



ADOLESCENT EMPOWERMENT PROGRAM KARNAL, HARYANA

CONCURRENT EVALUATION REPORT



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NIELSENIQ
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EXECUTIVE SUMMARY

The Concurrent Evaluation of the Adolescent Empowerment Programme, the flagship initiative of the Breakthrough Trust Team, in the district of Karnal in Haryana, is aimed at empowering adolescents, especially adolescent girls in the age range of 11-18 years. The recently concluded survey and evaluation exercise is in continuation to the baseline conducted in July – August' 2022 and concurrent evaluation done in February – March 2023, to study the program's continued effectiveness and significance among its target population. The purpose of conducting this evaluation study is to comprehensively analyze and assess the overall impact and effectiveness of the Adolescent empowerment program. The quantitative survey covered a sample of 205 adolescents and 16 teachers, while qualitative interviews, in the form of focus group discussions and in-depth interviews were conducted with youth, parents of the adolescent population, frontline workers and PRI members. The survey findings revealed not just the notable changes seen in the mindset among target children, but also the vicarious impact it has had on the thinking pattern of the families of these adolescent boys and girls.

Pertaining to the **demographic and socio-economic profiling of respondents**, the ratio of boys to girls in current round of evaluation changed only slightly from the previous round, with the percentage of boys to girls being 53% and 47% respectively. The respondents were mostly Hindus (94%) and belonged to Scheduled caste (42%) and OBCs (42%) caste backgrounds. Close to 81% of the homes used LPG fuel as opposed to primitive means of cooking, thus displaying an overwhelming preference for cleaner fuels. In a sharp departure from the scenario a few years back, 99% of the adolescents reported having toilets at home.

With respect to **educational aspirations and career pathways of adolescents**, significant shifts are observed, particularly among girls. For example, there's a remarkable increase in the percentage of girls aged 11-14 aspiring to study as per their wish, rising from 62% in baseline to 79% in year 2 evaluation for UT girls. Regarding career aspirations, there's a mix of stability and variability across evaluation years. While some career paths remain popular, others show notable shifts. For example, aspirations for careers in medicine increase notably among girls aged 15-18 from year 1 (14%) to year 2 (31%), indicating changing perceptions of gender roles in the medical field. Additionally, there are shifts in the sources of information shaping career paths, with varying influences of parents, teachers, peers, and media across gender and age groups. Understanding these trends is crucial for designing effective interventions that cater to the evolving needs and preferences of adolescents, ultimately facilitating informed career decision-making and holistic development.

Reflecting on adolescents' **opinion on gender roles and discriminatory practices** unfolds the intricate dynamics of perceptions towards gender roles in their everyday tasks. Nuanced changes in adolescents' awareness of gender-based discrimination (GBD) across various domains, including education, marriage decisions, leisure time, attitudes towards domestic violence, punishment, and aspirations have been observed. Notable shifts include a decrease in agreement regarding traditional beliefs such as limiting girls' education for household chores and endorsing early marriage for safety, indicating a positive trend towards rejecting discriminatory practices. For example, the percentage of agreement that girls should not pursue higher studies due to marriage concerns decreased from 21% at baseline to 6% in year 2. Similarly, agreement with early marriage as a means of protecting girls from harassment decreased from 16% at baseline to 6% in the current evaluation.

The study further captured adolescents' perceptions of gender roles within households and communities, revealing significant shifts in attitudes towards shared responsibilities. Across key indicators such as earning money, cooking, attending meetings, and caregiving, there is a notable increase in agreement

with shared responsibility over time. For instance, the percentage of boys aged 11-14 who agreed that earning money is their responsibility decreased from 49% at baseline to 11% in the current year, indicating a move towards more equitable distribution of tasks. Similarly, girls' opinions remained consistent or showed slight increases in favor of shared responsibility, reflecting a progressive attitude towards gender equality.

