

**EMPOWERING YOUNG PEOPLE WITH LIFE SKILL BASED
SEXUAL AND REPRODUCTIVE HEALTH EDUCATION IN
KISS, ODISHA: AN EVALUATION STUDY**

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ACCRONYMS

AIDS	Acquired Immune Deficiency Virus
ASRH	Adolescent Reproductive Sexual Health
HIV	Human Immunodeficiency Virus
KISS	Kalinga Institute of Social Science
LSE	Life Skill Education
PPS	Probability Proportion to Size
RTI	Reproductive Tract Infections
STI	Sexually Transmitted Infections
SRH	Sexual and Reproductive Health
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
WHO	World Health Organization

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EXECUTIVE SUMMARY

Although adolescents (age: 10-19) account for over 20 percent of India's population, their sexual and reproductive health needs are largely unmet. Investment in Adolescent Reproductive Sexual Health (ARSH) contributes to various health parameters such as reducing early marriage, adolescent pregnancy, incidence of STI and HIV, lowering maternal mortality and meeting Family Planning needs. In this context, United Nations Population Fund (UNFPA), in partnership with Kalinga Institute of Social Science (KISS) is implementing a project **“Empowering Young People with Life Skill Based Sexual and Reproductive Health Education in KISS, Odisha: An Evaluation Study”**.

Objectives of the Study

The broader objective of the study was to undertake a midterm evaluation of the program being conducted at KISS. The specific objectives of the study will be:

1. To make an objective assessment of the efforts made by KISS in institutionalizing LSE and enhancing the research base.
2. To examine the level of knowledge and skills of the adolescents for whom the program was intended.
3. To examine the changing practices and behavior of students imparted life skills based SRH education through class room session transaction and counselling.
4. To recommend pathways to address life skill based SRH issues among tribal adolescents at KISS and its sustainability.

Methodology

Since the present study intended to evaluate the effect of LSE intervention at KISS, Bhubaneswar, the universe of the study was limited to the same place. Adolescents studying in class VII to Class IX were included in the sample frame. In the first stage, classes were selected. The class included all sections within it. In second and final stage, a quick listing of all students within the class was undertaken. The original objective was to collect information from 500 students but after discarding for incomplete schedules, 492 cases were available for analysis. The sample

consisted of 50.2 percent boys and 49.7 percent girls. With respect to class, 39.02 percent of students were from class VII, 34.55 percent from class VIII and 26 percent of students from class IX.

Findings:

Knowledge about Pregnancy, Nutrition, Anemia, Menstruation and Physical Attraction: Over 60 percent students know that pregnancy may result even after the first intercourse. More males and higher class students are more likely to be aware of this. Students have a fairly good knowledge about anemia and nutrition. Nearly two third students are not aware of the correct meaning of menstruation. Interestingly boys are more aware of the correct meaning of menstruation than the girls. The data revealed that with the increase in level of education, positive attitude towards menstruation increases. Most students consider physical attraction as a part of growing up. Such belief is more pronounced among the male than the female. During the study, nearly one third students revealed that they were physically attracted towards the opposite sex. Boys were more explicit about their attraction than the girls. Attraction towards the opposite sex increases with level of education.

Source of Information about Reproduction and Contraception & the possible effects of such information: The three most important sources of information on human reproduction and contraception were friends, books & magazines and teachers. Most students felt that acquiring the information on reproduction and contraception is likely to create curiosity about the opposite sex. A small section of students however felt that information about reproduction and contraception is likely to make students more responsible in their behaviour towards the opposite sex.

Relationship with peers and parents: Most students look at peer influences in a positive sense. Peers help to increase the level of awareness, and discovering hidden talents. A very large number of students were also of the opinion that peers could play a very positive role in the event of a friend having a personal problem and requires individual counseling or has taken to substance abuse.

The relationship between adolescents and their parents is changing. Parents are becoming friendlier and more willing to listen to their children than ever before. In the event of disagreement with parents on certain issues, the adolescents are more likely to place their point of view for discussion rather than obey parents meekly.

In matters of timing of marriage, more girls rather than boys would try to convince their parents as to why they are not ready for the event.

On matters of individual dreams and aspirations most adolescents would prefer consulting their parents.

Understanding Gender Roles and Relations: Understanding gender roles and gender relations are extremely important in shaping the future of adolescents. Boys are more aware about the right age at marriage than the girls.

Most students are not in favour of gender stereotyping within the family. They feel boys should perform household work. However, when it comes to the role conflict faced by a wife in a choice between that of a mother and her profession, most students prefer a mother's role. They were not ready to appreciate the fact that giving birth to a child was the fundamental reproductive right of the lady and neither the husband nor the family members have anything to do in it.

Child Abuse and Sexual Harassment: Adolescents are not ready to see parent's beating of children as a violation of child right. On the contrary they consider it the duty of the parents to discipline their children.

The likely sexual abuse of children by the elders is well understood by the students. In fact, girls understand it better than the boys. In the event of sexual harassment in public places or by a school teacher, most students could like to opt for affirmative action rather than be passive. Girls are most likely to act not only courageously but also strategically to protect themselves against sexual harassment.

Awareness on HIV: Most students were not able to distinguish between HIV and AIDs although nearly two third were aware that HIV infection is mostly through unprotected sexual contact. A large number of students were also aware that HIV enters the body through transfusion of infected blood or use of infected needle. Boys are more aware about sources of HIV infection than girls. Awareness also increases with increases in the level if education. Most students were empathetic towards AIDs patients.

The data indicates more than half the student were aware of the effects of substance abuse. These include cardiac diseases, smokers cough, breathlessness and TB. Students admitted that peer pressure is the single most important reason for substance abuse.

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The Tendulkar Committee Report, 2009 set up by the Planning Commission places Odisha as the worst among all Indian states in poverty head count at 57.2 percent against the national average of 37.2. The state is also inhabited by 22.13 percent tribal population that makes any developmental effort challenging. In this complex milieu there are 252 million adolescents (age group 10-19) that account for nearly 19 percent of the total population of the state. Health and well being of the adolescents was a neglected field until recently. There was the prevailing belief that adolescence is the healthiest period of life and therefore requires little concern until the international conference on Population and Development, 1994, called for efforts to meet the unique health needs of the adolescents. The Government of India too has identified adolescent health including reproductive and sexual health as a top priority in its national health agenda.

United Nations Population Fund has a long standing history of working with young people. In 1980s the National Population Education Program (NPEP) was introduced in all the states of India that focused on Family Life Education. Health Education had also been the primary focus of many developing nations in the past. However, lately there is a growing body of evidence to suggest that mere knowledge may not translate to behaviour unless skills are acquired. In fact a most comprehensive guidance on skill based health education was formulated by WHO in 2003 in collaboration with number of partner institutions.

Life Skill Education is an effective means in preparing young people to negotiate and mediate everyday challenges of life. World Health Organisation (WHO) defines Life Skill as “the ability for adoptive and positive behaviour that enables the individuals to deal effectively with the demands and challenges of everyday life.” United Nations Children’s Fund (UNICEF) defines Life Skills as “a behaviour change or behaviour development approach designed to address a balance between knowledge, attitude and skill”. Although there are innumerable life skills, ten of them are considered to be the core skills. These skills are: Decision Making, Problem Solving, Creative Thinking, Critical Thinking, Effective Communication, Interpersonal Skills, Self Awareness, Empathy, Managing Emotion and Coping with Stress. These skills are generic and usually considered to be universally

relevant and applicable to all individuals and empowering in their own right

Combining core Life Skills with content specific thematic approaches for desired intervention has been found to be most appropriate method in facilitating behaviour change in areas of health and otherwise.

Kalinga Institute of Social Sciences (KISS), Bhubaneswar in partnership with UNFPA in the year 2009 took the initiative in promoting Adolescent Reproductive Sexual Health (ARSH) among tribal students admitted in their own institution through Life Skill education (LSE). The broad objectives of the program were:

1. To enhance knowledge and skill among the inhabiting tribal adolescents by imparting Life Skill Education and creating an enabling environment for Reproductive and Sexual Health.
2. To build the capacity of KISS as a resource centre to support and expand LSE and to broaden research base in areas of ARSH.

The institute (KISS) was established in the year 1993 at Bhubaneswar as a sister organization of KIIT University with a vision to promote education and livelihood among the most neglected tribal population of Odisha. Today the organization spreads over an area of 80 acres with a built up area of 15,00,000 sq. ft. provides free boarding, lodging and education to some 20,000 tribal children drawn from 62 tribes of Odisha and neighboring states. KISS has caught the attention of many international organizations in the country and world over as a model for replication.

1.2 Objectives of the Study

The broader objective of the study is to undertake a midterm evaluation of the program being conducted at KISS, Bhubaneswar against the objectives set forth. The study aims at providing an opportunity to take mid-course corrective measures if required in attaining the objectives set forth by the promoters of the program.

The specific objectives of the study will be:

5. To make an objective assessment of the efforts made by KISS in institutionalizing LSE and enhancing the research base.
6. To examine the level of knowledge and skills of the adolescents for whom the program was intended.
7. To examine the changing practices and behavior of students imparted life skills based SRH education through class room session transaction and counseling.

8. To recommend pathways to address life skill based SRH issues among tribal adolescents at KISS and its sustainability.

1.3 Methods and Materials

Since the present study intended to evaluate the effect of LSE intervention at KISS, Bhubaneswar, the universe of the study was limited to the same place. Data for the study was collected through primary survey that comprised both qualitative and quantitative aspects. The quantitative data included information gathered from selected students of KISS by means of semi-structured interviews with the help of an interview schedule adopted from a similar study conducted by Samrudhi for NCERT schools in Delhi. The interview schedule was appropriately modified to tribal students and translated into Oriya before administration. Adolescents enrolled in class VII to IX only formed the respondents. This was supplemented by qualitative data collected from students, peer educators and teachers through case study method.

1.4 Sample Size

Since the study was an impact evaluation, in estimating the robust sample size the following statistical formula was used.

$$n = D [(Z_1 + Z_2)^2 \times (P_1(1 - P_1) + P_2(1 - P_2))] / (P_2 - P_1)^2$$

Where,

n=Sample Size

D=Design Effect

P₁= Proportion for the study area

P₂= Expected level of changes an indicator in future

Z₁ = level of statistical significance at 95 percent

Z₂ =Statistical power at 80 percent

Substituting the values in the above formula where

$$D=1.5, P_1 = 50, P_2 = 60, Z_1 = 1.645, Z_2 = 0.840;$$

Value of 'n' was computed to be 454

$$n = 1.5 * \{[(1.645+0.84)^2] * \{(0.5*0.5) + (0.6*0.4)\} / \{(0.6-0.5)^2\}$$

Considering the fact that 10 percent of the filled in schedules are likely to be rejected on grounds of incomplete information or no response, the original proposal had raised the sample size by 10 percent, [454 + (10% of 454)] raising it to 499 or 500. However after actual collection of data and rejection of incomplete schedules, only 492 cases were available for analysis.

1.5 Study Design

To ensure the inclusion of adolescents from different age groups, levels of education and socioeconomic characteristics, a two stage cluster sampling procedure was adopted. Adolescents studying in class VII to Class IX were included in the sample frame. In first stage, classes were selected. The class included all sections within it. In second and final stage, a quick listing of all students within the class was undertaken and the desired sample size from each class was determined using the Probability Proportion to Size (PPS) method.

The data was collected by means of face to face interview conducted with the help of trained field investigators. Before collection of data the respondents were assured of the purpose of the survey and how the results are likely to be used. They were also informed that their responding to the interview is purely voluntary. They were also told that they are free to withdraw from the interview any time even if it is not complete.

The data collected from the field survey was converted into electronic base using SPSS for windows software and was also analyzed using the same software.

Quality Assurance:

The following steps were taken to maintain quality control during the field work.

During Field Work:

1. By calling in the sampled respondents at least three times to minimize refusal to participate in the interview
2. By helping the respondents understand the questions.
3. By accompanying the field investigator during data collection for at least 50% of the schedules.
4. By editing the filled in questionnaire at the end of each field day.

After Field work:

1. All the questionnaires were scrutinized in such a manner to make it easy for data entry.
2. By conducting the validity checks after the data was stored in computer readable format.
3. By conducting range checks for data fields containing information about a continuous variable.

1.6 Background Characteristics of the Respondents

Age, Sex & educational background: Data for the present study was collected from 492 students of which 247 (50.2%) are male and 245 (49.8%) are female (Table-1). Thus, the sex ratio in the sample population was evenly balanced. Again, of the total sample 192 (39.02%) are in Class VII, 170 (34.6%) are in class VIII and 130 (26.4%) are in class IX. The age of sample population range between 11 to 17. Age and sex distribution of the sample population illustrates that while girls tend to concentrate in younger ages, boys are distributed in all the age groups.

Table 1.1
Age-Sex breakup of the sample Population

Background		Age					Total
Sex	Class	11-12	13	14	15	16-17	
Male	VII	36(38.7)	28(30.1)	17(18.3)	8(8.6)	4(4.3)	93
	VIII	5(5.7)	18(20.7)	43(49.4)	13(14.9)	8(9.1)	87
	IX	0	6(9.0)	34(50.7)	19(28.40)	8(12.0)	67
Total		41(16.6)	52(21.1)	94(38.1)	40(16.2)	20(8.1)	247
Female	VII	54(54.5)	40(40.4)	5(5.2)	0	0	99
	VIII	4(4.9)	55(66.3)	23(27.7)	1(1.2)	0	83
	IX	0	13(20.6)	37(58.7)	12(19.0)	1(1.6)	63
Total		58(23.7)	108(44.1)	65(26.5)	13(5.3)	1(0.4)	245
Persons	VII	90(47.1)	68(35.4)	22(11.5)	8(4.2)	4(2.1)	192
	VIII	9(5.3)	73(42.9)	66(38.8)	14(8.2)	8(4.7)	170
	IX	0	19(14.6)	71(54.6)	31(23.8)	99(6.9)	130
Total		99(20.1)	160(32.5)	159(32.3)	53(10.8)	21(4.2)	492

(Note: Figures within brackets state the percentage)

Community Background: Since KISS is a school exclusively for tribal children, other communities and not found here. There are 61 tribes inhabiting in the state of Odisha but 42 were represented in the sample population of which most predominant were Kandha, Santala, Ganda, Bhumija, Munda, Sabara, Kolha, Bathudi and Bhattara.

