Concurrent Evaluation of
The Adolescence Education Programme
(2010-11)

Report

Report on

Evaluation of
Adolescence Education Programme

Submitted to:

UNFPA

By
Sambodhi Research and Communications Pvt. Ltd.

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List of Abbreviations

AE	Adolescent Education
AEP	Adolescent Education Programme
AIDS	Acquired Immuno Deficiency Syndrome
ARSH	Adolescent Reproductive and Sexual Health
CBSE	Central Board of Secondary Education
CD	Compact Disc
HIV	Human Immunodeficiency Virus
ICTC	Integrated Counselling and Testing Centre
IIPS	International Institute for Population Sciences
IUD	Intra Uterine Device
JNV	Jawahar Navodaya Vidyalaya
JNVS	Jawahar Navodaya Vidyalaya Samiti
KV	Kendriya Vidyalaya
KVS	Kendriya Vidyalaya Sangathan
MTA	Mother Teacher Association
N	Nodal teachers
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NN	Non-nodal Teachers
NSS	National Service Scheme
PTA	Parent Teacher Association
RTI	Reproductive Tract Infection
SAEP	School AIDS Education Programme
STI	Sexually Transmitted Infection

I
Background and Methodology

1.1 Background of Adolescence Education Programme

UNFPA's India Country office has a long standing history of working with young people through direct engagement with the Department of Education (Ministry of Human Resource Development) at the national level. The first version of this partnership was initiated in 1980 in the form of the National Population Education Project (NPEP) that was implemented in all the states of the country with a focus on family life education. Due to ongoing efforts under the program, the National Policy on Education (adopted in 1986) identified NPEP as a thrust area in school education. In the 90s, when the focus moved towards achieving the goals identified in the International Conference on Population and Development; Adolescent Reproductive and Sexual Health (ARSH) was identified as an important focus area under the NPEP.

Post 2005, in the wake of the controversy around sex education; the program was restructured as the Adolescence Education Program (AEP) that focused on enhancing life skills among addescents to enable them to respond to real life situations effectively. Positioning AEP in the wider context of an educational approach to develop life skills to empower young people proved to be a useful strategy with a clear focus on age/ experience appropriate and culturally sensitive information. Furthermore, National Curriculum Framework (2005) that guides the school curriculum across the country recognized Adolescence Education as an important area in school education.

The Adolescence Education Program (AEP) aims to empower young people with accurate, age appropriate and culturally relevant information, promote healthy attitudes and develop skills to enable them to respond to real life situations effectively.

The conceptual framework guiding the programme design and implementation has been updated in 2010, to recognize adolescents as a positive resource and focus on transformational potential of education in a rights framework. The guiding principles of the program recommend that AEP should be participatory, process-oriented and non-judgmental, not prescriptive, stigmatizing or fear inducing. AE should enable adolescents to understand and negotiate existing and constantly changing lived realities.

The training and resource materials address the following themes:

- Understanding the changes during adolescence and being comfortable with them (including differences in the process of maturation and their effects on body image)
- Establishing and maintaining positive and responsible relationships
- Understanding and challenging stereotypes and discrimination related to gender and sexuality
- Understanding and reporting abuse and violations
- HIV/AIDS: Prevalence, Prevention, Vulnerability, Dealing with Stigma, Access to Services, Linkages with RTIs/STIs
- Substance Abuse: Causes, access to safety net (protection from abuse), consequences, de-addiction, care and support.

With National Council of Educational Research and Training (NCERT) as the co-ordinating agency; the program works through both co-curricular and curricular formats. ***The co-curricular approach*** works through the three national school systems - Central Board of Secondary Education (CBSE), Navodaya Vidyalaya Samiti (NVS) and Kendriya Vidyalaya Sangathan (KVS). The program works on a **cascade training approach** that has created a pool of **master trainers** who **orient nodal teachers** who are entrusted with the responsibility of **transacting life skills based education (16 hours**

module) to secondary school students through interactive methodologies. Nodal teachers are provided guidelines and materials to facilitate the transaction process. **Advocacy sessions** are organized with **principals** of participating schools and **sensitization sessions** are held **with parents**. The program was implemented across the country in the 3 schooling systems mentioned above between 2006 and 2009. **By end 2010, at least two nodal teachers from 3500 CBSE schools, all the 919 KV schools, and all the 583 NVS schools had received orientation on adolescence education issues.**

It is noteworthy that all the secondary schools in the KVS and the NVS until end 2009 were covered in the program. Hence, from the program perspective, these two schooling systems were saturated with program interventions discussed above. By end 2009, there were approximately 10 ,000 private secondary schools in the country that were affiliated to the CBSE and among these 3500 schools were covered under the AEP. From the program perspective, all the private secondary schools affiliated to the CBSE were not covered under the program.

1.2 Objectives of the Current Study

- To assess the knowledge and attitudes of adolescents towards issues related to their health and well-being.
- To assess the adolescents' abilities to apply life skills in the context of their health and well being.
- To assess the knowledge and attitudes of teachers, (including the nodal teachers) towards adolescent health and well being.
- To determine the influence of AEP on the school environment including, relationships among peers, student-teachers and students-parents.
- To ascertain if the programme is meeting the needs of different stakeholders, including, students, teachers, principals and parents and identify gaps in programme design and implementation.

1.3 Study Design

1.3.1 Development of Study Instruments

Recognizing the fact that in the Indian context there were no easily available instruments for assessing life skills, i.e., applicability of learnings to real-life situations, a consortium of experts from relevant disciplines was created to develop the assessment tools. The core group developed both the quantitative and qualitative instruments that were validated by a larger group of educationists and practitioners with extensive experience in conceptualising and/or implementing programmes like the AEP. *Name of the members of the tool design team are provided in Annexure VI.* The study instruments were finalized after incorporating the feedback from the group of experts and field testing the instruments.

A brief description of the instruments is provided below.

Quantitative data collection tools that were administered in all the schools in the sample included:

a. Self-administered questionnaire for students - An objective, multiple choice questionnaire to assess students' knowledge, attitude and skills in applying learning's in real life situations through simulated situations/ case studies built around the experiences of young people. There are 70 questions that have been built around different themes covered under the Adolescence Education Programme (AEP).

b. Self-administered questionnaire for teachers- An objective, multiple choice questionnaire to assess teachers' knowledge, attitude and learnings from the AEP.

c. AEP School Monitoring format – This proforma asks for details on the particulars of the school in terms of enrolment, teacher training, infrastructure, other facilities and the status of AEP in the school in a specific academic year

Qualitative data collection tools included:

a. Focus Group Discussion (FGD) Guide for Students of class 11th - The discussion was initiated using two advertisement images that portray girls and boys in stereotypical ways to initiate discussion among students regarding the traditional gender roles, and to seek their opinion on changing gender roles in the society today and their aspirations related to these roles when they grow up. This discussion that dealt with the realities and aspirations of every young person served as a prelude to help the FGD participants to open up and provide their honest opinion about the AEP (both the positive and negative aspects of the program).

b. In-depth Interview Guide for Principals – The interest, understanding and initiative of the school principal are the key factors for determining the success of AEP implementation at the school level. Hence, the discussion guide for interviewing school principals included questions related to their initial response to the program, the criteria they used for identifying nodal teachers and their opinion on program implementation on several criteria including, the relevance of the program, the resource materials, and the response from students, teachers and parents. The guide also asked the principals about the constraints they face in the day-to-day implementation and the support that could improve the program. The guide included questions related to program impact and suggestions for the improving the program in the future.

c. In-Depth Interview Guide for Nodal (trained in AEP) Teachers – The nodal teachers work directly with the adolescents and are the key determinants of the program quality. The in-depth interview guide for them explored the selection process for their nomination as nodal teachers, their initial response to the program, their opinion on the training and resource materials provided in the program and its applicability to classroom settings. The guide also sought teachers' opinion on the impact of the program in terms of change in their own attitudes as well as in enabling the students to deal with real life situations effectively. Other themes that were explored included the various kinds of support that they may need for better program implementation.

1.3.2 Sampling Framework

A case-control design was planned in order to draw comparisons between the schools where the AEP had been implemented (the case schools) and the schools where the AEP had not been implemented (the control schools). The universe for the case schools included all the senior secondary Kendriya Vidyalayas (KVs), all the Jawahar Navodaya Vidyalayas (JNVs) and those private schools affiliated to the CBSE where the program had been implemented. The universe for the control schools included those senior secondary private schools affiliated to the CBSE where the program had not been implemented.

As the program had been implemented across the country, the sample was drawn from 5 states, Punjab, Orissa, Tamil Nadu, Maharashtra and Madhya Pradesh representing 5 different regions of the country, i.e., North, East, South, West and Central, respectively. However, as there are no JNVs in the state of Tamil Nadu, this state was replaced by Karnataka in the southern region. Finally, the sample was drawn from the states of Punjab, Orissa, Karnataka, Maharashtra and Madhya Pradesh. *A justification note on selection of the above mentioned 5 states is provided in Annexure II.*

An overview of the sample selection scheme for both the quantitative and qualitative data collection is summarized below:

Quantitative Data Collection:

Per State			
NVS	KVS	PRIVATE	
Case	*Case*	*Case*	*Control*
12	12	12	6

Total of 42 schools per state x 5 states = 210 schools

Qualitative Data Collection:

Per State		
NVS	KVS	PRIVATE
Case	*Case*	*Case*
1	1	1

Total of 3 schools per state x 5 states = 15 Schools

As shown in the schematic representation above, the quantitative data collection tools were administered in all the selected schools while the qualitative data collection tools were administered in 15 selected schools, i.e. 1 school/schooling system/ selected state.

Once the list of schools participating in the quantitative assessment (detailed below) for each state and each of the 3 schooling systems were finalized, one school per system was randomly selected for qualitative assessment. It is noteworthy that qualitative assessment was not done in the control schools as the opinion of different stakeholders, students, teachers and principals on program implementation and suggestions on improving the program in the future were not relevant for the control schools where the program had not been implemented.

1.3.2 Selection Criteria

Selection of states

- The sample was drawn from the states of Punjab, Orissa, Karnataka, Maharashtra and Madhya Pradesh. Explanation provided above.

Selection of districts

- Districts in each of the 5 selected states were arranged in ascending order based on the criterion of female literacy so that female literacy became the first criterion of district selection.
- As the district-base list of Kendriya Vidyalayas was easily available on the net, it was decided that the geographical distribution of Kendriya Vidyalayas will be the second criterion for selection of districts.
- Based on the sample design, 12 Kendriya Vidyalayas (KVs) had to be selected in each state.
- Within a state, the KVs cluster in certain districts and are sparsely distributed in certain other districts. Hence, if the districts were selected through simple random sampling, the districts with large number of KVs could be missed out leading to under-representation of districts with large number of KVs. On the other hand if districts were selected using a systematic sampling design, more than one school from the same district was likely to be selected leading to over-representation of the districts with large number of KVs. Representation of as many districts as possible was also important particularly for the Navodaya Vidyalayas where there are no more than 1 school/ district. Hence, it was decided that wherever possible 12 KVs should be selected from 12 different districts. Hence, rather than choose between simple random or systematic sampling designs, a hybrid approach was developed to address the

above mentioned issues. *The detailed process for selection of districts in each of the 5 selected states is provided in Annexure III*.

Selection of schools

- Once the districts were selected, one school from each selected district was identified using random sampling technique. Let us take the example of district A that had 9 KVs that were numbered 1 to 9. Using a random numbers table, one number was chosen from 1 to 9 and the KV at that particular number was selected.
- The CBSE and NVS schools were also selected from the same districts where KVs had been selected.
- As there was only one NVS school in a district, the sample selection was not a problem once the districts were selected.
- Selection of case and control private schools affiliated to the CBSE
- State-wise lists of senior secondary private schools affiliated to the CBSE in the 5 states were obtained from the Board headquarters in Delhi. Further, based on the instructions from the Board, the list of the private senior secondary schools in each state was completed by accessing school details on CBSE's website. Private senior secondary schools were grouped into two broad categories of 1.) Case schools (where AEP had been implemented) and 2.) Control schools where AEP had not been implemented based on the following protocol
  - Phone calls were made to all the senior secondary schools in a state to find out whether the AEP had been implemented in the school or not
  - The list of schools for which contact information was not available was sent back to CBSE headquarters with request for assistance. The assistance of the Board was also requested if a school authorities wanted to verify the credentials of the caller and the purpose of the assessment.
  - Despite using the CBSE lists, the web-based information and request for assistance from the CBSE headquarters, up to 10 percent private schools could not be contacted.

A back up plan was also prepared, so that if there were no CBSE or NVS schools in the selected district, the next geographically contiguous district where NVS and CBSE schools were available was selected. This plan is based on the logic that there are likely to be more similarities across districts based on geographical proximity rather than any other criteria.

- It may be re-emphasized that a control group was not possible for KVs and NVS schools as AEP has been implemented in all the schools in both these systems. The CBSE control school were chosen to be geographically closest to the CBSE senior secondary school in the sample.

Sample selection within a selected school

- Only one section per class (for classes 9 through 12) was selected. The selection of sections was made in the following way:
  - The number of sections/per class/selected school was known before hand, the selection of one section/class was done apriori and centrally by the quality assurance team.

- Although classes 11 and 12, have arts, science and commerce sections, the rule of only one section/class/school was also applied here. As the selection of a particular section/ class was made randomly, different disciplines have been appropriately represented in the sample.

1.4. Approval and Consent

- Approval letters were obtained from competent authorities in each of the three participating school systems and prior phone calls were made to school principals to ascertain a mutually convenient time for school principals as well as the survey team. The members of the data collection team also carried authority letters to establish their credibility in the selected school.

- Consent was obtained from every participant in both the quantitative and qualitative components of the study. In the quantitative component that elicited responses from students and teachers, the consent form was a part of the questionnaire and the survey team ensured that every participant had read the form and consented before responding to the questionnaire.

The copy of authority letters from the three school systems are attached in annexure IV.

1.5. Quality assurance:

The quality of quantitative and qualitative data was ensured in the following ways.

1.5.1 Quantitative Data Collection

During Field Work

In order to adhere to the quality control protocol following checks were ensured:

- Observe self administration of questionnaire: The respondents were observed during the self administration and helped in understanding the questions and instructions.

- Checking of Index, Identification Particulars and Consent Sheet: Before taking the questionnaire back from the respondents, it was ensured that the identification particulars and consent sheet / form were duly filled.

- Attendance of the students and cross-matching it with the number of schedules.

- Field editing: At the end of each field day, the field team cleaned the filled-in responses in the field itself by checking and correcting over-writing and re-confirming whether index and identification particulars have been duly filled.

After Field work

Editing: After field editing, all questionnaires were returned to the main survey office for data processing. The processing operation consisted of allotting unique ID to each questionnaire and coding of others category i.e. open ended questions such as age of students.
Scrutiny: A team consisting of field investigators scrutinized the questionnaires in such a manner to make it easy to be entered as per the data entry programme.

Back Checks: After the completion of quantitative data collection, back checks were done in all schools on phone. Besides, the qualitative research team back-checked whether the quantitative survey team had visited the school where qualitative tools were administered.

Data Processing

Data Entry: The data entry of the quantitative data was done on CS-Pro (software). Two data entry operators independently entered the data, and through a computer program an error list was generated which was resolved and corrected by a member of the research team.
The standard practice for key-entering data from paper questionnaires is to key in all the data twice by different key entry operators. This "double-key/verification" method produces nearly cent-per-cent accuracy rate for total keystrokes.

Data Cleaning: Once the data was stored in computer readable form, remaining (obvious) errors were eliminated that would have occurred while filling the questionnaire. An edit programme with a set of

instructions for the computer package automatically examined and drew attention to any record that appeared to have an error in it like missing values, skips and range checks.
Data should be edited before being presented as information. This action ensures that the information provided is accurate, complete and consistent and to ensure that broadly three types of checks were done:

- Validity checks: It checked to ensure the record identifiers, invalid characters and values have been accounted for; essential fields have been completed (e.g., no field is left blank where a number is required); and ineligible respondents' responses haven't been entered. For example, a non-AEP school student's response on AEP is not recorded is checked through it. Or, in single response question, there cannot be multiple responses.

- Range checks: For data fields containing information about a continuous variable, observations should fall within a specified range. For example, a student in the survey cannot be of 50 years.

Overall, the percentage of ineligible entries in both students and teachers questionnaire was less than one percent (on an average) in all questions. The cases of multi-entries in single response questions were less than 0.1 percent (on an average) in all questions.

1.5.2 Qualitative Data Collection

During Field Work

Ensuring Data collection tools in thematic sequence
Qualitative data collection tools were prepared in accordance with the research goals and objectives. Protocols and instructions for interviewer-cum-moderators and recorders for IDIs and FGDs were also prepared in advance.

Ensuring careful data collection
The in-depth interviews and focused group discussions were recorded both electronically and manually. Each IDI and FGD was individually written up, contained identifying information including the time and place of the interview or FGD, the subjects covered, the person providing information, the field team member conducting and documenting that interview, and other relevant information.
While taking notes, the recorder focused on documenting key points being made, using as much of the informant's own language as possible. It may become necessary to paraphrase especially long responses, but endeavour was put in to capture full quotes and important statements made by the informant. Besides, all interviews and FGDs were electronically recorded. It was also recommended that after going back from the field, the team will dedicate at least an hour/day for sharing notes with supervisors and give feedback on important findings that seem to be emerging and the additional questions that the team needs to ask to better understand these findings.

After Field Work

Data transcription in relevant format
Transcription of data was done manually. Manual transcription of data was carried out by professional transcripters. Two transcripters were deployed for the purpose. Later the transcripts were cross-checked to find out inter-transcripters reliability.

Building iterative themes and theories
The content analysis of the responses from transcripts was done which helped to generate relevant themes and theories. Development of presumptions and ideas of the respondents was an iterative process which entailed constant consultation with UNFPA and consultants.

Besides the quality control mechanisms that the selected agency put in place, a group of 3-5 independent professionals were hired as short-term consultants to oversee the data collection.

1.6 The Three School Systems

The category of participating schooling systems included – Kendriya Vidyalayas (running under KVS); Jawahar Navodaya Vidyalayas (running under NVS) and private schools (affiliated to CBSE). Based on the sample design, 42 schools (36 case schools and 6 control schools) from each state had to be assessed. But the optimum figure of 42 schools was not achieved in every state (except MP) as shown below owing to non-existence of a particular type of school in the selected district; or non-participation of the school (because of pre-board examination preparation).

As shown in Table 1.1 below, against the sample size of 210 schools, 189 schools participated in the study. State-wise, a total of 42 schools in MP, 41 schools in Punjab, 35 schools in Orissa, 39 schools in Maharashtra and 32 schools in Karnataka were assessed.

Table 1.1: State-wise category of schools covered under study

	MP		Punjab		Orissa		Maharashtra		Karnataka		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
KV	12	28.6	12	29.3	11	31.4	12	30.8	12	38.7	**59**	31.2
JNV	12	28.6	11	26.8	12	34.3	11	28.2	12	38.7	**58**	30.7
Private (Case)	12	28.6	12	29.3	8	22.9	10	25.6	5	12.9	**47**	24.9
Private (Control)	6	14.3	6	14.6	4	11.4	6	15.4	3	9.7	**25**	13.2
Total	**42**	**100.0**	**41**	**100.0**	**35**	**100.0**	**39**	**100.0**	**32**	**100.0**	**189**	**100.0**

Out of the total schools covered in the survey, there were 40 schools in which the questionnaire could not be administered in certain classes, particularly class 11th and 12 th. This was primarily because the students were having exams or preparing for pre-board exams at the time of survey. There were also 16 sample schools that didn't have either class 10, 11 or 12.

Table 1.2: List of schools in which classes could not participate in the study

	9th		10th		11th		12th		Total classes missed
	Did not exist	Preparation for exams / Exams	Did not exist	Preparation for exams / Exams	Did not exist	Preparation for exams / Exams	Did not exist	Preparation for exams / Exams	
MP	-	-	-	-	1	1	3	1	6
Punjab	-	-	1	-	2	-	3	6	12
Orissa	-	-	-	2	-	1	-	7	10
Maharashtra	-	-	-	-	-	-	2	6	8
Karnataka	-	-	-	-	1	-	3	-	4
Total	0	0	1	2	4	2	11	20	40

The following table gives the gender-wise break-up of students who participated in the study and filled the self-administered questionnaire. Cumulatively, the ratio of male student and female student respondent was approximately 59%: 41%. Similar ratio (percent break-up) between male and female students was found in JNV (62% male and 38% female) and Private-control (61% male and 39% female). In Private-case schools and KVs, the gender ratio was found to be relatively more balanced. A relatively high skewness in the sex ratio in JNVs may be attributed to fact that these are residential schools and in our socio-cultural context parents are more hesitant to send their daughters in comparison to sons to boarding schools. Furthermore, a substantive proportion of students in JNVs are first generation learners and the schools are catering to rural and SC/ST children amongst whom girl child education hasn't been rooted yet.

The Board is likely to preferentially nominate larger schools in relatively bigger cities or towns to participate in the programme. This could be one of the explanations for girl child enrolment being higher in the private-case than the private-control schools.

Table 1.3: Gender-wise distribution of students in the sampled schools

	KV		JNV		Private (Case)		Private (Control)		Total	
	N	%	N	%	N	%	N	%	N	%
Male	3665	55.7	4768	61.7	3055	57.0	1399	60.8	12887	58.7
Female	2918	44.3	2954	38.3	2306	43.0	902	39.2	9080	41.3
Total	**6583**	**100.0**	**7722**	**100.0**	**5361**	**100.0**	**2301**	**100.0**	**21967**	**100.0**

II
School Profile

In the school monitoring format, questions were asked related to certain facilities. School facilities in terms of infrastructure, human resources, on-going co-scholastic programmes were assessed as these impact the learning environment. A good understanding of these facilities can also enable programme planners to think of creative ways to integrate adolescent concerns in existing programmes, for example sensitising members of the Parent-Teachers' Association.

2.1 School Infrastructure

Laboratory:

Laboratories serve the purpose of doing experiments in science subjects. However, for this study, even computer labs were considered as laboratories. It is noteworthy that there were no reports of schools without labs. Although the information is self reported and cannot be cross-checked, school-wise disaggregated data showed that maximum percentage of surveyed schools (40%) had four to five laboratories. 24% private-control schools had six or more labs. 53% JNVs had four to five labs. Close to 36% KVs also had four to five labs.

Table 2.1: Laboratory

Number of laboratories	KV	JNV	Private (Case)	Private (Control)	Total
1	20.3	13.8	21.3	12.0	**17.5**
2-3	27.1	22.4	23.4	36.0	**25.9**
4-5	35.6	53.4	36.2	28.0	**40.2**
6 or more	16.9	10.3	19.1	24.0	**16.4**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**25**	**189**

Computers:

The fact that almost all schools have access to computers can be utilized in the interest of the programme by designing online orientation, refresher training programmes and shared learning opportunities in a standardized learning format. The schools reported not only about those computers that are used by students but also those that are available for administrative purposes. As many as 33% schools reported having more than 20 computer units. Approximately 60% JNVs had access to 21-50 computers that puts them ahead of other two schooling systems. 20% KVs reportedly owned more than 50 computer sets. 28% schools owned only one computer where as 18% owned two to 10 sets. There were two-odd schools – one KV and one control school that did not own any set.

Table 2.2: Computers

Number of computers	KV	JNV	Private (Case)	Private (Control)	Total
None	1.7	0.0	2.1	0.0	**1.1**
1	28.8	22.4	36.2	24.0	**28.0**
2 to 10	23.7	10.3	21.3	16.0	**18.0**
11 to 20	3.4	0.0	8.5	20.0	**5.8**
21 to 50	22.0	58.6	19.1	24.0	**32.8**
51 or more	20.3	8.6	12.8	16.0	**14.3**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**25**	**189**

Separate Functional Toilets

Almost quarter of the surveyed schools had only one separate, functional toilet for girls and boys while 37% schools reported having more than 11 separate functional toilets. Across the three school systems a higher proportion of JNV and private-control (52% each) had more than 11 separate toilets as compared to 32% private-case schools and 23% KV.

Table 2.3: Toilets

Number of toilets	KV	JNV	Private (Case)	Private (Control)	Total
1	23.7	27.6	31.9	4.0	**24.3**
2-5	27.1	10.3	17.0	16.0	**18.0**
6-10	28.8	10.3	19.1	28.0	**20.6**
>11	20.3	51.7	31.9	52.0	**37.0**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**25**	**189**

Playgrounds and Library:

Playgrounds are recognized as important spaces that contribute towards overall development of children and have an important place in school education. It is heartening to note that only three schools did not have a playground in their campus.

Libraries are important learning spaces as well. There was only one school that did not have a library. The school that did not have the playground as well as library was a KV.

Public Address System:

A total of 13 schools that comprise of close to 7% did not have the public address system with them.

Television:

Televisions can be used as an important audio-visual device to disseminate information to students quickly and effectively. Among the 164 case schools, seven did not have a TV set. Among the 25 control (private CBSE) schools, 12 schools reported not having a television set. All JNVs reported to have at least one TV set. This is understandable as JNVs are residential schools and television is an easily available source of information as well as entertainment. A substantial proportion of JNVs (71%) owned 3 or more TV sets. 71% KVs; 60% private-case and 52% private-control schools had one TV set.

Table 2.4: Television

Number of televisions	KV	JNV	Private (Case)	Private (Control)	Total
None	3.4	0.0	4.3	12.0	**3.7**
1	71.2	20.7	59.6	52.0	**50.3**
2	22.0	8.6	21.3	4.0	**15.3**
3	1.7	36.2	6.4	16.0	**15.3**
4 or more	1.7	34.5	8.5	16.0	**15.3**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**25**	**189**

Sanitary Tank:

In 8% schools (15 in number), there was no sanitary tank as reported by the principal.

Availability of Doctor and/or Nurse in Schools:

In almost all the JNVs (98%), a doctor or a nurse was available. This was expected as the residential nature of these schools mandates a health professional to be available on the campus. More than 60% private schools (both case and control schools) also reported having a doctor or nurse. The percentage was substantially low in case of KVs where only 25% schools reported having a doctor or a nurse.

Table 2.5: Availability of doctor/nurse

Availability of doctor/nurse	KV	JNV	Private (Case)	Private (Control)	Total
Yes	25.4	98.3	61.7	64.0	**61.9**
No	74.6	1.7	38.3	36.0	**38.1**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**25**	**189**

The doctors and/or nurses on the rolls of the surveyed schools were both full-time and part-time employees. In JNV, two-third (67%) were full-time employees. The highest percentage of part-time medical staff was found in KVs (73%).

Table 2.6: Working status of doctor/nurse

Working status of doctor/nurse	KV	JNV	Private (Case)	Private (Control)	Total
Part time	73.3	33.3	55.2	68.8	**48.7**
Full time	26.7	66.7	44.8	31.3	**51.3**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**15**	**57**	**29**	**16**	**117**

Counsellor:

Counsellors are being recognized as an important human resource contributing to the well-being of students and staff in school settings. The table below shows that private schools (both case and control) are ahead of the other two schooling systems in employing a counsellor.

Table 2.7: Counsellor

Availability of counsellor	KV	JNV	Private (Case)	Private (Control)	Total
Yes	35.6	27.6	61.7	76.0	**45.0**
No	64.4	72.4	38.3	24.0	**55.0**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**25**	**189**

Among the schools that had a counsellor with them, the distribution of part-time versus full-time counsellors across the schooling systems is tabulated below:

Table 2.8: Working status of counsellor

Working status of counsellor	KV	JNV	Private (Case)	Private (Control)	Total
Part time	66.7	62.5	44.8	52.6	**55.3**
Full time	33.3	37.5	55.2	47.4	**44.7**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**21**	**16**	**29**	**19**	**85**

2.2 Programmes Implemented

This sub-section provides information on the various programmes being implemented across the three schooling systems.

Data in the table below shows that the programmes related to environment issues are the most commonly implemented across the three schooling systems. This programme is being implemented across a total of 93% schools; followed by water and sanitation being implemented in 88% schools and yoga programmes being implemented in 87% schools. Programmes related to anaemia have been least implemented in surveyed schools with only 50% schools reporting about it.

Table 2.9: Programmes implemented in schools

Programmes	KV	JNV	Private (Case)	Private (Control)	Total
AIDS Education Programme	89.8	89.7	72.3	32.0	**77.8**
Anaemia	66.1	46.6	44.7	28.0	**49.7**
Environment	91.5	91.4	97.9	88.0	**92.6**
Water and Sanitation	89.8	91.4	87.2	80.0	**88.4**
Yoga	84.7	89.7	89.4	80.0	**86.8**
Total N	**59**	**58**	**47**	**25**	**189**

2.3 Bodies/Associations/Groups

The table below gives a brief description of the bodies, associations or groups present in schools. 88% schools reported having a Parent-Teacher Association. In JNVs, this percentage was relatively higher at 97%. Less than half (42%) of the total surveyed schools had a peer educators' club. Meena Manch was reported by less than 20% of the total schools, with only 10% JNVs having it. Mother-Teacher Association was also reported by fairly low percentage (21%) of schools. Around half (54%) of the total schools had Children's Parliament. But this percentage slipped down further in private-control schools (36%). National Service Scheme (NSS) was found to be present in 28% schools with just 7% of KVs having it. The National Cadet Corps (NCC) also did not exist in large percentage of schools. Overall, it was present in 32% schools. Both NSS and NCC were most popular in JNVs. The existing associations can be sensitised to the relevance of adolescence education programme (for example,

the PTAs) and actively involved in programme activities (for example, the peer educators clubs), as appropriate.

Table 2.10: Bodies/associations in schools

Bodies/Associations	KV	JNV	Private (Case)	Private (Control)	Total
Parent Teacher Association (PTA)	88.1	96.6	80.4	80.0	**87.8**
Peer Educators Club	44.1	44.8	39.1	36.0	**42.0**
Meena Manch	16.9	10.3	13.0	16.0	**13.8**
Mother Teacher Association (MTA)	20.3	15.5	26.1	28.0	**21.3**
Children's Parliament	49.2	60.3	63.0	36.0	**54.3**
National Service Scheme (NSS)	6.8	60.3	17.4	20.0	**27.7**
National Cadet Corps (NCC)	27.1	44.8	30.4	20.0	**32.4**
Total N	**59**	**58**	**47**	**25**	**189**

2.4 Nodal Teachers

The following table gives the percentage composition of nodal teachers in schools. In the majority of schools (43%), there were three or more nodal teachers. Close to half of the total JNVs (48%) had three or more nodal teachers. 37% KVs and 30% private schools reported having two nodal teachers per school. It is surprising that although official information from the headquarters of the participating school systems shows that the programme has been implemented in all the 164 case schools; 10% schools reported not having any nodal teacher. This could possibly be due to the transfer of the nodal teacher in KVs and JNVs and more likely due to staff attrition in private schools.

Table 2.11: Nodal teachers

Nodal Teachers	KV	JNV	Private (Case)	Total
None	8.5	8.6	12.8	**9.8**
1	13.6	17.2	21.3	**17.1**
2	37.3	25.9	27.7	**30.5**
3 or more	40.7	48.3	38.3	**42.7**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**164**

2.5 AEP in Schools

Besides organizing sessions on AEP themes for students, nodal teachers are also expected to sensitise other teachers in school. The table below provides a description of the sensitisation sessions facilitated by the nodal teachers for other teachers at school in the last academic session (April 09 – March 10). In approximately half (53%) of the participating case schools, one or two sessions have been taken. The details of the sensitisation sessions organized in each of the three schooling systems are tabulated below. It is noteworthy that no sensitisation session was organized in almost 20% of schools suggesting that this responsibility should be reiterated during the training programme for nodal teachers and sensitisation programme organized for the principals.

Table 2.12: Sensitisation sessions with other teachers

Sessions (Other Teachers)	KV	JNV	Private (Case)	Total
No session	16.1	22.6	17.9	**18.9**
1-2 Sessions	58.9	49.1	51.3	**53.4**
3-5 sessions	16.1	15.1	20.5	**16.9**
More than 5 sessions	8.9	13.2	10.3	**10.8**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**164**

So far as conducting sensitisation sessions or meetings with parents are concerned, the majority of schools (57%) had 1 to 2 such sessions with parents. Of them, 66% were KVs and 59% were private schools. In more than a quarter (26%) of the total schools, no such session was organized. 36% JNV schools and 31% private schools did not organize any sensitisation session with parents. This responsibility should also be reiterated during the training programmes and with the senior officials in the three schooling systems

Table 2.13: Sensitisation sessions with parents

Sessions (Parents)	KV	JNV	Private (Case)	Total
No session	14.3	35.8	30.8	**26.4**
1-2 Sessions	66.1	45.3	59.0	**56.8**
3-5 sessions	17.9	15.1	10.3	**14.9**
More than 5 sessions	1.8	3.8	0.0	**2.0**
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**59**	**58**	**47**	**164**

III
Profile of Student Respondents

This chapter describes the profile of student respondents on certain key socio-demographic indicators and exposure to AEP.

The following table gives the disaggregated data on class (grade)-wise representation of students who participated in the study.

In non-AEP schools, a sharp fall in percentage points (13%) was found between the representations from Class 10 (32%) to Class 11 (19%). A similar fall in percentage points (10%) was found in the KVs as well. A plausible explanation could be redistribution of students based on the subject they choose and smaller class sizes in Classes 11 and 12 in comparison to Classes 9 and 10. One of the reasons for least representation of Class 12 students is that the assessment was conducted in the month of December and January which is very close to the pre-board and board exams. Hence, Class 12 students were not represented in 20 out of 189 schools. Besides, as stated earlier, 11 schools did not have Class 12.

Table 3.1: Class-wise percent distribution of students who participated in the evaluation study (by category of school)

Class	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
9th	31.9	27.5	31.4	**30.1**	33.6
10th	31.0	26.8	28.1	**28.5**	32.2
11th	21.5	24.7	24.4	**23.5**	19.3
12th	15.5	21.0	16.2	**17.9**	14.9
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6583**	**7722**	**5361**	**19666**	**2301**

The following table gives gender-wise break-up of students in the AEP and non-AEP schools.

Table 3.2: Class-wise percent distribution of students who participated in the AEP evaluation study (by gender)

Class	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
9th	30.4	29.5	34.2	32.8
10th	28.9	28.0	33.0	30.9
11th	22.5	25.0	18.7	20.2
12th	18.1	17.5	14.2	16.1
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8178**	**1399**	**902**

3.1 Socio-demographic profile of the students

The table below shows the age and social profile of the students. As the assessment only included enrolled students from Classes 9-12, the age-distribution tabulated below shows that the age distribution was from 14 to 17-18 years. Approximately, 5% student participants reported that their age was 12-13 years which is likely to be misreported. Perhaps, these students did not understand the question or did not know their exact age.

The majority of the student respondents (81% in case schools and 72% in control schools) reported that they were Hindus. Almost 10% respondents from case schools and 18% from control schools reported to be Sikh. The high proportion of Sikh students in the sample is due to inclusion of the state of Punjab in the sample and is not representative of the country. Sikh students were followed by Muslim and Christian students in decreasing order. One percent students across the case and control schools reported that they did not follow any religion. One percent of JNV students reported that they were animistic. This is likely to be as tribal students are better represented in JNVs than other schooling systems and they are more likely to be animistic (nature worshippers).

The caste-wise disaggregated data of the students on the basis of the schooling systems shows that as expected, general caste students have a higher representation in KVs and private schools (both case and control). It is noteworthy that 66% of students enrolled in JNV belong to scheduled caste, scheduled tribes and other backward classes. The finding suggests that JNV schools are fulfilling their mandate of enrolling the economically disadvantaged and under-privileged students.

Table 3.3: Socio-demographic percent distribution of students (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Age of student respondents (in years)					
12-13	5.3	4.5	3.9	**4.6**	4.3
14	25.1	20.6	21.0	**22.2**	23.6
15	29.1	26.3	27.8	**27.6**	31.2
16	22.4	25.6	25.7	**24.6**	22.1
17-18	18.2	23.1	21.6	**21.1**	18.7
Religion					
Hindu	83.8	81.3	78.1	**81.3**	72.0
Sikh	6.5	9.9	13.1	**9.6**	17.7
Muslim	4.3	1.3	3.0	**2.8**	3.4
Christian	2.4	1.8	1.9	**2.0**	2.3
No religion	0.7	1.4	0.9	**1.0**	1.0
Animistic	0.5	1.0	0.6	**0.7**	0.3
Any other	1.9	3.3	2.6	**2.6**	3.4
Caste					
Scheduled Caste	12.9	25.1	5.7	**15.7**	6.6
Scheduled Tribe	3.5	12.4	3.7	**7.1**	2.6
Other Backward Classes	15.4	28.9	13.7	**20.2**	15.8
General Caste	65.2	31.8	71.8	**53.9**	67.8
Do not know	3.0	1.8	5.1	**3.1**	7.3
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6583**	**7722**	**5361**	**19666**	**2301**

On disaggregating the age and social profile of the students on the basis of gender, not much of a huge differential was observed between female and male students in both AEP as well as non-AEP schools.

Table 3.4: Socio-demographic percent distribution of students (by gender)

Socio-demographic Indicators	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Age of student respondents (in years)				
12-13	4.1	5.2	4.1	4.5
14	21.2	23.6	21.9	26.4
15	27.3	28.1	33.0	28.5
16	24.5	24.6	20.9	23.8
17-18	22.9	18.5	20.1	16.7
Religion				
Hindu	81.3	81.2	72.6	71.0
Sikh	9.1	10.4	17.2	18.5
Muslim	3.0	2.5	2.5	4.8
Christian	2.0	2.0	1.9	2.9
No religion	1.1	0.8	1.1	0.8
Animistic	0.9	0.5	0.3	0.2
Any other	2.7	2.5	4.4	1.9
Caste				
Scheduled Caste	17.1	13.8	6.6	6.5
Scheduled Tribe	7.8	6.0	2.6	2.4
Other Backward Classes	21.2	18.9	16.7	14.5
General Caste	51.0	58.0	66.3	70.0
Do not know	2.9	3.4	7.7	6.5
Total Percent	**100**	**100**	**100**	**100**
Total N	**11488**	**8178**	**1399**	**902**

3.2 Parents' Educational Qualification

The data from mothers' education qualification shows a clear difference between JNV students and those from the other schooling systems. 13% of JNV students reported their mothers to be illiterate compared to 3% students from other two schooling systems (case and control schools). Hence, a substantial proportion of JNV students are first generation learners and from rural backgrounds. It is perceived that parents' education has a bearing on students' educational opportunities and the learning environment at home. Hence student respondents were asked to report on their parents' educational qualifications based on the categories shown in the table below.

Furthermore, the education qualification of mothers' of JNV students was found to be consistently lower than the other two schooling systems for all levels of education. Other details of mothers' educational qualification are tabulated below.

A pattern similar to the mothers' educational qualification was found with the educational qualification of the fathers of students enrolled in the sampled schools. Although the educational qualification of fathers of JNV students is also less in comparison to the other two schooling systems, the difference is less stark than the mothers' educational qualification.

Table 3.5: Education-wise percent distribution of students' mother and father (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Educational qualification of mother					
Non literate	2.7	13.0	3.0	**6.8**	3.5
Not completed primary education	1.5	6.8	1.5	**3.6**	2.2
Completed primary school (class 5)	3.9	11.1	3.9	**6.7**	5.7
Completed middle school (class 8)	6.5	11.5	5.8	**8.2**	6.6
Completed secondary school (class 10)	22.1	24.1	16.0	**21.2**	18.9
Completed senior secondary school (class 12)	24.1	17.4	18.9	**20.0**	19.8
Diploma	5.3	2.6	5.4	**4.3**	5.2
Completed graduation	21.9	8.8	27.2	**18.2**	22.7
Completed post graduation	10.8	4.2	16.5	**9.8**	13.1
Doctorate	1.2	0.5	1.9	**1.1**	2.2
Educational qualification of father					
Not completed primary education	0.3	3.3	0.7	**1.6**	1.5
Completed primary school (class 5)	0.7	6.0	1.3	**2.9**	1.7
Completed middle school (class 8)	1.3	7.7	2.8	**4.2**	3.3
Completed secondary school (class 10)	10.4	18.6	10.3	**13.6**	13.4
Completed senior secondary school (class 12)	22.8	21.1	16.3	**20.3**	18.7
Diploma	8.6	5.6	8.6	**7.4**	8.2
Completed graduation	27.4	17.1	24.3	**22.5**	24.7
Completed post graduation	25.1	14.8	30.2	**22.4**	22.9
Doctorate	3.2	1.5	4.5	**2.9**	4.5
Total Percent	**100**	**100**	**100**	**100**	**100**
Total N	**6583**	**7722**	**5361**	**19666**	**2301**

The following table shows the educational qualification of parents by disaggregating the data on the basis of students' gender. 34% female students in AEP schools have graduate or post-graduate mothers as against 24% male students. Likewise, in non-AEP schools, 40% female students have graduate or post-graduate mothers while approximately 33% students have graduate or post-graduate mothers. Further in AEP schools 4% girls reported that their mother was illiterate compared to 9% boys.

These findings underscore available evidence that improved educational qualification of mothers is likely to improve the educational opportunities for children particularly girl child.

As with mothers' educational qualification, findings from the table on educational qualification of fathers also shows that fathers of girl students are better educated. However, this association is more evident with mothers' educational qualification and daughters' educational opportunities.

Table 3.6: Education-wise percent distribution of students' mother and father (by gender)

	AEP Schools		Non-AEP Schools	
	Male	**Female**	**Male**	**Female**
Educational qualification of mother				
Non literate	8.9	3.9	4.9	1.4
Not completed primary education	4.5	2.3	2.5	1.8
Completed primary school (class 5)	7.8	5.1	6.6	4.2
Completed middle school (class 8)	8.9	7.3	7.4	5.3
Completed secondary school (class 10)	21.3	21.1	19.0	18.6
Completed senior secondary school (class 12)	19.1	21.3	18.9	21.3
Diploma	4.2	4.4	5.2	5.2
Completed graduation	15.7	21.7	22.4	23.2
Completed post graduation	8.3	11.8	11.0	16.3
Doctorate	1.1	1.1	1.9	2.5
Educational qualification of father				
Non literate	2.7	1.0	0.2	0.1
Not completed primary education	1.9	1.1	0.9	0.8
Completed primary school (class 5)	3.6	2.0	1.8	1.1
Completed middle school (class 8)	5.2	2.9	2.1	0.9
Completed secondary school (class 10)	14.8	12.0	4.4	1.7
Completed senior secondary school (class 12)	20.5	20.1	14.9	11.1
Diploma	7.5	7.4	18.7	18.7
Completed graduation	21.4	24.2	7.9	8.8
Completed post graduation	19.8	26.1	23.4	26.7
Doctorate	2.7	3.2	21.6	25.1
Total Percent	**100**	**100**	**100**	**100**
Total N	**11488**	**8178**	**1399**	**902**

3.3 Parents' Professional Qualification

The following table gives us the occupational profile of the students' parents on the basis of category of school. The broad category under which the parents' profession has been studied is provided in the table below.

In the mothers' professional qualification house-hold work (i.e. housewife) emerged as the most popular profession (75%-80%) as reported by students. It is noteworthy that only 69% of JNV students reported that their mothers were mainly engaged in household work. This percentage was relatively lower than the other two schooling systems. A consistent pattern of self-employed or mothers in service were found (14%-16%) across all the three schooling systems. As expected, close to 9% students from JNVs had mothers who were farming their own land. This figure was found to be relatively higher than mothers of students from other school categories.

In the fathers' professional qualification, a considerably higher percentage of fathers of KV students were found to be in the service industry (80%). This may be attributed to the fact that AEP schools comprise of Kendriya Vidyalayas that provide preferential admission to government employees. In the business category, a relatively higher percentage of fathers of students were found in private-case and private-control (around 29% each) schools. This reinstates the fact that private education is afforded more by the rich and business class. Like it was found in the mothers' professional qualification section , in the fathers' section as well, the highest percentage of fathers working on their own field was those who sent their children to JNVs (26%). Very few children reported that their fathers do household work.

Table 3.7: Profession-wise percent distribution of students' mother and father (category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Occupation of mother					
Business	1.7	1.2	2.4	**1.7**	2.9
Service/Self-employed Professional	13.5	15.3	15.5	**14.7**	13.8
Works on our own farm	0.5	8.8	1.7	**4.1**	2.1
Works on someone else's farm/house/ commercial site or wage labour	0.3	3.2	0.5	**1.5**	0.6
Social Work/Politician	0.9	0.9	0.9	**0.9**	1.0
Household work	81.8	69.3	77.7	**75.8**	77.9
Not Applicable	1.4	1.2	1.2	**1.3**	1.5
Occupation of father					
Business	11.4	11.7	27.6	**15.9**	29.0
Service/Self-employed Professional	80.1	49.3	58.1	**62.0**	51.4
Works on our own farm	1.5	25.5	8.6	**12.8**	14.0
Works on someone else's farm / house/ commercial site or wage labour	0.6	6.1	0.9	**2.8**	0.9
Social Work/Politician	1.9	1.8	1.2	**1.6**	0.7
Household work	0.5	1.2	0.4	**0.7**	0.4
Not Applicable	4.1	4.5	3.3	**4.0**	3.3
Total Percent	**100**	**100**	**100**	**100**	**100**
Total N	**6583**	**7722**	**5361**	**19666**	**2301**

The disaggregated professional qualification data on the basis of gender suggests that mothers' professional qualification is similar for male and female students in AEP schools across the different categories of profession tabulated below. As discussed in the previous table, both the male and female students identified household work as the most common profession for their mothers. The pattern of mothers' profession is not very different for the non-AEP schools.

Reports from male and female students regarding fathers' profession are tabulated below. Self employment or being in service was identified as the most popular profession for fathers by male and female students in both the AEP and non -AEP schools.

Table 3.8: Profession-wise percent distribution of students' mother and father (gender)

	AEP Schools		Non-AEP Schools	
	Male	**Female**	**Male**	**Female**
Occupation of mother				
Business	1.5	1.9	2.8	3.1
Service/Self employed Professional	13.5	16.4	11.9	16.6
Works on our own farm	5.2	2.5	3.2	0.3
Works on someone else's farm / house/ commercial site or wage labour	1.9	1.0	0.6	0.6
Social Work/Politician	1.0	0.9	1.1	0.7
Household work	75.5	76.2	78.5	77.1
Not Applicable	1.4	1.1	1.5	1.6
Occupation of father				
Business	15.4	16.6	31.5	25.2
Service/Self employed Professional	59.2	65.9	47.5	57.5
Works on our own farm	14.8	10.1	15.5	11.8
Works on someone else's farm/house/ commercial site or wage labour	3.6	1.8	0.9	0.8
Social Work/Politician	1.7	1.6	0.7	0.7
Household work	0.8	0.6	0.4	0.4
Not Applicable	4.5	3.3	3.1	3.5
Total Percent	**100**	**100**	**100**	**100**
Total N	**11488**	**8178**	**1399**	**902**

From this point onwards, there are several questions that have multiple responses in them. All such questions have been indicated with the phrase "Percentages may not add up to 100 due to multiple responses "at the bottom of the table. In such questions, each respondent may have chosen to give more than one answer. This effectively makes the cumulative percentage more than 100%.

3.4 Access to Internet

The following table provides a description of students' access to internet at different locations (as tabulated below). The finding that 76% JNV students access internet at school in comparison to 41% KV students, 12% private-case schools and 4% private-control schools points out that in comparison to the other schooling systems, JNVs have better computer facilities that are within the reach of students. As mentioned earlier, private-case schools where AEP has been implemented are likely to be better endowed and located in larger cities and towns than the private-control schools where the programme has not been implemented and this could be one of the reasons for the difference in availability of computers to the students in the private schools where the program has been implemented versus those where the programme has not been implemented. Furthermore, a larger proportion of students in KV (45%) and private-case schools (57% in case and 56% in control schools) access internet at home in comparison to 21% JNV students. This is a plausible finding as JNV students come from rural backgrounds and are likely to have lesser access to computers at home. 12% students from AEP schools and 19% from non-AEP schools do not have access to internet. The findings suggest that AEP can start exploring internet enabled technologies to reach a majority of adolescents with appropriate educational programmes and messages.

Table 3.9: Percent distribution of students' accessibility to internet (category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
At home	45.3	20.6	57.3	**38.9**	56.2
In school	41.4	76.0	12.2	**47.0**	3.9
At cyber café / any shop	43.2	28.6	32.9	**34.6**	20.9
Do not have access to internet	8.7	11.6	16.3	**11.9**	18.8
Not answered	0.01	0.0	0.0	**0.01**	0.3
Total N	**6583**	**7722**	**5361**	**19666**	**2301**

** Percentages may not add up to 100 due to multiple responses.*

On disaggregating the internet accessibility on the basis of gender, we find remarkable difference between male and female students especially in the case of those who access it from commercial places. In the AEP schools, 40% male students reported that they could access internet from café or shop as against only 27% female students. Even in the non-AEP schools, a similar trend was observed wherein 37% male students accessed it from a café or shop while only 24% female students did so from a café or shop. This is a commentary on the fact that girls have lesser mobility and access to public spaces in comparison to boys. In both AEP and non-AEP schools, more female students (14% in AEP schools and 25% in non-AEP schools) reported not having access to internet in comparison to male students (10% in AEP schools and 15% in non-AEP schools).

Table 3.10: Percent distribution of students' accessibility to internet (gender)

	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
At home	38.8	39.1	58.9	52.0
In school	48.3	45.2	12.2	7.4
At cyber café/any shop	40.1	26.9	37.3	24.4
Do not have access to internet	9.9	14.7	14.6	25.3
Not answered	0.0	0.01	0.4	0.1
Total N	**11488**	**8178**	**1399**	**902**

** Percentages may not add up to 100 due to multiple responses.*

3.5 Number of years of exposure to AEP

The following table shows data on the number of years students have been exposed to AEP in the case schools. Although all the AEP schools should have implemented the programme in the schools, almost one-third (33%) of the sampled students reported that they have not been exposed to AEP. Non-exposure was reported by 27% KV students, 30% JNV students and 47% private-case school students. Although some students may not be aware of the name of the programme but would better recognize the themes under the programme, this is a significant finding and will need programme mangers to look into the reasons for less than optimum programme implementation and take measures to improve programme implementation. Further details on the duration of exposure are tabulated below.

Table 3.11: Percent distribution of students' exposure to AEP (category of school)

Number of years students been exposed to AEP	AEP Schools			
	KV	JNV	Private	Total
0 year	26.6	29.5	46.9	**33.3**
Up to 1 year	30.7	26.8	30.9	**29.2**
Up to 2 years	24.5	18.0	11.9	**18.5**
Up to 3 years	11.7	15.0	6.3	**11.5**
Up to 4 years	6.5	10.7	4.0	**7.5**
Total Percent	**100**	**100**	**100**	**100**
Total N	**6583**	**7722**	**5361**	**19666**

** Table contains data only from AEP implementing schools.*

On disaggregating the data on AEP exposure by the grade (class) of the students, findings show that a relatively higher percentage of students in Class 9 (38%) and Class 11 (37%) were not exposed to the programme. The high percentage of Class 9 students is because it is their first year when AEP is introduced in th eir school schedule while for Class 11; the high percentage can be attributed to the fact that new students may have joined the AEP school in Class 11. 21% students from Class 9 reported exposure to the programme for over a year. This could be a case of misreporting and also that there may be other non-formal adolescence education programmes being implemented in schools based on their own interest and motivation in addressing adolescent concerns.

Table 3.12: Percent distribution of students' exposure to A EP (class)

Number of years students been exposed to AEP	9th	10th	11th	12th
0 year	37.8	28.0	36.9	29.5
Up to 1 year	41.2	28.3	23.4	18.1
Up to 2 years	13.2	25.9	17.6	16.9
Up to 3 years	4.6	12.6	16.2	15.4
Up to 4 years	3.2	5.2	6.1	20.1
Total Percent	**100**	**100**	**100**	**100**
Total N	**5910**	**5611**	**4631**	**3514**

** Table contains data only from AEP implementing schools.*

IV
Profile of Teacher Respondents

4.1 Demographic profile of the teacher respondents

The following table provides the age-profile of the teachers sampled in the survey. The survey included responses from 122 nodal teachers of KV; 116 nodal teachers of JNV and 91 from private-case schools. A total of 144 nodal male teachers and 185 nodal female teachers participated in the study.

On disaggregating the data against category of schools the findings show that private-case schools had a relatively higher proportion of younger nodal teachers (less than 30 years of age), i.e. 13% in comparison to 7% in KVs and 10% in JNVs. The highest percentage of nodal teachers in KVs was between 41 and 50 years of age (39%). Most of the teachers in JNVs (43%) and private -case schools (52%) were in the age group of 31 to 40 years.

Nomination of fewer younger teachers for nodal teachers training indicates that schools have more confidence in their experienced staff to take this programme forward. Further details on age distribution of nodal and non-nodal teachers are as tabulated below.

Table 4.1: Percent distribution of teachers by age (by category of school)

Age (in years)	**AEP Schools**								**Non-AEP Schools**
	KV		**JNV**		**Private**		**Total**		**Private**
	N[1]	**NN[2]**	**N**	**NN**	**N**	**NN**	**N**	**NN**	**NN**
Less than 30 years old	6.6	14.9	9.5	9.2	13.2	17.7	**9.4**	**13.7**	25.3
31-40years old	27.0	26.8	43.1	53.4	51.6	42.7	**39.5**	**41.0**	47.0
41-50 years old	39.3	32.0	37.1	29.8	28.6	32.3	**35.6**	**31.3**	25.3
Over 50 years old	27.0	26.3	10.3	7.6	6.6	7.3	**15.5**	**14.0**	2.4
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

On disaggregating the teachers' age-profile against gender, most of the nodal teachers (70%) were in the age group of 31 and 50 years. The following table shows the age distribution of teachers across gender.

[1] **N:** Nodal teachers, who participated in AEP nodal teacher training.
[2] **NN:** Non-Nodal teachers, who did not participate in AEP nodal teacher training.

Table 4.2: Percent distribution of teachers by age (by gender)

Age (in years)	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Less than 30 years old	8.3	12.8	10.3	14.6	19.2	28.1
31-40 years old	42.4	45.1	37.3	36.6	53.8	43.9
41-50 years old	36.8	30.5	34.6	32.2	23.1	26.3
Over 50 years old	12.5	11.6	17.8	16.6	3.8	1.8
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

4.2 Experience of teaching

In the following table, teachers' experience in number of years has been explored against the three categories of school. Teaching experience generally goes in consonance with the teacher's age. This is contrary to the previous finding. The largest proportion of trained teachers (38%) had a teaching experience of 11-20 years followed by 29% trained teachers who had over 20 years of teaching experience. The table clearly shows that all school systems have preferred experienced teachers for participating in AEP training

Table 4.3: Percent distribution of teachers by their teaching experience (by category of school)

Age (in years)	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Less than 5 years	11.5	20.6	14.7	13.0	8.8	19.8	**11.9**	**17.6**	20.5
6-10 years	9.8	12.7	25.9	34.9	33.0	24.5	**21.9**	**24.2**	33.7
11-20 years	37.7	30.3	35.3	36.1	40.7	39.6	**37.7**	**35.1**	37.3
Over 20 years	41.0	36.4	24.1	16.0	17.6	16.1	**28.6**	**23.1**	8.4
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

As shown in the table below, there are no major gender-based differences in the selection of nodal teachers based on their teaching experience. The overall finding remains that more experienced teachers are being preferred for AEP.

Table 4.4: Percent distribution of teachers by their teaching experience (by gender)

Age (in years)	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Less than 5 years	9.7	16.0	13.5	19.4	7.7	26.3
6-10 years	26.4	30.5	18.4	17.2	30.8	35.1
11-20 years	38.2	33.4	37.3	36.9	53.8	29.8
Over 20 years	25.7	20.1	30.8	26.4	7.7	8.8
Total N	**144**	**344**	**185**	**314**	**26**	**57**

4.3 Social profile of the teacher respondents

The following table provides the religion profile of the teachers. As seen in the case of students, the majority of teachers across all school categories including nodal and non -nodal teachers reported that they were Hindu.

A considerable proportion of non-nodal teachers in private-case schools were Sikhs (16%) owing to the fact that the study was also conducted in the Sikh -dominated state of Punjab.

Table 4.5: Religion of the teachers (by category of school)

Religion	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Hindu	82.0	77.2	81.0	86.6	80.2	73.4	**81.2**	**79.5**	77.1
Sikh	3.3	4.8	6.0	2.5	5.5	15.6	**4.9**	**7.1**	13.3
Muslim	2.5	3.9	0.0	1.3	3.3	3.1	**1.8**	**2.7**	2.4
Christian	9.0	7.9	9.5	5.0	7.7	6.3	**8.8**	**6.4**	6.0
No religion	0.0	1.3	0.9	0.4	2.2	1.0	**0.9**	**0.9**	0.0
Animistic	0.8	0.9	0.0	0.8	0.0	0.0	**0.3**	**0.6**	0.0
Any other	2.5	3.9	2.6	3.4	1.1	0.5	**2.1**	**2.7**	1.2
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

Gender-wise disaggregated analysis of nodal and non -nodal teachers is depicted in the table below.

Table 4.6: Religion of teachers (by gender)

Religion	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Hindu	84.7	86.0	78.4	72.3	76.9	77.2
Sikh	2.1	2.9	7.0	11.8	3.8	17.5
Muslim	1.4	2.6	2.2	2.9	3.8	1.8
Christian	7.6	3.5	9.7	9.6	11.5	3.5
No religion	0.7	0.6	1.1	1.3	3.8	0.0
Animistic	0.7	0.6	0.0	0.6	0.0	0.0
Any other	2.8	3.8	1.6	1.6	0.0	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

4.4 Subjects Taught by the Teachers

In the following table, the subject profile of the teachers has been covered. The broad categories under which they were placed are illustrated in the table below.

On disaggregating the data against the category of school, most of the nodal teachers were teaching science (40%). Almost 20% of teachers teach languages and social science. A relatively higher proportion of teachers from science background selected for AEP training reflects that their selection was presumably done on the ground that they are better placed to comprehend and explain components of AEP, especially those related to reproductive and sexual health and HIV/AIDS.

Table 4.7: Subjects taught by the teachers (by category of school)

	AEP Schools								Non-AEP Schools Private
	KV		JNV		Private		Total		
	N	NN	N	NN	N	NN	N	NN	NN
Science	33.6	28.5	44.8	23.1	41.8	25.5	**39.8**	**25.7**	26.5
Social Science	13.9	20.2	19.0	19.3	27.5	20.3	**19.5**	**19.9**	19.3
Languages	30.3	43.0	12.9	44.5	18.7	39.6	**21.0**	**42.6**	50.6
Math	9.8	2.6	4.3	3.4	3.3	8.3	**6.1**	**4.6**	1.2
Music	0.0	0.0	0.0	1.7	0.0	0.5	**0.0**	**0.8**	0.0
Physical Education	0.8	0.9	4.3	1.3	4.4	0.5	**3.0**	**0.9**	0.0
Any other	11.5	4.8	14.7	6.7	4.4	5.2	**10.6**	**5.6**	2.4
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

Gender-wise disaggregated analysis shows a similar trend in teachers' subject profile as seen in the above table.

Table 4.8: Subjects taught by the teachers (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Science	36.8	25.0	42.2	26.4	42.3	19.3
Social Science	20.1	22.7	18.9	16.9	15.4	21.1
Languages	20.1	41.0	21.6	44.3	42.3	54.4
Math	8.3	6.4	4.3	2.5	0.0	1.8
Music	0.0	0.0	0.0	1.6	0.0	3.5
Physical Education	5.6	0.9	1.1	1.0	0.0	0.0
Any other	9.0	4.1	11.9	7.3	0.0	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

4.5 Selection of nodal teachers

In the following section, principal and nodal teachers' qualitative responses with regard to selection of teachers for AEP training have been summarized.

Majority of principals across all the three school systems preferred to have a Science, especially Biology teacher as nodal teacher. Seven out of 15 principals (47%) mentioned about Science (or Biology) as a criteria of choosing teachers for AEP training. Considering subject background as criteria of selection can also be seen in the quantitative data (table 4.7) where highest percentage of nodal teachers (40%) is from science background. Further, 6 out of 15 nodal teachers who were interviewed (in-depth) said that since they teach Biology so they were selected.

Next to subject background, teachers who had good communication skills and had good rapport with children were considered for AEP training. 4 principals mentioned about communicating skills and popularity of teachers.

Table 4.9: Criteria for selecting nodal teachers (Principals' response)

State and School System	Qualitative Responses
ORISSA/KV	One computer science and one maths teacher. One of them was a **female**, she hails from the **Muslim community**.
ORISSA/JNV	**Three male** teachers from **social science** and **science** backgrounds were chosen to be sent to the training.
ORISSA/PRIVATE	The health education cell in our school has **a male** and **a female** teacher. I sent (only those) who were capable and could handle the AEP.
PUNJAB/KV	Teacher should be sincerely involved with the students. **Senior** teacher.
PUNJAB/JNV	*There is need for reforms. Competency and not only biology as subject should be the criteria for selection.* ***Generally, biology teachers in JNV are selected as nodal teacher. Competency, cultural orientation, mindset and willingness** to work are the critical skills for nodal teacher.*
PUNJAB/PRIVATE	I did not follow any specific procedures. Surely there should be specific criteria for selection of teacher. Educational background is necessary but not most important. Teacher should have **good rapport** with students. "*Why we say mother is a good counselor*", because earlier mothers were not highly educated but they were very good teacher because of their
MAHARASHTRA/KV	*Nodal teachers should be very active, they should be **popular**, and children should have faith on those teachers, that they are consulting them for their problems. They should be quite close to and popular among students.*
MAHARASHTRA/JNV	**Biology** teacher should be selected due to subject relevance
MAHARASHTRA/PRIVATE	Teachers with **good communication skills**, maturity and **confidence** should be selected.
MP/KV	Trained, qualified **Biology and Science** background teacher would be good.
MP/JNV	**Biology** background teacher, science teacher, because they have deep knowledge on these issues. Scientific manner, popularity level, willingness, faith among students, **communication skills**, persuading behavior should be selected

MP/PRIVATE	**One male and one female**, preferably from **biology** should be selected.
KARNATAKA/KV	**Biology** teacher, **English** teacher; one male, one female
KARNATAKA/JNV	**Science** teacher as it relates to the subject. Children loving teachers also, should be very intimate and friend to students
KARNATAKA/PRIVATE	There should be **no strict qualification requirement**, attitude and willingness are important, knowledge of psychology helps

The following table shows teachers' response with respect to their selection as nodal teacher. As stated earlier, 40% of them were selected because they teach Biology.

Table 4.10: Criteria for selecting nodal teachers (Teachers' response)

State/School System	Qualitative Responses
ORISSA/KV	I am **female** and I teach in **middle and above school** level.
ORISSA/JNV	The **principal randomly chose** teachers from **social studies** and **science** streams.
ORISSA/PRIVATE MP/PRIVATE KARNATAKA/KV KARNATAKA/JNV PUNJAB/JNV MAHARASHTRA/JNV	As I am a **biology teacher**, I was selected by principal for this training
MAHARASHTRA/KV	As I am **CCE-in-charge,** so it was expected of me to participate in the training.
MAHARASHTRA/PRIVATE	I am a **sports teacher** and students are **more open with me.**
MP/KV	As the nodal teacher has been **transferred**, so I am serving as the nodal teacher.
MP/JNV	I teach students in the **middle school.**
KARNATAKA/PRIVATE	I **volunteered.**
PUNJAB/KV	I was **experienced (librarian)** and dealing with students from class 6th till 12th.
PUNJAB/PRIVATE	Chosen by my principal

4.6 Experience of transacting AEP

The following table explores the experience of teachers in transacting AEP. The finding shows that most of the teachers (37%) have been transacting AEP for the past 1-2 years. Among the different school systems, a higher proportion of teachers with 1-2 years of experience in transacting AEP were in private schools (48%). On the other hand, a relatively higher proportion of teachers have experience of 3-4 years in KVs (38%) and 5 or more years in JNVs (24%).

Around one-fifth (20%) of the total nodal teachers hadn't transacted AEP till the time the survey was done. The break-up of this data did not show much difference across the three school categories. This figure again reflects towards the fact that AEP has not been effectively transacted in sizeable proportion of schools.

Table 4.11: Experience of transacting AEP (by category of school)

Number of years	AEP Schools			
	KV	JNV	Private	Total
0 year	18.9	20.7	20.9	**20.1**
1-2 years	33.6	31.9	48.4	**37.1**
3-4 years	37.7	23.3	22.0	**28.3**
5 or more years	9.8	24.1	8.8	**14.6**
Total Percent	**100**	**100**	**100**	**100**
Total N	**122**	**116**	**91**	**329**

With regard to gender-wise analysis, a higher percentage of male teachers (24%) were not transacting AEP as against 17% female teachers. A significant difference of 15% points was observed between female teachers (35%) and male teachers (20%) who were transacting AEP for 3-4 years.

Table 4.12: Experience of transacting AEP (by gender)

Number of years	AEP Schools	
	Male	Female
0 year	23.6	17.3
1-2 years	40.3	34.6
3-4 years	20.1	34.6
5 or more years	16.0	13.5
Total Percent	**100**	**100**
Total N	**144**	**185**

V
Growing up Healthy

This chapter discusses and touches upon various aspects related to adolescence. The six sub-sections deal with issues related to experiences of adolescence, changes during adolescence, facts and misconceptions related to menstruation and pregnancy, sources of information on reproduction and contraception, knowledge of anaemia and nutrition during adolescence and decision-making skills.

The responses from the students and teachers have been analyzed and corroborated under all these aspects and dimensions. To get a ring side view of the respondents' views and perceptions, their responses have been cross-analysed against the category of school they belonged to viz. AEP or non-AEP and against their gender. In the case of teachers, the cross-analysis has been done mindful of whether the teacher is nodal or non-nodal. By nodal, it is meant that the teacher had participated in AEP nodal teacher training and all teachers who did not attend such training were clubbed as non-nodal.

5.1 Experiences of Adolescence

Experiences of Adolescence

Students were asked about the responses that best describe their experiences of adolescence (growing up). The responses were categorized as positive or negative. The positive experiences include – 'discovery', 'curiosity', 'joy', 'self-expression', 'maturity', 'seeking independence', 'major bodily changes', 'lots of interest in looks' and 'attraction to others'. The negative experiences include 'crises', 'danger', 'stress', 'bad habits', 'anxiety', 'mood swings', 'trouble with parents' and 'too many do's and don'ts'.

Overall, a higher percentage of students across all the school systems selected positive experiences rather than negative. In both the school types (AEP and non-AEP), the top three experiences picked up by students were 'curiosity', 'joy' and 'maturity'. All three experiences are positive in nature.

A significantly higher proportion of AEP students mentioned 'curiosity', 'self-expression' and 'major bodily changes' as experiences of adolescence, compared to their non-AEP counterparts. On the other hand a higher proportion of non -AEP students mentioned 'trouble with parents' as an experience of adolescence.

Analysis on the basis of category of schools further shows that a higher proportion of JNV students selected positive experiences viz. 'curiosity', 'self-expression' and 'major bodily changes' than students from private-case schools and KV. They also selected fewer negative experiences viz. 'stress' and 'danger'.

Table 5.1.1: Percent distribution of students — Experiences of adolescence — growing up (category of school)

Experiences of adolescence	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Discovery	29.9	24.9	27.3	**27.2**	29.0
Curiosity	33.2	47.0	32.4	**38.4**	31.0
Joy	36.3	30.1	35.8	**33.7**	44.2
Self-expression	22.2	27.3	22.5	**24.3**	18.6
Maturity	30.4	30.3	36.4	**32.0**	28.9
Seeking independence	25.8	28.8	26.0	**27.0**	28.2
Major bodily changes	26.3	35.3	24.8	**29.4**	16.5
Lots of interest in looks	19.6	16.8	21.2	**19.0**	19.9
Attraction to others	19.8	22.5	21.6	**21.3**	21.4
Crisis	5.6	4.4	5.1	**5.0**	6.5
Danger	7.6	5.7	6.4	**6.5**	8.8
Stress	21.4	14.5	24.4	**19.5**	23.9
Bad habits	8.6	9.7	8.0	**8.8**	8.2
Anxiety	17.1	19.9	16.5	**18.0**	16.9
Mood swings	16.6	17.4	19.1	**17.6**	15.6
Trouble with parents	6.0	3.4	5.6	**4.9**	7.0
Too many do's and don'ts	11.8	9.0	11.5	**10.6**	14.1
Not answered	1.1	0.9	1.1	**1.0**	0.7
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

On disaggregating the data on students' response to the best description of experiences of adolescence i.e. growing up against the gender, similarities as well as differences between male and female students in both AEP and non-AEP schools were observed.