Focusing on **intergenerational and intergender communication**, the study highlighted the pivotal role of communication channels between adolescents and their parents, as well as within school environments. In open dialogues with parents, there are notable shifts in communication frequencies across various topics. For instance, there's a significant increase in boys aged 11-14 always discussing going out alone or with friends, rising from 71% at baseline to 87% in current evaluation. Conversely, there's a decrease among girls aged 11-14 in always discussing this topic with parents, dropping from 71% at baseline to 55% in the current evaluation. This suggests a shifting trend towards more open communication among boys in this age group. Similarly, while there's a decrease in the desire for more leisure time discussions across all groups, there's a notable increase in boys aged 11-14 sometimes discussing this topic with their parents, rising from 5% at baseline to 54% in the current year.

In school environments, adolescents show increased comfort in discussing career aspirations and academic challenges with teachers/school staff over time. Notable increases are observed among boys aged 11-14 in seeking career guidance, with the percentage rising from 39% at baseline to 74% in the current year. Girls aged 15-18 years also show significant increases in discussing aspirations, rising from 33% at baseline to 65% presently. Additionally, there are shifts in discussing problems at home, with increases among girls aged 11-14 and boys aged 11-14 indicating a growing comfort in addressing personal challenges within the school environment.

The study further attempted to examine the critical issue of **gender-based violence (GBV)** among adolescents aged 15-18 years, highlighting shifts in awareness, experiences, and support systems over the evaluation periods. The data reveals nuanced differences in the recognition of various forms of violence between genders. Specifically, girls' awareness of psychological violence increased from 54% to 60% from baseline to the current year, while boys' awareness remained relatively stable at 34%. Additionally, girls' recognition of sexual violence increased from 60% to 63% over the same period, whereas boys' awareness rose from 36% to 40%. These shifts highlight changing perceptions and experiences of violence among adolescents, indicating the need for tailored interventions to address gender-specific vulnerabilities effectively.

Regarding **support systems**, there are notable trends in adolescents' disclosure of incidents of violence. Initially, a significant proportion of both girls and boys do not share such incidents with anyone, indicating a reluctance to seek support or report violence. However, over the evaluation periods, there is a notable increase in girls confiding in their parents, suggesting a growing trust in familial support systems. Conversely, boys show a decrease in sharing with parents, possibly indicating a shift towards seeking support from other sources such as friends. Specifically, boys' inclination towards sharing with friends decreased from 56% to 50% from baseline to year 2, while girls' sharing with parents increased from 58% to 67% over the same period. These changes in disclosure patterns highlight evolving dynamics in adolescents' support-seeking behaviors and underscore the importance of fostering supportive environments to address GBV effectively.

Delving into the complexities of **early marriage** among adolescents aged 15-18 years, the data reveals a higher level of awareness among girls compared to boys regarding the legal age requirement for marriage, with 98% of girls and 87% of boys being aware. There's a general understanding among both genders regarding the legal age of marriage, with slight discrepancies influenced by cultural norms and societal expectations. Notably, girls perceive the legal age of marriage for both genders to be slightly higher than boys' perceptions, indicating nuanced differences in awareness.

The study also attempted to explore **menstrual health management** among adolescent girls aged 15-18 years within the Adolescent Empowerment Program (AEP), emphasizing its crucial role in gender equity and overall well-being. The data reveals significant trends, including the consistent reliance on mothers as the primary source of menstrual knowledge, with a sustained preference over time. For example, the percentage of girls relying on mothers increased from 86% at baseline to 92% in the current year. Conversely, while sisters and friends also contribute substantially, their influence fluctuates across evaluation periods. For instance, the contribution of sisters increased from 25% to 35% between baseline and Year 1 Evaluation but declined to 19% in the current year. Similarly, friends' influence rose from 20% to 31% by Year 1 evaluation but dropped significantly to 2% presently.

Furthermore, the data indicates a notable shift in **cultural practices related to menstruation** over time. Reported restrictions on activities such as kitchen access and religious rituals decrease from baseline to year 2 evaluation, reflecting evolving societal attitudes. For example, the percentage of girls not allowed to go to the kitchen decreased from 13% at baseline to 6% in the current evaluation. Additionally, the prevalence of restrictions on pickles/ghee touching dropped from 40% at baseline to 26% currently, indicating a gradual relaxation of these practices.