Experience in LSE: Except for 10 (2.0%) respondents all others have had the experience in Life Skill Education (Table-2). The mean years of experience in LSE stands at 2.07 years. It increases with the level of education. Thus students of class IX in an average have had 2.86 years of LSE exposure while similar experience for students of class VII and VII are 1.59 and 1.99 respectively.

Table 1.2
Exposure to Life Skill Education

<i>Class & number of persons</i>	<i>Years of Experience in LSE</i>					<i>Mean years of Experience</i>
	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	
VII (192)	5 (2.6)	82 (42.7)	94 (49.0)	8 (4.2)	3 (1.6)	1.59
VIII (170)	5 (2.9)	41 (24.1)	77 (45.3)	45 (26.5)	2 (1.2)	1.99
IX (130)	0	5 (3.8)	41 (31.5)	51 (39.2)	33 (25.4)	2.86
Total (492)	10 (2.0)	128 (26.0)	212 (43.1)	104 (21.1)	38 (7.7)	2.07

Parental Education: The students were asked to state the level of education of their mothers. 326 (66.3%) mothers were stated to be illiterate and another 166 (37.3%) mothers literate. Of the literate mothers, 127 did not have any formal education while 39 have had limited education; 18(3.6%) up to primary level, 21(4.2 %) up to secondary level and none beyond class ten. Compared to the mothers, the fathers are better educated. Of the 492 fathers, 191 (38.8%) are illiterate, 216 (43.9%) are literate without any level, 77 (15.6%) re educated up to secondary level, 3 (0.6%) are intermediates and 5 (1%) are graduates.

Parental Occupation: 351 (71.3%) children stated their mothers to be housewives, 80(16.3%) are cultivators, 22 (4.55%) work on daily wage, 16 (3.3%) are in service, 9 (1.8%) are in business and 14 (2.8%) stated that they do not have their living mother.

Among the fathers, 367 (74.6%) are cultivators, 55 (11.2%) work as wage labour, 28 (5.7%) are in service, 16 (3.3%) in business, 2 (0.4%) are people's representative in the capacity of 'Sarpanch' and 24 children did not have a living father at the time of data collection.

Parental occupation of the students suggests that most of them come from agrarian background. A large number of them are owner cultivators certainly not representing the poorest of poor among the tribal population of Odisha.

Academic Performance: Table 3 presents the academic performance of the students. The data states that only 9.5 percent students are very good (i.e. obtaining

over 60% marks) at studies and 65.2 percent are either poor or average students obtaining less than 45% marks). Compared to girls, boys score higher marks.

Table 1.3
Academic Performance of the Respondents

Sex	Class Studying	Number of Persons	Objective Academic Performance			
			Poor (<30%)	Average (30-45%)	Good (45-60%)	V. Good (>60%)
Male	VII	91	14(15.4)	39(42.9)	21(23.1)	17(18.7)
	VIII	87	10(11.5)	31(35.6)	37(42.5)	9(10.3)
	IX	65	5(7.7)	36(55.4)	14(21.5)	10(15.4)
Total		243	29(11.9)	106(43.60)	72(29.6)	36(14.8)
Female	VII	97	24(24.7)	44(45.4)	24(24.7)	5(5.2)
	VIII	81	26(32.1)	35(43.2)	15(18.5)	5(6.2)
	IX	62	11(17.7)	40(64.5)	11(17.7)	0
Total		240	61(25.4)	119(49.6)	50(20.8)	10(4.2)
Persons	VII	188	38(20.2)	83(44.1)	45(23.9)	22(11.7)
	VIII	168	36(21.4)	66(39.3)	52(31.0)	14(8.3)
	IX	127	16(12.6)	76(59.8)	25(19.7)	10(7.9)
Total		483	90(18.6)	225(46.6)	122(25.3)	46(9.5)

Media Exposure: Media exposure of the students has a large bearing on the world view of the students. We asked to students to state if they ever read news papers, watched television and accessed the internet. If they were exposed to the mass media, they were asked to state the frequency of exposure. Data in relation to mass media is presented in Table 4.

Of the total sample population, 94.3% read news paper. 52 percent of those who read the newspaper, read it every day, another 41 percent read it at least once a week. As the educational level increases, the exposure to newspaper also increases. Boys are more exposed to newspaper than the girls.

Table 1.4
Respondent's exposure to Mass Media

Background		Ever read newspaper?					Ever watch TV?					Ever access Internet?				
		No	If Yes, Frequency of reading				No	If Yes, Frequency of watching				No	If Yes, Frequency of access			
			< once a week	Once a week	Every day	Total		< once a week	Once a week	Every day	Total		< once a week	Once a week	Every day	
Class	VII	17 (8.9)	15 (8.6)	74 (42.5)	85 (48.9)	174	65 (34.0)	73 (57.9)	41 (32.5)	12 (9.5)	126	182 (95.3)	3 (33.3)	4 (44.4)	2 (22.2)	
	VIII	6 (3.5)	11 (6.7)	67 (40.6)	87 (52.7)	165	58 (33.9)	85 (75.2)	23 (20.4)	5 (4.4)	113	167 (97.7)	4 (100.00)	0	0	
	IX	5 (3.8)	7 (5.6)	49 (39.2)	69 (55.2)	125	44 (33.8)	64 (74.4)	20 (23.3)	2 (2.3)	86	116 (89.2)	10 (71.4)	4 (28.6)	0	
Sex	Male	20 (8.1)	14 (6.1)	71 (31.1)	143 (62.7)	228	103 (41.5)	107 (73.8)	31 (21.4)	7 (4.8)	145	224 (90.3)	15 (62.5)	7 (29.2)	2 (8.3)	
	Female	8 (3.3)	19 (8.1)	119 (50.4)	98 (41.5)	236	64 (26.2)	115 (63.9)	53 (29.4)	12 (6.7)	180	241 (98.8)	2 (66.70)	1 (33.3)	0	
TOTAL		28 (5.7)	33 (7.1)	190 (40.9)	241 (51.9)	464	167 (33.9)	222 (68.3)	84 (25.8)	19 (5.8)	325	465 (94.5)	17 (63.0)	8 (29.6)	2 (22.2)	

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CHAPTER II

CHALLENGES OF GROWING UP

The present chapter deals with growing up as an adolescent. It has six sub sections relating to some of the issues and challenges of growing up.

2.1 Perceptions on the Present Generation

Adolescents..... What image comes to the mind for most adults? The first thought is most likely to be negative: wild, irresponsible violent but what do the young people think about their own generation?

During the course of interview the students were asked to state what describes their own generation. In doing so, eleven important characteristics that represent the present young people were placed before them and they were asked to select at least one but maximum four characteristics that represented their own generation. The views were broadly categorized into positive and negative views. The positive views consisted of being independent, responsible towards society, good understanding of one self and others, assertive, well-informed, thoughtful and full of potential. The negative views were: being confused, unhappy, restless and aggressive. The results are stated in Table 2.1.

Table 2.1
Student's perceptions about their own Generation

Perceptions about the own generation		Class Studying			Sex		N=492
		VII (N=191)	VIII (N=171)	IX (N=130)	Boys (N=248)	Girls (N=244)	
Positive views	Independent	59.7	64.3	63.1	68.1	56.1	62.2
	Responsible	20.9	12.3	16.2	10.9	22.5	16.7
	Gd. understanding	5.2	8.2	7.7	4.0	9.8	6.9
	Assertive	1.0	1.8	0.8	2.0	0.4	1.2
	Well Informed	0	0.6	0	0	0.4	0.2
	Full of potential	0	0.6	3.1	0.8	1.2	1.0
	TOTAL	86.9	87.7	90.7	85.8	90.5	88.2
Negative views	Confused	9.9	8.2	7.7	10.1	7.4	8.7
	Unhappy	0	1.2	0.8	0.8	0.4	0.6
	Restless	1.0	1.8	0	1.2	0.8	1.0
	Aggressive	2.1	1.2	0.8	2.0	0.8	1.4
	TOTAL	13.1	12.3	9.3	14.2	9.5	11.8

(Note: The percentage do not add up to 100)

The overall view of the students about their own generation is positive. With the increase in level of education, the positive opinion about their generation increases.

Girls are more positive about their own generation than the boys. A majority of students (62.9%) considered 'being independent' as the single most important characteristics of the present generation. The two other important characteristics identified by the respondents are 'being responsible' (16.7%) and 'having a good understanding of the self and others' (6.9%). These three characteristics are common in not only in all the three classes but also among the boys and girls. A similar study conducted by NCERT had also observed 'being independent' as the most important characteristic of the present generation.

The only negative quality worth mentioning that marks the present generation is 'being confused' (8.7%). The NCERT study identified three negative qualities i.e. being confused (21.9%), being aggressive (21.1%) and being restless (20.1%). During the qualitative data collection we had the opportunity to probe into some of these qualities associated with the present generation.

Researcher: *Why 'being independent' so important for the present generation?*

Respondent: *"Our generation is looking to the future. It is not enough to have a glorious past. For us future is more important. Past binds you with the tradition, culture etc. Unless you are free from the past you can't go forward."* (Class IX, girl)

Respondent: *"Being independent is being free from the clutches of the family. Our parents want to control our lives. We need to have the freedom to shape our life the way we want it."*

Researcher: *During the course of our data collection, some of you said that the present generation is confused. Can you please tell us in what way the present generation is confused?*

Respondent: *We are confused in deciding what is right and what is wrong. We are unable to decide which behaviour is appropriate what is not. Our teachers and parents practice falsehood in their daily lives while they preach truth.*

Respondent: *"..... We have no ideal personality to emulate."*

2.2 Knowledge about physical changes during adolescence:

Adolescence is a transition from childhood to adulthood. The period could be turbulent on account of overwhelming physical and associated mental changes taking place. Understanding adolescence and knowing what happens inside your body often makes the transition easier to navigate.

The knowledge of the respondents about the physical changes that take place during adolescence among was tested during the course of the interview. Table 2.2 and table 2.3 presents knowledge about the changes that take place among the girls and boys respectively.

Table 2.2
Knowledge about physical changes in Human Body among the girls

Physical Changes in girls	Nature of Response	Percentage of Respondents					Total N=492
		Sex		Class Studying			
		Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Increase in height & weight	Yes	99.6	99.2	99.5	98.8	100.0	99.4
	No	0.4	0.8	0.5	1.2	0	0.6
	Don't Know	0	0	0	0	0	0
Start of menstruation	Yes	89.1	98.4	86.4	97.7	99.2	93.7
	No	10.9	1.6	13.6	2.3	0.8	6.3
	Don't Know	0	0	0	0	0	0
Changes in voice	Yes	80.2	72.9	80.1	74.8	73.8	76.6
	No	2.1	13.6	4.1	17.5	0	7.8
	Don't Know	17.7	13.5	15.7	7.7	26.2	15.6
Growth of hair in private parts	Yes	85.8	95.1	82.7	93.5	97.6	90.4
	No	1.3	2.1	1.6	2.9	0	1.7
	Don't Know	12.9	2.8	15.7	3.6	2.4	7.9
Widening of shoulders	Yes	43.9	60.2	48.6	46.1	64.6	52.0
	No	5.7	19.4	12.2	22.2	0	12.5
	Don't Know	50.4	20.4	39.2	31.5	35.4	35.5
Broadening of hips	Yes	67.8	71.7	66.4	67.2	77.6	69.7
	No	2.4	13.6	6.4	15.9	0	8.0
	Don't Know	29.8	14.7	27.2	16.9	22.4	22.3
Development of breasts	Yes	96.4	97.2	98.5	98.2	99.2	96.8
	No	0	2.0	1.0	1.2	0	1.0
	Don't Know	3.6	0.8	0.5	0.6	0.8	2.2

A large proportion of students irrespective of sex and class were aware about the physical changes taking place in human body during adolescence. Knowledge about increase in height and weight is almost universal. Start of menstruation among girls during adolescence is also known to a large proportion of students although 6.3

percent are not aware of it. When we break up this group to sex and class, it is observed that those who are not aware are mostly boys and from lower class.

Nocturnal emission is specific to boys during adolescence. Nearly 29 percent students are not aware of this. Those not aware are mostly girls and studying in lower class.

A voice change or voice mutation commonly takes place around adolescence. Before this, boys and girls have roughly similar voice pitch. During adolescence, under the influence of androgen, the voice box or larynx grows in both sexes. Growth also happens in the facial bones and cavities in the sinuses creating more space for the voice to resonate. The change however is distinct in boys than in girls. A significant proportion of students are aware about voice change during adolescence although they do not know the scientific background of it. 23.4 percent are not aware of voice change among girls where as 12.6 percent are not aware of voice change among boys. During the course of our qualitative data collection, a student was asked:

Researcher: “Does change in voice takes place both in boys and girls or it is specific to boys only?”

Respondent: “Although we have been told by our teachers that change takes place in both the sexes but we actually see it in boys and not in girls.”

Table 2.3

Knowledge about physical changes in Human Body among the boys

Physical Changes in boys	Nature of Response	Percentage of Respondents					Total N=492
		Sex		Class Studying			
		Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Increase in height & weight	Yes	92.3	88.5	88.5	90.1	93.8	90.4
	No	7.7	11.5	11.5	9.9	6.2	9.6
	Don't Know	0	0	0	0	0	0
Nocturnal emission	Yes	87.1	55.7	59.2	63.7	100.0	71.5
	No	12.9	44.3	40.8	36.3	0	28.8
	Don't Know	0	0	0	0	0	0
Changes in voice	Yes	92.3	82.4	81.7	89.5	93.1	87.4
	No	0.4	10.2	7.9	6.4	0	5.3
	Don't Know	7.3	7.4	10.5	4.1	6.9	7.3
Growth of hair in specific parts	Yes	97.6	63.5	74.3	78.9	92.3	80.7
	No	0.4	22.5	12.6	18.7	0	11.4
	Don't Know	2.0	13.9	13.1	2.3	7.7	7.9
Widening of shoulders	Yes	84.3	78.7	79.6	80.1	86.2	81.5
	No	0.8	11.1	5.8	10.5	0	5.9
	Don't Know	14.9	10.2	14.7	9.4	13.8	12.6

Widening of shoulders and growth of hair in specific parts of the body is known to a large proportion of students. However, more students are unaware of shoulder widening during adolescence in girls than in boys.

Broadening of hips and development of breast buds are also some of the changes that take place in girls during adolescence. Knowledge about breast development is almost universal but a large proportion of students are unaware of widening of hips.

2.3 Physical attraction during growing up:

Table 2.4 provides information on students' reaction to the question, "Is experiencing physical attraction is a part of growing up?" The data suggests that most students except a small minority (5.9%) consider physical attraction is a part of growing up. With the increase in level of education this belief about physical attraction increases. It is more pronounced among the boys than in girls.