Under positive experiences of growing up, in the AEP schools, not much of a difference was observed between boys and girls with regard to curiosity, joy, lots of interest in looks, crisis, danger and trouble with parents. In the non-AEP schools, male students chose joy (47%) and discovery (36%) as primary positive experiences while female students chose joy (40%) and curiosity (31%) as the major positive experiences.

On comparing the male and female students within AEP schools, a difference of more than 10% points between male students (32%) and female students (21%) in the category of discovery was found. However, more female students (27%) stated about self-expression than male students (23%). This may further add to the point that girls are more self expressive than boys. In terms of attraction to others, the male students (27%) were more explicit in owning this experience than female students (13%).

In the non-AEP schools, a similar difference in percentage (17%) in terms of stating discovery as primary experience of growing up was found between male students (36%) and female students (19%). Again like AEP schools, in non-AEP schools, there was a significant difference between the male students (26%) who stated attraction to others as an experience while relatively not many female students (15%) stated so. The difference was of over 11% points.

Under negative experiences of growing up, in the AEP schools, maximum male students reported stress (17%) as their major experience, followed by anxiety (16%) and mood swings (15%). The female students reported significantly higher levels of stress (24%) mood swings (21%) and anxiety (21%) all of which are negative experiences.

In the non-AEP schools, male students reported about stress (19%) and anxiety (16%) whereas female students reported higher levels of stress (31%) followed by trouble with parents (22%).

Table 5.1.2: Percent distribution of students - Experiences of adolescence - growing up (gender)

Experiences of adolescence	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Discovery	31.6	21.0	35.7	18.8
Curiosity	38.9	37.7	30.7	31.4
Joy	34.9	32.2	46.6	40.4
Self-expression	22.6	26.7	17.7	20.1
Maturity	30.9	33.6	28.5	29.6
Seeking independence	25.2	29.6	26.5	30.6
Major bodily changes	30.1	28.5	16.6	16.2
Lots of interest in looks	19.7	18.0	20.2	19.3
Attraction to others	27.4	12.8	25.8	14.7
Crisis	5.2	4.8	7.3	5.3
Danger	7.4	5.4	11.4	4.8
Stress	16.6	23.6	19.4	31.0
Bad habits	11.8	4.7	10.9	4.0
Anxiety	15.9	21.1	16.0	18.3
Mood swings	14.9	21.4	11.4	22.1
Trouble with parents	4.4	5.5	5.6	9.1
Too many do's and don'ts	8.1	14.1	11.4	18.3
Not answered	1.0	1.1	0.7	0.7
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Teachers were asked to respond to a similar question in order to explain their perceptions of students' experiences of adolescence. The most prominent positive experiences among adolescents shared by the teachers in both AEP (nodal as well as non-nodal) and non-AEP schools were curiosity and major bodily changes. The prominent negative experiences were also uniformly shared by the teachers from all sub-categories of schools. They included mood swings and stress in descending order. Very few teachers listed danger and bad habits as negative experiences.

Unlike students, teachers on the whole have selected fewer positive experiences. Both AEP and non-AEP students overwhelmingly quoted 'joy' and 'discovery' as an experience while very few teachers considered these two as an experience of growing up.

In terms of negative experiences, both teachers and students had quoted about mood swings, anxiety and stress. But the proportion of nodal AEP teachers (33%) who quoted mood swings was much higher than the students of AEP schools (18%).

Table 5.1.3: Percent distribution of teachers — Experiences of adolescence — growing up (by category of school)

Experiences of adolescence	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Discovery	4.9	8.3	8.6	12.6	14.3	11.5	**8.8**	**10.8**	9.6
Curiosity	66.4	62.7	69.8	60.9	60.4	60.9	**66.0**	**61.6**	56.6
Joy	5.7	7.9	5.2	11.8	7.7	8.9	**6.1**	**9.6**	10.8
Self-expression	18.9	14.0	18.1	16.4	18.7	20.8	**18.5**	**16.9**	18.1
Maturity	22.1	14.0	19.0	16.8	20.9	23.4	**20.7**	**17.8**	20.5
Seeking independence	37.7	37.3	33.6	36.6	34.1	46.9	**35.3**	**39.8**	38.6
Major bodily changes	57.4	55.3	55.2	61.3	64.8	52.1	**58.7**	**56.5**	62.7
Lots of interest in looks	13.1	22.4	24.1	20.6	22.0	21.9	**19.5**	**21.6**	19.3
Attraction to others	29.5	29.8	25.9	31.5	19.8	25.5	**25.5**	**29.2**	27.7
Crisis	6.6	1.8	1.7	4.2	4.4	3.6	**4.3**	**3.2**	3.6
Danger	1.6	0.4	1.7	2.1	3.3	1.0	**2.1**	**1.2**	0.0
Stress	34.4	25.4	20.7	22.7	23.1	25.0	**26.4**	**24.3**	18.1
Bad habits	6.6	6.1	12.9	10.5	6.6	9.4	**8.8**	**8.7**	7.2
Anxiety	19.7	15.8	16.4	13.4	23.1	13.0	**19.5**	**14.1**	10.8
Mood swings	35.2	32.0	26.7	24.8	39.6	32.8	**33.4**	**29.6**	31.3
Trouble with parents	9.0	8.8	6.0	5.5	5.5	10.4	**7.0**	**8.1**	10.8
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The disaggregated response from male and female teachers showed difference of opinions. With regard to experiences of 'discovery'; 'seeking independence'; 'lots of interest in looks' and 'mood swings', more nodal female teachers opted for these experiences than nodal male teachers. On the other hand, more nodal male teachers quoted 'bad habits' and 'stress' than their female counterparts. Even amongst students, a similar difference of opinion was found between the girls and boys.

A strikingly high difference was observed between non-AEP male and female teachers who mentioned 'joy' as an experience of adolescence. On the other hand a considerably higher percentage of female teachers in non -AEP schools mentioned 'seeking independence' as one.

Table 5.1.4: Percent distribution of teachers — Experiences of adolescence — growing up (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Discovery	5.6	12.8	11.4	8.6	3.8	12.3
Curiosity	66.0	63.4	65.9	59.6	61.5	54.4
Joy	9.0	11.6	3.8	7.3	23.1	5.3
Self-expression	16.7	17.4	20.0	16.2	11.5	21.1
Maturity	22.2	19.5	19.5	15.9	26.9	17.5
Seeking independence	30.6	36.9	38.9	43.0	30.8	42.1
Major bodily changes	59.7	56.1	57.8	57.0	65.4	61.4
Lots of interest in looks	13.9	20.3	23.8	22.9	15.4	21.1
Attraction to others	24.3	30.2	26.5	28.0	26.9	28.1
Crisis	6.3	3.8	2.7	2.5	7.7	1.8
Danger	2.1	1.5	2.2	1.0	0.0	0.0
Stress	29.9	22.7	23.8	26.1	15.4	19.3
Bad habits	13.2	10.5	5.4	6.7	15.4	3.5
Anxiety	19.4	14.2	19.5	14.0	7.7	12.3
Mood swings	26.4	23.8	38.9	36.0	26.9	33.3
Trouble with parents	4.2	7.3	9.2	8.9	3.8	14.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Students' views on the present generation

Student respondents were asked to give their views on what best describes the present generation of young people. The following table represents this. The views were broadly categorized into positive and negative. The positive views were: 'independent', 'responsible towards society', 'good understanding of oneself and others', 'assertive', 'well-informed', 'thoughtful', and 'full of potential'. The negative views were: 'confused', 'unhappy', 'restless', and 'aggressive'.

Overall the students held positive views on present generation of you ng people.. The majority of the AEP students chose 'independent' (58%), followed by 'good understanding of oneself and others' (46%) and 'thoughtful' (40%). A high percentage of JNV students (47%) chose thoughtfulness compared to 37% KV students, 33% private-case students and 32% private-control students. Also, a much higher percentage of JNV students highlighted 'being responsible towards society' (48%) as compared to KV (34%), private-case schools (28%) and private-control school students (30%).

As against other school systems, more JNV students (36%) mentioned 'assertiveness'. A relatively higher percentage of KVs and private school students mentioned 'full of potential' as compared to JNV students.

Non-AEP students' percentage was relatively higher th an the cumulative percentage of case schools in the category of independent (63%). A relatively lower percentage of students in non-AEP schools mentioned 'responsibility towards society' (30%), 'assertiveness' ((17%) and 'thoughtfulness' (32%). This can be attributed to higher percentage of JNV students who mentioned about these categories.
Under negative views, both the AEP and non-AEP school chose 'confused', 'restless' and 'aggressiveness'. On disaggregating the data, it was found that a relatively lower percentage of JNV students (13%) mentioned aggressiveness as a negative view as compared to 24% of KV students;

30% private-case students and 25% private-control students. Not many students across all school categories mentioned unhappiness as a negative view.

Table 5.1.5: Percent distribution of students: Views on the present generation of young people (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Independent	58.7	55.8	60.2	**58.0**	62.5
Responsible towards society	34.3	47.7	28.3	**38.0**	29.6
Good understanding of oneself and others	46.4	48.6	43.3	**46.4**	46.5
Assertive	23.4	36.1	18.8	**27.2**	17.1
Well-informed	25.8	30.3	24.8	**27.3**	23.8
Thoughtful	36.8	47.4	33.4	**40.0**	32.0
Full of potential	29.8	22.3	36.7	**28.8**	28.0
Confused	22.8	18.9	24.9	**21.9**	22.6
Unhappy	7.4	8.9	8.1	**8.2**	9.4
Restless	19.8	19.2	21.6	**20.1**	21.5
Aggressive	23.8	12.9	29.8	**21.1**	24.5
Not answered	0.5	0.3	0.4	**0.4**	0.7
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

The gender-wise disaggregated data shows that male and female students in AEP schools had similar percentage points in the case of 'independent', 'good understanding of oneself and others' and 'full of potential'. In case of negative views, the percentage of boys and girls was more or less similar for 'restlessness' and 'unhappiness'. A relatively higher percentage of AEP girls mentioned 'assertiveness', 'well informed' and 'confusion' than boys.

In non -AEP schools, a considerably higher proportion of male students mentioned 'responsibility towards society' (positive view on present generation of young people) and 'aggressiveness' (negative view) as compared to female students.

Table 5.1.6: Percent distribution of students: Views on present generation of young people (by gender)

	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Independent	57.4	58.8	61.4	64.2
Responsible towards society	41.1	33.6	32.7	24.6
Good understanding of oneself and others	46.1	46.9	46.5	46.5
Assertive	25.8	29.0	16.4	18.1
Well-informed	26.1	29.0	24.2	23.2
Thoughtful	38.0	43.0	31.2	33.4
Full of potential	28.2	29.6	27.1	29.4
Confused	20.2	24.1	19.9	26.7
Unhappy	8.6	7.5	10.1	8.4
Restless	19.7	20.6	20.7	22.8
Aggressive	24.7	16.2	27.1	20.5
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Teachers' views on present generation

Teachers were asked to give their views on what best describes the present generation of young people. As in the case of student responses, the views were broadly categorized into positive and negative. Broadly, in AEP schools, difference in perceptions of teachers and students was noticed with regard to views on present generation. Overall, a higher proportion of teachers mentioned about negative views ('confused', 'restless' and 'aggressive') as compared to students. Under positive views a higher proportion of students mentioned 'responsible towards society', 'good understanding of oneself and others' and 'thoughtful'.

Amongst positive attributes, a relatively higher proportion of JNV nodal teachers mentioned that the present generation has 'good understanding of oneself and others' and are 'assertive' and 'thoughtful' as compared to other AEP and non-AEP teachers.

A higher proportion of private nodal teachers mentioned that the present generation is 'well-informed' and 'full of potential'. Relatively more percentage of KV teachers (nodal and non-nodal) mentioned that the present generation is 'confused' and 'aggressive'.

Table 5.1.7: Percent distribution of teachers: Views on present generation of young people (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Independent	59.8	56.1	65.5	56.7	68.1	59.4	**64.1**	**57.3**	51.8
Responsible towards society	20.5	15.8	25.9	21.4	23.1	8.3	**23.1**	**15.7**	15.7
Good understanding of oneself and others	23.0	19.7	34.5	22.3	29.7	19.8	**28.9**	**20.7**	26.5
Assertive	26.2	29.4	31.0	29.0	20.9	25.0	**26.4**	**28.0**	33.7
Well-informed	32.0	35.1	35.3	34.5	46.2	42.7	**37.1**	**37.1**	39.8
Thoughtful	21.3	20.6	26.7	28.6	17.6	18.2	**22.2**	**22.8**	27.7
Full of potential	49.2	38.2	36.2	38.7	52.7	50.0	**45.6**	**41.8**	45.8
Confused	45.1	43.0	32.8	37.0	30.8	42.7	**36.8**	**40.7**	34.9
Unhappy	4.9	7.0	6.9	13.4	3.3	8.9	**5.2**	**9.9**	7.2
Restless	36.9	34.2	12.9	20.6	28.6	31.3	**26.1**	**28.4**	31.3
Aggressive	41.0	45.6	35.3	42.4	39.6	45.8	**38.6**	**44.5**	33.7
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Comparing views between male and female teachers, a difference in percentage points was observed in the attribute of 'full of potential' among present generation youth. A difference of 20% points was observed between the nodal female and male teachers. Likewise, a difference of about 11% points was observed between non-nodal female and male teachers in AEP schools.

Also, in AEP schools, considerable difference was observed between non-nodal male and female teachers in terms of mentioning 'responsible towards society' and 'thoughtful'. However at the same time, more non-nodal male teachers mentioned the present generation to be 'unhappy' as compared to non-nodal female teachers.

In the non-AEP schools, a difference of over 17% points was observed between male and female teachers in believing that present generation has 'good understanding of oneself and others'.

Conversely, more female teachers reported the present generation youth being 'well-informed' than their male counterparts; the difference between them being more than 19% points.

With regard to negative views, higher proportions of non-AEP male teachers believed the present generation to be 'confused' and 'unhappy' than female teachers; while a gap of 17% points was observed between female and male teachers who mentioned current generation as 'restless'.

Table 5.1.8: Percent distribution of teachers: Views on present generation of young people (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Independent	64.6	57.6	63.8	57.0	46.2	54.4
Responsible towards society	27.8	20.6	19.5	10.2	19.2	14.0
Good understanding of oneself and others	29.9	21.5	28.1	19.7	38.5	21.1
Assertive	22.9	28.2	29.2	27.7	26.9	36.8
Well-informed	34.0	32.6	39.5	42.0	26.9	45.6
Thoughtful	20.1	25.9	23.8	19.4	30.8	26.3
Full of potential	34.0	36.6	54.6	47.5	42.3	47.4
Confused	39.6	38.1	34.6	43.6	46.2	29.8
Unhappy	6.3	12.2	4.3	7.3	11.5	5.3
Restless	24.3	28.8	27.6	28.0	19.2	36.8
Aggressive	34.0	41.9	42.2	47.5	34.6	33.3
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

5.2 Changes during Adolescence

Changes taking place in girls and boys during adolescence: Students' response

The following sub-section delves into students' knowledge on the changes that take place during adolescence. Compared to non -AEP students, overall, a higher proportion of AEP students had correct knowledge on changes during adolescence. Comparison across AEP schools shows that students in JNV were more responsive on correct knowledge on changes during adolescence as compared to other AEP school students.

A major proportion of students across the three school systems mentioned that changes such as 'widening of shoulders', 'growth of hair on private parts', 'change in voice', 'nocturnal emissions', and 'increase in height and weight' take place in boys. Similarly, a higher proportion also mentioned that 'menstruation' and 'broadening of hips' occurs in girls during adolescence.

However, overall, less than half of the total students mentioned that 'increase in height and weight' and 'growth of hair on their private parts' occur in girls during adolescence. In comparison to others schools the proportion of JNV students was highest in mentioning that girls' experiences these changes during adolescence..

Only 66% AEP students mentioned that girls experience 'broadening of hips' during adolescence. Amongst them, highest percentage of JNV students mentioned the same.

Table 5.2.1: Percent distribution of students: Knowledge on changes occurring during adolescence (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Increase in height and weight (Girls)	45.2	53.5	46.1	**48.7**	49.0
Menstruation (Girls)	79.5	85.8	76.9	**81.3**	71.8
Nocturnal emissions (wet dreams) (Girls)	15.4	19.2	14.7	**16.7**	15.4
Change in voice (Girls)	23.5	27.4	25.1	**25.5**	27.7
Growth of hair on private parts (Girls)	44.2	55.6	45.5	**49.0**	46.2
Widening of shoulders (Girls)	12.2	16.9	12.4	**14.1**	13.9
Broadening of hips (Girls)	63.8	69.9	64.5	**66.4**	61.7
Development of breasts (Girls)	87.5	91.5	86.3	**88.8**	81.6
Increase in heigh t and weight (Boys)	89.1	92.1	91.3	**90.9**	87.1
Nocturnal emissions (wet dreams) (Boys)	63.3	76.7	69.6	**70.9**	70.0
Change in voice (Boys)	91.5	93.9	92.1	**92.6**	91.0
Growth of hair on private parts (Boys)	81.3	85.3	81.0	**82.9**	81.4
Widening of shoulders (Boys)	89.9	91.0	91.8	**90.9**	89.7

On disaggregating the data on the basis of gender, overall, in both AEP and non-AEP schools, a higher percentage of female students mentioned that girls experience 'increase in height and weight', 'menstruation' and 'growth of hair on private parts'. Similarly, a higher percentage of male students mentioned that boys experience 'increase in height and weight', 'nocturnal emissions' and 'growth of hair on private parts'. In other words, as can be observed from the findings, a higher proportion of females mentioned about changes that occur in girls and a higher proportion of male students mentioned the changes that occur in boys.

However, a marginally higher proportion of male students in both AEP and non-AEP schools mentioned that girls experience 'broadening of hips' during adolescence as compared to female students.

Table 5.2.2: Percent distribution of students: Knowledge on changes occurring during adolescence (by gender)

	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Increase in height and weight (Girls)	45.7	53.0	42.9	58.5
Menstruation (Girls)	74.2	91.2	63.6	84.5
Nocturnal emissions (wet dreams) (Girls)	19.3	13.0	18.4	10.8
Change in voice (Girls)	28.4	21.3	29.3	25.3
Growth of hair on private parts (Girls)	44.1	55.9	40.5	54.9
Widening of shoulders (Girls)	16.5	10.7	15.6	11.4
Broadening of hips (Girls)	67.6	64.7	63.8	58.5
Development of breasts (Girls)	86.8	91.6	79.8	84.4
Increase in height and weight (Boys)	94.8	85.3	93.4	77.8
Nocturnal emissions (wet dreams) (Boys)	75.3	62.2	74.5	59.2
Change in voice (Boys)	93.4	91.6	92.8	88.4
Growth of hair on private parts (Boys)	92.3	69.7	89.4	69.4
Widening of shoulders (Boys)	90.9	90.8	90.3	88.9

Changes taking place in girls and boys during adolescence: Teachers' response

Findings show a considerable knowledge gap between AEP teachers and students with respect to changes occurring during adolescence. A higher percentage of teachers mentioned about the changes than students. Notable differences were found with respect to changes in girls viz. 'increase in height and weight', 'menstruation', 'growth of hair on private parts', 'development of breasts'. With respect to boys, considerable knowledge difference was observed in case of 'nocturnal emissions' and 'growth of hair on private parts'.

Further, in terms of 'broadening of hips in girls' and 'nocturnal emissions in boys' higher percentage of AEP teachers (nodal and non-nodal) mentioned the same as compared to non-AEP teachers.

With regard to widening of shoulders, more than 20% teachers in all school categories said that girls experience it during adolescence. Amongst them, 34% non-nodal teachers from JNVs said so. With regard to nocturnal emission, a relatively higher percentage of nodal teachers from private-case schools (18%) said that girls experience it during adolescence. A relatively high percentage of non-nodal teachers from JNVs (45%) said that girls experience a change in voice during adolescence.

Table 5.2.3: Percent distribution of teachers: Knowledge on changes occurring during adolescence (by category of school)

	AEP Schools								Non-AEP Schools
	KVS		NVS		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Increase in height and weight (Girls)	84.4	86.8	87.9	86.6	93.4	91.7	**88.1**	**88.1**	90.4
Menstruation (Girls)	95.9	95.2	96.6	94.5	94.5	96.9	**95.7**	**95.4**	94.0
Nocturnal emissions (Girls)	10.7	11.8	13.8	13.5	17.6	10.9	**13.7**	**12.2**	12.0
Change in voice (Girls)	22.1	37.3	36.2	44.7	29.7	33.9	**29.2**	**39.0**	31.3
Growth of hair on private parts (Girls)	94.3	91.7	94.8	89.9	98.9	94.8	**95.7**	**91.9**	90.4
Widening of shoulders (Girls)	20.5	25.0	20.7	34.2	20.9	21.9	**20.7**	**27.4**	22.9
Broadening of hips (Girls)	92.6	87.7	95.7	91.6	94.5	92.2	**94.2**	**90.4**	84.3
Development of breasts (Girls)	96.7	95.6	97.4	97.9	98.9	97.9	**97.6**	**97.1**	95.2
Increase in height and weight (Boys)	94.3	93.0	95.7	91.1	96.7	91.7	**95.4**	**91.9**	91.6
Nocturnal emissions (Boys)	91.8	81.1	86.2	84.8	92.3	75.0	**90.0**	**80.7**	72.3
Change in voice (Boys)	93.4	92.5	92.2	90.3	94.5	89.1	**93.3**	**90.7**	89.2
Growth of hair on private parts (Boys)	92.6	91.2	94.0	92.0	96.7	92.7	**94.2**	**91.9**	88.0
Widening of shoulders (Boys)	94.3	88.2	93.1	88.6	92.3	91.1	**93.3**	**89.2**	80.7
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

As in the case of students, it was observed in the teachers' findings that a higher proportion of female teachers mentioned the changes that occur in girls, while a higher proportion of male teachers mentioned the changes that occur in boys.

Further, in both AEP and non-AEP schools, a strikingly high percentage of male teachers mentioned that girls experience 'change in voice'. In AEP schools the difference was also observed in terms of 'widening of shoulders'. A relatively low percentage of non-nodal female teachers (AEP and non-AEP)

mentioned that boys experience 'nocturnal emissions'. A low percentage of non -AEP male teachers mentioned that girls experience 'menstruation'.

Interestingly, a high percentage of non-AEP female teachers mentioned about 'change in voice' and 'widening of shoulders' in boys as compared to male teachers.

Table 5.2.4: Percent distribution of teachers: Knowledge on changes occurring during adolescence (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Increase in height and weight (Girls)	86.8	90.7	89.2	85.4	88.5	91.2
Menstruation (Girls)	93.1	95.6	97.8	95.2	84.6	98.2
Nocturnal emissions (Girls)	15.3	16.6	12.4	7.3	11.5	12.3
Change in voice (Girls)	51.4	57.1	11.9	19.1	61.5	17.5
Growth of hair on private parts (Girls)	93.1	88.6	97.8	95.5	84.6	93.0
Widening of shoulders (Girls)	32.6	39.1	11.4	14.6	23.1	22.8
Broadening of hips (Girls)	92.4	91.5	95.7	89.2	76.9	87.7
Development of breasts (Girls)	96.5	97.7	98.4	96.5	92.3	96.5
Increase in height and weight (Boys)	93.1	92.1	97.3	91.7	80.8	96.5
Nocturnal emissions (Boys)	90.3	89.2	89.7	71.3	76.9	70.2
Change in voice (Boys)	88.9	91.3	96.8	90.1	80.8	93.0
Growth of hair on private parts (Boys)	91.7	94.5	96.2	89.2	84.6	89.5
Widening of shoulders (Boys)	88.9	89.2	96.8	89.2	65.4	87.7
Total N	**144**	**344**	**185**	**314**	**26**	**57**

Physical attraction towards others: Students' response

The following table provides information on students' reaction to the question whether experiencing physical attraction is a part of growing up.

Overall almost a similar percentage of students across all school systems (AEP and non-AEP) mentioned that experiencing physical attraction is a part of growing up.

On asking the students whether they are strongly attracted physically to anybody, most of the students mentioned that they are not physically attracted to anybody; their percentage being 38% and 34% respectively in AEP and non -AEP schools. A quarter of total AEP school students didn't answer the question. The highest percentage students from JNVs (36%) reported that they sometimes think that they are physically attracted. The percentage was observed to be significantly higher than the KV students (28%), private-case students (29%) and private-control students (27%).

Table 5.2.5: Percent distribution of students: 1) views on experiencing physical attraction as part of growing up and 2) physical attraction towards anybody (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Experiencing physical attraction a part of growing up					
Yes, experiencing physical attraction is usually a part of growing up	45.3	49.7	51.3	**48.6**	49.9
Only some young people experience physical attraction	13.1	14.6	13.3	**13.7**	11.8
Most persons experience physical attraction only after marriage, with one's life partner	10.4	9.4	9.4	**9.7**	10.2
Don't know	30.2	25.8	25.3	**27.2**	27.1
Not answered	1.0	0.5	0.8	**0.7**	1.0
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**
Strongly attracted physically to anybody					
Sometimes I think I am	28.2	35.5	29.0	**31.3**	27.2
Yes I am	15.0	16.1	16.0	**15.7**	18.7
I feel attracted to more than one person	11.5	14.3	11.5	**12.6**	13.1
No I am not	39.1	35.9	37.7	**37.5**	33.9
Don't know	27.1	24.9	22.6	**25.0**	23.1
Not answered	0.8	0.5	0.6	**0.7**	0.7
Total N*	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

In the AEP schools, there was a significant difference of 16% points between the male and female students who mentioned that 'experiencing physical attraction is usually a part of growing up'. Besides, it is noteworthy that 36% female students and 21% male students did not know the answer to the question.

In the non-AEP schools, similar difference in percentage points (22%) between the male students and female students was observed. As observed in AEP schools, a significantly higher percentage of female students (40%) as compared to male students (19%) did not know the answer to the question.

With regard to the question whether they are strongly attracted physically to anybody, more than half of the female students in both AEP (56%) and non-AEP (52%) schools said that they are not strongly attracted to anybody. Conversely, a high percentage of male students in both AEP and non-AEP schools stated that they are physically attracted. 22% and 26% AEP and non-AEP male students, respectively, said so as against only 7% each AEP and non-AEP female students.

Table 5.2.6: Percent distribution of students: 1) views on experiencing physical attraction as part of growing up and 2) physical attraction towards anybody (by gender)

	AEP Schools		Non-AEP Schools	
	Male	**Female**	**Male**	**Female**
Experiencing physical attraction a part of growing up				
Yes, experiencing physical attraction is usually a part of growing up	55.3	39.3	58.7	36.3
Only some young people experience physical attraction	13.5	14.1	12.1	11.3
Most persons experience physical attraction only after marriage, with one's life partner	9.8	9.6	9.1	11.8
Don't know	20.6	36.3	19.1	39.6
Not answered	0.8	0.6	1.0	1.0
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**
Strongly attracted physically to anybody				
Sometimes I think I am	38.6	21.0	32.4	19.2
Yes I am	22.3	6.5	26.0	7.3
I feel attracted to more than one person	18.3	4.5	18.3	5.1
No I am not	24.5	55.6	21.9	52.3
Don't know	22.2	29.0	20.1	27.6
Total N*	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Physical attraction towards others: Teachers' response

Like students, teachers' view on physical attraction towards others was solicited. A significantly higher proportion of teachers compared to students across all school systems (AEP and non-AEP) said that 'experiencing physical attraction is usually a part of growing up'.

More than four-fifth (80%) of the total teachers in all sub-categories said that experiencing physical attraction is usually a part of growing up. 90% of private-case school nodal teachers reported so. The lowest percentage of nodal teachers who said so were from JNV and non-nodal teachers from private-case schools (both schools reported 81% each). 15% non-nodal teachers from private-case schools reported that only some young people experience physical attraction. This figure was marginally higher than teachers from other sub-categories.

Table 5.2.7: Percent distribution of teachers: Views on experiencing physical attraction as part of growing up (by category of school)

Experiencing physical attraction a part of growing up	**AEP Schools**								**Non-AEP**
	KV		**JNV**		**Private**		**Total**		**Private**
	N	**NN**	**N**	**NN**	**N**	**NN**	**N**	**NN**	**NN**
Yes, experiencing physical attraction is usually a part of growing up	88.5	84.6	81.0	89.9	90.1	80.7	**86.3**	**85.4**	85.5
Only some young people experience physical attraction	4.9	9.2	8.6	8.0	6.6	15.1	**6.7**	**10.5**	10.8
Most persons experience physical attraction only after marriage, with one's life partner	4.9	2.6	4.3	0.8	2.2	2.6	**4.0**	**2.0**	3.6
Don't know	1.6	3.5	6.0	0.8	1.1	1.6	**3.0**	**2.0**	0.0
Not answered	0.0	0.0	0.0	0.4	0.0	0.0	**0.0**	**0.2**	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

On disaggregating the data on the basis of gender, not much of a difference was observed between the male and female teachers across the board. A marginally higher percentage of non-nodal female teachers in both AEP (14%) and non -AEP (12%) schools compared to nodal male teachers (8% in AEP and non-AEP) said that only some young people experience physical attraction.

Table 5.2.8: Percent distribution of teachers: Views on experiencing physical attraction as part of growing up (by gender)

Experiencing physical attraction a part of growing up	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Yes, experiencing physical attraction is usually a part of growing up	83.3	87.2	88.6	83.4	88.5	84.2
Only some young people experience physical attraction	8.3	7.3	5.4	14.0	7.7	12.3
Most persons experience physical attraction only after marriage, with one's life partner	4.9	2.9	3.2	1.0	3.8	3.5
Don't know	3.5	2.3	2.7	1.6	0.0	0.0
Not answered	0.0	0.3	0.0	0.0	0.0	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

5.3 Facts and Misconceptions Related to Menstruation and Pregnancy

Definition of menstruation: Students' response

While assessing students' knowledge on definition of menstruation , not much of difference was observed between AEP (60%) and non -AEP schools (61%) vis-à-vis 'sh edding of blood and tissue from the uterus.

Further 18% students in AEP schools believe that menstruation means 'egg is released from ovary', while 15% students think that it means that 'dirty blood is coming out of the body'.

Table 5.3.1: Percent distribution of students: Knowledge about the definition of menstruation (by category of school)

Understanding of menstruation	AEP Schools				Non-AEP
	KV	JNV	Private	Total	Private
Periodic shedding of blood and tissue from uterus	60.2	58.1	62.2	**59.9**	61.2
When egg is released from ovary	16.8	20.5	14.6	**17.7**	13.3
Dirty blood coming out of the body	16.3	13.9	15.1	**15.0**	15.4
Release of semen	5.3	6.5	6.9	**6.2**	8.0
Not answered	1.5	1.0	1.2	**1.2**	2.1
Total Percent	**100**	**100**	**100**	**100**	**100**
Total N*	**5181**	**6148**	**3878**	**15207**	**1748**

** The figures are calculated after excluding the data from Madhya Pradesh.*

On disaggregating the knowledge about menstruation on the basis of gender, in AEP schools it was observed that more male students (62%) know about the phenomenon's definition correctly than their female counterparts (57%).

In AEP schools, 24% female students thought it to be dirty blood coming out of the body as against only 9% male students who said so. A similar trend was seen in case of non-AEP schools too where

22% female students said that menstruation is the dirty blood coming out of the body while only 11% male students said so.

Table 5.3.2: Percent distribution of students: Knowledge about the definition of menstruation (by gender)

Understanding of menstruation	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Periodic shedding of blood and tissue from uterus	61.8	57.2	59.6	63.4
When egg is released from ovary	18.9	16.2	14.5	11.7
Dirty blood coming out of the body	8.7	23.6	11.0	21.9
Release of semen	9.3	2.0	12.4	1.4
Not answered	1.4	0.9	2.5	1.5
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N*	**8786**	**6421**	**1037**	**711**

** The figures are calculated after excluding the data from Madhya Pradesh.*

Definition of menstruation: Teachers' response

The majority of teachers responded correctly to the definition of menstruation. A considerable proportion of them think that menstruation is 'release of egg from ovary' and 'dirty blood comes out of the body'. A considerable difference in knowledge level of nodal and non-nodal teachers was observed. The level of difference was highest in JNV (18% points) followed by KV (10% points).

In comparison to AEP teachers less than 60% non-AEP teachers answered correctly about menstruation.10% of them thought that it is 'dirty blood coming out of the body'.

There was a considerable gap of knowledge between students and nodal teachers of AEP schools. In JNV, a gap of around 26% points; in private-case schools, gap of 19% points; and in KV gap of 12% points was observed. However, the gap between students and non-nodal teachers' knowledge levels (in AEP schools) was reduced on comparing their respective percentages.

Table 5.3.3: Percent distribution of teachers: Knowledge about the definition of menstruation (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Periodic shedding of blood and tissue from uterus	72.4	62.6	84.0	66.1	81.1	78.9	**78.8**	**68.5**	59.3
When egg is released from ovary	20.0	26.8	11.7	19.7	12.2	14.8	**15.0**	**20.8**	30.5
Dirty blood coming out of the body	3.8	5.6	4.3	8.7	2.7	4.9	**3.7**	**6.5**	10.2
Release of semen	3.8	3.9	0.0	4.9	4.1	1.4	**2.6**	**3.6**	0.0
Not answered	0.0	1.1	0.0	0.5	0.0	0.0	**0.0**	**0.6**	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N*	**105**	**179**	**94**	**183**	**74**	**142**	**273**	**504**	**59**

** The figures are calculated after excluding the data from Madhya Pradesh.*

The disaggregated data on knowledge about the definition of menstruation showed that more percentage of female teachers knew about it than their male counterparts in AEP schools. The percentage of nodal male and female teachers who answered correctly was 73% and 83%

respectively, percentages marginally higher than the figure for their non-nodal counterparts (64% and 73% male and female, respectively).

Table 5.3.4: Percent distribution of teachers: Knowledge about the definition of menstruation (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Periodic shedding of blood and tissue from uterus	73.3	64.3	82.8	73.2	60.0	59.1
When egg is released from ovary	15.5	21.2	14.6	20.4	33.3	29.5
Dirty blood coming out of the body	6.0	7.8	1.9	5.1	6.7	11.4
Release of semen	5.2	5.9	0.6	0.9	0.0	0.0
Not answered	0.0	0.7	0.0	0.4	0.0	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N*	**116**	**269**	**157**	**235**	**15**	**44**

** The figures are calculated after excluding the data from Madhya Pradesh.*

Statements on menstruation: Students' response

In the following table, the students were given five statements with regard to menstruation. Their responses were analyzed against the category of school systems.

Broadly speaking, significantly higher percentage of AEP students mentioned that 'menstruation is a normal process for adolescent girls and women' and 'during menstruation a girl/woman should not be isolated' than non-AEP students. This difference was primarily due to high percentage of JNV students who had picked these two options. If the percentage of JNV students is removed, not much of difference in percentage is observed between the case and control schools.

In the AEP schools, cumulatively, 63% students said that 'it is a normal process for adolescent girls and women'; 44% said that 'menstruating females should not be isolated'. But less than one-third of the total students said that 'menstruating females can continue with sports activities' (29%) and 'they should be free to visit sacred places' (26%). Over 50% JNV students said that 'menstruating females should not be isolated'. This figure was considerably higher than KV and private-case school students (39% each).

The non-AEP school students followed the same trend as AEP students. 56% students mentioned it to be a 'normal process for adolescent girls and women of childbearing age' and 32% believed that 'during menstruation a girl/woman should not be isolated'. Like their AEP counterparts, fewer non-AEP students said that 'menstruating females can continue with sports' (about 24%); and 'menstruating females should be free to visit sacred places' (21%).

Table 5.3.5: Percent distribution of students: Knowledge on the different statements related to menstruation (by category of school)

Statements about facts of menstruation	AEP Schools				Non-AEP
	KV	JNV	Private	Total	Private
It is a normal process for adolescent girls and women of childbearing age	58.1	69.1	61.3	**63.3**	56.3
During menstrual periods a girl/ woman can continue with sports activities	28.1	30.7	28.0	**29.1**	23.8
During menstruation a girl/woman should be free to visit sacred places	24.4	28.9	25.0	**26.3**	20.7
During menstruation a girl/woman should not touch pickles	14.3	12.7	13.6	**13.5**	14.5
During menstruation a girl/woman should not be isolated	38.8	50.6	39.0	**43.5**	32.1
Don't know	17.0	10.3	17.7	**14.5**	20.0
Not answered	1.4	0.6	0.9	**1.1**	1.3
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

On disaggregating the data gender-wise in AEP schools, considerable difference was found in the level of knowledge between female and male students. A relatively, higher percentage of female students mentioned that 'it is a normal process for adolescent girls and women of childbearing age', 'menstruating females can continue with sports', 'a girl/woman should be free to visit sacred places', and 'menstruating females should not be isolated' than male students. But at the same time, a marginally higher proportion of girls also mentioned that 'during menstruation a girl/woman should not touch pickles'.

In non-AEP schools as well, considerable difference was found between the level of knowledge of female and male students in response to statements like 'it is a normal process for adolescent girls and women of childbearing age', 'menstruating females can continue with sports', 'menstruating women should be free to visit sacred places', and 'menstruating females should not be isolated'. As seen in the case of AEP schools, in non-AEP schools, a slightly higher proportion of girls mentioned 'during menstruation a girl/woman should not touch pickles'.

Table 5.3.6: Percent distribution of students: Knowledge on the different statements related to menstruation (by gender)

Statements about facts of menstruation	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
It is a normal process for adolescent girls and women of childbearing age	60.1	67.7	53.3	60.9
During menstrual periods a girl/ woman can continue with sports activities	21.2	40.1	16.7	34.9
During menstruation a girl/woman should be free to visit sacred places	24.5	28.9	18.4	24.2
During menstruation a girl/woman should not touch pickles	9.8	18.6	10.5	20.6
During menstruation a girl/woman should not be isolated	36.2	53.7	25.1	42.8
Don't know	20.2	6.5	25.5	11.5
Not answered	1.2	0.6	1.6	0.8
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Statements on menstruation: Teachers' response

A, considerable knowledge gap was observed between the teachers and students in both AEP and non-AEP schools with regard to different statements related to menstruation. With respect to statements such as 'a girl/woman can continue with sports activities during menstruation' and 'it is a normal process for adolescent girls and women of childbearing age', a gap of 35% points and 29% points, respectively, was observed between nodal teachers and AEP students.

A relatively higher percentage of nodal teachers mentioned that during menstrual periods girl/woman 'can continue with sports activities' and 'should be free to visit sacred places' in comparison to non-nodal AEP teachers and non-AEP teachers.

Less than 50% nodal teachers across schools said that 'during menstruation a girl/woman should be free to visit sacred places'. The percentage was much lower for non-nodal AEP teachers and non-AEP teachers.

Table 5.3.7: Percent distribution of teachers: Knowledge on the different statements related to menstruation (by category of school)

Statements about facts of menstruation	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
It is a normal process for adolescent girls and women of childbearing age	91.8	88.2	90.5	87.0	93.4	88.0	**91.8**	**87.7**	89.2
During menstrual periods a girl/ woman can continue with sports activities	65.6	59.2	59.5	43.3	67.0	56.3	**63.8**	**52.6**	47.0
During menstruation a girl/woman should be free to visit sacred places	44.3	43.9	44.8	33.2	45.1	36.5	**44.7**	**37.8**	24.1
During menstruation a girl/woman should not touch pickles	5.7	5.7	6.0	6.3	6.6	5.2	**6.1**	**5.8**	2.4
During menstruation a girl/woman should not be isolated	61.5	62.3	52.6	55.9	60.4	65.1	**58.1**	**60.8**	57.8
Don't know	0.8	2.2	1.7	0.4	0.0	1.0	**0.9**	**1.2**	2.4
Not answered	0.0	0.9	0.9	0.4	0.0	0.5	**0.3**	**0.6**	1.2
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

On disaggregating the data on the basis of gender, considerably higher percentage of female teachers across school systems including AEP and non-AEP schools mentioned that 'a girl/ woman can continue with sports activities during menstruation'. A significantly low percentage of non-AEP male teachers (12%) mentioned that 'a girl/woman should be free to visit sacred places during menstruation.

Table 5.3.8: Percent distribution of teachers: Knowledge on the different statements related to menstruation (by gender)

Statements about facts of menstruation	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
It is a normal process for adolescent girls and women of childbearing age	88.2	86.3	94.6	89.2	84.6	91.2
During menstrual periods a girl/ woman can continue with sports activities	54.9	43.9	70.8	62.1	34.6	52.6
During menstruation a girl/woman should be free to visit sacred places	45.1	36.9	44.3	38.9	11.5	29.8
During menstruation a girl/woman should not touch pickles	8.3	8.1	4.3	3.2	0.0	3.5
During menstruation a girl/woman should not be isolated	56.3	58.1	59.5	63.7	61.5	56.1
Don't know	1.4	2.0	0.5	0.3	3.8	1.8
Not answered	0.7	0.9	0.0	0.3	3.8	0.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Pregnancy after first sexual intercourse: Students' response

In the following table, the students' knowledge on whether a woman can get pregnant the very first time she has sexual intercourse (in case no birth control method is being used) was explored. Analysis of disaggregated data on the basis of the category of school shows that 42% students of AEP and 41% non-AEP students replied that a woman can get pregnant the very first time she has sexual intercourse. Not much of a differential in percentage of students who said yes was found across the three school systems including non -AEP schools.

Table 5.3.9: Percent distribution of students: 'Can a woman get pregnant the very first time she has sexual intercourse, in case no birth control method is being used?' (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Yes	41.3	41.3	43.3	**41.9**	40.2
No	13.0	21.1	13.6	**16.4**	13.4
Don't Know	45.7	37.6	43.1	**41.8**	46.3
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

The analysis of disaggregated data against the gender shows considerable difference between the male and female students in both AEP and non-AEP schools. A higher proportion of male students (both AEP and non -AEP schools) said that the 'woman can get pregnant the very first time she has sexual intercourse' in comparison to female students. Compared to their male counterparts, a significantly higher proportion of female students in (AEP and non-AEP schools) did not know about this phenomenon.

Table 5.3.10: Percent distribution of students: 'Can a woman get pregnant the very first time she has sexual intercourse, in case no birth control method is being used?' (by gender)

	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Yes	47.4	34.1	48.1	28.2
No	18.9	12.8	15.8	9.9
Don't Know	33.8	53.1	36.2	61.9
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

Pregnancy after first sexual intercourse: Teachers' response

School-wise disaggregation shows that 75% nodal teachers as against 68% non-nodal teachers in AEP schools said that 'a woman can get pregnant after first sexual intercourse'. The percentage of non-nodal AEP teachers was only marginally less than their nodal counterparts. In non-AEP schools, 55% teachers responded yes to the same question.

The difference between the nodal teachers and AEP students' response was significantly high with respect to those who responded who said that 'a woman can get pregnant after first sexual intercourse'. In KV and private-case schools, the difference was of 36% points each while in JNV it was of 29% points.

Table 5.3.11: Percent distribution of teachers: 'Can a woman get pregnant the very first time she has sexual intercourse, in case no birth control method is being used?' (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Yes	77.0	67.1	70.7	63.4	79.1	74.5	**75.4**	**67.9**	55.4
No	18.9	21.1	22.4	26.9	19.8	16.7	**20.4**	**21.9**	33.7
Don't Know	4.1	11.8	6.9	9.7	1.1	8.9	**4.3**	**10.2**	10.8
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

The gender-wise disaggregated data showed marginally high percentage of non-nodal AEP female teachers who mentioned that 'a woman can get pregnant after first sexual intercourse' than non-nodal AEP male teachers. Overall, not much of difference was observed between male and female teachers across all school systems in AEP as well as non -AEP schools.

Table 5.3.12: Percent distribution of teachers: 'Can a woman get pregnant the very first time she has sexual intercourse in case no birth control method is being used?' (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Yes	77.8	65.4	73.5	70.7	57.7	54.4
No	18.1	23.8	22.2	19.7	30.8	35.1
Don't Know	4.2	10.8	4.3	9.6	11.5	10.5
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

5.4 Sources of Information on Reproduction and Contraception

Sources of Information on Reproduction and Contraception: Students' response

The following table gives description about the sources of information from which students have come to know about reproduction (human reproductive system) and/or contraception (birth control). So far as gaining knowledge on reproduction is concerned, the highest percentage of AEP students enlisted teachers, books/magazines and friends (in decreasing order) as the source of information. Even IIPS's Population Council Youth Survey, 2006-07 shows that 45% male and 27% female consider teacher as the most appropriate person to transact education of family life matters.

A considerable proportion of students (41%) also listed AEP amongst their sources. At home, the mother (38%) was found to be the most prominent source. The non-AEP students also followed the same sequence as AEP students in naming their most prominent sources of information. Of course, AEP figured much less as a source of information for students of non-AEP schools.

With regard to contraception, for highest percentage of AEP as well as non-AEP students, books/ magazines and teachers emerged as the major sources of information.

Table 5.4.1: Percent distribution of students: Source of information on reproduction and contraception (by category of school)

		AEP Schools				Non-AEP
		KV	JNV	Private	Total	Private
Mother	Reproduction	42.4	34.3	39.5	**38.4**	35.4
	Contraception	26.9	31.5	23.4	**27.7**	25.0
Father	Reproduction	19.9	19.7	14.3	**18.3**	18.1
	Contraception	17.3	22.5	14.7	**18.6**	16.5
Friends	Reproduction	57.6	65.7	54.8	**60.0**	56.0
	Contraception	38.3	49.7	39.1	**43.0**	38.9
Teacher	Reproduction	62.8	73.3	62.7	**66.9**	59.0
	Contraception	50.3	65.9	52.4	**57.0**	49.4
Books/ magazines	Reproduction	60.8	71.0	59.4	**64.4**	58.1
	Contraception	53.8	68.1	54.3	**59.6**	51.2
Films	Reproduction	43.9	48.2	43.4	**45.4**	43.6
	Contraception	35.2	44.9	36.1	**39.3**	36.3
AEP material	Reproduction	41.5	47.1	33.1	**41.4**	21.5
	Contraception	36.7	47.1	29.9	**38.9**	22.3
Internet	Reproduction	46.5	48.1	44.6	**46.6**	46.0
	Contraception	37.0	44.7	36.4	**39.9**	36.7
Health provider	Reproduction	38.6	49.9	33.4	**41.6**	33.2
	Contraception	38.7	53.4	34.1	**43.2**	34.5
Brother/sister	Reproduction	25.4	26.3	23.5	**25.2**	21.7
	Contraception	21.3	28.7	20.6	**24.0**	21.6
Grandmother/ Grandfather	Reproduction	20.3	20.8	16.1	**19.4**	18.0
	Contraception	17.1	22.7	15.4	**18.8**	16.2
Counsellor	Reproduction	28.9	32.1	25.2	**29.2**	24.5
	Contraception	25.6	34.6	24.0	**28.7**	24.5
Nobody	Reproduction	11.3	7.9	11.2	**9.9**	12.0
	Contraception	12.6	9.9	11.8	**11.3**	14.4

On disaggregating the data on the basis of students' gender, considerable difference of percentage was observed between the female and male students in both AEP (19% male and 65% female) and non-AEP schools (20% male and 59% female) so far as seeking information on reproduction from the mother was concerned. This percentage dropped considerably for female students when seeking information on contraception from the mother (23% male and 34% female in AEP; and 23% male and 28% female in non-AEP). In fact, a marginally higher percentage of male students (AEP and non-AEP) asked their mother about contraception than reproduction.

Fathers were more or less equally not approached by both male and female students on the issue of reproduction (51% male and 15% female in AEP) and contraception (22% male and 14% female in non-AEP).

Relatively higher percentage of male students in both AEP and non-AEP schools approached their friends than their respective female counterparts.

A comparatively, lower percentage of non -AEP female students (55%) spoke of seeking information on reproduction from books/magazines. A sharp fall of around 11% points was seen in case of non-AEP male students on mentioning books and magazines as source of information on rep roduction (60%) and contraception (49%).

In case of AEP material, a relatively higher percentage of male students spoke of receiving information from it (both for reproduction as well as contraception) as compared to their female colleagues. The internet was also found to be used as a source of information on reproduction and contraception more by male students than female students in both AEP as well as non-AEP schools.

A greater percentage of female students were found to be seeking information on rep roduction from their siblings whereas relatively more male students sought information on contraception from them.

Table 5.4.2: Percent distribution of students: Source of information on reproduction and contraception (by gender)

		AEP Schools		Non-AEP	
		Male	**Female**	**Male**	**Female**
Mother	Reproduction	19.3	65.2	20.4	58.7
	Contraception	23.2	34.0	23.1	27.9
Father	Reproduction	20.6	15.0	21.6	12.6
	Contraception	22.0	13.8	20.2	11.0
Friends	Reproduction	63.7	54.8	59.8	50.2
	Contraception	46.3	38.4	41.8	34.6
Teacher	Reproduction	66.9	67.0	57.7	60.9
	Contraception	60.6	52.0	51.0	46.9
Books/ magazines	Reproduction	66.0	62.2	60.1	54.9
	Contraception	60.7	58.0	49.3	54.1
Films	Reproduction	50.4	38.5	50.4	33.1
	Contraception	41.1	36.6	38.9	32.3
AEP material	Reproduction	42.7	39.5	23.7	18.0
	Contraception	42.1	34.6	25.4	17.6
Internet	Reproduction	53.4	37.1	54.6	32.7
	Contraception	44.2	33.8	40.6	30.8
Health provider	Reproduction	39.9	44.1	34.1	31.8
	Contraception	45.2	40.4	38.8	27.7
Brother/ sister	Reproduction	21.3	30.8	20.6	23.5
	Contraception	24.8	22.9	24.4	17.2
Grandmother/ Grandfather	Reproduction	15.7	24.5	16.8	19.7
	Contraception	20.9	16.0	18.4	12.8
Counsellor	Reproduction	31.2	26.3	25.8	22.6
	Contraception	31.7	24.5	27.0	20.7
Nobody	Reproduction	10.7	8.9	13.9	9.1
	Contraception	11.7	10.9	15.9	12.0

Sources of Information on Reproduction and Contraception – Teachers' response

School-wise disaggregated data on teachers' sources of information on themes of reproduction and contraception shows that AEP material is the source of information on reproduction for 63% nodal teachers from KV, 67% from JNV and 55% from private-case schools. More or less same percentage was mentioned for contraception as well.

In comparison to teachers from other case schools including non-nodal teachers, when seeking information on reproduction, a relatively lower percentage of JNV teachers (nodal and non-nodal) marked mother. Also a relatively lower percentage of non-AEP teachers (17%) mentioned seeking information on contraception from mothers.

Barring nodal teachers from KVs, 70% or more teachers across all sub-categories notified books and magazines as source of information on reproduction. A comparatively higher percentage of JNV teachers mentioned that they seek information from the internet for both reproduction and contraception.

A significant difference between students' and teachers' responses on sources of information was observed wherein a higher percentage of teachers mentioned AEP m aterials as compared to students. Also higher percentage of teachers mentioned about mothers as source of information on reproduction as against students.

A considerably higher proportion of students mentioned friends (reproduction) and teachers (contraception) as the sources of information as compared to teachers.

Table 5.4.3: Percent distribution of teachers: Source of information on reproduction and contraception (by category of school)

		AEP Schools								Non-AEP
		KV		JNV		Private		Total		Private
		N	NN	N	NN	N	NN	N	NN	NN
Mother	Reproduction	56.6	41.6	47.4	40.5	59.3	64.2	**54.1**	**47.8**	53.8
	Contraception	29.5	22.1	26.7	20.3	26.4	33.2	**27.7**	**24.7**	16.7
Father	Reproduction	13.1	9.7	19.0	11.8	13.2	10.0	**15.2**	**10.6**	10.3
	Contraception	13.9	10.2	15.5	14.8	9.9	13.2	**13.4**	**12.7**	6.4
Friends	Reproduction	41.8	50.4	50.9	52.7	50.5	45.3	**47.4**	**49.8**	53.8
	Contraception	41.0	53.5	53.4	55.7	40.7	46.3	**45.3**	**52.2**	53.8
Teacher	Reproduction	54.9	42.9	64.7	47.7	54.9	52.1	**58.4**	**47.3**	46.2
	Contraception	33.6	37.2	56.0	40.5	38.5	37.4	**42.9**	**38.4**	30.8
Books/ magazines	Reproduction	64.8	71.7	74.1	73.8	72.5	70.0	**70.2**	**72.0**	75.6
	Contraception	60.7	68.6	76.7	68.4	69.2	73.2	**68.7**	**69.8**	66.7
Films	Reproduction	29.5	27.4	44.8	38.4	33.0	23.7	**35.9**	**30.3**	43.6
	Contraception	26.2	34.1	45.7	43.0	35.2	30.0	**35.6**	**36.1**	35.9
AEP material	Reproduction	63.1	33.6	67.2	42.2	54.9	34.7	**62.3**	**37.1**	24.4
	Contraception	62.3	37.2	70.7	43.0	53.8	36.8	**62.9**	**39.2**	21.8
Internet	Reproduction	37.7	31.0	52.6	37.6	49.5	42.1	**46.2**	**36.6**	29.5
	Contraception	37.7	33.2	52.6	40.5	45.1	36.8	**45.0**	**36.9**	25.6
Health provider	Reproduction	49.2	51.8	56.9	49.4	49.5	48.4	**52.0**	**49.9**	33.3
	Contraception	52.5	59.7	69.0	57.8	57.1	57.9	**59.6**	**58.5**	44.9
Brother/ sister	Reproduction	13.9	18.6	22.4	22.4	17.6	20.0	**17.9**	**20.4**	23.1
	Contraception	10.7	17.3	23.3	19.8	14.3	16.8	**16.1**	**18.1**	15.4
Grandmother /grandfather	Reproduction	17.2	13.7	27.6	18.1	18.7	16.8	**21.3**	**16.2**	11.5
	Contraception	8.2	10.2	18.1	15.2	6.6	8.9	**11.2**	**11.6**	3.8
Counsellor	Reproduction	35.2	24.8	37.9	30.4	40.7	31.6	**37.7**	**28.8**	20.5
	Contraception	36.9	24.8	45.7	32.9	37.4	33.2	**40.1**	**30.2**	26.9
Nobody	Reproduction	3.3	3.5	2.6	3.0	3.3	3.7	**3.0**	**3.4**	5.1
	Contraception	4.1	2.2	1.7	2.1	5.5	4.2	**3.6**	**2.8**	2.6
Total N		**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

Findings show the difference in opinions of male and female teachers in AEP as well as non-AEP schools. A considerably, higher percentage of female teachers (like female students) considered mothers to be a source of information on reproduction than their male counterparts. Also in terms of considering fathers as source of information on reproduction, a difference in percentage between male and female teachers was observed. On the other hand, a relatively higher percentage of male teachers considered friends as a source of information on contraception as against female teachers.

A comparatively, higher percentage of nodal female teachers (61%) and non-AEP female teachers (51%) mentioned the teacher was a source of information on reproduction than their respective male counterparts.

Table 5.4.4: Percent distribution of teachers: Source of information on reproduction and contraception (by gender)

		AEP Schools				Non-AEP	
		Male		Female		Male	Female
		N	NN	N	NN	NN	NN
Mother	Reproduction	37.5	27.6	67.0	69.6	20.0	69.8
	Contraception	21.5	17.4	32.4	32.6	0.0	24.5
Father	Reproduction	22.9	12.6	9.2	8.3	16.0	7.5
	Contraception	20.8	17.1	7.6	8.0	4.0	7.5
Friends	Reproduction	48.6	56.5	46.5	42.5	56.0	52.8
	Contraception	50.7	62.1	41.1	41.5	64.0	49.1
Teacher	Reproduction	54.9	45.0	61.1	49.8	36.0	50.9
	Contraception	47.9	42.6	38.9	33.9	28.0	32.1
Books/magazines	Reproduction	70.8	72.4	69.7	71.6	80.0	73.6
	Contraception	75	72.9	63.8	66.5	64.0	67.9
Films	Reproduction	38.9	36.8	33.5	23.3	44.0	43.4
	Contraception	38.2	43.2	33.5	28.4	40.0	34.0
AEP material	Reproduction	63.2	38.5	61.6	35.5	24.0	24.5
	Contraception	68.1	43.5	58.9	34.5	20.0	22.6
Internet	Reproduction	45.8	39.7	46.5	33.2	28.0	30.2
	Contraception	47.2	42.1	43.2	31.3	24.0	26.4
Health provider	Reproduction	48.6	46.5	54.6	53.7	32.0	34.0
	Contraception	59.7	58.5	59.5	58.5	40.0	47.2
Brother/sister	Reproduction	14.6	18.5	20.5	22.4	8.0	30.2
	Contraception	16.7	18.2	15.7	17.9	8.0	18.9
Grandmother/ grandfather	Reproduction	25	17.6	18.4	14.7	12.0	11.3
	Contraception	11.8	14.4	10.8	8.6	0.0	5.7
Counsellor	Reproduction	34	31.8	40.5	25.6	20.0	20.8
	Contraception	38.9	35.3	41.1	24.6	24.0	28.3
Nobody	Reproduction	2.8	3.2	3.2	3.5	8.0	3.8
	Contraception	3.5	2.4	3.8	3.2	4.0	1.9
Total N		**144**	**344**	**185**	**314**	**26**	**57**

5.5 Knowledge of Anemia and Nutrition during Addescence

Knowledge of Anemia and Nutrition during Adolescence: Students' response

The following table provides information on the level of students' knowledge on anemia. As per the definition, anemia is an ailment caused by a low hemoglobin count in the blood. School-wise disaggregated data shows a relatively higher percentage of AEP students (60%) mentioned that 'anemia patients have a low hemoglobin count in their blood' as compared to non-AEP students (52%). Further, not a huge difference in percentage was observed between different school systems under AEP.

In AEP schools, 70% students opted for green leafy and iron -rich vegetables as against 62% non-AEP students. The break-up of data into school systems suggests that a relatively higher percentage of students from JNVs (76%) reported on the importance of green leafy and iron-rich vegetables than their KV (65%) and private-case (68%) school counterparts.

Table 5.5.1: Percent distribution of students: Knowledge of anemia and nutrition during adolescence (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Anemia patients have a low hemoglobin count in their blood	59.4	61.8	56.7	**59.6**	51.6
Majority of Indian adolescents suffer from anemia	21.1	23.5	20.9	**22.0**	18.1
It is important to include green leafy vegetables and other iron-rich vegetable in the diet of anemia patients	64.5	75.5	68.0	**69.8**	61.9
Anemia patients should take iron tablets, and not bother about a nutritious diet	18.8	24.5	14.9	**20.0**	15.6
Anemia is not a serious health concern	9.3	7.6	7.3	**8.1**	8.3
Not answered	2.1	1.3	2.6	**1.9**	2.7
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

The following table assesses students' knowledge of anemia on the basis of gender. Overall, a higher percentage of female students in AEP as well as non-AEP schools mentioned that 'anemia patients have a low hemoglobin count in their blood', and 'it is important to include green leafy vegetables and other iron -rich vegetable in the diet of anemia patients'.

In AEP schools, 10% male students as against 6% female students stated that 'anemia is not a serious health concern'.

Table 5.5.2: Percent distribution of students - Knowledge of anemia and nutrition during adolescence (by gender)

	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Anemia patients have a low hemoglobin count in their blood	58.1	61.8	49.6	54.6
Majority of Indian adolescents suffer from anemia	21.7	22.4	19.3	16.3
It is important to include green leafy vegetables and other iron -rich vegetable in the diet of anemia patients	65.9	75.2	57.3	68.9
Anemia patients should take iron tablets, and not bother about nutritious diet	20.8	18.7	16.6	14.0
Anemia is not a serious health concern	10.0	5.5	9.1	7.2
Not answered	2.2	1.5	2.5	2.9
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Knowledge of Anemia and Nutrition during Adolescence: Teachers' response

School-wise disaggregated shows that over 80% of all teachers across all school systems, including AEP and non-AEP said that 'anemia patients have a low hemoglobin count in their blood ' and 'it is important to include green leafy vegetables and other iron-rich vegetable in the diet of anemia patients'.

Like students, the highest percentage of teachers also mentioned these two statements viz: 'anemia patients have low hemoglobin count' and 'it is important to include green leafy vegetables and other iron-rich vegetable in the diet'. But a considerable difference was found b etween them with respect to these knowledge statements.

Table 5.5.3: Percent distribution of teachers: Knowledge of anemia and nutrition during adolescence (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Anemia patients have low hemoglobin count in their blood	86.1	84.6	85.3	84.9	85.7	85.4	**85.7**	**85.0**	81.9
Majority of Indian adolescents suffer from anemia	45.1	40.4	36.2	33.2	36.3	36.5	**39.5**	**36.6**	19.3
It is important to include green leafy vegetables an d other iron-rich vegetable in the diet of anemia patients	88.5	89.0	87.1	87.0	87.9	90.1	**87.8**	**88.6**	86.7
Anemia patients should take iron tablets, and not bother about nutritious diet	13.9	15.4	18.1	21.0	16.5	5.7	**16.1**	**14.6**	10.8
Anemia is not a serious health concern	8.2	4.8	8.6	1.7	8.8	5.2	**8.5**	**3.8**	4.8
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

On disaggregating the gender-wise anemia data, not much difference was observed between male and female teachers in both AEP and non-AEP schools. However, a marginally higher number of female teachers in AEP schools, both nodal and non-nodal said that it is important to include green leafy vegetables and other iron-rich vegetable in the diet. Not many non-AEP male (12%) and even female (23%) teachers knew that majority of Indian adolescents suffer from anemia.

Table 5.5.4: Percent distribution of teachers: Knowledge of anemia and nutrition during adolescence (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Anemia patients have low hemoglobin count in their blood	81.9	80.8	88.6	89.5	88.5	78.9
Majority of Indian adolescents suffer from anemia	36.8	33.7	41.6	39.8	11.5	22.8
It is important to include green leafy vegetables and other iron-rich vegetable in the diet of anemia patients	82.6	86.0	91.9	91.4	92.3	84.2
Anemia patients should take iron tablets, and not bother about nutritious diet	20.8	19.8	12.4	8.9	19.2	7.0
Anemia is not a serious health concern	11.1	2.9	6.5	4.8	3.8	5.3
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

5.6 Decision -making Skills

When a student doesn't do well in exams: Students' response

On disaggregating data against category of school, in the AEP schools, 68% students said that they 'resolve to study harder', followed by 60% of students who 'seek help from a friend who is good at the subject'.

A higher proportion of students in JNV (74%) said that 'they seek help from a friend', as against 52% in KV and 50% in private-case schools.

Overall the proportion of positive responses among non -AEP school students was lower than the responses from AEP school students.

Table 5.6.1: Percent distribution of students: Response if a student doesn't do well in a subject at school (by category of school)

	AEP Schools				Non-AEP
	KV	JNV	Private	Total	Private
Resolve to study harder	66.6	70.7	66.6	**68.2**	62.5
Seek help from a friend who is good at that subject	51.5	73.8	49.7	**59.8**	46.7
Ask my parents or teacher for help next time	42.3	49.1	40.9	**44.6**	38.8
Not let it bother me	10.6	13.9	9.3	**11.5**	10.4
Feel tense, worry and try not to talk about it	21.4	18.5	21.1	**20.2**	19.5
Try to hide my marks.	8.8	6.1	7.9	**7.5**	8.0
Not answered	0.6	0.4	0.9	**0.6**	1.0
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Gender-wise disaggregated analysis shows that in both AEP and non -AEP schools, a comparatively higher proportion of female students mentioned about 'resolve to study harder', seek help from a friend who is good at that subject', and 'ask parents or teacher for help next time'.

On the other hand, a relatively higher proportion of male students in AEP and non-AEP schools mentioned that 'won't let it bother them if they do not do well' and 'try to hide marks'.

Table 5.6.2: Percent distribution of students: Response if a student doesn't do well in a subject at school (by gender)

	AEP Schools		Non-AEP Schools	
	Male	**Female**	**Male**	**Female**
Resolve to study harder	65.6	71.8	58.6	68.4
Seek help from a friend who is good at that subject	56.8	64.0	45.5	48.5
Ask my parents or teacher for help next time	42.4	47.7	38.2	39.8
Not let it bother me	13.3	9.0	12.4	7.3
Feel tense, worry and try not to talk about it	19.8	20.7	19.1	20.2
Try to hide my marks.	8.5	6.2	7.8	8.3
Not answered	0.6	0.6	0.9	1.0
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

When a student doesn't do well in exams: Teachers' response

The following table assesses teachers' response to the question if a student doesn't do well in exams at school. Findings show that the majority of teachers across all school systems including AEP and non-AEP opted for – 'ask their parents or teacher for help' and/or 'they seek help from a friend who is good at that subject'.

There was not much of difference in percentage amongst the nodal teachers in the three school systems who mentioned that the 'students should ask their parents or teachers for help'. The highest percentage of JNV nodal teachers (67%) mentioned that they 'seek help from a friend who is good at that subject' and a relatively higher percentage of private nodal teachers (44%) across AEP schools mentioned that students 'resolve to study harder'.

There was an apparent contrast between the decision taken up by the students and the teachers in response to a common situation. As compared to teachers, a significantly high proportion of students said that 'they resolve to study harder' whereas a higher proportion of teachers said that 'students ask their parents or teachers for help'. The students' response reflected more self-reliance whereas the teachers' response showed that they expected students to fall back on their parents and teachers for support. A further significant difference was also observed with regard to 'students try to hide their marks'.

Table 5.6.3: Percent distribution of teachers: Response if a student doesn't do well in a subject at school (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Resolve to study harder	31.1	31.6	37.9	33.2	44.0	31.3	**37.1**	**32.1**	32.5
They seek help from a friend who is good at that subject	50.0	44.7	67.2	62.6	49.5	57.8	**55.9**	**55.0**	42.2
Ask their parents or teacher for help	55.7	43.9	54.3	48.3	56.0	52.6	**55.3**	**48.0**	49.4
It does not bother them	5.7	8.3	6.0	3.4	7.7	3.1	**6.4**	**5.0**	6.0
Feel tense, worry and try not to talk about it	35.2	40.8	29.3	40.8	30.8	34.4	**31.9**	**38.9**	34.9
They try to hide their marks	35.2	43.9	30.2	36.1	38.5	46.4	**34.3**	**41.8**	42.2
Not answered	0.0	0.9	0.0	0.4	0.0	0.5	**0.0**	**0.6**	0.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The disaggregated data on the basis of gender shows a relatively higher proportion of female teachers in the AEP as well as non -AEP schools said that the students would 'try to hide their marks' than their respective male colleagues. However, such a difference of opinion was not observed between male and female students in both AEP and non-AEP schools.

Table 5.6.4: Percent distribution of teachers: Response if a student doesn't do well in a subject at school (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Resolve to study harder	34.7	30.8	38.9	33.4	26.9	35.1
They seek help from a friend who is good at that subject	57.6	53.2	54.6	57.0	34.6	45.6
Ask their parents or teacher for help	58.3	50.3	53.0	45.5	65.4	42.1
It does not bother them	3.5	4.9	8.6	5.1	11.5	3.5
Feel tense, worry and try not to talk about it	29.2	41.0	34.1	36.6	42.3	31.6
They try to hide their marks	27.1	39.5	40.0	44.3	23.1	50.9
Not answered	0.0	0.6	0.0	0.6	0.0	0.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Class till which students want to study

The following table assesses the decisions students take about the level/class till which they wants to study. Most students in AEP as well as non-AEP schools want to complete a professional degree or diploma. Within AEP schools, a relatively higher percentage of JNV students want to study 'more than post graduation' (29%) whereas more students from KV (46%) and private-case schools (48%) want to pursue a 'professional degree/diploma'.

Table 5.6.5: Percent distribution of students: View on till which class the student wants to study (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Up to Class 12	4.0	2.1	2.9	3.0	3.7
Up to graduation	4.9	3.5	4.5	4.2	3.8
Up to post-graduation	6.8	6.6	7.5	6.9	7.6
More than post-graduation	25.0	29.0	24.3	26.4	22.6
Professional degree/diploma	45.7	42.9	47.9	45.2	48.2
Don't know	13.7	15.9	13.0	14.3	14.3
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

Disaggregated analysis by gender shows that in AEP schools a higher proportion of female students (49%) want to complete a professional degree/ diploma as compared to 42% of male students. Within non-AEP schools, almost 48% of male as well as female students want to opt for higher studies.

Table 5.6.6: Percent distribution of students: View on till which class the student wants to study (by gender)

	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Up to Class 12	4.0	1.6	5.3	1.2
Up to graduation	5.2	2.8	4.5	2.6
Up to post-graduation	7.7	5.7	9.1	5.1
More than post-graduation	25.6	27.5	20.1	26.4
Professional degree/diploma	42.1	49.4	48.0	48.5
Don't know	15.3	13.0	13.0	16.2
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

Decision of how much education one should have

Students were asked about their view on who they think will decide till which class the student should study. Majority of the students (87% AEP and 85% non-AEP) mentioned that 'they will decide on their own' till which class they want to study.