Focusing on **adolescent health information** sources and education outreach, one significant finding is the increase in awareness about essential health services among adolescents, particularly regarding Iron-Folic Acid (IFA) and Albendazole tablets. For instance, the awareness regarding IFA remained consistently high across all age groups and evaluation periods, with percentages ranging from 80% to 94%. Similarly, awareness about Albendazole tablets showed a slight increase over time, indicating the effectiveness of ongoing health education initiatives.

In terms of **school infrastructure**, there were fluctuations in the availability of essential facilities such as blackboards, usable rooms, playgrounds, sports equipment, libraries, and sanitary facilities. For instance, while there was a slight decrease in the availability of usable rooms for every class among girls aged 11-14 years from baseline (94%) to year 1 (88%) and further to current year (84%), boys in the same age group experienced a similar trend from baseline (92%) to year 1 (85%) and maintained a similar percentage in year 2. This indicates a need for attention to infrastructure maintenance and expansion to accommodate the needs of growing student populations.

The adolescents were further asked about the **safety in commuting** to schools and how do they perceive their schools in terms of safety. Like the baseline and the year 1 of evaluation, where 100 percent of the respondents reported that they felt safe commuting to the schools, the results in the current evaluation are no different, with again all the adolescent boys and girls interviewed reporting that they feel safe going to school. In terms of **safety of their school**, a staggering 99% reported in the affirmative, that is, they considered their schools to be a safe place, as compared to 96% in baseline and 98% in year 1 of evaluation.

Exploring the intricate web of **media access and usage patterns among adolescents**, uncovering shifts in internet accessibility, device preferences, and the multifaceted ways in which young people engage with both digital and traditional forms of media. Data indicates a high level of access to the internet among adolescents across all age groups and genders, with percentages ranging from 90% to 96%. Regarding possession of digital devices, data underscores the importance of smartphones as the primary digital device among students across age groups, while also highlighting the relatively low ownership rates of secondary devices such as laptops, computers, and tablets, particularly among younger students. WhatsApp and YouTube emerged as the most widely used social media platforms among students, with differences in usage patterns observed between age groups and genders. Television remains a dominant force in the traditional media landscape for both younger and older adolescents, while other forms of traditional media, such as newspapers and magazines, exhibit varying degrees of relevance depending on factors such as age, gender, and individual interests.

Interviews with **teachers** provided valuable insights into various aspects of the educational landscape and efforts towards adolescent empowerment. The teachers, with a diverse range of experience and roles, unanimously recognize the importance of gender equality in education, though some hold traditional views that perpetuate gender stereotypes. While schools generally possess basic infrastructure, disparities exist in the usability and availability of certain facilities. Teachers actively engage in addressing gender-based discrimination through inclusive practices and awareness-raising initiatives, although challenges persist. Additionally, teachers exhibit a mix of traditional and progressive attitudes towards gender roles, education, and life skill development, highlighting the ongoing societal dialogue around gender equality. Despite the prevalence of school management committees and parent-teacher meetings, there are opportunities to enhance their effectiveness in addressing issues such as student discipline and safety.

The discussions with **youth, parents** and interviews with **frontline workers and PRI members** provided further insights into the challenges faced by the adolescents and the potential for interventions to address the critical issues and promote holistic development and empowerment. The Breakthrough program received praise for its transformative impact on empowering youth and promoting gender equality and community engagement.

In conclusion, the findings underscore the transformative power of targeted interventions in promoting positive change among adolescents, their families, and communities. From increased awareness of health and nutrition to shifts in attitudes towards education, gender roles, and early marriage, the program has made substantial strides in fostering empowerment and social change. The role of communication channels, community engagement, and parental involvement emerges as pivotal in creating supportive environments for adolescent growth and well-being. While the evaluation highlights numerous successes, it also identifies persistent challenges and areas for improvement. Gender-based discrimination, educational disparities, and early marriage practices continue to pose significant barriers to adolescent empowerment. Addressing these challenges requires a multi-faceted approach, encompassing targeted interventions, community mobilization, and policy advocacy.

CHAPTER 1: STUDY BACKGROUND AND APPROACH

1.1 BACKGROUND

Adolescence is recognized as a crucial period of transition, characterized by rapid developmental changes that are key to shaping individuals' futures. This stage, bridging childhood and adulthood, involves significant physical, psychological, and social transformations. These changes not only influence personal identity and self-perception but also affect adolescents' roles within their families and communities. As India hosts a substantial proportion of the world's adolescent population, understanding and addressing the unique needs of this demographic is essential for leveraging their potential contribution to national development.

