow$

SAVITHA.S

X-A

Hello akka, the Counselling you gave for us was way too amazing, I have gained many ideas by your words. You both really motivated me . Even I shared all your ideas to my friends and classmates, We are on our way to write Board Exam next month, so during this time these speech can encourage us. first of all a very humble thanks to you both akka, for motivating us. Keep on motivating us. More than your words you are very friendly with us. So that we can share to you which we cant share to our teachers and parents. Thank you.



KRITHIKA.V

X-F

Hello, Ma'am! I am V. Krithika from 10- E. I attended many sessions of the awareness program conducted by Hema Malini Ma'am and Namibikkai Ma'am. I have gained a lot of knowledge from each session.

One of my favorite sessions was the "Communication" session because I am weak in listening. From this session, I learned how to talk to others and listen to people while they are talking. This helped me a lot, Ma'am.

Thank you, Ma'am, for all your efforts. Thank you!



V.VARSHA 12th- BIOLOGY GROUP

நாண் வெ.வரீஷா XII உடுப்பு அரசனர் மகளீர் പ്രത്തിലത്തിന്നുന്നു പാധിതിച്ച ചതികിട്നത്. ക്രതിക്ക്തത്ക്കി എക്സ് തൽ TErroit പാൺൺഡിൽ ജിന്നാഗനങ്ക പാക്ക്ഡാനുന് ക്രിശ് [குமிக்கை, மாலின் கும்] இற்களிய ാത് ചിന്നുക്കാണ് അന് തേന് തോന് പ്രത്ത് . ന്നത് തത്ന വരുമ്പ ചന്നിന്നും തനുത പത്തുകാളപ്പങ്കുന്നെ പുശ് കോന് ഒത്ത് നുന്തി அவர்கள் பிக்கும் கால விலுகை Angre anototice Ohnomon with Bufarmingson . നാനാന് നൽത്നറിച്ചാക്കും ഇന്യയം Marten मुलिह्न The Bourseman Dionizer நான் இநீரிலையில் என்ன இயிய Barrier Old statutes Oppfantes തേന്ത്രത്ന് തത്ത് കുടച്ചത് 2 LI BWITED LONGTONES . Broot மகவும் மகத்தேயாக உள்ளேன் அவர்களின் பிசாலியடி கேடீடு அரை நற்படுக்கு - NORE ALBUND - HATE DIFEODOTON 200 நீரு விடீடேன். என்கிடு நெரீநீத சில மாணவர்களுக்டும் சான்னை Bundary Stanger Storiger Stangeroger 2 montorig .



Thank you for sharing your valuable testimonial!

Peer mentor - Case study

V. Boomika is a 9th-grade student from section D who lives in Valasaravakkam with her family. Her father works as an engineer, her mother is a homemaker, and she has an older brother in his first year of college. Boomika enjoys studying science, though she is unsure why it appeals to her. She is a good student with strong academic performance. Her short-term goal is to excel in martial arts, which is both her favorite hobby and a significant passion.

Boomika is ambitious and dreams of becoming a trillionaire, reflecting her confidence and high aspirations. She is skilled at reading and weightlifting, showcasing her determination and physical strength. However, she feels the need to improve her public speaking skills, which she identifies as an area for growth. With her strong drive, diverse talents, and commitment to personal improvement, Boomika has a bright future and the potential to achieve her goals.

K. Sorrnalakshmi is a 10th-grade student from section D, living in Virugambakkam. her father, who completed his 12th grade, works as an executive officer at Pepsi. She has a younger sister, Jayasri, studying in 6th grade. Sorrnalakshmi is passionate about mathematics and science because she finds them fascinating and engaging. Her long-term goal is to pursue a career in the AI field, while her short-term focus is to achieve high scores in her 10th-grade exams.

She loves traveling and trying different types of food, and her favorite hobbies are cooking and singing. However, she dislikes negative or bad vibes. Sorrnalakshmi considers studies to be her strength and is determined to overcome her fear of maintaining academic excellence.



Survey Questionnaire



PROJECT EVALUATION- COUNSELLING STUDENTS' EVALUATION

- 1. How would you rate the overall quality of the counselling session? a) Excellent
- b) Good
- c) Satisfactory
- d) Average
- 2. Has the session motivated you to take action toward your goals?
 a) Yes, definitely
 b) Yes, to some extent
 c) Not much
- d) Not at all



- 3. Did the session change your perspective on your challenges?
 a) Yes, completely
 b) Yes, to some extent
 c) No, not much
- d) No, not at all

PEER MENTORS EVALUATION

- 1. Do you feel that you are aware of what is expected of you in your role?
- a) Yes, I am completely aware.
- b) I am somewhat aware but could use more clarity.
- c) I am unsure about certain aspects of my role.
- d) No, I am unclear about what is expected of me.
- 2. What types of concerns did your peers discuss with you?
- a) Academic
- b) Social
- c) Personal Problems
- 3. How would you rate the mentor's overall performance?
- a) Excellent
- b) Good
- c) Average
- d) Poor

















Working together for a better future

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Every child deserves to be seen, heard, and understood—let's make it happen together.





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