A relatively higher proportion of JNV students across all school systems including non-AEP schools mentioned that the father (40%) and mother (29%) may decide till which class they should study.

Table 5.6.7: Percent distribution of students: Response on who will decide till which class the student will study? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Self	84.1	89.7	86.7	**87.0**	84.5
Father	37.0	39.9	32.5	**36.9**	30.1
Mother	25.3	29.4	24.2	**26.6**	19.9
Spouse/in-laws	2.8	2.8	2.4	**2.7**	2.6
Others	2.5	5.5	2.5	**3.7**	2.6
Don't know	2.7	1.8	2.4	**2.3**	3.2
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis by gender shows that overall a higher proportion of female students responded saying they took the decision themselves on the level of educational they wished to have as compared to male students. A considerable proportion of students, 35% male and 40% female, in AEP schools also mentioned that their father will play a part in deciding about on their education. In comparison to this 29% of male and 31% of female students in non-AEP schools mentioned role of father in deciding about their education.

Table 5.6.8: Percent distribution of students: 'Response on who will decide till which class the student will study?' (by gender)

	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Self	85.4	89.2	83.4	86.3
Father	34.8	40.0	29.4	31.1
Mother	24.0	30.3	18.4	22.1
Spouse/in-laws	2.7	2.6	2.5	2.7
Others	4.4	2.7	3.1	1.9
Don't know	2.7	1.7	3.3	3.1
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

5.7 Key Findings

5.7.1 Students' Experiences of Adolescence and Teachers' Perceptions

Students reported far higher levels of positive rather than negative experiences during adolescence. Curiosity, joy and maturity were the top three experiences reported by students, in AEP and non-AEP school. It is significant that students reported overwhelmingly positive experiences of adolescence.

We can estimate some positive impact of AEP, though it is only marginal. AEP students (across all three school systems), gave higher ratings for positive experiences than non-AEP students on several counts: curiosity, maturity, self-expression and major bodily changes. Non-AEP students (across all school systems) rated only one positive experience, that is, joy, significantly higher than AEP students.

AEP students reported marginally lower levels of negative experiences than non-AEP students: less of crisis, danger, stress, trouble with parents and restrictions (too many dos and don'ts). This indicates possible positive impact of AEP in encouraging curiosity, maturity, self-expression and awareness of major bodily changes, as well as building students' abilities to cope with crisis, danger, stress, trouble with parents and too many do's and don'ts.

Within AEP schools, JNV students reported the highest positive experiences of adolescence, particularly curiosity, self-expression, seeking independence, major bodily changes and attraction to others. On joy and discovery, KV and private school students reported higher than JNV students. JNV students reported lowest on most negative experiences – stress, danger, crisis, trouble with parents, and too many do's and don'ts.

Teachers in AEP and non-AEP schools rated curiosity, major bodily changes, and seeking independence as the top three experiences of adolescence. They rated maturity, joy, discovery and self-expression much lower than students' rating. Thus it appears that teachers significantly underestimate students' positive experiences of adolescence as a time for maturity, joy, discovery and self-expression. Teachers give higher ratings than students to curiosity, seeking independence, mood swings, major bodily changes and attraction to others, and slightly lower ratings than students to adolescents' experience of crisis, danger and trouble with parents. Significantly high differences between students and teachers indicate a shortfall in teachers' understanding of adolescent students' experiences. This finding points to existence of a communication gap, and a need for teachers to observe and respond better to the actual experiences of adolescents. This is true for teachers in both non-AEP and AEP schools.

On a few counts, Nodal teachers (in AEP schools) have marginally better understanding of adolescents' experiences (ie their ratings are closer to self-reporting by students), than either NN teachers (in AEP schools) or non-AEP school teachers. Thus Nodal teachers have a somewhat better understanding of students' experiences of curiosity, crisis, danger and anxiety. On the counts of maturity, self-expression, stress and crisis, KV Nodal teachers have better understanding as compared to KV Non-nodal teachers.

Comparing girls and boys, boys experience adolescence more in terms of discovery, attraction to others, bad habits and danger than do girls. Girls experience adolescence more in terms of self-expression, maturity, seeking independence, stress, anxiety, mood swings, trouble with parents and restrictions (too many dos and don'ts) than boys. Girls in AEP schools gave significantly more weight to self-expression, major bodily changes, maturity, and less to stress, trouble with parents, and too many dos and don'ts -- than girls in non-AEP schools. This indicates some positive impact of AEP vis-à-vis girls' experience of adolescence.

Overall, female teachers (AEP and non-AEP) were marginally closer on most counts to students' ratings of experiences of adolescence, than male teachers.

Female and male teachers on the whole were closer to imputing those same experiences to adolescence as were selected, respectively, by girls and boys. This indicates that their own differential socialization has led them to better understanding of students of the same sex, and relatively weaker understanding of students of the other sex. The impact of training, including AEP training, has not sufficiently countered teachers' gender-based perceptions.

5.7.2 Traits of the Present Generation: Students' and Teachers' Views

Students as well as teachers overwhelmingly selected positive rather than negative traits to describe the present generation of young people. However, there were significant differences. Students' top choices (across AEP and non-AEP schools) were independent, good understanding of oneself and others, thoughtful, and responsible towards society. Teachers' top choices were independent, full of potential, well-informed, aggressive and confused. Thus students and teachers made markedly different assessments of characteristic traits of the present generation. Whereas the young see themselves as thoughtful, responsible and with good understanding of self and others, teachers do not observe these traits as much as they see aggressive and confused youngsters, albeit well-informed and full of potential. The discrepancy between students' and teachers' perceptions indicates a serious gap. Possibly teachers underestimate the present generation of young people.

Within AEP school students, JNV students indicate positive traits at a much higher level than students from other school types: particularly: responsible towards society, assertive, thoughtful and well-informed. KV students come next after JNV in all these traits. Private school students give more weight to only two positive factors: independent and full of potential. Non-AEP private schools are close to the AEP private schools on almost all positive traits. Thus the higher choice of positive traits by AEP rather than non-AEP schools is largely accounted for by JNV schools. Similar is the case for negative traits: JNV students, compared to students of other schools (both case and control) give less weight to the traits confused and aggressive.

The balance between aggressive and assertive is particularly relevant: JNV students see the present generation as assertive rather than aggressive; KV students see the present generation as assertive and aggressive in equal measure; and private school students (case as well as control) see the present generation as aggressive rather than assertive. JNV students, and to a less degree KV students, also observe young people to be responsible, thoughtful and well-informed.

Differences between JNV and other students include different social backgrounds, and being in a residential school. Most private school students come from relatively privileged backgrounds, KV students medium, and JNV students from challenged socio-economic backgrounds. All JNV schools are fully residential. It is these factors, external to AEP, which account for the significant differences in responses made by JNV and other schoolchildren, in the present study.

Within AEP schools, JNV teachers gave more positive assessment of the young generation than teachers from other schools, on counts of responsible towards society, thoughtful, good understanding of oneself and others, and assertive; and less on restless. Private school teachers gave maximum emphasis, when compared to teachers from other school systems, to independent, well-informed, and full of potential. KV teachers gave more emphasis to confused and restless.

Overall, AEP Nodal teachers (combined of all school types) indicated improved understanding over NN teachers (from the same schools) -- indicating impact of AEP on improved understanding of teachers. KV Nodal teachers and private school Nodal teachers, as compared to NN teachers in their respective school systems, showed better understanding of young people as responsible towards society, independent, good understanding of oneself and others, and full of potential, and gave less weight to aggressive, restless and (in the case of KV teachers) confused. Nodal JNV teachers, as

compared to NN JNV teachers, gave more weight to good understanding of oneself and others, as well as responsible towards society, and less weight to confused, unhappy, restless and aggressive.

5.7.3 Knowledge of Physical Changes during Adolescence

Overall, a higher proportion of AEP students had knowledge about physical changes that take place during adolescence. However, disaggregated data shows that JNV students account for most of the better scores, whereas KV and private-case school students do not score significantly better than private-control schools on most counts. Only in terms of knowledge on menstruation are all AEP school systems significantly better than the non-AEP schools, and marginally better in terms of knowledge on development of breasts and broadening of hips (for girls) and increase in height and weight (for boys).

Girls displayed better knowledge than boys on menstruation, growth of hair on private parts, growth of breasts, and increase in height and weight as changes taking place in girls. Boys displayed better knowledge than girls about nocturnal emissions, increase in height and weight, and growth of hair on private parts, as changes that take place in boys. Thus girls and boys have better same-sex knowledge, and less knowledge about the other sex.

A considerable knowledge gap exists between students and teachers, in all the school systems, with regard to each of the knowledge bytes. There is a shortfall in transaction of their knowledge, to students.

Significant difference between AEP (across all three school systems) and non-AEP teachers is seen in terms of knowledge of nocturnal emissions, and widening of shoulders (for boys), and development of breasts (in girls); apart from these, there are only marginal differences. There is very little significant difference between N and NN teachers in AEP schools.

Male teachers displayed more knowledge about physical changes associated with boys, and female teachers were more knowledgeable about girls. Overall, AEP added only marginally to teachers' knowledge of physical changes during adolescence. Disaggregated, the data shows that male teachers from non-AEP schools had least knowledge, on several counts, relating to changes in girls and boys.

With regard to female teachers, there was significant difference in knowledge between AEP Nodal teachers and teachers from non-AEP schools, on *all* the five changes relating to boys. Within AEP schools, Non-Nodal teachers displayed similar in knowledge levels to the teachers from non-AEP schools. Thus, AEP seems to have led to female Nodal teachers gaining in knowledge, regarding physical changes in boys.

5.7.4 Physical Attraction as a part of Growing Up

Nearly half the students, in AEP and non-AEP schools, acknowledged that physical attraction is usually a part of growing up. A minority (10 to 15 %) noted, however, that most people experience physical attraction only after marriage; or/and that only some young people experience physical attraction. A large proportion of students (25 to 30 percent from the different school systems) chose not to answer, or to answer that they did not know. There was no significant difference overall between AEP and non-AEP schools on these questions, or between the three school systems. However, there were significant differences between female and male students, with many more females opting for `I don't know', and many more males opting for `physical attraction usually is a part of growing up'.

On the questions probing personal experience of being attracted, again there was not very much difference across types of schools. Overall about one-third of non-AEP students said they were definitely not attracted to anybody, a figure which was slightly higher in the case of AEP students. A little less than one-third students acknowledged that perhaps they are attracted to somebody, in the

case of AEP schools (combined), with a somewhat higher figure for JNV students. Approximately one-quarter of students (across the types of schools) said they didn't know. A minority (11 to 19 % for each, across school types) acknowledged they are definitely attracted, or/ and are definitely attracted to more than one person.

High differentials were recorded with regard to male and female students (in both AEP and non-AEP schools), with more male students opting for the knowledge, as well as the experience, of physical attraction (definite, tentative and/ or attraction to more than one person). AEP has not brought about any significant change with regard to these issues. Socialization is clearly operating, leading to a large proportion of students – many more girls than boys – denying any feelings of physical attraction.

Teachers' level of knowledge, on physical attraction as a part of growing up, is far higher than students'. AEP has not contributed overall to enhancing teachers' knowledge levels, except for marginal improvement in female teachers' acknowledging it is usually a part of growing up (bringing them on par with the male teachers). These findings indicate that these themes are probably not being taken up by teachers, in their AEP sessions with students.

5.7.5 Knowledge and Attitudes Relating to Menstruation

AEP has not significantly impacted students' basic definition of menstruation, though it has led to improving teachers' understanding. Only approximately 60% students opted for the correct definition of menstruation (across school systems, in case and control schools). Boys scored higher than girls, a large proportion of girls opting for the wrong option of `dirty blood coming out of the body' (based only on experience and cultural misconception, rather than on scientific understanding).

Among teachers, non-AEP and NN teachers (in KV, JNV and private-control schools) had relatively low levels of knowledge about menstruation (60-69%). However, here the impact of AEP is clearly visible: N teachers displayed significantly upgraded knowledge on the definition of menstruation (72 to 84%). Looking at overall figures for female and male teachers, both have gained significantly in knowledge. However, the next step – conveying the knowledge to students – has been lacking

As regards attitudes to social taboos surrou nding menstruation, AEP has registered some positive impact, with somewhat higher proportions opting for girls continuing with sports, not being isolated, and being free to visit sacred places during menstruation. Female students (AEP and non-AEP) had significantly better attitudes on these, than male students. However, significantly high proportions still believe in social taboos with regard to menstruation – among students, but also among teachers: more males than females. So AEP has its work cut out in this realm.

5.7.6 Knowledge regarding Pregnancy

Approximately 40-42% students know first intercourse can lead to pregnancy: significantly more males have knowledge than females. Approximately 40% `don't know' whether first-time sexual intercourse can lead to pregnancy; females are more ignorant about this than males. A considerable proportion of students (13-16%) believe that first intercourse cannot lead to pregnancy: males are more convinced about this than females; they imagine they know, when in fact their `knowledge' is incorrect. On the whole, significant proportions of males *and* of females are ignorant, which is a matter of concern. Further, the ignorance of those who *imagine they know* is in fact relatively more dangerous. Those (more females) who *know they don't know* are likely to be relatively cautious, as compared to those (more males) who imagine they know. However, it is noteworthy that the brunt of ignorance would, in either case, be borne relatively more by females (unwanted pregnancy).

Very few teachers opted for `don't know'. While 75% Nodal teachers opted for `yes' (again more males than females), 20% Nodal teachers opted for `No' – more females than males. Despite AEP training, this considerable proportion of N teachers holds the erroneous opinion that first intercourse cannot lead to pregnancy.

In the case of teachers (female and male), non-AEP and non-N teachers had greater levels of misconception; AEP has led to significantly improved levels of understanding However, AEP training also gives rise to a margin of teachers who think they *know*, despite their `knowledge' being erroneous or half-baked.

5.6.7 Sources of Knowledge on Reproduction and Contraception

Approximately 8-14% students have stated that they have *no* sources of information on reproduction and/or contraception.

A range of sources, however, does provide information on reproduction and contraception to most students. Teachers (in AEP and non-AEP schools) top the list as source of knowledge for reproduction, and are second (after books/magazines) for contraception. The proportion of students selecting teachers as a source of information is significantly higher in AEP as compared to non-AEP schools. Higher proportions of AEP than non-AEP students have marked AEP material, books/magazines, health provider and counselor as their sources of information (on reproduction as well as on contraception) – a finding that indicates the positive contribution of AEP. For AEP and non-AEP students, friends are more important as a source of information than family members; among family members, the mother is the major source, followed by brother/sister, grandmother/grandfather and, last, father.

JNV students indicate more access to varied sources of information (on reproduction and contraception), with highest figures (as compared to other school systems) for teacher, books/magazines, friends, health provider, counselor, AEP material, films and internet. JNV students also mark higher figures than students from other school systems for the various family members as sources of knowledge on contraception. As a source of knowledge on reproduction, mother is more important for KV and private school students, than for JNV students.

Marked differences are seen across gender, with mother being a much greater source of information on reproduction for female as compared to male students; the figure for girls in AEP schools is as high as 65%, the corresponding figure for boys being as low as 19%. For girls, AEP has led to accessing mothers as information-providers more than in the case of non-AEP female students. Boys, however, have not found either mothers or fathers any more approachable.

Teachers are equally important for girls and boys as information-providers on reproduction, but more boys than girls (AEP and non-AEP) marked teachers as information-providers for contraception. For male students (AEP and non-AEP), friends, films, internet, books/magazines, AEP material and counselor emerge as relatively more frequent sources of information (about reproduction and contraception) than for girls.

Teachers themselves have access to varied sources of information, with books/magazines and AEP material topping the list for AEP Nodal teachers. Friends are an important category for AEP (N and NN) and non-AEP teachers, though more for males than females. Mothers are an important source (only on reproduction), for females (AEP and non-AEP). Role of health provider, counselor and internet has grown in importance, for males and females – being most important for N teachers, less for NN, and least in most cases for non-AEP teachers.

5.6.8 Knowledge of Anemia and Nutrition

Positive impact of AEP is visible in students' enhanced knowledge levels on anemia and nutrition, across all the AEP schools, as compared to non-AEP. JNV is somewhat better on all the heads than the other school systems. Girls' knowledge is better than boys'. Teachers' knowledge levels are much better than students', with AEP teachers scoring better than non-AEP, and female teachers better than males.

5.6.9 Dealing with Academic achievement

As compared to non -AEP schools, AEP school students (from all three school categories) show greater maturity regarding their course of action in case they fare badly in an exam. More AEP students would resolve to study harder, seek help from a friend, or ask parents/teacher for help. More females, in AEP and non-AEP schools, would choose these positive options, than males.

Teachers' perceptions of students' course of action varied from students' own reported preferences. More teachers (particularly N teachers) thought students would seek help from teachers/parents. Significantly less thought students would resolve to study harder! Many more teachers (than students) thought students would try to hide their marks, and/or feel tense, worried and try not to talk about it.

This is a very relevant finding, indicating that teachers may be severely underestimating students' efforts, honesty and maturity, in the realm of studies.

VI
Relationships with Peers, Parents and Teachers

This chapter deals with adolescents' relationships and communication with the people around peers, parents and teachers. Similar questions and situations were given to the teachers and their perceptions, knowledge and perspectives were sought and corroborated with students.

6.1 Relationship with Peers

To assess the understanding of students relationships with their peers students were provided with a case study and were asked to present their views on the situation.

Influence of Peer Group

Case study:
Raju would study all the time, whether at school or at home. When he joined a new school he befriended Zaheer and Moti who were keen cricketers. Raju too started to play cricket with them and discovered he was a good spin bowler. Do you think Zaheer and Moti are a good influence on Raju?

Majority of the students were of the opinion that Zaheer and Moti were a good influence on Raju because they discovered his talent. Difference in responses across category of AEP schools is observed to be marginal and same is true for non-AEP schools.

Table 6.1.1: Percent distribution of students - Are Zaheer and Moti a good influence on Raju? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Yes, because they have helped Raju discover something about himself	72.8	75.2	76.7	**74.8**	74.0
Maybe	19.9	19.3	17.1	**18.9**	19.9
No, because they are taking him away from studies	7.1	5.3	5.9	**6.0**	5.7
Not answered	0.3	0.2	0.2	**0.2**	0.4
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

Analysis by gender of students across AEP and non-AEP schools does not show much differential. While 74% male students and 76% female students in AEP schools feel that Zaheer and Moti have been a good influence on Raju, 75% male and 72% female students in non-AEP schools believe the same.

Table 6.1.2: Percent distribution of students: Are Zaheer and Moti a good influence on Raju? (by gender)

	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
Yes, because they have helped Raju discover something about himself	74.1	75.8	75.1	72.4
Maybe	19.1	18.6	18.3	22.4
No, because they are taking him away from studies	6.5	5.3	6.2	4.9
Not answered	0.3	0.2	0.4	0.3
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

Responding to this situation, most of the teachers (90% or more) were unanimous in saying that Zaheer and Moti are a good influence on Raju as they have helped him discover something about himself. Percentage of teachers with positive response was significantly higher than that of the students (75%).

Table 6.1.3: Percent distribution of teachers: Are Zaheer and Moti a good influence on Raju? (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Yes, because they have helped Raju discover something about himself	87.7	88.6	90.5	86.1	96.7	91.7	**91.2**	**88.6**	96.4
Maybe	7.4	7.0	8.6	8.0	2.2	6.8	**6.4**	**7.3**	1.2
No, because they are taking him away from studies	4.9	3.1	0.9	5.5	1.1	1.6	**2.4**	**3.5**	2.4
Not answered	0.0	1.3	0.0	0.4	0.0	0.0	**0.0**	**0.6**	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

A higher percentage of non-AEP teachers gave a positive response (96%) as compared to AEP teachers (89%). Within AEP teachers, a higher proportion of nodal teachers gave a positive response (91%) as compared to non-nodal teachers (87%). Gender-wise analysis of teachers shows that female teachers have selected significantly more positive responses, in AEP nodal and non-nodal categories, and non-AEP.

Table 6.1.4: Percent distribution of teachers: Are Zaheer and Moti a good influence on Raju? (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Yes, because they have helped Raju discover something about himself	87.5	86.6	94.1	90.8	88.5	100.0
Maybe	7.6	9.6	5.4	4.8	3.8	0.0
No, because they are taking him away from studies	4.9	3.2	0.5	3.8	7.7	0.0
Not answered	0.0	0.6	0.0	0.6	0.0	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

Managing emotions effectively: Behaviour after fight with a good friend- Students' response

If you and a good friend have a fight, how do you usually behave?

About decision making and maintaining relationship with friends, findings show that 43% of the AEP students decide to make up first after a fight with his/her friend as compared to 41% non-AEP students. A relatively higher proportion of JNV students (61%) mentioned that when they have fight with a friend they think of how they have behaved and try to make up first (46%). The major difference in AEP and non-AEP students is that an overall higher proportion of AEP students (54%) mentioned they think about how they behaved as compared to non-AEP students (45%). A relatively high proportion of AEP students (44%) noted that they do not talk about the fight but start talking of other things as against 38% non-AEP students. Among types of AEP schools, a higher proportion of JNV students (49%) as compared to KV (43%) and private schools (40%) students mentioned that they avoid talking about the fight and start talking about other things.

Table 6.1.5: Percent distribution of students: Decision taken when a student has a fight with her/his friend (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
I try to make up first	40.6	46.3	42.0	**43.2**	41.2
I try to talk about it	27.8	24.7	30.9	**27.4**	26.3
I think about how I behaved	48.2	60.7	49.9	**53.6**	44.6
I do not talk about the fight but start talking of other things	42.5	48.5	39.8	**44.1**	38.4
I sulk for a long time and then make up	18.6	20.2	16.6	**18.7**	18.0
I wait for my friend to make up	16.8	21.5	16.5	**18.5**	16.8
Not answered	0.3	0.2	0.2	**0.2**	0.7
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis by gender of student in AEP schools indicate that after a fight with a friend, a higher proportion of female students (58%) as compared to male students (50%), think about how one has behaved. Also, 45% of female students mentioned that they do not talk about the fight and start talking of other things. Almost 44% of female students say that they try to make up first.

In comparison to this among students in non-AEP schools majority of female students (51%) said that they think about how they have behaved as against 40% male students who said so. Overall from the

findings it can be inferred that a higher proportion of female students in AEP schools keep positive attitude after a fight with a friend.

Table 6.1.6: Percent distribution of students: Decision taken when a student has a fight with her/his friend (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
I try to make up first	42.8	43.9	41.7	40.5
I try to talk about it	24.8	31.1	23.5	30.6
I think about how I behaved	50.1	58.4	40.4	50.9
I do not talk about the fight but start talking of other things	43.7	44.7	37.8	39.3
I sulk for a long time and then make up	18.1	19.5	16.8	20.0
I wait for my friend to make up	20.3	16.1	18.8	13.7
Not answered	0.3	0.2	0.7	0.8
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Managing emotions effectively: Behaviour after fight with a good friend- Teachers' response

If there is tension between you and a good friend, how do you usually behave?

In response to the above question, the following was the response from teachers. In AEP schools a higher proportion of nodal teachers (43%) went for the option of trying to talk about it. They were followed by 38% nodal teachers who opted for avoiding interaction for some time and later trying to make up.

In AEP schools, there was not much difference of percentage between nodal (43%) and non-nodal (41%) teachers with regard to opting for trying to talk on the issue. In private-case schools, a larger percentage of nodal teachers gave preference to avoid interaction for sometime (45%) over trying to talk about it (36%). However, a higher percentage of teachers in JNV (44%) and KV (47%) opined about trying to talk about it.

Table 6.1.7: Percent distribution of teachers: Decision taken when a student has a fight with her/his friend (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
I try to make up immediately	32.0	21.9	26.7	22.3	33.0	20.3	**30.4**	**21.6**	22.9
I try to talk about it	46.7	39.9	44.0	38.2	36.3	44.3	**42.9**	**40.6**	39.8
I reflect on how I behaved	36.1	51.3	40.5	48.7	36.3	50.5	**37.7**	**50.2**	51.8
I avoid bringing up the issue and talk of other things	38.5	27.6	31.0	31.5	39.6	32.8	**36.2**	**30.5**	26.5
I avoid interacting for some time and later try to make up	32.0	40.8	39.7	45.4	45.1	46.9	**38.3**	**44.2**	38.6
I wait for my friend to make up	10.7	10.1	11.2	11.8	7.7	4.2	**10.0**	**9.0**	3.6
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

With regard to maintaining a relationship with friends, a difference of opinion was found between nodal teachers and students of AEP schools. A greater percentage of teachers mentioned trying to talk on the issue while more percentage of AEP students went with the option of reflecting on one's behaviour.

The disaggregated analysis by gender of teachers shows they respon d to the situation in different ways. In AEP schools, in comparison to than male and female nodal teachers, a higher percentage of both male and female non-nodal teachers mentioned reflecting on one's own behaviour. A relatively higher proportion of female teachers (as opposed to male ones) avoid interacting for some time and later try to make up.

In comparison to male teachers (nodal as well as non-nodal) from AEP schools, a considerably higher proportion of male non-AEP teachers shared about trying to talk on the issue.

Table 6.1.8: Percent distribution of teachers: Decision taken when the she/he has a fight with her/his friend (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
I try to make up immediately	32.6	25.3	28.6	17.5	19.2	24.6
I try to talk about it	38.9	37.8	45.9	43.6	50.0	35.1
I reflect on how I behaved	37.5	50.6	37.8	49.7	53.8	50.9
I avoid bringing up the issue and talk of other things	35.4	34.0	36.8	26.8	23.1	28.1
I avoid interacting for some time and later try to make up	35.4	39.5	40.5	49.4	30.8	42.1
I wait for my friend to make up	10.4	9.9	9.7	8.0	3.8	3.5
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Managing emotions effectively: Students' reaction to a false complaint made to the teacher

A classmate lodges a false complaint against a student to a strict class teacher. What should be the student's response?

Students were asked about their reaction to this situation. The majority of students across school systems mentioned that they will explain their actions or the situation to the teacher. A negligible proportion of students responded with negative responses against the classmate who lodged the complaint.

Table 6.1.9: Percent distribution of students: Response to when a classmate lodges a false complaint against him/her to a strict class teacher (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
You keep quiet and let the teacher scold you	8.7	7.3	8.6	**8.1**	9.0
Explain your actions or the situation to the teacher	73.3	83.0	74.2	**77.4**	68.8
Complain against your classmate on some other matter to the teacher	4.1	2.4	3.3	**3.2**	4.6
Stop talking with the classmate	7.1	3.7	7.1	**5.7**	7.6
Fight with the classmate	6.5	3.4	6.7	**5.3**	9.5
Not answered	0.3	0.2	0.2	**0.2**	0.5
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

Disaggregated analysis by gender of students shows that more of female students (85% in AEP and 76% on non-AEP schools) displayed a positive attitude of towards the classmate as compared to proportion of male students (72% in AEP and 64% in non-AEP schools). It is seen that a higher proportion of male students (72%) as well as female (85%) students responded positively on the situation in AEP schools as compared to non-AEP schools.

Table 6.1.10: Percent distribution of students: Response to when a classmate lodges a false complaint against him/her to a strict class teacher (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
You keep quiet and let the teacher scold you	9.8	5.7	10.1	7.4
Explain your actions or the situation to the teacher	72.0	84.9	64.0	76.2
Complain against your classmate on some other matter to the teacher	4.1	2.0	5.0	3.9
Stop talking with the classmate	6.0	5.3	7.4	7.8
Fight with the classmate	7.8	1.9	12.9	4.3
Not answered	0.3	0.2	0.6	0.3
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

Dealing with secret smoking among adolescents: Students' response

Your friend is secretly smoking with some other friends and you do not think this is a good habit. What should the student do then?

In response to the above question, the majority of students (68% in AEP and 64% in no-AEP schools) said that they would try to talk with the friend. An further 45% and 33% students in AEP and non-AEP schools, respectively, responded that they will tell a senior or a trustworthy friend to talk to the friend. Almost 41% students in AEP schools and 35% students in non-AEP schools said they would prefer to complain to the friend's parents.

Findings across different AEP schools suggest that students in JNV are more proactive in taking action against the given situation as compared to students in KV and private schools.

Table 6.1.11: Percent distribution of students: Your friend is secretly smoking. What will you do? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Try and talk to him/her	64.0	71.7	69.1	**68.4**	63.6
Tell a senior or a trustworthy friend to talk to him/her	40.7	53.4	38.6	**45.1**	33.1
Complain to his/her parents	40.9	43.2	37.1	**40.8**	34.7
Ignore it and keep quiet	8.4	4.8	7.7	**6.8**	9.3
Stop talking or hanging out with him/her	13.5	7.7	10.8	**10.5**	12.8
Not answered	0.2	0.2	0.3	**0.2**	0.7
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Analysis by gender disaggregation shows that in AEP schools a higher proportion of female students (76%) prefer to talk to friend about his/her smoking habit as compared to 63% of male students. Among non-AEP school students, 58% of male and 72% of female students mentioned the same. Considerable difference can be observed between responses of females and of males in AEP schools and non-AEP schools. This indicates the level of sensitization on relationships students were exposed to in AEP schools.

Table 6.1.12: Percent distribution of students: Your friend is secretly smoking. What will you do? (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Try and talk to him/her	62.7	76.4	57.8	72.5
Tell a senior or a trustworthy friend to talk to him/her	42.5	48.8	31.4	35.6
Complain to his/her parents	40.9	40.7	34.7	34.6
Ignore it and keep quiet	9.6	2.9	11.8	5.3
Stop talking or hanging out with him/her	11.9	8.6	14.5	10.2
Not answered	0.2	0.2	0.6	0.9
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Dealing with secret smoking among adolescents: Teachers' response

If you notice one of your students smoking in the market, what should be done?

In response to the above question on smoking, the disaggregated analysis by category of school showed that the maximum percentage of teachers opted for trying to talk to him/her in a friendly way. The second option reported by teachers was also overwhelming (across AEP and non-AEP schools) in which they said that they would not react immediately but would keep an eye on the student.

A relatively lower percentage of non-AEP teachers (28%) chose the option of asking a close friend of the student to counsel him/her. Almost 45 % nodal teachers reported following this option. Peers can be an important source of counselling and this option was chosen by a sizeable percentage of teachers in AEP schools, nodal as well as non-nodal. This is a significant difference indicating the positive impact of AEP on teachers' behaviour with students.

A much higher percentage of AEP school teachers chose the option of asking a close friend of the student to counsel him/her than non-AEP school teachers. The nodal teachers fared better in this than non-nodal teachers.

Table 6.1.13: Percent distribution of teachers: If you find your student is secretly smoking, what will you do? (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Try and talk to him/her in a friendly way	73.8	75.4	76.7	78.2	76.9	80.7	**75.7**	**78.0**	79.5
Do not react immediately but keep an eye on the student	51.6	43.4	49.1	39.1	56.0	42.2	**52.0**	**41.5**	39.8
Ask a close friend of the student to counsel him/her	45.9	39.0	44.8	47.5	42.9	34.9	**44.7**	**40.9**	27.7
Report to parents	32.0	32.9	28.4	33.6	24.2	35.9	**28.6**	**34.0**	34.9
Scold him /her	1.6	1.8	2.6	2.9	2.2	4.2	**2.1**	**2.9**	2.4
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The disaggregated analysis also shows that regardless of gender and training background, maximum percentage of teachers have chosen the option of trying and to talk to him / her in a friendly way.

Table 6.1.14: Percent distribution of teachers: If you find your student is secretly smoking, what will you do? (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Try and talk to him/her in a friendly way	77.1	78.5	74.6	77.4	80.8	78.9
Do not react immediately but keep an eye on the student	45.1	38.7	57.3	44.6	34.6	42.1
Ask a close friend of the student to counsel him/ her	47.9	45.3	42.2	36.0	26.9	28.1
Report to parents	22.2	29.7	33.5	38.9	23.1	40.4
Scold him/her	0.7	3.5	3.2	2.2	3.8	1.8
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Managing emotions effectively: Dealing with uneasy situation : Students' response

There is a problem at home and your best friend comes to visit you. What will you do?

Students were asked for their views on a situation wherein if there is a problem at home and a friend visits at that time, what action would the student take? The majority of students in AEP (60%) and non-AEP (53%) schools mentioned that they would discuss the problem with the friend. JNV students fare higher in terms of response regarding sharing and discussing problems with the friend. A small proportion of students (4% in AEP and 7% in non-AEP schools) mentioned that they would pretend that everything is fine.

Table 6.1.15: Percent distribution of students: View on if there is a problem at home and a friend comes to visit the student. What action will s/he take? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Share the problem and discuss it with your friend.	55.5	68.9	53.0	**60.1**	52.6
Just mention indirectly and not discuss it with her/him	10.2	7.1	10.8	**9.1**	10.4
Pretend that everything is fine.	25.2	19.5	27.7	**23.7**	27.3
Make up an excuse and ask the friend to leave	8.5	3.9	7.9	**6.6**	8.6
Not answered	0.5	0.6	0.6	**0.5**	1.0
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

As per the findings by gender, a higher proportion of female students mentioned that they would share the problem with the friend as compared to male students. Also the proportion of responses related to sharing and discussing the problem is higher in AEP schools students, both male and female, than non-AEP school students.

Table 6.1.16: Percent distribution of students: View on if there is a problem at home and a friend comes to visit the student. What action will s/he take? (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Share the problem and discuss it with your friend.	58.1	63.0	50.7	55.6
Just mention indirectly and not discuss it with her/ him	8.8	9.5	9.9	11.2
Pretend that everything is fine.	24.1	23.0	26.8	28.2
Make up an excuse and ask the friend to leave	8.4	4.0	11.8	3.8
Not answered	0.6	0.4	0.9	1.2
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

Managing emotions effectively: Dealing with uneasy situation : Teachers' response

There is a problem at home and your best friend comes to visit you. What will you do?

The same situation was posed to teachers, and their responses elicited. The disaggregated analysis by category of schools shows that a relatively higher percentage of nodal teachers from JNV (85%) and KV (79%) opted for the more positive and direct option of sharing the problem and discussing it with the friend than private school teachers (68%).

In the case of students, a substantial percentage opted for pretending that everything is fine. Overall a far higher percentage of teachers selected the positive option i.e. share and discuss the problem with friend, as compared to students. In all categories of schools, a higher proportion of nodal teachers selected the positive option as compared to non -nodal teachers.

Table 6.1.17: Percent distribution of teachers: View on if there is a problem at home and a friend comes to visit the student. What action will she/he take? (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Share the problem and discuss it with your friend	78.7	72.8	84.5	79.4	68.1	64.1	77.8	72.6	80.7
Just mention indirectly and not discuss it with her/him	11.5	16.2	7.8	14.3	14.3	22.9	10.9	17.5	9.6
Pretend that everything is fine.	9.8	10.1	7.8	5.9	17.6	13.0	11.2	9.4	9.6
Not answered	0.0	1.3	0.0	0.4	0.0	0.0	0.0	0.5	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

The disaggregated analysis on the basis of gender shows that a (marginally) higher percentage of male teachers regardless of their training background opted for directly sharing and discussing the problem with one's friend.

Table 6.1.18: Percent distribution of teachers: View on if there is a problem at home and a friend comes to visit the student. What action will she/he take? (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Share the problem and discuss it with your friend.	84.7	79.4	72.4	65.3	88.5	77.2
Just mention indirectly and not discuss it with her/him	4.2	13.4	16.2	22.0	3.8	12.3
Pretend that everything is fine.	11.1	6.7	11.4	12.4	7.7	10.5
Not answered	0.0	0.6	0.0	0.3	0.0	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

Attraction and romantic feelings: Students' response

Students and teachers were posed with another case study that reflects upon their opinions on relationships with friends and peers.

Case Study:

Sarada and Vishal would walk home from school and talk a lot. Recently, Vishal sent a letter expressing his interest in Sarada. Sarada likes Vishal as a friend, but is not interested in becoming his girl friend. What should Sarada do?

In response to the given case study most of the students (almost three-fourth) felt that Sarada should talk to Vishal and explain that she is not interested in becoming his girlfriend. The majority of the students also suggested that Sarada and Vishal should continue as friends. Marginal variation in responses can be seen among students in AEP and non-AEP schools wherein 75% students in AEP schools and 72% students in non-AEP schools mentioned that Sarada should explain to Vishal that she is interested in becoming his girlfriend. Within the AEP school category, a higher proportion of

students in JNV (78%) prefer that Sarada talks and explains her feelings to Vishal clearly, as compared to KV (74%) and private school (73%) students.

Table 6.1.19: Percent distribution of students: Response to Sarada and Vishal case study (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Talk to Vishal and explain to him that she is not interested in becoming his girlfriend	73.8	78.2	72.7	**75.2**	71.7
Suggest that they continue as friends	70.9	82.7	73.1	**76.1**	70.1
Stop talking to Vishal and ignore him	7.4	3.9	5.8	**5.6**	5.0
Complain to his parents about his letter	8.2	5.7	6.3	**6.7**	5.0
Agree out of fear as he might say nasty things about her if rejected	4.1	3.5	3.5	**3.7**	4.1
Not answered	0.7	0.2	0.8	**0.6**	1.0
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

A closer look at findings by gender of student shows that a higher proportion of female students as compared to male students suggest that Sarada should to talk and explain that she is not interested in becoming his girlfriend.

Table 6.1.20: Percent distribution of students: Response to Sarada and Vishal case study (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Talk to Vishal and explain to him that she is not interested in becoming his girlfriend	71.7	80.1	68.3	76.8
Suggest that they continue as friends	74.7	78.1	70.0	70.1
Stop talking to Vishal and ignore him	5.2	6.2	4.3	6.0
Complain to his parents about his letter	6.2	7.4	5.3	4.4
Agree out of fear as he might say nasty things about her if rejected	4.6	2.3	5.0	2.7
Not answered	0.5	0.7	1.1	1.0
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In case of Sharada and Vishal situation, out of the five options, two were positive options viz – "Sharada should talk to Vishal and explain to him that she is not interested in becoming his girlfriend" and "she should suggest that they continue as friends".

The following table analyses school-wise disaggregated data of students who mentioned both the positive responses exclusively. On aggregating the positive responses together, a sharp drop in percentage was seen in all schools as compared to dis-aggregated responses. However, the drop was lowest in JNV schools.

Relatively lower percentage of non-AEP students (47%) mentioned both the positive options exclusively in comparison to students from AEP schools (55%). Within AEP schools, highest percentage of students from JNV (62%) mentioned both the positive alternatives.

Table 6.1.21: Percent distribution of students who gave positive responses exclusively (by category of school)

	AEP Schools				Non AEP Schools
	KV	JNV	Private	Total	Private
"Talk to Vishal and explain to him that she is not interested in becoming his girlfriend" and "Suggest that they continue as friends"	49.7	61.9	50.0	54.6	46.8

On disaggregating the data gender-wise, it was observed that comparatively higher proportion of girls in both AEP and non-AEP schools mentioned the positive options exclusively than their respective male counterparts.

Table 6.1.22: Percent distribution of students who gave positive responses exclusively (by gender)

	AEP Schools		Non AEP Schools	
	Male	Female	Male	Female
"Talk to Vishal and explain to him that she is not interested in becoming his girlfriend" and "Suggest that they continue as friends"	51.0	59.6	44.1	50.9

Attraction and romantic feelings: Teachers' response

In response to the case-study, an overwhelmingly high proportion of teachers across the board said that Sarada should talk to Vishal and explain to him that she is not interested in becoming his girlfriend. Another option that was overwhelmingly chosen by the teachers across the board was that she should suggest they continue as friends.

A similar pattern was observed in case of students in response to the situation.

Table 6.1.23: Percent distribution of teachers: Response to Sarada and Vishal case study (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Talk to Vishal and explain to him that she is not interested in becoming his girlfriend	73.8	81.1	78.4	76.1	90.1	84.4	**79.9**	**80.2**	81.9
Suggest that they continue as friends	77.0	75.4	79.3	79.8	73.6	79.7	**76.9**	**78.3**	72.3
Stop talking to Vishal and ignore him	7.4	1.3	0.9	1.7	1.1	3.1	**3.3**	**2.0**	1.2
Complain to his parents about his letter	5.7	3.1	3.4	2.1	5.5	3.1	**4.9**	**2.7**	1.2
Agree out of fear as he might say nasty things about her if rejected	3.3	1.8	1.7	0.4	1.1	0.5	**2.1**	**0.9**	0.0
Not answered	0.0	0.9	0.0	0.4	0.0	1.0	**0.0**	**0.8**	0.7
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

A similar pattern was observed on disaggregating the teachers' opinions on the basis of gender. Most respondents suggested that she should explain that she is not interested in becoming Vishals' girlfriend and/or suggest that they continue as friends.

With regard to the option of talking to Vishal and explaining him that she is not interested in becoming his girlfriend, more female teachers (irrespective of training) opted for it than their male counterparts. Even in case of students, more percentage of female students (in both AEP and non-AEP schools) opted for this.

Table 6.1.24: Percent distribution of teachers: Response to Sarada and Vishal case study (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Talk to Vishal and explain to him that she is not interested in becoming his girlfriend	77.1	75.9	82.2	85.0	73.1	86.0
Suggest that they continue as friends	76.4	78.2	77.3	78.3	84.6	66.7
Stop talking to Vishal and ignore him	4.2	2.3	2.7	1.6	0.0	1.8
Complain to his parents about his letter	4.9	2.0	4.9	3.5	0.0	1.8
Agree out of fear as he might say nasty things about her if rejected	2.8	1.2	1.6	0.6	0.0	0.0
Not answered	0.0	1.2	0.0	0.3	0.0	3.5
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

In comparison to students, relatively higher proportion of teachers mentioned the positive responses exclusively. Not much of a differential was observed between the AEP and non-AEP teachers who mentioned the positive responses. Amongst AEP school teachers, highest percentage of teachers who mentioned the positive responses were from private-CBSE schools (both nodal and non-nodal).

Table 6.1.25: Percent distribution of teachers who gave positive responses exclusively (by category of school)

	AEP Schools								Non AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
"Talk to Vishal and explain to him that she is not interested in becoming his girlfriend" and "Suggest that they continue as friends"	58.2	58.8	59.1	56.3	65.9	66.1	60.7	60.0	57.8

Gender-wise disaggregated shows that higher percentage of female teachers in AEP schools reported about the positive options exclusively in comparison to their respective male colleagues. Though not much of a differential was observed in the percentage of male and female teachers in non-AEP schools.

Table 6.1.26: Percent distribution of teachers who gave positive responses exclusively (by gender)

	AEP Schools				Non AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
"Talk to Vishal and explain to him that she is not interested in becoming his girlfriend" and "Suggest that they continue as friends"	56.6	56.4	63.8	64.0	57.7	57.9

6.2 Relationship with Parents

6.2.1 Changing Relationships

The section tries to gauge the relationship of students with their parents. Students were asked that in comparison to the kind of relationship they had with their parents 3-4 years ago, do they observe any changes in the way they relate to them now.

Change in relationship with mother

Regarding relationship with their mother, most students (61% in AEP schools and 56% in non-AEP schools) mentioned that they respect and listen to each other, followed by 53% and 45% students in AEP and non-AEP schools respectively who mentioned that they have a friendly relationship with their mother. A smaller proportion of students (22% in AEP and 16% in non-AEP schools) said they ask more questions to their mother. In contrast very few students (7% in AEP and 9% in non-AEP schools) responded that their mother is strict and does not listen to them. It can be observed from the figures that students in AEP schools maintain better relationships with their mother as compared to those in non-AEP schools.

A comparison of findings across types of AEP schools shows that a higher proportion of JNV students mention respecting and listening to their mother and being friendly (70% and 58%, respectively), as compared to KV students (53% and 49%) and private students (55% and 51%).

Table 6.2.1: Percent distribution of students: Change in relationship with mother (by category of school)

	AEP Schools				Non-AEP Schools
	KV	**JNV**	**Private**	**Total**	**Private**
We are more friendly	49.0	57.9	51.0	**53.0**	45.2
We respect and listen to each other	53.0	70.4	55.3	**60.5**	56.4
I ask her more questions	21.1	24.8	19.9	**22.2**	15.6
I do not listen to most of what she says	20.1	13.5	17.3	**16.8**	18.0
She is more strict and does not listen to me	9.5	2.4	8.8	**6.5**	9.4
She scolds me more	17.9	6.7	16.8	**13.2**	13.8
Not applicable	1.0	1.5	1.2	**1.2**	1.2
Not answered	0.3	0.3	0.3	**0.3**	0.3
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Gender wise analysis of responses show that female students are closer to their mothers compared to male students. A similar trend is observed in the responses wherein students mentioned that they respect and listen to their mother and their mother reciprocates.

Table 6.2.2: Percent distribution of students: Change in relationship with mother (by gender)

	AEP Schools		Non-AEP schools	
	Male	**Female**	**Male**	**Female**
We are more friendly	46.1	62.8	39.8	53.6
We respect and listen to each other	61.3	59.3	59.2	52.2
I ask her more questions	18.8	27.1	12.6	20.3
I do not listen to most of what she says	18.9	13.8	19.2	16.2
She is more strict and does not listen to me	6.8	6.1	7.8	11.9
She scolds me more	14.1	11.8	13.5	14.2
Not applicable	1.6	0.7	1.6	0.7
Not answered	0.3	0.3	0.3	0.3
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Change in relationship with father

Regarding the relationship of students with their fathers, most replied that they respect and listen to each other and have a close relationship. A higher proportion of AEP school students (66% and 47%, respectively) were found to respond thus as compared to students in non-AEP schools (61% and 44%). Few students (7% in AEP and 6% in non-AEP schools) mentioned that they do not listen to most of what their father says.

A comparison across different AEP schools shows that JNV students opt for more positive responses such as respecting and listening to father and being friendly with him (72% and 50%, respectively) as compared to KV (61% and 45%, respectively) and private school (62% and 46%) students.

Table 6.2.3: Percent distribution of students: Change in relationship with father (by category of school)

	AEP Schools				Non-AEP Schools
	KV	**JNV**	**Private**	**Total**	**Private**
We are more friendly	44.7	49.9	45.5	**46.9**	43.8
We respect and listen to each other	61.4	72.4	62.1	**65.9**	60.9
I ask him more questions	18.2	24.2	17.8	**20.4**	15.8
I do not listen to most of what he says	8.2	7.4	6.1	**7.3**	5.6
He is more strict and does not listen to me	12.7	6.1	11.7	**9.8**	10.9
He scolds me more	13.4	7.0	12.0	**10.5**	11.0
Not applicable	2.6	4.7	3.9	**3.8**	3.5
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

A higher proportion of female students were found to have a 'respecting and listening' relationship with their father (71% in AEP and 66% in non -AEP schools) as compared to male students (62% in AEP and 58% in non-AEP schools). In contrast a higher proportion of male students mentioned that they are friendlier with their father (48% in AEP and 44% in non -AEP) as against female students (46% in AEP and 43% in non-AEP).

Further male students ask their father more questions (21% in AEP and 17% in non-AEP schools) as compared to female students (19% in AEP and 14% in non-AEP schools). The difference in responses among AEP and non -AEP students is evident wherein AEP students fare better, which could clearly be related to AEP intervention.

Table 6.2.4: Percent distribution of students: Change in relationship with father (by gender)

	AEP Schools		Non-AEP schools	
	Male	**Female**	**Male**	**Female**
We are more friendly	47.9	45.6	44.1	43.4
We respect and listen to each other	62.1	71.3	58.0	65.5
I ask him more questions	21.4	19.1	16.8	14.1
I do not listen to most of what he says	8.4	5.7	6.1	4.9
He is more strict and does not listen to me	11.1	8.0	11.2	10.4
He scolds me more	12.8	7.3	12.5	8.7
Not applicable	3.9	3.5	3.3	3.8
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Teachers' views on changing relationships of students with their parents

To assess the teachers' views on the change in relationships of students with their parents, teachers were asked – *Do they notice any changes in the manner in which parents relate with adolescents in comparison with younger children?*

The disaggregated analysis to the above question shows that the responses were more or less evenly distributed between the three options of: parents ask more questions; parents are more friendly; and parents are more strict with adolescents and do not listen to them. A relatively lower percentage of teachers across all schools felt that parents and adolescents respect and listen to each other.

Amongst the AEP schools, relatively more private school teachers (both nodal and non-nodal) mentioned that parents ask adolescents more questions. A Relatively higher percentage of nodal teachers in KV (43%) and private schools (41%) felt that parents are more strict with adolescents and do not listen to them. The teachers' impressions, however, are corroborated by students' views.

Table 6.2.5: Percent distribution of teachers: Relationship of students with parents (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Parents are more friendly with adolescents	45.9	46.5	48.3	53.4	42.9	45.3	**45.9**	**48.6**	49.4
Parents and adolescents respect and listen to each other	26.2	26.3	32.8	36.1	28.6	26.6	**29.2**	**29.9**	20.5
Parents ask adolescents more questions	48.4	44.3	39.7	40.8	60.4	53.6	**48.6**	**45.7**	53.0
Parents are more strict with adolescents and do not listen to them	43.4	33.3	31.9	30.3	40.7	31.3	**38.6**	**31.6**	33.7
Parents scold adolescents more	28.7	25.4	31.0	21.4	25.3	22.9	**28.6**	**23.3**	21.7
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The gender-wise disaggregated data shows a significantly higher proportion of non-AEP male (35%) and non-nodal male (34%) teachers believe that parents and adolescents respect and listen to each other. However, these figures are significantly lower than the students' perceptions.

Table 6.2.6: Percent distribution of teachers : Relationship of students with parents (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Parents are more friendly with adolescents	44.4	47.4	47.0	50.0	46.2	50.9
Parents and adolescents respect and listen to each other	29.9	33.7	28.6	25.8	34.6	14.0
Parents ask adolescents more questions	40.3	37.5	55.1	54.8	38.5	59.6
Parents are more strict with adolescents and do not listen to them	36.8	32.6	40.0	30.6	19.2	40.4
Parents scold adolescents more	31.3	25.0	26.5	21.3	23.1	21.1
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Self esteem and confidence

Case Study:
Chinmaya's father criticizes him for his hairstyle and the clothes he wears. Chinmaya tries not to react. His mother feels it is alright for him to wear what he wants. His father however wants him to crop his hair short and always wear neatly ironed shirts and pants. Chinmaya begins growing his hair even longer and wearing untidy jeans and T-shirts. His father stops talking to him. What would you do, if you were Chinmaya's teacher?

In response to the case study situation, most students mentioned that they would advise Chinmaya to discuss his hair style and clothing preferences with father (55% in AEP and 51% in non-AEP schools), followed by advice to cut his hair short and wear whatever his father wants (41% in AEP and 34% in non-AEP schools). A lower proportion of students (14% in AEP and 18% in non-AEP schools) do not want to interfere in Chinmaya's family problem and do not say anything to Chinmaya, while 33% and 27% of students in AEP and no-AEP schools, respectively, would like to talk to Chinmaya's parents about clothes preference and hairstyles.

A comparison of findings across AEP school categories indicates that responses, such as advising Chinmaya to discuss his preferences with his parents and mentioning that they would talk to Chinmaya's parents, if possible are higher in JNV as compared to KV and private school students.

Table 6.2.7: Percent distribution of students: View on Chinmaya's case study (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Advise Chinmaya to discuss his preference for long hair, jeans and t-shirts, with his father	53.6	56.6	54.1	**54.9**	51.1
Talk to Chinmaya's parents, if possible, about clothes preferences and hairstyles	27.8	42.0	26.6	**33.1**	26.8
Advise Chinmaya to ask his mother to speak to his father on his behalf	24.3	25.0	24.8	**24.7**	25.5
Advise Chinmaya to cut his hair short and wear whatever his father wants	39.4	45.5	36.7	**41.1**	34.4
Say nothing as it is Chinmaya's family problem	16.8	11.3	15.9	**14.4**	18.4
Not answered	0.9	0.4	0.5	**0.7**	0.5
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

A higher proportion of female students prefer advising that Chinmaya should discuss his choices with his father (60% in AEP and 55% in non-AEP schools) as compared to male students (51% in AEP and 49% in non -AEP schools). A higher proportion of male students (AEP and non-AEP) as compared to female students opt for talking to Chinmaya's parents and advising Chinmaya to speak to his mother.

Table 6.2.8: Percent distribution of students: View on Chinmaya 's case study (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Advise Chinmaya to discuss his preference for long hair, jeans and t-shirts, with his father	51.4	59.8	48.6	55.0
Talk to Chinmaya's parents, if possible, about clothes preferences and hairstyles	36.4	28.3	30.1	21.8
Advise Chinmaya to ask his mother to speak to his father on his behalf	26.3	22.5	27.8	21.9
Advise Chinmaya to cut his hair short and wear whatever his father wants	42.7	38.8	35.8	32.2
Say nothing as it is Chinmaya's family problem	14.0	14.8	18.1	19.0
Not answered	0.7	0.8	0.6	0.4
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In response to the given situation, most of the teachers (across all school types including nodal and non-nodal) were found to be in agreement with the option that one should talk to Chinmaya's parents about clothes preferences and hairstyles. This finding was different from what was observed in the case of students where the maximum percentage had voted for: one should advise Chinmaya to discuss his preference for long hair, jeans and T-shirts, with his father.

Teachers across the board were found consistent in choosing the option of advising Chinmaya to discuss his preference for long hair, jeans and T-shirts, with his father as second preference. This option was the most favoured by the students across schools.

Table 6.2.9: Percent distribution of teachers: View on Chinmaya's case study (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Advise Chinmaya to discuss his preference for long hair, jeans and T-shirts, with his father	56.6	49.6	53.4	53.8	69.2	57.3	**59.0**	**53.3**	56.6
Talk to Chinmaya's parents, if possible, about clothes preferences and hairstyles	70.5	66.7	74.1	66.8	78.0	67.7	**73.9**	**67.0**	75.9
Advise Chinmaya to ask his mother to speak to his father on his behalf	25.4	18.4	25.9	19.3	26.4	20.8	**25.8**	**19.5**	13.3
Advise Chinmaya to cut his hair short and wear whatever his father wants	25.4	25.4	20.7	29.0	22.0	22.4	**22.8**	**25.8**	24.1
Say nothing as it is Chinmaya's family problem	2.5	3.1	0.9	1.7	0.0	2.1	**1.2**	**2.3**	1.2
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Gender-wise disaggregated data showed that a substantial proportion of non-AEP male teachers (39%) had opted to advise Chinmaya to cut his hair short and wear whatever his father wants i.e. to follow the diktats. Comparatively speaking, lesser percentage of non-nodal female teachers (65%) chose the option of talking to Chinmaya's parents about clothes preferences and hairstyles.

Table 6.2.10: Percent distribution of teachers –View on Chinmaya's case study (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Advise Chinmaya to discuss his preference for long hair, jeans and T-shirts, with his father	58.3	52.9	59.5	53.8	38.5	64.9
Talk to Chinmaya's parents, if possible, about clothes preferences and hairstyles	70.8	68.6	76.2	65.3	80.8	73.7
Advise Chinmaya to ask his mother to speak to his father on his behalf	26.4	18.9	25.4	20.1	11.5	14.0
Advise Chinmaya to cut his hair short and wear whatever his father wants	23.6	25.6	22.2	26.1	38.5	17.5
Say nothing as it is Chinmaya's family problem	1.4	2.0	1.1	2.5	0.0	1.8
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

6.2.2 Dealing with Disagreement

Dealing with disagreement – Students' response

If you disagree with something your parents are saying, how do you usually behave?

Students were asked about their reactions when they disagree with their parents. Most (70% in AEP and 67% in non-AEP schools) said that they listen and discuss matters with their parents, while others (47% in AEP and 40% in non-AEP schools) accept that there are different points of view. Almost 75% students in JNV mentioned that they will listen and discuss the issue with parents as compared to 65% and 69% students in KV and private, respectively.

Table 6.2.11: Percent distribution of students: How does a student react on disagreeing with her/his parent? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Listen and discuss	65.5	74.5	68.9	**70.0**	66.8
Accept that there are different points of view	42.6	55.3	46.2	**48.6**	40.2
Ignore them	12.7	8.6	10.6	**10.5**	11.6
Stop talking to them	13.0	7.8	10.2	**10.2**	10.0
Shout and fight	13.3	8.5	11.8	**11.0**	13.1
Not answered	0.5	0.3	0.3	**0.4**	0.3
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Comparison across gender indicates that a higher proportion of female students listen and discuss matters with their parents in AEP schools (72%) while in non-AEP schools a higher proportion of male students reported that they listen and discuss matters as compared to males in AEP schools, and as compared to female students and male students in non-AEP schools. Further while 50% and 42% of female students in AEP and non-AEP schools, respectively, mentioned that they accept that there are different viewpoints, only 47% and 39% of male students in AEP and non-AEP schools, respectively, mentioned the same.

Table 6.2.12: Percent distribution of students: How does a student react on disagreeing with her/his parent? (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Listen and discuss	68.5	72.0	67.9	65.1
Accept that there are different points of view	47.3	50.4	39.0	42.0
Ignore them	12.4	7.9	12.2	10.8
Stop talking to them	10.0	10.5	8.8	11.7
Shout and fight	10.2	12.1	10.4	17.4
Not answered	0.4	0.4	0.3	0.3
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

The near perfect responses to the situation (when there is a disagreement with the parents) were that the students should either "listen and discuss" and/or "accept that there are different points of view". The following table gives the school-wise disaggregated percentage of students who had opted for both the options. Clearly, higher percentage of JNV students (36%) mentioned both the options in response to the situation than students from other school systems. It should be noted that the table contains data of those students who only opted for these two choices and nothing else.

Table 6.2.13: Percent distribution of students who gave positive responses exclusively (by category of school)

	AEP Schools				Non AEP Schools
	KV	JNV	Private	Total	Private
"Listen and discuss" and "Accept that there are different points of view"	22.2	36.3	25.1	**28.6**	19.9

The gender-wise disaggregated response of the students to the situation is presented in the following table. According to the findings, relatively higher percentage of girls in AEP schools mentioned about both the options than boys. In non-AEP schools, not much of a difference was observed between the two.

Table 6.2.14: Percent distribution of students who gave positive responses exclusively (by gender)

	AEP Schools		Non AEP Schools	
	Male	Female	Male	Female
"Listen and discuss" and "Accept that there are different points of view"	27.0	30.8	20.2	19.3

If your parents disagree with something you are saying, how do they usually behave?

When asked about how parents react on disagreement, most of the students, 71% students in AEP schools and 67% students in non-AEP schools, mentioned that their parents listen and discuss matters with them. This is followed by 35% of AEP and 28% of non-AEP students who reported that their parents accept there are different points of view. Among the AEP schools, a higher proportion of students in JNV mentioned that their parents listen and discuss (77%), as compared to 66% students in KV and 69% students in private schools.

A relatively a lower proportion of students mentioned reactions like ignorance of parents (7% in AEP and 8% in non-AEP schools) and punishing (7% in AEP and 6% in non-AEP schools), while only 4% students in AEP as well as non-AEP schools says their parents stop talking to them.

Table 6.2.15: Percent distribution of students: How do a student's parents react on disagreeing with her / him? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Listen and discuss	66.2	76.8	68.9	**71.1**	67.4
Accept that there are different points of view	29.9	42.8	30.4	**35.1**	28.1
Ignore you	8.5	5.7	6.5	**6.8**	8.4
Stop talking to you	5.1	2.6	4.1	**3.8**	4.2
Punish you	8.8	6.5	5.7	**7.1**	6.4
Scold or shout	26.3	17.2	26.8	**22.9**	23.7
Not answered	0.6	0.2	0.4	**0.5**	0.6
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis by gender shows that a higher proportion of female students (76%) in AEP schools believe their parents do listen and discuss during a disagreement, as compared to proportion of male students (68%). More boys than girls from AEP and non-AEP schools report being punished and being ignored by parents.

Table 6.2.16: Percent distribution of students: How do a student's parents react on disagreeing with her / him? (by gender)

	AEP Schools		Non-AEP schools	
	Male	**Female**	**Male**	**Female**
Listen and discuss	67.8	75.8	67.1	67.9
Accept that there are different points of view	34.3	36.3	26.5	30.4
Ignore you	8.3	4.8	9.9	6.1
Stop talking to you	4.1	3.5	3.4	5.4
Punish you	8.6	4.9	7.4	4.9
Scold or shout	23.5	22.0	21.9	26.3
Not answered	0.6	0.4	0.7	0.5
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Dealing with disagreement: Teachers' response

If you disagree with something your students are saying, what do you usually do?

In response to this question an overwhelming percentage of teachers across the board said that they listen and discuss. The next preference given by teachers across all schools was that they accept there are different points of view. Nodal teachers fared marginally better than non -nodal teachers in both options.

Table 6.2.17: Percent distribution of teachers: How do a student's parents react on disagreeing with her / him? (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Listen and discuss	91.8	84.2	89.7	89.1	85.7	85.9	**89.4**	**86.5**	89.2
Accept that there are different points of view	63.9	61.4	67.2	64.7	68.1	67.2	**66.3**	**64.3**	66.3
Ignore them	0.8	2.2	0.9	0.8	0.0	1.0	**0.6**	**1.4**	2.4
Tell them to keep quiet	0.8	4.4	2.6	1.7	1.1	2.1	**1.5**	**2.7**	1.2
Scold or shout at them	0.0	0.9	0.9	0.8	1.1	4.2	**0.6**	**1.8**	2.4
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The gender-wise disaggregated data showed a substantial difference in opinion between the non-AEP male and female teachers. With regard to listening and discussing, a difference of 23% points was observed between female (97%) and male (73%) teachers. With regard to accepting that there are different points of view, a difference of 21% points was registered between male (81%) and female (60%) teachers.

Among AEP teachers too, a higher proportion of female nodal teachers are willing to listen and discuss as compared to male (93% and 85%).

Table 6.2.18: Percent distribution of teachers: How do a student's parents react on disagreeing with her / him? (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Listen and discuss	84.7	86.0	93.0	86.9	73.1	96.5
Accept that there are different points of view	65.3	61.0	67.0	67.8	80.8	59.6
Ignore them	0.7	1.7	0.5	1.0	3.8	1.8
Tell them to keep quiet	2.1	3.2	1.1	2.2	0.0	1.8
Scold or shout at them	0.7	1.7	0.5	1.9	3.8	1.8
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

The following table shows the school-wise disaggregated data of teachers who mentioned both that they "listen and discuss" as well as "accept that there are different points of view" in response to the situation when they disagree on something with their students. Marginally, higher percentage of nodal teachers mentioned about both the options than non-nodal teachers. However, higher percentage of non-AEP teachers mentioned both than non-nodal, AEP school teachers. Apart from KV, not much of a difference was observed between the nodal and non-nodal teachers in other school systems running AEP. As in the case of students, the table contains figure of only those teachers who opted for these two choices together, exclusively.

Table 6.2.19: Percent distribution of teachers who gave positive responses exclusively (by category of school)

	AEP Schools								Non AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
"Listen and discuss" and "Accept that there are different points of view"	57.4	48.7	56.0	54.6	53.8	53.1	**55.9**	**52.1**	54.2

In AEP as well as non-AEP schools, relatively higher percentage of male teachers mentioned both the options than their respective female counterparts.

Table 6.2.20 : Percent distribution of teachers who gave positive responses exclusively (by gender)

	AEP Schools				Non AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
"Listen anddiscuss" and "Accept that there are different points of view"	51.4	49.1	59.5	55.4	57.7	52.6

Communicating effectively

If your parents decide to get you married against your wishes, what will you do?

Students were asked about their reaction to a situation wherein they were asked by parents to marry someone who is parent's choice and is against the student's wish. Most students (70% in AEP and 67% in non-AEP schools) mentioned that they will try to convince their parents of their own wishes, followed by 41% and 33% students (in AEP and non-AEP schools, respectively) who would request help from other family members to convince their parents. Almost 20% students in AEP schools and

23% students in non-AEP schools mentioned that they will refuse to marry even if it means going against their parents' wishes.

Since multiple responses are given to this question, many students will try to convince parents, request help from family end and friends. If parents are still not convinced they will refuse to marry against their choice.

Analysis by types of AEP school shows a higher proportion of JNV students who mentioned about trying to convince parents, asking friends for help and asking family for help. However, a lower proportion of students from JNV will refuse to marry.

Table 6.2.21: Percent distribution of students: View on marrying someone whom the parents have chosen and is against own wish (by category of school)

	AEP Schools				Non-AEP
	KV	JNV	Private	Total	Private
Try to convince them of my wishes	67.0	71.3	71.5	70.0	67.0
Request help from other family members to convince my parents	37.2	48.7	35.0	41.1	32.9
Ask my friends to help me think of how to convince my parent	26.8	44.7	25.4	33.4	24.1
Refuse to marry even if it means going against their wishes	22.0	15.0	23.8	19.7	23.2
Follow their decision	11.2	10.8	10.1	10.7	9.7
Don't know	6.7	4.2	5.2	5.3	7.1
Not answered	0.8	0.4	1.1	0.7	1.1
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Gender-wise findings on views of students on marrying someone whom parents have chosen and is against their own wish, shows that a higher proportion of female students (73% in AEP and 69% in non-AEP schools) try to convince their parents about their wish as compared to male students (68% in AEP and 66% in non -AEP students). Among AEP school students a lower proportion of females (10%) mentioned that they will follow their parents' decision as compared to male students (12%), and a higher proportion of female students (23%) mentioned that they can go against their parents' wishes and refuse to marry as compared to male students (18%). A similar trend is also observed in gender analysis of non -AEP school students.

Table 6.2.22: Percent distribution of students: View on marrying someone whom the parents have chosen and is against own wish (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Try to convince them of my wishes	67.8	73.0	65.9	68.8
Request help from other family members to convince my parent	44.0	37.1	35.4	29.0
Ask my friends to help me think of how to convince my parent	32.9	34.2	23.9	24.3
Refuse to marry even if it means going against their wishes	17.7	22.6	21.2	26.4
Follow their decision	11.6	9.5	10.6	8.4
Don't know	4.6	6.3	6.3	8.3
Not answered	0.8	0.6	0.9	1.3
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Teachers were asked – *If parents decide to get their son/daughter married against their wishes, what will be your advice to the young man or woman?*

The school-wise disaggregated data showed highest percentage of teachers mentioned that the young person should try and convince the parents about their wish . This preference was followed uniformly across all schools by all teachers. After this was the preference of requesting help from other family members to convince the parents; and asking their friends to help .

With respect to requesting help from other family members to convince the parents, there was a difference of 10% points observed between the nodal and non-nodal teachers in both KV as well as JNV. The overall percentage of non-AEP teachers (49%) was found to be substantially lower in this segment.

The students didn't respond to the question with such a majority as teachers did. Their corresponding figures vis-à-vis trying and convincing parents of their wishes was substantially lower than the teachers.

Table 6.2.23: Percent distribution of teachers: If parents decide to get their son/daughter married against their wishes, what will be your advice to the young man or woman? (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Follow the decision made by parents	7.4	7.9	8.6	2.9	4.4	5.2	**7.0**	**5.3**	3.6
They try and convince the parents of their wishes	80.3	76.3	75.0	78.2	82.4	83.9	**76.0**	**79.2**	75.9
They request help from other family members to convince the parents	68.0	58.3	67.2	57.6	60.4	65.1	**65.7**	**60.0**	49.4
They ask their friends to help and think of how to convince the parents	48.4	36.4	54.3	41.2	35.2	38.0	**46.8**	**38.6**	37.3
They refuse to marry even if it means going against their parent'' wishes	12.3	13.6	12.1	17.2	17.6	17.2	**13.7**	**16.0**	13.3
Not answered	0.0	0.9	0.0	0.4	0.0	1.0	**0.0**	**0.8**	4.8
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The gender-wise disaggregated data shows that more female teachers (nodal and non-nodal) believed in trying to convince the parents than male teachers. The difference was greater between the non-AEP female and male teachers.

In non-AEP schools substantially more female than male teachers would advice the young person to try and convince parents. In AEP schools, the proportion of male teachers (nodal and non-nodal) choosing this option is more than male (non-AEP) teachers, coming close to the AEP female teachers (nodal and non-nodal). AEP schools also have much higher percentage of male teachers opting for asking for parental and friends' help, as compared to non-AEP.