India's rich cultural diversity is accompanied by a variety of traditional gender norms and expectations, deeply ingrained in its societal fabric. These norms often dictate specific roles and responsibilities for males and females, influencing every aspect of life, from education and employment to personal choices and freedoms. While there has been progress many traditional practices still prevail, affecting women's and girls' access to opportunities and resources. Several programs undertaken to address these disparities, aiming to eliminate gender disadvantages and promote equality are working in tandem with the overall ecosystem to help create a conducive environment. Disparities and traditional norms impacting the potential of adolescents to improve their lives as well as becoming drivers of their destinies as well as the nation needs to be addressed as a priority given the immense potential and asymmetries existing in the society.

1.1.1 The Imperative of Adolescent Empowerment

Empowerment during adolescence is a pivotal investment in the future, with far-reaching implications for individual and societal well-being. This period offers a unique opportunity to influence life trajectories positively, making it a strategic point for intervention.

Enhancing Human Capital through Empowerment

Empowering adolescents extends beyond providing education and health services; it involves equipping them with the tools and confidence needed to make informed decisions, advocate for their rights, and participate actively in their communities. For adolescent girls, empowerment initiatives are particularly crucial, as they help to mitigate the impacts of gender-based violence, early marriage, and educational disparities. By fostering a supportive and inclusive environment, these programs enable young people to pursue their aspirations and contribute to societal progress.

Fostering Agency and Advocacy

Empowerment strategies must focus on developing critical life skills, such as decision-making, critical thinking, and communication. These skills empower adolescents to navigate complex social landscapes, advocate for their needs, and engage with broader societal issues. Equally important is the cultivation of attitudes that promote gender equality, mutual respect, and responsibility. By addressing these areas, empowerment efforts can significantly impact adolescents' lives, helping them to become resilient, informed, and active participants in their communities.

1.2 BREAKTHROUGH'S ROLE IN ADOLESCENT EMPOWERMENT

Breakthrough through its interventions has been working towards providing a platform for adolescents and empowering them to challenge deep rooted gender norms which has been a reason why many

adolescents are unable to reach their potential. Through its innovative programs and campaigns, Breakthrough addresses the root causes of gender inequality, promoting a culture of respect and equality.

1.2.1 Transforming Attitudes and Behaviors

The Taaron ki Toli-TKT curriculum is a testament to Breakthrough's commitment to fostering change. By engaging both boys and girls in critical discussions on gender, equality, and rights, Breakthrough facilitates a shift in perceptions and behaviors from an early age. This curriculum, alongside targeted interventions for older adolescents, addresses crucial issues such as menstrual health, sexual and reproductive rights, and educational attainment, thereby empowering young individuals to make informed choices about their lives.

1.2.2 Creating Sustainable Change

Breakthrough's comprehensive approach extends beyond individual empowerment to encompass community engagement and systemic change. By training healthcare workers, educators, and community leaders, Breakthrough ensures that adolescents have access to supportive networks and unbiased information. These efforts contribute to a more equitable society where adolescents, regardless of gender, can thrive.

1.3 SPOTLIGHT ON HARYANA

The implementation of Breakthrough's Adolescent Empowerment Programme in Karnal, Haryana' highlights the critical need for targeted interventions in regions with pronounced gender disparities and socio-economic challenges. By addressing barriers to education, health, and participation, Breakthrough's initiatives in Haryana serve as a model for fostering adolescent empowerment in similar contexts.