As a sequence to the above question, the student respondents were asked to state if they were physically attracted to anyone. Table 2.5 provides the response in a tabular form. More boys than girls stated that they are physically attracted. Conversely, more girls stated that they are not attracted to anyone. The data also suggests that physical attraction increases with class. Senior students are more attracted than the junior. During the process of interview the researcher wanted to know the reaction of a girl student on physical attraction.

Table 2.4
Students Experience on Physical Attraction as part of
Growing-up in Percentage

Background Characteristics		Number	Response to: 'Is physical attraction a part of growing up?'		
			Yes	No	Don't Know
Sex	Male	248	81.9	15.7	2.4
	Female	244	71.7	18.9	9.4
Class	VII	191	70.2	23.0	6.8
	VIII	171	75.4	18.7	5.8
	IX	130	88.5	6.9	4.6
Total		492	76.8	17.3	5.9

Researcher: *Information collected suggests that boys are more physically attracted than the girls. How can boys be attracted towards the opposite sex unless there is a mutual attraction?*

Respondent: Girls are shy than boys in stating sexual matters. Further, most love affairs are initiated by boys.

Table 2.5
Students being Physically attracted to Someone in Percentage

Background Characteristics		Number of persons	Response to: 'Are you physically attracted to someone?'				
			I think I am	Yes, I am	Attracted to more than one	No, I am not	Don't Know
Sex	Male	248	46.0	24.2	0	26.6	3.2
	Female	244	13.1	5.3	0.8	70.9	9.8
Class	VII	191	28.8	8.4	0	57.1	5.8
	VIII	171	28.1	13.5	0.6	48.8	9.4
	IX	130	33.1	26.2	0.8	36.2	3.8
Total		492	29.7	14.8	0.4	48.6	6.5

(Note: The percentage do not add up to 100)

2.4 Knowledge and Misconception about Menstruation:

Starting of the menstrual cycle is a significant milestone in the life of a woman. The event confers a new social identity on the person. We wanted to know what menstruation means to the students. Table 2.6 describes the meaning as stated by the students.

Table 2.6
Students Knowledge on Menstruation in percentage

Background Characteristics		Number of persons	Response to: 'What is Menstruation?'				
			Release of seaman	Egg is released from Ovary	Periodic shedding of blood & tissue	Dirty blood coming out of the body	Don't Know
Sex	Male	248	2.8	0.4	34.3	24.6	37.9
	Female	244	6.6	0.4	11.9	77.0	4.1
Class	VII	191	3.1	1.0	13.6	47.1	35.1
	VIII	171	4.7	0	29.2	52.0	14.0
	IX	130	6.9	0	29.2	53.8	10.0
Total		492	4.7	0.4	23.2	50.6	21.1

Although significant proportion of students (23.2%) stated that menstruation is ‘periodic shedding of blood & tissue, the proportion of students who are not aware of the meaning is alarming. Surprisingly boys are more aware of the correct meaning than the girls and with the increase in level of education, the correct knowledge also increases. The misconception about menstruation can be ascertained when we find that 50.6 percent said that, “menstruation is dirty blood coming out of the body”. During the course of interview, a respondent was asked:

Researcher: “If menstruation is dirty blood coming out of the body in case of girls, in boys, what is the process of dirty blood coming out?”

Respondent: “In case of boys it is the nocturnal emissions”

Students’ opinion on Menstruation: In the following table, the students were given five statements with regard to menstruation. They were requested to pick up maximum three statements they agreed with. Table 2.7 indicates the percentage of students who agreed with it the given statements.

Table 2.7
Student’s Opinion on Menstruation in Percentage

Background Characteristics		Number of persons	Opinions about Menstruation				
			It is a normal process in women	Girls can continue sports during their period	During menstruation a person should visit sacred places	During period should not touch pickles	During period person should not be isolated
Sex	Male	248	51.2	17.7	14.1	11.7	17.7
	Female	244	62.7	62.3	19.7	54.9	30.3
Class	VII	191	41.9	36.1	17.9	31.4	15.7
	VIII	171	60.8	39.8	18.1	35.1	29.2
	IX	130	73.8	43.4	13.8	33.1	29.2
Total		492	56.9	39.8	16.9	33.1	23.9

(Note: The percentage do not add up to 100)

Broadly speaking , a significant percentage of students mentioned that ‘menstruation is a normal process’, ‘during menstruation a girl should be allowed to have sports activities’, ‘during menstruation girls should not touch pickles’.

Disaggregating the data on the basis of gender suggests that apart from menstruation being a normal process, girls also give importance to two other statements i.e. ‘continuation of sports activities during the cycle’ and ‘should not touch pickles during the period’.

Researcher: During the course of discussion with a peer group leader a question was posed, “How does LSE change the idea about menstruation?”

Response: Most girls have the belief that menstruation is a curse that every girl has to undergo but soon they realize that it is a part of the reproductive process and it is a boon since only females have the capacity to become mothers.”

2.5 Knowledge about Pregnancy:

The student respondents were asked to state if a woman is likely get pregnant after her first intercourse? Table 2.8 shows the response in a tabular format. Majority (63.2%) students said that there is a likelihood of getting pregnant even after the first intercourse. Boys are more aware of this than the girls. Senior students are more aware of this than the junior students.

Table 2.8
Student’s opinion on Pregnancy after first Intercourse in percentage

Background Characteristics		Number of persons	Can a woman get pregnant after the first intercourse?		
			Yes	No	Don’t Know
Sex	Male	248	71.4	19.4	22.0
	Female	244	54.9	21.3	18.7
Class	VII	191	56.0	22.0	5.4
	VIII	171	65.5	15.8	9.3
	IX	130	70.8	23.8	23.8
Total		492	63.2	20.3	16.5

2.6 Sources of Information about Human Reproduction:

The student respondents were asked to state the sources of information they have had about human reproduction. The responses are presented in Table 2.9. On the

whole, information regarding human reproduction among the students of KISS was mostly available from friends (80.7%), books and magazines (67.3%) and teachers (56.7%). Counsellor (11.4%), Internet (2.8%) and the Father (2.8%) were the least important sources of information.

When the data is disaggregated by sex a different picture comes to light. It is observed that Friends (73.8%), Teachers (71.1%) and Books (73.4%) remain the three important sources of information about reproduction among the girls while among the boys, the sources are friends (87.5%) and books (61.3%). The role of teachers in education of girl students can be understood under the back ground that parents are hesitant to discuss about menstruation and related issues on grounds of modesty and often teachers have to perform this role.

Comparing the data between classes it is observed that the influence of father, mother and grandmother gradually goes down with the increase in the level of education while the role of friends, teachers, books, internet etc. goes up.

Table 2.9
Percent Distribution of Students by
Source of Information about Human Reproduction

Sources of Information about Contraception	Percentage of Respondents who received information					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Mother	25.1	22.8	18.5	4.4	41.0	22.6
Father	3.7	2.3	2.3	3.6	2.0	2.8
Friends	72.3	85.4	86.9	87.5	73.8	80.7
Teacher	46.8	52.6	76.7	42.7	71.1	56.7
Books & Magazine	60.2	66.7	78.5	61.3	73.4	67.3
Internet	2.1	2.3	4.6	4.4	1.2	2.8
Health Provider	26.7	23.4	27.7	13.7	38.1	25.8
Brother	12.6	7.6	22.3	4.0	23.0	13.4
Grand Mother	27.7	9.9	7.7	12.5	20.1	16.3
Counsellor	15.5	8.4	9.7	6.5	16.7	11.4

2.7 Source of Information about Contraception:

Overall important sources of information on contraceptive are friends, books and teachers. Mother, Father, Internet and Counsellor are least important sources of

information on contraception. When the data is disaggregated by sex and class almost similar results are observed except an important observation that with the increase in level of education, the influence of friends on contraception choice increases (Table-2.10).

Table 2.10
Students Source of Information about Contraception in percentage

Sources of Information about Human Reproduction	Percentage of Respondents who received information					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Mother	3.7	1.2	1.5	1.2	3.3	2.2
Father	4.7	1.2	6.2	5.6	2.1	3.9
Friends	72.8	86.0	87.7	86.7	75.8	89.3
Teacher	43.5	42.7	63.1	41.9	54.9	48.4
Books & Magazine	53.2	64.9	75.4	58.7	67.6	63.1
Internet	3.1	2.9	3.8	4.8	1.6	3.3
Health Provider	25.7	22.2	20.0	13.7	32.4	23.0
Brother	13.6	12.9	21.5	3.6	27.5	15.5
Grand Mother	20.9	11.7	6.2	12.5	15.2	13.8
Counsellor	15.0	6.0	4.0	5.8	12.3	8.9

2.8 Likely Effect of Having Reproductive & Contraceptive Knowledge:

The effect of knowledge about reproduction and contraception may not always be positive. The students were asked to state the effects of such knowledge from the options provided. Table 2.11 states the results in tabular form.

A large proportion of students (36.6%) stated about the negative aspects of having information on reproduction and contraception. According to them, such knowledge is likely to distract students from studies as they will lack concentration. It was also stated (27.8%) that students are likely to become too aware of the opposite sex. Contrary to this negative opinion, some students (18.7%) believed that having such knowledge makes a person more responsible in his/her behaviour.

The researcher during the course of personal interview with a female peer group leader asked:

Researcher: How has the knowledge about SRH helped the adolescent boys and girls?

Respondent: “We are no longer shy to talk these things with others..... When I go home during holidays, I talk about this with other girls of our locality. I can confidently procure a sanitary napkin which most may hesitate to ask the shop keeper..... Such knowledge has helped us maintaining proper hygiene.”

Table 2.11
Percent Distribution of Students by
Likely effects of Reproductive & Contraceptive Knowledge

Likely effect after having knowledge about reproduction & contraception	Percentage of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Gets distracted from Studies	53.6	19.3	37.7	39.8	30.8	36.6
Becomes too aware of opposite sex	22.6	33.2	16.8	29.8	41.5	27.8
Becomes more responsible in behaviour	14.9	22.5	28.3	11.1	14.6	18.7
Self confident to deal with difficult situation	2.8	8.2	6.8	5.8	3.1	5.5
More self conscious about own body	4.0	13.5	7.3	9.9	9.2	8.7
Less fear & confusion about own body	1.6	0.8	2.1	1.2	0	1.2
Get Encouraged to Experiment	0.4	2.5	1.0	2.3	0.8	1.4

2.9 Knowledge and opinion about Anemia:

Anemia is a common occurrence particularly among women. The disease is due to iron deficiency and may result in stunted growth and several other problems. The students were given certain statements and were asked to pick up those they agreed with. Knowledge about anemia therefore is important.

The respondents were provided with five statements regarding anemia and were asked to select those that they agreed with. Here is the response in tabular form (Table-2.12). The overall data suggests that the students have a fairly good knowledge about anemia irrespective of level of education and sex.

Table 2.12
Students Knowledge about Anemia in percentage

Opinions about Anaemia	Percentage of Respondents who agreed					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Anaemia patients have low haemoglobin	58.8	43.9	56.1	51.6	55.7	53.6
Anaemia is not a serious health concern	15.2	13.5	17.7	4.4	26.6	15.4
Majority adolescents suffer from anaemia	48.7	47.4	62.3	48.8	54.9	51.8
Iron rich leafy vegetables is the diet	71.1	85.9	73.1	73.8	81.6	77.6
Take iron tablets & not care for nutritious diet	13.1	14.0	7.7	10.9	13.1	11.9

(Note: The percentage do not add up to 100)

2.10 Decision relating to one's own poor academic performance:

Should the academic performance of the respondent in a particular annual examination is below satisfactory, what are the best courses of action available? Six options were posed and the respondents were asked to choose one or more of them.

As many as 76.6 percent students will seek help from teachers and parents. An equally large number of students (73.4%) are likely to resolve to study harder. Another 48.4% will ask for help from friends who are good in the subject in which they haven't fared well. Nat many will feel tensed (7.9%) or hide their marks (0.6%) and not care about what has happened (1.0%).

Disaggregating the data on the basis of sex we observe that more girls will seek help from friends rather than boys. Class wise breakup of the data suggests that with the increase in level of education seeking help from parents, teachers and friends are likely to go down while resolving to work harder will go up.

Table 2.13
Distribution of Students by Decision on poor academic
Performance in percentage

Decision relating to one's own poor academic performance	Percentage of Respondents who agree					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Seek help from parents and teachers.	80.2	72.9	84.2	72.5	71.5	76.6
Feel tense, worry and try not to talk about it.	10.9	4.9	8.9	7.0	7.7	7.9
Resolve to study harder	81.9	64.7	64.9	77.2	80.8	73.4
Not let it bother me	0.8	1.2	1.6	0.6	0.7	1.0
Seek help from friends who are is good.	35.9	61.1	54.9	45.6	42.3	48.4
Try to hide my marks	0	1.2	0.5	0.6	0.7	0.6

(Note: The percentage do not add up to 100)

2.11 Educational Aspiration

One of the ten core life skills that are imparted to the students is 'Self Awareness' or understanding the self. In other words, through self awareness one should have a proper understanding of the positive and negative aspects of one self, one's strength and weaknesses. On acquiring this skill, a child should be able to set realistic goals for him or herself. The students were asked to state their educational aspiration.

Most of the students (30.9%) would like to attain a professional degree or at least Post Graduation & above (Table-2.14). Those who were undecided about their aspiration were negligible (0.8%). The data suggests that more boys than girls are for professional degrees while girls are for general degrees. As the level of education increases, percentage opting for professional degree declines and that of the general degree increases. Perhaps the students realizing their own potential are continuously re fixing their educational aspirations.

Table 2.14
Educational Aspiration of Students in Percentage

Level of education Aspired to achieve	Percentage of Respondents who agree					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Higher Secondary	4.4	11.5	9.9	10.5	1.5	7.9
Graduation	15.7	15.6	10.5	19.9	17.7	15.7
Post Graduation	23.4	25.8	23.0	22.2	30.0	24.6
Above PG	18.5	21.7	16.2	18.1	28.5	20.1
Professional Degree	36.3	25.4	39.3	28.7	21.5	30.9
Don't Know	1.6	0	1.0	0.6	0.8	0.8

The respondents were asked to state who decides about the highest education you are going to attain. Having acquired the skills of life, one should have a full control over one's aspiration rather than depend on parents or teachers. Although decision regarding one's educational aspiration is mostly left to the self but the influence of the father (71.5%) and the mother (54.6%) cannot be over ruled. Table 2.15 suggests that only 27.8 percent students are able to take such decision independently. Majority (72.2%) depend on their parents.