Table 6.2.24: Percent distribution of teachers: If parents decide to get their son/daughter married against their wishes, what will be your advice to the young man or woman? (by gender)

	AEP				Non -AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Follow the decision made by parents	10.4	3.8	4.3	7.0	11.5	0.0
They try and convince the parents of their wishes	73.6	77.0	83.2	81.5	61.5	82.5
They request help from other family members to convince the parents	65.3	59.6	65.9	60.5	46.2	50.9
They ask their friends to help and think of how to convince the parents	48.6	42.7	45.4	34.1	38.5	36.8
They refuse to marry even if it means going against their parents' wishes	15.3	15.7	12.4	16.2	11.5	14.0
Not answered	0.0	1.2	0.0	0.3	0.0	7.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

6.3 Key Findings

6.3.1 Peer Group Influence, and Handling Conflict with Peers

From the case study of Raju, 75% students have drawn the conclusion that his friends were a positive influence on him. Approximately 90% teachers have arrived at the same conclusion, in AEP schools. Nodal teachers in private schools hold this opinion maximally (97%), while non -AEP private school teachers and NN AEP teachers also give most weight to this opinion (96% and 91% respectively). There is no evidence of significant impact of AEP in students or teachers, as regards their understanding of the positive influence of the peer group in this kind of situation. Teachers, it seems, generally understand very well that students can be a positive influence on one another. Students also have a good understanding of this fact.

In deciding how to behave after a fight with a friend, AEP students displayed somewhat greater maturity than non-AEP students, by opting significantly more for `I think about how I behaved', `I try to make up first', and `I do not talk about the fight but start talking of other things'.

Among AEP schools, more JNV students opted for `I try to make up first', and `I do not talk about the fight but start to talk about other things'.

Significantly more girls than boys chose positive options, including `I think about how I behaved', and `I try to talk about it'. Such findings indicate that girls may be more reflective and pro-active in friendships, ready to tackle rather than avoid thorny issues.

Teachers' responding to the same situation have more opting for `I try to talk about it' (again more females than males, AEP and non-AEP). More AEP teachers (and N more than NN) opted for `I avoid bringing up the issue and talk of other things' – a strategic option.

However, surprisingly, less N than NN teachers, and less AEP than non-AEP teachers, opted for `I reflect upon how I behaved'. Across all three school types, N teachers are significantly less ready to reflect on their own behavior, than NN teachers. This finding indicates a possible shortfall in AEP design and training: teachers should learn to be more reflective, rather than less; more aware of one's own faults and capabilities; and more ready to apologise if needed, or forgive if so required. In fact this finding is cause for AEP to reflect on whether such life skills have been introduced properly, or not, to N teachers.

6.3.2 Relationship with Classmates, Friends: Handling Emotions, Being Assertive

If a classmate makes a false complaint to a teacher, most students will prefer to take the positive option: explain their own actions or situation to the teacher. Very few prefer to take negative actions. AEP students opt more for the positive option, although the difference is largely due to JNV students' overwhelmingly choosing the positive option. Again, more girls choose the positive option, in both AEP and non-AEP schools.

The students' choice indicates their self-esteem, ability to be assertive, and manage difficult situations effectively, rather than giving way to anger or feelings of revenge. Their responses indicate ability to think critically and apply life skills in real life situations.

If a friend is secretly smoking, students opt for positive options: talking to the friend; telling a senior/trustworthy friend to talk to him/her. Girls choose both these options more than boys, and AEP students (girls and boys) more than non-AEP students. More AEP students said they would complain to his/her parents, than non-AEP students. Thus there is a positive impact of AEP. Peer group influence can be positive is reinforced.

Teachers opted for trying to talk to the student (who is secretly smoking), again the best option. AEP and non-AEP teachers overwhelmingly opted for this (75 to 81%). Difference between N and NN teachers (and AEP and non-AEP) is marked in the other two positive options: `do not react immediately but keep an eye on the student'; and `ask a close friend of the student to counsel him/her'. Also, less AEP teachers will take recourse to `complaining to parents' than non-AEP teachers.

Students' and teachers' application of life skills is confirmed by their responses to this case study.

6.3.3 Relationship with Friends and Family: Trust and Sharing

In case a good friend visits when there is a problem at home, most students (60% in AEP and 53% in non-AEP schools) choose to share the problem, and discuss it with the friend. The greater percentage of AEP is largely due to higher positive-choice by JNV students as compared to other students. Overall more girls than boys chose the positive option.

Less AEP students would choose the negative option of pretending that everything is fine, but this again is largely due to the `JNV effect'. There is no evident role of AEP training, at least not on private schools or KVs.

As for teachers, overall a higher percentage chose the positive option of sharing and discussing (64 to 85%). Within AEP schools, N teachers chose the positive option more than NN teachers across all three school systems – indicating positive impact of Nodal training on teachers. Here again, successful life skills application is reinforced.

6.3.4 Friendship and Romance: Asserting Choice (Applying Life Skills)

Asserting choice and maintaining boundaries in friendship is one of the most delicate and difficult areas which a young person deals with. In the Sharda-Vishal case study, students have overwhelmingly (75-76% for AEP and 70-72% non-AEP) selected the two positive options – Sharda should talk to Vishal telling him she is not interested in becoming his girl-friend, and she should suggest they continue as friends. Girls selected the positive options more than boys. JNV students led in highest number selecting the positive options exclusively.

Teachers overwhelming selected the positive options, at a slightly higher proportion (in both AEP and non-AEP) than the students. There is not much significant difference between AEP and non-AEP school teachers, or between N and NN teachers, with just a 5% greater selection by AEP teachers of

option 2 (Sharda and Vishal should continue as friends). Private school teachers (case) gave slightly better responses than other teachers; females from AEP schools gave slightly better responses than males.

It is noteworthy that JNV students gave the best responses among students -- displaying better life skills in handling the issue than JNV teachers (their own teachers). On the other hand, private school (case) teachers made the best responses among teachers, registering better understanding of how to handle the situation than their students.

Though there is no evident AEP effect in these findings, there is scope for reflection for the program. JNV students seem to be learning positive lessons from their situation (residential school and peer group company), developing life skills to handle real-life events. The findings indicate there is scope for teachers to upgrade their understanding on such issues. In the case of private school and KV students, most are relatively privileged and live at home, so the ability to maturely handle friendship and romance issues may develop more gradually. From AEP point of view, all teachers need to be brought on level so that they can guide students on such difficult matters.

6.3.5 Relationship with Parents

Students' responses to relationship questions with mothers indicate positive contribution of AEP. Compared to non-AEP schools, AEP students have more friendly relationships with mother, ask her more questions. Students and mothers respect and listen to each other, there is less of scolding. Responses were best for JNV students (even though – or perhaps because -- they do not live at home, being in residential school most of the time). Females gave better responses than males, especially for being friendly with mother.

A similar pattern emerges with regard to relationship with fathers. AEP schools gave more positive responses than non-AEP, with JNV students giving the most positive. Boys are relatively more friendly with fathers than girls, though fathers are more strict with boys, scold them more, and the sons listen to them less than do daughters.

Comparing relationship with mothers and fathers, we find students (combined female and male) have slightly higher `respect and listen to one another' dynamics with father, listen to the father more than to the mother, he is more strict, though she scolds more, and their level of friendship is more with mother than with father. Thus father is marginally more of an authority figure commanding respect and obedience, while mother is more of a managing and nurturing figure, who commands respect and affection more than obedience.

Teachers' perceptions of adolescent-parent relationships differ markedly from students' self-reported views – an important finding. Teachers perceive adolescent-parent relationships in a far more negative light, than what is experienced by the adolescent students themselves. Thus teachers give much less weight to the positive option `parents and adolescents respect and listen to each other' than do students; and assign much more weight to the negative options `parents are more strict' and `parents scold more'.

It seems that parent-adolescent relationships are far better, in the experience of students, than what teachers imagine. Teachers may be looking at parent-adolescent relationships in pre-set stereotypical ways. This is relevant for AEP: the program should help teachers observe and identify the positive elements in parent-adolescent relationships, and reinforce these elements. In fact, scope for parental involvement in AEP-related issues is indicated by the present finding. AEP should treat parents respectfully as teachers' partners in understanding, guiding and counseling adolescent students.

It should be carefully examined whether AEP material and training in some way reinforce negative conceptions about parent-adolescent relationships, (perhaps by taking `generation gap' as granted, or emphasizing that adolescents do not listen to parents). Findings suggest this may be the case, since

there is a slight negative correlation between AEP Nodal teachers' views and the choice of positive options, as compared to NN and to non-AEP teachers.

There is significant difference in N and NN teachers: N teachers have selected positive options less than NN teachers (parents are friendly with adolescents, and parents and adolescents listen to each other). In the same vein, N teachers select more negative options (parents are strict, and parents scold) than NN teachers. This difference is somewhat alarming, since N teachers seem to be moving away from adolescents' experience-based views, that too in a negative direction. Such misrepresentations could lead to teachers influencing students, and therefore student-parent relationships, in a negative way.

6.3.6 Adolescent-Parent Relations: Self-esteem, Assertion and Role of Friends

The Chinmaya case study presents a father-son conflict over lifestyle issues (dress and hairstyle). Most students selected the positive response that Chinmaya's friend should advise him to talk to his father about his preferences: AEP students selected this positive response slightly more than non-AEP students, the difference being entirely due to JNV students' positive response. A sizeable proportion selected the positive option of themselves (ie as friends of Chinmaya) talking to Chinmaya's parents: JNV students selected this much more than students from other school systems. More girls chose that Chinmaya talk to his father, while more boys prefer that the friend talk to Chinmaya's father.

A high proportion of students advised that Chinmaya obeys his father: surprisingly it is JNV students again who give more of this advice (and more males than females). The father as authority figure, to be respected and obeyed even if the son feels differently, is seen to be strongly ingrained in young people (in boys more than girls). For the option `advise Chinmaya to intercede with father', more boys are in agreement than girls. Thus the mother seems generally more approachable than father, and sons seem to depend on her more than do daughters, to intercede with father on their behalf.

Teachers' responses were slightly more pro-active than students', and surprisingly gave less weight (than students) to the option that Chinmaya simply obey his father. Teachers chose as their top option – talking directly to Chinmaya's parents; and second, advising Chinmaya to talk with his father. Compared to students, significantly more teachers selected the positive option of themselves talking to Chinmaya's father. Significantly fewer teachers (than students) chose to advise Chinmaya to do whatever his father wants. Also, fewer teachers selected the option `saying nothing as it is Chinmaya's family matter'.

Nodal teachers gave on the whole slightly better responses than NN teachers in AEP schools. This is a relevant finding indicating positive contribution of AEP program, by reinforcing teachers' skills to help students resolve real-life conflicts with their parents.

6.3.7 Parent-Adolescent and Teacher-Adolescent Dynamics: Reactions to Disagreement

A majority (70%) of AEP students selected the positive option of `listening and discussing' in case they disagree with their parents; 49% selected the second positive option of `accepting there are different points of view'. The incidence of selection of positive option by students was more in AEP than non-AEP schools. Negative options were negligible. JNV students selected much more positive options than students from KV, private-case and private-control schools. Girls selected positive options much more than boys. AEP schools as a whole fared better than non-AEP. Difference was most marked on the option `accept that there are different points of view'.

How parents react to the same situation of disagreement, drew the same proportion of student responses on the top option ie `listening and discussing' (71% in AEP and 68% in non-AEP schools). This confirms students' perception of basically healthy and mutually respectful parent-adolescent relationships.

However students give less weight to parents `accepting that there are different points of view' (35% AEP and 28% non-AEP). Students perceive themselves as far more accepting of different points of view, than are their parents. This is an interesting finding indeed, indicating students' self-perception as being more understanding of differences than are their parents! While parents do indicate maturity in less incidence of `stopping talking' or `ignoring the other person', they resort too much to the negative options of `scolding or shouting (23-24%) and/or punishing (6-7%). Girls perceive somewhat more positive behavior on the part of parents, than do boys.

Teachers' response to a similar situation elicited a high degree of positive self-assessment: an overwhelming majority claimed they would `listen and discuss; with their students (90% N and 87% NN teachers). Nearly two-thirds said they accept that there are different points of view. There was no significant difference across school systems, in teachers' self-perceptions of mature handling of the situation.

6.3.8 Taking Important Decisions: Resolving Differences regarding Marriage and Family

Majority of students (70% AEP and 67% non-AEP) said that in case parents want to get them married against their wish, they would try and convince the parents. Teachers gave higher weight to this option: 76% N, 79% NN, and 76% non-AEP teachers would advise the young person to try and convince parents.

Girls opted more for trying to convince parents than boys, while more boys than girls would choose to seek help from other family members. Students in JNV schools would seek help from other family members, and from friends, much more than students of other school systems.

Much higher proportion of teachers than students selected the option of seeking help from other family members. Fairly high difference was also seen in proportion of teachers opting for young persons seeking help from friends. Thus teachers perceive a greater role for family and friends in trying to strategically convince parents/think what to do, than is perceived by the young persons concerned. N teachers opted more than NN teachers for seeking help from family members, in KV and JNV schools. AEP school teachers gave better responses than non-AEP on most counts, and N teachers gave better responses than NN on most counts.

The last option, of `refusing to marry even if it means going against their parents' wishes', was selected by a small percentage, with not much difference between students and teachers, or between N and NN, AEP and non-AEP teachers. Between 12 and 17 percent students selected this option, and it was similar for teachers (11 to 16 percent). Thus, it seems that only a small proportion will assert their right to choice, as regards the issue of one's life partner, in case their wishes are in total opposition to their parents.

VII
Understanding Gender

In this chapter, students and teachers' understanding of gender has been analysed. The respondents' knowledge of the legal age of marriage; knowledge of difference between statements based on peoples' mindsets and biological differences; and understanding of gender based discrimination has been assessed through the following tables.

7.1 Knowledge of legal age at marriage

The study also tries to assess the knowledge of students about recommended legal age at marriage for boys and girls in India. Findings show that the majority of students are aware of the legal minimum age of marriage as 18 years for girls and 21 years for boys. A higher proportion of students in AEP schools (90%) as compared to students in non-AEP schools (82%) mentioned the same. However a stark difference has been observed among AEP school students (90%) and non-AEP school students (82%).

Table 7.1.1: Percent distribution of students: Knowledge about minimum legal age at marriage (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
No legal age at marriage for boys and girls in India	2.6	1.8	3.2	**0.5**	3.9
There is no legal age at marriage for girls in India but the legal age at marriage for boys is 25	3.9	1.9	3.6	**2.4**	4.8
The legal age at marriage is 18 years for girls and 21 years	88.0	93.5	86.3	**89.7**	81.5
Don't know	5.0	2.6	6.1	**3.0**	8.9
Not answered	0.5	0.2	0.8	**4.4**	0.9
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

Gender-wise analysis shows only marginal differences across male and female students who are aware of the minimum legal age at marriage for boys and girls.

Table 7.1.2: Percent distribution of students: Knowledge about legal age at marriage (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
No legal age at marriage for boys and girls in India	2.5	2.3	3.9	3.9
There is no legal age at marriage for girls in India but the legal age at marriage for boys is 25	3.8	2.0	6.1	2.8
The legal age at marriage is 18 years for girls and 21 years	89.2	90.5	81.2	81.9
Don't know	3.9	5.1	7.8	10.5
Not answered	0.7	0.2	0.9	0.9
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

An overwhelming majority of teachers answered correctly to this question (higher in proportion than students). However in all school categories there were few teachers who did not know the correct answer. This percentage was highest in private-case schools.

Table 7.1.3: Percent distribution of teachers: Knowledge about legal age at marriage (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
No legal age at marriage for boys and girls in India	0.0	0.0	0.0	0.0	0.0	1.0	**0.0**	**0.3**	1.2
There is no legal age at marriage for girls in India but for boys it is 25 years.	3.3	0.4	1.7	0.4	2.2	2.1	**2.4**	**0.9**	0.0
The legal age at marriage is 18 years for girls and 21 years	96.7	98.7	97.4	99.2	97.8	95.8	**97.3**	**98.0**	94.0
Not answered	0.0	0.9	0.9	0.4	0.0	1.0	**0.3**	**0.8**	4.8
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

In the non-AEP schools, while 100% male teachers were aware of minimum legal age of marriage only 91%of female students gave the correct respon se. Almost 2% gave an incorrect response while 7% did not answer the question.

Table 7.1.4: Percent distribution of teachers: Knowledge about legal age at marriage (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
No legal age at marriage for boys and girls in India	0.0	0.3	0.0	0.3	0.0	1.8
There is no legal age at marriage for girls in India but for boys it is 25 years.	2.1	0.3	2.7	1.6	0.0	0.0
The legal age at marriage is 18 years for girls and 21 years	97.2	98.3	97.3	97.8	100.0	91.2
Not answered	0.0	0.3	0.0	0.3	0.0	7.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

7.2 Understanding and challenging gender discrimination

To assess the understanding of students and teachers as well as the challenges to gender discrimination, they were asked to provide their views on case studies shared with them.

Case Study:
Rajan likes to do housework 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.

Most students were of view that Rajan should feel proud that he does household work and should not hide it. A higher proportion of students in AEP schools (79%) as compared to students in non-AEP schools (74%) believe this. This is followed by 46% and 40% of AEP and non-AEP students, respectively, who believe that if Rajan tells his friends he might be a good influence on them. Very few

students believe that Rajan is right in hiding that he does housework from his friends or that Rajan should stop doing housework.

Analysis by type of AEP schools shows very little variation in the response that Rajan should feel proud and not hide it: JNV students (80%), KV students (78%) and private students (77%). A relatively lower percentage of non -AEP students (74%) mentioned the same. For the option that 'if Rajan tells his friends he might be a good influence on them', JNV students lead at 54% while only 40% non -AEP students believed so.

Table 7.2.1: Percent distribution of students : View on case study of Rajan (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Rajan should feel proud that he does housework and not hide it	77.7	80.4	77.2	**78.7**	73.9
If he tells his friends Rajan might be a good influence on them	41.3	53.7	42.2	**46.4**	39.7
Rajan is right in hiding the house work from his friends	10.2	10.3	10.7	**10.4**	10.5
Rajan should stop doing housework	5.5	4.8	4.5	**5.0**	6.5
Not answered	0.5	0.4	0.4	**0.4**	0.7
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

A higher proportion of female students (84% in AEP and 81% in non -AEP schools) as compared to male students (75% in AEP and 69% in non-AEP schools), believe that Rajan should be proud that he does housework and should not hide it. While 49% of female students in AEP schools agree that if Rajan tells his friends he might be a good influence on them, only 42% of females in non-AEP school feel the same.

Table 7.2.2: Percent distribution of students : View on case study of Rajan (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Rajan should feel proud that he does housework and not hide it	75.1	83.6	69.1	81.1
If he tells his friends Rajan might be a good influence on them	44.5	49.2	38.2	42.1
Rajan is right in hiding the house work from his friends	12.9	6.9	12.9	6.8
Rajan should stop doing housework	6.4	3.1	7.4	5.1
Not answered	0.4	0.4	0.6	0.8
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In this example, the responses – "if he tells his friends, Rajan might be a good influence on them" and "Rajan should feel proud that he does housework and not hide it" were considered to be the positive responses. The following table gives school -wise disaggregated information of students who mentioned these two positive responses exclusively. According to the table, highest percentage of students from JNV schools i.e. 74% mentioned the positive responses only. The percentage of other AEP school students was more or less similar while that of non-AEP school was relatively low at 60%.

Table 7.2.3: Percent distribution of teachers : View on case study of Rajan (by category of schools)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Rajan should feel proud that he does housework and not hide it	91.0	86.4	91.4	90.8	92.3	92.7	**91.5**	**89.8**	90.4
If he tells his friends Rajan might be a good influence on them	52.5	45.6	52.6	45.8	60.4	49.5	**54.7**	**46.8**	42.2
Rajan is right in hiding the house work from his friends	4.9	5.7	5.2	5.9	4.4	2.1	**4.9**	**4.7**	2.4
Rajan should stop doing housework	0.8	1.3	1.7	1.3	0.0	0.5	**0.9**	**1.1**	2.4
Not answered	0.0	2.6	0.0	0.4	0.0	0.0	**0.0**	**1.1**	0.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

**Percentages may not add up to 100 due to multiple responses.*

Apart from this, there was only marginal difference observed in the percentage of male and female teachers choosing different options, e.g. among nodal teachers in AEP schools, 93% female and 90% male teachers opted for the option that 'Rajan should feel proud that he does housework and not try to hide it'. In case of opting for– 'if he tells his friends Rajan might be a good influence on them', there was a difference of 13% points observed between the nodal female (61 %) and male (47%) teachers.

Table 7.2.4: Percent distribution of teachers : View on case study of Rajan (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Rajan should feel proud that he does housework and not hideit	89.6	89.5	93.0	90.1	88.5	91.2
If he tells his friends Rajan might be a good influence on them	47.2	45.9	60.5	47.8	42.3	42.1
Rajan is right in hiding the house work from his friends	6.3	5.2	3.8	4.1	3.8	1.8
Rajan should stop doing housework	2.1	1.7	0.0	0.3	3.8	1.8
Not answered	0.0	1.2	0.0	1.4	0.0	0.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

The following table assesses the percentage of teachers from across the three school systems who gave only positive responses with regard to case situation of Rajan. The percentage of non -AEP teachers was considerably less than the AEP nodal teachers. Amongst nodal teachers, highest percentage of teachers who mentioned both the positive responses together were from private-CBSE schools (55%). Not much of differential was observed in percentage of nodal teachers from KV and JNV.

Another case study reflecting on gender-based issue in society is as below. Students presented with this case were asked to respond to the situation.

Case Study:

Kavita has been good in sports. Suddenly, when she turned 14 she became shy and embarrassed to wear sports clothes, or to run, play or cycle.

Among the responses, suggesting that Kavita should wear whatever she feels comfortable in and continue with sport activities is the most frequently chosen response. The same proportion of students in AEP and non-AEP schools (76%) believed this. This is followed by the response that Kavita should discuss her feelings with her teacher or anyone she trusts (57% in AEP and 47% in non-AEP schools). Among the three different types of AEP schools, JNV students fare higher than the KV and private schools, for this question .

Table 7.2.5: Percent distribution of students: Kavita case study (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Discuss with her teacher or anyone she trusts why she is feeling like this	53.0	61.9	55.1	**57.1**	46.7
Wear whatever she feels comfortable in and continue to play, run, cycle etc.	76.7	77.0	74.9	**76.3**	76.2
Push herself to wear what all other sportsmen/sportswomen wear	18.9	27.2	16.2	**21.4**	17.5
Stop playing as there is no future in sports for girls	2.6	1.9	2.4	**2.3**	2.6
Not answered	0.3	0.2	0.4	**0.3**	0.8
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Findings by gender of student shows that a higher proportion of female students believe that Kavita should wear whatever she finds comfortable, in both AEP and non-AEP schools (82% and 84%) as compared to male students (73% and 71%). A substantial difference in view can be observed among male and female students as well as AEP and non-AEP students, wherein 61% of female students in AEP schools believe that Kavita should discuss what she feels with her teacher as compared to 54% male students in AEP schools and 48% female and 46% male students in non-AEP schools. In comparison to male students, fewer female students were of opinion that Kavita should push herself to wear what all other sportsmen/sportswomen wear.

Table 7.2.6: Percent distribution of students: Kavita case study (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Discuss with her teacher or anyone she trusts why she is feeling like this	54.4	60.8	45.7	48.4
Wear whatever she feels comfortable in and continue to play, run, cycle etc.	72.6	81.6	71.0	84.2
Push herself to wear what all other sportsmen / sportswomen wear	24.9	16.6	22.4	9.8
Stop playing as there is no future in sports for girls	3.1	1.1	3.5	1.1
Not answered	0.3	0.3	0.9	0.7
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In the case study of Kavita, there were two responses that were positive – "wear whatever she feels comfortable in and continue to play, run, cycle etc." and "discuss with her teacher or anyone she trusts why she is feeling like this". The school-wise disaggregated data shows marginally higher percentage of JNV students (40%) had opted for only positive responses in comparison to students from other school systems. The percentage of non-AEP students who only gave positive responses was lower than AEP school students.

Table 7.2.7: Percent distribution of students who gave positive responses exclusively (by category of school)

	AEP Schools				Non AEP Schools
	KV	JNV	Private	Total	Private
"Wear whatever she feels comfortable in and continue to play, run, cycle etc." and "Discuss with her teacher or anyone she trusts why she is feeling like this"	34.3	40.2	34.7	**36.7**	28.8

Gender-wise, considerable gap in percentage was observed between boys and girls in AEP as well as non-AEP schools who had mentioned about only positive responses.

Table 7.2.8: Percent distribution of students who gave positive responses exclusively (by gender)

	AEP Schools		Non AEP Schools	
	Male	Female	Male	Female
"Wear whatever she feels comfortable in and continue to play, run, cycle etc." and "Discuss with her teacher or anyone she trusts why she is feeling like this"	31.9	43.3	24.6	35.1

The teachers' responses were largely in harmony with those of the students. The school-wise disaggregated data showed the maximum percentage of teachers had selected the option that Kavita should wear whatever she feels comfortable in and continue to play, run, cycle etc.; and/or she should discuss with her teacher or anyone she trusts why she is feeling like this.
However, the proportion of teachers selecting both these options was considerably higher than proportion of students. In each of the three categories of AEP schools, a significantly higher proportion of nodal teachers opted for the option that 'she should discuss with her teacher or anyone she trusts' than the non-nodal teachers.

Table 7.2.9: Percent distribution of teachers -Kavita case study (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Discuss with her teacher or anyone she trusts why she is feeling like this	75.4	69.3	77.6	72.7	86.8	79.7	**79.3**	**73.6**	75.9
Wear whatever she feels comfortable in and continue to play, run, cycle etc.	82.8	78.1	78.4	76.9	79.1	83.3	**80.2**	**79.2**	69.9
Push herself to wear what all other sportsmen/sportswomen wear	11.5	18.9	21.6	21.0	14.3	15.6	**15.8**	**18.7**	15.7
Stop playing as there is no future in sports for girls	0.0	1.8	0.0	1.7	1.1	1.0	**0.3**	**1.5**	2.4
Not answered	0.0	0.9	0.0	0.4	0.0	1.0	**0.0**	**0.8**	0.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The gender-wise disaggregated data showed that a higher percentage of female than male teachers, opted for the choice that Kavita should discuss with her teacher or anyone else she trusts, in AEP

(nodal and non-nodal) and non-AEP schools. However, higher percentage difference between female and male teachers was observed in non-AEP schools.

Table 7.2.10: Percent distribution of teachers: Kavita case study (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Discuss with her teacher or anyone she trusts why she is feeling like this	72.2	70.9	84.9	76.4	65.4	80.7
Wear whatever she feels comfortable in and continue to play, run, cycle etc.	81.3	80.5	79.5	77.7	76.9	66.7
Push herself to wear what all other sportsmen / sportswomen wear	18.8	19.5	13.5	17.8	19.2	14.0
Stop playing as there is no future in sports for girls	0.0	2.0	0.5	1.0	3.8	1.8
Not answered	0.0	1.2	0.0	0.3	0.0	0.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

The percentage of teachers who gave only positive response to Kavita's case was considerably high than the students. Amongst nodal as well as non -nodal teachers in AEP schools, highest percentage of teachers from private-CBSE schools (66% and 64% respectively) mentioned the positive response only. Like in case of students, relatively higher percentage of AEP teachers (nodal as well as non-nodal) mentioned about the positive responses exclusively than teachers from non-AEP schools.

Table 7.2.11: Percent distribution of teachers who gave positive responses exclusively (by category of school)

	AEP Schools								Non AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
"Wear whatever she feels comfortable in and continue to play, run, cycle etc." and "Discuss with her teacher or anyone she trusts why she is feeling like this"	58.8	50.0	52.4	49.1	65.5	63.6	58.5	53.7	46.9

Gender-wise disaggregated data of teachers show that relatively higher percentage of female teachers in both AEP as well as non-AEP schools mentioned the positive responses exclusively than their respective male counterparts. The highest difference in percentage was observed between the nodal female and male teachers.

Table 7.2.12 : Percent distribution of teachers who gave positive responses exclusively (by gender)

	AEP Schools				Non AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
"Wear whatever she feels comfortable in and continue to play, run, cycle etc." and "Discuss with her teacher or anyone she trusts why she is feeling like this"	51.5	52.5	63.7	55.0	42.3	49.1

Case Study:

Arif and Niloufer are twins. Both are good painters and want to become artists. Their parents encourage Niloufer in this but discourage Arif. They feel Arif needs to think about earning enough to support a family in the future. What do you think?

In response to the case study most students felt that both Arif and Niloufer should explore study as well as career options as artists (72% in AEP and 67% in non-AEP schools), followed by 65% and 56% of students in AEP and non-AEP schools, respectively, who mentioned that Arif should inform his parents that he will pursue his interest in arts. A considerably higher percentage of JNV students (73%) felt that Arif should inform his parents that he will pursue his interest in arts as compared to KV (61%) and private students (58%) in AEP schools.

Table 7.2.13: Percentage distribution of students : Arif and Niloufer case study (by category of schools)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Both Arif and Niloufer should explore study as well as career options as artists	68.5	78.2	67.5	**72.1**	66.5
Arif should inform his parents that he will pursue his interest in arts	60.6	72.8	58.4	**64.8**	56.1
Arif should continue painting secretly	10.1	11.8	8.6	**10.4**	11.1
Arif should give up art as his parents are right	6.4	4.7	6.0	**5.6**	6.1
Not answered	0.6	0.2	0.6	**0.5**	0.9
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Response by gender of students show that a considerably higher proportion of female students (76% in AEP and 70% in non-AEP schools) believe that Arif and Niloufer should explore study as well as career options as compared to 69% and 64% of male students. More girls also felt that Arif should inform his parents about his interest in art. In AEP and non-AEP schools, more boys than girls felt Arif should give up his art or that he should continue painting secretly

Table 7.2.14: Percentage distribution of students : Arif and Niloufer case study (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Both Arif and Niloufer should explore study as well as career options as artists	69.1	76.3	64.4	69.7
Arif should inform his parents that he will pursue his interest in arts	63.1	67.2	54.0	59.5
Arif should continue painting secretly	12.6	7.2	13.6	7.2
Arif should give up art as his parents are right	6.9	3.7	7.7	3.7
Not answered	0.6	0.3	0.9	0.8
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Overwhelmingly, the school-wise disaggregated responses of teachers to this situation showed that the first preference of choice was in favour that both Arif and Niloufer should explore study as well as career options as artists. More teachers also opted that Arif should inform his parents that he will pursue his interest in arts.

Compared to students, a considerably higher proportion of teachers across all school categories felt that both Arif and Niloufer should explore study as well as career options as artists.

Table 7.2.15: Percentage distribution of teachers: Arif and Niloufer case study (by category of schools)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Both Arif and Niloufer should explore study as well as career options as artists	85.2	80.7	83.6	84.0	86.8	85.9	**85.1**	**83.4**	84.3
Arif should inform his parents that he will pursue his interest in arts	65.6	62.3	67.2	63.0	60.4	69.3	**64.7**	**64.6**	59.0
Arif should continue painting secretly	2.5	1.3	0.0	0.8	2.2	0.5	**1.5**	**0.9**	2.4
Arif should give up art as his parents are right	1.6	1.8	2.6	2.1	3.3	2.6	**2.4**	**2.1**	1.2
Not answered	0.0	1.3	0.0	0.4	0.0	0.0	**0.0**	**0.6**	1.2
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

A higher proportion of non-nodal female teachers (88%) believe that both Arif and Niloufer should explore study as well as career options as artists as compared to non-nodal male teachers (79%).

Table 7.2.16: Percentage distribution of students: Arif and Niloufer case study (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Both Arif and Niloufer should explore study as well as career options as artists	84.0	79.4	85.9	87.9	84.6	84.2
Arif should inform his parents that he will pursue his interest in arts	61.1	66.6	67.6	62.4	69.2	54.4
Arif should continue painting secretly	2.1	1.5	1.1	0.3	0.0	3.5
Arif should give up art as his parents are right	4.2	2.3	1.1	1.9	3.8	0.0
Not answered	0.0	0.6	0.0	0.6	0.0	1.8
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Statements based on biological differences and people's mindsets: Students' response

Out of the given statements, only four statements viz. voice cracks in boys; women give birth to babies; girls' bodies mature earlier than boys; and generally girls begin to menstruate during adolescence are biologically correct. The remaining statements are based on people's mindset.

According to the table, the phenomenon that most students considered to be based on biological differences were: Voice breaking in the majority of boys in growing up years (87% in AEP schools and 84% in non -AEP schools); boys are stronger and more muscular than men (75% in AEP and 71% in non-AEP; women give birth to babies men do not (88% in AEP and 86% in non -AEP schools); girls' bodies mature earlier than boys of their own age (82% in AEP and 7 9% in non -AEP).

On the other hand students mentioned following phenomenon more frequently as based on peoples' mindsets: Girls find mathematics difficult (90% in AEP and 87% in non -AEP); boys are technically more adept at handling abstract things than girls (76% in AEP and 75% in non-AEP); women are better care-givers than men (62% in AEP and 59% in non -AEP); women are more emotional than men (55% in AEP and 56% in non -AEP); men are better than women at controlling their emotions and therefore do not cry (58% in AEP and 56% in non-AEP).

Table 7.2.17: Percent distribution of students: Whether information is based on people's mindsets or biological differences (by category of schools)

		AEP Schools				Non-AEP
		KV	JNV	Private	Total	Private
Girls find mathematics difficult. They are better suited for home sciences	Biological differences	8.0	9.1	7.9	8.4	9.3
	People mindsets	89.5	89.5	89.8	89.6	87.4
	Not attempted	2.5	1.4	2.4	2.1	3.2
The voice cracks in a majority of boys in growing up years	Biological differences	85.8	88.4	86.8	87.1	83.9
	People mindsets	11.7	10.3	10.6	10.9	12.7
	Not attempted	2.4	1.3	2.6	2.1	3.4
Boys can handle technical abstract things much better than girls	Biological differences	21.3	23.5	20.6	22.0	21.6
	People mindsets	76.1	74.7	76.7	75.7	74.8
	Not attempted	2.7	1.7	2.7	2.3	3.6
Women are better care givers than men.	Biological differences	35.0	32.8	35.1	34.2	38.0
	People mindsets	62.7	65.9	62.4	63.8	58.6
	Not attempted	2.4	1.3	2.5	2.0	3.4
Boys are stronger and more muscular than girls	Biological differences	72.3	77.1	73.5	74.5	71.1
	People mindsets	25.0	21.6	24.0	23.4	25.2
	Not attempted	2.7	1.3	2.4	2.1	3.7
Women give birth to babies, men do not	Biological differences	86.6	87.6	89.1	87.6	85.9
	People mindsets	10.9	11.2	8.8	10.5	11.1
	Not attempted	2.5	1.2	2.2	1.9	3.0
Women are more emotional than men	Biological differences	41.9	45.4	40.8	43.0	40.1
	People mindsets	55.1	52.6	56.7	54.5	56.1
	Not attempted	3.1	2.1	2.5	2.5	3.9
Men are better than women at controlling their emotions and therefore do not cry	Biological differences	40.4	40.7	39.3	40.2	40.1
	People mindsets	57.2	58.0	58.2	57.8	56.3
	Not attempted	2.4	1.4	2.6	2.1	3.5
Girls' bodies mature earlier than boys of their own age	Biological differences	80.5	83.7	82.2	82.2	79.0
	People mindsets	15.9	14.5	14.7	15.0	17.2
	Not attempted	3.6	1.8	3.1	2.8	3.8

Statements based on biological differences and people's mindsets – Teachers' response

In the following table teachers' knowledge and perceptions about various statements which they often hear has been assessed. Based on biological differences, a higher percentage of teachers enlisted the following phenomenon: the voice cracks in a majority of boys in growing up years (94% in AEP and 89% in non-AEP); boys are stronger and more muscular than girls (87% in AEP and 86% in non-AEP) women give birth to babies, men do not (94% in AEP and 88% in non-AEP) girls' bodies mature earlier than boys of their own age (89% in AEP and 82% in non-AEP); and girls begin to menstruate during adolescence (95% in AEP and 92% in non-AEP).

In contrast, a higher proportion of teachers believe the following phenomenon are resultant peoples' mindsets: girls find mathematics difficult (92% in AEP and 88% in non-AEP); boys can handle technical things much better than girls (77% in AEP and 69% in non-AEP) men are better than women at controlling their emotions (63% in AEP and 54% in non-AEP) all girls at an early age are interested in cooking, decorating and managing the home (84% in AEP and 81% in non-AEP). In context of 'women as better care-givers than men' and 'women are more emotional than men', the teachers were divided in their verdict as in both cases almost 50% teachers believed that the two phenomena are either based on peoples' mindset or biological differences.
On comparing students' knowledge and perception with teachers', it was found that in context of the statement – 'women are better care-givers than men', relatively more students considered it to be based on people's mindsets than teachers. Also with respect to the statement - 'women are more emotional than men', marginally higher proportion of students in JNV and non-AEP school based it on people's mindsets than their teachers in same school systems.

Table 7.2.18: Percent distribution of teachers: Whether information is based on people's mindsets or biological differences (by category of schools)

Statement	Option	AEP Schools				Non-AEP
		KV	JNV	Private	Total	Private
Girls find mathematics difficult. They are better suited for home sciences	Biological differences	7.1	6.2	4.2	6.0	6.8
	People mindsets	90.6	92.7	94.0	92.3	88.3
	Not attempted	2.3	1.1	1.8	1.7	4.9
The voice cracks in a majority of boys in growing up years	Biological differences	94.3	92.1	95.8	93.9	89.2
	People mindsets	4.0	7.4	3.2	5.0	7.8
	Not attempted	1.7	0.6	1.1	1.1	2.9
Boys can handle technical things much better than girls	Biological differences	18.7	22.7	23.0	21.3	25.5
	People mindsets	79.6	76.2	75.3	77.1	68.6
	Not attempted	1.7	1.1	1.8	1.5	5.9
Women are better care givers than men.	Biological differences	50.9	48.7	42.4	47.7	48.0
	People mindsets	47.4	49.0	56.9	50.7	49.0
	Not attempted	1.7	2.3	0.7	1.6	2.9
Boys are stronger and more muscular than girls	Biological differences	87.1	87.3	87.6	87.3	86.3
	People mindsets	11.5	11.3	12.0	11.6	11.8
	Not attempted	1.4	1.4	0.4	1.1	2.0
Women give birth to babies, men do not	Biological differences	92.5	94.6	95.1	94.0	88.2
	People mindsets	6.0	4.8	3.5	4.9	9.8
	Not attempted	1.4	0.6	1.4	1.1	2.0
Women are more emotional than men	Biological differences	45.4	48.7	43.5	46.0	47.1
	People mindsets	51.7	49.9	54.8	51.9	48.0
	Not attempted	2.9	1.4	1.8	2.0	4.9

Men are better than women at controlling their emotions and therefore do not cry	Biological differences	34.8	36.0	34.3	35.1	43.1
	People mindsets	62.6	62.6	63.6	62.9	53.9
	Not attempted	2.6	1.4	2.1	2.0	2.9
Girls' bodies mature earlier than boys of their own age	Biological differences	86.2	89.2	90.5	88.5	82.4
	People mindsets	10.9	9.6	8.5	9.8	14.7
	Not attempted	2.9	1.1	1.1	1.7	2.9
Generally, girls begin to menstruate during adolescence	Biological differences	93.4	94.9	96.5	94.8	92.2
	People mindsets	4.3	4.5	2.8	4.0	4.9
	Not attempted	2.3	0.6	0.7	1.2	2.9
All girls at an early age are interested in cooking, decorating and managing the home.	Biological differences	13.5	18.1	11.7	14.6	15.7
	People mindsets	84.5	80.2	87.3	83.7	81.4
	Not attempted	2.0	1.7	1.1	1.6	2.9

7.3 Students' Perspective on Gender Roles

The following three tables viz- traditional roles, change in gender roles and aspirations of young people show the students' views on gender roles. In order to facilitate the students to give relevant responses with regard to the three themes, they were given two print advertisement photographs. As stated earlier, focused group discussion was conducted with six class XIth students in each school. The group was equally represented by boys and girls. While in MP and Punjab, picture 1 and 3 were shown to the students where as in Orissa, Karnataka and Maharashtra picture 2 and 3 were shown. This change in the picture from 1 to 2 was done after assessing the qualitative information from MP and Punjab. During the mid-way assessment, it was realised that pictures 2 and 3 were bringing out the difference between stereotypes related with gender in more apparent fashion .

Picture 1	Picture 2	Picture 3
		

Table 7.3.1: Traditional roles

State/ School System	Boys' Views	Girls' Views
Education		
PUNJAB/PRIVATE	Women were supposed to stay at home	Women's study was usually stopped after class 10th
	Women handled the house-hold work and the children.	People don't feel education is important for girls
	Their education was stopped at the time of their marriage.	People were not aware about education.
	There was not much of a craze to teach girls.	Earlier people wanted men to be more educated than women
	In-laws did not allow the girls to work, so, the parents did not let their daughters go for higher education	Girls were not sent to school because standard of living was not so high
	Resources were rare earlier but people's mentality also played a role in not sending girls to school.	They also did not know how to use the resources properly
PUNJAB/JNV		Girl wanted to study but her parents didn't allow her
MAHARASHTRA/ PRIVATE	House-hold work was done by women	Decade before compare with the boys , only one-third of the girls use to go to school
	At that time girls were considered as helping hands	Society is knowing about this but it is the tradition which does not allow the parents to send the girls to school and all
	Girl had to sacrifice her education for house hold works	I send my boy because he will stay with me for whole life whereas my daughter would not stay with me
MAHARASHTRA/ JNV	Money is spent in marriage of girls therefore money is not spent on her education	*Daadi ke samay toh kuchh bhi nahi padhai hoti thi. Mummy ke samay tak 10th ,12th tak toh padhai hoti thi.* (During grandmother's time, there was no education. During mother's time, education was till 10th , 12th)
MP/JNV	Our society used to believe that household chores are meant for girls only	Girls don't get a chance for studying especially in rural areas
	Parents consider girls' education as secondary not primary.	
	Parents also think that boys should go outside for studies but not girls because of many reasons.	
MP/PRIVATE	In earlier time, people thought that if a girl gets more education then she will not get good bride-groom	
	Earlier society considered that if girl is going to be married then she does not need any education because she has to be married.	
ORISSA/KV	In Kerala female literacy is more than male and female feticide is low. But in Bihar the condition is opposite. Literacy is one of the key issues. Rajasthan is even more backward. They also don't have access to education.	Religion also influences this choice. For example, Muslims do not encourage women to study and they stay back at home.
Career		
PUNJAB/PRIVATE	Man should be educated to work more professionally	Parents didn't accept the fact that women should go outside and work
	People who had business used to have their sons educated till plus two (class 12th) and get them into the business.	

PUNJAB/JNV	Things like sewing were considered cheap	Only uneducated people did work like sewing
	It was considered shameful if girl works outside home	Women used to stitch to earn money without going out
PUNJAB/KV	Dad earns money *"papa kamate hain"*	
MAHARASHTRA/ PRIVATE	To earn money and all were done by the men, due to the tradition	At that time girls were meant to do the house hold work and it's the duty of the man to work outside and to earn for the house
MAHARASHTRA/ JNV	Boys should go out and work	
MAHARASHTRA/KV		Women will work at home and men will work outside.
MP/PRIVATE	Society has made them to think like that, the boys should not take work such as stitching but the girls can.	
MP/KV	Men and boys do the job of tailoring for livelihood. Girls do it as hobby.	Men and boys do the job of tailoring for livelihood. Girls do it as hobby.
ORISSA/PRIVATE	Society has set gender roles. Women sit at home and work as housewife.	It is people's ideology and psychology that women have to sit at home.
House-hold responsibility		
PUNJAB/PRIVATE	Women are involved in household work	Women should do the house-hold work
	Man comes at night and cannot manage do these (house-hold) work	Woman manages household work side by side
		Society doesn't easily accept men doing this kind of a work (sewing)
PUNJAB/KV	*Mom does household things*	If both are working, even then, the household responsibility rests entirely on women
	Dad decorates the house	
MAHARASHTRA/PRIVATE	It is not divided by the nature but by the people of the society	Women are mostly house wife
	Even if a woman is working outside even then she should work inside.	*But at the same time, even men have to equally contribute. They should also understand that their wives are working outside and at home, and little bit of contribution is required*
MAHARASHTRA/JNV	Cleaning and all was considered girls work	Boys can also do household work but don't do
	Mom works in fields as well as at home	Women does household work 365 days without rest
		She has double work of managing agriculture fields and also household
MP/JNV	*Washing clothes, cleaning, cooking, taking care of kids, and even looking after the need of their kids. I mean any work related to children is done by mothers*	Role of father during child growth is of economical help
	It is defined that it is only the duty of mother to give time to her child. I would like to ask one question which is related to our practical life that when a boy or girl gets hurt by any type of catastrophe like external accident, the first word it utters is "Maa". Is there any reason why he/she doesn't say "paa"?	*In my class there is a girl whose name is Asha and from her childhood she stays with her father and when we beat her or if she ever cries she calls "paa".* I want to say something that small kids at the time of the birth don't say "maa". He just only cries.
MP/KV	Generally, females are forced that they should work. Women are made for household work. Rest of the work can be done by men.	There are parents who force their daughters to learn stitching.
	Women are house-wives and work at home.	Our parents didn't force us to learn but we should know about it, for example at least girls should know how to fix a button. And how to put thread in the needle.
	Only father is working (outside).	Only father is working (outside).
	Mother and father both are working	Mother and father both are working

	Papa helps in cutting vegetables and in preparing (the meal)	*He helps by watering the plants, bringing provision (that's not available at a point of time and being asked by my mother) from the shop. I don't help much but take the soaked wheat grain to the terrace for drying them up.*
MP/PRIVATE	Mostly boys are interested in this (stitching) work	Boys are also engaged in another work
ORISSA/KV		People think that if boys are educated, they would do job, earn and hence support the family. But nowadays, boys don't support their family.
ORISSA/JNV	*There are many house-hold works that the boys do and only they can do.*	People feel and say that if a girl works outside, it does not look good. It is below dignity. I don't follow it. (The work) is equal both outside and inside the house.
	The society says that house-hold work is meant to be done by girls. When I will have a girl, I will give her the freedom to do things according to her choice.	With time, girls generate interest in doing the house-hold work.
ORISSA/PRIVATE	Role of boys is to earn money, run the family and educate the children.	In metros, if woman works outside, she has to look after the house work also.
KARNATAKA/KV	With respect to tailoring, the transition has been from grand-mother to grand-daughter. Advanced machine is making the work easy for women.	*Stitching is not a menial job. It is also something important. People may have great skill from stitching. Everybody is running behind becoming engineer and doctor but people who are skilled also can run behind tailoring.*
	Whenever we think about say cooking or stitching spontaneously we say it's a woman's work.	It's the rural people who think more that cooking and stitching are women's work
	In fashion industry, most people are male.	Stitching is done by the designers.
KARNATAKA/JNV	It has been traditional that girls have to cook. Boys have to work out side for the family. Girls have to look after the family.	
	It rarely comes across where only the girls are working in a household. Generally, woman is looking after the family and man is managing all those outside stuff. There will be case where both are working. We don't know what happens in their house.	
KARNATAKA/PRIVATE	To follow the tradition, it is her job to take care of the children and to do household job.	
	As a tradition we want to involve in that female character that when she will go to her in-law's house that will be her house so that she can imbibe all those qualities that make her responsible.	
	There are many jobs in the house hold also. So she has to render those.	
Relationships with family and peers		
PUNJAB/JNV	Girl is responsible for building relationships with in-laws	
PUNJAB/KV		Girls are responsible for keeping and maintaining the relationships
ORISSA/JNV		*If a girl wants to go abroad after completing her studies here, so, somehow she is stopped from doing so by her family members. She is told, "What will you do alone in the foreign?"*

		Even when in job, when they get posting at a far-off or difficult place, the family asks her to quit the job and look for somewhere else. *(Post marriage), it all depends on the in-laws whether they will allow to continue the studies or not.*
MP/PRIVATE		He should look after his parents, brother, wife and children. He should see that their inter-relationship is cordial and no one is pressurizing each other.
Marriage		
PUNJAB/PRIVATE	*Businessmen used to have the girls educated till class 10th after which she was married off because by that time she was around 16 years of age which was considered to be marriageable age.*	Girls should be married by 18.
		In arranged marriage there is lot of time to meet each other. *But sometimes, parents don't allow them to meet each other before marriage.*
		Earlier the parents did not even see the boy. They use to fix the marriage and ask the girl to marry him.
		No opinion of girls or boys was taken in deciding life partner.
PUNJAB/KV		Parents want to do her marriage soon
		In past girl and boy didn't see their face
MP/PRIVATE	Mothers want good looking daughter-in-law for their sons	Girl should be good looking, appearances are more important. Attributes and nature may or may not be considered.
	He should live with the entire family and all members are equal in the family as well as do not annoy anyone in family and he should run his father business as his father runs.	*After the marriage it happens that in many cases boys forget to give respect to their parents and relatives. He also has a new family responsibility. So, he feels that parents are not that much important for his life, like earlier.*
MP/JNV	*People go for arranged marriage as family status is important.*	Actually they (parents) want to know what is their economical position, family members' nature, house, etc. Any other information can't be captured easily before marriage.
ORISSA/JNV	*Marriage gives rise to many problems. For example, there is a mismatch, and then there is lot of quarrel between them. Marriage gives rise to responsibilities.*	
	If the girls refuse to marry, then how will our generation proceed? Like the way, she is thinking, it will stop then and there.	*After marriage, the girl cannot do what she wants to. For example, I want to pursue a career in research which I cannot do after marriage.*
ORISSA/PRIVATE	Men dominate women in arranged marriage.	
Upbringing		
PUNJAB/JNV		*Girls had no freedom to go out then. Their mother said that do work in the home*
PUNJAB/KV		*She learns stitching because she got married soon and it helps her in near future*
	For stitching a button, boys go to mother	For a girl, she should do her stitching herself
		Girls stay at home
		If someone say anything wrong to her then she don't say anything in revert.
MAHARASHTRA/PRIVATE	They are not exposed to be independent right from the childhood.	Boys are gifted car and a girl is gifted Barbie doll

MAHARASHTRA/JNV	*Boy if educated is an investment which comes back but girl has to get married as well as dowry has to be paid*	
MAHARASHTRA/KV	Always priorities are given to the man.	*Pahle girls ko padhate bhi nahi the aaj at least girls educated toh hain.*
	In the eyes of parents they do give us this idea. If there would be a man tailoring or sewing clothes. They would scold him. Why are you doing this and that? *Mazdoori karo kuch bhi karo magar iska pet bharo. Lekin ye kaam nahi karo.*	
MP/PRIVATE	Boy's family wants that their son nurtures his family, plays the family role and he fulfils all the wishes of his parents. Maintain his family with good atmosphere and go forward with his generation. It is the expectation with the boys.	Parents use to think that first he should be highly qualified and he must be in a great profession so that he would have a secured future.
MP/JNV	*It is very important that the child should receive mother's love.*	Boys are considered that they will carry forward their families lineage thus it is their house. Girls are considered to carry forward someone else lineage thus husband's house becomes their house.
ORISSA/PRIVATE		Girls do not get as much freedom as boys do.
		They don't think that if they educate their girl, she can also contribute in her own marriage
Personality attributes		
PUNJAB/PRIVATE		Not only the higher section of the society but also lower middle dass families search for a more educated and earning groom for their daughters.
PUNJAB/JNV	Household work is for girls. *Ladki ko ghar ka kaam karna aana chahiye.*	Girls know cleaning of house and cooking
PUNJAB/KV	Boys are also having sensitivity	Girls have more sensitivity
		Girls are soft hearted
MP/JNV	*What people look for in boys during marriage: some people prefer that when they go out then she could stand next to her and should look like a perfect match.*	
ORISSA/KV	Traditionally, women are different from men. They are supposed to be soft-hearted	
Mobility, safety and security		
PUNJAB/PRIVATE	Outside it wasn't safe for women	Girls were not aware what is right and wrong for them. So, parents feared sending them out
	The boy is good which means you are safe. The girl will have a comfortable life.	No safety for girls outside.
PUNJAB/JNV	Boys work in field not women	
MP/JNV		If husband gets transferred, girl has to go with him
ORISSA/JNV	*Generally, otherwise also, the girls are asked to refrain from going out. When they are growing up, the danger is more in going out. Even when she is young, the danger is there. There is always danger outside for girls.*	*Out here in JNV, we girls don't even have the freedom to go out to the market. But boys can even casually go to the market.*
	The fault is with the external person (environment). Since we cannot stop all from doing so (teasing, molesting, etc), we stop the girls from going out.	

Decision-making and power dynamics		
PUNJAB/PRIVATE	Men who are less educated than women somewhere feel uncomfortable	Men fear that if their wife is more educated than him, she would take all decisions.
PUNJAB/KV	Both side should not be angry together or one should stay calm when other is angry.	
PUNJAB/JNV	Husband scolds his wife then she does not listen to him.	
MAHARASHTRA/PRIVATE	70% male and 30% female dominated (society)	
	Previously there was male oriented culture in India	
MP/PRIVATE	*Some girls have opinion that they do not want to serve their mother-in-law and father-in-law. She wants to have anuclear family.*	
	Wife wants separate home in case her husband goes out for higher education, then they settle over there and they forget their parents.	
	Earlier girls had not any freedom to put their opinion.	
ORISSA/PRIVATE	They have got equal voting rights. In my school, mostly girls are the toppers.	Even if a girl is an MBA before her marriage, the decision for her to work outside is taken by her husband and family.
	In a good and educated family, the decisions are taken mutually by the entire family.	Also there are many changes in the society taking place with more awareness
KARNATAKA/JNV	Not in all families decisions are made by a woman	*Men are considered superior and they are the head of the family*.
KARNATAKA/PRIVATE	Authority remains with the husband because he is earning the money	
Anti-female customsand Religion / poverty (social and family background)		
ORISSA/KV		Due to poverty, families prefer to educate boys and don't give priority to girls
MAHARASHTRA/KV	Child marriage and *purdah* system in north	
MAHARASHTRA/JNV	Due to poverty girls are not sent to school	
	People who give dowry give it willingly	
MP/PRIVATE	Parents have expectations that the daughter-in-law gives them grandson. They have expectation to see their grandson before their death.	
	Earlier there were number of systems like "*purdah*" and " *sati-pratha*" which was harmful for girls	
KARNATAKA/JNV	In villages people are more traditional.	
KARNATAKA/PRIVATE	Rules are imposed on women.	

Table 7.3.2: Change in gender roles

State / School System	Boys' Views	Girls' Views
Education		
PUNJAB/PRIVATE	Man should be educated to work more professionally	She should be educated as then she won't be dependent on her husband or family members
	Woman should be educated because then she knows about everything like how to raise a child, etc.	Education gives self-respect and acceptance in the society
	Today's woman who is a housewife and managing children should be educated It's very necessary to be educated in today's time to survive in the society	Woman should be educated to know right and wrong
MAHARASHTRA/PRIVATE	Apart from academics, one should be taking initiatives to do something that is creative and useful	Some other exposure should also be given. Only the study is not enough. Whatever activity you take up that is also a part of our life which enhances quality of life much more. We can say mostly due to all such program such as "Sarva Shiksha Abhiyan" we say it is providing and motivating girls to take education. So, I can say that number has increased from one third to two third.
MAHARASHTRA/JNV		If girl is educated, dowry is low as she also earns money
MAHARASHTRA/KV	*There are a lot of women in today's world and even in urban areas who are not allowed to work outside*	*Education milne ke baad logon ki mentality badlee hai*
MP/PRIVATE	Now a day's a girl can live her life as she wants like. If she wants to go abroad for education then their parents allow to them but in earlier time it did not happened.	Now girls are topper in competitive exams
MP/JNV	Today no parents think that their son should study and daughter should not	Not everyone want to send their daughters to study.
	Yesterday also it was published in the newspaper that girl was selected as pilot. For her to get to that position her husband as well as her parents have really contributed. If we will not promote our girls then how would it be made possible	
	Constitution says that education is primary for students	
ORISSA/JNV	The girls have been given quota (30%) but for boys there is no quota. If we are all from the same age group, why have they been given 30% quota?	
Career		
PUNJAB/JNV	Today all work is equal and safe	Earn money as well as keep servants for household work
PUNJAB/KV	Woman is free to work or not to work depending on her wish	
MAHARASHTRA/PRIVATE	Women are more inclined to take higher education	They want to be independent
		Girls want to fulfil their needs and aspirations.
MAHARASHTRA/JNV		Mostly girls are educated but her in-laws don't let her work outside
MAHARASHTRA/KV	I want 100% women to work outside	
	In our general assembly only 5 to 10% women are working.	

MP/JNV	Middle class people d on't accept professions like fashion designing but this is allowed in higher class families Although India is a country of villages still since time is changing and in this changing time both have equal rights	I think the ratio is quite equal. The number of boys and girls are equal in school
MP/KV	15-25% families are there in which husband and wife work together at home	25% percentage families are there in which husband and wife work together at home
ORISSA/JNV		Now, the girls have started working (going out of the town). They are working on higher positions than boys. They are also getting lot of freedom. I also know about many plans which the government is formulating to change the old views of the people (and society).
		Earlier it was believed and said that fighting (combat) can only be done by boys. Now, the girls are also recruited in the army.
ORISSA/PRIVATE	No job is of lower order or status. Instead of feeling ashamed, one should take pride. Tailoring can also provide a bright future.	Freedom to girls to study and stand on their own feet. When she gets married, if the family asks her to quit job (after marriage), now she has the freedom to continue with her job.
	Now girls don't need permission to go out for tuitions or other things.	
KARNATAKA/KV	Rahul Dravid who is actually a cricketer but he is also a manager in bank of Baroda. So he can be a chef and also can be a doctor.	There are many people who change their profession. E.g. Chetan Bhagat passed out from IIT but he is a writer.
KARNATAKA/JNV		Earlier old machines were used but now fast machines are available. Education has also improved her skill a lot.
		My family is telling to take teaching course.
KARNATAKA/PRIVATE	Now, husband and wife are both educated and both are working outside.	
House-hold responsibility		
MP/KV	Outside work is done by papa.	Outside work is done by papa.
	Mother looks after the children and prepares them for school. Send them for tuition, worry whether they have returned home on time or not and welcome guests at home.	If the button of my father's shirt gets detached, my mother fixes that and not my father
		My father pays the bills
ORISSA/KV	Earlier it was a male-dominated society	
	Mostly women do cooking and tailoring. Even if a man is a chef, he doesn't cook in his home.	
ORISSA/JNV	For m e, marriage and profession are both necessary.	Girls have more interest in stitching and sewing and doing the house-hold work.
		The people think that generally, women look after the house and do the house-work. The males plan about the future and take steps accordingly.
ORISSA/PRIVATE	Even in movies it is shown that men cannot raise baby. So the woman has to quit her job for the first 6-7 years (after child birth).	Woman can never dictate the husbands to do work. On the other hand, she has to always take permission from her family to do anything.
PUNJAB/JNV	Males wash clothes	Women should know cooking
PUNJAB/KV	Boys also do house-hold work	If servant is not there then everyone do work together
	Husbands can also do the stitching work in the absence of wife	

	Boys can also cook food If both parents work then there must be a servant	
MAHARASHTRA/JNV	*I can wash clothes, fill water and do cleaning but I cannot cook.*	Some boys also start learning household work like washing clothes etc
MAHARASHTRA/KV	The one who returns first from office can do the work	Household work is a duty not responsibility If man can help the woman in house-hold work then the women can work outside.
MAHARASHTRA/PRIVATE	She drinks in parties and also smokes. It affects her family reputation. She should not do like this. She should be in her limits. She should never cross her limits.	*Even if I am at home I do things myself*
KARNATAKA/JNV	Nowadays girls don't want to stay at home. They want to enjoy outside. They don't have hobbies like stitching and tailoring.	
KARNATAKA/PRIVATE	Today we are advance and with the help of advance machines, we can live much safe and easy life.	
	Now you cannot differentiate that what is woman's role and what is man's role because both are doing the same jobs.	
	There is only a fraction of family where gender roles are changed but I think we remain all the same.	
Relationships with family and peers		
PUNJAB/JNV	Family members should make the relationship comfortable for married women when guests come	
MP/PRIVATE	*If any girl gets frank with any boy then her husband takes it in a negative sense that there is something between them.*	
MP/JNV	She must be of accepting attitude.	
MP/KV	It is the responsibility of both to maintain relationship.	Girls are seen doing this more (maintain relationship).
	Neither will I work nor will let her do the house-hold work. Shall arrange the facilities so that we don't have to work on our own	It depends on how she is treated at her in-laws home. If she is not treated well, she won't give the best and if she is treated well, she will give her best.
	If my maid doesn't turn up, then I will help. And will work hard to afford the facilities	We would expect them to have equal freedom.
	Will divide and share every work into half.	*Who refuses to help in the current generation?*
	Few things that I like, I will do them. And the other things which she likes, she will do those	*If I am able to convince him and say that in modern India one cannot do everything relying on the single person. Like the way a woman walks side-by-side with her husband, the same way I will like him to understand what I want. Probably, he will be convinced and I will be able to work outside.*
ORISSA/JNV		Even the children with no mother turn up into something as they grow. Don't fathers look after their children in mother's absence?

KARNATAKA/KV		Now joint family system has broken up In this competitive world, we all are losing the essence of life and fast becoming self-centred.
Marriage		
PUNJAB/PRIVATE		*Now boys and girls get time to know each other and also spend time with each other* Girls are even independent to choose their spouse
PUNJAB/JNV	Marriage at the age of 30 for boys Age gap should be 1-2 years between them	23 is good for marriage of girls Men should be elder
PUNJAB/KV	Boys-23years, girls-16years	After caste, boys' criminal background is seen
		Boys personality is more important, looks come later
		Love marriage is not successful
		23 for boys and 18 for girls
		Self dependence is important in marriage
MAHARASHTRA/KV	25% according to me allow love marriage	25% according to me allow love marriage
	In Bihar and Uttar Pradesh honour killings are high	In metropolitan cities the rate of love marriage is high
	Now, education is considered more important in marriage than religion and caste	
MP/PRIVATE	Women have rights to get married again after husband's death	A man marrying many women is not allowed now and he should take divorce in order to marry another woman
MP/JNV	When girls are working then they have an option that they can also choose the boy on their face value for marriage	Girls should be married at the age of 30 years
	Presently, girls get married by the age of 25	Girls get married by the age of 25
		Just imagine if boys are doing some course and then they get the job and still they want to study then they can do so, but if a girl has completed a course and wants to study further then they don't prefer, parents will prefer that girl should get married because that is their responsibility.
		In today's date, middle class family show s the photograph of the boy and then ask their (girl's) opinion.
MP/KV	The age of marriage should be 26 for boys and 24 for girls.	
	She should be educated and good natured	
ORISSA/KV		My grand-mother became a mother at 19 years of age. Now, my sister is 19 and she is still studying.
ORISSA/JNV		If a love marriage is there in a joint family, the husband will speak for his wife.
		If one is not interested in marriage, we can live without marriage too. According to my point of view, the young generation thinks this.
Upbringing		
PUNJAB/JNV	Parents educate girl as they expect better marriage proposals	Family of boy is given more importance
PUNJAB/KV		Girls spend much time at home and easily solve the problem s.
MP/PRIVATE	Earlier girls were allowed to wear *saari* only and they need to hide their face but now they can wear jeans also	

ORISSA/JNV	*According to me, the work load on girls will be more. The women will have to teach the girls to learn (the house-hold work) better. They won't have to do it with boys. Because when the girls will grow and be ready for marriage, then everybody will ask, "does she cook food, etc? Nobody will ask whether the boy knows how to cook food". What response will the girl give, if she doesn't know how to cook food?*	As we are studying in co-education, we will give them equal rights. What one does, the other will have the equal freedom to do that.
KARNATAKA/JNV	Educated parents will not force their wishes on children.	
Personality attributes		
PUNJAB/PRIVATE	Nowadays, people want women to be more educated so that she can teach her children also	
PUNJAB/JNV		Bearing and tolerance power is more
PUNJAB/KV		Girls have very less anger but boys have more
MAHARASHTRA/PRIVATE	Voice texture	
ORISSA/KV	But now, boys are more broad-minded. They don't dominate women. They help their wife in work.	
Mobility, safety and security		
PUNJAB/JNV		Now, the people have come to realize that anything can happen and we cannot take life as it is. So, we need to make even the girl child independent
MAHARASHTRA/KV	*Madam samajh kaise nahi hai. Jaise abhi ap ne kaha abhi aap Delhi se yaha aai ho. Agar aap ki marriage ho jai to kya aap yahan aa sakogi?*	
ORISSA/PRIVATE	It is Indian mindset that women should sit at home and look after children. It is not so in US and UK. But in Asian countries, only men (are supposed to) work. (Though) women do work and go outside in metros, but even there security is an issue.	
ORISSA/JNV	In few places the views have changed. There are many places in India where the girls are restricted from venturing out of the house.	
Decision-making and power dynamics		
PUNJAB/PRIVATE		Girl's opinion is given the equal importance as was given to the boys earlier
PUNJAB/JNV	Both the girl and boy are dependent on each other	
MAHARASHTRA/JNV		When father is not at home only then mother is in charge
MAHARASHTRA/KV	It doesn't matter if girl is more educated than boy.	It matters for the boys
		I think that my parents are the most wonderful that they will ask me is there anybody in your life that you love to marry.
ORISSA/KV	Our President and the chief-minister of Delhi are women. They have come out of their homes and doing work.	
ORISSA/JNV		The quota (government's plan) is a mode to motivate people.
ORISSA/PRIVATE	*But now, boys are more broad-minded. They don't dominate women. They help their wife in work.*	

Anti-female customs		
MAHARASHTRA/JNV	50-75% women have to finish household work before going out to work	Dowry hasn't stopped
MP/KV	Dowry system exists mainly in villages	It is prevalent in cities as well
	50% families accept dowry	75% families take dowry
	We are dead against it.	Won't marry at such a place where they demand dowry. Will marry somewhere else.
	One should be a good human. Money should not be the base of relations	Won't marry in such a house that asks for dowry because life won't be easy with such a person
0RISSA/KV		*My grand-mother was married off at the age of 12 years. Now, we don't find child marriages and sati-pratha (bride was forced to sit on the funeral pyre of the husband and burnt to death). This is just the beginning.*
ORISSA/JNV		*Even now in rural areas, the girl child is not given much priority or freedom to move out of the house. Child marriage is still followed there as tradition. Recently, a girl was paraded naked as she went against the wishes of her parents.*

Table 7.3 .3: Aspirations of young people regarding gender roles

State/ School System	Boys' Views	Girls' Views
Education		
MAHARASHTRA/KV	Education is must	I want to do something scientifically something engineering and that side, so space technology and like that.
MAHARASHTRA/PRIVATE	I would like to send elder child to the convent school because if it studies in convent school she or he can also teach the younger ones in home	
ORISSA/KV	*The young generation wants to stand on its own feet. For example, earlier, if the father was wealthy, children did not study. But now it's not acceptable in the society. He has to study and work to make his own status.*	One should dream and work to achieve and transform that dream into reality
ORISSA/JNV	*If a girl wants to study abroad, she should be allowed as it is her right.*	
MP/JNV	If woman is capable then she should be given a chance	
PUNJAB/PRIVATE	People want women to be more educated so that she can teach her children also.	
Career		
PUNJAB/PRIVATE		I want to be independent
PUNJAB/JNV	It is important that a man is employed	
MP/KV	We would allow our partners to go out for work.	
MP/JNV	Whatsoever she can do perfectly, she should get a chance to go and succeed in that work.	
MAHARASHTRA/JNV		Would like to go out and work

MAHARASHTRA/KV	Will like wife to work outside Fashion designing, teaching or small work like accountant are preferred for girls	I want to do something scientifically something engineering and that side, so space technology and like that I will take teaching as a career
	I want all women to work outside.	The profession does not matter if the boy is married. He should understand about my feelings and about me. He should help in house work and its ok.
	Girls only cannot go in the field of education but all fields of the world.	
0RISSA/KV	In order to secure our future, we should start working from today	One should dream and work to achieve and transform that dream into reality
	We should be prepared to tackle problems in life	We should do hard work to achieve our dream and have a secure future
		Youth of today wants to be different and doesn't want to do stereotypical work.
		Sports were also not considered as a career option earlier, but now it is encouraged.
0RISSA/PRIVATE	We should not be dependent on others for income. We should have our own future and that too independently	Women can do all activities that men do.
	No job is of lower order or status. Instead of feeling ashamed, one should take pride	
	One should not bother about others which profession one is into. One should do work according to one's liking.	
ORISSA/JNV	*The society says that house-hold work is meant to be done by girls. When I will have a girl, I will give her the freedom to do things according to her choice.*	
KARNATAKA/KV	*I will follow some profession like doctor, etc but I will keep my passion for chef.*	
	Actually I want to be 5-star hotel chef because I always watched those shows like master chef. I see those people and I am inspired from them .	
	Young people should join politics.	
KARNATAKA/PRIVATE	I will not allow her to do huge amount of work outside	
House-hold responsibility		
PUNJAB/PRIVATE		I will share all responsibility with my partner
MAHARASHTRA/JNV	One among husband and wife should be at home	I will have maid-servant if both work outside
		Both have responsibilities
MAHARASHTRA/KV		If both are in same field so it can be manageable.
MP/JNV	We would both share household work	Stay in house, we had already divided our work, but still if anyone is over loaded with work then we should help them,. It is a sense of equality.
0RISSA/KV	Like in a vehicle, two wheels are important. Similarly, man and woman are necessary to work in tandem to run a house.	We should be able to earn our own living and should think of being independent. It's good that we have parents who support us but they won't be there always
		Like in a vehicle, two wheels are important. Similarly, man and woman are necessary to work in tandem to run a house.
		In bigger cities, women generally work. But

ORISSA/JNV		out here in Bolangir, the society is conservative and not broad-minded. It depends on the location of the place. She should explain right at the beginning (of the marriage) that every work has to be shared.
		Both husband and wife should together cook the food
Relationships with family and peers		
PUNJAB/JNV	Men try to make balanced relation, listen to mothers and also convince wife	
PUNJAB/KV	It should be from both sides if someone get married so both should try to join their relation.	
MP/JNV	I will also prefer that we should respect each other's feelings."	
	I would like to say that whatever they are saying is all rubbish. In reality we don't prefer that our wife should do any kind of job, because if they start working then who will take care our parents and children at home. We will prefer that they should take care of them.	
ORISSA/KV	It has become a liability for families to teach the girls. Instead, they think to spend money on their dowry	We also agree with this thought as women are considered as a separate entity from their family (*paraya dhan*).
	Instead, they think that if boys are educated, they would do job, earn and hence support the family. But nowadays, boys don't support their family.	
ORISSA/PRIVATE		*I want my in-laws to cooperate with me.*
Marriage		
PUNJAB/PRIVATE	Education is compulsory to get married	There has to be a balance between the two: good-looking and education
	The first point to consider is that she takes care of the parents (in-laws).	The girls are even independent to choose their spouse.
	Arranged marriage is preferred	Arrange plus love
PUNJAB/JNV	Arranged marriage	Arranged
	Nature of girl is important	
PUNJAB/KV	Men would like a working wife	We both should do equal compromise
	I like live-in more	Would like both love and arranged marriage
	Arranged marriage	
	Boy wants a girl to have good behaviour	
	In European countries the literacy rate is about 99% and the marriage is there are not. They all like love marriage. If we have to be a super power we should follow their policy.	
MP/PRIVATE	Full freedom should be given to wife to decide her job and continue her career	Boy should also take care of his wife and help her in works like house hold activities which is not able to do alone when she is ill or her health is not so good then her husband should help her in outside and inside activities. He should not have that ty pe of attitude that I am boy so I will not do any work.
	Inter caste marriages should be allowed	

MP/JNV	Agree with parents for taking marriage decisions Qualifications of girl are important for marriage	
ORISSA/KV		I will give my children all freedom
ORISSA/JNV		If a girl wants to marry and keep her job as well, then her life-partner should also understand this. It's okay, if such an understanding is there.
ORISSA/PRIVATE	To avoid tension, I will not marry.	
MAHARASHTRA/KV	I want an understanding wife	He should understand about my feelings and about me. He should help in house work.
Upbringing		
ORISSA/KV		*I will give my children all freedom*
ORISSA/JNV	*When I will have a girl, I will give her the freedom to do things according to her choice.*	
PUNJAB/PRIVATE		The people have come to realize that anything can happen and we cannot take life as it is. So, we need to make even the girl child independent.
Decision-making and power dynamics		
PUNJAB/KV		There is no difference between boys and girls so if boys can have fun so girls can also do it
PUNJAB/JNV		Caste is important for spouse selection
MAHARASHTRA/JNV	Decisions should be taken by both	Boys should take decisions with the girls consent otherwise they would get angry
MAHARASHTRA/KV	They can be whatever they want to be in their life	
ORISSA/KV	We want to take our own decisions and be independent	
	We should come out of the male-dominated society. The balance should be shifted and moved towards equal opportunity for women.	If boys go out at 8 pm, it's fine. But for girls, it's considered bad.
ORISSA/JNV		Life is full of uncertainties. If we don't plan, the future can be in danger
KARNATAKA/KV	When we will become society and when we will grow up. We will bring change in ourselves and in broader sense it will bring change in the society. So small things will add up to make big things.	