1.4 STUDY APPROACH AND METHODOLOGY

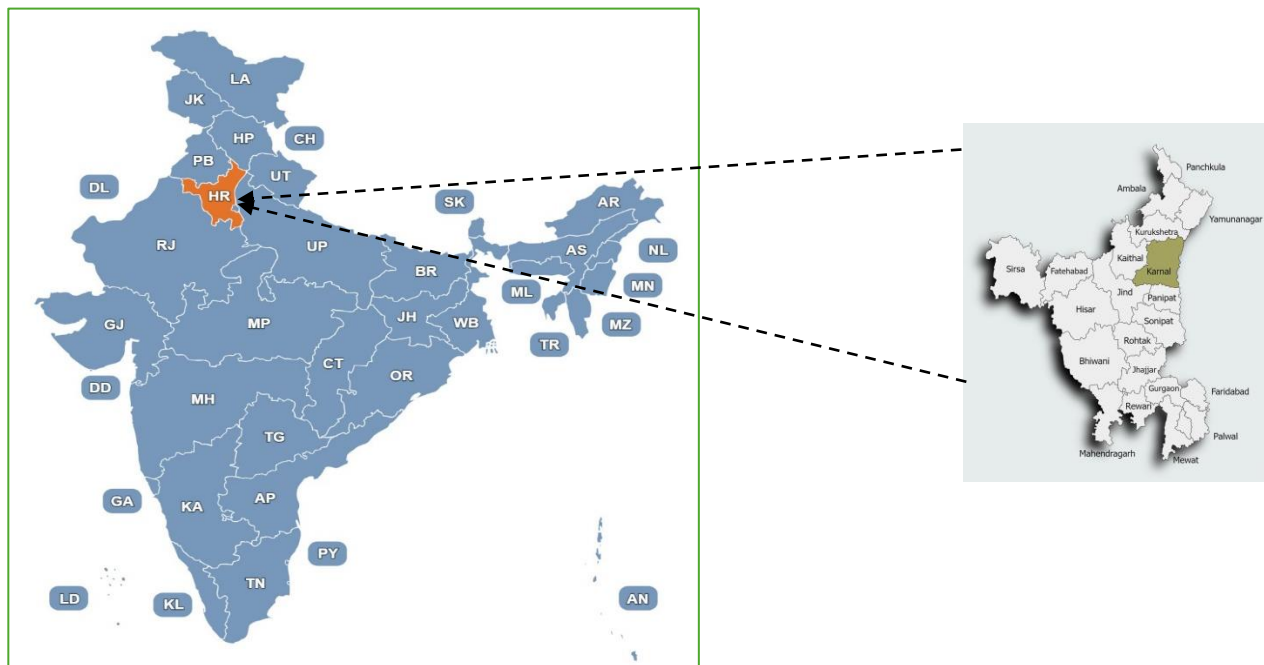
1.4.1 Study objective

The purpose of conducting this evaluation study is to:

- Comprehensively analyze and assess the overall impact and effectiveness of the Adolescent empowerment program.
- To delve into various key aspects of the program, including implementation, participant learning and outcomes, and the sustainability of the program.
- To provide valuable insights and recommendations to further enhance the program's efficacy and maximize its long-term benefits.

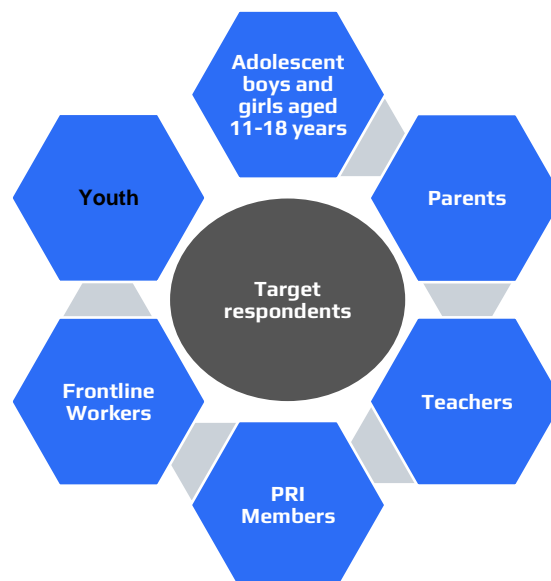
1.4.2 Geographical coverage and target respondents

The study has been conducted in Karnal district in the state of Haryana.



Target respondents

The key stakeholders covered as part of the evaluation exercise have been depicted in the following figure.



1.5 METHODOLOGY & APPROACH

Sampling - Quantitative Survey

As part of the study requirement, appropriate sample size has been calculated for each target group which is statistically significant with a robust district level representative sample size, enabling sub-group analysis and able to assess any impact attributable to the intervention.