Table 2.15
**Percent Distribution of Students by
Persons Influencing Educational Aspiration**

Persons Influencing	Percentage of Respondents who agree					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Self	88.7	60.6	24.1	71.3	79.9	74.6
Father	58.4	84.8	71.7	76.0	65.4	71.5
Mother	39.5	70.1	57.1	54.9	50.7	54.6
Others	4.0	4.5	3.6	3.5	6.1	4.2

(Percentages don't add up to 100)

2.12 Key Findings:

Perceptions on the Present Generation: Students reported higher levels of positive attitude towards their own generation. Being independent and responsible are the two most positive and important qualities that were considered by them. Being independent for the present generation refers to being free from tradition, from the past and looking forward. By confusion the present generation meant conflicting values and not having an ideal to emulate.

Knowledge about Physical Changes during Adolescence: Most of the physical changes in the human body during adolescence are known to the present young person except for widening of shoulders and broadening of hips. Girls displayed better knowledge than boys in all the physical changes except for change in voice.

Physical Attraction during Growing Up: Most students consider physical attraction as a part of growing up. Such belief is more pronounced among the male than the female. Nearly one third students were physically attracted towards the opposite sex at the time of the study. Boys were more explicit about their attraction than the girls. Attraction towards the opposite sex increases with level of education.

Knowledge and Attitude towards Menstruation: Nearly two third students are not aware of the correct meaning of menstruation. Boys are more aware of the correct meaning of menstruation than the girls. As regards attitude surrounding menstruation, female students exhibited more rational and positive attitude than the male students. It was also noted that with the increase in level of education, positive attitude also increases.

Knowledge about Pregnancy: Over 60 percent students know that even the first intercourse may lead to pregnancy. More boys know of this than the girls. Students of higher class know of this more than those in the lower classes.

Source of Information about Reproduction and Contraception & the possible effects of such information: The three most important sources of information on human reproduction were friends, books and magazines and teachers. Among the junior students, parents and grandparents are important sources of information but they are replaced by friends, teachers, books etc. in later years. Friends, Books and teachers are also important sources of information about contraception

A large number of students stated that having the knowledge of reproduction, contraception etc. is likely to create curiosity about the opposite sex. This may result in distraction from studies. A small section however felt that information

about reproduction and contraception is likely to make students more responsible in their behaviour towards the opposite sex.

Knowledge about Nutrition and Anemia: Students have a fairly good knowledge about anemia and nutrition. They know that the disease results in low hemoglobin count and iron rich leafy vegetables in the diet are the best remedy.

Academic Aspiration and poor Academic Performance: Almost every student has an academic aspiration but it is limited between graduation and post graduation. While the girls are for general education the boys are for professional degree. Although majority students decide about their own educational aspiration, the role of parents cannot be ruled out.

CHAPTER III RELATIONSHIP WITH PEERS AND PARENTS

3.1 RELATION WITH PEERS

During adolescence, the social world of the child expands and s/he moves away from the control of the family. This is the time for peer influence. Life skill education is most likely to empower an adolescent to distinguish between negative and positive influences.

Case Study: The respondents were narrated an incident and were asked to state the kind of peer influence that it had. Here is the case under reference. “Raju used to study all the time, whether at school or at home. When he joined a new school he became friends with Zaheer and Moti. Both are keen cricketers. Raju too started to play cricket with them and is discovering that he is a good spin bowler. Do you think Zaheer and Moti had a good influence on Raju?”

Overall majority of the respondents (76.8%) are of the opinion that Zaheer and Moti had a positive influence on Raju in helping him to discover a hidden skill (Table 3.1). Only 19.7 percent were of the opinion that Zaheer and Moti were distracting Raju from his studies. The positive peer influence increased with the level of education and is higher among the boys than the girls. One important conclusion that can be drawn is that peers contrary to general belief can have a positive influence.

**Table 3.1
Percent Distribution of Students on Peer Influence**

Type of Influence	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Negative	18.1	21.3	22.0	17.0	20.0	19.7
Positive	80.6	73.0	74.9	77.8	78.5	76.8
Not Sure	1.2	5.7	3.1	5.3	1.5	3.5

During the course of interview the students were asked to narrate:

Researcher: Did you ever have any positive influence from your peers?

Respondent: “When I first joined the school, I was very homesick. Often I spent hours thinking of my parents. My friends and seniors helped me get over this problem.”

Respondent: “On the days of my period I was very shy, changing the inner cloth etc. was a problem for me. I had skin rashes. My peer group seniors helped me in getting the right advice and treatment”.

Duty towards a friend who smokes secretly: In the course of the interview the respondents were asked, “If your friend is secretly smoking with some other friends and you do not think this is a good habit. What will you do?” The responses are presented in table 3.2.

Almost every one (91.5%) wanted to discuss the matter with the smoking friend and convince him/her to refrain from such activity. At the same time, a substantial proportion of students (58.7%) wanted to place the matter before the smoker’s parents. A small section (21.7%) however wanted to take the help of either a senior student or a trust worthy friend for a counseling session with the smoker.

Table 3.2
Percent Distribution of Students on duty towards a secretly smoking Friend

Duty towards a secretly smoking Friend	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Try to talk	91.1	91.8	89.5	90.6	95.4	91.5
Stop hanging out	8.1	3.3	9.4	8.2	12.3	9.7
Ignore & be quiet	2.8	4.5	4.2	3.5	8.5	5.1
Tell senior to discuss	8.3	27.0	25.1	20.5	18.5	21.7
Complain parents	61.7	55.7	57.1	67.2	49.9	58.7

Analyzing the data on peer relationship it is observed that most students utilize the peer influence in a positive direction.

Effective Management of Emotions:

Emotional reactions are common. Knowing the effective ways to express one’s positive emotions and handling negative emotions is important.

Reaction to picking up a fight with a fellow student: About decision making and maintaining relationship with friends after entering into a fight with a close friend (Table-3.3), the students are most likely to react in one of the following four ways: Try to make up first (42.2%); Sulk for a long time and then try to make up (41.6%); Talk about it (37.3%) or instead of the fight, talk of other things (36.9%).

Table 3.3
Percent Distribution of Students on reaction to fight with a good friend

Behaviour after a fight	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Sulk for time being then make up	34.6	48.7	42.9	38.5	43.8	41.6
Try to make up first	53.6	30.7	40.3	43.2	43.8	42.2
Wait for my friend to make up first	18.1	19.6	17.2	21.6	17.6	18.9
I try to talk about it	27.0	47.9	41.8	33.9	35.3	37.3
I think about how I behaved	15.7	22.5	25.6	11.7	19.2	19.1
Instead of the fight, talk other things	31.45	42.6	38.7	35.1	36.9	36.9

Disaggregating the data by gender it is observed that more boys than girls try to make up first whereas girls are likely to sulk for a long time before they try to make up, try to talk about it or talk of any other thing than the fight. Break up of data on the basis of class does not show any significant variation. One important fact that comes to light from the existing data is that most students are positive in their attitude in dealing with any confrontation.

Reaction to a false complaint by a class mate: The respondents were asked to state what would be their reaction if a class-mate puts a false complaint against you to a class teacher. The response presented in table 3.4 suggests that nearly 87 percent respondents are likely to explain their position about the complaint to the teacher. No other answer is significant enough to mention.

Table 3.4
Percent Distribution of Students on reaction to a false complaint

Behaviour after a knowing of a false complaint by a class mate	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Keep quiet, allow teacher to scold you	6.5	1.6	5.2	5.3	0.8	4.1
Explain your position to teacher.	84.7	92.6	83.8	88.9	95.3	88.6
Complain against your classmate	2.0	2.9	4.2	1.2	1.6	2.4
Stop talking with the classmate	6.0	0.8	5.2	3.5	0.8	3.5
Stop talking with the classmate	0.8	2.1	1.6	1.2	1.6	1.4

Dealing with an unwarranted situation at home: The respondents were required to respond to a situation where a very close friend is visiting the house but there is a problem at home. The responses are presented in table 3.5

Table 3.5
Percent Distribution of Students on dealing with an Unwarranted situation at Home

Ways to deal with unwarranted situation at home	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Pretend as if everything is fine	15.3	23.4	19.4	18.7	20.0	19.3
Discuss & share with friend	45.2	52.9	55.0	45.6	44.6	49.0
State indirectly but don't discuss	18.1	8.6	6.8	18.1	16.9	13.4
Make an excuse for friend to leave	21.4	15.2	18.8	17.5	18.5	18.3

Nearly half the students (49.0%) were of the opinion that they would share the problem and discuss it with the friend. Almost an equal percent of persons responded that they would pretend as if everything is fine or mention the problem indirectly with his friend or make an excuse so that the friend leaves the home. More girls than boys would share the problem and discuss. In fact girls would adopt a more positive attitude than the boys.

Students' Response to Romantic Feelings: The story of Sharada and Vishal (Table 3.6) was narrated before the student respondents and they were asked to state how should Sharada respond? "Sharada and Vishal used to walk home from school and talk a lot. Recently Vishal sent a letter expressing his interest in Sharada. Sharada likes Vishal as a friend, but is not interested in becoming his girl friend."

Table 3.6
Percent Distribution of Students on Dealing Romantic Matters

Ways to deal with Romantic Matters	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Explain she doesn't want to be girlfriend	72.9	62.3	72.8	60.8	69.2	67.7
Stop talking to Vishal and ignore him	22.2	11.5	12.6	26.9	9.9	16.8
Complain to his parents about his letter	14.9	27.8	21.5	24.5	16.9	21.3
Suggest that they continue as friends	62.5	66.4	59.7	54.9	83.8	64.4
Agree out of fear as he might say nasty things.	2.4	0.4	1.0	2.3	0.7	1.4

In response to the given case study most of the students (67.7%) felt that Sarada should explain to Vishal that she is not interested in becoming his girlfriend. An equally large number of students (64.4%) also suggested that Sarada and Vishal should continue as friends.

3.2 RELATION WITH PARENTS

Physical development during adolescence is a salient change not only for the individual experiencing it but also his/her family members. Research demonstrates that pubertal maturation has been associated with increased adolescent autonomy,

decreased parental supervision and monitoring of activities, increased parent-child conflict over minor issues and less time spent together.

To understand the changing relationship between the parents and the child, the respondents were asked (Table 3.7 & 3.8) to state, “Compared to last 3 to 4 years, is there any change in the way you relate to their mothers and fathers?” The respondents were required to choose one or more of the six structured responses separately for both the parents.

Regarding the changing relation with both the mother as well as the father during the last 3 to 4 years, it was observed that most students (71.5%) are of the opinion that the parents are friendly to them. Another large number of students (66.8%) were also of the opinion that both the parents and the children respect and listen to each other’s views. One thing is sure, there is no conflict between the parents and the child. A very negligible percentage of students were of the opinion that the parents are too strict or scold them.

Table 3.7
Percent Distribution of Students on Changing Relation with the Mother

Changing relationship with the mother	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
She scolds me more often	4.8	12.3	9.9	8.7	6.2	8.5
I ask her more questions than before	12.1	15.9	17.2	15.8	6.9	14.0
I do not listen to most of what she says	2.4	16.8	10.4	9.9	7.7	9.5
She is more strict and does not listen to me	5.2	3.3	3.7	4.1	5.3	4.2
We are more friendly these days	81.8	61.1	70.6	71.3	73.1	71.5
We respect and listen to each other	68.9	64.7	65.4	63.1	73.8	66.8
Not Applicable	6.0	0.4	3.14	3.5	3.1	3.3

Table 3.8
Percent Distribution of Students on Changing Relation with the Father

Changing relationship with the Father	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
She scolds me more often	6.0	7.3	7.3	7.6	4.6	6.7
I ask more questions before	12.1	7.3	10.4	11.6	6.1	9.7
I do not listen to most of what she says	3.6	13.1	9.9	7.0	8.4	8.3
She is strict and does not listen to me	8.4	5.3	6.2	7.6	6.9	6.9
We are more friendly these days	70.6	43.0	67.0	50.8	60.7	56.9
We respect and listen to each other	66.9	38.1	67.0	63.1	71.5	66.8
Not Applicable	5.2	6.9	5.7	5.2	8.4	6.0

Disagreement with Parents

During adolescence there is bound to be disagreement between the parents and the child. Life Skill Education prepares the child in decision making, coping with stress and coping with emotions. The respondents were asked to state, "what will be your reaction should there be a disagreement with your parents."

Table 3.9 indicates that on the whole, in case of disagreement, most students would listen to their parents and discuss the matter (77.0%) and probably if the discussion has no impact, ignore the parents. Only 5.7 percent respondents would accept that it was not necessary to agree on every count. There could be difference of opinion and one must to disagree on many matters. When the data is disaggregated on the basis of sex and educational level similar trends are observed.

Table 3.9
Percent Distribution of Students on
Type of reaction on Disagreement with Parents

Reactions to Disagreement with Parents	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Shout and fight	8.4	5.7	7.78	4.7	6.15	7.11
Listen and discuss	83.1	71.3	80.1	77.7	72.3	77.0
Ignore them	16.2	16.8	10.5	12.2	21.5	14.0
Stop talking to them	3.6	6.9	5.2	7.0	3.1	5.28
Accept the difference	3.2	8.2	8.4	4.1	3.8	5.7

Effective Communication

Effective Communication between the parents and the children is an important consideration during adolescence. To learn about this communication breakdown the respondents were asked to state, “If your parents wish to get you married against your wishes, what will you do?” The response is presented in table 3.10.

Table 3.10
Percent Distribution of Students on
Reaction if the parents try to get you married without your consent

Reactions	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Follow their decision	58.4	30.3	46.6	46.2	39.2	44.5
Try to convince them	42.3	60.6	47.1	51.5	57.6	51.4
Seek help from family members	13.7	35.2	29.3	20.5	22.3	24.3
Ask friends for advise and help	16.5	35.2	28.2	26.3	21.5	25.8
Refuse to marry	21.8	20.9	4.71	13.4	33.1	21.3

(Percentages don't add up to 100)

Most students (51.4%) would try to convince their parents. Almost an equal number (44.5%) would meekly follow the parent's wishes without protest. A large number would seek help either from other family members (24.3%) or from friends

(25.8%). 21.3 percent are likely to take a drastic step not to marry. More girls would discuss and try to convince their parents than boys. Most on the other hand follow the wishes of the parents.