The following table categorises students' perceptions and comments in three realms of past, present and future on education; career and marriage. The table essentially tries to see how the societal perception on education, career and marriage has changed over a period of time from past through present and how it perceives it in the future.

Table 7.3.4: Change in perception with regard to gender roles

Traditional (Past)		Present		Future	
Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
Education					
Women handled the house-hold work and the children.	Girl wanted to study but her parents didn't allow her.	Today's woman who is a housewife and managing children should be educated.	We can say mostly due to all such program such as "Sarva Shiksha Abhiyan" we say it is providing and motivating girls to take education.	If woman is capable then she should be given a chance	I want to do something scientifically something engineering and that side, so space technology and like that.
Career					
It was considered shameful if girl works outside home	Parents didn't accept the fact that women should go outside and work	Now, husband and wife are both educated and both are working outside.	The numbe r of boys and girls are equal in school	We would allow our partners to go out for work.	One should dream and work to achieve and transform that dream into reality
Marriage					
Men dominate women in arranged marriage.	No opinion of girls or boys was taken in deciding life partner.	Women have rights to get married again after husband's death	In today's date, middle class family shows the photograph of the boy and then ask their (girl's) opinion.	Full freedom should be given to wife to decide her job and continue her career	If a girl wants to marry and keep her job as well, then her life-partner should also understand this. It's okay, if such an understanding is there.

7.4 Key Findings

7.4.1 Knowledge on Legal Age of Marriage

Approximately 90% students in AEP, as compared to 82% in non-AEP schools, were aware of the legal age at marriage for girls and boys. As for teachers, there was no difference in knowledge of legal age between N and NN teachers (97-98%) in AEP schools, though this was slightly higher the teachers' knowledge in non-AEP schools (94%).

7.4.2 Challenging Gender Stereotypes: Boys and Housework

Rajan case study brings out the overwhelming positive response of students and teachers, for pro-actively challenging gender stereotypes related to boys doi ng housework. AEP students are slightly better than non-AEP in choosing positive responses: Rajan should feel proud of doing housework (79% AEP, 74% non-AEP) and Rajan might be a good influence on his friends (46% AEP, 40% non-AEP). JNV students' responses are best, compared to 66% for both KV and private school-case. Also, girl's responses are better than boys', although boys are picking up better views with AEP.

Teachers have responded even more positively than students on the first option, that Rajan should feel proud of doing housework and not try to hide it (92% N, and 90% NN as well as non-AEP

teachers). On the other positive option, Nodal teachers gave marginally better response than NN. As compared to students, fewer teachers selected negative options (hiding doing housework, or stopping doing housework). Female N teachers held this view, far more than other categories (male or female). Zero percent female N teachers opted for Rajan giving up doing housework!

The positive impact of AEP is evident, across school systems, for students and teachers. However, private-case school teachers (N and NN) gave markedly better responses to all questions than teachers from KV, JNV or private-control schools, indicating somewhat greater acceptability among private school teachers for such issues. On the other hand, JNV students gave the best response among students. Positive peer influence is substantiated by students' and teachers' responses to the Rajan case study.

There is scope for AEP to improve effective transaction of life skills on issues of this sort, by taking the findings into account.

7.4.3 Challenging Gender Stereotypes: Girls and Sports

Students and teachers responded overwhelmingly in support of changing gender stereotypes related to girls and sports. High proportion of girls and boys (82% girls and 73% boys in AEP schools) opted for Kavita continuing with sports wearing whatever she wants. Teachers opted for this option to the tune of 81% male teachers and 78-80% female teachers (AEP schools). Some positive AEP impact was seen on this option, for teachers.

Positive AEP impact was seen on choice of second positive option (Kavita should discuss with her teacher or anyone she trusts) in the case of students, and improvement of N teachers' scores as compared to NN teachers. Overall negligible percentage of teachers and students selected the option that Kavita should give up sports.

These findings are heartening. The challenge remains, of ensuring that such progressive views are actually applied to really life situations.

7.4.4 Challenging Gender Stereotypes: Interests and Careers

In response to Arif-Nilofer case study, majority of students and teachers opted for both exploring study and career in their area of interest, ie art. In JNV schools, 78% students choose this option, compared to 67-69% in KV and private-case as well as private-control schools.

A high proportion of JNV students (73%) felt Arif should inform his parents, as compared to 56-61% students in the other school categories. There were not many students across schools opting for Arif giving up painting, or continuing to paint secretly. Overall, girls chose better responses than boys.

Teachers opted overwhelmingly for the top positive choice (Arif and Nilofer exploring study and career in art) to the tune of 83-85%, with no marked difference across schools (AEP/non-AEP, N/NN). Thus there is scope for AEP teachers to work further with students on this kind of issue.

7.4.5 Knowledge of Gender as a Social Construct: Critical Thinking

A considerable degree of confusion was evident regarding biological versus socially constructed facts/phenomena. Overall, there not much significant difference emerged across school systems, for students or for teachers. On several counts, private schools were marginally better.

It is remarkable that teachers too exhibited considerable misconceptions. For instance they, and students, are extremely confused about whether the following statements are based on biology or social construction: `women are better care givers than men'; `boys are stronger and more muscular than girls'; `women are more emotional than men'; and `men are better at controlling their emotions'.

Whereas all these differences between male and female are socially constructed, substantial proportions of students as well as teachers (sometimes more than half or even three-quarters) have opted for the wrong option (`based on biology'). There is not much significant difference in responses of AEP and non-AEP teachers on these questions. Clearly, the imputing of emotion and nurturing capacities to women, and of physical strength to men, as `natural', is very widespread and deeply ingrained in our culture and thought patterns. AEP has yet to take up the task of effectively challenging and dislodging these deep-seated beliefs.

Respondents including students and teachers were able to handle quite well those social constructs/people's mindset options which are related to studies and career (girls find mathematics difficult; boys handle technical things better; all girls are interested in cooking). Non -AEP school responses to these questions are high, and AEP school responses marginally higher. Clearly, there is growing challenge to work-related gender stereotypes in today's world, which has influenced people's thinking. AEP has further sharpened critical thinking on these issues.

Options in which statements are actually based on biology are also handled well, with overwhelmingly correct responses from teachers and students (voice cracks in a majority of boys; women give birth to babies; girls' bodies mature earlier than boys'). Teachers are marginally better than students, and AEP schools (students and teachers) fare marginally better than non-AEP schools.

AEP has made some difference in thinking on these areas, but clearly important areas remain to be tackled effectively.

7.4.6 Qualitative Research Findings on Gender Roles: Traditional, Changing and Future

Qualitative research findings on gender roles corroborated the quantitative research findings, and provided some nuances which could not be captured by quantitative.

Boys and girls from all three school systems observed traditional gender roles kept girls and women at home engaged in housework, while boys studied and men were the earners. Restrictions upon women's mobility and freedom were noticed by girls and boys. Boys and girls acknowledged it has been women's task to maintain family relationships. But they also felt that men had responsibility of financially supporting the family. Marriage for girls meant submission to in-laws. She was supposed to bring up the children. Students observed that this kind of gendered pattern of education, career and marriage is changing today.

During qualitative research it emerged that students are aware of changing gender roles. Girls and most boys felt positive about girls studying and entering various careers. However girls were more sensitive than boys to continuing stereotypical expectations, which make it difficult to combine career and marriage until and unless she has an `understanding' husband and in-laws. Her career is secondary to her husband's. Girls also noticed that discrimination against girl children still continues in society. Nor does everybody accept women going out to work. A girl observed that girls are not even allowed to go to the market, while boys can go any time. Boys responded that it may not be safe outside for girls. They also observed that it is unfair. Girls noticed that boys have more anger, and girls more tolerance power.

Girls who are grappling with the choice between career and marriage, are sometimes opting for career, and giving up marriage. Boys find this difficult to accept, and are not always sensitive enough to the dilemma girls face. The `naturalisation' of socially constructed traits (like women as nurturers) has not been challenged sufficiently by AEP, so many students, particularly male, have a deep-seated conviction that women *should* marry and bear children. Some boys criticized girls who work outside rather than cook and raise children; or girls who go to parties and enjoy outside. Boys said `Gender roles have changed in only a fraction of families, but I think we remain all the same' and `In reality we don't prefer that our wife do any job because then who will take care of our parents and children at

home?' Another noted that girls are being educated more so that they will get better marriage proposals. Some boys said they want wives who will work outside.

About aspirations for the future, both girls and boys imagined giving freedom to their children to study as much as they want and take up any career. With regard to housework, some boys bypassed the issue by saying if husband and wife both work outside, then a servant will do the housework. At the same time several boys confidently said they can do housework, and statements like `we will divide and share every work into half' were made. Also, `it is the responsibility of both to maintain relationship'. Girls want to have `equal freedom', and be treated well. Girls also spoke of wanting independence, taking up unusual career options, dreaming, and working to transform reality. Some felt that right at the beginning of marriage, the wife should explain that all work has to be shared, and both should cook together. One girls astutely said, `We both should do equal compromise'. Others noted that `boy too should take care of his wife', should understand her feelings, and that fathers can look after children well. Girls and boys want arranged, love or mixed arranged and love marriages: there is no clear consensus on this. However, what they are clear about is this: both sides, whether boy or girl, wants a partner who will understand him/ her.

Learning for AEP: The qualitative research made very clear that girls and boys today are facing immense challenges, at personal and study/future career fronts. Young people are reflecting, thinking and discussing many issues relating to their changing selves, and changing society. They are all aware that gender roles cannot remain fixed. Most are eager to be part of the change. However, there is fear on both sides, as borders are crossed into hitherto unfamiliar territory: mobility and careers for females, and emotional nurturance and housekeeping roles for males.

AEP programming needs to appreciate the efforts, aspirations and dilemmas of young people. The qualitative research findings confirm that adolescents today are thoughtful, reflective, responsible and quite well-informed. The students were interactive, open and honest. The FGDs provided evidence of adolescents' sense of curiosity, self-expression, cheerfulness, discovery, seeking independence and growing maturity, as well as stress and anxiety. As they move courageously into new territory, young people clearly require support, understanding and, from time to time, guidance from the world of concerned adults.

VIII
Understanding Child Abuse, Sexual Harassment and Domestic Violence

This chapter tries to assess the respondents' understanding on issues pertaining to child abuse; sexual harassment and abuse and domestic violence and teachers and students have been given similar questions and situations.

8.1 Understanding Child Abuse

Most students (53% AEP and 52% of non-AEP school) believe that beating by parents is an expression of love and concern for the child. 52% and 44% AEP and non-AEP school students believed that beating is necessary to keep the child in check. Almost one-fourth of the students were of view that beating by their parents is harmful for children. Comparison of responses among the different types of AEP schools shows that a higher proportion of students in private schools (56%) believe that beating by parents is an expression of love and concern for the child as compared to KV students (53%) and JNV students (51%). Most of the JNV students (60%) were of view that beating is necessary to keep the child in check. Very few students in AEP and non-AEP schools (15%) are aware that child beating is a form of domestic violence.

Table 8.1.1: Percent distribution of students: View on parents beating their children (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
A form of domestic violence	14.4	14.6	15.0	**14.6**	15.1
Necessary to keep the child in check	47.9	60.2	44.0	**51.7**	43.7
An expression of the parent's love and concern for the child	52.8	51.0	56.4	**53.1**	51.5
Harmful for the child	24.9	25.3	23.5	**24.7**	23.7
Not answered	0.6	0.3	0.7	**0.4**	0.9
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Understanding of child abuse varies among male and female students. More male students in AEP schools (54%) mentioned that beating is necessary to keep the child in check as compared to 48% female students. A similar trend was observed in non-AEP schools. A relatively higher proportion of female students in non-AEP schools considered beating an expression of the parent's love and concern for the child than their male counterparts.

Table 8.1.2: Percent distribution of students: View on parents beating their children (by gender)

	AEP Schools		Non-AEP schools	
	Male	**Female**	**Male**	**Female**
A form of domestic violence	15.0	14.1	14.3	16.2
Necessary to keep the child in check	54.1	48.2	46.8	39.1
An expression of the parent's love and concern for the child	51.6	55.1	49.9	54.2
Harmful for the child	23.6	26.2	23.0	24.9
Not answered	0.5	0.4	1.0	0.8
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Teachers were asked about their opinion on parents hitting or slapping children. The school-wise disaggregated data shows that not many teachers across the school categories found hitting a child as a form of domestic violence. The percentage was high for the AEP nodal teachers and it was reported highest by nodal JNV teachers (41%). Within a consistent range of 27% to 30% teachers across all school categories said that beating is necessary to keep the child in check.

A considerable proportion of nodal and non-nodal teachers in AEP schools (51% and 53%, respectively) believe that beating is harmful for the child. Barring nodal teachers in private-case schools and non-AEP teachers, over 50% teachers in all school categories said that it is harmful for the child. Compared to other school teachers, a relatively greater percentage of teachers (both nodal and non-nodal) in private-case schools, reported that it is an expression of parental love.

Teachers have overall fared better than students while giving their views on beating children.

Table 8.1.3: Percent distribution of teachers: View on parents beating their children (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
A form of domestic violence	36.1	37.7	40.5	33.6	28.6	29.2	**35.6**	**33.7**	20.5
Necessary to keep the child in check	27.9	28.5	27.6	26.9	28.6	28.6	**28.0**	**28.0**	30.1
An expression of the parent's love and concern for the child	33.6	28.5	31.0	29.8	44.0	40.6	**35.6**	**32.5**	33.7
Harmful for the child	55.7	53.1	50.9	53.4	46.2	52.6	**51.4**	**53.0**	43.4
Not answered	0.0	0.9	0.0	0.4	0.0	0.5	**0.0**	**0.6**	2.4
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The gender-wise disaggregated data showed that not many non-AEP teachers (both male as well as female) considered hitting/slapping a child as a form of domestic violence. Even in AEP schools, a relatively lower percentage of female teachers considered it to be a form of domestic violence.

Nodal male teachers from KVs recorded highest in percentage in considering child beating as a form of domestic violence (42%) and that it is harmful for the child (56%). A relatively lower percentage of nodal male teachers (22%) as compared to nodal female (32%) found it to be necessary to keep the child in check. A relatively higher proportion of non-AEP female teachers considered child beating as a form of domestic violence (23%) and an expression of the parent's love and concern for the child (37%) than their male counterparts.

Table 8.1.4: Percent distribution of teachers: View on parents beating their children (by category of school)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
A form of domestic violence	42.4	34.9	30.3	32.5	15.4	22.8
Necessary to keep the child in check	22.2	27.3	32.4	28.7	30.8	29.8
An expression of the parent's love and concern for the child	32.6	29.4	37.8	36.0	26.9	36.8
Harmful for the child	55.6	54.4	48.1	51.6	53.8	40.4
Not answered	0.0	0.9	0.0	0.3	0.0	3.5
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Challenging child sexual abuse

Case Study:

Mohit is 10- years-old. His uncle often comes over to stay. 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. Which of the following statements in your opinion are correct?

In response to the case study, most of the students believe that Mohit's parents should try to understand why he has become so quiet and withdrawn. While 65% AEP students believe so, only 54% non-AEP school students had the same opinion. Noticeably, disaggregated analysis by type of AEP schools indicates a higher proportion of students in JNV (71%) agreeing to this as compared to KV (60%) and private school (63%) students.

A considerable proportion of students in AEP (44%) as well non-AEP schools (40%), believe that Mohit's parents should not allow the uncle be alone with him. However, very few (less than 25%) students think Mohit's uncle was trying to sexually harass him.

Table 8.1.5: Percent distribution of students: View on Mohit's case study (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Mohit's parents should try to understand why he has become so quiet and withdrawn	59.6	70.9	62.6	**64.9**	53.5
Mohit's parents should not let the uncle be alone with him	45.4	43.5	42.9	**44.0**	40.0
Mohit's uncle is trying to sexually abuse him	24.6	24.5	23.9	**24.3**	21.8
Mohit's parents should keep quiet and not ask any questions as this could upset the uncle	6.2	5.7	5.3	**5.8**	6.6
Mohit misunderstands his uncle's affectionate behaviour	34.5	40.3	33.1	**36.4**	36.9
Not answered	0.9	0.5	1.2	**1.1**	1.4
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Views on Mohit's case study by gender of students shows a markedly higher proportion of female students in AEP schools (74%) agreeing that Mohit's parents should try to understand why he has become so quiet and withdrawn as compared to male students (58%). Similarly, almost 63% of female students in non-AEP schools had the same opinion as against 47% male students. On the other

hand a substantial proportion of male students mentioned that Mohit misunderstands his uncle's affectionate behaviour.

Table 8.1.6: Percent distribution of students: View on Mohit's case study (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Mohit's parents should try to understand why he has become so quiet and withdrawn	58.4	74.0	47.4	62.8
Mohit's parents should not let the uncle be alone with him	40.5	48.9	36.8	45.0
Mohit's uncle is trying to sexually abuse him	27.4	20.1	24.5	17.5
Mohit's parents should keep quiet and not ask any questions as this could upset the uncle	7.2	3.9	8.3	4.1
Mohit misunderstands his uncle's affectionate behaviour	40.3	30.9	40.5	31.3
Not answered	1.0	0.5	1.4	1.6
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

The school-wise disaggregated analysis of the teachers' response to Mohit's situation showed that highest percentage of teachers in all the sub-categories opined that 'Mohit's parents should try to understand why he has become so quiet and withdrawn'. This option was quoted highest by the nodal teachers of private schools (86%). It was followed by 'Mohit's parents should not let the uncle be alone with him'. But only around half the total teachers in all school categories (whether nodal or non-nodal) said that Mohit's uncle is trying to sexually abuse him. This means that only half of the surveyed teachers know that such an action is tantamount to be termed as sexual abuse. However, their understanding is substantially better than the students' understanding.

Table 8.1.7: Percent distribution of teachers: View on Mohit's case study (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Mohit's parents should try to understand why he has become so quiet and withdrawn	81.1	79.8	77.6	76.9	85.7	82.3	**81.2**	**79.5**	79.5
Mohit's parents should not let the uncle be alone with him	62.3	63.6	63.8	60.1	52.7	69.3	**60.2**	**64.0**	48.2
Mohit's uncle is trying to sexually abuse him	55.7	54.8	52.6	50.4	53.8	57.8	**54.1**	**54.1**	61.4
Mohit's parents should keep quiet and not ask any questions as this could upset the uncle	5.7	0.4	2.6	1.3	2.2	1.6	**3.6**	**1.1**	1.2
Mohit misunderstands his uncle's affectionate behaviour	8.2	10.1	10.3	6.3	13.2	5.2	**10.3**	**7.3**	8.4
Not answered	0.0	0.9	0.0	0.4	0.0	1.0	**0.0**	**0.8**	3.6
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The gender-wise disaggregated analysis shows that a marginally higher percentage of male teachers including nodal believed that 'he is misunderstanding his uncle's affectionate behaviour' even though it was clear in the situation that at times his uncle touches him in ways that he does not like.

A significantly higher percentage of female teachers in both AEP and non-AEP schools were found who termed his uncle's activity as sexual abuse. However, a reverse trend was observed amongst male and female students in this regard.

With regard to the option: 'Mohit's parents should try to understand why he has become so quiet and withdrawn', in AEP schools, a greater percentage of female teachers (nodal and non-nodal) felt that way as compared to their respective male counterparts. But in non-AEP schools, more male teachers felt so as compared to their female colleagues.

Table 8.1.8: Percent distribution of teachers: View on Mohit's case study (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Mohit's parents should try to understand why he has become so quiet and withdrawn	76.4	73.5	84.9	86.0	88.5	75.4
Mohit's parents should not let the uncle be alone with him	53.5	58.1	65.4	70.4	38.5	52.6
Mohit's uncle is trying to sexually abuse him	49.3	48.0	57.8	60.8	53.8	64.9
Mohit's parents should keep quiet and not ask any questions as this could upset the uncle	4.2	0.9	3.2	1.3	3.8	0.0
Mohit is misunderstanding his uncle's affectionate behaviour	16.0	11.0	5.9	3.2	11.5	7.0
Not answered	0.0	1.2	0.0	0.3	0.0	5.3
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

8.2 Challenging Sexual Harassment and Abuse

Case Study:
Monica and Sabina go to see a film. On the way out of the hall, they are teased and harassed by a man who passes obscene comments. What would be your advice to Monica and Sabina?

Given the case, most of the students (62% in AEP and 56% in non-AEP schools) advised that Monica and Sabina should complain to cinema manager and insist they act to make the hall safe for women, while a considerable proportion of students (58% in AEP and 53% in non-AEP schools) suggested that they should confront the man and warn him. Further, 40% and 35% of responses (in AEP and non-AEP schools, respectively) opted in favour of going with parents or brothers who can protect them.

A comparison of responses across type of AEP schools show that more students in JNV (66%) prefer to complain to the cinema manager, as compared to 58% KV students and 60% private school students. Also while 43% of JNV student advise Monica and Sabina to go with parents and brothers, 39% and 38% students in KV and private school, respectively, suggest the same.

Overall a greater proportion of students in AEP schools (compared to non-AEP schools) advise confronting and warning the man and seeking support from others; complaining to the cinema manager; and going with parents or brothers.

Table 8.2.1: Percent distribution of students: View on Monica and Sabina's case study (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Complain to the cinema manager and insist they act to make the hall safe for women	57.5	65.9	60.0	61.5	56.0
Confront the man and warn him	55.0	58.2	53.2	55.7	52.8
Seek support from others around	37.7	38.5	33.9	37.0	32.6
Go with parents or brothers, who can protect them	39.0	43.0	37.7	40.2	35.1
Not go to see films in cinema halls	6.6	9.0	5.4	7.2	5.3
Not answered	0.8	0.3	0.8	0.6	1.0
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

A considerably higher proportion of female students, both in AEP (66%) and non -AEP schools (60%) suggest that Monica and Sabina should confront the man and warn him, as compared to male students in AEP (49%) and non -AEP schools (48%). More male students suggested seeking support from others around as compared to female students.

Table 8.2.2: Percent distribution of students: View on Monica and Sabina's case study (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Complain to the cinema manager and insist they act to make the hall safe for women	60.7	62.5	54.4	58.6
Confront the man and warn him	48.6	65.8	47.8	60.4
Seek support from others around	41.7	30.4	37.1	25.5
Go with parents or brothers, who can protect them	41.8	38.0	37.2	32.0
Not go to see films in cinema halls	8.9	4.8	7.0	2.8
Not answered	0.7	0.5	0.8	1.2
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In response to the same situation, the maximum percentage of teachers opted for two preferred solutions viz: Confront the man and warn him; and/or complain to the cinema manager and insist he acts to make the hall safe for women. Within the school systems, not much of a differential was observed between nodal and non-nodal teachers. Neither was there a significant difference between teachers' and students' views.

With regard to complaining to the manager, a relatively lower percentage of nodal KV teachers (47%) thought of taking this course of action as against 66% nodal JNV teachers and 65% nodal private school teachers. A relatively lower percentage of nodal JNV teachers (7%) felt the matter should be ignored.

Table 8.2.3: Percent distribution of teachers - View on Monica and Sabina's case study (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Complain to the cinema manager and insist they act to make the hall safe for women	46.7	51.0	66.4	58.8	64.8	62.0	**58.7**	**60.5**	60.2
Confront the man and warn him	50.0	56.1	53.4	58.0	50.5	57.8	**51.4**	**57.3**	60.2
Seek support from others around	29.5	32.9	38.8	27.7	47.3	35.9	**37.7**	**31.9**	24.1
Go with parents or brothers, who can protect them	32.0	17.1	23.3	23.9	19.8	20.3	**25.5**	**20.5**	21.7
Not go to see films in cinema halls	4.1	0.4	2.6	1.3	2.2	2.1	**3.0**	**1.2**	2.4
Ignore the matter	14.8	13.2	6.9	13.0	13.2	11.5	**11.6**	**12.6**	13.3
Not answered	0.0	0.9	0.0	0.4	0.0	1.0	**0.0**	**0.8**	2.4
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

While comparing the teachers' view vis-à-vis their gender, there wasn't a huge percentage differential between male and female teachers with regard to resorting to the option of direct confrontation and warning, though female respondents outnumbered their respective male counterparts. A similar pattern of response was observed in the case of female and male students as well.

With regard to the alternative of 'going with parents or brothers, who can protect them', a relatively higher percentage of male teachers (compared to female teachers) chose this option. The difference in percentage points between male and female teachers was higher in non -AEP school than non-nodal teachers in AEP schools. However, a significantly higher percentage of female nodal teachers also suggested this option.

A higher proportion of female teachers suggested to 'ignore the matter' than their respective male counterparts.

Table 8.2.4: Percent distribution of teachers : View on Monica and Sabina's case study (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Complain to the cinema manager and insist they act to make the hall safe for women	60.4	57.6	57.3	63.7	57.7	61.4
Confront the man and warn him	52.1	55.2	50.8	59.6	57.7	61.4
Seek support from others around	36.1	34.0	38.9	29.6	15.4	28.1
Go with parents or brothers, who can protect them	25.7	24.7	25.4	15.9	34.6	15.8
Not go to see films in cinema halls	2.8	1.5	3.2	1.0	3.8	1.8
Ignore the matter	9.7	12.2	13.0	13.1	11.5	14.0
Not answered	0.0	1.2	0.0	0.3	0.0	3.5
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

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. In your opinion, what should the girls do?

When asked about views on sexual harassment of girl students by the male games teacher, the majority of the students (68% in AEP and 66% in non-AEP schools) said that the girl students should complain to the school authorities against male the games teacher. This was followed by 62% (in AEP schools) and 55% (in non-AEP schools) responses wherein students suggested that the girls should talk to a teacher or parent — whoever they trust. While 47% of students in AEP schools felt that the girls should discuss the matter with other girls to find out if they have had a similar experience, only 40% of students in non-AEP schools mentioned the same.

Among different AEP schools, a slightly higher proportion of students in private schools responded in favour of complaining to school authorities (70%) as compared to KV (69%) and JNV (66%). On the other hand responses such as talking to a teacher or parent and discussing the matter with other girls were most frequently mentioned by JNV students (64% and 52%, respectively) as compared to KV (61% and 44%, respectively) and private school (61% and 43%, respectively) students. There was a relatively higher proportion of responses among AEP school students as compared to non-AEP students. More of non-AEP school students mentioned about keeping quiet out of embarrassment and ignoring out of fear of the teacher in non-AEP schools as compared to students in AEP schools, though the proportion of such responses is small.

Table 8.2.5: Percent distribution of students: View on male games teacher's sexual harassment of girl students (by category of school)

	AEP Schools				Non-AEP Schools
	KV	**JNV**	**Private**	**Total**	**Private**
Make a complaint to the school authorities	68.7	66.0	70.4	**68.1**	65.6
Talk to a teacher or parent they trust	61.4	63.7	60.5	**62.1**	55.3
Discuss with other girls to find out if they have a similar experience	44.2	51.9	43.1	**47.0**	40.4
Confront the teacher themselves	22.0	30.2	21.9	**25.2**	22.8
Keep quiet out of embarrassment	2.5	1.9	2.1	**2.2**	2.5
Ignore out of fear of the teacher	3.1	2.8	2.6	**2.8**	3.6
Not answered	0.8	0.3	0.9	**0.6**	1.0
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Analysis by gender of students shows that a higher proportion of male students in AEP schools are in favour of complaining against male teacher to school authorities (70% in AEP and 67% in non-AEP) as compared to female students (66% in AEP and 63% in non-AEP). Conversely, more female students suggested talking to a teacher or parent (67% in AEP and 60% in non-AEP schools) as against male students (59% in AEP and 52% in non-AEP).

Table 8.2.6: Percent distribution of students: View on male games teacher's sexual harassment of girl students (by gender)

	AEP Schools		Non-AEP schools	
	Male	**Female**	**Male**	**Female**
Make a complaint to the school authorities	69.8	65.7	67.1	63.2
Talk to a teacher or parent they trust	58.7	66.9	52.2	60.0
Discuss with other girls to find out if they have a similar experience	41.9	54.1	36.2	46.8
Confront the teacher themselves	22.8	28.5	21.4	24.9
Keep quiet out of embarrassment	2.9	1.1	3.6	0.9
Ignore out of fear of the teacher	3.4	2.0	4.2	2.8
Not answered	0.8	0.4	1.1	1.0
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In response to this situation, highest percentage of teachers, across all school systems felt that the girls should either talk to a teacher or parent they trust or make a complaint to the school authorities. They chose this option far more than the students.

Even though marginally, a higher percentage of non-nodal teachers went with the option of discussing with other girls to find out if they have had a similar experience.

As found in the case of students, not many teachers chose escaping from the situation by keeping quiet or ignoring the matter. As a matter of fact no teacher from a non-AEP school reported following this course of action. A relatively low percentage of teachers mentioned that they would confront the teacher themselves. It was mentioned lowest by non -AEP teachers (17%). However, overall, a similar percentage of AEP students and nodal teachers mentioned it (25%).

Table 8.2.7: Percent distribution of teachers: View on male games teacher's sexual harassment of girl students (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Make a complaint to the school authorities	71.3	65.4	67.2	59.7	80.2	74.5	**72.3**	**66.0**	71.1
Talk to a teacher or parent they trust	82.8	84.6	81.9	80.7	75.8	83.3	**80.5**	**82.8**	78.3
Discuss with other girls to find out if they have a similar experience	44.3	51.8	50.9	52.1	47.3	56.3	**47.4**	**53.2**	59.0
Confront the teacher themselves	31.1	24.6	22.4	20.2	20.9	18.2	**25.2**	**21.1**	16.9
Keep quiet out of embarrassment	1.6	0.9	0.9	0.8	0.0	1.0	**0.9**	**0.9**	0.0
Ignore out of fear of the teacher	1.6	0.0	0.0	1.3	1.1	0.0	**0.9**	**0.5**	0.0
Not answered	0.0	0.9	0.0	0.4	0.0	1.6	**0.0**	**0.9**	3.6
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Gender-wise disaggregated data shows a relatively lower percentage of male non-AEP teachers (69%) who believed that 'talking to a teacher or parent' would be an appropriate response to the handle sexual harassment by games teachers.
A relatively lower percentage of nodal male teachers (43%) felt that the girls should 'discuss with other girls to find out if they have had a similar experience' as compared to other teachers. With

regard to 'confronting the teacher themselves', male teachers clearly showed the inclination towards this option as against their female counterparts.

Table 8.2.8: Percent distribution of teachers: View on male games teacher's sexual harassment of girl students (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Make a complaint to the school authorities	66.7	61.3	76.8	71.0	69.2	71.9
Talk to a teacher or parent they trust	77.8	79.9	82.7	86.0	69.2	82.5
Discuss with other girls to find out if they have a similar	43.1	50.6	50.8	56.1	57.7	59.6
Confront the teacher themselves	29.9	24.4	21.6	17.5	23.1	14.0
Keep quiet out of embarrassment	0.0	0.6	1.6	1.3	0.0	0.0
Ignore out of fear of the teacher	2.1	0.9	0.0	0.0	0.0	0.0
Not answered	0.0	1.5	0.0	0.3	0.0	5.3
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

8.3 Understanding Domestic Violence

Wife beating

The study makes an attempt to assess the understanding of domestic violence by students. In this context students were asked about their views on wife beating. Most students believe that wife beating is not justified under any circumstances. However a higher proportion of students in non-AEP schools (61%) mentioned this compared to 57% of AEP school students. Among different AEP schools, while almost 65% of students in private schools mentioned that a man should not beat his wife under any circumstance, a relatively lower proportion of students in KV (59%) and JNV (50%) believed the same.

On the other hand a small proportion of students in AEP schools, 13% and 10%, respectively mentioned that a man beating his wife is acceptable in case woman is unfaithful to her husband and if she argues with him or the family, respectively.

Table 8.3.1: Percent distribution of students: View on wife beating (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
She argues with him or the family	9.9	11.8	8.7	**10.3**	9.6
She dresses in a manner to attract attention	9.8	11.3	6.9	**9.6**	7.9
She is unfaithful to her husband	12.4	15.6	11.6	**13.4**	12.2
She cooks badly	1.2	0.8	0.8	**0.9**	0.7
She spends money without permission	1.7	0.7	1.5	**1.2**	1.4
She gives birth only to daughters	1.9	1.7	1.6	**1.7**	2.0
She neglects her children	3.9	8.2	3.5	**5.5**	4.1
Under no circumstances should a man beat his wife	58.5	49.6	64.7	**56.7**	61.0
Not answered	0.6	0.4	0.7	**0.5**	1.1
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis by gender of students indicates that a considerably higher proportion of females believe that a man should not beat his wife under any circumstances. Wife beating as

unjustified in all circumstances is more frequently mentioned by non -AEP school students as compared to AEP school students.

Table 8.3.2: Percent distribution of students : View on wife beating (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
She argues with him or the family	12.5	7.2	11.9	5.9
She dresses in a manner to attract attention	12.1	6.1	9.9	4.7
She is unfaithful to her husband	15.2	10.9	14.0	9.4
She cooks badly	1.3	0.5	0.9	0.2
She spends money without permission	1.6	0.7	1.9	0.8
She gives birth only to daughters	1.5	2.0	1.6	2.7
She neglects her children	6.7	3.9	5.3	2.3
Under no circumstances should a man beat his wife	48.4	68.4	53.3	72.9
Not answered	0.7	0.3	1.1	1.1
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Over three-fifth of teachers (60%) in all sub-categories said that under no circumstance should a man should beat his wife, yet a substantial percentage of teachers in all sub-categories of school systems said that it is justified if she is unfaithful or neglects her children (in decreasing order). The other reasons cited as justified for wife beating included if she argues with the family members, dresses in clothes to attract attention and she neglects her children or if she argues.

Table 8.3.3: Percent distribution of teachers : View on wife beating (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
She argues with him or the family	4.9	7.9	12.9	11.8	11.0	5.7	**9.4**	**8.7**	7.2
She dresses in a manner to attract attention	9.0	5.3	8.6	5.9	4.4	3.6	**4.9**	**5.0**	6.0
She is unfaithful to her husband	30.3	25.0	27.6	29.8	26.4	22.4	**18.5**	**26.0**	26.5
She cooks badly	3.3	1.3	2.6	0.8	0.0	0.5	**0.6**	**0.9**	1.2
She spends money without permission	1.6	1.8	0.9	1.3	1.1	2.1	**0.0**	**1.7**	1.2
She gives birth only to daughters	1.6	2.6	0.9	2.1	3.3	1.0	**0.3**	**2.0**	1.2
She neglects her children	20.5	15.8	16.4	16.0	12.1	9.9	**2.1**	**14.1**	14.5
Under no circumstances should a man beat his wife	64.8	66.2	62.1	63.4	71.4	75.5	**63.8**	**67.9**	68.7
Not answered	0.0	1.3	0.9	0.8	0.0	0.5	**0.3**	**0.9**	2.4
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Compared to their male counterparts (62%) a substantially higher percentage of non-AEP female teachers (72%) mentioned that under no circumstance should a wife be beaten. 23% nodal male teachers found it justified to beat a woman who neglects her children as compared to 12% nodal female teachers. A considerably higher percentage of male teachers in both AEP and non-AEP schools believed that 'it is justified to beat an unfaithful wife' than female teachers.

Table 8.3.4: Percent distribution of teachers: View on wife beating (by category of school)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
She argues with him or the family	9.7	8.1	9.2	9.2	7.7	7.0
She dresses in a manner to attract attention	7.6	5.2	7.6	4.8	3.8	7.0
She is unfaithful to her husband	31.9	28.5	25.4	23.2	34.6	22.8
She cooks badly	1.4	0.6	2.7	1.3	3.8	0.0
She spends money without permission	0.7	1.7	1.6	1.6	0.0	1.8
She gives birth only to daughters	2.1	1.5	1.6	2.5	3.8	0.0
She neglects her children	22.9	16.0	11.9	12.1	23.1	10.5
Under no circumstances should a man beat his wife	60.4	63.7	69.7	72.6	61.5	71.9
Not answered	0.0	1.2	0.5	0.6	0.0	3.5
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Domestic Violence

Regarding incidence of domestic violence, the majority of the students (69% in AEP and 68% in non-AEP schools) believe that domestic violence mostly happens in poor families, followed by 33% and 30% of students (in AEP and non-AEP students, respectively) who believe that it occurs mostly in middle class families. Among the AEP schools, 72% and 71% students in KV and private schools think that domestic violence is more common in poor families, as compared to 64% students in JNV. On the other hand incidence of domestic violence in middle class families is frequently mentioned in JNV (38%) as compared to other AEP schools (30% in KV and private). Significantly lower percentage of students across the three school systems said that it happens everywhere, irrespective of socio-economic background of the family. Marginally higher percentage of JNV students (7%) said that it happens in all types of families than other school categories.

Table 8.3.5: Percent distribution of students: View on where does domestic violence mostly happen? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Poor families	71.7	64.0	71.2	**68.5**	68.0
Middle class families	30.0	37.5	29.9	**32.9**	28.9
Elite, prosperous families	19.4	31.0	19.6	**24.0**	20.8
All of the above	4.2	6.5	4.8	**5.3**	4.6
None of the above	8.9	7.4	8.8	**8.3**	9.9
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis by gender of student shows that while in AEP schools a higher proportion of female students (70%) than male students (68%) believe that domestic violence occur most in poor families, in non-AEP schools 68% male as well as female students mentioned the same. Relatively lower percentage of non-AEP girls (4%) mentioned that it happens in all types of families.

Table 8.3.6: Percent distribution of students: View on where does domestic violence mostly happen? (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Poor families	67.5	70.0	68.3	67.6
Middle class families	34.9	30.1	31.6	24.9
Elite, prosperous families	24.8	22.9	22.1	18.8
All of the above	5.5	5.0	5.3	3.7
None of the above	7.4	9.5	6.9	14.4
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Most of the teachers viewed that domestic violence mostly happen in poor class families (42% AEP nodal and 46% AEP non -nodal teachers) while a con siderable proportion of teachers mentioned that it may happen in any family irrespective of the class.

Table 8.3.7: Percent distribution of teachers: View on where does domestic violence mostly happen? (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Poor families	41.8	47.4	43.1	46.2	40.7	44.8	**41.9**	**46.2**	36.1
Middle class families	13.1	13.6	14.7	20.2	13.2	15.6	**13.7**	**16.6**	21.7
Elite, prosperous families	5.7	8.8	8.6	11.3	4.4	3.6	**6.4**	**8.2**	7.2
All of the above	50.0	42.5	51.7	41.2	58.2	53.6	**52.9**	**45.3**	51.8
None of the above	7.4	3.5	2.6	3.4	2.2	0.5	**4.3**	**2.6**	1.2
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Responses disaggregated by gender of teacher shows that a higher proportion of nodal male teachers (56%) as compared to non -nodal male teachers (40%) believe that domestic violence can happen in any family and is not confined to any class. Findings show that among non-AEP schools while 56% of female teachers opined the same as against 42% of male teachers.

Table 8.3.8: Percent distribution of teachers: View on where does domestic violence mostly happen? (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Poor families	39.6	47.4	43.8	44.9	30.8	38.6
Middle class families	12.5	21.2	14.6	11.5	23.1	21.1
Elite, prosperous families	5.6	11.3	7.0	4.8	7.7	7.0
All of the above	55.6	40.4	50.8	50.6	42.3	56.1
None of the above	6.9	2.0	2.2	3.2	3.8	0.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

8.4 Key Findings

8.4.1 Child Abuse: Parents Beating Children

Most students and teachers displayed serious misconceptions about beating of children. Over 50% students from AEP schools stated that `beating is necessary to keep the child in check' and `beating is an expression of parent's love and concern for the child'. Only 25% students observed that `beating is harmful for the child'. And a mere 15% had the knowledge that parents beating their children `is a form of domestic violence'. AEP had not made any difference to the students' understanding of this issue. It remains an area of confusion. Remarkably, JNV students have the highest level of misconceptions on this. Girls do not seem to have any better understanding of this issue than boys.

Teachers displayed somewhat less misunderstanding than students. More than 50% teachers realize that being beaten by parents is harmful for the child. More than one-third teachers recognize it as a form of domestic violence. However, more than one-third teachers believe that beating is an expression of parent's love for the child, and 28% think beating is necessary to keep the child in check. Although teachers' knowledge and awareness on the issue are somewhat better than students', yet there is a long way to go even for teachers.

AEP intervention has contributed to raising the level of teachers' knowledge and awareness: N teachers gave better responses than NN in AEP schools, and these were better than non-AEP teachers' responses. Teachers across all the school systems need appropriate training on this critical issue. The findings are not encouraging.

8.4.2 Child Sexual Abuse

Responses to the Mohit case study indicate students have only a vague understanding of the definition and identifying factors for child sexual abuse. Teachers have distinctly better understanding.

Still, it seems that students have benefited from AEP intervention. Whereas 54% non-AEP students realize that Mohit's parents should try to understand why he has become quiet and withdrawn, the corresponding figure for AEP students is 65%. Across AEP schools, JNV students give best response (71%).

For the other positive response as to what should be done, 40% non-AEP and 44% AEP students think Mohit's parents should not let the uncle be alone with him. However, only 22% non-AEP and 24% AEP students recognize that Mohit's uncle is trying to sexually abuse him. In fact, as high as 36-37% AEP and non-AEP students think that Mohit misunderstands his uncle's behavior.

Girls display much better responses than boys, indicating better understanding than boys on the issue of child sexual abuse and how to deal with it. However, boys have greater knowledge on the definition of child sexual abuse: more boys identify it in the case study.

Approximately double as many teachers as students have advised that Mohit's parents should not let the uncle be alone with him (80-81%). And more than double the number of teachers as students have identified Mohit's uncle's behavior as sexual abuse (54-61% teachers). Very few teachers think Mohit misunderstands his uncle's behavior. Most advise that Mohit's parents should not let the uncle be alone with him (48% non-AEP, 60% AEP Nodal teachers). Female teachers have consistently better understanding of the issue than do male teachers.

These findings indicate the need for consistent and focused interventions to explain the issue of child sexual abuse to students (adolescents as well as younger children). AEP training should consider this. Since it is a difficult issue, teachers require training and guidance to transact it effectively. Difficult

issues are involved: issues of power and abuse of power, fear and shame: these issues are inherent in situations of sexual abuse (whether of children or of adults).

8.4.3 Challenging Sexual Harassment: In Public Places

Most AEP students have selected pro-active options in the Sabina-Monica case study: the top choice is `complain to the cinema manager and insist he make the hall safe for women' (62%); next in preference is `confront the man and warn him' (56%); and `seek support from others around' (37%). However, they have also supported the option `go with brothers who can protect them' (40%). None of these options is wrong. They indicate a bunch of strategies, which girls and women can use to challenge sexual harassment and ensure their own safety.

JNV students have marked *all* the four options significantly more than students from other schools. AEP students as a whole have marked all four options more than non-AEP students. From this, some positive effect of AEP can be deduced.

Considerably more girls than boys have selected the pro-active options (confronting the man, seeking support from others around, and complaining to the manager). More boys than girls have advised Sabina-Monica should go with parents or brothers for protection. Girls seem ready to act courageously as well as strategically to protect themselves and ensure safety in public places. Boys would support, but also try to be `protectors'.

Turning to teachers' views, some interesting findings emerge. The top options for teachers are same as for students, and are assigned broadly similar weight as by students. However, N teachers select these options *less* than do NN and non-AEP teachers. The difference is particularly significant in the option `confront the man and warn him': 51% N teachers selected this option, compared to 57% NN teachers in AEP schools, and 60% non-AEP teachers. This is a puzzling finding. Can AEP material/training be suggesting that such confrontation should not be undertaken? Disaggregated data shows that the proportion of N teachers who select this option is less than the proportion of NN teachers *in each school category*.

The option `seek support from others around' is more popular with AEP Nodal teachers (38%), than with NN (32%) or non-AEP (24%). This is a positive difference. However, the option of complaining to the cinema manager is marginally less (58% for N, 61% NN, and 60% non-AEP teachers).

The option of `go with parents or brothers who can protect them' is selected more by N teachers (26%) than by NN (21%) or non-AEP (22%) teachers.

Female teachers select the pro-active options with significantly greater frequency than do male teachers. However, the frequency is less for N female teachers as compared to NN female teachers, and for N male teachers as compared to NN male teachers. On the other hand, significantly more N female teachers opted for `go with parents or brothers' than NN female teacher.

It needs to be examined whether Nodal training/AEP materials may be generating some fear in teachers, advising protection by male family members rather than pro-active confrontation and strategic action by the girls/ women themselves. While caution and care in such matters is advisable, at the same time students and teachers should know that it is important to build their own strength by actively confronting harassment rather than by remaining passive victims. Drawing upon the support of others around, and also insisting that concerned authorities take action to make public spaces safe for women, are strategic parts of the pro-active confrontational option. AEP may need to examine and review its material to make sure appropriate messages are going through to teachers and students.

8.4.4 Challenging Sexual Harassment: In School Space

The case study involving school games teacher again requires students and teachers to choose between various options, positive and negative. It is heartening that both students and teachers have made negligible choice of the two negative options (`keep quiet out of embarrassment' or `ignore out of fear of the teacher'.

Of the four positive options, AEP students have marked all 4 more than have non-AEP students. The top choice is `complain to school authorities', next is `discuss with a parent or teacher they trust', next is `discuss with other girls', and finally, `confront the teacher themselves'. While more JNV students have chosen each of the last three option as compared to students from other school systems, in the case of the top option, private schools-case have chosen marginally higher than the other schools.

Girls choose pro-active options more than boys – confronting the teacher, discussing with other girls, and talking to a parent they trust. Boys choose the option of complaining to school authorities a little more than girls. For all 4 positive options, girls and boys of AEP schools have selected each option, more than girls and boys respectively in non-AEP schools.

In the case of teachers, `talking to a parent or teacher' was the top option they selected -- far more than students did. Perhaps teachers need to examine why fewer students chose the same option! Complaining to school authorities was the next option selected by teachers, on par with the frequency with which students selected this option. Discussing with other girls, and confronting the teacher themselves, were the next options selected by teachers; N teachers selected these options on par with AEP school students.

Compared to NN teachers, N teachers selected the `complain to school authorities' and `confront the teacher' options more; and `discuss with other girls' less, as well as `talk to a teacher or parent' a little less. KV Nodal teachers are more interested than any other category of teacher in the confrontational option. Nodal training/material seems to have got more teachers (from all three school categories) in the confrontational option. A positive AEP impact is evident here.

However, discussing with other girls is a positive option which is, somehow, less selected by N as compared to NN teachers, across all school categories, especially for KVs. Though this option is more popular with female than male teachers, it has been chosen less by female Nodal teachers as compared to female NN teachers. This is paradoxical, because AEP training should in fact encourage such sharing.

The option of complaining to school authorities has gone up, for all categories of N teachers, as compared to NN. JNV teachers chose this option the least (as compared to other teachers), and the option of discussing with other girls the most.

As with the previous case study, this one too indicates the scope as well need for AEP to examine this issue and how it is to be understood and transacted more effectively.

8.4.5 Domestic Violence: Attitudes and Knowledge about Wife-beating

Students and teachers responded to various points regarding wife-beating. Overall, only 57% students stated wife-beating is not justified under any circumstance. This means that according to 43% students, wife-beating can be justified by certain circumstances. The proportion of boys who holds this negative opinion is far more than girls: 52% boys and 32% believe wife-beating can be justified by circumstances.

Teachers also displayed insufficient understanding of this issue: 36% N teachers, 32% NN and 31% non-AEP teachers believe there are circumstances under which it is justified for a man to beat his wife. More male than female teachers hold this negative view (40% male and 30% female among N

teachers). While these figures are a little better than the corresponding figures for students, it is difficult to comprehend how teachers with such a belief can teach AEP effectively.

Private schools (case and control) displayed maximum positive understanding on this issue, as compared to other school systems. This is true for students as well as teachers. JNV students were particularly clueless on this issue: over 50% JNV students believe wife-beating can be ju stified under certain circumstances, as compared to 35% private school-case students who hold the same belief.

When we examine the reasons selected as justifying wife-beating, students have mostly selected `she is unfaithful to her husband' (1 3%), `she argues with him or the family' (10%) `she dresses to attract attention' (10%), and `she neglects her children (6%). More boys than girls have selected each option; and more JNV students than KV, and more KV than private schools.

Teachers have a different or der of selecting justifying circumstances and assign different weights: `she is unfaithful to her husband' (19% for N, 26% for NN teachers); `she neglects her children' (16% N, 14% NN); `she argues with him or the family' (9% for N and NN); and `she dresses to attract attention' (5% N and NN).

It is remarkable that a considerable proportion of teachers justifies wife-beating. In fact *a far higher proportion of teachers than students justifies wife-beating if the wife is unfaithful, or if she neglects her children.*

These findings clearly indicate a need for AEP to review its present material and training on the relevant themes, and make substantial improvements, as required.

IX
RTIs/STIs and HIV/AIDS

This chapter covers the issues related to RTIs / STIs and their symptoms. The chapter also extensively covers important aspects related to HIV/AIDS such as its basic knowledge; misconceptions and discrimination against HIV positive individuals.

9.1 Knowledge of Reproductive Tract Infections (RTIs) and Sexually Transmitted Infections (STIs)

Symptoms of RTIs

Sexual and reproductive health problems are one of the priority concerns with adolescents. The present study attempts to assess the knowledge of students about symptoms related to RTIs and STIs. With respect to symptoms of RTIs, the majority of the students (46% in AEP and 55% in non-AEP schools) did not know about RTI and its symptoms. However JNV students reported highest in terms of percentage who knew about symptoms of RTIs. Of the symptoms 'white colourless discharge' and 'wet dreams/nocturnal emission' were the incorrect options. A relatively higher percentage of JNV students mentioned these as well.

Table 9.1.1: Percent distribution of students: Knowledge on symptoms of RTIs (by category of school)

	AEP Schools				Non-AEP Schools
	KV	**JNV**	**Private**	**Total**	**Private**
White/colourless discharge	12.5	19.2	12.7	**15.2**	11.7
Burning sensation while passing urine	27.3	38.1	27.1	**31.5**	23.5
Abnormal/foul smelling discharge from genitals	12.5	21.0	13.6	**16.2**	10.9
Boils/sores in genital area	14.9	24.8	15.1	**18.9**	11.8
Lower abdominal pain	13.4	19.2	13.3	**15.6**	13.0
Wet dreams/nocturnal emission	9.5	18.1	8.4	**12.6**	9.4
Itching in private body parts	21.1	30.1	21.5	**24.8**	18.5
No obvious symptoms	3.6	4.9	3.1	**4.0**	2.9
Don't know	52.4	37.3	51.2	**46.1**	54.8
Not answered	2.1	0.9	2.6	**1.5**	2.4
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis by gender shows that a significantly higher proportion of female students in both AEP and non-AEP schools did not know about symptoms of RTI compared to male students. A significant difference was observed between male and female students in terms of mentioning 'burning sensation' and 'wet dreams' wherein a higher percentage of boys mentioned these as symptoms rather than their female counterparts.

Table 9.1.2: Percent distribution of students: Knowledge on symptoms of RTIs (by gender)

	AEP Schools		Non-AEP schools	
	Male	**Female**	**Male**	**Female**
White/colourless discharge	15.3	15.0	12.0	11.1
Burning sensation while passing urine	35.9	25.1	27.4	17.4
Abnormal/foul smelling discharge from genitals	18.3	13.1	12.4	8.5
Boils/sores in genital area	21.9	14.6	13.6	9.0
Lower abdominal pain	16.2	14.8	14.2	11.0
Wet dreams/nocturnal emission	17.9	5.0	13.6	3.0
Itching in private body parts	28.2	19.9	22.3	12.5
No obvious symptoms	4.6	3.1	3.4	2.2
Don't know	38.3	57.2	48.3	64.8
Not answered	1.7	1.6	2.2	2.6
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In order to ascertain the knowledge level of students on symptoms of RTI, there were few incorrect options that were intentionally put in the questionnaire. Out of the total options, six were correct. Their knowledge level was broadly categorized into "low" and "moderate". As there was no student found who mentioned all the six options correctly, so the category of "comprehensive" is not there in the student table. Students who mentioned less than three correct options were clubbed under "low" where as those who mentioned three-five correct options were put under "moderate" category. All the remaining students who chose a wrong option, did not know or gave no response were clubbed into one category.

School-wise disaggregated data show highest percentage of JNV students (11%) had moderate knowledge on the RTI symptoms. In terms of "low" level of information, not much of a differential was observed between the three school systems.

Table 9.1.3: Percent distribution of students: Level of knowledge on RTI symptoms (by category of school)

	AEP Schools				Non AEP Schools
	KV	**JNV**	**Private**	**Total**	**Private**
Incorrect or no knowledge / don't know / no response	69.1	64.5	69.2	**67.3**	72.4
Low (Less than 3 correct responses)	24.1	24.1	23.5	**23.9**	22.0
Moderate (3 to 5 correct responses)	6.8	11.4	7.3	**8.7**	5.6

Gender-wise, higher percentage of boys were found to be having "low" level of knowledge on symptoms of RTI than girls in AEP as well as non-AEP schools. The difference in percentage points was more or less same (7%) in both AEP and non-AEP schools. Even in case of "moderate" level of knowledge, relatively higher percentage of boys were found to be knowing 3-5 correct RTI symptoms than girls in AEP as well as non-AEP schools.

Table 9.1.4: Percent distribution of students: Level of knowledge on RTI symptoms (by gender)

	AEP Schools		Non AEP Schools	
	Male	**Female**	**Male**	**Female**
Incorrect or no knowledge / don't know / no response	63.6	72.6	67.7	79.5
Low (Less than 3 correct responses)	26.9	19.8	25.4	17.0
Moderate (3 to 5 correct responses)	9.5	7.6	6.9	3.5

In response to the knowledge on RTIs, the highest percentage of teachers shared that 'burning sensation while passing urine' is its most common symptom. A relatively high difference of

percentage points was observed between the knowledge level of nodal and non-nodal teachers in JNVs and private schools with respect to symptoms like 'burning sensation while passing urine', and 'abnormal/foul smelling discharge'. With respect to 'abnormal/foul smelling discharge', a relatively lower percentage of non-AEP teachers said so.

Like students, a relatively lower percentage of teachers considered 'lower abdominal pain' as a symptom of RTI. But a huge difference was observed between the teachers and students with respect to considering 'boils/sores in genital areas' as a symptom.

A significant percentage of teachers across all schools including nodal teachers listed white or colourless discharge as one of the symptoms of RTI. Though, as stated earlier, discharge of white / colourless fluid is not considered a symptom.

Table 9.1.5: Percent distribution of teachers: Knowledge on symptoms of RTIs (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
White/colourless discharge	61.5	50.4	67.2	53.8	52.7	52.6	**61.1**	**52.3**	39.8
Burning sensation while passing urine	73.0	72.4	75.9	63.0	74.7	66.1	**74.5**	**67.2**	66.3
Abnormal/foul smelling discharge from genitals	62.3	59.2	73.3	60.9	69.2	53.6	**68.1**	**58.2**	48.2
Boils/sores in genital area	64.8	52.6	62.9	58.8	58.2	49.5	**62.3**	**54.0**	41.0
Lower abdominal pain	16.4	17.5	18.1	12.2	17.6	20.8	**17.3**	**16.6**	19.3
Wet dreams/nocturnal emission	1.6	4.4	6.0	5.5	7.7	4.2	**4.9**	**4.7**	10.8
Don't know	2.5	9.2	4.3	8.8	4.4	9.9	**3.6**	**9.3**	12.0
Not answered	0.0	1.8	0.9	0.4	0.0	1.0	**0.3**	**1.1**	6.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

The gender-wise analysis also revealed that a greater percentage of female teachers knew that white/colourless discharge is a symptom of RTI. More percentage of nodal female teachers enlisted burning sensation, foul smelling discharge and boils/sores as its symptoms than the nodal male teachers. So, it may imply that the source of information for female teachers could have been material or resources other than AEP.

Table 9.1.6: Percent distribution of teachers : Knowledge on symptoms of RTIs (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
White/colourless discharge	57.6	48.8	63.8	56.1	34.6	42.1
Burning sensation while passing urine	68.8	67.7	78.9	66.6	61.5	68.4
Abnormal/foul smelling discharge from genitals	60.4	57.6	74.1	58.9	46.2	49.1
Boils/sores in genital area	57.6	56.1	65.9	51.6	42.3	40.4
Lower abdominal pain	15.3	13.4	18.9	20.1	15.4	21.1
Wet dreams/nocturnal emission	6.9	5.8	3.2	3.5	19.2	7.0
Don't know	5.6	9.9	2.2	8.6	11.5	12.3
Not answered	0.7	1.2	0.0	1.0	3.8	7.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

The following table provides data on the teachers' knowledge level vis-a-vis symptoms of RTI. Unlike students, in teachers' case less than three correct responses were categorized as "low", three correct responses were clubbed as "moderate" and four correct responses were grouped into the category of "comprehensive". The school-wise disaggregated data shows that highest percentage of JNV nodal teachers (4%) had the "comprehensive" knowledge on symptoms of RTI followed closely by 3% KV nodal teachers and 2% private-CBSE school teachers. However, highest percentage of JNV nodal teachers reported to be having incorrect or no knowledge about the symptoms (73%).

Table 9.1.7: Percent distribution of teachers: Level of knowledge on RTI symptoms (by category of school)

	AEP Schools								Non AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Incorrect or no knowledge / don't know / no response	63.9	61.8	73.3	63.9	62.6	64.1	**66.9**	**63.2**	61.4
Low (Less than 3 correct responses)	24.6	24.6	16.4	22.7	25.3	27.6	**21.9**	**24.8**	24.1
Moderate (3 correct responses)	8.2	10.5	6.0	11.8	9.9	6.8	**7.9**	**9.9**	13.3
Comprehensive (All correct responses)	3.3	3.1	4.3	1.7	2.2	1.6	**3.3**	**2.1**	1.2

Gender-wise disaggregated data of teachers show that less than 1% male nodal teachers had comprehensive knowledge on RTI symptoms. Relatively higher percentage of female nodal teachers had comprehensive knowledge about the symptoms (5%). No non-AEP male teacher was found to have comprehensive knowledge. Even in case of "moderate" level of knowledge there was relatively higher proportion of nodal, female teachers than male, nodal teachers.

Table 9.1.8: Percent distribution of teachers: Level of knowledge on RTI symptoms (by gender)

	AEP Schools				Non AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Incorrect or no knowledge / don't know / no response	66.7	60.8	67.0	65.9	65.4	59.6
Low (Less than 3 correct responses)	26.4	25.0	18.4	24.5	26.9	22.8
Moderate (3 correct responses)	6.3	11.9	9.2	7.6	7.7	15.8
Comprehensive (All correct responses)	0.7	2.3	5.4	1.9	0.0	1.8

Key characteristic of STIs

The knowledge on key characteristic of STIs was observed to be higher in AEP students as compared to non-AEP students. Findings on its key characteristics show that almost 59% of students in AEP schools and 55% of students in non-AEP schools know that the key characteristic of STI is that it spreads through sexual contact. Amongst the AEP schools, students who could mention the key characteristics of STI i.e. it spreads through sexual contact were more in private schools, followed by JNVs and KVs.

Table 9.1.9: Percent distribution of students: Knowledge of key characteristic of STIs (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Infection in reproductive organs	26.0	30.0	24.8	**27.3**	25.2
Skin infection	7.2	5.4	5.5	**6.1**	7.9
Infections spread through sexual contact	58.1	58.9	61.4	**59.3**	55.4
Itching in hands and feet	5.1	3.9	4.9	**4.6**	7.8
Not answered	3.6	1.7	3.3	**2.8**	3.7
Total percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

Findings show that a relatively higher proportion of female students understand that STIs occur through sexual contact in both AEP and non-AEP schools. 62% of female students mentioned that infection spread through sexual contact as against 57% male students AEP schools. A similar difference was observed between the female and male students in non-AEP schools with regard to STI spreading through sexual contact.

Table 9.1.10: Percent distribution of students: Knowledge of key characteristic of STIs (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Infection in reproductive organs	29.5	24.2	26.9	22.5
Skin infection	6.3	5.8	8.1	7.8
Infections spread through sexual contact	57.3	62.1	53.9	57.7
Itching in hands and feet	4.6	4.6	8.6	6.5
Not answered	2.4	3.3	2.6	5.4
Total percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

School-wise response of teachers revealed that over 50% of the total teachers in all sub-categories of school types had the correct knowledge that STI's main characteristic is that 'it spreads through sexual contact'. At the same time, more than 40% teachers in KV and JNV (including nodal teachers)

said that 'it is the infection of reproductive organs'. The corresponding figure in private-case and private-control schools was marginally low and found in the range of 32% to 39%.

The percentage of teachers and students who answered correctly about the key characteristic of STIs was found to be more or less equal.

Table 9.1.11: Percent distribution of teachers: Knowledge of key characteristic of STIs (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Infection in reproductive organs	43.4	40.4	44.0	42.4	31.9	37.0	**40.4**	**40.1**	38.6
Skin infection	2.5	0.9	1.7	1.7	2.2	2.6	**2.1**	**1.7**	3.6
Infections spread through sexual contact	53.3	55.7	52.6	53.4	64.8	57.8	**56.2**	**55.5**	51.8
Itching in hands and feet	0.8	0.4	1.7	2.1	1.1	1.6	**1.2**	**1.4**	0.0
Not answered	0.0	2.6	0.0	0.4	0.0	1.0	**0.0**	**1.4**	6.0
Total percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

The gender-wise analysis of teachers' knowledge on STIs shows more or less an equal distribution of teachers who said that 'it spreads through sexual contact'; or 'it is the infection of reproductive organs'. However, the percentage of female teachers was higher than male teachers who said that it spreads through sexual contact.

Table 9.1.12: Percent distribution of teachers: Knowledge of key characteristic of STIs (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Infection in reproductive organs	43.1	43.9	38.4	36.0	42.3	36.8
Skin infection	2.8	2.0	1.6	1.3	3.8	3.5
Infections spread through sexual contact	52.8	50.6	58.9	60.8	50.0	52.6
Itching in hands and feet	1.4	1.7	1.1	1.0	0.0	0.0
Not answered	0.0	1.7	0.0	1.0	0.0	0.0
Total percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

Visible symptoms of STI

Students were further asked whether it was necessary that someone is suffering from STI would always exhibit its symptoms. Most students were not aware of this and could not agree or disagree with the statement. 24% of students in AEP schools and 26% of students in non-AEP schools agree with this. Comparison across type of AEP schools shows that 26% of students in private schools agree with the statement as compared to 22% in KV and 24% in JNV.

Table 9.1.13: Percent distribution of students: If someone is suffering from a STI, he/she will always show symptoms (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Agree	21.9	24.0	25.9	**23.8**	26.1
Don't agree	15.7	23.0	17.6	**19.1**	14.4
Don't know	62.2	53.0	56.3	**56.9**	58.8
Not answered	0.3	0.0	0.2	**0.2**	0.7
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

The following table shows that a significantly higher percentage of female students did not know the answer to the question in AEP as well as non-AEP schools. Agreement to the statement was found to be more common among male students as compared to female students in both AEP and non-AEP schools.

Table 9.1.14: Percent distribution of students: If someone is suffering from a STI, he/she will always show symptoms (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Agree	28.3	17.6	32.2	16.6
Don't agree	21.5	15.6	15.9	12.0
Don't know	50.0	66.7	51.4	70.3
Not answered	0.2	0.1	0.5	1.1
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

Analysis of teachers' responses show that a considerable percentage of non-nodal teachers say that they don't know anything about it. Amongst the teachers who agreed or disagreed with the statement, a relatively higher percentage across all school types said that they disagree with the statement. From amongst them, over 50% nodal teachers from JNV and private schools disagreed with the statement.
If compared between nodal and non-nodal teachers in AEP schools, a greater percentage of nodal teachers disagreed than their respective non-nodal counterparts.

More students were found to be agreeing with the statement than the teachers. However, in the case of non-AEP schools a huge difference was not observed between the teachers and students in terms of agreeing with the statement.