Sample size required for each population sub-group (for each sampling domain) has been calculated based on the following factors:

1. The expected baseline value of key behavior indicator
2. Magnitude of change is desired to be able to detect reliably.
3. Confidence level
4. Statistical power
5. Design effect

An expression for the required sample size for a given sub-population (n) is given by:

$$N = D \frac{[Z_{1-\alpha} \sqrt{2P(1-P)} + Z_{1-\beta} \sqrt{P_1(1-P_1) + P_2(1-P_2)}]^2}{(P_2 - P_1)^2}$$

Where:

- D = design effect (1.5)
- P₁ = the estimated proportion at the time of the baseline survey (0.5)
- P₂ = the target proportion at some future date (0.5+0.2= 0.7)
- P₂ - P₁ = the magnitude of change we want to be able to detect (20 percentage points)
- P = (P₁ + P₂)/2 (0.6)
- Z_{1-α} = the Z – score corresponding to the probability with which it is desired to be able to conclude that an observed change of size (P₂ – P₁) would not have occurred by chance; (1.645)
- Z_{1-β} = the Z – score corresponding to the degree of confidence with which it is desired to be certain of detecting a change of size (P₂ – P₁) if one actually occurred. (0.83)

The minimum sample size comes to **200** using the above formula and assumptions **for the adolescent groups in each district**. With this proposed sample, we can measure at least 15 percent change for most of the indicators.

QUANTITATIVE SAMPLE – KARNAL DISTRICT OF HARYANA				
Adolescent				
Type of respondent	Number of districts	Number of blocks (2 from each district)	Number of GPs - 5 from each block	Number of respondents - 5 from each GP
Adolescent boys (11-14 years)	1	2	10	20
Adolescent girls (11-14 years)	1	2	10	20
Adolescent boys (15-18 years)	1	2	10	20
Adolescent girls (15-18 years)	1	2	10	20
Total of 4 categories	1	2	10	200
Teachers				
	Number of districts	Number of blocks (1 from each district)	Number of GPs - 5 from each block	Number of teachers - 2 from each GP
Teachers	1	2	10	20
TOTAL QUANTITATIVE SAMPLE				220

Thus, from each selected GP, we covered 22 respondents approximately:

- ✓ Adolescent boys (11-14 years) - 5
- ✓ Adolescent girls (11-14 years) - 5
- ✓ Adolescent boys (15-18 years) - 5
- ✓ Adolescent girls (15-18 years)- 5
- ✓ Teachers – 2

In total, we covered a sample of 205 adolescents and 16 teachers.

Qualitative sample

Further, to capture the nuances and gather deeper insights about the impact and effectiveness of the programme, we conducted in-depth interviews / semi-structured interviews with frontline workers, PRI members and focus group discussions with youth and parents of adolescents. The following table gives the qualitative sample distribution.

QUALITATIVE SAMPLE - KARNAL DISTRICT OF HARYANA				
Type of respondent	Number of districts	Number of blocks (1 from each district)	Number of GPs - 1 from each block	Number of respondents - 1 from each GP
Youth (FGD)	1	1	1	1
Parents (FGD)	1	1	1	1
PRI (KII/IDI)	1	1	1	1
FLW (KII/IDI)	1	1	1	1

Sample Selection

Selection of Primary Sampling Unit

The study adopts a multi-stage sampling design, and the Gram Panchayat (GP) has been identified as the Primary Sampling Unit (PSU). The overall selection process is structured to ensure both randomness and representativeness across different layers of the target population.

Block Selection: From each district, one block were randomly selected.

Gram Panchayat Selection: Within each block, 5 GPs were selected following a systematic random sampling procedure.

1.6 ORGANISATION OF THE REPORT

The concurrent evaluation report, articulated across various chapters, meticulously examines the outcomes and influence of interventions at play within the targeted demographics. It presents an analysis rooted in baseline measurements that establish benchmarks for the impact assessment over the project's duration. Through a series of successive evaluations, the report aims to guide program teams by delineating the progress made and illuminating areas necessitating further attention.