Communicating on different Matters

We requested the respondents to tell us with whom they would communicate on nine different matters namely: Physical changes in the body, Personal interests such as music, books TV etc, Romance & love, Friendship & relationships, Studies & school, Harassment & bullying, Consumer items and New. Table 3.11 presents the results.

Our data suggests that most students (66.1%) would consult their fathers on their dreams and aspirations. Similarly on matters of studies and school work the students (81.1%) would prefer consulting their teacher. On all other matters the most students would consult their friends.

Disaggregating the data on the basis of gender, we observe that most boys (87.9%) would consult the teachers on matters relating to studies but on dreams and aspirations they would not only consult their father (75.0%) but also their teacher (66.1%) and mother (60.5%). On all other matters friends are the first preferences.

Another interesting finding of the survey is the closeness of the girls with their mothers. On almost every matter, percentage of girls who would communicate with their mothers in different matters is higher than that of boys. Sometimes the difference is alarmingly high. On matters relating to physical change and harassment, percentage of boys who would speak to their mothers are 18.5 and 2.8 while for the girls the values are 91.0 and 50.4.

Table 3.11
Distribution of Students on Communicating with people on specific Matters

Points of Discussion	Persons with whom communicate	Type of Respondents					Total N=492
		Sex		Class Studying			
		Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Physical changes in your body	Mother	18.5	91.0	56.0	56.7	49.2	54.5
	Father	23.0	9.4	13.1	17.0	20.0	16.3
	Friends	74.6	76.2	66.5	81.9	80.0	75.4
	Teacher	7.3	26.2	17.3	15.2	17.7	16.7
Interests: films, TV, music, books	Mother	9.3	24.2	19.9	16.4	12.3	16.7
	Father	3.6	15.6	11.0	7.0	10.8	9.6
	Friends	99.2	89.3	90.6	96.5	90.9	94.3
	Teacher	8.5	11.9	8.4	11.7	10.8	10.2
Romance and love	Mother	1.2	9.4	4.7	5.8	5.4	5.3
	Father	0.8	3.7	1.6	2.3	3.1	2.2
	Friends	99.6	97.5	97.9	98.2	100.0	98.6
	Teacher	0	1.6	0.5	0.6	1.5	0.8
Friendship and relationships	Mother	34.3	76.2	52.4	59.1	53.8	55.1
	Father	39.1	42.6	33.0	39.2	54.6	40.9
	Friends	70.6	54.5	62.3	65.5	59.2	62.6
	Teacher	19.0	7.4	11.0	12.9	16.9	13.2
Studies and school work	Mother	31.0	54.9	44.5	36.8	48.5	42.9
	Father	46.0	52.5	49.2	46.2	53.1	49.2
	Friends	54.4	50.8	50.3	55.6	52.3	52.6
	Teacher	87.9	74.2	79.6	79.6	85.4	81.1
Harassment and Bullying	Mother	2.8	50.4	26.2	24.0	30.0	26.4
	Father	10.9	29.9	18.8	21.6	20.8	20.3
	Friends	87.9	69.5	80.0	75.4	81.5	78.8
	Teacher	28.2	24.2	24.1	28.7	26.2	26.2
Consumer items advertised on TV	Mother	3.2	18.9	11.6	9.4	12.3	11.0
	Father	8.9	21.3	15.7	10.5	20.0	15.0
	Friends	73.4	68.9	75.9	71.3	63.8	71.1
	Teacher	9.7	14.8	13.1	12.3	10.8	12.2
News	Mother	21.4	23.4	22.0	19.3	26.9	22.4
	Father	33.9	29.9	30.9	26.9	40.0	31.9
	Friends	78.2	58.2	64.9	71.3	69.2	68.3
	Teacher	33.1	21.7	30.4	27.5	23.1	27.4
Dreams and aspirations of life	Mother	60.5	59.8	63.4	46.2	73.8	60.2
	Father	75.0	57.0	69.1	49.7	83.1	66.1
	Friends	46.6	33.2	41.6	36.8	41.5	39.9
	Teacher	66.1	24.2	45.0	38.6	54.6	45.3

3.3 Key Findings:

Relationship with peers: Contrary to general belief that peer relation could be harmful for the young, the respondents exhibited a high level of maturity in indicating that peer relation could also be positive. Often peer counseling is the only way out in circumstances of substance abuse.

In the event of picking of a fight with a close friend the respondents also exhibited a positive outlook in building up the broken relationship rather than leave it at that.

In case of an unwanted situation at home, the students again showed very positive response in sharing the problem with the friend.

In case of undesirable romantic gestures from a friend, most students had the ability to take a critical decision to stop the partner from further advances and explain that they remain as mere friends.

Relationship with parents: There is a change occurring between relationships between the parents and their off springs. Parents are very friendly and have started respecting and giving importance to the views of their children.

Should there be a disagreement on any contentious matter, most students would respect the views of their parents and discuss the matter.

More proportion of girls would try to convince their parents should they try to get her married against her wishes as compared to boys.

Most students would consult their fathers on setting their dreams and aspirations. On almost every matter, percentage of girls who would communicate with their mothers is higher than that of boys.

On the whole there is a significant influence of the life skill education in matters of relationship with peers and parents.

CHAPTER IV

UNDERSTANDING GENDER

Gender refers not to male and female, but to masculine and feminine i.e., to qualities or characteristics that society ascribes to each sex. Understanding gender roles and gender relations are extremely important to avoid gender discrimination. An important component of LSE relates to gender related issues. The present chapter tries to delve into understanding gender by the students.

4.1 Knowledge about Legal Age at Marriage:

Child marriage is not only a major health concern but also the violation of child rights. According to National Family Health Survey (2005-06) nearly half (43%) of women aged 20-24 in India and 37.5 % in Odisha were married before attaining the age of 18.

The respondent's knowledge about the correct legal age at marriage as prevalent in India was tested (Table-4.1). Nearly two third respondents (76.8%) were aware that it is 18 for girls and 21 for boys. More boys than girls have the correct knowledge about the right age to marry. With the increase in educational level the correct knowledge also increases. The fact that over twenty percent do not know the legal age at marriage is a matter of concern.

Table 4.1
Student's information about legal age at Marriage in percentage

Knowledge about Legal age at Marriage	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
No legal age for Boys & Girls	1.6	5.3	5.2	3.5	0.8	3.5
No legal age for Girls	0.8	2.9	2.1	2.3	0.8	1.8
18 for girls & 21 for Boys	87.9	65.6	70.7	78.9	83.1	76.8
Don't. Know	9.7	26.2	22.0	15.2	15.4	17.9

4.2 Gender Stereotyping

In most societies there is a cultural division of labour. Some activities are only performed by male while others are done by female or children. Such cultural division often carries a stigma if performed by someone who is not culturally approved.

The students were presented with a case study and were asked to react to that (Table-4.2). “Rajan likes to do household work like cutting vegetables, washing dishes and cleaning. But when his friends come home, he hides this from them. He fears that the boys will tease him and call him a ‘sissy’ or a ‘girl’.” The students were asked to state, ‘what Rajan is expected do?’

Majority of students (65.4%) irrespective of class or sex were of the opinion that doing household work by Rajan is likely to have a good influence on his friends. Another 19.6 percent said that Rajan should feel proud of doing household work. Thus 85.0% were not in favour of gender stereotyping.

Table 4.2
Percent Distribution of Students on
Gender Stereotyping

Reactions to gender stereotyping	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Rajan should stop doing house work	7.7	6.6	10.5	4.7	5.4	7.1
Hide the house work from his friends	6.1	9.8	7.9	9.9	5.4	7.9
Might have a good influence on friends	68.8	61.9	60.7	63.2	75.2	65.4
Feel proud of doing household work	17.4	21.7	20.9	22.2	14.0	19.6

4.3 Self Imposed Restrictions on Sports Activities:

During adolescence society imposes certain restrictions by way of norms on the individual particularly on the girls. Often the child internalizes these norms and behaves to the expectations of the society. The respondents were narrated a story which runs like this. “Kavita has been good in sports. Suddenly, when she turned

fourteen she became shy and embarrassed to wear sports clothes, or to run, play or cycle. What do you think Kavita should do?" The responses are presented in table 4.3.

Table 4.3
Percent Distribution of Students on
Self Imposed Restrictions on sports activities

Likely Reaction	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Wear whatever but continue to play	84.7	82.8	82.2	84.8	84.6	83.7
Stop Playing as there is no future in Sports	7.7	4.1	5.8	5.8	6.2	5.9
Discuss with teacher & others on such feelings.	4.8	12.3	8.4	8.2	9,.2	8.5
Push herself to wear what others are wearing	2.8	0.8	3.7	1.2	0	1.8

Irrespective class and sex, most respondents (83.7%) wanted Kavita to wear whatever she was comfortable with and continue to play. Of the four available responses two were positive and the balance two were negative in nature. Interestingly, 92.2% (83.7+8.5) respondents are positive in their attitude towards sports. The matter of concern is that majority of those who wanted Kavita not to play were boys.

4.4 Career vs. Family obligations

Case Study: Arif and Niloufer are twins. Their case was presented before the respondents for an honest response. Both of them are good painters and want to become artists. Their parents encourage Niloufer but discourage Arif. They feel that Arif needs to think about earning enough to support a family in the future. The reactions are presented in table 4.4.

The issue here is critical thinking. By asking Arif to pursue a career the parents are discriminating between the brothers. Running the family is not the sole responsibility of Arif but also that of Niloufer. Further, since both are students, they

should be allowed to complete their studies. Painting can also be a good career option. The most appropriate action for Arif is to explain his parents and pursue his interest along with his studies.

Majority of students (62.3%) are of the opinion that Arif should inform his parents that he will continue his interest in painting. Another large section of students (29.0%) are of the opinion that both Arif and Niloufer should explore studies and career. Not much difference could be observed between sexes and class.

Table 4.4
Percent Distribution of Students on
Family restrictions between Interests vs. Career

Interest vs. Career options	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Arif should give up art; parents are right	4.1	10.9	7.0	8.3	7.0	7.5
Arif should inform & pursue his interest	55.3	69.5	61.8	66.7	57.4	62.3
Both brothers should pursue career & studies.	38.5	19.2	29.6	23.2	35.7	29.0
Arif should continue painting secretly	2.0	0.4	1.6	1.8	0	1.2

Case Study: Varsha and Tanveer are married and work in a school as teachers where they have very long working hours. Tanveer wants a child. Varsha is keen to continue working and believes that having a child would mean giving up her job. The respondents were asked to state which option they would prefer?

Ideally, Versha has exclusive rights over her reproductive life. Although she cannot give birth to a baby without the support of her husband, she alone can and should the timing of her baby.

Majority of respondents (56.3%) were of the opinion that Varsha should take a part-time job and they also have the child. Such a decision is like accommodating with the wishes of the husband. Another significant number of respondents (30.3%) were of the opinion that since Tanveer is the husband, his decision should prevail. A

family cannot run with the wishes of the husband alone. The wife in a family relationship should be treated as an equal partner.

Table 4.5
Percent Distribution of Students on
Career options and role as mother

Interest vs. Career options	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Tanveer decides, as he is the husband	27.4	33.6	29.8	34.5	26.2	30.3
Tanveer takes leave for babysitting, Varsha work	4.4	8.2	7.3	4.7	6.9	6.3
They do not have a child as Varsha is not ready	9.3	4.5	5.8	8.2	6.9	6.9
Varsha takes a part-time job and they have a child	58.9	53.7	57.1	52.6	60.0	56.3

4.5 Social Construction of Gender

Sex refers to the biological and physiological characteristics that define man and woman while gender refers to socially constructed roles, behaviour, activities and attributes that a given society considers appropriate for men and women.

We posed before the respondents 11 differences between men and women that are commonly heard requesting the respondents to state if these differences are biological or social constructs that originated from the mindset. The responses are presented in table 4.6.

Girls find Mathematics difficult has no scientific reason behind this. Majority of the students (84.9) irrespective of sex and class believe that it is the mindset of the society. Rightfully with the increase in educational level the belief that it is not a biological construct increases.

Cracking of voice during adolescence is due to increase in the size of the voice box that happens with the secretion of the male sex hormones. 84.5 percent respondent are aware of this and rightfully said it is biological.

Although there is no scientific reason to believe that boys are more suitable to tackle technical things than girls but a large number of respondents (33.6%) believe

so. Again this belief is more profound among the boys (40.4%) than the girls (20.9%).

Table 4.6
Percent Distribution of Students on:
Whether Differences based on biology or mind set

Popular Conceptions	Whether the difference is biological or a construct of the mind?	Type of Respondents					Total N=492
		Sex		Class Studying			
		Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Girls find Maths Difficult	Mindset	85.8	84.0	81.1	84.2	91.5	84.9
	Biology	14.2	16.0	18.9	15.8	8.5	15.1
The voice cracks in a majority of boys	Mindset	10.1	29.9	17.3	14.1	14.7	15.5
	Biology	89.9	70.1	82.7	85.9	85.3	84.5
Boys better handle technical things.	Mindset	59.6	79.1	68.0	59.6	73.0	66.4
	Biology	40.4	20.9	32.0	40.4	27.0	33.6
Women are better care givers.	Mindset	72.5	52.8	64.3	58.4	66.1	62.8
	Biology	27.5	47.2	35.7	41.6	33.9	37.2
Boys are stronger & muscular than girls	Mindset	39.2	31.6	32.5	35.7	39.3	35.4
	Biology	60.8	68.4	67.5	64.3	60.7	64.6
Women only give birth, not men	Mindset	1.3	1.3	2.1	0.6	0.8	1.3
	Biology	98.7	98.7	97.9	99.4	99.2	98.7
Women are more emotional than men	Mindset	60.1	51.2	58.1	47.4	63.0	55.6
	Biology	39.9	48.8	41.9	52.6	37.0	44.4
Men control emotions better	Mindset	75.0	62.2	60.2	67.8	82.3	68.6
	Biology	25.0	37.8	39.8	32.2	17.7	31.4
Girls' bodies mature earlier	Mindset	35.1	40.2	35.7	41.0	36.2	37.7
	Biology	64.9	59.8	64.3	59.0	63.8	62.3
Girls menstruate during adolescence	Mindset	19.4	6.2	12.1	12.9	13.9	12.9
	Biology	80.6	93.8	87.9	87.1	86.1	87.1
Girls are interested in cooking	Mindset	64.1	90.1	80.1	69.5	82.3	77.0
	Biology	35.9	9.9	19.9	30.5	17.7	23.0

It is a common belief that women are better care givers than men. Whether this belief is a mental construct or is biologically grounded? We asked the students to respond. 62.8 percent students believe that it is a mental construct while a substantial percentage of students (32.2%) were of the opinion that this belief is biologically rooted. When the data is divided on the basis of sex, we observe that more girls (47.2%) than boys (27.5%) believe that they are biologically made to be

natural care givers. To a male respondent who said women are better care givers than men, a question was posed:

Researcher: Why do you think women can provide better care than men?