Table 9.1.15: Percent distribution of teachers: If someone is suffering from a STI, he/she will always show symptoms (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Agree	41.0	30.3	39.7	31.5	36.3	29.2	**39.2**	**30.4**	27.7
Don't agree	46.7	32.0	50.9	37.0	53.8	44.3	**50.2**	**37.4**	39.8
Don't know	12.3	36.4	9.5	31.1	9.9	25.5	**10.6**	**31.3**	26.5
Not answered	0.0	1.3	0.0	0.4	0.0	1.0	**0.0**	**0.9**	6.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

Gender-wise disaggregated data showed a greater more percentage of female teachers in AEP schools and male teachers in non-AEP schools agreed with the statement. Comparatively speaking, more nodal male teachers (54%) said that there is no visible symptom of STI than nodal female teachers (47%). But in case of non-AEP schools, more female teachers (44%) were found who disagreed with the statement than their male counterparts (31%).

Table 9.1.16: Percent distribution of teachers: If someone is suffering from a STI, he/she will always show symptoms (by category of school)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Agree	34.7	28.8	42.7	32.2	34.6	24.6
Don't agree	54.2	36.3	47.0	38.5	30.8	43.9
Don't know	11.1	33.7	10.3	28.7	30.8	24.6
Not answered	0.0	1.2	0.0	0.6	3.8	7.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

9.2 Knowledge related to HIV/ AIDS

Difference between HIV and AIDS

To assess the knowledge of AEP and non-AEP school students on HIV and AIDS, they were asked about their understanding on difference between HIV and AIDS. While 66% of students in AEP schools know that HIV is the virus and AIDS is the stage where multiple infections can be seen in a person, a comparatively lower proportion of students (52%) in non-AEP schools mentioned the same. Further, in AEP schools, highest percentage of JNV students (74%) stated that HIV is a virus and AIDS is a syndrome.

Table 9.2.1: Percent distribution of students: Knowledge on difference between HIV and AIDS (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
HIV and AIDS are same	11.5	9.9	10.0	**10.5**	13.4
HIV is the virus and AIDS is the stage (syndrome) where multiple infections can be seen in a person	60.2	73.8	62.4	**66.1**	51.6
HIV is the syndrome and AIDS is the virus	7.5	6.3	7.5	**7.0**	6.8
HIV and AIDS both are different types of diseases	5.3	3.7	5.6	**4.8**	6.7
Don't know	14.1	5.9	13.0	**10.6**	19.9
Not answered	1.3	0.4	1.5	**1.0**	1.6
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

As per the analysis by gender of students, a higher proportion of male students (68% in AEP and 52% in non-AEP schools) as compared to female students (64% in AEP and 51% in non-AEP schools) understand that HIV is the virus and AIDS is the syndrome.

Table 9.2.2: Percent distribution of students: Knowledge on difference between HIV and AIDS (by gender)

	AEP Schools		Non-AEP schools	
	Male	**Female**	**Male**	**Female**
HIV and AIDS are same	11.5	8.9	17.1	7.5
HIV is the virus and AIDS is the stage (syndrome) where multiple infections can be seen in a person	67.6	64.0	52.4	50.5
HIV is the syndrome and AIDS is the virus	7.3	6.7	7.3	6.0
HIV and AIDS both are different types of diseases	4.2	5.6	6.5	7.1
Don't know	8.3	13.8	15.5	26.6
Not answered	1.1	0.9	1.2	2.2
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

The table shows that over 80% teachers across all sub-categories knew the correct definition and the difference between HIV and AIDS. Owing to high information dissemination through media on HIV and AIDS, the percentage of non-nodal teachers was also reported to be high. The percentage of those who did not know the answer or those who gave the wrong answer was considerably lower than what was observed in the case of students.

Table 9.2.3: Percent distribution of teachers: Knowledge on difference between HIV and AIDS (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
HIV and AIDS are same	4.1	5.3	6.0	6.7	2.2	5.7	**4.3**	**5.9**	9.6
HIV is the virus and AIDS is the stage (syndrome) where multiple infections can be seen in a person	86.1	82.9	87.1	86.1	94.5	88.0	**88.8**	**85.6**	80.7
HIV is the syndrome and AIDS is the virus	7.4	3.9	2.6	3.8	1.1	3.1	**4.0**	**3.6**	1.2
HIV and AIDS both are different types of diseases	1.6	1.3	0.9	0.0	1.1	1.0	**1.2**	**0.8**	2.4
Don't know	0.8	4.4	3.4	2.9	1.1	1.0	**1.8**	**2.9**	6.0
Not answered	0.0	2.2	0.0	0.4	0.0	1.0	**0.0**	**1.2**	0.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

The gender-wise disaggregated analysis also gives a similar picture on the knowledge level of teachers. Over 80% of teachers in all sub-categories gave the correct answer that HIV is a virus and AIDS is the syndrome, barring 77% male non -AEP teachers.

Table 9.2.4: Percent distribution of teachers: Knowledge on difference between HIV and AIDS (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
HIV and AIDS are same	4.9	6.7	3.8	5.1	11.5	8.8
HIV is the virus and AIDS is the stage (syndrome) where multiple infections can be seen in a person	88.9	83.7	88.6	87.6	76.9	82.5
HIV is the syndrome and AIDS is the virus	2.1	3.2	5.4	4.1	3.8	0.0
HIV and AIDS both are different types of diseases	2.1	1.2	0.5	0.3	0.0	0.0
Don't know	2.1	3.5	1.6	2.2	3.8	1.8
Not answered	0.0	1.7	0.0	0.6	3.8	7.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

9.3 Place of HIV Testing

The most appropriate answer to the question is the Integrated Counselling and Testing Centres (ICTCs). But at the same time, an ICTC can operate from a medical college or district hospital. So, with regard to the place of HIV testing, all three options can be considered correct.

The majority of the students (47% in AEP and 41% in non -AEP schools) said that HIV testing centres should be located in any hospital, followed by 39% and 27% of AEP and non -AEP students, respectively who said that HIV testing centres should be located at district hospitals. ICTCs were mentioned by 34 % of students in AEP and 24% students in non -AEP schools. Among AEP schools a higher proportion of students in JNV (41%) mentioned integrated counselling and testing centre as compared to KV and private Schools (29% each).

Table 9.3.1: Percent distribution of students: HIV testing centres should be located in? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Any hospital	45.2	51.5	42.9	**47.1**	40.6
District hospital	32.4	51.4	29.9	**39.2**	26.8
Medical college	22.2	26.2	18.5	**22.8**	17.8
Integrated Counselling and Testing Centre	28.6	41.2	28.6	**33.5**	24.2
Any authorized and certified pathological lab	25.4	24.1	28.9	**25.8**	24.6
Don't know	17.8	9.8	18.2	**14.8**	22.9
Not answered	1.3	0.7	1.6	**1.1**	1.6
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

As per the gender-wise analysis, it was observed that a higher proportion of male students mentioned ICTCs (34% in AEP and 27% in non -AEP schools) as against female students (32% in AEP and 21% in non-AEP schools). The proportion of male students in comparison to female students was also found to be higher (in AEP as well as non-AEP schools) with respect to district hospitals and medical colleges as the place where HIV testing can be done.

Table 9.3.2: Percent distribution of students: HIV testing centres should be located in? (by gender)

	AEP Schools		Non-AEP schools	
	Male	**Female**	**Male**	**Female**
Any hospital	49.2	44.1	44.8	34.2
District hospital	41.6	35.8	30.3	21.4
Medical college	25.0	19.7	21.2	12.4
Integrated Counselling and Testing Centre	34.3	32.5	26.5	20.6
Any authorized and certified pathological labs	27.8	23.1	25.8	22.9
Don't know	12.4	18.1	17.3	31.6
Not answered	1.3	0.9	1.4	2.0
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

School-wise disaggregated data shows that cumulatively, in AEP schools, the nodal teachers knew it can be done in the district hospital (61%) and ICTCs (58%). Over 62% nodal teachers in private schools knew it was done in ICTCs; followed closely by 56% each nodal teachers from KV and JNV. But a substantial percentage of teachers across all school systems (nodal as well as non-nodal) also shared that the testing centres can be located in 'any authorized and certified pathological lab' or 'any hospital' which was not a correct response.

Table 9.3.3: Percent distribution of teachers: HIV testing centres should be located in? (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Any hospital	33.6	39.0	40.5	36.6	41.8	44.3	**38.3**	**39.7**	36.1
District hospital	62.3	56.6	67.2	63.0	50.5	54.2	**60.8**	**58.2**	32.5
Medical college	39.3	40.8	42.2	41.2	33.0	25.0	**38.6**	**36.3**	26.5
Integrated Counselling and Testing Centre (ICTC)	55.7	43.4	56.0	48.3	62.6	46.4	**57.8**	**46.0**	44.6
Any authorized and certified pathological lab	40.2	43.9	50.9	45.4	35.2	50.0	**42.6**	**46.2**	37.3
Don't know	3.3	5.7	1.7	5.0	2.2	4.2	**2.4**	**5.0**	3.6
Not answered	0.0	2.2	0.9	0.8	0.0	2.6	**0.3**	**1.8**	6.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Gendered analysis shows that a marginally higher percentage of female nodal teachers knew that testing can be done at ICTCs. Comparatively analysing, the highest percentage of non -AEP female teachers also mentioned ICTC as the testing cen tre as against other options.

Table 9.3.4: Percent distribution of teachers – HIV testing centres should be located in? (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Any hospital	39.6	37.5	37.3	42.0	38.5	35.1
District hospital	64.6	63.1	57.8	52.9	46.2	26.3
Medical college	41.0	42.7	36.8	29.3	26.9	26.3
Integrated Counselling and Testing Centre (ICTC)	56.3	50.3	58.9	41.4	50.0	42.1
Any authorized and certified pathological lab	42.4	44.2	42.7	48.4	42.3	35.1
Don't know	2.1	3.8	2.7	6.4	3.8	3.5
Not answered	0.0	1.7	0.5	1.9	3.8	7.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

9.4 Challenging Misconceptions related to HIV Transmission

Knowledge on spread of HIV

The study assesses the knowledge of students and teachers regarding correct modes of transmission and misconceptions related to HIV AIDS. Most of the students in AEP (83%) and non-AEP (77%) schools recognize that HIV spreads by having sex with HIV infected person without a condom, followed by 71% and 55% students in AEP and non-AEP schools, respectively, who know that HIV transmits from HIV infected mother to her baby. While 70% students in AEP and 55% in non-AEP schools mentioned about infection through transfusion of infected blood, 72% and 58% students in AEP and non-AEP schools know that sharing HIV infected needles and syringes can spread infection.

It is observed that overall knowledge regarding correct modes of transmission of HIV is higher among AEP school students as compared to non-AEP school students. Analysis by type of AEP school shows that a higher proportion of students in JNV have knowledge of modes of transmission, followed by students in private schools and KV.

With respect to misconceptions related to HIV, infection by kissing someone who is infected with HIV is one of the most prevalent misconceptions among students (24% in AEP and 25% in non-AEP school students).

Table 9.4.1: Percent distribution of students – Knowledge on spread of HIV (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Having sex with HIV infected person without a condom	79.6	85.0	82.7	**82.5**	77.3
From HIV infected mother to her baby	64.7	79.4	67.4	**71.2**	54.5
Transfusion of infected blood	63.3	79.9	65.2	**70.3**	54.5
Sharing HIV infected syringes and needles	64.9	81.3	68.7	**72.4**	58.4
From mosquito bites	14.2	14.1	12.9	**13.8**	11.7
Sharing food with a person infected with HIV	9.1	10.0	9.9	**9.7**	13.6
Sharing toilet with person infected with HIV	8.7	7.2	8.5	**8.1**	9.3
Hugging people infected with HIV	5.3	11.2	4.1	**7.3**	6.3
Kissing persons living with HIV	24.0	25.8	20.9	**23.9**	25.4
Not answered	1.5	0.4	1.8	**1.2**	2.1
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Knowledge of modes of infection by gender of student indicates that a higher proportion of male students are aware of correct modes of infection as compared to female students. Majority of the male students as well as female students mentioned about infection by having unprotected sex with someone who is infected with HIV. Proportion of responses among AEP school students is higher than those in non -AEP schools.

Table 9.4.2: Percent distribution of students : Knowledge on spread of HIV (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Having sex with HIV infected person without a condom	86.8	76.6	82.9	68.6
From HIV infected mother to her baby	71.1	71.3	53.5	55.9
Transfusion of infected blood	71.3	69.0	55.0	53.8
Sharing HIV infected syringes and needles	72.6	72.1	57.9	59.0
From mosquito bites	14.5	12.7	12.7	10.2
Sharing food with a person infected with HIV	9.8	9.5	14.8	11.8
Sharing toilet with person infected with HIV	7.7	8.6	9.2	9.4
Hugging people infected with HIV	8.9	5.0	6.8	5.5
Kissing persons living with HIV	25.6	21.5	27.9	21.5
Not answered	1.3	1.1	2.1	2.3
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

The following table assess the level of knowledge of students with respect to spread of HIV. The respondents were provided nine options out of which four were correct. Their responses were categorized into "low" for 1-2 correct responses; "moderate" for three correct responses and "comprehensive" for all i.e. four correct options.

The school-wise disaggregated data of students show highest percentage of JNV students (37%) had "comprehensive" knowledge on how HIV spreads. Relatively lower percentage of non-AEP students (20%) was found to have "comprehensive" knowledge on the subject. In case of "moderate" level of knowledge not much of a difference in percentage was found amongst the three school systems in AEP as well as non-AEP schools.

Table 9.4.3: Percent distribution of students: Level of knowledge on HIV spread (by category of school)

	AEP Schools				Non AEP Schools
	KV	JNV	Private	Total	Private
Incorrect or no knowledge / don't know / no response	45.4	44.6	41.1	**43.9**	46.3
Low (1-2 correct responses)	19.2	9.7	17.6	**15.0**	25.5
Moderate (3 correct responses)	9.5	9.1	11.1	**9.8**	8.6
Comprehensive (4 correct responses)	25.9	36.5	30.2	**31.3**	19.5

While comparing level of knowledge of students on the basis of their gender, not much of a difference was observed between boys and girls in both AEP as well as non-AEP schools in terms of "comprehensive" level of knowledge on the spread of HIV. In terms of "moderate" level of knowledge, there was relatively higher proportion of AEP girls than boys.

Table 9.4.4: Percent distribution of students: Level of knowledge on HIV spread (by gender)

	AEP Schools		Non AEP Schools	
	Male	Female	Male	Female
Incorrect or no knowledge / don't know / no response	46.4	40.5	49.2	41.8
Low (1-2 correct responses)	13.7	17.0	23.2	29.2
Moderate (3 correct responses)	8.5	11.6	8.5	8.9
Comprehensive (4 correct responses)	31.5	30.9	19.1	20.1

Close to 90% teachers across the board (except in categories of non-AEP teachers and non-nodal KV and JNV teachers) had correct knowledge about the transmission of HIV vis-à-vis having sex with HIV infected person without a condom; sharing HIV infected syringes and needles; and transfusion of infected blood. The knowledge level of teachers was found to be marginally lower in context of another route of transmission i.e. from HIV infected mother to her baby.

Significantly, a very low percentage of teachers across all school types reported about modes of transmissions that are not correct.

Table 9.4.5: Percent distribution of teachers : Knowledge on spread of HIV (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Having sex with HIV infected person without a condom	98.4	93.9	96.6	96.2	100	92.2	**98.2**	**94.2**	86.7
From HIV infected mother to her baby	88.5	82.0	87.1	89.5	86.8	85.9	**87.5**	**85.9**	78.3
Transfusion of infected blood	95.9	88.2	92.2	92.0	95.6	91.7	**94.5**	**90.6**	86.7
Sharing HIV infected syringes and needles	93.4	86.0	91.4	89.5	94.5	92.2	**93.0**	**89.1**	90.4
From mosquito bites	1.6	4.8	6.0	4.6	1.1	2.1	**3.0**	**4.0**	1.2
Sharing food with a person infected with HIV	3.3	1.8	2.6	3.4	4.4	0.5	**3.3**	**2.0**	1.2
Sharing toilet with person infected with HIV	1.6	3.9	0.9	0.8	1.1	2.6	**1.2**	**2.4**	2.4
Hugging people infected with HIV	0.0	0.9	4.3	1.3	1.1	2.1	**1.8**	**1.4**	2.4
Kissing persons living with HIV	5.7	5.3	8.6	6.7	3.3	5.7	**6.1**	**5.9**	6.0
Not answered	0.0	1.3	0.0	0.4	0.0	2.1	**0.0**	**1.2**	6.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Analysis by gender of students about the modes of transmission of HIV didn't reveal much of a difference between the male and female teachers.

Table 9.4.6: Percent distribution of teachers : Knowledge on spread of HIV (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Having sex with HIV infected person without a condom	97.9	93.3	98.4	95.2	88.5	86.0
From mosquito bites	4.9	4.4	1.6	3.5	0.0	1.8
From HIV infected mother to her baby	86.8	86.3	88.1	85.4	76.9	78.9
Sharing food with a person infected with HIV	4.2	2.3	2.7	1.6	3.8	0.0
Sharing toilet with person infected with HIV	0.7	1.5	1.6	3.5	0.0	3.5
Transfusion of infected blood	93.1	89.8	95.7	91.4	84.6	87.7
Sharing HIV infected syringes and needles	92.4	87.5	93.5	90.8	84.6	93.0
Hugging people infected with HIV	2.1	2.0	1.6	0.6	7.7	0.0
Kissing persons living with HIV	6.9	5.8	5.4	6.1	7.7	5.3
Not answered	0.0	1.2	0.0	1.3	3.8	7.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Like students, teachers' knowledge level on how HIV spreads was also assessed. Their responses were also categorized into "low", "moderate" and "comprehensive". As against students, significantly higher proportion of teachers in all school systems was found to have "comprehensive" knowledge on the spread of HIV. The school-wise disaggregated data of teachers show comparatively higher proportion of nodal teachers in KV and private-CBSE schools had "comprehensive" level of knowledge than JNV nodal teachers. Besides, in JNV higher percentage of non-nodal teachers had

"comprehensive" level of knowledge than nodal teachers. Though, amongst students, highest percentage having "comprehensive" knowledge was also from JNV. In case of "moderate" level of knowledge, there was not much of a difference in percentage between the nodal teachers.

Table 9.4.7: Percent distribution of teachers: Level of knowledge on HIV spread (by category of school)

	AEP Schools								Non AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Incorrect or no knowledge / don't know / no response	9.8	17.1	19.8	13.0	11.0	13.0	**13.7**	**14.4**	16.9
Low (1-2 correct responses)	4.1	8.8	3.4	5.5	4.4	5.2	**4.0**	**6.5**	3.6
Moderate (3 correct responses)	9.8	9.6	9.5	7.1	9.9	6.8	**9.7**	**7.9**	16.9
Comprehensive (4 correct responses)	76.2	64.5	67.2	74.4	74.7	75.0	**72.6**	**71.1**	62.7

Gender-wise disaggregated data of teachers show relatively higher percentage of nodal female teachers (75%) had "comprehensive" level of knowledge on the spread of HIV than male nodal teachers (69%). However, in non-AEP schools, the proportion of male teachers was higher than female teachers in terms of having "comprehensive" knowledge. So far as "moderate" level of knowledge is concerned, not much of a difference was observed between nodal teachers.

Table 9.4.8: Percent distribution of teachers: Level of knowledge on HIV spread (by gender)

	AEP Schools				Non AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Incorrect or no knowledge / don't know / no response	16.7	14.5	11.4	14.3	15.4	17.5
Low (1-2 correct responses)	3.5	6.4	4.3	6.7	7.7	1.8
Moderate (3 correct responses)	10.4	7.0	9.2	8.9	11.5	19.3
Comprehensive (4 correct responses)	69.4	72.1	75.1	70.1	65.4	61.4

Contraceptive method that can prevent pregnancy as well as HIV transmission

While 67% students in AEP schools were aware of male condoms as a contraceptive method that can prevent both pregnancy and HIV transmission, 58% of students in non-AEP schools mentioned the same. A considerable proportion of students (46% in AEP and 34% in non-AEP schools) mentioned the use of female condoms as a contraceptive as well as method for preventing HIV transmission. As can be observed in the table below use of condoms has been recognized by a higher proportion of AEP students as compared to non-AEP students. However a noticeable proportion of students also mentioned about other methods such as oral pills, IUD and sterilization as a way to prevent HIV transmission. Comparison across type of AEP schools a higher proportion of JNV students (73%) responded to male condom as a contraceptive method that can prevent both pregnancy and HIV transmission.

Table 9.4.9: Percent distribution of students: Contraceptive methods that can prevent both pregnancy and HIV transmission (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Male condom	62.8	72.9	63.5	**67.0**	58.4
Female condom	39.0	56.8	39.3	**46.1**	34.3
Oral pills for women	21.5	22.0	21.5	**21.7**	19.6
Copper-T /IUD	25.7	29.6	22.9	**26.5**	19.5
Female sterilization	11.7	18.6	12.0	**14.5**	10.7
Male sterilization	11.0	17.1	11.1	**13.4**	11.0
Emergency contraceptive pill	21.3	20.3	20.7	**20.7**	18.6
Don't know	22.8	14.5	24.1	**19.9**	27.6
Not answered	1.4	0.7	1.5	**1.2**	1.9
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Analysis by gender of students shows that a considerably higher proportion of male students were aware that male condoms can prevent both pregnancy and HIV transmission. While 79% male students in AEP schools mentioned the male condom, 72% male students in non-AEP schools recognize the same. In comparison, only 50% female students in AEP schools and 38% of female students in non-AEP schools were aware that male condoms can prevent pregnancy and HIV transmission.

Table 9.4.10: Percent distribution of students: Contraceptive methods that can prevent both pregnancy and HIV transmission (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Male condom	79.1	49.9	71.7	38.0
Female condom	53.4	35.7	40.6	24.5
Oral pills for women	24.3	18.0	23.3	13.8
Copper-T /IUD	28.0	24.3	20.6	17.9
Female sterilization	16.5	11.7	13.4	6.4
Male sterilization	15.9	9.9	14.7	5.1
Emergency contraceptive pill	23.6	16.7	21.9	13.7
Don't know	10.9	32.5	18.0	42.5
Not answered	1.2	1.1	1.5	2.4
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In the following table, students' knowledge on the contraceptive methods that can prevent pregnancy and transmission of HIV was assessed. As fact, only male and female condoms are the methods through which both can be prevented. The following tables contain the data of respondents who chose these two options exclusively. This will help to ascertain the percentage of students and teachers who had complete knowledge about the methods that can prevent both pregnancy and HIV transmission.

School-wise disaggregated data of students show relatively higher proportion of JNV students (25%) mentioned about male and female condoms exclusively as methods to prevent pregnancy and HIV transmission.

Table 9.4.11: Percent distribution of students: Level of knowledge about male and female condoms as methods to prevent pregnancy and HIV transmission (by category of school)

	AEP Schools				Non AEP Schools
	KV	JNV	Private	Total	Private
Male and Female Condom	17.6	25.4	18.4	**20.9**	16.2

Gender-wise disaggregated data of students show that relatively higher percentage of male students in both AEP as well as non -AEP schools exclusively mentioned about male and female condoms as methods to prevent pregnancy as well as HIV transmission.

Table 9.4.12: Percent distribution of students: Level of knowledge about male and female condoms as methods to prevent pregnancy and HIV transmission (by gender)

	AEP Schools		Non AEP Schools	
	Male	Female	Male	Female
Male and Female Condom	24.2	16.2	18.6	13.3

More than 90% teachers from all school types including nodal and non -nodal said that male condoms can prevent both pregnancy and the transmission of HIV. More than 50% AEP teachers (nodal and non-nodal) also said that female condom s prevent both.

But close to 17% of the total nodal teachers said that both can be prevented by the use of IUD/copper-T as well which is wrong information. 14% nodal JNV teachers said that both can be prevented by female sterilization.

Table 9.4.13: Percent distribution of teachers: Contraceptive methods that can prevent both pregnancy and HIV transmission (by category of school)

	AEP Schools								Non-AEP
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	NN
Male condom	94.3	90.8	96.6	92.0	97.8	90.6	**96.0**	**91.2**	91.6
Female condom	52.5	51.8	62.1	55.5	57.1	54.7	**57.1**	**54.0**	45.8
Oral pills for women	8.2	8.8	14.7	12.6	9.9	7.8	**10.9**	**9.9**	9.6
Copper-T /IUD	12.3	15.4	19.0	15.1	19.8	10.4	**16.7**	**13.8**	12.0
Female sterilization	9.0	9.2	13.8	7.1	6.6	5.7	**10.0**	**7.4**	13.3
Male sterilization	4.1	9.2	8.6	3.4	8.8	6.3	**7.0**	**6.2**	12.0
Emergency contraceptive pill	3.3	0.9	0.0	2.9	2.2	4.2	**1.8**	**2.6**	3.6
Don't know	2.5	5.3	0.9	4.6	1.1	4.2	**1.5**	**4.7**	6.0
Not answered	0.0	1.3	0.0	0.8	0.0	1.6	**0.0**	**1.2**	6.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis of teachers also showed that over 90% teachers across all school types knew male condoms can prevent pregnancy and HIV transmission. A relatively, lesser percentage of female teachers knew that it can be prevented by female condoms as well. The percentage share of non -AEP female teachers who knew about female condoms as a source of preventing pregnancy and transmission was significantly lower than their male counterparts.

Table 9.4.14: Percent distribution of teachers: Contraceptive methods that can prevent both pregnancy and HIV transmission (by gender)

	AEP				Non-AEP	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Male condom	96.5	92.4	95.7	89.8	92.3	91.2
Female condom	63.2	59.9	52.4	47.5	61.5	38.6
Oral pills for women	13.9	12.2	8.6	7.3	7.7	10.5
Copper-T /IUD	20.1	15.4	14.1	12.1	3.8	15.8
Female sterilization	12.5	8.7	8.1	6.1	7.7	15.8
Male sterilization	6.3	4.9	7.6	7.6	7.7	14.0
Emergency contraceptive pill	2.8	2.6	1.1	2.5	3.8	3.5
Don't know	0.7	3.2	2.2	6.4	3.8	7.0
Not answered	0.0	1.2	0.0	1.3	3.8	7.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

In case of teachers, relatively lower proportion of nodal teachers from KV (39%) and non-AEP teachers (39%) were found who mentioned male and female condoms as method to prevent pregnancy and HIV transmission. Not a huge difference in percentage was found between nodal and non-nodal teachers in JNV and private-case schools who mentioned male and female condoms exclusively.

Table 9.4.15: Percent distribution of teachers: Level of knowledge about male and female condoms as methods to prevent pregnancy and HIV transmission (by category of school)

	AEP Schools								Non AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Male and Female Condom	39.3	43.6	46.6	42.6	44.0	47.6	**43.2**	**44.4**	38.5

According to the following table, considerable difference in percentage was found between the male and female teachers in AEP as well as non-AEP schools. The difference was more in non-AEP schools where 56% male teachers mentioned about male and female condoms exclusively as against 30% female teachers.

Table 9.4.16: Percent distribution of teachers: Level of knowledge about male and female condoms as methods to prevent pregnancy and HIV transmission (by gender)

	AEP Schools				Non AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Male and Female Condom	47.2	48.2	40.0	40.2	56.0	30.2

9.5 Challenging Discrimination against HIV Positive Individuals

Students and teachers were further assessed on their understanding and attitude towards HIV infected individuals. Responses were asked to an example of Roshan's case.

Case Study:

Roshan works with a private company. The company decided to test all its employees for HIV as part of the annual medical examination. Do you think that the employees can be tested for HIV without their consent?

A considerable proportion of students agree (29% each in AEP and non-AEP schools) and somewhat agree (15% and 14% in AEP and non-AEP schools, respectively) that employees can be tested for HIV without their consent. Among the AEP schools, a higher proportion of students who believe the same belong to private schools, followed by KV and JNV. Responses of students indicate need for sensitisation of students on consent driven voluntary testing protocol of HIV testing.

Table 9.5.1: Percent distribution of students: Do you think that the employees can be tested for HIV without their consent? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Strongly disagree	24.7	22.5	27.5	**24.6**	23.4
Somewhat disagree	21.1	19.7	21.3	**20.6**	21.4
Agree	29.4	31.1	26.2	**29.2**	29.2
Somewhat agree	15.4	15.7	14.8	**15.4**	14.0
Strongly agree	7.2	10.1	8.0	**8.6**	9.5
Not answered	2.1	0.9	2.1	**1.7**	2.5
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

Responses by gender of students indicate that a relatively higher proportion of male students agree with the statement (32% in AEP and 33% in non-AEP schools) as compared to female students (26% in AEP and 23% in non-AEP schools). On the other hand, while 24% male students in AEP schools strongly disagree and 20% somewhat disagree on HIV testing without consent, almost 22% and 21% male students in non-AEP schools strongly disagree and somewhat disagree, respectively, with the same.

Table 9.5.2: Percent distribution of students: Do you think that the employees can be tested for HIV without their consent? (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Strongly disagree	24.2	25.1	22.1	25.5
Somewhat disagree	19.8	21.8	20.6	22.6
Agree	31.7	25.7	33.1	23.2
Somewhat agree	13.9	17.5	13.3	15.1
Strongly agree	8.7	8.4	9.1	10.0
Not answered	1.7	1.6	1.8	3.6
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

Most of the teachers (36% in AEP schools and 28% in non-AEP schools) strongly disagree that employees can be tested for HIV without their consent. A higher percentage of nodal teachers believe the same as compared to non-nodal teachers. Among different types of AEP schools almost 45% nodal teachers in JNV and private schools strongly disagreed as compared to 37% nodal teachers in KV.

Table 9.5.3: Percent distribution of teachers: Do you think that the employees can be tested for HIV without their consent? (by category of school)

	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Strongly disagree	36.9	28.1	44.8	37.0	45.1	43.8	**41.9**	**35.9**	27.7
Somewhat disagree	10.7	12.7	9.5	10.1	15.4	14.6	**11.6**	**12.3**	20.5
Agree	23.8	27.6	31.9	29.8	17.6	16.1	**24.9**	**25.1**	15.7
Somewhat agree	10.7	10.1	4.3	8.8	6.6	5.7	**7.3**	**8.4**	15.7
Strongly agree	18.0	20.2	9.5	13.9	15.4	17.7	**14.3**	**17.2**	14.5
Not answered	0.0	1.3	0.0	0.4	0.0	2.1	**0.0**	**1.2**	6.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

Analysis by gender of teachers shows that a higher percentage of nodal female teachers (43%) as compared to nodal male teachers (40%) believe that an employee can be tested for HIV without their consent.

Table 9.5.4: Percent distribution of teachers: Do you think that the employees can be tested for HIV without their consent? (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Strongly disagree	40.3	30.8	43.2	41.4	3.8	7.0
Somewhat disagree	7.6	11.9	14.6	12.7	30.8	26.3
Agree	27.1	27.0	23.2	22.9	11.5	24.6
Somewhat agree	6.3	9.6	8.1	7.0	11.5	17.5
Strongly agree	18.8	19.2	10.8	15.0	15.4	15.8
Not answered	0.0	1.5	0.0	1.0	26.9	8.8
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

Case Study Continued…

Roshan consented for HIV testing and was found to be HIV positive. Learning about his HIV status, his company decides to let him continue working in the company. Should Roshan's HIV status be disclosed to his colleagues?

On disclosure of HIV test result, 32% students in AEP and 31% of students in non-AEP schools agree that Roshan's HIV status should be disclosed to his colleagues. A higher proportion of students in non-AEP schools (27% and 17%) strongly disagree and somewhat disagree, respectively with the disclosure of HIV status, as compared to 24% and 16% students in AEP schools who responded the same. The findings indicate that students in AEP schools were less conscious of the sensitivity of the issue as compared to students in non-AEP schools.

Findings across type of AEP schools show that a higher proportion of JNV students agree with the disclosing Roshan's HIV status as compared to students in KV and private schools.

Table 9.5.5: Percent distribution of students: Should Roshan's HIV status be disclosed to his colleagues? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Strongly disagree	24.4	20.2	29.6	**24.2**	26.7
Somewhat disagree	16.8	15.4	16.8	**16.3**	17.0
Agree	31.5	35.2	27.6	**31.9**	30.8
Somewhat agree	15.8	15.9	15.4	**15.7**	14.8
Strongly agree	9.1	12.3	8.4	**10.2**	8.4
Not answered	2.3	1.0	2.1	**1.8**	2.3
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

Response by gender of students shows that a higher proportion of male students agree to this as compared to female students. Also the agreement is more frequent among male students in AEP schools (33%) as compared to non -AEP schools (30%). On the other hand, while 25% of male students in AEP schools and 28% of students in non -AEP schools strongly disagree with the idea of disclosing HIV status, a relatively lower proportion of female students i.e. 23% in AEP and 24% in non-AEP schools strongly disagree with the same.

Table 9.5.6: Percent distribution of students: Should Roshan's HIV status be disclosed to his colleagues? (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Strongly disagree	25.1	22.8	28.5	24.0
Somewhat disagree	15.7	17.1	17.0	17.0
Agree	33.4	29.9	30.2	31.6
Somewhat agree	13.7	18.6	14.0	16.2
Strongly agree	10.4	9.9	8.8	7.8
Not answered	1.8	1.7	1.6	3.4
Total Percent	**100.0**	**100.0**	**100.0**	**100.0**
Total N	**11488**	**8177**	**1390**	**901**

About disclosing the results of HIV status most of the teachers strongly disagree that Roshan's HIV status should be disclosed to his colleagues. A higher percentage of AEP school teachers (44% nodal and 40% non-nodal teachers) mentioned the same as compared to non -AEP school teachers (35%). A considerable difference in responses of nodal and non -nodal teachers, who strongly agree with the statement, is observed in KV wherein almost 47% of nodal teachers and 38% of non -nodal teachers opined the same.

Table 9.5.7: Percent distribution of teachers: Should Roshan's HIV status be disclosed to his colleagues? (by category of school)

	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Strongly disagree	46.7	38.2	39.7	37.0	44.0	45.8	**43.5**	**40.0**	34.9
Somewhat disagree	9.0	8.8	11.2	6.7	9.9	14.1	**10.0**	**9.6**	13.3
Agree	29.5	29.8	25.0	32.4	16.5	15.6	**24.3**	**26.6**	18.1
Somewhat agree	4.9	6.6	3.4	9.7	8.8	9.4	**5.5**	**8.5**	12.0
Strongly agree	9.8	15.4	20.7	13.9	20.9	13.0	**16.7**	**14.1**	15.7
Not answered	0.0	1.3	0.0	0.4	0.0	2.1	**0.0**	**1.2**	6.0
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

Gender wise analysis shows that more of female teachers disagree with the statement in AEP schools (48% nodal and 45% non-nodal) as compared to male teachers (38% nodal and 35% non-nodal).

Table 9.5.8: Percent distribution of teachers: Should Roshan's HIV status be disclosed to his colleagues? (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Strongly disagree	38.2	35.2	47.6	45.2	3.8	7.0
Somewhat disagree	7.6	9.3	11.9	9.9	30.8	36.8
Agree	27.8	29.9	21.6	22.9	7.7	15.8
Somewhat agree	3.5	8.7	7.0	8.3	26.9	14.0
Strongly agree	22.9	15.7	11.9	12.4	7.7	14.0
Not answered	0.0	1.2	0.0	1.0	23.1	12.3
Total Percent	**100**	**100**	**100**	**100**	**100**	**100**
Total N	**144**	**344**	**185**	**314**	**26**	**57**

Case Study Continued...
In your opinion, should Roshan continue working in the company?

Most of the students (a higher proportion in AEP than non-AEP schools) felt that it is Roshan's right to continue working in the company, followed by the belief that he is not a threat to the health of his colleagues. Among the different types of AEP schools, a higher proportion of students in JNV mentioned the same.

Table 9.5.9: Percent distribution of students: Should Roshan continue working in the company? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
No because he is risking the health of others	15.6	14.7	17.1	**15.7**	22.5
Yes because it is his right to continue working in the company	56.4	59.3	51.1	**56.1**	45.1
Yes because he is not a threat to the health of his colleagues	42.7	52.8	44.6	**47.2**	37.5
No because he will be too weak to work	15.8	17.6	17.0	**16.8**	20.3
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Gender wise analysis shows that while a marginally higher proportion of female students (57%) in AEP schools know that it is Roshan's right to continue in the company, more of male students in no-EP schools mentioned the same.

Table 9.5.10: Percent distribution of students – Should Roshan continue working in the company? (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
No because he is risking the health of others	16.4	14.6	23.2	21.5
Yes because it is his right to continue working in the company	55.8	56.6	45.7	44.3
Yes because he is not a threat to the health of his colleagues	46.7	48.0	38.3	36.1
No because he will be too weak to work	16.9	16.7	19.8	21.2
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

With regard to whether Roshan should continue working in the company or not, the students and teachers were given multiple options to choose from. Out of them, two options were represented non-discriminating attitude towards the infected individual (Roshan). The following tables give the percentages of students and teachers who exclusively mentioned the positive responses.

According to the school-wise disaggregated data, JNV had highest percentage of students (29%) who mentioned the positive responses exclusively. The percentage of non-AEP students was considerably low at 15%. Not much of a difference in percentage was observed between KV and private-case schools.

Table 9.5.11: Percent distribution of students who gave positive responses exclusively (by category of school)

	AEP Schools				Non AEP Schools
	KV	JNV	Private	Total	Private
"It is his right to continue working in the company" and "He is not a threat to the health of his colleagues"	20.9	28.9	20.6	**24.0**	14.9

Gender-wise, not much of a difference was observed between the male and female students in both AEP as well as non-AEP schools.

Table 9.5.12: Percent distribution of students who gave positive responses exclusively (by gender)

	AEP Schools		Non AEP Schools	
	Male	Female	Male	Female
"It is his right to continue working in the company" and "He is not a threat to the health of his colleagues"	23.2	25.0	14.7	15.2

On asking about teachers' views on whether Roshan should continue working in the company, the majority of teachers (64% nodal teachers in AEP, 68% non-nodal teachers in AEP and 58% in non-AEP schools) answered in affirmative because they felt that he is not a threat to the health of his colleagues, followed by the response that it is his right to continue working in the company. A higher percentage of nodal teachers in JNV and private AEP schools mentioned the same as compared to non-nodal teachers.

Table 9.5.13: Percent distribution of teachers: Should Roshan continue working in the company? (by category of school)

	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
No because he is risking the health of others	3.3	1.3	4.3	2.5	1.1	4.2	**3.0**	**2.6**	7.2
Yes because it is his right to continue working in the company	56.6	64.9	72.4	64.7	70.3	60.4	**66.0**	**63.5**	55.4
Yes because he is not a threat to the health of his colleagues	64.8	66.7	61.2	67.2	65.9	69.8	**63.8**	**67.8**	57.8
No because he will be too weak to work	6.6	6.1	2.6	4.6	3.3	5.7	**4.3**	**5.5**	6.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

More of nodal female teachers (70%) as compared to nodal male teachers (60%) mentioned about Roshan's right to continue working with his company. On the other hand a higher percentage of non-nodal male (67%) and female (69%) teachers as against nodal teachers (64% male and female) believe that he is not a threat to the health of colleagues.

Table 9.5.14: Percent distribution of teachers: Should Roshan continue working in the company? (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
No because he is risking the health of others	6.3	2.3	0.5	2.9	0.0	10.5
Yes because it is his right to continue working in the company	60.4	63.7	70.3	63.4	51.5	52.6
Yes because he is not a threat to the health of his colleagues	63.9	66.9	63.8	68.8	59.2	52.6
No because he will be too weak to work	6.9	5.8	2.2	5.1	0.0	8.8
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

In case of teachers, the school-wise disaggregated data showed relatively lower percentage of nodal teachers from KV who answered exclusively with positive response in comparison to other teachers (nodal and non-nodal) from AEP schools. Highest percentage of teachers who exclusively mentioned the positive responses were from private-case schools (nodal and non-nodal both 39%).

Table 9.5.15: Percent distribution of teachers who gave positive responses exclusively (by category of school)

	AEP Schools								Non AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
"It is his right to continue working in the company" and "He is not a threat to the health of his colleagues"	26.2	36.9	33.6	34.6	38.5	39.4	**32.2**	**36.8**	28.2

Gender-wise, in AEP schools, higher percentage of female teachers exclusively reported the positive responses than their respective male counterparts while in non-AEP schools the percentage of male teachers was higher than the female teachers.

Table 9.5.16: Percent distribution of teachers who gave positive responses exclusively (by gender)

	AEP Schools				Non AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
"It is his right to continue working in the company" and "He is not a threat to the health of his colleagues"	29.2	35.9	34.6	37.7	36.0	24.5

Case Study Continued…
In the school where Roshan's children are studying people get to know about Roshan's HIV positive status. What do you think the school authorities should do?

On views of discrimination to Roshan's children in the school they attend, most students (a higher proportion in AEP schools, 68%, as compared to 57% in non-AEP schools) feel that the school authorities should ensure that children continue schooling. This is followed by 32% and 24% of students in AEP and non-AEP schools who viewed that children's school authorities should arrange sensitisation programmes for teachers, students and parents to eradicate discrimination against children whose parents are HIV infected.

Responses across type of AEP schools indicate that views on continuing school is most frequently mentioned by students in JNV (72%) followed by private schools (66%) and KV (65%). Further, 40% students in JNV suggest about sensitisation programme as compared to 27% students in KV and private schools.

Table 9.5.17: Percent distribution of students: What should the school authorities do with Roshan's children? (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Suspend Roshan's children from the school	4.2	4.2	3.8	**4.1**	5.6
Assure Roshan that school will ensure that his children continue schooling	65.1	71.5	66.2	**67.9**	56.8
Arrange separate seating arrangement and tuition classes for Roshan's children	13.2	10.6	14.4	**12.5**	18.8
Arrange sensitisation programmes for teachers, students and parents	27.4	40.0	27.2	**32.3**	24.1
Cannot do anything	15.5	12.5	13.1	**13.7**	17.3
Not answered	2.3	1.2	2.4	**1.8**	2.4
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Gender-wise findings show that a higher proportion of female students responded to continuing schooling of Roshan's children, however the proportion of female students who mentioned the same is substantially higher in AEP schools (70%) as compared to non -AEP schools (58%). As against female students, 66% of male students in AEP and 56% in non-AEP schools viewed that children's school authorities should ensure children's schooling.

Table 9.5.18: Percent distribution of students: What should the school authorities do with Roshan's children? (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Suspend Roshan's children from the school	5.2	2.5	7.3	3.0
Assure Roshan that school will ensure that his children continue schooling	66.3	70.2	56.0	58.2
Arrange separate seating arrangement and tuition classes for Roshan's children	14.5	9.7	21.2	15.1
Arrange sensitisation programmes for teachers, students and parents	32.6	31.9	24.2	24.0
Cannot do anything	13.8	13.6	16.6	18.3
Not answered	1.7	1.9	2.4	2.4
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

With regard to school authorities' action towards Roshan's children, the respondents were given multiple options, out of which two represented non-discriminating action. In the following tables, percentages of students and teachers who exclusively mentioned the positive responses are given.

School-wise disaggregated data of students show that highest percentage of students who exclusively mentioned the positive responses were from JNV (26%). They were distantly followed by students from KV and private-case schools. Comparatively, the percentage of students from AEP schools was significantly higher than non-AEP students.

Table 9.5.19: Percent distribution of students who gave positive responses exclusively (by category of school)

	AEP Schools				Non AEP Schools
	KV	JNV	Private	Total	Private
"Assure Roshan that school will ensure that his children continue schooling" and "Arrange sensitization programmes for teachers, students and parents".	16.4	25.7	16.6	**20.1**	12.1

Gender-wise disaggregated data did not show much of a difference in percentage between the boys and girls in both AEP and non -AEP schools.

Table 9.5.20: Percent distribution of students who gave positive responses exclusively (by gender)

	AEP Schools		Non AEP Schools	
	Male	Female	Male	Female
"Assure Roshan that school will ensure that his children continue schooling" and "Arrange sensitization programmes for teachers, students and parents".	19.8	20.6	11.9	12.5

With respect to discrimination to Roshan's children in school, the majority of the nodal as well as non-nodal teachers felt that school authorities should ensure that Roshan's children continue schooling. Marked difference of near about 10% points is visible across nodal and non -nodal teachers in all type of AEP schools, wherein a higher proportion of nodal teachers opined the same. A relatively lower percentage of non-nodal teachers in non -AEP schools (76%) responded about continued schooling of children.

Table 9.5.21: Percent distribution of teachers: What should the school authorities do with Roshan's children? (by category of school)

	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Suspend Roshan's children from the school	0.0	0.0	0.9	1.7	0.0	1.0	**0.3**	**0.9**	1.2
Assure Roshan that the school will ensure that his children continue schooling	92.6	82.0	93.1	82.8	96.7	85.9	**93.9**	**83.4**	75.9
Arrange separate seating arrangement and tuition classes for Roshan's children	5.7	4.8	2.6	2.5	1.1	2.6	**3.3**	**3.3**	4.8
Arrange sensitisation programmes for teachers, students and parents	49.2	48.2	45.7	50.4	47.3	44.8	**47.4**	**48.0**	48.2
Cannot do anything	2.5	2.6	1.7	2.9	2.2	5.2	**2.1**	**3.5**	2.4
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Gender wise analysis of teacher's responses show that a higher proportion of nodal female teachers (95%) suggested continued schooling for Roshan's children as compared to a slightly lower proportion of nodal male teachers (93%). Considerable variation in proportion is observed among nodal and non -nodal male and female teachers.

Table 9.5.22: Percent distribution of teachers: What should the school authorities do with Roshan's children? (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Suspend Roshan's children from the school	0.7	1.5	0.0	0.3	3.8	0.0
Assure Roshan that the school will ensure that his children continue schooling	93.1	81.7	94.6	85.4	73.1	77.2
Arrange separate seating arrangement and tuition classes for Roshan's children	5.6	4.1	1.6	2.5	0.0	7.0
Arrange sensitisation programmes for teachers, students and parents	50.0	50.0	45.4	45.9	53.8	45.6
Cannot do anything	0.7	3.8	3.2	3.2	3.8	1.8
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

There was a considerable difference between the teachers and students who exclusively gave the positive responses on how school authorities' should act against Roshan's children. In both AEP and non-AEP schools, fairly high percentage of teachers reported exclusively about the positive responses as against their respective school system's students. The school-wise disaggregated data shows relatively higher percentage of AEP school teachers (nodal and non-nodal) chose the positive options exclusively than non-AEP teachers. Amongst AEP school teachers, highest percentage of nodal teachers who gave positive responses exclusively was from private schools (45%).

Table 9.5.23: Percent distribution of teachers who gave positive responses exclusively (by category of school)

	AEP Schools								Non AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
"Assure Roshan that school will ensure that his children continue schooling" and "Arrange sensitization programmes for teachers, students and parents".	43.4	36.0	40.5	36.4	45.1	37.2	**42.9**	**36.5**	32.1

Gender-wise, not much of a differential was observed between male and female teachers in non-AEP schools where as in AEP schools relatively higher proportion of male nodal teachers reported exclusively about the positive responses than female nodal teachers.

Table 9.5.24: Percent distribution of teachers who gave positive responses exclusively (by gender)

	AEP Schools				Non AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
"Assure Roshan that school will ensure that his children continue schooling" and "Arrange sensitization programmes for teachers, students and parents".	44.4	35.9	41.6	37.2	32.0	32.1

9.6 Key Findings

9.6.1 Knowledge Regarding RTIs

Most students marked `don't know' about symptoms of RTIs, though there seems a slight improvement with AEP (46%) as compared to non-AEP (55%) students. Least JNV students marked this (37%). However, students `knowledge' – what they thought they know – is faulty. JNV students marked *all* symptoms in the list (correct and incorrect symptoms) more than students of other schools! Overall, it was a poor response by students, with both the incorrect symptoms (white/colorless discharge and `wet dreams') eliciting sizeable students' (incorrect) responses: (15% and 13% respectively).

No student selected all six options correctly. Approximately two-third AEP students gave `don't know'/no response; less than a quarter displayed low knowledge; less than 10% had moderate knowledge. Boys' knowledge on symptoms of RTIs was marginally better than girls'.

Teachers' knowledge is also very inadequate, with 67% N teachers having incorrect or no knowledge. Surprisingly, NN and non-AEP teachers were marginally better (63% and 61% respectively). Only 3% N teachers had comprehensive knowledge, 10% moderate, and 25% low knowledge on RTI symptoms. More female N teachers had comprehensive knowledge 5%) compared to 1% male N teachers. Teachers overwhelmingly ticked the incorrect option `white/colorless discharge' (61% N teachers as compared to 52% NN and 40% non-AEP).

The knowledge levels of both teachers and students are clearly inadequate with regard to RTIS. Moreover AEP has not significantly improved knowledge levels. Sometimes, it may even provide a false sense of `knowing' although the `knowledge' they have is half-baked and inaccurate.

9.6.2 Knowledge Regarding STIs

Only 59% AEP students could identify the key characteristic of STIs (`spread through sexual contact'), as compared to 55% non-AEP students. Girls were marginally better than boys.

Teachers displayed marginally *less* knowledge than students in terms of identifying the key characteristic of STIs: 56% N and NN teachers, 52% non-AEP teachers. Female teachers were marginally better than male.

Considerable proportion of teachers marked the incorrect symptom `infection of reproductive organs' (40% N and NN, and 38% non-AEP teachers).

AEP training has not contributed at all to improving teachers' knowledge of key characteristic of STIs, according to these findings.

As regards visible symptoms of STIs, only 19% AEP students, and 50% N teachers, gave the correct response (`don't agree' to the statement `STI patient will always show symptoms'). AEP students and teachers responded marginally better than non-AEP, and N teachers better than NN. JNV students were better than others. Male students as well as teachers were slightly better than female, as far as marking the correct response is concerned. There is need and scope for AEP to improve knowledge in this area.

9.6.3 Knowledge about HIV/AIDS

Students have benefited from AEP in their knowledge of HIV as distinct from AIDS, as per the data. In AEP schools, 66% correctly distinguished between HIV and AIDS (74% JNV students, 60% KV, 62% private schools-case), compared to only 52% non-AEP school students. Marginally more male students gave the correct response.

With teachers too, some positive impact of AEP is seen: correct response was given by 88% N, 86% NN and 81% non -AEP teachers. More of the correct response came from private school-case teachers (95% N and 88% NN). AEP male and female N teachers displayed similar knowledge level, while for NN and non -AEP categories, female teachers had better knowledge than male teachers.

As regards testing for HIV, significantly more teachers than students gave the correct responses about where HIV testing centres should be located. Girls gave least correct responses, while female teachers gave highest correct responses. There is scope for teachers to convey this knowledge more to the students.

Turning to knowledge on modes of spread of HIV, AEP students and teachers displayed significantly higher knowledge levels than non-AEP students and teachers, respectively. Across the board, teachers showed much better knowledge of modes of HIV transmission than students. Male-female knowledge difference was not significant among teachers, but among students, boys know more than girls about HIV transmission through unprotected sex, while girls know more than boys about transmission from mother to baby. Overall, only 31% AEP students (as compared to 19% non-AEP) have comprehensive knowledge on modes of transmission, while 73% N teachers, 72% NN and 63% non-AEP teachers have comprehensive knowledge. Interestingly while among students JNV have the highest comprehen sive knowledge, among teachers JNV have the lowest comprehensive knowledge! All the same, even within JNV teachers' comprehensive knowledge level (67%) is much higher than students' comprehensive knowledge level (37%). There is clearly a need and scope for teachers to convey their knowledge on HIV, to students, across all the school systems.

Knowledge on methods that can prevent both HIV and pregnancy (male and female condoms) is low with students: 21% AEP students showed comprehensive knowledge (within this, JNV was highest at 25%); more males than females have comprehensive knowledge (24% males as compared to 16% females in AEP schools). Boys gave more correct answers than girls, but they also gave more incorrect answers, while significantly more girls than boys acknowledged `don't know'. Some positive AEP impact seems to have taken place with regard to students, not with teachers. Among both students and teachers, considerably more are aware of male condoms rather than female condoms as a method of prevention of both HIV and pregnancy.

9.6.4 Attitudes towards HIV Positive Persons: Challenging Discrimination

Responses of students were very poor on the following issues: whether consent is necessary for HIV testing; advisability of disclosing positive HIV status to colleagues; whether it is appropriate for an HIV positive person to continuing working at a job in an institution (company, factory etc); and correct steps to be taken with regard to schooling of children of HIV persons. Teachers' responses on all these issues were substantially better than students', but were still low. There was very little significant difference between AEP and non-AEP on most counts, nor between female and male.

Lack of knowledge and confused or poor attitudes among teachers, and worse among students, indicates the need for sensitization on this issue. Students, as well as most teachers, need to learn about consent driven voluntary HIV testing protocol, HIV positive persons' right to confidentiality, right to continued employment, and the right of children of HIV positive persons to continued schooling. Students particularly have yet to develop a non-discriminatory attitude towards HIV positive persons as well as children of HIV positive persons. Most teachers themselves have yet to develop such an attitude. Clearly there is need and scope for effective AEP intervention in this domain.

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Substance Abuse

This chapter is concerned with substance abuse. Under the substance abuse heading, various aspects like knowledge of commonly abused substances, youth views on intoxicants use and frequency of use harmful substances has been covered.

10.1 Knowledge of Symptoms of Commonly Abused Substances

On asking about different symptoms associated with smoking, drinking and chewing tobacco, the majority of the students could recognize cancer of mouth and lung. Almost 73% students in AEP schools and 66% students in non-AEP schools mentioned the same, followed by heart diseases mentioned by 55% students in AEP and 50% students in non-AEP schools. Other frequently recognized symptoms related to substance abuse were smoker's cough (58% in AEP and 48% in non-AEP school students) and breathlessness (50% in AEP and 41% in non-AEP school students). Overall findings indicate that a considerably higher proportion of students in AEP schools were able to identify symptoms related to substance abuse as compared to students in non-AEP schools.

Table 10.1.1: Percent distribution of students: Identifying symptoms associated with smoking, drinking and chewing tobacco (by category of school)

	AEP Schools				Non-AEP Schools
	KV	**JNV**	**Private**	**Total**	**Private**
Smokers' cough	53.3	63.8	54.1	**57.7**	47.6
Breathlessness	45.1	55.9	46.8	**49.8**	41.2
Chronic bronchitis	32.0	36.8	36.5	**35.1**	28.0
Premature and abundant face wrinkles	19.6	26.2	19.5	**22.2**	20.3
Heart disease	50.8	60.2	52.3	**54.9**	49.6
Sleeplessness	16.8	23.4	17.0	**19.5**	14.7
Cancer of mouth, lung	69.2	78.6	71.0	**73.4**	65.6
Tuberculosis	25.9	40.3	25.7	**31.5**	26.5
Don't know	8.5	3.7	7.9	**6.5**	12.4
Not answered	1.8	0.7	2.7	**2.0**	1.8
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis by gender of students shows that a marginally higher proportion of female students (75% in AEP and 66% in non-AEP schools) as compared to male students (73% in AEP and 65% in non-AEP schools) identified cancer of mouth and lung as a symptom of substance abuse. On the other hand symptoms such as smoker's cough, heart disease, breathlessness and chronic bronchitis were more frequently identified by male students as compared to female students.

Table 10.1.2: Percent distribution of students - Identifying symptoms associated with smoking, drinking and chewing tobacco (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Smokers' cough	58.4	56.6	47.9	47.1
Breathlessness	50.5	48.9	43.9	37.2
Chronic bronchitis	37.0	32.4	28.1	27.9
Premature and abundant face wrinkles	23.3	20.6	22.1	17.6
Heart disease	54.4	55.7	49.6	49.5
Sleeplessness	20.7	17.7	15.8	13.1
Cancer of mouth, lung	72.6	74.5	65.2	66.4
Tuberculosis	31.9	30.9	26.6	26.2
Don't know	6.1	7.0	11.2	14.2
Not answered	1.8	1.3	1.5	2.2
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

In response to knowledge of symptoms of commonly abused substances, most teachers mentioned cancer of mouth and lung, followed by smoker's cough. Findings show that a higher proportion of nodal teachers in AEP schools could mention symptoms as compared to non-nodal teachers in AEP as well as non-AEP schools. Variation in responses is also visible among non-nodal teachers in AEP and non-AEP schools wherein a higher percentage of non-nodal teachers in AEP schools know about symptoms of abused substances. This indicates the spill-over effect of nodal teachers within the AEP schools. Besides, not much difference has been observed among nodal teachers across the three school systems.

Table 10.1.3: Percent distribution of teachers: Identifying symptoms associated with smoking, drinking and chewing tobacco (by category of school)

	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Smokers' cough	81.1	76.8	79.3	81.1	89.0	77.1	**82.7**	**78.4**	65.1
Breathlessness	56.6	53.9	59.5	60.1	64.8	52.1	**59.9**	**55.6**	53.0
Chronic bronchitis	58.2	48.7	60.3	52.9	60.4	51.6	**59.6**	**51.1**	47.0
Premature and abundant face wrinkles	45.9	33.8	48.3	39.1	48.4	35.9	**47.4**	**36.3**	30.1
Heart disease	52.5	45.6	57.8	54.6	62.6	52.6	**57.1**	**50.9**	50.6
Sleeplessness	41.0	35.1	44.8	36.1	37.4	40.6	**41.3**	**37.1**	31.3
Cancer of mouth, lung	88.5	81.1	89.7	85.7	87.9	86.5	**88.8**	**84.3**	84.3
Tuberculosis	36.9	39.0	41.4	39.1	41.8	37.5	**39.8**	**38.6**	36.1
Don't know	0.8	3.5	3.4	2.5	1.1	2.1	**1.8**	**2.7**	3.6
Not answered	0.0	2.2	0.0	0.8	0.0	2.1	**0.0**	**1.7**	7.2
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Comparison across male and female teachers show that a higher percentage of male teachers know about most of the symptoms as compared to female teachers. On the other hand while 84% of female nodal teachers mentioned about smoker's cough, marginally less (81%) nodal male teachers mentioned the same.

Table 10.1.4: Percent distribution of teachers - Identifying symptoms associated with smoking, drinking and chewing tobacco (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Smokers' cough	81.3	77.0	83.8	79.9	53.8	70.2
Breathlessness	58.3	59.0	61.1	51.9	50.0	54.4
Chronic bronchitis	57.6	48.8	61.1	53.5	38.5	50.9
Premature and abundant face wrinkles	47.9	39.8	47.0	32.5	23.1	33.3
Heart disease	61.8	55.8	53.5	45.5	65.4	43.9
Sleeplessness	43.1	42.7	40.0	30.9	23.1	35.1
Cancer of mouth, lung	88.2	84.6	89.2	84.1	88.5	82.5
Tuberculosis	41.0	34.0	38.9	43.6	38.5	35.1
Don't know	2.8	2.3	1.1	3.2	0.0	5.3
Not answered	0.0	1.7	0.0	1.6	7.7	7.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

10.2 Youth Views on Intoxicant Use

Most powerful influencers that encourage young people to take intoxicants: Students' response

In the following sub-section students and teachers were asked about the most powerful influences that encourage young people to take intoxicants like tobacco, alcohol, etc. for the first time.

Students mentioned friends as the most powerful influence that encourages people to use intoxicants. Almost 73% students in AEP and 69% students in non-AEP schools mentioned that friends encourage them to consume intoxicants. The electronic media emerged as the second most powerful influence (48% AEP and 45% non-AEP) followed by print media (29% in AEP and 25% in non-AEP). Acquaintances and family are also significant on influencing youth to take intoxicants. Among the other frequently mentioned influencers, 48% and 45% of students in AEP and non-AEP schools mentioned about electronic media like TV, radio, internet etc 29% and 25% students in AEP and non-AEP schools, respectively, mentioned about print media; while 24% and 17% reported about acquaintances.

Analysis by type of AEP schools shows that a higher proportion of students in JNV responded to friends, media and acquaintances as major influencers of intoxicant use, as compared to KV and private schools.

Table 10.2.1: Percent distribution of students: Most powerful influences that encourage people to take intoxicants (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Print media like magazines, billboards, newspapers etc.	28.1	30.0	27.2	**28.6**	25.0
Electronic media like TV, radio, internet etc.	45.7	50.1	48.2	**48.1**	44.7
Friends	71.1	75.4	71.7	**72.9**	68.7
Family members	10.9	10.6	9.4	**10.4**	8.6
Acquaintances	21.0	27.7	21.7	**23.8**	17.3
Any other	7.0	7.4	7.1	**7.2**	7.6
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Disaggregated analysis of influencers by gender shows that friends are reportedly more influential among male students (74% in AEP and 41% in non-AEP schools) as compared to female students (71% in AEP and 65% in non-AEP schools). On the other hand electronic media is found to be significantly more influential among female students as against male students.

Table 10.2.2: Percent distribution of students: Most powerful influences that encourage people to take intoxicants (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Print media like magazines, billboards, newspapers etc.	28.0	29.3	24.3	26.1
Electronic media like TV, radio, internet etc.	45.4	51.8	40.6	50.9
Friends	74.1	71.3	71.5	64.5
Family members	10.2	10.5	9.2	7.7
Acquaintances	24.1	23.4	18.1	16.2
Any other	7.3	7.1	7.3	8.0
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Most powerful influencers that encourage young people to take intoxicants: Teachers' response

As per the views of teachers friends are most powerful influencers to encourage youngsters to use intoxicants. A higher proportion of teachers in AEP schools mentioned the same as compared to non-AEP school teachers. Difference in responses is observed among nodal and non-nodal teachers in AEP schools wherein mostly nodal teachers were more responsive on friends as influencers than the non-nodal teachers.

A high degree of difference in percentage points was observed between teachers' and students' responses wherein a higher proportion of teachers mentioned the media (print as well as electronic), friends and family members as powerful influencers in both AEP and non-AEP schools.

Table 10.2.3: Percent distribution of teachers – Most powerful influences that encourage people to take intoxicants (by category of school)

	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Print media like magazines, billboards, newspapers etc.	33.6	21.9	44.0	29.0	30.8	30.2	**36.5**	**26.9**	22.9
Electronic media like TV, radio, internet etc.	54.1	59.6	61.2	56.7	67.0	66.1	**60.2**	**60.5**	62.7
Friends	88.5	86.4	86.2	88.2	87.9	85.4	**87.5**	**86.8**	73.5
Family members	23.0	15.8	27.6	21.0	18.7	24.5	**23.4**	**20.2**	10.8
Acquaintances	30.3	22.8	20.7	22.3	25.3	20.3	**25.5**	**21.9**	24.1
Any other	2.5	1.8	2.6	1.3	2.2	4.2	**2.4**	**2.3**	0.0
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

Gender-wise analysis indicates that more nodal male teachers (41%) mentioned the print media as compared to their female counterparts (33%). On the other hand, in AEP schools, more non-nodal female teachers indicated about electronic media as a powerful influencer than their male counterpart. In non-AEP schools, a relatively higher proportion of male teachers indicated about friends while more female teachers mentioned about family members.

Table 10.2.4: Percent distribution of teachers: Most powerful influences that encourage people to take intoxicants (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Print media like magazines, billboards, newspapers etc.	41.0	29.7	33.0	23.9	26.9	21.1
Electronic media like TV, radio, internet etc.	59.7	58.4	60.5	62.7	61.5	63.2
Friends	87.5	87.2	87.6	86.3	80.8	70.2
Family members	23.6	19.8	23.2	20.7	7.7	12.3
Acquaintances	23.6	21.2	27.0	22.6	23.1	24.6
Any other	1.4	2.9	3.2	1.6	0.0	0.0
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

Reasons for some young people to try different types of intoxicants – Students' response

Students were further asked to share their opinion on factors that tempt young people to use intoxicants. Almost 44% and 33% students in AEP schools and non-AEP schools, respectively, opined that 'pressure from friends' persuade young people to try intoxicants. Across the AEP schools, the comparison shows that a relatively higher proportion of students in JNV responded to factors such as 'believe that it is a cool thing to take/to do' (39%) 'helps to work better' (24%), 'easy availability' (21%), 'increases stamina' (18%), and 'natural instinct' (13%) associated with use of intoxicants as compared to KV and private school students.

Table 10.2.5: Percent distribution of students: Factors behind young people trying intoxicants (by category of school)

	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
Helps to work better	14.9	23.9	19.4	**19.7**	16.8
Increases concentration	9.5	9.3	10.8	**9.8**	8.6
Cool thing to take or to do	33.6	38.8	33.2	**35.6**	31.3
Pressure from friends	41.8	45.4	44.8	**44.0**	33.2
Someone in the family takes it	20.1	21.7	18.5	**20.3**	15.0
Natural instinct	9.4	12.8	9.4	**10.7**	9.3
Easily available	11.9	14.0	12.9	**13.0**	11.4
Cheaper cost/affordability	9.9	9.5	9.9	**9.7**	10.3
Better acceptance among friends	16.6	21.2	19.4	**19.1**	16.9
Increases stamina	14.8	17.7	17.3	**16.6**	13.4
Has no effects	3.0	3.9	2.6	**3.2**	3.1
Don't know	22.3	15.5	19.0	**18.7**	27.5
Not answered	2.0	0.7	2.9	**1.9**	2.1
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

** Percentages may not add up to 100 due to multiple responses.*

Gender-wise disaggregation shows that in AEP schools, a greater percentage of male students mentioned factors like 'helps to work better', 'increases concentration', 'cool thing to do', 'easy availability', 'cheap cost' and 'increases stamina', than their female counterparts. On the other hand more female students mentioned factors like 'pressure from friends' and 'someone in the family takes it'. In non-AEP schools a higher percentage of male students mentioned about factors like 'helps to work better', 'increases concentration', 'cool thing to do', 'natural instinct', 'cheaper cost' and 'increases stamina', than their female colleagues.

Table 10.2.6: Percent distribution of students: Factors behind young people trying intoxicants (by gender)

	AEP Schools		Non-AEP schools	
	Male	Female	Male	Female
Helps to work better	23.3	14.6	21.2	10.1
Increases concentration	11.4	7.6	9.7	6.8
Cool thing to take or to do	37.4	32.9	32.7	29.1
Pressure from friends	41.5	47.6	33.2	33.2
Someone in the family takes it	18.0	23.5	14.6	15.6
Natural instinct	11.5	9.6	10.8	6.9
Easily available	15.4	9.6	12.7	9.4
Cheaper cost/affordability	11.4	7.4	12.7	6.8
Better acceptance among friends	19.6	18.4	18.0	15.3
Increases stamina	19.1	13.1	16.0	9.4
Has no effects	3.9	2.3	3.7	2.2
Don't know	16.5	21.9	23.1	34.2
Not answered	1.9	1.5	1.7	2.8
Total N	**11488**	**8177**	**1390**	**901**

** Percentages may not add up to 100 due to multiple responses.*

Reasons for some young people to try different types of intoxicants: Teachers' response

Most of the teachers mentioned that pressure from friends is a main factor behind young people trying intoxicants. However, the proportion of teachers who think so is much higher than the proportion of students. Similarly a higher proportion of teachers mentioned factors like 'someone in the family takes it' and 'easy availability' than the students. A stark difference was also observed among nodal and non-nodal teachers with respect to 'pressure from friends' as a factor.

Table 10.2.7: Percent distribution of teachers: Factors behind young people trying intoxicants (by category of school)

	AEP Schools								Non-AEP Schools
	KV		JNV		Private		Total		Private
	N	NN	N	NN	N	NN	N	NN	Non nodal
Helps to work better	13.1	11.4	13.8	18.1	18.7	16.1	**14.9**	**15.2**	13.3
Increases concentration	11.5	10.1	11.2	22.3	17.6	17.2	**13.1**	**16.6**	9.6
Cool thing to take or to do	25.4	38.6	36.2	33.2	33.0	35.9	**31.3**	**35.9**	42.2
Pressure from friends	80.3	67.1	75.0	62.6	70.3	70.3	**75.7**	**66.4**	51.8
Someone in the family takes it	43.4	36.8	40.5	37.4	45.1	41.1	**42.9**	**38.3**	41.0
Natural instinct	4.9	5.7	9.5	9.2	7.7	5.7	**7.3**	**7.0**	7.2
Easily available	23.0	15.8	17.2	13.0	15.4	16.1	**18.8**	**14.9**	21.7
Cheaper cost/affordability	4.1	5.3	8.6	6.3	5.5	6.3	**6.1**	**5.9**	3.6
Better acceptance among friends	37.7	27.6	25.0	27.3	30.8	25.5	**31.3**	**26.9**	21.7
Increases stamina	2.5	6.6	6.9	7.6	7.7	7.8	**5.5**	**7.3**	4.8
Has no effects	0.8	2.2	0.9	1.3	1.1	0.0	**0.9**	**1.2**	1.2
Don't know	4.9	7.9	5.2	8.0	2.2	2.6	**4.3**	**6.4**	4.8
Not answered	0.0	1.8	0.0	1.3	0.0	2.6	**0.0**	**1.8**	8.4
Total N	**122**	**228**	**116**	**238**	**91**	**192**	**329**	**658**	**83**

** Percentages may not add up to 100 due to multiple responses.*

A higher proportion of female teachers as compared to males in both AEP and non-AEP schools, believe that it is the pressure from friends which tempts young people to try intoxicants. Within males and females in AEP schools a higher percentage of nodal teachers mentioned the same as compared to non-nodal teachers. Similarly with respect to the factor – 'someone in the family takes it', more female teachers in AEP schools believed it to be causative factor than their male counterparts. Conversely, higher proportion of male teachers in both AEP and non-AEP schools mentioned that 'easy availability of intoxicants' is a factor behind young people trying it.

Table 10.2.8: Percent distribution of teachers: Factors behind young people trying intoxicants (by gender)

	AEP Schools				Non-AEP Schools	
	Male		Female		Male	Female
	N	NN	N	NN	NN	NN
Helps to work better	13.9	15.7	15.7	14.6	11.5	14.0
Increases concentration	13.9	18.0	12.4	15.0	7.7	10.5
Cool thing to take or to do	32.6	31.7	30.3	40.4	34.6	45.6
Pressure from friends	70.1	61.9	80.0	71.3	46.2	54.4
Someone in the family takes it	36.8	36.3	47.6	40.4	42.3	40.4
Natural instinct	6.9	8.7	7.6	5.1	7.7	7.0
Easily available	24.3	17.4	14.6	12.1	30.8	17.5
Cheaper cost/affordability	6.3	5.5	5.9	6.4	3.8	3.5
Better acceptance among friends	29.9	25.9	32.4	28.0	26.9	19.3
Increases stamina	6.9	4.7	4.3	10.2	7.7	3.5
Has no effects	1.4	2.3	0.5	0.0	0.0	1.8
Don't know	5.6	7.6	3.2	5.1	3.8	5.3
Not answered	0.0	1.7	0.0	1.9	7.7	8.4
Total N	**144**	**344**	**185**	**314**	**26**	**57**

** Percentages may not add up to 100 due to multiple responses.*

10.3 Use of Harmful Substances

Regarding use of harmful substances or intoxicants by students, almost 4% and 5% students in AEP and non-AEP schools, respectively reported that they have tried alcohol once in the last six months; *bhang* was mentioned by 4% AEP and 5% non-AEP students; glues and inhalants by 5% AEP and non-AEP students. A relatively lower proportion of students in AEP (1%) and non-AEP schools (2%) tried tobacco/*khaini*. Among the most commonly mentioned intoxicants are medicines/cough syrups, as mentioned by 13% AEP school students and 12% non-AEP school students. In the case of medicines and cough syrup, it is possible that high figures are due to misunderstanding or mixing of their use for medicinal purposes.

Table 10.3.1: Percent distribution of students: Intoxicants tried by the students in the last six months (by category of school)

Harmful substances		AEP Schools				Non-AEP Schools
		KV	JNV	Private	Total	Private
Alcohol	Once	4.4	3.9	4.5	4.2	4.9
	2-3 times	1.4	1.5	1.3	1.4	2.1
	More than 3 times	1.8	1.1	2.1	1.6	2.5
	Never	87.9	90.0	86.8	88.4	84.8
	Not answered	4.5	3.5	5.3	4.3	5.6
Tobacco/ *Khaini*	Once	1.6	1.4	1.3	1.4	1.8
	2-3 times	1.1	1.0	0.9	1.0	0.9
	More than 3 times	1.1	1.0	1.3	1.1	1.4
	Never	91.6	92.7	91.0	91.9	89.9
	Not answered	4.6	3.9	5.5	4.6	6.0
Charas	Once	0.9	0.9	0.6	0.8	0.8
	2-3 times	0.7	0.5	0.3	0.5	0.3

	More than 3 times	1.1	0.7	1.1	0.9	1.0
	Never	92.2	93.2	91.9	92.5	91.6
	Not answered	5.1	4.6	6.1	5.2	6.3
Bhang	Once	3.4	3.4	4.3	3.6	5.0
	2-3 times	1.3	1.1	.8	1.1	1.3
	More than 3 times	1.2	0.9	1.4	1.2	2.0
	Never	89.0	90.9	87.7	89.4	85.4
	Not answered	5.1	3.7	5.8	4.7	6.3
Gutka/ Pan-masala	Once	3.4	3.7	3.8	3.6	3.7
	2-3 times	1.4	2.0	1.2	1.6	1.7
	More than 3 times	1.9	1.8	2.6	2.1	2.1
	Never	88.3	88.7	86.7	88.0	86.3
	Not answered	4.9	3.8	5.7	4.7	6.2
Cigarette/ *Beedi*	Once	2.7	2.6	2.2	2.5	3.1
	2-3 times	1.5	1.5	1.3	1.4	1.4
	More than 3 times	2.4	1.6	2.7	2.2	2.5
	Never	87.6	89.1	86.8	88.0	85.0
	Not answered	5.8	5.2	7.0	5.9	7.9
Medicines/ cough syrup	Once	14.2	12.4	12.9	13.1	12.4
	2-3 times	12.4	12.8	14.3	13.1	12.4
	More than 3 times	20.0	14.6	21.9	18.4	20.9
	Never	49.5	56.9	45.6	51.3	49.8
	Not answered	3.9	3.3	5.4	4.1	4.6
Glues/ inhalants /whiteners	Once	4.8	4.8	4.2	4.7	4.8
	2-3 times	3.6	3.8	3.9	3.8	2.9
	More than 3 times	9.7	9.4	10.7	9.9	10.0
	Never	76.4	77.4	74.6	76.3	75.6
	Not answered	5.4	4.5	6.7	5.4	6.8

Gender-wise disaggregation shows a relatively higher proportion of male students in both AEP and non-AEP schools have tried/consumed alcohol tobacco/*khaini*, *bhang*, *gutka*/*pan masala* and cigarette/*beedi* than their female colleagues. Only in the case of medicines/cough syrups a greater percentage of female students mentioned consuming them than male students in both AEP and non-AEP schools.

Table 10.3.2: Percent distribution of students: Intoxicants tried by the students in the last six months (by gender)

		AEP Schools		Non-AEP schools	
		Male	**Female**	**Male**	**Female**
Alcohol	Once	6.0	3.3	5.2	2.8
	2-3 times	3.1	0.6	1.9	0.7
	More than 3 times	3.6	0.9	2.3	0.6
	Never	82.5	88.3	85.8	92.1
	Not answered	4.8	6.9	4.7	3.7
Tobacco/ *Khaini*	Once	2.7	0.4	1.9	0.8
	2-3 times	0.9	0.8	1.3	0.5
	More than 3 times	1.9	0.4	1.6	0.4
	Never	89.1	91.2	90.1	94.4
	Not answered	5.3	7.1	3.9	4.6
Charas	Once	0.9	0.6	1.1	0.5

	2-3 times	0.4	0.2	0.7	0.3
	More than 3 times	1.5	0.2	1.3	0.4
	Never	91.5	91.7	91.3	94.3
	Not answered	5.6	7.3	4.5	5.2
Bhang	Once	6.3	3.1	4.3	2.8
	2-3 times	1.7	0.7	1.3	0.7
	More than 3 times	2.9	0.6	1.6	0.5
	Never	83.5	88.3	87.5	92.1
	Not answered	5.6	7.2	5.3	3.9
Gutka/ Pan-masala	Once	4.2	2.8	4.5	2.4
	2-3 times	2.2	1.0	2.1	0.8
	More than 3 times	3.1	0.4	2.9	0.9
	Never	84.8	88.6	85.3	91.8
	Not answered	5.6	7.2	5.2	4.1
Cigarette/ *Beedi*	Once	4.2	1.3	3.3	1.5
	2-3 times	1.7	1.0	1.9	0.7
	More than 3 times	3.7	0.8	3.0	1.1
	Never	83.5	87.3	85.6	91.3
	Not answered	6.9	9.5	6.2	5.4
Medicines/ cough syrup	Once	11.4	13.8	12.5	14.0
	2-3 times	12.0	13.0	12.6	13.8
	More than 3 times	22.9	17.8	18.8	17.8
	Never	49.8	49.8	51.7	50.8
	Not answered	3.9	5.7	4.5	3.5
Glues/ inhalants /whiteners	Once	5.5	3.7	4.8	4.4
	2-3 times	2.6	3.3	3.9	3.6
	More than 3 times	11.0	8.4	10.3	9.3
	Never	75.0	76.4	75.1	78.0
	Not answered	5.9	8.2	5.9	4.7

10.4 Key Findings

10.4.1 Knowledge of Symptoms of Substance Abuse

AEP students displayed better knowledge than non-AEP in identifying symptoms of substance abuse, especially cancer of mouth, lung; smoker's cough, heart disease, breathlessness and tuberculosis. Teachers identified the symptoms more than students. Here too, AEP has made a positive contribution to knowledge, with N teachers better than NN, who are better than non-AEP teachers.

10.4.2 Young People taking Intoxicants: Influences and Reasons

Students mentioned friends as most important influencer for taking intoxicants (73% for AEP students), followed by electronic media (48%), print media (29%), acquaintances (24%) and family (10%).

Teachers have selected influencers in the same order as students, though they have assigned greater weight than students to most influencers, ie friends, electronic media, print media and family members. On weight assigned to acquaintances, teachers and students are at par.

These findings are useful in indicating possible negative influence of peer group, electronic and print media, and also, to some extent, of acquaintances and family members. It is important for AEP to keep all these in mind, when designing teaching-learning material on the theme.

On reasons attracting young people to try different intoxicants, the top option by AEP students was `pressure from friends'(44%), followed by `cool thing to do' (37%), `someone in the family takes it' (20%), `helps to work better' (20%), `better acceptance among friends' (19%), `increases stamina' (17%), `easily available' (13%) `natural instinct' (11%), `increases concentration' (10%), `low cost' (10%), and `has no effect' (3%).

Teachers' perceptions of reasons attracting young people to try intoxicants, and the weight assigned to each, are a little different than students'. AEP teachers selected options as follows: `pressure from friends' (76%), `someone in the family takes it' (43%), `cool thing to do' and `better acceptance among friends' (31% each), `easy availability' (19%), `helps to work better' (14%), `increases concentration' (13%), `natural instinct' (7%), `low cost' (6%), `increases stamina' (6%) and `has no effect' (1%).

Noteworthy differences are: teachers assigned more weight than students to peer pressure and influence of family member(s); and less weight to `helps to work better' and `increases stamina'. Teachers may be overestimating influence of peer and family as reasons prompting young people to try intoxicants. They may be underestimating the role of misconceptions in students' minds about intoxicants helping increase stamina and work better. AEP can certainly try to bring correct knowledge and messages to students to effectively clear such misconceptions regarding intoxicant use.

10.4.3 Use of Intoxicants: Self-reported incidence of trying different intoxicants

Between 3 to 5% students reported trying out (one of the) following common intoxicants once during previous six months: alcohol, bhang and gutka-pan masala. Between 1 to 2% students reported having tried out alcohol/bhang/gutka-pan masala 2-3 times during past 6 months, and another 1-2% reported trying out alcohol/bhang/gutka-pan masala more than 3 time during same time period.

For cigarette-bidi, 1-3% students reported trying it out once, 2-3 or more than 3 times during past 3 months. For tobacco-khaini, 1-2% students reported trying it out once, 2-3 times or more than 3 times during same time period. Charas usage was reported as less than 1% for each category (once, 2-3 times and more than 3 times during last six months).

JNV schools reported least use of alcohol, while there was not much difference across schools for other intoxicants. Comparing AEP with non-AEP schools, more from non-AEP seem to have tried/consumed alcohol, bhang and cigarette-bidi. However the differences are too marginal to draw any comprehensive conclusions.

Comparing boys with girls, more boys than girls have tried/consumed each of these intoxicants, in all categories (once, 2-3 times or more than thrice). The imbalance between boys and girls is very marked.

[Usage of glue-inhalants-whiteners and of medicine-cough syrup has been left out of analysis as data is probably inflated by confusion over proper use of these items, as against their use as intoxicants.]

XI
Students' Opinions on AEP and Themes Covered Under the Programme

In this chapter, views of AEP students on different aspects of the programme have been collected. The views primarily included the age at which the programme should be initiated; rating of themes covered under the programme; and finally the effect of AEP.

11.1 Opinion on Age for Introducing AEP Programme

Presently the programme is initiated in Class 9 (approximately when the child is 14 or 15 years of age). However, the majority of the students viewed that a student should be introduced to AEP at 12-13 years of age (43% in AEP schools and 34% in non-AEP schools). Figures in the parentheses show higher proportion of students in AEP schools mentioned so as compared to students from non-AEP schools. The fact that a large proportion of AEP students preferred initiating the programme before the age of 14 years probably indicates those who are exposed to the programme recognize its benefits in a better way.

Table 11.1.1: Percent distribution of students: Age at which AEP should be initiated (by category of school)

Age (in years) at which AEP should be initiated	AEP Schools				Non-AEP Schools
	KV	JNV	Private	Total	Private
9-11 years	10.3	10.4	5.7	9.1	3.8
12 years	24.3	23.8	20.4	23.0	16.5
13 years	22.2	18.3	19.8	20.0	17.7
14 years	20.3	24.9	22.9	22.8	19.2
15 years	11.3	12.2	15.2	12.7	18.5
16 years	4.5	5.2	7.5	5.6	10.7
17-20 years	7.2	5.0	8.5	6.8	13.7
Total Percent	**100**	**100**	**100**	**100**	**100**
Total N	**6582**	**7722**	**5361**	**19665**	**2291**

Disaggregated analysis by gender of students shows that in both AEP and non-AEP schools more girls than boys were found to be in favour of initiating the programme before the age of 14 years.

In AEP schools, 49% boys and 57% girls (i.e. a difference of 8% points) were in favour of initiating the programme for children below the age of 14 years.

Table 11.1.2: Percent distribution of students: Age at which AEP should be initiated (by gender)

Age (in years) at which AEP should be initiated	AEP Schools		Non-AEP Schools	
	Male	Female	Male	Female
9-11 years	9.6	8.5	4.3	2.6
12 years	21.6	24.9	15.3	18.5
13 years	17.6	23.4	15.0	21.9
14 years	23.3	22.1	19.6	18.5
15 years	13.5	11.6	19.2	17.4
16 years	6.4	4.4	10.0	11.7
17-20 years	7.9	5.0	16.6	9.4
Total Percent	**100**	**100**	**100**	**100**
Total N	**11488**	**8177**	**1390**	**901**

AEP seems to have worked positively for students as 47% students in AEP schools mentioned that their fears were dispelled while 34% students try to look at things from other person's point of view and close to 30% students found ways to relax through the programme.

There was not much of a difference in percentage found except between the school systems except for few relatively high percentages of JNV students. Across different types of AEP schools, a comparatively higher proportion of JNV students responded to positive influences of AEP such as driving out fears (54%) andI have more questions (34%), as compared to KV andprivate students.

Table 11.1.3: Percent distribution of students: Influence of AEP on students (by category of school)

	AEP Schools			
	KV	JNV	Private	Total
I have found ways to relax	29.4	29.3	31.0	**29.7**
I try to look at things from the other person's point of view	32.2	35.7	34.3	**34.1**
I am more confused than before	10.4	10.3	9.6	**10.2**
I have more questions	24.2	34.2	20.4	**27.5**
Some of my fears have been dispelled	42.7	53.8	42.1	**47.2**
There is no change	16.0	10.2	14.1	**13.2**
Not answered	4.5	2.5	5.1	**3.8**
Total N	**6582**	**7722**	**5361**	**19665**

** Percentages may not add up to 100 due to multiple responses.*

The disaggregated analysis showed that a higher proportion of boys reported more positive influence of the programme on them as compared to girls. The table shows that after being exposed to the programme, a relatively higher proportion of boys (36%) have started looking at things from other's point of view, 32% boys have found ways to relax and 46% have more questions. However, a higher proportion of females mentioned about dispelling fears (49%) as compared to male students (46%).

Table 11.1.4: Percent distribution of students: Influence of AEP on students (by gender)

	AEP Schools	
	Male	**Female**
I have found ways to relax	32.0	26.7
I try to look at things from the other person's point of view	36.0	31.5
I am more confused than before	11.3	8.7
I have more questions	28.3	26.5
Some of my fears have been dispelled	46.0	48.8
There is no change	12.8	13.6
Not answered	3.5	4.2
Total N	**11488**	**8177**

** Percentages may not add up to 100 due to multiple responses.*

11.2 Opinion on Themes/Session Covered under AEP

The following table shows disaggregated data of students' views on themes/sessions covered under AEP. Among the sessions, 'life skills development', 'growing up and adolescent health', 'good nutrition', 'self esteem', 'positive relationships' and 'd ecision making skills' as interesting (ranging between 75% to 80% among students). Overall a higher percentage of JNV students mentioned these sessions as interesting in comparison to KV and private school students.

On the other hand, sessions on 'peer pressure', 'substance abuse' and 'RTI/STI' were reported to be less interesting/boring by the students.

Table 11.2.1: Percent distribution of students: Themes covered under AEP (by category of school)

Themes	Opinion	AEP Schools			
		KV	JNV	Private	Total
Life skills development	Most Interesting	76.0	85.5	75.9	79.9
	Most Boring	11.9	5.1	11.4	9.0
	Not Attempted	12.1	9.4	12.7	11.1
Growing up and adolescent health	Most Interesting	73.3	80.4	71.9	75.9
	Most Boring	14.5	10.3	14.6	12.8
	Not Attempted	12.2	9.4	13.5	11.3
Good nutrition	Most Interesting	75.2	81.6	71.1	77.0
	Most Boring	13.3	9.0	15.0	11.9
	Not attempted	11.6	9.4	13.9	11.2
Self esteem	Most Interesting	74.5	81.8	72.6	77.1
	Most Boring	13.2	8.4	13.1	11.2
	Not Attempted	12.3	9.8	14.4	11.7
Positive relationships	Most Interesting	71.4	80.6	72.0	75.4
	Most Boring	16.0	9.5	13.5	12.7
	Not Attempted	12.6	9.8	14.5	11.9
Gender sensitivity	Most Interesting	54.1	63.8	57.5	58.9
	Most Boring	30.5	23.7	24.8	26.4
	Not Attempted	15.4	12.5	17.7	14.7
Sexual abuse	Most Interesting	57.4	73.5	57.3	64.0
	Most Boring	29.9	17.0	28.5	24.3
	Not Attempted	12.7	9.5	14.3	11.7
RTIs/STIs-Basic facts	Most Interesting	50.0	63.8	48.2	55.3
	Most Boring	35.9	25.4	36.1	31.6
	Not attempted	14.2	10.9	15.7	13.1
HIV/AIDS-Basic facts, transmission and prevention	Most Interesting	59.2	73.5	58.6	65.0
	Most Boring	27.8	16.6	26.6	22.9
	Not Attempted	13.1	9.9	14.9	12.1
Substance abuse-Basic facts	Most Interesting	51.0	57.5	49.0	53.3
	Most Boring	34.3	31.7	35.1	33.4
	Not Attempted	14.7	10.8	15.9	13.3
Peer pressure	Most Interesting	42.8	45.5	48.1	45.1
	Most Boring	43.7	43.3	36.8	42.0
	Not Attempted	13.5	11.2	15.1	12.9
Effective communication	Most Interesting	58.3	64.4	62.5	61.7
	Most Boring	27.3	24.3	22.8	25.1
	Not Attempted	14.4	11.4	14.8	13.2
Decision making skills	Most Interesting	72.9	81.4	73.3	76.5
	Most Boring	14.3	9.3	13.1	11.9
	Not Attempted	12.8	9.3	13.6	11.5
Emotions and stress	Most Interesting	58.0	61.9	58.6	59.7
	Most Boring	29.3	27.3	27.3	28.0
	Not Attempted	12.7	10.8	14.2	12.2
Anger management	Most Interesting	59.5	64.4	61.6	62.0
	Most Boring	24.7	23.6	22.7	23.8
	Not Attempted	15.8	12.0	15.7	14.2

Gender-wise disaggregated data shows that male students found 'growing up and adolescent health', 'gender sensitivity', 'sexual abuse', 'RTIs / STIs' and 'HIV/AIDS' more interesting than female students. On the other hand sessions on 'life skills development', 'self esteem' 'decision making skills', 'emotions and stress' and 'anger management' were more liked by female students.

Table 11.2.2: Percent distribution of students – Themes covered under AEP (by gender)

Themes	Opinion	AEP Schools	
		Male	Female
Life skills development	Most Interesting	78.8	81.4
	Most Boring	10.0	7.6
	Not Attempted	11.2	11.1
Growing up and adolescent health	Most Interesting	78.6	72.4
	Most Boring	10.4	15.9
	Not Attempted	11.0	11.7
Good nutrition	Most Interesting	76.3	77.8
	Most Boring	12.7	10.8
	Not Attempted	11.0	11.4
Self esteem	Most Interesting	74.0	81.1
	Most Boring	14.2	7.2
	Not Attempted	11.8	11.7
Positive relationships	Most Interesting	75.4	75.4
	Most Boring	13.2	12.2
	Not Attempted	11.4	12.5
Gender sensitivity	Most Interesting	63.5	52.7
	Most Boring	22.7	31.4
	Not Attempted	13.8	15.9
Sexual abuse	Most Interesting	66.1	61.3
	Most Boring	22.7	26.3
	Not Attempted	11.3	12.3
RTIs / STIs-Basic facts	Most Interesting	57.1	53.0
	Most Boring	30.6	32.9
	Not Attempted	12.4	14.1
HIV/AIDS-Basic facts, transmission and prevention	Most Interesting	65.9	63.8
	Most Boring	22.4	23.5
	Not Attempted	11.6	12.8
Substance abuse-Basic facts	Most Interesting	53.5	52.9
	Most Boring	33.9	32.8
	Not Attempted	12.6	14.3
Peer pressure	Most Interesting	45.6	44.4
	Most Boring	42.0	42.0
	Not Attempted	12.4	13.6
Effective communication	Most Interesting	61.0	62.6
	Most Boring	26.1	23.7
	Not Attempted	12.9	13.7
Decision making skills	Most Interesting	75.1	78.4
	Most Boring	13.3	10.1
	Not Attempted	11.6	11.5
Emotions and stress	Most Interesting	58.0	62.0
	Most Boring	29.9	25.6
	Not Attempted	12.1	12.4
Anger management	Most Interesting	60.7	63.7
	Most Boring	25.2	22.0
	Not Attempted	14.1	14.3

11.3 Students' Perspective on AEP (Qualitative)

In the following table students' perspective (qualitative) on AEP has been discussed. The key areas under which their views were collected included – issues of AEP that were discussed with them, difference between AEP transaction and other classes, sessions liked and disliked most by the students, most interesting information, problems with the programme, areas of improvement, class from which it should be initiated, who should transact AEP, did it help in opening up with others, is parental involvement required in the programme and their overall opinion on AEP.

Life-skills, growth during adolescence, HIV/AIDS and RTI/STI were found to be the most prominent issues that were discussed under the programme. There were several children who found the AEP transaction different from the conventional lecture mode followed by the teachers. They mentioned about role-plays, activities, skits, participatory methods and freer communication between teachers and students during AEP transaction. Sessions on life-skills, peer relationship, physical growth and drug abuse were most liked by the students. However, not many students shared which session(s) they did not like.

Majority of students wanted AEP to be initiated from either class 7th or class 8th. However, similar proportions of students were also in favour of keeping the starting class for AEP transaction at class 9th. With regard to who should transact AEP, there was an inclination towards school teachers but a substantial number of students also opined that external experts should also be involved in transacting certain themes of AEP. In case of parental involvement in the programme, those who wished their involvement were more in number than those did not wish so.

Table 11.3.1: Boys' and girls' views on AEP

State/ School System	Boys' Views	Girls' Views
Issues Discussed		
PUNJAB/PRIVATE	Social problems like the **difference between man** and **woman**	Along with the **life-skills** the teacher also shared about the problems that young people face such as **mental** and **physical problems**
	Self esteem	We have talked to people who take **drugs** and we came to know how and why they got involved into it
	Life skills	
PUNJAB/JNV	**Art of living** (meditation and how to increase concentration)	
	Sessions on **AIDS**	
	Career counseling	**Career counseling**
PUNJAB/KV	Session with doctor on **sex education**	
MAHARASHTRA/ PRIVATE	**Stress management**	**Health camp** and **personality development camp** were organized by our school
	Adolescence changes	**Life skills**, **behaviour** and **communication skill.**
		Conflict management, **decision-making** and **problem solving**
MAHARASHTRA/ JNV	**Communicable diseases**, **AIDS**, **problems of girls** and **boys, population** and **corruption**	**Changes** occurring during **adolescence**

MAHARASHTRA/ KV	**Attraction towards women**	**Growing up** and **changes occurring in body** and how and why we feel attracted towards others
MP/JNV	**Changes** which are about to occur during **teenage**	**Changes** which are about to occur during **teenage**
		In this age there is lot of **hormonal secretion** because of which mind gets deviated , so it tells how can you save yourself from those deviations i.e. self-control
MP/KV	**Life skills** were discussed. Issues pertaining to change in **physicality** and **mentality** were covered in different sessions. We were taught about various diseases like HIV and bad habits like cigarettes and alcohol.	**Tobacco**
		Changes that take place in the **body**
ORISSA/KV	**Self control**.	**Physical** and **mental changes** were discussed.
	Life skills.	How to **take right decisions**.
	Young people lack **decision-making** skills. Besides, it's important for them to have **self-control** and **stay away** from **bad company**.	It is the stage in life when people take **wrong path** and **adopt bad habits**. Things related to such things were discussed.
	At this age, the youth is like a blank canvass which will absorb every colour that is put on it. So, it is necessary that right colour is put on it.	We not even listen to our parents while taking **decisions** . So, it is better to be aware about such issues and then make the right move.
ORISSA/JNV	**Abuse** and use of **medicines** and **drugs** .	**Physical changes** that happen in boys and girls and also the **mental changes** that happen in them.
	Diseases were also discussed. **Sex-related** diseases were discussed. **RTI/STI** and **AIDS**.	
	Peer relationship. What all happens between friends?	
	How to **inspire** and **motivate friends**. Suppose how to encourage someone who is good in sports? How to discourage someone who is into bad habits?	
ORISSA/PRIVATE	**Health** and **hygiene**	**Anti-tobacco, smoking** and **drugs**
	Decision-making skills	
	*My parents were called in school on **drug addiction, smoking** and **relationships.***	
KARNATAKA/KV	**Smoking** and **drugs**	
	What's **good** and **bad** for adolescents to do	
KARNATAKA/JNV	**Drug abuse, STI, AIDS, public hygiene** and **decision-making**	**Career guidance**
KARNATAKA/PRIVATE	Misconception about **physical changes** and myths	
Difference with other classes		
PUNJAB/PRIVATE	*It's different because in it bookish knowledge is not imparted. It includes things related to one's life and things which affect one's life. The teacher discusses things on her own without using any book. She discusses about the events/incidences which we may face in our future life.*	Teacher encourages us to ask her questions

	Counselling was done with all the students in one session. She treats us as her friend during the class.	We were given the guidance. The sessions were not taken as the way normal class is conducted. Life skill sessions are explained with examples and not with the help of books
PUNJAB/JNV	Learning is different from normal class-room	
PUNJAB/KV MAHARASHTRA/ PRIVATE	Poster making and essay competition Case studies	Poster making More of activities and interaction. We liked free interaction with those who came from outside. They explained everything in a very nice manner. It was different from lecture method. We could easily grasp whatever they wanted to teach
MAHARASHTRA/ JNV	We asked questions.	Drama makes the sessions interesting
	Confusion is cleared	
MP/KV	It's done like the CCA (Co-curricular activities)	
ORISSA/KV	More interactive and participatory. We feel more free to talk to our teachers than doctors	School invites doctors and lecturers from outside for special session. Discussion on issues is carried out with them in those sessions like changes in our body and our thinking.
	Through English poems (examples), the teacher taught us that we should listen to our parents as they have more experience.	Also there is a provision of decision box wherein we can write our issues and they are discussed.
	These topics are also asked about in the school examination. For example, life skills. We are also asked to write articles on different topics in the exam.	Teachers talk to us very freely and in a friendly manner.
		We don't have a specific teacher assigned to take sessions on AEP. Our English teacher discussed some issues through the sessions. For example, there was a poem taught to us in class 9h in which the daughter ran away with her lover. She is caught in a storm in the high sea and they are eventually killed.
ORISSA/JNV	Whatever that was told was part of our life. There was no book through which we were learning. All the things that were discussed, we had experienced them. It felt that it has happened to us. It was very interesting. The things were told to us with the help of activities.	Normally, the diseases which the teachers avoid discussing in other subject's class, we came to know about them through this programme.
	In lecture mode, the teachers tell only what is given there in the books. In this session, roles were divided between the students, they were assigned different roles and then we enacted the roles. After the completion of **role-plays**, teachers explained us about the issue; questions were asked from the students that what their view is.	
ORISSA/PRIVATE	The programme is helpful	
	All our doubts should be cleared that lead to depression. So, first there should be mental stability.	We can share our issues with others as everybody goes through the same thing. It relieves stress.

	This is for the males as they deviate from their path. For them this education programme has been developed	It is different than the bookish knowledge we receive in normal classes. There we learn about what's written in the books and not about us. In the AEP sessions, we discuss about everything about us and things that happen around us.
KARNATAKA/KV	Activities and drama	Skits
	Sessions were conducted in informal way with lots of discussion between teacher and students.	Gynaecologist was called with whom the girls had a separate session.
KARNATAKA/JNV	Question box	
	People from outside came and we interacted	
KARNATAKA/PRIVATE	A specialist came to discuss on adolescence and related issues. We gave him questions by writing them on chits and he answered them. We could directly question the psychiatrist.	Question box system
Sessions liked most		
PUNJAB/PRIVATE	**Life-skill** sessions	The way teacher (in a friendly manner) discusses about **adolescence issues** and the **problems**
	Under the **life-skills**, issues like **self-esteem**, self sacrifice were covered	**Peer pressure** and **drug addiction**
	Drugs and **AIDS**	
	She shares about the **problems** that are **prevalent** in the **society** nowadays	
PUNJAB/JNV		**Changes** during **adolescence**
MP/JNV	**Self control** and **anger control**	**Change in adolescence**, **right** and **wrong** things done during adolescence
MP/KV	**Sharing our emotions** and **perceptions**	I liked the process where we can write our query (with confidentiality) and the teacher respond to it with solution in person.
ORISSA/KV	No session is irrelevant or not useful	When **our issues** were **raised**, **discussed** and **suggestions were given** to take the right decisions. For example, exam phobia, how to enhance concentration through methods like watching a burning candle or walk bare-foot on the green grass in early morning.
ORISSA/JNV	Dealing with **disagreement with parents**, like which type of dress to wear.	**Gender discrimination**
		Discussion on **peer** and **relationships**.
ORISSA/PRIVATE	**Relationship** with **friends** **Attraction** towards **opposite sex**	
MAHASHTRA/JNV	**AIDS, population**	
	Role plays helped a lot in understanding issues	
MAHARASHTRA/PRIVATE		**Information** based on **social perception and biology**
KARNATAKA/KV	**Bad habits** like **drinking** and **smoking** taken up by young children and adolescents	Knowledge on **bad habits**
KARNATAKA/PRIVATE	Question answer session with a psychologist	
	HIV, drug abuse, **internal changes** in **body** and **life skill** which lets one have "officer like qualities"	

Most interesting information		
PUNJAB/PRIVATE	The doctors while spreading awareness on the disease use the tag-line "Know **AIDS** to No AIDS".	
MAHARASHTRA/ PRIVATE	We got to know about many new things which we did not think of earlier like **diseases**, **peer pressure**, **emotional problems**, etc	
MAHARASHTRA/ JNV	**Symptoms for diseases**	
MAHARASHTRA/ KV	We are very tensed about scoring 99% marks so it tells that don't take it as problem take it as a fun.	
MP/JNV		Teenagers don't understand their problems themselves that what problem are they exactly facing. With this programme they get to know about their problems and themselves in a better way.
KARNATAKA/KV	**Life-skills**	**Decision-making**
	AIDS and other diseases	**Time** and **stress management**
	Drug abuse	
KARNATAKA/PRIVATE	Discussion with **psychologist** on **internal changes** occurring during **adolescence**.	
	Changes in **feelings** and **emotions**	
Sessions liked the least		
PUNJAB/KV		Sessions were not interesting as the doctor only speaks and there was no open discussion
MAHARASHTRA/ PRIVATE	**Conflict management**	**Life skills**
	Discussion making	**Lateral thinking** is not required
Problems with the programme		
PUNJAB/PRIVATE	None	None
PUNJAB/KV		They give us knowledge what we already know
MAHARASHTRA/ KV	The program should have a counselor throughout the year	
ORISSA/KV	There are not much negative things in the AEP.	
KARNATAKA/KV	*There is one negative in the program, it mainly focuses on adolescence. It doesn't focuses on our parents. This program is introduced in the schools recently like 5 to 10 years back. Our parents are not exposed to it. So they don't know what we have learnt. We are children we can't teach them. If we try to teach them they will say you are children so keep quite.*	
ORISSA/KV		Sessions should be conducted separately for boys and girls. They don't face the same kind of problems.
Areas that need better coverage		
PUNJAB/PRIVATE	Career planning	
MAHARASHTRA/ KV	Healthy environment should be created	
MP/KV		We should have regular classes and special sessions with our own teacher as we feel free while talking to them.
0RISSA/KV		It should be conducted more often. Not like once in a year.

ORISSA/JNV	More stories can be added. That will make the sessions more interesting Who to go and ask the questions related to adolescence which comes to one's mind. Questions related to future life planning and others.	More examples from different fields should be there such as medicine, law, etc. Birth control and family planning.
	There was no role play on RTI/STI.	
ORISSA/PRIVATE		Different issues should be taken up every time. New contents should be discussed
KARNATAKA/KV	*There are people who smoke even after attending AEP classes. You can't say that it's the failure of AEP alone, it's their own problem. They need individual counseling.*	
KARNATAKA/JNV	*We are children and we don't know much about the society. We don't know what is right and what is wrong. They said we have to take decisions but they did not say about what is right and what is wrong?*	
KARNATAKA/PRIVATE	Depression and mood changes	
From which class it should be initiated		
PUNJAB/PRIVATE	6th or 7th	9th
PUNJAB/KV		8th or 9th
MAHARASHTRA/ PRIVATE	8th	7th
MAHARASHTRA/ KV	8th, *kyunki 8th me hum log bade ho jate hain*	9th.
MP/PRIVATE	9th as students are mentally prepared	From 6th as changes start from this age
MP/JNV	After 8th. After 10th	After 9th
MP/KV 0RISSA/KV	8th 7th	7th 8th 8th 7th
ORISSA/JNV	7th	8th
	7th	
ORISSA/PRIVATE	7th	7th
		8th
KARNATAKA/KV	9th	9th
KARNATAKA/JNV	9th	9th
KARNATAKA/PRIVATE	7th -8th	
Who should teach AEP contents?		
PUNJAB/PRIVATE	School teacher	School teacher
	Discussions on major problems which are prevalent in the society should be taken by outsiders	
PUNJAB/JNV	Someone from outside should teach as they feel more comfortable	
PUNJAB/KV		Teacher
		Girls should be comfortable more with teacher
MAHARASHTRA/ PRIVATE	We can't be much frank with the teacher as we are with outsider	
MAHARASHTRA/ KV	Should be someone from outside	
	He should interact but maintain confidentiality.	
MP/JNV	*Teacher from school itself as we get more influenced with what they say as we stay with them and we know them and also we understand what they say so what is the need from outside.*	*I agree that teachers are must but teacher from outside should also be there as sometimes we are afraid of our teachers and we cannot tell all the things to them but if the teachers are from outside we can tell them*

		everything and we don't have any problem also.
MP/KV	School teacher	School teachers We have good relationship with our teacher. We won't be comfortable with someone from outside. We may fear from asking questions to the external person.
ORISSA/KV	Our teacher should take such sessions. We do not feel confident while talking to strange lecturers or doctors.	It will be fine if both take the sessions. The discussions were held in an informal, friendly and open manner. But if these issues were conducted by our own teacher, that would have been better.
ORISSA/JNV		We are more comfortable with our school teachers.
KARNATAKA/KV		*It's ok with the teachers but occasionally if some other guest comes it's like getting new information. Something different from the teachers.*
KARNATAKA/JNV	Someone from outside	We cannot discuss our emotional problems with our teacher.
Did AEP help in opening up with others, at home or at school?		
PUNJAB/PRIVATE	Before AEP, we didn't even think or bother about such issues. So, the question of discussing doesn't even arise. It helped us in opening a bit with our friends.	Through AEP, we learnt the life skills on how to deal with friends. We learnt about the refusal skill; the need to be open-minded; how to lift oneself and not feel dumb.
MP/PRIVATE	Usually boys get punished and girls are spared and this creates a feeling of inequality.	
ORISSA/KV	AEP helped us to open-up. During the sessions, we got open to each other (to the girls). But once the session was over, we were back to our ways.	It has opened several things to us. Through the programme, we could see what's going on in one's mind, other's views.
ORISSA/PRIVATE	It taught that we should discuss and share our issues.	AEP helped us to open-up.
KARNATAKA/KV		After this particular program we found it is okay and fine to interact and share things with boys.
KARNATAKA/JNV	*There is no interaction between boys and girls in our school.*	
KARNATAKA/PRIVATE	I talk with my sister on life skills but not on the changes.	
Are parents required to be involved in the programme?		
PUNJAB/PRIVATE	Yes	Yes
	Should inform them that such information is being provided to us in the school	*Whenever parents try to control their children they start shouting and fighting with their parents. If they have the AEP skills, they can get an idea on how to manage and control children in a better way.*
	Teens are "charged missiles" and educated parents can shape their future in a better way.	
PUNJAB/JNV	Orientation of parents is necessary	They should also came to know that what we are getting to learn
PUNJAB/KV		Parents should not be involved in this.
		Parents know about it
MAHARASHTRA/ PRIVATE	Parents' sessions should be taken separately	They should also be taught about life-skills.

MAHARASHTRA/ KV MP/PRIVATE	*Aisa hota hai ki maa baap se baat karne me hesitation feel hoti hai. Papa bolte hain beta padhai me dheyan do.* Parents will support the programme if it is launched in the school.	They should be involved and allowed to interact on the issues.
MP/JNV	Parents should also be involved as we respect them and their opinion is important.	Parents also need guidance
MP/KV	Parents don't involve themselves and they shouldn't be involved because we are not able to talk to them openly.	They should be involved because then the children will be able to express themselves more.
ORISSA/KV	Parents should be made aware about the adolescent issues so that the generation gap decreases.	They should be involved in the programme. They should be taught how to tackle such issues with the help of AEP and not get angry on their children.
		That will help in reducing their confusion as well. Sometimes, they think their own children are not mature enough to take decisions and at the same time say that you have grown so old and still cannot do this work. So, they should not confuse us and try to understand us.
		That will help them understand us in a better way.
ORISSA/JNV	It depends on the parents as well who they will like to listen to. Some parents will follow the principal or teachers; others will get convinced by us also.	They should know what we are taught in the school. They should also be made aware that it is safe to send their girl outside the home.
	They won't react to body growth and physical changes because such things are part of our biology subject.	
	Why should they feel embarrassed? It is all practical and they should know that we know.	
ORISSA/PRIVATE	They should beinvolved.	Their involvement will remove the generation gap.
KARNATAKA/JNV	Yes, they should be involved in the programme	Yes, they should be involved in the programme
KARNATAKA/PRIVATE	They should be counseled but not involved	
	I will like to share it with my father.	
Further Suggestions and Overall Opinion		
PUNJAB/PRIVATE	There should be counseling of the parents as well so they get to know how to handle their children at home.	
PUNJAB/JNV	Sessions should be held weekly	
PUNJAB/KV		Sessions are not regular, so there should be sessions once a week and should be more interesting
MAHARASHTRA/ PRIVATE	They should be once in a month	
MAHARASHTRA/ JNV	There should be a test and practical	There should also be books
		Get bored with one teacher, should invite someone from outside

MP/JNV		Actually teenagers don't understand their problems themselves that what problem they exactly are facing and with this programme they get to know about their problems and themselves in a better way. The programme should continue.
ORISSA/PRIVATE		Generally, we consider others as our frame of reference. If others are normal so are we.
KARNATAKA/PRIVATE	Knowledge for exams remains confined to the books but knowledge for life will remain with us for life-time.	
KARNATAKA/KV	*I am only thirteen I had misconception and I am carrying them at this age too. After attending AEP sessions I have known many new things and how to tackle situations.*	

11.4 Key Findings

11.4.1 AEP: Appropriate Age and Benefits

A high proportion of students (52%AEP, 38% non-AEP) responded in favor of introducing AEP to students below the age of 14 years, ie 9-13 years. At present, the class for introducing AEP is Class 9, ie approximately 14 years age. More girls than boys favored lower age of initiation of AEP. In favor of initiating AEP at class 6, a girl has said, `6th, as changes start from this age'; whereas in favor of initiating AEP from class 9, a boy noted, `9th as students are mentally prepared'.

Conversely, 25% AEP students opted for introducing the program to students aged 15-20. Among non-AEP students, 43% were in favor of this. More boys than girls opted for later age of initiating AEP.

These results indicate that generally most students who have been exposed to AEP appreciate its benefits and feel it will be useful for children at lower ages as well. The results are similar across school types.

Students reported benefits of AEP follows: for 40%, it has dispelled fears; 34% now try to look at things from other person's point of view; 30% have found ways to relax. For 28% students, they now have more questions. However, for 13% there is no change; and 10% are more confused than before. There was not much difference on these responses across school types. Boys more than girls reported benefits in terms of looking at things from other person's point of view, and having found ways to relax.

Several students felt AEP helped them open up. They learnt about themselves. They learnt about issues they hadn't even thought about, and began discussing such issues with friends. They learnt life skills. One girl wrote, `We learnt life skills on how to deal with friends. We learnt about the refusal skill; the need to be open-minded; how to lift oneself and not feel dumb.'

One girl noted, `Teenagers don't understand what problem they are exactly facing. With this program they get to know about their problems and themselves in a better way'.

Students' responses (quantitative and qualitative) indicate positive benefits of AEP on students. However they also imply that there is scope for improving the scope and effectiveness.

11.4.2 Themes/Sessions under AEP: What students liked and what they did not like

Majority of students (75-80%) found the following themes most interesting: `Life skills development', `Self esteem', `Good nutrition', `Decision making skills', `Growing up and adolescent health' and `Positive relationships' (in that order). More JNV students marked these themes than students from other schools. There was not much difference between girls and boys, except more girls than boys voted for `Self esteem', and more boys than girls for `Growing up and adolescent health' themes/sessions.

Moderate proportion of students (60-75%) found the following themes/sessions most interesting: `HIV/AIDS', `Sexual abuse', `Anger management', `Effective communication', and `Emotions and stress'. More boys than girls found theme/sessions on `Sexual abuse' interesting, whereas girls more than boys voted for `Emotions and stress' theme/sessions.

Least proportion of students (45-60%) found the following themes/sessions most interesting: `Gender sensitivity', `RTIs/STIs', `Substance abuse' and `Peer pressure'. More boys than girls found `Gender Sensitivity' most interesting.

Qualitative research findings provide clues as to why students find different themes/sessions interesting. Students noted they liked sessions taking up `issues like self esteem', `disagreements with parents, like which dress to wear', `relationship with friends', `attraction towards opposite sex', `changes during adolescence', `changes in feelings and emotions', `knowledge on bad habits', `gender discrimination', `decision making' and `stress management'.

Students liked AEP sessions being conducted in a participatory way. They liked it when `our issues were raised, discussed and suggestions given to take the right decisions'; `we can write our query (with confidentiality) and the teacher responds to it with solution in person'; `question answer session with a psychologist'. They enjoyed `sharing our emotions and perceptions', `discussion with psychologist on internal changes occurring during adolescence', `way teacher (in a friendly manner) discusses about adolescence issues and problems', and `she shares about the problems that are prevalent in society nowadays'. A boy noted, `since we are very tense about scoring 99% marks, it tells us that don't take it as a problem, take it as fun.'

They found AEP sessions different from other classes because teachers encouraged questions; discussed things students may face in life rather than bookish knowledge; and teachers were friendly. Students enjoyed and understood better with roles plays, poster making, case studies, essay competition, drama, question box, special sessions and interaction with doctors, gynecologist, psychologist, and so on. However, students did not like it when `sessions were not interesting as the doctor only spoke and there was no open discussion'.

A student appreciated, 'Whatever was told was part of our life.... All the things that were discussed, we had experienced them.... It was very interesting. They were told to us with the help of activities.' Another said, 'It is different from the bookish knowledge we receive in normal classes. There we learn what's written in the books and not about us. In AEP sessions we discuss everything about us and things that happen around us.' Another noted, `We can share our issues with others as everybody goes through the same thing. It relieves stress.'

A girl noted, `After this particular program we found it is okay and fine to interact and share things with boys.' A boy similarly liked it that that discussion between girls and boys was encouraged, and `we opened up to each other. But', he noted, 'once the session was over, we were back to our ways.'

Students were divided about whether they prefer teachers holding AEP sessions, or somebody from outside. Some said they were more comfortable with their teachers, while others felt they may be more comfortable with an external person. One put it well, `It's ok with the teachers but occasionally if some other guest comes it's like getting new information.'

The findings on students' preferences, likes and dislikes provide extremely important feedback about AEP. Analysis in previous chapters corroborates that students have benefited on the domains of Life skills development, Self esteem, Decision making skills, Growing up and adolescence, and Positive relationships. The data for HIV/AIDS, Sexual abuse, RTIs/STIs and Substance abuse has indicated moderate to low benefits to students on these domains. Whereas some knowledge enhancement may have occurred, attitudinal changes are poor. On the domains of Gender sensitivity, Emotions and stress, Anger management, Effective communication and Peer pressure, the findings show mixed benefits, ranging from moderate to low.

11.4.4 Suggestions for Improvement of AEP

The following suggestions came from students: AEP should have a counselor throughout the year. A girl advised that some sessions should be conducted separately for boys and girls.

Several students expressed that parents should be involved, and exposed to what children are learning in AEP. They felt `orientation of parents is necessary', `parents also need guidance', parents' sessions should be taken separately, parents will become aware of adolescent issues, parents will learn better life skills. They felt if parents are involved, it will help improve them be more understanding, improve relationships with their children, `be less confused and not get so angry with children'. `Their involvement will `remove the generation gap'.

Different students have suggested AEP sessions be held more frequently, say once a week or once a month. Sessions should be more interesting. There could be books, tests and practicals.

Several students feel AEP should continue as it helps them know themselves and problems they face in a better way. It provides knowledge for life `that will remain with us for a long time'.

XII
Teachers' Opinion on Training, Teaching Methods and Impact of AEP

In this chapter, teachers' views on the programme have been collected. They include training; teaching methods; and rating of the themes covered under the programme.

12.1 Training

Among the surveyed teachers in AEP schools, 33% teachers were found to have participated in AEP nodal teacher training while almost 38% teachers did not receive any training under AEP. Findings across the three school systems show that maximum percentage of the nodal teachers in KV (43%), did not receive training for transacting AEP. They were followed by nodal teachers in JNV (38%) and private schools (34%).

Table 12.1.1: Percent distribution of nodal teachers who has gained training for AEP

	AEP Schools			
	KV	**JNV**	**Private**	**Total**
Participated in AEP Nodal Teacher training	34.9	32.8	32.2	**33.3**
Was nodal by a teacher who had received AEP Nodal Teacher	18.6	26.8	30.0	**24.8**
Have received no training for teaching AEP	42.9	37.9	33.9	**38.5**
Not answered	3.7	2.5	3.9	**3.3**
Total Percent	**100**	**100**	**100**	**100**
Total N	**122**	**116**	**91**	**329**

Prior information about the AEP training

The following table shows whether teachers had any prior information about the AEP and training, before they went for the nodal teacher training. Only four out of total 15 teachers (27%) said that they had to some degree prior information about the AEP training.

Table 12.1.2: Prior information about the AEP training

State/School System	Qualitative Responses
ORISSA/KV	When I joined this school, I came to know that there is a programme on AEP going on. Once a session was taken by a gynaecologist.
ORISSA/JNV	No. But few years back, I read an article in a newspaper that adolescence education should not be provided in Indian schools as the society is conservative in nature.
ORISSA/CBSE MAHARASHTRA/KV MAHARASHTRA/CBSE PUNJAB/KV PUNJAB/JNV PUNJAB/CBSE MP/CBSE KARNATAKA/KV	No prior information about the programme was given to us.

MAHARASHTRA/JNV	Yes. *Earlier, the programme started under different name and had sex education in it. It was greatly opposed by parents and teachers because it was having heading of sex education.*
MP/KV	Yes. I had earlier attended a workshop on the theme conducted by NCERT.
KARNATAKA/JNV KARNATAKA/CBSE	Yes. I knew that some programme is being introduced in the school.

Initial response of the teachers on being selected as nodal teacher

According to the findings, majority of the teachers mentioned that they were happy on being chosen as nodal teacher. Eight teachers (53%) said that they felt happy or privileged to be chosen. Three were curious about the programme before attending it, while two (13%) teachers expressed that they were confused or felt odd on being selected.

Table 12.1.3: Initial response of the teachers on being selected as nodal teacher

State/School System	Qualitative Responses
ORISSA/KV	***I felt odd*** *when I was selected because issues* ***were very sensitive****. Besides, I am a computer science teacher and I cannot talk about these topics with children. Maybe* ***some science teacher should have gone****.* *But later I understood that it is not sex education and it is about developing life skills.*
ORISSA/JNV MP/CBSE	There was **curiosity** with regard to the programme and training.
ORISSA/JNV PUNJAB/JNV KARNATAKA/JNV PUNJAB/KV	I was **happy** to be chosen.
MAHARASHTRA/JNV	I was **happy** that my principal trusted me.
MP/KV	I felt **good** as this will help the children.
KARNATAKA/KV	I was **interested and happy** to teach students about the problems they face in life.
ORISSA/CBSE	I was **confused** about the program
MAHARASHTRA/KV	I **wanted to see** what I will learn at the training.
MAHARASHTRA/CBSE	I took it **as a challenge** as I don't teach adolescent students. I am their games teacher.
KARNATAKA/CBSE	I was **eager to join the programme** as we face day-to-day problems in the school
PUNJAB/CBSE	I felt **privileged** *A science teacher with good rapport with the students should be trained.*

Initial response of the principals on being selected as an AEP implementing school

The following table shows the responses of principals with respect to their initial reaction on being selected as an AEP implementing school.

Table 12.1.4: Initial response of the principals on being selected as an AEP implementing school

State/School System	Qualitative Responses
ORISSA/KV	*I felt **positive** and considered it as a welcome step.* *At the same time, I was **anxious** as well as people are conservative.*
ORISSA/JNV	*We **were happy** to be part of such a programme.*
ORISSA/CBSE	*Similar programme is running in our school since1997 so I was **not worried at all**.* *I did not have any (prior) idea about the programme.*
PUNJAB/KV	*We had **no inhibition** in implementing the programme.*
PUNJAB/JNV	*During the training, session was diverted from main theme and only limited to sex education. It did not cover behavior and hormonal changes due to adolescence.* *Emotional problems are existent in residential schools. It is important to understand child psychology to solve. But we overlook these aspects. They should feel like "Home away from home".* *The teachers are **not trained enough** to handle all these issues.*
PUNJAB/CBSE	*My reaction was **very positive** because I believe such types of programmes should be the part of regular curriculum. Sometimes, students watch these things through media and take them in a negative way rather than positive. So, it becomes necessary to provide them with correct information.*
MAHARASHTRA/KV	*Initially there was **some hesitation** like what the program is going to include*
MAHARASHTRA/JNV	*I felt it **necessary**. This is an important age to create awareness among children. Educated parents welcomed it and uneducated parents didn't appreciate it much.*
MAHARASHTRA/ CBSE	I felt very **happy**. Because we do settle problems. Elders sometimes do not communicate especially with the girls and the problem remains as it is. If certain guidance is given to the teachers, it will definitely help to open them up.
MP/KV	As I have joined only recently, so, I cannot comment upon the initial response. Life skills are good but HIV is not required.
MP/JNV	Felt **okay** about it and thought it very useful. Life skill is very important but the sensitive issues like sexuality and related issues should be taken seriously and with care as otherwise they can also get harmful.
MP/CBSE KARNATAKA/KV	*I discussed with teachers and showed the books to the teachers and management. We all agreed after going through the content. **We appreciated the content and decided that we should have it.*** *I felt that it is too early for these children to undergo such studies.*
KARNATAKA/JNV	*I felt **happy** as it deals with adolesc ence problems among students*
KARNATAKA/CBSE	*I **welcomed it**, because our school is a boarding school. AEP is going to help us to large to extent. Because in our school, after the school hours, the staff faculty also has to play the role of parents. So that was the reason and it was positive welcome.*

12.2 Teaching Methods

With respect to teaching methods learnt under AEP training, the majority of the teachers (76%) mentioned group discussion method, followed by 64% teachers who mentioned role play method. Other most frequently quoted methods were poster making (4 9%), question box (48%) and quizzes (43%).

Analysis of teachers' responses on learning teaching methods across the three schooling systems shows that a higher proportion of teachers in private schools identified group discussions (82%), as compared to KV (71%) and JNV (74%). On the other hand role plays were recognized by more of JNV teachers (66%) as against 63% teachers in KV and private schools.

AEP teaching methods such as games and projects/presentations were least recognized by most of the teachers (27%).

Table 12.2.1: Percent distribution of nodal teachers who learnt teaching methods under AEP training

	AEP Schools			
	KV	**JNV**	**Private**	**Total**
Role play	63.1	66.1	62.7	**63.9**
Group discussion	70.8	73.9	81.9	**75.6**
Brainstorming	35.1	31.5	36.7	**34.5**
Games	23.8	27.3	30.7	**27.3**
Quizzes	44.6	46.7	38.0	**43.1**
Poster making	51.2	57.6	36.7	**48.5**
Question box	45.2	54.5	44.0	**47.9**
Projects/presentations by students	25.0	33.9	22.9	**27.3**
Seminars	29.8	30.3	34.3	**31.5**
Sessions with experts	33.3	35.2	30.7	**33.1**
Total N	**168**	**165**	**166**	**499**

** Percentages may not add up to 100 due to multiple responses.*

Experience of training, in terms of themes and logistics – Positive

The following table shows teachers' responses on their experience of training in terms of themes and logistics. Among the positive responses, seven teachers mentioned role-plays (47%) while three teachers mentioned about participatory and activity-based method (20%).

Table 12.2.2: Experience of training, in terms of themes and logistics – Positive

State/School System	Qualitative Responses
ORISSA/JNV KARNATAKA/KV KARNATAKA/JNV	The training was conducted in **participatory and activity-based method**.
ORISSA/JNV	The trainers **regularly encouraged** the participants.
ORISSA/CBSE MP/JNV	**Pre- & post-test**
MAHARASHTRA/KV MAHARASHTRA/JNV MAHARASHTRA/CBSE MP/KV ORISSA/CBSE KARNATAKA/JNV PUNJAB/KV	**Role plays**
MAHARASHTRA/KV	**Discussions** were found to be more effective than lectures. The **energizers** in between the sessions did not let the energy level go down. I learnt more through **training than the manual**.
MAHARASHTRA/JNV	**Question box**

MAHARASHTRA/CBSE	**Ice-breakers**
MP/KV MP/CBSE KARNATAKA/KV	**Real life situations** to deal with **Life-skills.**
MP/KV	**Stress management**
MP/CBSE	**Emotional** and **psychological problems** of **weak students** **Family relationship.**
KARNATAKA/KV	*I got to learn how to **translate theory** into **practice** and **real life situations***
KARNATAKA/JNV	**Doubt clarifications**
KARNATAKA/CBSE	Session taken by a doctor on **sex and related matters.** **Power-point presentations**
PUNJAB/CBSE	The sessions were **well-planned out**.

Experience of training, in terms of themes and logistics – Negative

The following table shows negative responses of the teachers with respect to experience of training in terms of themes and logistics.

Table 12.2.3 : Experience of training, in terms of themes and logistics – Negative

State/School System	Qualitative Responses
ORISSA/KV	There were **more male participants**. The **physical space** provided for the training was **not enough**.
ORISSA/JNV	**No training agenda was shared** prior to the training.
ORISSA/CBSE	*I did not enjoy **open discussion on private parts** of boys and girls.*
MAHARASHTRA/JNV	They could have organized **some field trips** to organizations (dealing with drug addicts and HIV/AIDS patients)
MAHARASHTRA/CBSE	Some sessions were taken in **lecture mode** and were boring.
MP/JNV PUNJAB/JNV	***Days allotted for training were not enough (3** and **5 respectively)** to absorb every issue and theme of the programme.*
MP/CBSE	*Trainers did not tell in as to how share information on **reproductive issues with female students.***
KARNATAKA/JNV	***Quality of trainers** called for special sessions was **not upto the mark**.*

Training contribution to preparation for classroom

Following teachers mentioned about the things learnt during the training which prepared them for the class-room.

Table 12.2.4 : Training contribution to preparation for classroom

State/School System	Qualitative Responses
ORISSA/KV PUNJAB/JNV	Adopted the method of **group discussion**.
ORISSA/KV	**Power point presentation**.
ORISSA/JNV	During a three day training programme, we discussed on drug and substance abuse, HIV/AIDS, stereotype ideas like girls are not equal to boys, why they are not equal, what are the present issues that a girl child is facing.
MP/CBSE PUNJAB/JNV	**Class-room management**
MP/CBSE	**Dealing with weak students**

KARNATAKA/KV KARNATAKA/JNV	Use **activity-based** method in the classroom
KARNATAKA/CBSE	*It helped me to open up and discuss issues related to sex education with the students*
PUNJAB/JNV	**Question and answer** sessions It helped me in dealing with sex related queries of boys and girls

Manual and material

There were two teachers who did not have the training manual with them.

Table 12.2.5 : Manual and material

State/School System	Qualitative Responses
ORISSA/KV	Received reading material and CD.
ORISSA/JNV ORISSA/CBSE MAHARASHTRA/KV MAHARASHTRA/JNV MP/KV MP/JNV MP/CBSE KARNATAKA/KV KARNATAKA/CBSE PUNJAB/JNV PUNJAB/CBSE PUNJAB/KV	Only received reading material / manual.
MAHARASHTRA/CBSE KARNATAKA/JNV	No manual received

Teachers who used AEP teaching methods in classes

With respect to use of AEP teaching methods, most of the teachers (81%) have used group discussion method in the AEP classes, followed by role plays (45%) and quizzes (43%). Findings across the type of schools show that use of group discussions were most commonly mentioned by private school teachers (85%) as compared to KV (82%) and JNV (76%) teachers. As can be observed from the findings, use of 'sessions with experts' as a method of AEP teaching is almost negligible, while games and seminars is used by only 11% of teachers.

Table 12.2.6: Percent distribution of nodal teachers who used AEP teaching methods in classes

	AEP Schools			
	KV	**JNV**	**Private**	**Total**
Role play	48.8	46.3	41.0	**45.3**
Group discussion	82.1	76.3	85.1	**81.2**
Brainstorming	24.1	16.9	20.5	**20.5**
Games	8.6	11.3	13.0	**11.0**
Quizzes	43.2	45.6	39.1	**42.7**
Poster making	21.6	18.8	18.6	**19.7**
Question box	14.8	16.3	19.9	**17.0**
Projects/presentations by students	20.4	28.1	31.1	**26.5**
Seminars	11.1	11.3	10.6	**11.0**
Sessions with experts	8.6	6.9	3.7	**6.4**
Total N	**162**	**160**	**161**	**483**

** Percentages may not add up to 100 due to multiple responses.*

Frequency of use of AEP teaching m ethods

When asked about frequency of use of AEP teaching methods nearly 37% of teachers mentioned that group discussion s are often u sed during AEP classes while 22% teachers always use group discussions as a part of AEP classes. In addition to this role play is often used by 24% of teachers whereas 43% teachers sometimes use role play method in AEP class. Most of the teachers (46% and 42%) mentioned that games and brainstorming were never used as a teaching method in the class.

Other methods which were 'sometimes' used in the AEP class were poster making (40%), seminars (40%), sessions with experts (39%), quizzes (36%), projects/presentations (3 4%), and question box (30%) method. Across the type of school analysis shows that group discussion methods were more often used in private schools (43%) as compared to KV (39%) andprivate schools (28%).

Table 12.2.7: Percent distribution of nodal teachers with frequency of use of AEP teaching methods

	AEP Schools			
	KV	**JNV**	**Private**	**Total**
Role play				
Never	29.0	23.1	29.6	27.3
Sometimes	42.6	34.4	52.5	43.2
Often	25.9	29.4	15.4	23.6
Always	2.5	13.1	2.5	6.0
Group discussion				
Never	20.4	8.1	11.8	13.5
Sometimes	22.8	34.4	28.0	28.4
Often	38.9	28.1	42.9	36.6
Always	17.9	29.4	17.4	21.5
Brainstorming				
Never	42.6	40.0	44.1	42.2
Sometimes	25.3	33.8	24.8	28.0
Often	19.1	15.0	19.9	18.0
Always	13.0	11.3	11.2	11.8

Games				
Never	53.7	40.6	43.5	46.0
Sometimes	24.1	26.3	36.6	29.0
Often	13.6	15.0	14.3	14.3
Always	8.6	18.1	5.6	10.8
Quizzes				
Never	28.4	23.1	36.6	29.4
Sometimes	39.5	33.8	34.8	36.0
Often	25.3	26.3	21.7	24.4
Always	6.8	16.9	6.8	10.1
Poster making				
Never	25.9	15.0	36.6	25.9
Sometimes	40.1	40.6	39.8	40.2
Often	22.2	23.1	18.6	21.3
Always	11.7	21.3	5.0	12.6
Question box				
Never	28.4	24.4	34.2	29.0
Sometimes	29.0	35.6	25.5	30.0
Often	20.4	19.4	18.6	19.5
Always	22.2	20.6	21.7	21.5
Projects / presentations by students				
Never	35.2	24.4	37.3	32.3
Sometimes	29.0	39.4	32.3	33.5
Often	24.7	18.1	23.0	21.9
Always	11.1	18.1	7.5	12.2
Seminars				
Never	36.4	28.8	29.8	31.7
Sometimes	36.4	40.6	41.6	39.5
Often	18.5	18.8	21.1	19.5
Always	8.6	11.9	7.5	9.3
Sessions with experts				
Never	41.4	30.6	37.9	36.6
Sometimes	36.4	35.6	44.1	38.7
Often	15.4	16.9	14.3	15.5
Always	6.8	16.9	3.7	9.1
Total N	**162**	**160**	**162**	**484**

Application of training methods in classroom

In the following table, teachers' responses with regard to application of training methods in classroom have been discussed. Six teachers mentioned about using 'discussion' while four teachers mentioned about 'awareness tests, quiz and debates' as the methods that they used in the classroom. Six teachers also mentioned about using 'role-play' in the classrooms.

Table 12.2.8: Application of training methods in classroom

State/School System	Qualitative Responses
ORISSA/JNV	We encourage our students to **ask questions** and participate in the class-room.
ORISSA/CBSE KARNATAKA/KV KARNATAKA/CBSE PUNJAB/CBSE	We conduct **awareness tests, quiz** and **debates** for students.
MAHARASHTRA/KV MP/JNV KARNATAKA/KV KARNATAKA/JNV KARNATAKA/CBSE PUNJAB/CBSE	Unlike earlier, now I use the **discussion mode** more in my classes.
KARNATAKA/KV	**Interactive sessions**
PUNJAB/CBSE	**Brain-storming**
MAHARASHTRA/KV MAHARASHTRA/JNV KARNATAKA/CBSE	*In place of scolding students, I talk to them first. I try to explore the root of the problem and the reason for their behaviour.*
MAHARASHTRA/JNV MAHARASHTRA/CBSE MP/KV KARNATAKA/KV PUNJAB/CBSE MP/JNV	**Role play**
MP/JNV	**Case studies**
MAHARASHTRA/JNV PUNJAB/KV	**Question box**
MAHARASHTRA/CBSE MP/JNV PUNJAB/CBSE	**Poster making** on different themes
KARNATAKA/JNV PUNJAB/KV	Conducted **Seminar** for children at the school level Invited **specialists for lectures**
KARNATAKA/CBSE	**Power-point presentations**

12.3 Usefulness of AEP training

Views of nodal teachers on the use of AEP training

An overwhelming majority of teachers reported that they found AEP training to be very useful is several important ways as elicited below.

Among the nodal teachers in AEP schools, most teachers mentioned that they find AEP trainings very useful as this has helped improve knowledge and skills. The majority of teachers, 82%, believe that AEP trainings has helped a lot in improving their relationship with students, followed by 81% of teachers who feel that it has improved their awareness levels a lot. A relatively lower proportion of teachers, i.e. 73%, feel that AEP trainings have helped a lot to improve their teaching methods.

It is noteworthy that the JNV and private teachers found the training to be more useful than the KV teachers. It may also be reiterated here that almost 43% of the KV teachers have received no training for transacting AEP as compared to 38% reported by JNV teachers and 34% by private schools.

Table 12.3.1: Percent distribution of nodal teachers viewing use of AEP training

	AEP Schools			
	KV	**JNV**	**Private**	**Total**
Improved my teaching methods				
A lot	64.8	78.6	75.8	73.0
A little	21.0	11.9	16.1	16.4
Not at all	14.2	9.4	8.1	10.6
Improved my relationship with students				
A lot	74.7	87.4	83.9	82.0
A little	17.9	6.3	10.6	11.6
Not at all	7.4	6.3	5.6	6.4
Improved my knowledge levels				
A lot	73.5	83.0	82.6	79.7
A little	17.3	10.1	12.4	13.3
Not at all	9.3	6.9	5.0	7.1
Improved my awareness levels				
A lot	72.2	84.3	87.0	81.1
A little	19.8	9.4	8.1	12.4
Not at all	8.0	6.3	5.0	6.4
Improved my own life skills				
A lot	74.1	82.4	82.6	79.7
A little	15.4	10.7	9.3	11.8
Not at all	10.5	6.9	8.1	8.5
Total N	**162**	**159**	**161**	**482**

Change in the attitude of teachers

In the following table, teachers' responses on the effect of AEP on their own attitude have been covered.

Table 12.3.2 : Change in the attitude of teachers

State / School System	Qualitative Responses
MAHARASHTRA/KV	In many ways. You know as I told you, sometimes I scolded a child. Just because that was, a temporary happening. But now, I don't do that. Instead of scolding them I take them and talk to them. I go deep to their problems and try to solve their problems. Otherwise we used to scold them for small matter. But now we go to the root and solve their problems.
MAHARASHTRA/JNV	*Yes, it has brought change in my attitude that whenever these students are coming with some complains so we should not directly scold them or not ignore them not to refuse them what they want to say. First listen them carefully what they want to say then you have to sort out the problems.*
MAHARASHTRA/CBSE	*Yes, In some ways. Actually I knew these things such as about AIDS through TVs, magazines. We are reading these things. And about life skills and some things about HIV that I did not know. I came to know about that. So like by touching, we will not get AIDS, I came to know.*

KARNATAKA/KV	*I should be a role model. Inherently, naturally it comes to my mind. I have to develop otherwise my way of talking, contact, everything I have to change. I have changed it also.*
KARNATAKA/JNV	I should do something for the students community, so that kind of feeling was created, some attitude of course, I began to create some of the attitude to serve the students community. In that training, some kind of motivation was also given.
KARNATAKA/CBSE	*When I get angry I used to beat them. And then later on I realized that why should we go to this extent. You know these boys, senior boys, when we tell them, some children listen and some do not listen. Some debate. Some comment in different ways and this makes me angry. Today they are not aware of this thing, when we tell them then they will understand. So I do not get angry now days. I have stopped beating them. As it is a wonderful lesson I have learned.*
MP/KV	*Yes of course AEP programme really helped change my attitude earlier. I carried misconceptions and doubts about diseases but now I have learnt many things about different diseases. It is good that students are exposed to the information about various diseases through this programme.*
MP/JNV	*I am open-minded from the beginning and as there is the thing of attitude change that is not my stereotype routine, in my family, and from the birth also. I don't have any problem in grasping things and when I got more knowledge I start telling people more.*
PUNJAB/CBSE	*Drug addiction was not taught in the school because it was thought to be a clinical (medical) issue. But through the manual, I got complete knowledge about it especially the difference between drug abuse and drug addiction. Actually, I knew the two terms are same but through this programme I understood their difference. It was earlier not taught to me during my entire degree (course). So, now I have got deeper understanding on these two topics. Now, I can freely and confidently talk on the issue.*

Impact of AEP on students in acquiring life skills

Most of the teachers (86%) agree that AEP helped students to acquire life skills to a great extent, while only 11% teachers believe that AEP has helped students to some extent. Comparison across the three school systems shows that 90% JNV and private teachers find that AEP has led to students acquiring life skills to a great extent as compared to 80% KV teachers.