Respondent: I really do not know but there must be something in the body part that make them more compassionate. That is the reason why most of the nurses are women.

Again, it is also a common belief that boys are stronger and more muscular than the girls. Such belief however is biologically sound. In general, girls and boys have about equal muscle mass until they hit puberty. At puberty, due to the effect of *testosterone*, boys undergo muscular hypertrophy. Girls on the other hand experience a rise in the level of *estrogen* levels, which increases body fat especially around the pelvis, but no large increase in muscle mass beyond that of normal growth. We wanted to find out if the students believe that the muscular body of the boys has a biological basis or is a common mindset. 64.6 percent students said that the muscular body of boys is biologically rooted while a large percentage of students (35.4%) are of the opinion that it is a popular mindset. The data suggests that the more girls than boys (68.4% against 60.8%) are of the opinion that it is biologically rooted. With the increase in level of education, the correct information (biologically rooted) declines.

Women are only biologically capable of giving birth and this knowledge is nearly universal (98.7%).

Throughout history women have been viewed as the fairer and delicate sex. Published literature, TV serials and cinema often rely on the stereotypical role of women overtly emotional than the men. A scientific study by Vanderbilt University (<http://www.vanderbilt.edu>) conducted in 1998 suggest that this might not be the case. The study demonstrated that both male and female release the same levels of emotion but women are more likely to express the emotions than men. Our respondents are divided on this matter. While 44.4 percent respondents believe that emotionality of women is biologically rooted, another 55.6 percent are of the opinion that it is in the mindset.

Girls start puberty earlier than boys and go through the process faster. A girl in an average takes 4 years to complete the puberty period while a boy takes around 6 years. This biological reason explains why girls body mature earlier than boys. The respondents were asked to state if the maturing of girls' body earlier is passed on a

popular belief of biological fact. 62.3 percent believe that maturing of girls' body faster than the boy is a biological fact while 37.7 believe that it is a popular conception. More boys (64.9%) believe in this biological fact than girls (59.8%).

Knowledge that menstruation is a biological fact is almost known to everyone. However, a section of boys continue to be under the opinion that menstruation is other than biological.

There is a social division of labour within the family. Women are usually for inside the household work such as cooking and other household activities while the men are for outside activities such as hunting, gathering, farming etc. Although to some extent this was biologically based as during child bearing and lactating periods, women were not capable of exterior activities but more or less such division of labour was social rather than biological. Most students in our study (77.0%) believe that such informal division of labour is social rather than biological.

4.6 Key Findings:

Age at Marriage: About two third students know about the correct age at marriage. In other words, about one third have no knowledge about the legal age at marriage. More girls have do not know about the right age at marriage than the boys.

Gender Stereotyping: To understand gender relations we provided four case studies. The response to these case studies indicates that most students do not favour division of labour on the basis of gender at least for household work.

Playing outdoor games and participating in sports as a monopoly of boys is challenged by most students. While majority want girls to participate in sports and games, they also wants girls to put on dress of their liking rather than particular sports gear as a pre-condition of participation. Overall attitude of students towards sports and games by girls is positive.

Students are also against any discrimination by parents between siblings. For most students, pursuing one's education and interests is of primary importance during adolescence. Pursuing a career for earning is secondary.

In case of the role of a lady as a wife and a mother, the students were not able the appreciate the fact that it is the exclusive reproductive right of a lady to decide when to give birth if at all she is willing to be a mother. Compelling her to be a mother in order to satisfy the husband or other family members is like surrendering her individual rights.

Social Construction of Gender: Most students were able to distinguish between biological and social construction of gender. However certain areas need special emphasis. These are:

1. 'Boys better handle technical things than girls'; 'girls are better care givers than boys'; 'women are more emotional than men'; 'men control emotions better than women' and 'Girls love cooking' are in fact, mental constructs but a large section of students erroneously believe otherwise.
2. Similarly, boys are more muscular than girls is a biological fact. But nearly 35 percent students are of the opinion that it is a mental construct.

CHAPTER V

CHILD ABUSE, SEXUAL HARASSMENT AND DOMESTIC VIOLENCE

Until recently, children had very few rights with regard to protection from abuse by their parents and other family members. Historically fathers had virtually unlimited rights in regard to their children and how they choose to discipline them.

5.1 Child Abuse:

The respondents were asked to state, how they will interpret hitting or slapping a child by the child's own parents. The response is presented in table 5.1

Table 5.1
Percent Distribution of Students on
Interpreting hitting or slapping the child by the parents

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
It is a form of Domestic Violence	4.0	12.7	11.0	8.8	3.8	8.3
Was necessary to keep the child in check	84.7	77.0	83.2	81.9	76.2	80.9
An expression of love and concern	5.2	7.8	3.7	4.7	13.1	6.5
It is Harmful for the child	6.0	2.5	2.1	4.7	6.9	4.3

Most students (80.9%) are of the opinion that slapping and hitting the child by the parents is a way to discipline the child and is for the child's ultimate good. This belief is declining with the increase in level of education and is more prominent among the boys than girls. No student was concerned with the fact that hitting or slapping is an abuse on the fundamental rights of the child.

Sexual Abuse of the Child:

Case Study: Mohit is about ten years old. His uncle often comes over to stay with them. He brings lots of toffees and biscuits for him. He also insists that he will

sleep in Mohit's room. At times he tries to touch him in ways Mohit does not like. Mohit's parents notice that he has become very quiet and withdrawn. The respondents were asked to choose the correct statement out of the given ones (Table 5.2).

In response to the case study, most of the students (51.6%) believe that Mohit's parents should try to understand why he has become so quiet and withdrawn. A considerable proportion of students (24.6%) believe that Mohit's uncle is trying to sexually abuse him.

Table 5.2
Students Understanding of Sexual abuse in Percentage

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Mohit misunderstands uncle's behaviour	16.9	6.1	14.1	7.6	13.1	11.6
Uncle is trying to sexually abuse Mohit	33.1	16.0	20.4	26.3	28.5	24.6
Mohit's quietness not understood by parents	38.7	64.8	51.3	54.4	48.5	51.6
Keep quiet, not to displease the uncle	4.0	5.7	3.7	5.3	6.2	4.9
Don't let Mohit be alone with the uncle	7.3	7.4	10.5	6.4	3.8	7.3

More boys (16.9%) than girls (6.1%) feel that the uncle's behaviour is misunderstood. At the same time, more boys (33.1%) than girls (16.0%) feel that Mohit is being sexually harassed. On the contrary, more girls (64.8%) than boys (38.7%) are of the opinion that the parents should understand Mohit's quietness.

5.2 Sexual Harassment and Abuse

Case Study: The story runs like this: Monica and Sabina are friends. They go to see a film. At the end of the show, on their way out of the hall, they are teased and harassed by a man who also passes obscene comments. What should be your advice to Monica and Sabina?

Given the case, majority students (35.2%) would advise Monica and Sabina to seek immediate support from around. Another large section of students (29.3%) wanted Monica and her friend to confront the mischief creating man. As against the above

positive actions, some students (14.6%) were of the opinion that one should avoid going to the cinema or visit only with parents or some sort of body guard (18.9%). Avoid visiting cinema or taking a body guard are like curtailing the freedom of the individuals and therefore not recommended. LSE should be based on human rights approach.

When the data is disaggregated by sex and educational class it is observed that more girls (41.4%) would like to confront the mischief creator while boys (17.3%) recommend visiting cinema along with parents or a body guard.

Table 5.3
Students Understanding of Sexual Harassments in Percentage

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Confront the man and warn him	17.3	41.4	25.7	33.9	28.5	29.3
Seek support from others around	35.5	34.8	35.1	34.5	36.2	35.2
Avoid going to see films in cinema halls	15.7	13.5	12.0	14.0	19.2	14.6
Visit with parents or protectors	29.4	8.2	25.7	15.2	13.8	18.9
Complain to the hall manager for safety	1.6	0.4	0.5	1.8	0.8	1.0
No Response	0.4	1.6	1.0	0.6	1.5	1.0

5.3 Tackling Molestation:

Case Study: A male school games teacher frequently touches some girls longer than necessary while instructing them. He sometimes brushes their breasts. This makes them very uncomfortable. The respondents were asked to state what could be the best course of action for the victims. The responses are presented in table 5.4.

Most students (57.0%) responded by saying that the best course of action could be talking to some trust worthy teachers or parents. 30.3 percent were of the opinion that a complaint should be lodged with the school authorities. The choice of other option is not worth mentioning. Disaggregating the data on the basis of sex and educational level no special observation was recorded.

Table 5.4
Percent Distribution of Students on
Tackling molestation

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Keep quiet to avoid embarrassment	0.4	2.5	1.6	1.2	1.6	1.4
Talk to trustworthy teacher or parent	56.0	57.9	59.7	52.9	58.3	57.0
Make a complaint to the school authority	30.6	30.0	25.7	35.3	30.7	30.3
Discuss to find similar experience	3.6	6.3	5.2	3.5	6.3	4.9
Confront the Teacher	8.5	3.3	7.3	7.1	2.4	5.9
Ignore out of fear of the teacher	0.8	0	0.5	0	0.8	0.4

5.4 Domestic Violence:

The respondents were asked to state under what circumstances a man is justified in beating his wife? The responses are presented in table 5.5.

Table 5.5
Students Understanding on Domestic violence in Percentage

Conditions	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Argues with himy	33.9	28.7	33.0	28.7	32.3	31.3
Dresses Badly	33.5	20.9	28.3	32.2	19.2	27.2
Unfaithful to Husband	2,8	13.1	8.4	7.6	7.7	7.9
Cooks very badly	2.0	3.3	2.1	2.9	3.1	2.6
Spends un-necessarily	1.6	5.3	3.1	4.1	3.1	3.5
Gives birth to daughters	0.4	3.7	1.0	2.3	3.1	2.0
Neglects Children	11.3	9.0	11.0	7.0	13.1	10.2
Man should not beat wife	14.5	16.0	13.1	15.2	18.5	15.2

The data indicates that only 15.2% respondents are not in favour of wife beating under any circumstances. The percentage of respondents who do not believe in wife

beating increases with rise in the educational level. Again, more girls are in favour of not beating wife under any circumstances rather than boys.

Three circumstances under which a wife could be beaten by the husband are: She argues with the husband or other family members (31.3%); she dresses badly to attract attention of others (27.2%) and she neglects children (10.2%).

Attitude towards Domestic Violence

What is the perception of the students on the prevalence of domestic violence? In which strata of the society it is more prevalent? The response is presented in table 5.6.

Table 5.6
Students Perception on Domestic Violence in Households

Type of Families	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Poor Families	36.5	58.7	46.4	51.5	44.4	47.6
Middle Class Families	34.8	20.4	27.4	25.5	30.6	27.6
Elite Families	28.8	20.9	26.3	23.0	25.0	24.8

The students are of the opinion that incidence of domestic violence varies by standard of living. The poorest families have the highest domestic violence and the elite families have the lowest rate.

5.5 Key Findings:

Child Abuse: Most students have the general misconception about beating of children. They consider parents having the total right to discipline the child. Students were not ready to consider the fact that child too enjoys certain rights.

Child Sexual Abuse: Results of the Mohit case study indicates that a large percentage of students have a fairly good understanding of child sexual abuse by the uncle. Most students would like the parents to understand why Mohit has become quiet. Girls have a better understanding of sexual abuse than the boys. However,

very few students were ready for a positive action like keeping Mohit away from the uncle.

Sexual Harassment and Abuse: In case of sexual harassment in public places most students could like to confront the man and warn by taking public support. The data also indicates that more girls than boys have selected pro-active options. Girls seem to act not only courageously but strategically to protect themselves.

Tackling Sexual Harassment in the campus: In the event of molestation by a teacher in the campus, most students prefer not to chose the negative options such as keep quiet or ignore out of fear. Although most respondents opted for positive action, they were not positive enough in either complaining or discovering more such cases. Most students wanted to talk about the incident to parents or a teacher but then the outcome of such talk is uncertain. If the teacher or the parent is not sensitive enough, the fact could be suppressed.

Domestic Violence: Most students do not have a strong view on wife beating. Only 15.2 percent were not in favour of wife beating under any circumstances while the rest were passive promoters under one or the other reason.

Relationship between household economic status and incidence of partner violence is inconclusive. At the best it depends on the context and the definition. Our respondents believed that there exists a positive relationship between domestic violence and standard of living.

CHAPTER VI

RTI, STI AND HIV/AIDS

6.1 Understanding RTI

Reproductive Tract Infections (RTI) and Sexually Transmitted Infections (STI) are a group of communicable diseases that are transmitted predominantly by sexual contact and caused by a wide range of bacterial, fungal infections. RTI is one of the reasons of morbidity among women. The importance of RTI has also been widely recognized since the advent of HIV/AIDS epidemic and there is good evidence to suggest that control of STI can reduce HIV transmission. In the present survey we have tried to assess the knowledge and awareness of adolescent boys and girls on RTI and STI. The same has been presented in table 6.1.

Table 6.1
Percent Distribution of Students on
Awareness about RTI

What is RTI?	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Infections in reproductive organ	12.9	23.0	15.7	11.1	30.0	17.9
Skin Infections	0.4	0.8	0.5	0	1.5	0.6
Infections through sexual contact	20.6	16.8	11.5	19.9	27.7	18.7
Itching in private body parts	5.6	7.8	7.9	5.3	6.9	6.7
Don't Know	60.5	51.6	64.4	63.7	33.8	56.1

On the whole 56.1 percent have no knowledge about RTI. All itching in the private body parts cannot be leveled as RTI; nor all skin infections are RTI. Looking at the data it is observed that only a small section of students have the correct knowledge about RTI. The percentage of respondent who do not know what RTI is, declines with the increase in level of education indicating the effect of education as well as the exposure to LSE.

To ascertain the level knowledge of the respondents in respect of RTI, some of the symptoms associated with it and two dummy variables in form of incorrect responses were posed before the students and they were asked to pick the right ones. In all, there were 6 right responses and 2 wrong responses.

Table 6.2 presents the number of correct answers by class and sex. On the whole 55.9 percent respondents were not able to say a single correct symptom of RTI the balance i.e. 44.1% knew one or more correct symptoms. Less than 15 percent respondents could correctly identify three or more symptoms. None could identify all six or even 5 correct symptoms. Knowledge about RTI and its symptoms among the respondents is a matter of concern.