It is also heartening to note that almost all the teachers uphold that AEP has led students to acquire life skills in some degree.

Table 12.3.3: Percent distribution of nodal teachers viewing impact of AEP on students in acquiring life skills

	AEP Schools			
	KV	**JNV**	**Private**	**Total**
Yes, to a great extent	79.6	90.0	88.8	**86.1**
To some extent	16.0	8.1	9.3	**11.2**
To a limited extent	1.2	0.6	1.2	**1.0**
Not at all	0.6	0.0	0.0	**0.2**
Don't know	2.5	1.3	0.6	**1.4**
Total N	**162**	**160**	**161**	**483**

Teachers' perceptions on importance of life skills

In the following table, teachers' perception on importance of learning life-skills has been collated and discussed.

Table 12.3.4 : Teachers' perceptions on importance of life skills

State/School System	Qualitative Responses
ORISSA/KV	*Students should be told about the life-skills so that they take right decisions in life and avoid wrong path. Life skill is good and we should always think positive.* *For example, if a child is not behaving properly in a class, we should not scold him/her as this won't lead to anything. Rather we should talk to him/her personally and convince to correct the wrong.*
ORISSA/JNV	*Life skills are important to be taught to them as it will prepare them to face the situations in real world. Life skills and counseling helps them to deal with the situations in a better way. For example, managing stress; not to fear from how to excel in the academics; how to mix and communicate with people and society.*
ORISSA/CBSE	*Life skills include communication, reading writing skills. These should be included and required by students. If students are not able to communicate, how will we solve their problem? They have to learn skills for relationship building, staying in the society etc.*
MAHARASHTRA/KV	I told you life skills, they should know about emotions, or hatred, or love or compassion, then your criticism and how to take the criticism very lively. If you criticize them, they will not talk to us.
MAHARASHTRA/JNV	*Yes, because everybody is facing problems. Suppose before the problem is formed if we are prepared that what type of problem is formed? And what type of problem is solved in what way, then their minds are already ready. So, they will prepare earlier it will be sorted out very early. It is just like we can say forecasting information.*
KARNATAKA/JNV	*Definitely, it's the most important component because, when we go to a peer group, in a group of 4 or 5, one fellow is not smoker and 4 are smokers. Those fellows will force him to smoke. So this will have to be made asserted. For that how to do all these things. If they suddenly beat him also, so these things may happen. So for that we will have to equip that adolescent. How to keep away from their peer groups and all that.*
KARNATAKA/CBSE	*That gives them a foundation to take off and to take on this thing. If they become expert in these life skills, if they use it in their daily life, it will help them in every single sphere of life.*
MP/KV	*It helps in personality development of an individual. It helps them to cope with things and situations in the environment in a better manner.*

MP/JNV	*That is very important for them as to whether patience is inside them or not, what is developing in them as life skills; what they are learning and what will be beneficial for their career.*
PUNJAB/CBSE	*There have been lots of incidences in our life where we were not able to tackle the situation properly because we were unaware about all such things. Now students know about various life skills. They try to apply their own comprehension and understanding on how to react while dealing with particular situation. I would like to thank AEP for the life-skill training session. I was a fresher when I joined this school and I was not given formal training. So, how life-skills work was something new for me as well as students. It has been very fruitful to my students. And through it, I could also raise level of my knowledge apart from my subject knowledge.*

Efforts made by teachers in developing life-skills in students

Following table shows the initiatives taken by nodal teachers in developing life-skills in the students.

Table 12.3.5 : Efforts made by teachers in developing life-skills in students

State/School System	Qualitative Responses
ORISSA/KV	AEP benefits children while dealing with their general problem. *For example, students pass comments on others. The child doesn't make a big issue out of it but discusses it with a teacher he/she trusts and sort out the matter.* Students should be told about the life-skills so that they **take right decisions in life** and avoid wrong path. For example, if a child is not behaving properly in a class, we should not scold him/her as this won't lead to anything. Rather we should talk to him/her personally and convince to correct the wrong.
ORISSA/JNV	We discussed on how to tackle emotions, psychological problems they are facing, communication gap within the family.
MAHARASHTRA/KV	Yes we have implemented all those life skills. I teach them also, what are life skills? All these life skills are very beautiful, where you see decision making is very important nowadays.
MP/KV	Myths and misconceptions related to diseases have been removed.
KARNATAKA/JNV	Adverse **peer influence (like smoking, drinking, etc)** needs to be dealt by life-skills
KARNATAKA/CBSE	*It is very helpful to these boys. Because homosexuality, masturbation and reading of these pornographic books and all it's a routine affair here. Very routine affair here. Because it is a residential school, you know we also incidentally come to know many things go without our knowledge. We do not come to know many things. And one or two periodic cases we come to know. Like these boys going outside thing and all those, like junior senior relation. And homosexuality. Immediately our reaction is, this is bad boy, we will throw him. If we give them enough amount of information, had been even amount of information, probably this boy would not have done this.*
PUNJAB/CBSE	Life skills help students in dealing with their problems in a better way. The case examples and their own experiences help them in dealing with their problems

Ability to respond to students' emotional concerns

In the following table, teachers' ability to respond to students' emotional concerns have been collated.

Table 12.3.6 : Ability to respond to students' emotional concerns

State/School System	Qualitative Responses
ORISSA/KV	*As the age gap between me and students is less, they treat me as their friend and come with their problems.* *Once a boy commented on his female school mate. The girl approached me and I talked to the boy and advised him.* *I have never intervened in students' family problems.*
ORISSA/JNV	*No student has come to me with any emotional or relationship problem. Only when they have group fighting or something like that. Here, they live in the residential set-up, where the teacher is also the parent and father - figure.* (On being probed), *no child has come to me with its curiosity or something like that.* *The girl students don't come to me.*
ORISSA/CBSE	*Some girls shared issues of eve-teasing by other old students. So I tell to take school bus or ask parents to drop them to school & not take bicycle.* *Because I am lady teacher, girls come to discuss issues of personal problems, abuses etc.* *Adolescent boys do not approach me.*
MAHARSHTRA/KV	I on my own have tried to solve problems of few students.
MAHARASHTRA /JNV	Students come to us with their problems especially related to academic performance. Students come with their physical problems as well.
MAHARASHTRA/CBSE	No. because we have got counselor in our school.
MP/KV	*Yes definitely students come and share with me their problems, be it emotional or any concern in a relationship.* *For example, one day a student was switching the fan on. A girl had a problem with the fan on so she stopped him. But the boy didn't listen and started switching on the fan whenever the girl switched it off. But the boy in frustration started using abusive language. The girl complained about it to me. I called that boy in isolation and asked him about the incident. While resolving the issue I explained to the boy that he shouldn't point towards anyone character especially when they don't know them and since then the boy has been behaving well.*
MP/JNV	We are guardian here. Students share their problems with us and we give them confidence ,
KARNATAKA/JNV	*They for us, of course, since our is an residential system, when some emotional problem comes, the come and ask, especially when between those in class students, that I am studying so many things and not understanding them, because I am becoming something emotional. So when I ask them, I make a question, questionnaire, one by one I ask them and take answers from them only. Like that we settle.* *There was a tussle between students and teachers. About physical assault. We have to treat them emotionally. Then I counseled them. I called teachers and students separately and then counseled them. As this was a small silly matter a petty cause. So it was settled, so, there is a need to be treated emotionally. So there are some techniques, thanks to my counseling I learn from this subject.*
KARNATAKA/CBSE	This being residential school, we respond to student's concerns. To some extent AEP has been helpful in dealing with their concerns.

KARNATAKA/KV	Only when they have a fight or feel peer pressure.
PUNJAB/CBSE	Students with emotional and relationship problems (snapping of ties with friends) come to me and I look into their concern.
PUNJAB/KV	*First of all I try to see the intensity of the problem which the child has and see the extent upto which the child is affected.* *I tell the child that it is the time to make your career. If you feel something good about someone then you should make yourself capable of that person, so that other person should come to you. He should be attracted to you and not you should be attracted to him. I think career is more important. If a boy or a man is good in his career I think he will have lot of girls around him..* *I think girls mostly know what are the consequences of physical relation and this is the age they have lot of feelings for such things. So, I tell them what are the consequences and social stigma if you have done something wrong and more it will effect your career also. Lot of such issues come to me and I try to solve it with my knowledge and with my sense of maturity.*
MP/JNV	*We are guardian here .Students come and share their problem with us and we give them confidence and also make it clear that their things are not been leaked out. When they get trust, they get friendly with us and tell us their problems.* *We also involve principal and we do confirm it from students what is the problem. As we cannot directly interact with their parents so we make guidelines with them.*

12.4 Opinion on Themes/Sessions Covered under AEP

Themes liked by students under AEP

The following table provides disaggregated data on the AEP themes liked by students as per the teachers' views. Findings show that according to teachers themes most liked by students were 'growing up and adolescent health', followed by 'life skills development' and 'self esteem'. On the other hand, themes not liked much by students included 'substance abuse', 'RTIs/STIs' and 'anger management'.

A considerable gap was observed between teachers' views on students' liking and students' response to their own liking with respect to the following themes – 'gender sensitivity', 'sexual abuse', 'peer pressure', 'effective communication' and 'emotions and stress'.

Table 12.4.1: Percent distribution of nodal teachers: Themes liked by students under AEP

Themes	Opinion	AEP Schools			
		KV	JNV	Private	Total
Life skills development	Most Interesting for students	75.9	85.5	83.2	**81.5**
	Most Boring for students	8.6	6.9	5.6	**7.1**
	Not Attempted	15.4	7.5	11.2	**11.4**
Growing up and adolescent health	Most Interesting for students	74.7	89.3	83.9	**82.6**
	Most Boring for students	12.3	6.9	5.6	**8.3**
	Not Attempted	13.0	3.8	10.6	**9.1**
Good nutrition	Most Interesting for students	73.5	79.9	64.6	**72.6**
	Most Boring for students	16.0	13.8	22.4	**17.4**
	Not Attempted	10.5	6.3	13.0	**10.0**
Self esteem	Most Interesting for students	72.8	83.6	79.5	**78.6**
	Most Boring for students	11.1	8.8	8.1	**9.3**
	Not Attempted	16.0	7.5	12.4	**12.0**
Positive relationships	Most Interesting for students	75.9	78.0	76.4	**76.8**
	Most Boring for students	11.1	13.8	6.8	**10.6**
	Not Attempted	13.0	8.2	16.8	**12.7**
Gender sensitivity	Most Interesting for students	66.7	86.2	75.8	**76.1**
	Most Boring for students	15.4	8.8	9.9	**11.4**
	Not Attempted	17.9	5.0	14.3	**12.4**
Sexual abuse	Most Interesting for students	72.8	74.8	75.2	**74.3**
	Most Boring for students	16.0	17.0	10.6	**14.5**
	Not Attempted	11.1	8.2	14.3	**11.2**
RTIs / STIs-Basic facts	Most Interesting for students	55.6	67.3	59.0	**60.6**
	Most Boring for students	26.5	22.6	24.2	**24.5**
	Not Attempted	17.9	10.1	16.8	**14.9**
HIV/AIDS-Basic facts, transmission and prevention	Most Interesting for students	71.0	75.5	74.5	**73.7**
	Most Boring for students	16.0	18.2	9.9	**14.7**
	Not Attempted	13.0	6.3	15.5	**11.6**
Substance abuse-Basic facts	Most Interesting for students	57.4	63.5	57.8	**59.5**
	Most Boring for students	27.2	27.7	25.5	**26.8**
	Not Attempted	15.4	8.8	16.8	**13.7**
Peer pressure	Most Interesting for students	64.8	69.8	65.2	**66.6**
	Most Boring for students	19.1	21.4	20.5	**20.3**
	Not Attempted	16.0	8.8	14.3	**13.1**
Effective communication	Most Interesting for students	69.1	75.5	68.9	**71.2**
	Most Boring for students	14.2	15.7	16.8	**15.6**
	Not Attempted	16.7	8.8	14.3	**13.3**
Decision making skills	Most Interesting for students	72.2	82.4	72.7	**75.7**
	Most Boring for students	13.6	11.3	17.4	**14.1**
	Not Attempted	14.2	6.3	9.9	**10.2**
Emotions and stress	Most Interesting for students	66.0	78.6	68.3	**71.0**
	Most Boring for students	19.1	15.1	21.7	**18.7**
	Not Attempted	14.8	6.3	9.9	**10.4**
Anger management	Most Interesting for students	63.0	70.4	59.6	**64.3**
	Most Boring for students	22.2	18.9	28.0	**23.0**
	Not Attempted	14.8	10.7	12.4	**12.7**
Total N		**162**	**160**	**161**	**483**

According to teachers, sessions enjoyed most by students (themes and methods)

The qualitative findings show that adolescent health & growth and drug abuse were the topics/sessions that were most enjoyed by students in teachers' view. HIV/AIDS, gender discrimination and life-skills (each) were mentioned by two nodal teachers.

Table 12.4.2 : According to teachers, sessions enjoyed most by students (themes and methods)

State/School System	Qualitative Responses
ORISSA/KV	Understanding **adolescence and process of growth**. It was different from the regular school curriculum, because they shared their own views, unlike regular biology classes.
MAHARASHTRA/JNV MAHARASHTRA/CBSE KARNATAKA/KV KARNATAKA/JNV	**Adolescence and growth**
MAHARASHTRA/CBSE	**Physical growth** and **changes during puberty.**
ORISSA/JNV PUNJAB/CBSE	**HIV/AIDS**
ORISSA/JNV MAHARASHTRA/KV MAHARASHTRA/JNV MP/KV PUNJAB/CBSE	**Drug abuse**
ORISSA/JNV MAHARASHTRA/KV	**Gender discrimination**
ORISSA/CBSE	**Personal hygiene**
MAHARASHTRA/JNV	**Problem-solving method**
MP/KV PUNJAB/CBSE	**Life-skills**
MP/KV	**Decision-making**
MP/KV PUNJAB/CBSE	**Stress management**
KARNATAKA/JNV	**Question-box**
PUNJAB/KV	**Drawing** **Quiz** **Guest lectures**
PUNJAB/CBSE	**Peer pressure**

Themes comfortable and uncomfortable to transact under AEP

The following table gives information on themes that teachers found to be most comfortable and uncomfortable while transacting with the students. 'Life skills development', 'good nutrition', 'self esteem', 'decision making skills' , 'positive relationships' and 'emotions and stress' were the themes which teachers found most comfortable to transact on. On the other hand, themes which teachers found relatively less comfortable to transact in included 'RTIs/STIs' and 'sexual abuse'.

Table 12.4.3: Percent distribution of nodal teachers: Themes comfortable to transact under AEP

Themes	Opinion	AEP Schools			
		KV	JNV	Private	Total
Life skills development	Most Comfortable	75.3	89.3	85.1	**83.2**
	Most Uncomfortable	5.6	3.1	3.1	**3.9**
	Not Attempted	19.1	7.5	11.8	**12.9**
Growing up and adolescent health	Most Comfortable	70.4	86.2	75.8	**77.4**
	Most Uncomfortable	11.1	8.2	9.3	**9.5**
	Not Attempted	18.5	5.7	14.9	**13.1**
Good nutrition	Most Comfortable	77.2	89.9	85.7	**84.2**
	Most Uncomfortable	4.3	2.5	4.3	**3.7**
	Not Attempted	18.5	7.5	9.9	**12.0**
Self esteem	Most Comfortable	74.1	86.8	83.9	**81.5**
	Most Uncomfortable	8.0	5.0	2.5	**5.2**
	Not Attempted	17.9	8.2	13.7	**13.3**
Positive relationships	Most Comfortable	75.3	86.2	80.1	**80.5**
	Most Uncomfortable	7.4	6.3	4.3	**6.0**
	Not Attempted	17.3	7.5	15.5	**13.5**
Gender sensitivity	Most Comfortable	48.8	67.9	56.5	**57.7**
	Most Uncomfortable	29.6	24.5	28.0	**27.4**
	Not Attempted	21.6	7.5	15.5	**14.9**
Sexual abuse	Most Comfortable	47.5	57.9	47.8	**51.0**
	Most Uncomfortable	30.9	33.3	37.9	**34.0**
	Not Attempted	21.6	8.8	14.3	**14.9**
RTIs/STIs-Basic facts	Most Comfortable	43.8	57.2	46.0	**49.0**
	Most Uncomfortable	33.3	31.4	37.9	**34.2**
	Not Attempted	22.8	11.3	16.1	**16.8**
HIV/AIDS-Basic facts, transmission and prevention	Most Comfortable	54.9	74.2	59.0	**62.7**
	Most Uncomfortable	24.7	18.2	26.1	**23.0**
	Not Attempted	20.4	7.5	14.9	**14.3**
Substance abuse-Basic facts	Most Comfortable	64.8	74.8	68.9	**69.5**
	Most Uncomfortable	13.6	16.4	14.3	**14.7**
	Not Attempted	21.6	8.8	16.8	**15.8**
Peer pressure	Most Comfortable	67.3	79.9	73.3	**73.4**
	Most Uncomfortable	12.3	11.9	9.9	**11.4**
	Not Attempted	20.4	8.2	16.8	**15.1**
Effective communication	Most Comfortable	70.4	85.5	78.9	**78.2**
	Most Uncomfortable	9.9	6.3	5.0	**7.1**
	Not Attempted	19.8	8.2	16.1	**14.7**
Decision making skills	Most Comfortable	72.8	85.5	84.5	**80.9**
	Most Uncomfortable	6.8	5.0	3.7	**5.2**
	Not Attempted	20.4	9.4	11.8	**13.9**
Emotions and stress	Most Comfortable	72.2	84.9	79.5	**78.8**
	Most Uncomfortable	10.5	7.5	8.1	**8.7**
	Not Attempted	17.3	7.5	12.4	**12.4**
Anger management	Most Comfortable	63.6	81.1	77.6	**74.1**
	Most Uncomfortable	16.7	8.8	7.5	**11.0**
	Not Attempted	19.8	10.1	14.9	**14.9**
Total N		**162**	**160**	**161**	**483**

Most difficult aspect in transacting AEP

In the following table, teachers' mentioned about the sessions/themes or the overall difficulty they faced while transacting AEP with the students. Out of the total, 53% teachers said that they faced difficulty in transacting on reproductive system and related themes.

Table 12.4.4 : Most difficult aspect in transacting AEP

State/School System	Qualitative Responses
ORISSA/KV	There should be flexibility in the curriculum in terms of time allotted to take each session.
ORISSA/JNV PUNJAB/JNV PUNJAB/CBSE	*AEP needs 17 hours to be completed in a year. It is not possible. We are already burdened with the syllabus.*
ORISSA/JNV	*Discussing **reproductive system** and **physical changes** with the students.*
MAHARASHTRA/KV MAHARASHTRA/JNV MAHARASHTRA/CBSE PUNJAB/KV PUNJAB/CBSE	**Reproductive system and physical change s**
PUNJAB/KV	*It's difficult to discuss topics like **menstruation**, **intercourse** and **child birth**.*
PUNJAB/CBSE	**RTI/STIs**
KARNATAKA/KV MP/JNV KARNATAKA/JNV	**Life-skills** Life-skill is a **time taking process** and allotted **time is a constraint**
KARNATAKA/KV	**Personality development** **Communication skills** **Inter-personal relationships**

12.5 Support

In the following section of this chapter, teachers' views on the support from school/principal; involvement of parents in the programme; sharing with other teachers and extra resources required have been discussed.

Table 12.5.1 : School and principal

State/School System	Qualitative Responses
ORISSA/KV	*Principal told us to design the programme for the school and disseminate information through sessions.* *We submit monthly progress report to the principal.*
ORISSA/JNV	The principal gave us the freedom to allocate the time for the AEP as per our convenience.
ORISSA/CBSE	*Our principal says that we will take it gradually & not suddenly. We need to understand the child psychology & then take it forward.*
MAHARASHTRA/KV	We organize role plays in the assembly for which we received full support from the principal.
MAHARASHTRA/JNV	Received the support from my principal in organizing inter-school competitions covering the AEP themes and utilized the earmarked fund for AEP.
MAHARASHTRA/CBSE KARNATAKA/CBSE	Principal invites doctors and other specialists to take awareness generating sessions like gender equality, etc
KARNATAKA/JNV	*He is fully supporting the program. He is part of initiating this program.*

	*Without him it is not possible. I have been given the permission **to go to different villages**. And sometime we are organizing meetings. Without his permission, we cannot take it. Whenever we ask for permission, he immediately grants.*
KARNATAKA/JNV PUNJAB/JNV	Principal helps in organizing seminars on the themes of AEP
KARNATAKA/CBSE	Principal asked me to share the contents with all other teachers of the school. He has invited people from outside to give lecture to the boys.
PUNJAB/JNV PUNJAB/CBSE	Principal has supported in organizing field trips to de-addiction centres. Principal has allowed to take AEP sessions on Saturday
MP/KV	*Cannot say as the new principal has recently joined. The earlier principal was nice and supportive. We organized some sessions during the last session for advocacy. The current principal is quite young she never objects but is also not very keen on the programme.*

Table 12.5.2 : Parents and their involvement

State/School System	Qualitative Responses
ORISSA/KV	*We have started the advocacy programme for the parents of students from class 8th, 9th and 11th. They were intimated through letter. It's held once in a year to tell them about the AEP. But very few parents took interest. It could have been because the session was organized on a working day* (so, few parents came)
ORISSA/JNV	*No, they (parents) are not aware about any such programme running in our school.* *Though the issue of discussing sex and sex education is still taboo in rural India but they can be convinced, I think.* *The school gets to interact with the parents through **PTA meetings**.*
ORISSA/CBSE	*If we take it forward with children & from next session, we will decide whether to involve parents or not.* *Educated parents will not oppose. These are normal things & we are not teaching anything wrong. But uneducated parents can protest so we need to convince them that it is normal thing in life.*
MAHARASHTRA/JNV KARNATAKA/KV	The parents participated in **advocacy programme**.
MAHARASHTRA/JNV	*Most of the people agree on that (AEP). I think some of them did not agree. But most of the people we can say peer pressure "jo hota hai", at least they were with them they have not directly opposed.*
MAHARASHTRA/CBSE	*Yes, our school is giving circulars to the parents. We have PTA meetings which we are taking. Parents-Teachers Association. In that I was telling about all these things. Our 2-3 times has called the parents. They have given lectures to people those parents and students. About the adolescence problems and HIV also. 2-3 times, we have called*
MP/KV PUNJAB/JNV	**Very few parents** get involved with the programme
PUNJAB/JNV	*I think parents are not very open on this issue. Many of the parents think that these things should not be discussed with the students and then we have to convince them that it is also required. Its better we inform them rather they should get it from anywhere else which is a wrong way.*
MP/CBSE	Most of the parents feel that their **children are already burdened** with the course and syllabus and don't want them to be **loaded with**

	the extra burden of AEP
MP/JNV	*Social stereotype is in the way that they don't want to change it, and when they do themselves change happen on its own, they don't agree to it.*
KARNATAKA/JNV	*Yes, in last 2 years, **we distributed some handouts** to the **parents**. We used to interact with them also. They come for receiving their children, like that often we are calling the parents and we are talking with them also. And we are also educating them using local teachers.*
KARNATAKA/CBSE	**No involvement** of parents in the programme
MAHARASHTRA/KV	*The **mother parents were called**. When the lady doctor came, the mother parents were called and both the children and the parents and the doctor had the session.* *(Parents) are very supportive. Because in front of parents the children are asking the questions. Then I have spoken to the doctor, and the doctor was saying 'so beautifully the children you know, not hesitating to ask questions regarding that you know themselves and biological questions.*
PUNJAB/KV	*We discuss about the programme during PTA meetings.*
PUNJAB/CBSE	*Since **two-three months** we have started **orientation of parents**. When we talk on AEP with students, they go home and talk to parents. It is necessary to keep the parents updated about what is taught to their children in school. We planned that till 10th April, we will call the parents of students of class 8th, 9th and 10th and tell them that other than academics, what we are going to provide in the school. Besides, parents feel that they can also talk about such issues with us.*

Table 12.5.3 : Sharing experience of AEP transaction with other teachers

State/School System	Qualitative Responses
ORISSA/KV	Some teachers asked me about the training
ORISSA/JNV	Because of CCE, teachers already know about life-skills. Informally, discussed about the issues related to AEP
MAHARASHTRA/KV	During a separate session allocated with the fellow teachers.
MP/KV	We do discuss but not all teachers agree with the programme content.
KARNATAKA/KV	Informally with few teachers. A separate session is required to share the programme.
KARNATAKA/JNV	With few teachers and a nurse who recently joined the school. The school requires more nodal teachers.
KARNATAKA/CBSE	Regularly discuss the programme contents with colleagues as we regularly encounter problems in the school.
PUNJAB/KV PUNJAB/CBSE	Very few times
PUNJAB/JNV	Teachers regularly share and discuss about the problems they see with their students.

With regard to further resources, 40% teachers expressed the need for refresher and regular periodic training. 20% teachers mentioned that they need the information on CDs. 20% teachers said that they want more information RTI/STI and HIV/AIDS.

Table 12.5.4 : Any further resources

State/School System	Qualitative Responses
ORISSA/KV	The material should have **case-studies in all the modules**.
ORISSA/JNV	We want more **information (data) and figures** in the manual. The book manual is not enough. We can use the **CD** presentation as well.
ORISSA/CBSE	More elaborate information on **menstrual cycle for girls** especially keeping local tradition and practices in mind.
ORISSA/CBSE KARNATAKA/JNV	More information on **RTI/STI** and **HIV/AIDS**
MAHARASHTRA/KV PUNJAB/JNV PUNJAB/KV	**CDs and manuals** with more pictorial elaboration s and illustrations.
MAHARASHTRA/JNV	Information in electronic form **(CDs)** with power point presentations and movie. **NGOs** working on **HIV/AIDS** theme should come to aware the students.
MAHARASHTRA/CBSE	The activities should be more explicit and more in number in the manual. *Even if one **refresher course** is organized, naturally we will get more knowledge. And whatever we have learned we can share with the students.*
KARNATAKA/JNV	*Please propose for **refresher course** as soon as possible.*
PUNJAB/JNV	I think **regular period trainings** are important in between.
MP/KV KARNATAKA/KV KARNATAKA/CBSE	**Refresher courses and trainings**
MP/CBSE	*I have forgotten many things from the training session, it should be **revised** in a year for 1 or 2 days*
MP/KV	The ideas and views of the participants can be incorporated in the revised edition of the book.
MP/KV MP/CBSE	**Translation** of the manual in regional language and Hindi
MP/CBSE	*Use of **easy words** or **explanation of tough words** in the manual.* Sharing of experience from other participants who are implementing the programme in their respective schools
MP/CBSE KARNATAKA/CBSE PUNJAB/JNV MP/JNV	More teachers in the school required to be trained. *There should be anybody who can write and send our query or doubt to you and get the response.*
KARNATAKA/KV	The **students should be provided the manual** as well. More content on **personality development** and **inter-personal relationships.**
KARNATAKA/JNV	Separate chapter on **hygiene**. Manual should be distributed in all schools
KARNATAKA/CBSE PUNJAB/CBSE	**Representatives of AEP** should come to have sessions with children.

12.6 Suggestions for future

With regard to integrating AEP, 47% teachers said that it should be taught as separate subject. 28% teachers said that it should be integrated with Social Science and Science subjects. 13% teachers said that separate period should be allotted to AEP with lots of activities.

Table 12.6.1 : Integration of AEP into the overall curriculum or taught separately

State/School System	Qualitative Responses
ORISSA/KV MP/KV	Introduced as a side-subject like **CCE and SUPW**.
ORISSA/KV	**Separate curriculum of AEP for separate classes** should be designed.
	It should be taught to girls and boys together as they are quite open-minded.
ORISSA/JNV	It can be introduced as awareness **programme like disaster management**.
ORISSA/CBSE	AEP is also about science, health hygiene and nutrients. So, it should be included.
MAHARASHTRA/KV MAHARASHTRA/CBSE	A separate period should be allotted for AEP in each class with lots of activities.
MAHARASHTRA/JNV KARNATAKA/KV PUNJAB/JNV MP/JNV	It should be **integrated with Social Science and Science** (Biology and Psychology) subjects in the same fashion as environment study is integrated with Geography.
MAHARASHTRA/CBSE MP/CBSE KARNATAKA/KV KARNATAKA/JNV KARNATAKA/CBSE PUNJAB/KV PUNJAB/CBSE	Should be **taught as separate subject**
MP/CBSE	Should be kept **outside the frame-work of examination**
KARNATAKA/JNV PUNJAB/KV	The sex education part can be integrated with the Biology subject.
PUNJAB/JNV	*The components of AEP should be included at all stages of the school curriculum starting from primary school*

With regard to the class from which AEP should be initiated, one-third (33%) of the total teachers said that it should start only after class 9th while 28% teachers said that it should start from class 8th.

Table 12.6.2 : Class from which it should be initiated

State/School System	Qualitative Responses
ORISSA/KV ORISSA/JNV MAHARASHTRA/JNV MP/JNV	It should start **from class 8th**
MAHARASHTRA/KV PUNJAB/KV	It should start from **class 6th onwards** as the children are exposed to media and other sources of information.
MP/KV KARNATAKA/KV KARNATAKA/CBSE ORISSA/CBSE MAHARASHTRA/CBSE	Only **after class 9th**

KARNATAKA/JNV PUNJAB/CBSE	**Class 7th** onwards

Table 12.6.3 : Suggestions to make it more effective

State/School System	Qualitative Responses
ORISSA/KV	*This is not sex education; it is a programme to develop life-skills. The parents should be made aware about its need and then asked to make a choice whether they want their children to be taught AEP or not. It's the responsibility of the nodal teacher to inform parents about the AEP and develop their interest.*
ORISSA/JNV	*The students should get more familiar with it. They should have more knowledge about it, so that they can handle stress more properly.*
ORISSA/CBSE	It can be improved by having seminars on topics like hazards of smoking; calling doctors to discuss; paintings & drawing and group discussions on AEP.
MAHARASHTRA/CBSE	Yeah, other activities like quiz competitions, photographing and other competitions should be taken. Through that, some games every day, and everyone should know about these things. Already we are taking this. Those who are trained are taking this. *And more information about here actually through some charts should be there. Showing all these things. They should be there. That is not there, and only in some biology labs only charts are there. And biology teachers if they are taking the charts, they are teaching. But not available everywhere. In some places it should be there.*
KARNATAKA/KV	For lower classes something like AEP can be introduced.
KARNATAKA/JNV	It should be spread to other schools in other villages as well. More teachers should be trained apart from the nodal teacher to share the responsibility as for one teacher it is difficult to transact all the sessions.
KARNATAKA/CBSE	*We need more experts visiting our school often. We want to know what is happening outside India. How do they handle these kind of problems? Like say for example, in America and western countries and all, even 6th standard, 7th standard, 8th standard, these boys and girls, they go berserk when this small amount of provocation, they use to keep pistols. Smoking is rampant. Boy- girl relationship is rampant and then sexual abuse is rampant in western countries. So I would like to know how those countries people and teachers are dealing with these kind of problems. We need experts from those countries.* *Interaction with foreign people and then how do they deal with those kind of children, that material when we are able to share, that would be wonderful.*

MP/KV	*The program should be inserted into overall school curriculum because then only the program we will be successful. We have various classes like CCE, SUPW, music, games, etc. A separate class for AEP can be allotted in a similar manner.* *There should be some sessions on abuse that should be integrated under this like I said earlier nothing can be changed till we work together thus we need to work as a team. Those people who are from this program should come and interact with the teachers or rather every teacher should be trained on AEP, so that environment can be created for the program.* *Creating awareness is nothing wrong but sometimes there are some information like biological growth to which people are hesitant, for which they need proper guidance. Sessions on such information should be done for boys and girls separately. Interaction should be carried out on a larger scale with parents, children and teachers.*
MP/CBSE	New teachers should also be given the training.
PUNJAB/KV	*It can be more effective if it is more frequently taught or more frequently this training program is been done you have come. I think this is first time I am seeing people from the head quarter who are asking about AEP.*
PUNJAB/CBSE	*I would suggest that in place of two, four-five teachers should be trained. Each teacher should be assigned one class each. That way the teacher can be made accountable for each class. The other way can be to discuss several issues in the school assembly. Our school assembly runs for half an hour or more. On special days like "AIDS day" comes, students present skit. Every Saturday, during the zero period we can do activities on the topics (of AEP).*

12.7 Overall Importance of AEP

Table 12.7.1 : Overall Importance of AEP

State/School System	Qualitative Responses
ORISSA/JNV	*The programme is needed as things are changing everywhere.* Teaching curriculum should be changed which could be helpful to the students.
MAHARASHTRA/KV	*At this point of time, it is implemented, it is very nice. This momentum should be the same. It should not be stopped at earlier. So all of it is necessary and it is the best.*
MAHARASHTRA/JNV	AEP is giving lots of information on HIV/AIDS and STI/RTI. It guides on different life skills - how to cope with the emotions, anger and how to deal with inter-personal relationships, self confidence and adjustment problem.
MAHARASHTRA/CBSE	It's nice, it's doing good and it is taking place. And because knowledge is very important for this, otherwise if we are not giving knowledge, they will take from somewhere else. We should play our part. They should not get negative knowledge.
MP/KV	Its implementation needs to be strengthened as not every teacher is comfortable with the themes covered in the AEP.
MP/JNV	*I think in this there should be regular improvement and if there is a proper body (to guide and help teachers) then we can do life skill in a proper way.*
KARNATAKA/JNV	Students are going through physical and hormonal changes. The programme can help on how to deal with them. We can help them in reducing such problems.

KARNATAKA/CBSE	AEP helped me in learning new things which I am sharing with my students.
PUNJAB/JNV	The programme has helped in creating awareness amongst the students and made them feel comfortable about the changes that occur to them.
PUNJAB/KV	*The frequency should be increased or some institution or some organization should be given this task to provide this program, provide this facility, this education to all the schools. I think all the teachers in the school, who are dealing with the children 6th onwards should be trained.*
PUNJAB/CBSE	*It's something which should be implemented in all schools. Even if I go to some other school, I will like to introduce it there. I would even urge the CBSE to implement it in all the schools.*

12.8 Key Findings

12.8.1 Experience of Selection and Training for AEP

Most teachers seemed to be happy on being selected as Nodal teachers. Most of the teachers had no prior idea about AEP before their selection. Selection was based on their subjects (for instance science), or being senior and experienced, or having good relationships with students. They felt curious with regard to the program, some felt confused, while others took it as a challenge, and were keen to help students through the program.

A majority of AEP Nodal teachers said they found the training useful because they learnt new knowledge and skills. Their own knowledge and information levels on many issues grew, misconceptions reduced. They felt the training helped improve their relationship with students (82%), improved their awareness levels (81%), and helped improve their teaching methods (73%).

Teachers felt the AEP training, and later teaching AEP, helped change their own attitudes in many ways. Instead of scolding children, some teachers now listen carefully, and try to go to the root of their problem and solve it. One teacher said he used to beat students when angry, but later realized it is better to talk and explain things to students; now he does not beat them; he acknowledged, `It is a wonderful lesson I have learnt'. Another teacher said the training helped motivate teachers to `serve the student community', and such an attitude began to develop in her/him.

Teachers recalled that AEP training was conducted in a participatory way with activity-based methods. Discussions, role plays, question box, ice-breakers and energizers, were effectively used and helped keep up the energy levels. Teaching methods learnt included group discussion (76%), role plays (64%), poster making (49%), question box (49%), quizzes (48%) and brainstorming (35%).

Real life situations were dealt with. One teacher said, `I got to learn how to translate theory into practice in real life situations'. Some teachers felt sessions helped them open up and discuss issues related to sex education.

According to teachers, AEP training had some negative features, such as insufficient physical space, no prior agenda being provided, lack of field trips, boring lecture mode for some sessions, insufficient time, and inadequate quality of some trainers. Also there were more male participants (in some trainings). Some teachers did not like open discussion on private parts of human body, and others said trainers failed to teach them how to share such information with students (particularly, for male teachers, how to share with female students).

12.8.2 Perceptions about own Transaction of AEP sessions, students' preferences and impact

A majority of N teachers (81%) reported that they have used the group discussion method in their classes. Other methods used by different N teachers– in AEP and sometimes also in their other classes – included role plays, quizzes, debates, awareness tests, project/presentations by students,

brainstorming, question box, poster making, case studies and games. Seminars and sessions with experts were also organised by some. Sessions are interactive and students are encouraged to ask questions.

Teachers say their AEP sessions have helped students develop life skills, including problem-solving in real situations, communicating well, managing stress, relationship building, understanding emotions (hatred, love, compassion), accepting criticism, patience, anticipating problems, taking right decisions, resisting adverse peer influences and so on. They feel this gives students a foundation; `if they become expert in life skills and use it in daily life it will help them in every single sphere of life'. One teacher observed that providing appropriate information, as related to sexuality issues, helps students because then they do not seek information from unreliable sources.

Some teachers help/counsel students beyond the classroom, for instance if a girl complains of a boy passing comments, bullying or group fights, physical problems, emotional friendship or relationship issues, dealing with peer pressure.

However, many teachers say students do not come to them with emotional, relationship or family problems. Male teachers usually find female students do not approach them with their issues. Moreover, teachers' response and advice is not always adequate or helpful. (For instance, when approached by girl students for advice on how to handle `eve-teasing' by some older students on the way to school, the teacher advised the girls to take school bus or ask parents to drop them, rather than cycle to school.)

Teachers observed that themes/sessions liked most by students (75-85%) were: `Growing up and adolescent health', `Life skills development', `Self esteem', `Positive relationships' and `Gender sensitivity' and `Sexual abuse', `HIV/AIDS', `Good nutrition' and `Decision making skills' (in that order). While most of these were on students' own expressed priority list, teachers have greatly overestimated the popularity of `Gender sensitivity', `Sexual abuse' and `HIV/AIDS' sessions.

Teachers have rightly noticed that students find the following themes/sessions less interesting: `Emotions and stress', `Effective communication', `Peer pressure', `Anger management', `RTIs/STIs' and `Substance abuse'. However, students find `Peer pressure' theme/sessions of much less interest than imagined by teachers.

It is noteworthy that teachers identify `RTIs/STIs', `Sexual abuse' and `Gender sensitivity' as the themes/sessions they feel least comfortable with transacting. Clearly teachers' discomfort makes a difference to the quality of sessions, and students find the sessions less interesting (despite the themes being generally of interest to young people). Teachers report being most comfortable with transacting `Good nutrition', `Life skills development', `Decision making skills' and `Positive relationships' – all four of which are included among the top preferences self-reported by students. Data indicates a strong correlation between teachers' comfort levels in transacting particular themes/sessions, and students' liking of the same.

12.8.3 Involving other teachers and parents in AEP

Teachers, with the support of principals, hold seminars, special school assemblies, field trips to de-addiction centers and other relevant places. Some schools try to involve parents in AEP through advocacy programs, circulars and handouts, orientation sessions, PTA meetings, mother-teacher meetings, individual counseling, inclusion in sessions with doctors, and so on.

Several Nodal teachers share contents of AEP with other teachers in their schools, either informally or formally. Some principals asked Nodal teacher to share what she/he learnt in AEP training with other teachers in the school, organizing special sessions, regularly discussing program content. Sometimes other teachers are curious, they feel a need and regularly share and discuss problems related to students, with the AEP teachers.

12.8.3 Suggestions for Improving AEP Material, Training and Implementation

Several Nodal teachers expressed the need for refresher course to gain more knowledge and information. They also want more teachers in each school to be trained. AEP representatives also should come and hold sessions in schools. NGOs working in relevant areas should be invited to schools for awareness building. Teachers need special training and guidance to cover those themes with which they are not comfortable. A regular forum should be created for receiving and answering teachers' queries. Strategies are required for answering their doubts and problems, and providing ongoing support.

Different teachers suggested improvement of the AEP manual: with addition of more case studies, detailed activities, data/ figures, CDs with films and power point presentations, illustrative charts, information on RTIs/STIs, HIV/AIDS, hygiene, menstrual cycle and associated local traditions, personality development and inter-personal relationships. Some teachers suggested use of easy words and glossary of terms, and translation of manual into regional languages and Hindi. Others suggestions included that ideas, views and experiences of participants be included in the manual, and that the manual be distributed to students as well.

Teachers have mixed views on integration of AEP in school curriculum. Nearly half said it should continue as a separate subject, while about 28% teachers said it should be integrated with social science and science subjects (as environmental science is integrated with geography). Some suggested it be a `side-subject' like CCE and SUPW. A separate regular period should be allotted to AEP with lots of activities. An important consideration is that AEP be kept outside the framework of examinations.

Teachers expressed mixed views on class at which AEP should be initiated, with 33% suggesting it start after class 9, while 28% wanted it to begin at class 8. Some would like it to begin in class 6 or 7, others advise that components of AEP should be included at all stages of school curriculum starting from primary school. Separate curriculum should be designed for separate classes.

Teachers think AEP effectiveness could be enhanced by involving parents more centrally, holding more seminars on relevant topics, inviting diverse experts, organizing games, quiz competitions, photography and poster-making, special assemblies and so on. Guidance is required for taking up some issues: some sessions should be held separately for girls and boys. Several teachers wanted more than two teachers to be trained in each school, so that they can transact the AEP sessions in different classes. Problems like abuse can be tackled only by collective effort: AEP experts should interact and work as a team with school teachers. Perhaps all teachers from class 6 onwards, or even every teacher in the school, should be trained on AEP, so that they can transact it at the level of each class, and an environment can be created in the school. There should be interaction on a large scale between parents, children/adolescents and teachers. Some teachers think AEP should be implemented in more – perhaps all – schools.

XIII

Principals' Opinion on Training, Teaching Methods and Impact of AEP

In this chapter, school principals' responses and views have been discussed with respect to the training, teaching methods and impact of AEP.

13.1 Implementation in schools

Opinion on Themes covered in the AEP curriculum

The following table shows major themes that are liked by the school principals include life-skills (27%); growth and physical changes (33%); stress management (20%). Other notable themes mentioned by them were child or sex abuse; drug abuse; HIV/AIDS; peer pressure; etc.

State/School System	Qualitative Responses
ORISSA/KV	*Girl students are made aware of the **life-skills** so that they can be cautious of the things that they may encounter in their lives.*
	Self-esteem and confidence amongst girl students
	*The issue of **child abuse** which is taken up by AEP as children are not conscious about this fact and they fall in the trap. They need to be oriented.*
ORISSA/PRIVATE	*AEP aims at making students aware about **different stages of growth and difficulties faced during adolescent age**.*
	Juvenile offenders cannot be treated as hard-core offenders
ORISSA/JNV	**Drug Abuse** and **gender discrimination**
PUNJAB/KV	**Life skills**
	Growth and **hormonal changes**
MAHARASHTRA/KV	How adolescents should **behave in public** and in **peer group**
	Knowledge on **reproduction** and **contraception** is **okay for higher class students** but **not for class 9^{h} students**.
	How to refrain themselves from **drug abuse**
MAHARASHTRA/JNV MAHARASHTRA/ PRIVATE MP/KV MP/JNV	**Dowry** and **physical attraction** **AIDS** **Sex abuse** **Stress management** **Life skill** and **stress management** are good
	Sex and sexuality should **not be stressed** upon. *They also say that it is good to see blue film. This will take children towards hell. This is a dual thing which has its own harms and children will deviate from the social norm.*
MP/PRIVATE	**Physical development**
KARNATAKA/KV	**HIV/AIDS** and **peer pressure**
KARNATAKA/JNV	**Life skills, abuse, peer pressure** and **coping with stress**
KARNATAKA/PRIVATE	**Drug abuse**

Materials

According to the following table, 80% principals had positive view on the AEP material. They found the material to be fine, relevant and/or exhaustive. Besides, few of them also suggested about the changes they want in the material in future.

State/School System	Qualitative Responses
ORISSA/KV	*I had attended the advocacy programme as principal. The **case study method has been improved** since the programme started, when it was called NAEP. It has a come a long way now. As far as principal level is concerned, the standard was not too good. The questions, language and the cases were very common, certain things were very obvious. It was as if they were addressing the students and not the principals and teachers.*
ORISSA/ PRIVATE	Content is **fine** and looks **sufficient**
PUNJAB/KV	**Fairly relevant** and I think it is rich.
PUNJAB/JNV	**Not yet received** the material
PUNJAB/ PRIVATE	*Content is **good** but it is all textual and I think some visual contents should be added for providing this type of information*
MAHARASHTRA/KV	It is **sufficient**
MAHARASHTRA/JNV	The book is **effective**
MAHARASHTRA/ PRIVATE	It is **good**. Of course the teachers will modify it, while taking the sessions. It will not be like 99% of it will be given to the children. No use of it. For reading and understanding of the teachers it is good. And then they can modify it according to how they want, how the situation is, for which class and what skill development to stress upon. Of course we need to have more **case studies**. Whenever they come across certain things like something on TV or CDs, they should incorporate that in the material connected to what they want to teach.
	need to have more like case studies
MP/KV	**Fine**
MP/JNV	Material is **nice.**
MP/PRIVATE	**Good**
KARNATAKA/KV	Content is **fine** in the manual except for few chapters
KARNATAKA/JNV	**Relevant** material
KARNATAKA/PRIVATE	**Exhaustive** content

13.2 Students' response

The following table shows principals' view on the response from the students on AEP. 67% principals mentioned that they found positive response from the students with regard to AEP. Two principals (13%) further mentioned that the attendance of students during AEP sessions was good.

State/School System	Qualitative Responses
ORISSA/KV	Haven't spoken to the students on their feelings
PUNJAB/KV	Response is **very good** and **interest level is ok**
	Children know that they have to be careful in their life
PUNJAB/PRIVATE	Response of the students is **positive**
	Some students feel as if some vigilance department has been set-up to monitor them
	Students get an **opportunity** to **discuss these issues** and get counseling
	Sometimes, students **feel apprehensive** that their issues might be discussed with other people and so they feel shy to open up.
	If you tell them ten things and if they are able to understand even one point, that is our success.
MAHARASHTRA/KV	Students **welcome it**
MAHARASHTRA/JNV	**Good enthusiasm** amongst students with very rare exceptions

MAHARASHTRA/ PRIVATE	Children are **relieved** and **comfortable** **Good**
	Attendance is also good
	Children are **opening up**
MP/KV	Yes they are **happy**
MP/JNV	*They are taking much interest on those part which we don't want to teach or discuss* ***sensitive issues like sexuality*** *"some time it will be hazardous".* *But still I noticed they are not very much interested on* ***life skill*** *part which I am concerned"*
MP/ PRIVATE	**Positive**
KARNATAKA/KV	**Good attendance**, happy to come, no hesitation
KARNATAKA/JNV	**Excellent**
KARNATAKA/PRIVATE	Initially were not very clear about the program
	After being oriented they found it **good**

13.3 Teacher's motivation and comfort

Out of the total principals interviewed, 60% said that they find the involvement of their teachers in the programme and their motivation to be positive and good. Next 20% principals found their motivation to be average.

State/School System	Qualitative Responses
ORISSA/KV	*None of the teachers came up with any discomfort or other issues*
ORISSA/ PRIVATE	*They take things (students' issues)* ***very positively*** *and take out time despite the academic pressure.*
ORISSA/ JNV	Teachers are **motivated** and **willing** to take sessions.
PUNJAB/KV	Some **teachers are casual** in approach. But quite a good number of **teachers show sincere involvement** with students in term of their general welfare in addition to their academic growth.
PUNJAB/JNV	The concerned teacher is **poorly motivated** and **passive**.
PUNJAB/ PRIVATE	Our nodal teacher keeps on **inviting parents** to **school**
	She (nodal teacher) keeps on discussing about her experience during AEP sessions with the children. If a specific child observes something at home, we discuss it together and have meeting with parents. But they (parents) don't accept it but still we are doing our duty.
MAHARASHTRA/KV	The teacher is **actively engaged**.
	Not as of now any discomfort discussed with the teachers
MAHARASHTRA/ PRIVATE	Teacher's motivation is **average.** *There are still certain cases where I find children are not thorough with AEP's subject matter.*
	Certain complaints are reported *by teachers while taking these sessions.*
MP/KV	Teacher's motivation towards the programme is **good enough**
MP/JNV	*"I will say* ***average*** *because we have made it additional for teachers". But sometimes they take it lightly as they think their work suffers" and we also don't want that.*
MP/ PRIVATE	Teachers' feedback was **good.**
KARNATAKA/KV	**Average** as commitment is not there to the level expected
KARNATAKA/JNV	**Good**. They conduct seminars and questioning sessions
KARNATAKA/PRIVATE	**Good** and **interested**, finds out conflicts among students, no discomfort reported

13.4 Implementation and monitoring

State/School System	Qualitative Responses
ORISSA/KV	*Earlier a fear psychosis was there in students regarding teachers but now there is a level of friendship between teachers and students.*
PUNJAB/ PRIVATE	Students feel comfortable as AEP does not include any exam
	This is the only school in Amritsar which has full time counselor
	The teacher has full responsibility to implement this programme in a better way and also provide counseling to parents and students. And this can be another approach to integrating the programme.
MAHARASHTRA/JNV	Ask students to write questions on chits which are answered one by one by teachers
	We invited doctor from outside and had arranged a separate session with girl students.

Eight out of fifteen teachers i.e. 53% stated that they had some method of monitoring in place in their respective school.

State/School System	Qualitative Responses
ORISSA/KV	**Monthly reports** on AEP activities
ORISSA/ PRIVATE	**Specific cell to take up AEP**
PUNJAB/KV	*Yeah, we have **maintained register** on this. On that amount of money that comes, specific mention is made in the register that way the money had been spent.*
PUNJAB/JNV	**No monitoring** in last 3 months
	Monitoring comes later than implementation
PUNJAB/ PRIVATE	**No monitoring** has been done till now
	CBSE should keep a check and follow-up (the programme)
	Periodic feedback should be there twice a year
	Follow-up should not be like that we have a workshop in 5 or 10 years. We are ready to pay the cost from the institution. It (workshop and training) should be done regularly.
MAHARASHTRA/KV	Monitoring of course it is required once the program has been initiated, monitoring has to be there, otherwise after some time the spirits will go down
	There has to be a schedule by how many activities are to be carried out in a month. At planning out, at the beginning of the year should be there. And then at the end of the month you can get it compared to good.
MAHARASHTRA/ PRIVATE	**Nodal teachers do the monitoring**
	Should be implemented with curriculum and students behavior should be measured
MP/KV	**No stringent mechanism**
	Recording done most of the time
	Spot evaluation
MP/ PRIVATE	**No monitoring.** Reporting mechanism means my two teachers record
KARNATAKA/KV	Teacher is given work, competitions take place, **monitors through personal attention**, every weekend report to chief coordinator
KARNATAKA/JNV	**Regular monitoring**, photographs, website but not getting any feedbacks
KARNATAKA/PRIVATE	**Reports are maintained**
	Periodic feedbacks should be done

13.5 Parent involvement and community support

Out of the total principals who were interviewed, 47% mentioned that they received positive response from the parents on AEP. Three principals (20%) who had not yet involved parents in the programme said that there is a need to sensitize them about the programme and do advocacy with them to gain their support.

State/School System	Qualitative Responses
ORISSA/KV	**Programme representatives** should **directly deal** with **parents** on AEP issues
	Parents need a lot of time to open up
ORISSA/ PRIVATE	*We plan to involve parents in AEP. We will be calling a representative sample of parents who have the capacities to convince other parents about this programme which has been started by CBSE. All objectives and goal of AEP need to be informed to parents so that they can gradually take it positively.*
PUNJAB/KV	Parents are very **appreciative**
	Response was very **encouraging**
PUNJAB/JNV	**8-10%** of them would understand if delivered to them
	Hardly had interaction with **parents** till now
PUNJAB/ PRIVATE	(Parents') response is **positive** and they want this beside study and bookish knowledge. In general, the parents appreciate this initiative.
	School interacts with **parents** to **design** and **implement** the programme in a better way
	Adolescence education is required to be integrated with the parents also. We call the parents and show them the presentation. We start in a positive way from psychological point of view and then we discuss other specific problems. This affects the children's behavior and perception.
	At this age it is difficult to guide parents so we try to provide them indirect counseling. We keep on arranging such sessions with the help of presentations and they (parents) appreciate it like anything.
MAHARASHTRA/KV	**No orientation** of **parents**
	Parents have to be sensitized that's what exactly our focus is.
MAHARASHTRA/JNV	**School hasn't done anything** to **involve parents**. The principal assumes that it will be tough for parents to participate in the programme because of several reasons like daily wage concerns, long distance, etc.
MAHARASHTRA/ PRIVATE	Parents wanted some guidance how to deal with the children
	No discomfort among **parents**
MP/KV	Advocacy programme helps in sensitization of parents
	No response from parents
MP/JNV	We have Parent Teachers Committee (functional status not clear).
	Parents are not that **much cooperative**.
MP/ PRIVATE	*Introduced this programme to the parents, so parents were very happy because there are two books (*which is not AEP material*); one book is given for the student that is activity based and one book is for the parents at home they have to study it so it is good for the parents they appreciated this that first time they are getting this much information and how to doing with the adolescence problem this book is supplying the information so it is good study about adolescence age how to feel with the students or with the adolescence children parents they do not have printed material so they appreciated it.*
	Parents' reaction was **positive**
	Material was given in Hindi and representatives were available for counseling
KARNATAKA/KV	Parents **committed**. They were made to write their views
KARNATAKA/JNV	Parents were called at various occasions, some parents are doctors who help in this program and they **appreciated** the **program**. 50% educated and even uneducated parents were happy with the program

KARANATAKA/ PRIVATE	As a boarding school, children from all over India come. **During vacations** when parents come to receive children then **parent meetings** are **conducted** so that they can help students in 2 months vacation Initially it came as a surprise but school tried to explain through meetings

13.6 Constraints and support needed

Constraints and impediments enlisted by the principals with regard to the effective implementation of AEP included lack of training of teachers, additional work-load on the teachers, transfer of trained teachers, lack of fund, no material for students, lack of counselor in schools, inability of teachers to transact on reproduction, communication gap between teachers and students and lack of same gender teachers for boys and girls. They also said that the closed and conservative nature of the Indian society also acts as a barrier in the programme implementation.

State/School System	Qualitative Responses
ORISSA/KV	**Work-load** on the teachers.
	Communication gap between students and teachers
	Requires a **lot of time**
ORISSA/PRIVATE	*Ours is a **closed society** as against (in contrast to) the western world. The depression that adolescents face due to obscene language and visuals cannot be dealt openly. It is important to choose the vocabulary properly and check who is imparting it. The ultimate target is the community. There is a **lot of restraint required** while implementing the AEP.*
PUNJAB/KV	The sex related issues need to be dealt with more care by teachers. **Same gender teachers** should take sessions on reproductive and sexual health with the students.
PUNJAB/JNV	Teachers need to be **trained**
PUNJAB/ PRIVATE	The programme should be instructed or should be implemented keeping in mind the **cultural conditions and the state** to which students belong
MAHARASHTRA/KV	Children of class 9th, they are not very comfortable with teachers discussing **reproduction**
	***Counselors** are not available. If the counselor is a part of the school, he will pass it on to the other teachers. So children will not be able to confide or come out open with their problems.*
MAHARASHTRA/JNV	Easy to apply in foreign countries but **in India it is not accepted easily**
MAHARASHTRA/ PRIVATE	Every teacher has to be like a **couns elor**, individual counseling is essential sometimes.
MP/PRIVATE	Teacher should be properly **trained** means the two days works shop are there I think that is not enough
	Only two teachers are trained, rest are not, so can't handle situations
KARNATAKA/KV	***Teachers get transferred** frequently, so nodal teachers should be permanent*
KARNATAKA/JNV	**Separate funds** required
	Material required for students was photocopied, so would like material to be provided
KARNATAKA/PRIVATE	More teachers should be **trained** rather than just two

13.7 Suggestions for future

There were several suggestions made by the principals on AEP. There were some suggestions which were correlated with the constraints stated by them. For example, fund was perceived as a constraint for which the suggestion was that there should be more fund allocated for the programme. Lack of training was another prominent constraint mentioned by the principals for which they wanted more teachers' training. Other notable suggestions by them were – it should be brought down from class 9th, students should be provided text and audio-visual material, parents should be involved, it should be incorporated in the main time-table, etc.

State/School System	Qualitative Responses
ORISSA/KV	**Senior teachers** with more patience and broader outlook
	Language teachers are more effective
	The **involvement of the parents**
	Integrated with other subjects
ORISSA/ PRIVATE	We even have to respect the **views of the teachers** whether they want to transact every theme of AEP or not
PUNJAB/KV	**More numbers of teachers** should be given **training** on this issue
	English teacher, **science** teacher or even **social science** teachers can take AEP in a better way
	Once a twice a year *somebody from* ***your organization*** *should come and interact with my teacher*
	More funds should be released so that we can invite some experts
	Incentives should be given in some form
PUNJAB/JNV	There is a need for **legislation for its implementation**
	AEP is an experiment and **needs to create culture and environment** suitable for its implementation
	If we make AEP activity based, through ***computer*** *and* ***projects****, it would be more productive and effective.* *We can use demonstration technique for its implementation.*
	Questions from principal 1. Can oral sex lead to HIV/AIDS? 2. Is there any ill-effect associated with masturbation?
	It is feasible if the course is **made** and **presented** in a way that **interests the students**
PUNJAB/ PRIVATE	*In our school, most of the students are from middle and lower middle class (families). They (generally) live in joint families with only one room in their house. Parents need to understand that children observe everything at home (and) during the night also. We keep on arranging sessions for parents in the school, though not very frequently. We have told the parents that your child is observing things at home and they should not repeat those things in their presence. We arrange for sessions with the parents. Like the other day, we faced problem with a third standard student. Then we arranged presentation for parents on concerned issues. We prepared the presentation keeping in mind those problems and did not start the discussion directly. We showed them a presentation titled – "Is Your child Observing – Little Eyes See A Lot". We started with an example that if a mother prepares special dish for her child, she knows her son (child) would like it. The child also appreciates this. We gave a positive example and then we came to the point that if you are fighting at home and just abusing your wife or husband, even then your child is observing.*
	It should be made **part** of the **curriculum** but separate training for the teachers is needed
	I know it's not possible to prepare programme for each state in a different way but we can have few things ***excluded*** *or* ***included*** *by choice in the content* ***according*** *to* ***state culture****.*
MAHARASHTRA/KV	Should be **brought down** from the level of **class 9th** to **class 7h** or **8th** in a **graded manner** and co-ordinated with existing syllabi.
	These things go with **co- curricular activities**
	Parents are more close with the children, so **parents need** to be **involved**

MAHARASHTRA/JNV	**Trainings** are important and should be of **short duration/interval** **Students** should be **trained** using **audio-visual** media
	Program should not be implemented in all schools at once, first it should be done in government and then English schools
MAHARASHTRA/ PRIVATE	The programme should be implemented alongside with other subjects
	Should be **compulsory for all**
MP/KV	*AEP programme **quality can be improved** through **well organized seminars**. Through discussion on **life skills** in seminars. It can also be improved through **workshops**. If it is possible, then try to make it a **subject part**. **Teache**r should be properly **trained** in a **large number**. So that they can easily handle the sensitive topics like sexuality.*
	Yes may be may not be, some time it has **some negative impact** on the atmosphere
MP/JNV	**Trained counselor** and **educational psychologist**
	Every teacher should be **trained** because **training changes behavior**
	I will try my level best to present such things , but my first priority should be the car eer of students
MP/ PRIVATE	Should have **more activities**
	*Should provide the **printed materials** to the **students** and some **audio visuals** also.*
	It should be in **main time table**
	Computer should be explored for transacting the programme.
	The programme should be from class 6th till 12th; **Class 6th to 8th-one part; 9th to 10th-one part; and 11th and 12th-one part**
KARNATAKA/KV	**Informal way** of **testing** required
KARNATAKA/JNV	Can be **integrated** with **science** or **social science**
	It need **not be a separate subject** but a kind of activity
	Doctors and **specialists** required

13.8 Overall opinion and Impact of AEP

State/School System	Qualitative Responses
ORISSA/KV	*Girls need to be made aware that they are not from the weaker section of the society.* ***AEP has helped girls in this direction.***
	Girl students have been **more conscious** and **aware**
ORISSA/PRIVATE	***AEP has all the potential*** *for creating a renaissance in education in India*
ORISSA/JNV	Such a programme is necessary for the **overall development** and **character building** of students.
PUNJAB/KV	The children are going to be adult soon and have to be responsible. This **sense of responsibility** is taught at this very stage and I think AEP has done them good. They **don't have apprehension** because of this **awareness**. They know what is not to be done. So this knowledge that has been provided under this AEP has made them a safer citizen I think.
PUNJAB/JNV	**Effective implementation** of **AEP** is **missing**
	AEP should be made **compulsory like other subjects**
PUNJAB/PRIVATE	Knowledge which they cannot have from home, they can get in the school through AEP
	AEP should be there in all the schools.
	The programme has **raised awareness** especially on **AIDS**
MAHARASHTRA/KV	The overall impact of the programme is **not noticeable** yet.
MAHARASHTRA/JNV	Unlike west where such a programme is taken in different way, here, in India we have spread the knowledge with lots of examples and stories. That's how the traditional views can be changed. We need to bring **spirituality** in the **programme** by which people will understand it more.
MAHARASHTRA/ PRIVATE	The impact is there but still a lot has to be done in the programme.
MP/JNV	*I will try my level best to present such things, but my first priority should be the career of students, career should not be hampered "I have five year more about programme. I think it will be sustainable but its sustainability depends upon that who handles this programme". That should be in the hand of experienced doctor". As I told you we are running the programme from years and years and this programme has just started.*
MP/KV	***Good things*** *are* ***developing because*** *of* ***AEP*** *like, confidence in children, educating them about stress management helping them in reading their attitude, career counseling, etc.*
MP/PRIVATE	*Nobody forgets what he has learnt at this age. Parents only think about the marks but we have to see the child is ready to see and face future things in life. Such programmes are necessary which tell children other things than marks.*
KARNATAKA/KV	**Very little impact of AEP**
KARNATAKA/JNV	Definitely. Since the program is different from our routine, so whatever is different from routine, people will like it. People are busy studying Physics, Chemistry, Mathematics, Biology, English and Hindi.
KARNATAKA/PRIVATE	Helps adjust students later to the changes
	Improvement in **school atmosphere** and relationship among students.

13.9 Key Findings

13.9.1 Initial Response to AEP

Some principals expressed feeling positive and happy when asked to take up AEP, while others felt anxious and hesitant. Some welcomed it and felt it was necessary. A JNV principal noted that residential schools are `a home away from home' and teachers need to be trained to handle students' emotional issues and have sufficient information. One principal felt AEP would be very useful, but

cautioned, `... sensitive issues like sexuality and related issues should be taken seriously and with care otherwise they can also get harmful.' One private school principal discussed the program content with the teachers and then together they agreed to take it up.

13.9.2 Themes, Material, Teachers and Students' responses and Parental involvement

Quite a considerable proportion of principals appreciated the content on life skills, growth and physical changes, stress management, self-esteem and confidence, child abuse, drug abuse, gender discrimination, dowry, physical attraction, HIV/AIDS, sexual abuse and peer pressure. Some principals expressed doubt about providing knowledge on reproduction and contraception (whether class 9 is too early), sex and sexuality.

Most principals found AEP material to be fine, relevant and/or exhaustive. Principals commented that the content is good, fairly relevant and sufficient. It is effective, with use of improved case studies, rich information and exhaustive. Suggestions from principals included use of more visuals and case studies, and probably review of some chapters.

Most principals said they find their AEP teachers motivated and good. Different principals observed their teachers were actively engaged, did not express discomfort with any session, get sincerely involved with students and willingly take up their issues, locate conflicts among students, conduct seminars and question-answer sessions. A principal said she regularly discusses AEP sessions with her Nodal teacher, who shares her experiences and observations of children in detail, and often they invite parents to come and discuss certain issues, providing counseling where required. Several principals however commented on their teachers being average, casual in their approach, passive, poorly motivated or not committed to the level expected.

Approximately two-thirds principals said that students responded positively to AEP. Some principals were not sure how students felt about AEP. Others said most students' were interested and enthusiastic; they got an opportunity to discuss issues and get counseling, so they feel relieved, happy and comfortable and are opening up. Through question box they can ask questions anonymously and get answers. Some principals said students are taking more interest in issues like sex and sexuality which teachers/school doesn't want to teach, and not in life skills. Students sometimes are apprehensive about opening up because their issues may be discussed with other people. Some students `feel as if some vigilance department has been set up to monitor them'. However, others said that earlier there was a fear psychosis but now students and teachers have a level of friendship. They feel comfortable in AEP especially because there are no exams. Students and teachers like it because it is different from the routine school subjects.

Nearly half the principals stated they received positive support from parents. They informed parents in PTA meetings etc, or involved parents to implement the program in a better way. Parents were encouraging, generally they appreciated AEP. One school provided `indirect counseling' to parents, through collective sessions, in which particular problems were discussed, which helped parents deal with specific problems with their children. One principal said parents are happy because school has given a specific book (not AEP material) dealing with adolescent issues to parents, and one on activities, to the students, all in local language. Another principal said parents were called on various occasions, some helped in the implementation, and 50% educated as well as uneducated parents were happy with the program. Some principals however had not yet informed or involved parents in AEP. No orientation was held for parents. Some principals are apprehensive that parents will not have time to get involved. One said parents are not cooperative and have made no response. Another said only 8-10% parents would understand if informed about the program. These responses probably represent the wider reality more than the positive reports: teachers and students have generally commented that parents are not much involved, and students particularly have expressed the need to involve parents.

3.9.3 Impact of AEP, Monitoring

Some principals felt AEP has not been effectively implemented and overall impact is not noticeable yet. It is a good program but the school's priority is the career of students, this should not be hampered. However most principals said AEP had made some positive impact on students: made girls more conscious and aware, helped in overall development and character building of students, created sense of responsibility, raised awareness through examples and stories, overcome apprehensions, developed stress management skills, provided career counseling, and helped children face the future. AEP has led to improvement in school atmosphere and relationship among students.

One principal said AEP monitoring is done through monthly reports on AEP, another said reports are maintained, while several said little or no monitoring is done, definitely there is no stringent mechanism. Teachers may be keeping records in some schools. One principal mentioned that the teacher implements sessions and competitions, monitors through personal attention, and reports to the chief coordinator.

Principals generally felt there is need for monitoring, periodic feedback twice a year. There have to be monthly and annual schedules and activities should be reviewed at the end of each month and year. Spot evaluation should also be carried out.

3.9.4 Constraints and Suggestions for improvement

Constraints upon effective implementation of AEP include inability of teachers to transact on issues like reproduction and sexuality, communication gap between teachers and students, lack of same-gender teacher for boys and girls, and the pervasive conservative societal set-up. Other constraints mentioned by principals include insufficient funds, lack of material for students, and no school counselor. Children are not very comfortable with certain themes being transacted in class. Two trained teachers are not sufficient to handle situations in school. Moreover, teachers get frequently transferred, and each teacher already has a full workload.

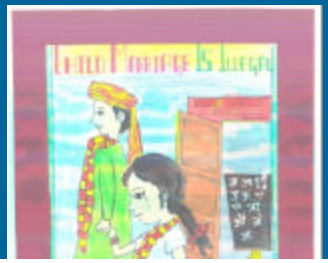
Teachers should have follow-up training workshops at regular intervals. Teachers need to be properly trained, two day workshops are not sufficient. More than two teachers should be trained per school. Teachers could be from language, science or social science background, they should have patience and a broader outlook.

Material – text and audio-visual – should be prepared and distributed to students. Separate sufficient funds should be allocated for AEP. A lot of restraint is needed while designing material for AEP. Local cultural conditions should be kept in mind. Some things may be excluded or included in content based on state culture. AEP program designers should interact with school teachers once or twice a year. AEP needs to create an environment suitable for its implementation. More sessions can be activity based using computer and projects. There should be a forum or method by which teachers (and principals) can ask questions and get answers.

Some sessions should be held separately with female teachers for girls, and male teachers for boys. School counselor is needed in every school. Or else each teacher has to be a counselor, providing individual counseling.

There is a need to sensitize and involve parents. Advocacy programs, strategic interventions like `indirect counseling', informing in PTA meetings has to be done. Parents are more close to children, so they have to be involved.

AEP should be there in all schools. It should be kept co-curricular/ made a compulsory subject, or/and integrated into the curriculum. Some principals think it should be initiated at an earlier class, perhaps 6th or 7th, and coordinated with the existing syllabi in a graded manner.

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