Table 6.2
Percent Distribution of Students on
Correct Awareness about RTI

Number of correct responses	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
0	61.7	50.0	61.8	64.9	35.4	55.9
1	12.1	11.5	10.5	10.5	15.4	11.8
2	13.7	22.5	14.1	15.8	26.9	18.1
3	12.1	11.5	11.0	7.0	19.2	11.8
4	0.4	4.5	2.6	1.8	3.1	2.4

6.2 Understanding STI

Table 6.3
Percent Distribution of Students on Correct Awareness about STI

What is STI?	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Reproductive organ infection	16.1	23.0	20.9	14.6	23.8	19.5
Skin Infection	0.4	2.5	1.0	0.6	3.1	1.4
Sexual contact infection	24.6	26.6	17.8	26.3	36.2	25.6
Itching in hands & feet	3.6	6.1	6.8	3.5	3.8	4.9
Don't Know	55.2	41.8	53.4	55.0	33.1	48.6

STI is an infection passed from person to person through intimate sexual contact. The disease can be transmitted even without any symptom becoming apparent since

many STIs may have no symptoms. Untreated STI may result in Cancer, PID, Infertility, Organ damage etc. Having STI can also put a person at the risk of getting HIV. Many STIs may have no or mild symptoms. Even if there are symptoms, it may be mistaken for something else such as UTI or fungal infection.

The respondents were asked to state the symptoms of STI. As the data in table 6.3 indicates majority of the respondents do not know what STI is. The fact that STI spreads through sexual contact is known to only 25.6 percent students.

6.3 Knowledge and Attitude towards HIV/AIDS

Human Immunodeficiency Virus (HIV) is the leading challenge of current era to all nations of the world. There were 33.3 million people living with HIV worldwide in 2009, out of which, 15.9 million were female and 2.0 million were children under the age of 15 (Global Report, UNAIDS; 2010). It was estimated that the number of people living with HIV (PLHIV) in India increased from 0.2 million in 1990 to 5.206 million in 2005 (UNAIDS).

Table 6.4
Students Perception about Difference
in HIV and AIDS in percentage

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
HIV and AIDS are same	44.4	45.5	40.3	43.9	53.1	44.9
HIV is the virus & AIDS is the infection	32.7	9.0	17.8	20.5	26.2	20.9
HIV is the syndrome and AIDS is the virus	.8	12.3	3.7	3.5	14.6	6.5
Both are different types of diseases	11.3	18.0	17.3	19.9	3.8	14.6
Don't Know	10.9	15.2	20.9	12.3	2.3	13.0

The respondents were asked to state their perception about difference in HIV and AIDS. Majority (44.9%) stated that there is 'no difference between HIV and AIDS' followed by 21 percent who suggests "HIV as virus and AIDS as infection". The awareness about HIV and AIDS rises with increases in level of education. On the

whole nearly 80 percent students do not have the correct knowledge about HIV/AIDs.

Table6.5
Students Knowledge regarding Spread of HIVs in Percentage

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Having sex with HIV infected person	82.3	39.8	48.2	57.3	85.4	61.2
From mosquito bites	22.2	20.1	18.3	25.1	20.0	21.1
From HIV infected mother to her baby	30.6	43.0	28.3	41.5	43.1	36.8
Sharing food with a person infected	22.2	16.0	16.2	22.8	18.5	19.1
Sharing toilet with person infected	19.4	9.0	14.7	17.0	10.0	14.2
Transfusion of infected blood	58.9	38.9	42.9	50.9	55.4	49.0
Using HIV infected syringes and needles	75.4	63.5	61.3	70.2	80.8	69.5
Hugging people infected with HIV	9.7	3.7%	7.3	5.8	6.9	6.7
Kissing persons living with HIV	14.5	7.4	12.6	9.9	10.0	11.0
Don't Know	12.1	17.2	26.2	11.1	2.3	14.6

(Note: The percentage do not add up to 100)

The lack of knowledge about HIV among the students leads to negative consequences in the future life. In the course of the interview the respondents were stated the possible sources of infection and asked to identify he correct ones. The responses are presented in table 6.5.

The three important reasons why HIV spreads as stated by the respondents are 'having sex with an infected person'; 'transfusion of infected blood' and 'use of infected needles and syringes'. Misinformation on the spread of HIV ranges between 10 to 20 percent. Correct information increases with the rise in the level of education.

The respondents were asked to state which contraceptive method can prevent HIV and conception at the same time. Table 6.6 presents the responses. More than half of students (58.9%) are of the opinion that use of male condom can prevent both pregnancy and transmission of HIV. Therefore over 40 percent are not aware of the method.

Table 6.6
Knowledge about Prevention of HIV in Percentage

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Male condom	78.6%	38.9%	49.7%	50.9%	83.1%	58.9%
Female condom	6.9%	0.8%	7.3%	1.2%	2.3%	3.9%
Oral pills	16.1%	5.3%	13.1%	6.4%	13.1%	10.8%
Copper-T / IUD	17.3%	2.0%	0.5%	1.8%	0.8%	1.0%
Female sterilization	0.8%	5.3%	11.5%	12.9%	9.2%	11.4%
Male sterilization	12.1%	0.4%	1.6%	-	-	0.6%
Emergency Pill	14.9%	1.2%	5.8%	5.3%	10.0%	6.7%
Don't know	-	55.3%	45.5%	41.5%	10.8%	35.0%

(Note: The percentage do not add up to 100)

Testing of HIV

Table 6.7
Testing HIV of employee in company Without their consent

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Strongly disagree	33.9	4.9	14.1	28.1	16.2	19.5
Somewhat disagree	13.7	4.9	6.3	10.5	12.3	9.3
Agree	34.7	54.5	49.7	39.2	43.8	44.5
Somewhat agree	2.4	11.9	3.7	9.4	9.2	7.1
Strongly agree	5.6	9.0	6.3	1.8	16.2	7.3
Don't Know	9.7	14.8	19.9	11.1	2.3	12.2

In the course of the interview the respondents were stated, “Roshan works with a private company. The company decided to test all its employees for HIV as part of their annual medical examination. Do you think that the employees can be tested for HIV without their consent?” The responses are presented in table 6.7.

Most of students agreed (44.5%) that the company has right to test the HIV status of employees without their consent. Nearly one in every five students (20%) strongly disagreed about test of HIV without the consent of employees in company. It seems most students do not have the right knowledge about HIV testing.

The respondents were further stated that,”Roshan consented for HIV testing and was found to be HIV positive. Even after learning about his HIV status, his company decides to let him continue working in the company. Should Roshan be allowed to continue? The responses are presented in table 6.8.

Table 6.8
Perception towards HIV discrimination

Interpretation	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
No because he is risking the health of others.	41.4%	16.2%	24.0%	38.4%	24.4%	29.2%
Yes, it is his right to continue in company	46.8%	68.1%	61.7%	52.3%	57.5%	57.2%
Yes because he is not a threat to the health	31.1%	13.8%	22.7%	17.2%	29.1%	22.7%
No because he will be too weak to work	18.5%	19.0%	16.2%	18.5%	22.0%	18.8%

(Note: The percentage do not add up to 100)

More than half of students (57.2%) agreed that Roshan should continue working as it is his right. This shows positive attitude of the students towards discrimination against people living with HIV in the workplace. However, a significant portion (29.2%) wanted Roshan to be terminated as he is risking the health of others.

6.4 Key Finding

Knowledge about RTI and STI: It is a matter of concern that a very large segment of students have no knowledge about RTI and STI.

Knowledge and Attitude about HIV/AIDs: A large number of students were unable to distinguish between HIV and AIDs. Although nearly 60 percent were aware that

having sex with infected persons without protection is the most important cause for the spread of AIDs and another large portion of respondents knew that spread of HIV may also be through “transfusion of infected blood”, a very large portion of students are unaware of the causes for the spread of the disease. Senior students were more than the junior students.

CHAPTER VII SUBSTANCE ABUSE

7.1 Reasons of Substance Abuse

Although it is no secret that drugs such as whitener, alcohol, tobacco is wide spread among Indian children especially among street children and working children, there is a lack of reliable data on the subject. Existing studies suggest a high degree of correlation between adolescent drug abuse and problem drug user in adulthood. There are also reasons to believe that alcohol and drug use in the adolescent population carries a high risk for school underachievement, delinquency, teen age pregnancy and depression. (Belcher HM, Shinitzky HE; Substance abuse in children; *Arch Pediatr Adolesc Med* 1998; 152 : 952-60)

Table 7.1
Percent Distribution of Students on Reasons for Substance Abuse

Reasons of substance use	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Helps to work better	3.2	5.32	3.14	4.67	5.38	4.26
Increases Concentration	4.03	7.78	5.75	4.67	7.69	5.89
Enjoy Taking it	33.46	27.86	25.65	30.41	38.46	30.69
Pressure from friends	77.01	52.04	63.87	68.42	60.76	64.63
Has a Family History	8.87	29.09	21.46	16.95	17.69	18.90
It is a Natural Instinct	12.09	2.04	8.37	3.50	10.0	7.11
Easily Available	20.56	15.98	19.37	15.2	20.76	18.29
Better accepted by friends	20.56	6.55	14.13	10.52	16.92	13.61
Increases Stamina	2.01	4.09	2.61	0	7.69	3.04
Don't Know	8.46	27.04	23.03	19.29	7.69	17.27

(The percentages don't add up to 100)

The respondents were asked to state some of the common reasons for drug abuse. The two most common reasons for substance abuse as stated are peer pressure and temporary excitement derived out of it. Some of the other minor reasons ascribed to substance abuse are family history and being easily available. Although the same reasons hold good for both boys and girls, girls rank family history as the second most important reason next to peer pressure. Among the boys easy availability is an important cause. The other important cause is acceptability within the friend circle.

During the course of the interview one male respondent who confessed to be a non-smoking tobacco user was asked:

Researcher, “How does substance use help you in your friend circle?”

Respondent: “Trying these items makes me a hero among my friends.
I am taken to be different from the general.”

7.2 Symptoms of Substance abuse

On asking the respondents about the common symptoms associated with smoking, drinking and chewing tobacco, majority of students (73.17%) recognized cancer as the most important effect. The other effects of substance abuse stated by the students were disease of the heart (5.64%), Smoker’s cough (48.17%) and breathlessness (43.08%).

Table 7.2
Percent Distribution of Students
on effects of common substance abuse

Effects	Type of Respondents					Total N=492
	Sex		Class Studying			
	Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Smokers’ Cough	60.88	35.24	49.73	44.44	50.76	48.17
Breathlessness	53.22	32.78	40.31	47.36	41.53	43.08
Bronchitis	7.66	5.73	7.32	7.60	4.61	6.70
Skin wrinkles	4.83	9.42	4.18	7.01	11.53	7.11
Heart Disease	62.5	42.62	57.59	47.95	51.53	52.64
Cancer	89.91	56.14	72.77	71.92	75.38	73.17
TB	21.77	52.04	39.79	40.35	103.07	36.78
Don’t Know	1.20	7.37	5.23	4.67	2.30	4.26
Sleeplessness	1.20	1.22	1.04	0.58	2.30	1.21

(The percentages don’t add up to 100)

The findings suggest that considerably higher proportion of respondents were aware of the effects of substance abuse. Students who were not aware of any symptom were only 4.26 percent. Disaggregated data on the basis of gender suggests that for the girls cancer, TB and heart diseases are three most important effects of substance abuse while for the boys it is Cancer, smoker's cough and breathlessness.

7.3 Use of Harmful Substances

Table 7.3 presents ever substance use by the students of KISS. The use is classified into never use, once, twice and more than two times.

Table 7.3
Percent Distribution of Students on use of substances

Name of the Substance	Frequency of use	Type of Respondents					Total N=492
		Sex		Class Studying			
		Boy (N=248)	Girl (N=244)	VII (N=191)	VIII (N=171)	IX (N=130)	
Alcohol	Once	9.6	1.2	4.7	6.4	5.4	5.4
	Twice	2.8	-	2.1	1.7	-	1.4
	>2 times	5.2	-	6.8	-	-	2.6
	Never	82.4	98.8	86.4	91.9	94.6	90.4
Tobacco	Once	2.8	0.4	2.6	0.5	1.5	1.6
	Twice	2.0	-	1.5	1.1	-	1.0
	>2 times	2.4	-	3.1	-	-	1.2
	Never	92.8	99.6	92.8	98.4	98.5	96.2
Bhanga	Once	1.2	0.8	1.0	1.7	-	1.0
	Twice	1.2	0.8	1.6	1.1	-	1.0
	>2 times	0.8	-	1.0	-	-	0.4
	Never	96.8	98.4	96.4	97.2	100.0	97.4
Gutka	Once	9.2	1.2	6.2	5.2	3.8	5.2
	Twice	3.6	0.4	1.0	3.5	1.5	2.0
	>2 times	15.7	0.4	13.6	5.2	3.8	8.1
	Never	71.5	98.0	79.2	86.1	90.9	84.7
Cigarette / Bidi	Once	3.22	0.4	2.6	0.5	2.3	1.8
	Twice	-	-	-	-	-	-
	>2 times	1.6	-	1.58	-	0.7	0.8
	Never	95.2	99.6	95.9	99.5	96.6	97.4
Medicine (Cough Syrup)	Once	1.2	2.0	3.6	-	0.7	1.6
	Twice	0.8	1.6	2.6	0.5	-	1.2
	>2 times	0.8	0.4	1.0	0.5	-	0.6
	Never	97.2	96.0	92.8	99.0	99.3	96.6

On the whole, 15.3 percent students have ever used Gutka (smokeless tobacco), 9.6 percent consumed alcohol and 3.8 percent used smoking tobacco i.e. cigarette or Bidi. Getting intoxicated through glues and Charas is not seen among the respondents and therefore is not included in the table. Substance abuse is not common among girls. It is mostly prevalent among the boys. It may also be noted that substance use is more prevalent in class VII compared to class VIII and class IX. During the course of interview a senior student who had tried smoking but not continuing now was asked:

Researcher: What made you start smoking and why have you stopped?

Respondent: I smoked under friends influence but soon realized that smoking will ultimately harm me.

The number of ever substance users among boys in KISS is alarming. On the basis candid revelations made by the students themselves, 34 percent boys in the sample have tried one or more substances ever. Similar figure for the girls is 4.5 percent. The ray of hope in the available data is the declining ever users with the increase in the level of education. Ever drug users in class VII was 24.1 percent. The figure declines to 18.7 percent in Class VIII and further declines to 13.8 percent in class IX. Very likely, LSE /ARSH has a positive impact on the children.

7.4 Key Findings

Reasons for Substance use: Peer pressure and temporary pleasure derived are the two most important reasons for substance use.

Effects of substance use: Although a large number of students are aware of the effects of substance use, a large number of students were not able to identify the effects. Compared to the boys girls were relatively poor in identifying the effects.

Self reported use of Intoxicants: On the whole about 15.3 percent students have used Gutka (chewing Tobacco), 9.6 percent alcohol. All other form of intoxicants has been used by 2 to 4 percent students.

Chapter VIII

EFFORTS MADE BY KISS IN INSTITUTIONALIZING LIFE SKILL EDUCATION

One of the two broad objectives set at the start of the project was to make efforts to institutionalize Adolescent Reproductive Sexual Health (ARSH) intervention through Life Skill Education (LSE). The present chapter tries to list the efforts made by KISS in this direction and make suggestions so that the program could be up scaled to cover the entire state. The data for this effort has been collected by way of interaction with the project management team, teachers, peer educators and students as well as scanning of documents and records made available to the researcher by the Project Management Unit.

Instituting the Mentoring Group: A mentoring group was necessary not only take policy decisions regarding the program but also look to its implementation. This group as originally planned was to be constituted with representatives from KISS which was the implementing agency, UNFPA, the funding agency and few educational administrators and youth activists. It was rightly intended that any decision of the mentoring group not only has the tactical support of the funding agency (UNFPA) but also the willingness of the implementing agency.

The mentoring group was constituted in 2010 with approximately 15 members and has not been re-constituted since then. During the course of an interview the researcher was told that since the members of the mentoring group were inducted by virtue of positions they held, change in persons was automatic. It was also reported that the mentoring group met once every quarter from 2010 to 2012.

Instituting a Resource Pool of Trainers: In the year 2010 initiative was taken to form a team of resource persons to implement the LSE program for over 3000 students admitted in KISS alone. A four day training camp was organized in the initial year and 35 resource persons were trained. In the year 2011 the same resource persons were retrained in a three day refresher course.

Looking at the transfer, resignations from service it was felt that new resource persons must be added to the pool on a regular basis. More resource persons were also required since KISS was increasing its student strength each year. Thus in the year 2012 the pool of Resource Persons was increased to 50 and in the subsequent

year i.e. 2013 it was further raised to 60 that included the existing resource persons. For the first time a refresher course was also organized in October, 2013.

Instituting the Ethical Committee: Since the program involved sensitive matters, a ten member ethical committee was constituted inducting persons from various stake holders to the program. The committee was required to scan all publications that included course materials, hand outs, and make it culturally acceptable.

The committee was constituted in 2010 and has been reconstituted as per requirement. In the last four years the ethical committee has sat for 5 to 6 times to dispose-off matters brought before it.

Identification of a Technical Support Agency: A number of local as well as national organizations were invited to make a presentation before an expert committee of their experience and abilities to provide a hand holding support to KISS in kicking off the project and two technical support agencies namely IL&FS Education Services, Mumbai and Rajiv Gandhi National Institute of Youth Development (RGNIYD), Chennai were identified.

Training Program: The LSE/ARSH program in KISS was initiated with a five day training program in May, 2010 at Bhubaneswar conducted by IL&FS for the resource persons and members of the mentoring group. This was followed by a seven day rigorous training at RGNIYD for the staff working in the PMU.

Since then KISS has been successfully organizing a large number of training programs for various groups of people to broad base the acceptability of the program.

Instituting Peer Education: Research suggest that most students not only learn, but also prefer to learn, about reproductive health issues from their peers. In view of this, it was necessary for the program to open this approach in reaching out to the adolescents through peers along with other approaches.

The trained resource persons in KISS organized a sensitization workshop for college students of KIIT group of institutions. Depending on the interest and aptitude of the students, 75 of them were selected for further training as peer educators.

Since students pass out and leave the institution it was necessary to induct fresh students as peer educators. Thus in the years 2011, 2012 and 2013, 30, 32 and 52

more students were inducted as peer group educators respectively. The number of peer educators in 2013 stands at 85.

The peer educators had multiple tasks to perform. Firstly, they were responsible for disseminating ARSH related information to their junior students in an informal setting within the KISS campus. Secondly, during vacations and public holidays, the peer educators were expected to perform such ARSH/SRH activities for the adolescents of the locality.

All the peer educators have been provided with identity cards documentation diaries. They are required to make a note of all activities undertaken by them.

Counseling Services: KISS had counseling services much before the LSE and ARSH project was introduced but with the advent of LSE, the services were professionally managed. KISS has two fully equipped counseling centers where psychometric tests, group interventions and counseling services are conducted. To help the students avail the counseling services, they are encouraged to drop their written questions in six specified boxes placed at different locations within the school campus. The questions are collected and services are made available to the students as per requirement. Often peer educators during their informal discussion with students discover a problem student and bring her to the counseling centre.

The counseling services at KISS are multilayered. All the first level, the teachers who are oriented on counseling services identify the adolescent with problem due to their longer relationship with the students and provide services at their end. At the next level, resource persons trained in counseling offer services at the counseling centers after school hours. Often group counseling is conducted on matters like stress management, personal hygiene, besides addressing issues on personal matters. At the third level, four professional counselors attend to specific problems of the adolescent children who visit the school once a week on specific hours of the day. As per the school records, the number of students who were benefited from the counseling services are as under

Year	Number of Students covered under group counselling	Number of students covered under Individual counselling
2010	2856	152
2011	2562	728
2012	1012	727
2013	480	117

Networking with potential organizations and up scaling LSE: KISS has very successfully entered into a network with many potential organizations such as National Rural Health Mission (NRHM), School and Mass Education Dept., Govt. of Odisha, Dept. of Women and Child Development, Govt. of Odisha, Nehru Yuba Kendra (NYK), NSS (National Service Scheme), Odisha State AIDS control Society (OSACS) etc. One major impact of this networking was preparing grounds for state wise launching of LSE program as a part of the curriculum in the state as a whole.

A successful experience sharing workshop was organized inviting teachers, educationists, administrators and policy makers. The idea behind the workshop was to sensitize the teachers working in remote tribal schools on the concept of LSE. This workshop for 250 teachers and administrators laid the foundation for up scaling.

KISS rightly knew that to run the program in a large scale, media support was absolutely necessary. A media advocacy program was organized with 112 correspondents from both print and electronic media.

A specific sensitization program was organized for NGO working with children. Similar efforts were also made to train NSS officers of different colleges.

Establishment of Adolescent Resource Centre: An adolescent resource centre was established within the KISS premises consisting books, reports and communication materials on LSE and ARSH. The resource centre also serves a good collection of books on personality development, biographies and childrens' literature apart from reference books.

Capacity Building of other Stake Holders: To carry forward the ARSH in rural areas, KISS conducted a training camp for 100 functionaries consisting of block and district level officials under Women and Child Development Program of the govt.

Development of Resource and Communication Materials: KISS has developed and adopted a number of course based curriculum and facilitator's manuals. Apart from this a number of IEC materials such as pictorial books and posters have been developed involving experts. Dockets on ARSH and adolescent issues, playing cards on healthy practices, flip books on growing up process and healthy practices, paper discs on menstrual cycle, cloth aprons on functioning of different organs of the human body have also been developed.

Apart from printed literature, KISS has also developed creative art forms by way of street plays, theatre and puppetry. These folk art forms have been exhibited in tribal exhibitions organized as a state festival every year.

A user friendly interactive website has been hoisted to provide information and resources for the adolescents.

Menstrual Hygiene Service: Awareness of proper menstrual hygiene through LSE led to the demand of use of clean sanitary napkins. KISS took the initiative to manufacture low cost sanitary napkins within the campus for free distribution to the girls residing in the campus.

Broadening of the Research Base: One of the objective of the program was to broaden the research base of ARSH related issues. Initially a research network was formed with the help of senior faculty members drawn from 14 reputed post graduate teaching departments in social science having M. Phil. teaching facility. It was resolved that M.Phil. students will be financially supported to take up topics of research relating to broad issues of adolescence and ARSH issues in particular.

In this context, a workshop on research methodology was held for intending students opting to conduct research of ARSH related issues. Students were asked to make a presentation of their topics in a pre determined format before a research panel for refinement. This was followed by workshop on SPSS

In the first phase 19 students and in the subsequent phase 14 more students were supported for their M.Phil. Dissertation. Seven selected research papers were presented in the three day international conference on LSE at RGNIYD in December, 2010.

Chapter IX

CONCLUSION AND RECOMMENDATIONS

The two broad objectives of the present research were to examine the changing practices and behavior of students as a consequence to life skills based SRH education and to assess the efforts made by KISS in institutionalizing LSE and enhancing the research base. The present chapter lists the major findings of the study.

1. Students reported higher levels of positive attitude towards their own generation. Being independent and responsible are the two most positive and important qualities that represent the present day adolescents.
2. Most of the physical changes taking place in the human body during adolescence are known to the present young person except for widening of shoulders and broadening of hips. Girls displayed better knowledge than boys in all the physical changes except for change in voice.
3. Physical attraction towards the opposite sex is considered as a part of growing up. Such belief is more pronounced among the boys than the girls.
4. Nearly one third students were physically attracted towards the opposite sex at the time of the study. Boys were more explicit about their attraction than the girls. Attraction towards the opposite sex increases with level of education.
5. Nearly two third students are not aware of the correct meaning of menstruation.
6. As regards attitude surrounding menstruation, female students exhibited more rational and positive attitude than their male counterpart. It was also noted that with the increase in level of education, positive attitude towards menstruation increases.
7. Over 60 percent students know that even the first intercourse may lead to pregnancy. More boys and students of higher class know of this than others.
8. Children acquire information on human reproduction from friends, books and magazines and teachers. Among the junior students, parents and grandparents are important sources of information but with growing up they are replaced by friends, teachers, books etc.

9. A large number of students stated that having the knowledge of reproduction, contraception etc. is likely to create curiosity about the opposite sex resulting in distraction from studies. A small section however felt that information about reproduction and contraception is likely to make students more responsible in their dealings with opposite sex.
10. Students have a fairly good knowledge about anemia and nutrition. They know that the disease results in low hemoglobin count and iron rich leafy vegetables in the diet are the best remedy.
11. Almost every student has an academic aspiration. While the girls are for general education the boys are for professional degree.
12. The respondents exhibited a high level of maturity in indicating that peer relation could also be positive. Often peer counseling is the only way out in circumstances of substance abuse.
13. In the event of picking of a fight with a close friend the respondents also exhibited a positive outlook in building up the broken relationship rather than leave it at that.
14. In event of an unwanted situation at home, the students again showed very positive response in sharing the problem with the friend.
15. In case of undesirable romantic gestures from a friend, most students had the ability to take a critical decision to stop the partner from further advances and explain that they remain as mere friends.
16. There is a change occurring in the relationships between the parents and their off springs. Parents are becoming friendly and have started respecting and giving importance to the views of their children. Should there be a disagreement on any contentious matter, most students would respect the views of their parents and discuss the matter.
17. In setting their dreams and aspirations of life, parents play an important role.
18. Majority students know about the correct age at marriage.
19. Overall attitude of students towards sports and games by girls is positive.
20. For most students, pursuing one's education and other interests is of primary importance during adolescence. Pursuing a career for earning is secondary.

21. Students believe that being a mother is the primary role of a woman. All other roles are secondary.
22. Most students were able to distinguish between biological and social construction of gender.
23. Students have the general misconception that parents have total right to discipline the child even by physical beating.
24. Although large percentage of students have a fairly good understanding of child sexual abuse but very few would be ready for a positive action.
25. In case of sexual harassment in public places or in the campus by a school teacher, most students could like to confront the offender and take pro-active options. Girls seem to act not only courageously but strategically to protect themselves.
26. Most students do not have a strong view on wife beating. A large number of students were passive promoters of domestic violence under one or the other reason.
27. A very large segment of students have no knowledge about RTI and STI.
28. Most students were unable to distinguish between HIV and AIDs.
29. Although majority students were aware of the reasons for the spread of AIDs, a substantial proportion was unaware.
30. Peer pressure and temporary pleasure are the two most important reasons for substance use.
31. A large number of students were aware of the effects of substance use. Compared to the boys, girls were relatively poor in identifying the effects.
32. On the whole about 15.3 percent students have ever used Gutka, 9.6 percent have used alcohol and 2 to 4 percent students have used other forms of intoxication.

Recommendations:

1. The overall positive outlook of the students about their own generation should be channelized towards a well thought out positive action for social good.
2. Although knowledge about changes in human body is almost universal but two changes that is broadening of shoulders among boys and hips in case of girls needs little more emphasis.

3. The fact that nearly one third students were physically attracted towards the opposite sex, greater emphasis on critical thinking and communication skills becomes inevitable.
4. A substantial number of students are unaware that menstruation is a physiological change taking place in human body. This aspect need to be emphasized further particularly among the girls.
5. Nearly 40% students and particularly girls are not aware that even the first intercourse could lead to pregnancy. Against the backdrop of one third students being physically attracted towards the opposite sex this knowledge needs greater emphasis.
6. Source of information about reproduction, contraception etc seems to changing from grandparents to peers in the process of growing up. A large number of students feel that such information is likely to distract students from studies. It is recommended to educate the students about the positive side of this knowledge.
7. The students exhibited a greater maturity in stating that often peer relation could have positive impact. It is recommended that grater effort should be made in involving youths in ARSH initiatives.
8. More proportion of boys has knowledge of age at marriage as compared to girls. Efforts to retain these values must be inbuilt in the program.
9. Knowledge about RTI/STI is poor. Similarly, understandings of HIV/AIDs are very poor. Further emphasis in there aspects need to be exercised.
10. Students have not learned child abuse in perspective of child right.
11. In case of sexual abuse, children are adopting defensive mechanism to prevent rather than to do proactive. Emphasis through case studies on gender relations need to be imparted to the students.
12. A large number of students have tried “Gutkha” and “Alcohol”. Ill effects of substance abuse should form a part of the LSE curriculum.
13. Till 2013 LSE/ARSH was confined to KISS alone. From 2014 the program is up scaled to include all tribal schools in 20 districts. In view of this the role of the mentoring group, the ethical committee, the resource persons and peer groups educators are likely to change. The group not only need be reconstituted in the light

of up scaling the program but their clear role need to be defined with certain inbuilt mechanism of evaluation of each individual in there groups.