A caveat to consider is the introduction of additional indicators during the concurrent evaluation phase, which are not amenable to direct comparison with baseline data. Consequently, not all indicators presented in the report can be juxtaposed against their initial measurements.

The report commences with an overarching narrative on the necessity of the study and the employed research methodologies, followed by a snapshot of the respondent profiles within the program area. Chapter three ventures into the educational aspirations and career trajectories of the adolescent participants. The subsequent chapter provides an in-depth analysis of prevailing gender norms. Chapter five discusses the nuances of intergenerational and intergender communication. Chapter seven contemplates the multifaceted issues surrounding early marriages and their societal perception. The eighth chapter examines menstrual health management and the support structures in place, while the ninth chapter assesses access to health services and school infrastructure, including frameworks to bolster parental and student engagement in educational settings. The tenth chapter explores the media consumption habits of adolescents. The 12th chapter captures the responses from teachers while the 13th is based on the inputs from youth and the 14th from the members of Panchayati raj institutions who are the influencers and enablers which can help adolescents reach their full potential. The corresponding 2 chapters capture the insights from parents and frontline workers.

This comprehensive report thus serves as a resource for program teams to refine their approaches, ensuring that interventions remain aligned with the evolving needs and contexts of the adolescent groups they are designed to support.

CHAPTER 2: RESPONDENT PROFILE AND SOCIO-ECONOMIC CHARACTERISTICS

This chapter outlines the socio-economic and demographic characteristics of the respondents surveyed during the baseline study and the first round of concurrent evaluation for the UT and RT programs in Karnal district of Haryana. These profiles help to contextualize the data and inform the targeted interventions of the Breakthrough Trust's Adolescent Empowerment Programme.

2.1 RESPONDENT PROFILE

Comparing the baseline data with the two rounds of concurrent evaluation for the Adolescent Empowerment Programme in Karnal district of Haryana provides valuable insights into the evolving characteristics and living conditions of the respondents.

Gender distribution among respondents fluctuated over the years, with a slight decrease in the percentage of boys from baseline to Year 1 (from 44% to 38%), followed by a notable increase to 53% by Year 2. Conversely, the percentage of girls showed an opposite trend, initially increasing from 56% to 62% by Year 1, then decreasing to 47% by Year 2.

Regarding religion, the vast majority of respondents identified as Hindu throughout the evaluations, with a small proportion of Muslim respondents (6% in Year 2).

In terms of caste category, there was a notable shift from the baseline to Year 1, with a decrease in the percentage of Scheduled Caste respondents (from - to 42%) and an increase in the percentage of Other Backward Class respondents (from - to 42%). This trend continued into Year 2, indicating a changing demographic composition. Changes in socioeconomic status were evident through shifts in the type of ration card held by respondents. Notably, there was a significant decrease in the percentage of respondents holding Above Poverty Line (APL) ration cards (from 58% to 1%), coupled with a substantial increase in Below Poverty Line (BPL) cardholders (from 31% to 94%) by Year 1, which persisted into Year 2. Improvements in housing conditions were observed, as indicated by the increased percentage of respondents living in pucca or semi-pucca dwellings over the evaluation period (from 55% to 67% in Year 1, and then slightly decreasing to 57% in Year 2).

Access to clean fuel for cooking showed improvement, with a notable increase in the percentage of respondents using LPG as their main fuel source (from 60% to 81%) by Year 2.

Sanitation facilities remained consistently high, with nearly all respondents having access to toilets at home throughout the evaluations (97% in baseline and Year 1, and 100% in Year 2).

Access to clean drinking water saw fluctuations, with a decrease in the percentage of respondents relying on piped water supply (from 68% to 36% in Year 2), accompanied by an increase in the use of borewells (from 26% to 59%).

Overall, the data highlights dynamic shifts in demographics and living conditions among respondents over the evaluation period, indicating changes in socioeconomic status and access to essential amenities.

Table 1 : Demographic and Socio-Economic Profile of Respondents

Particulars	Profile of the Respondents	Baseline	Year 1 Evaluation	Year 2 Evaluation
	N	333	216	205
Gender	Boys	44%	38%	53%
	Girls	56%	62%	47%
Religion	Hindu	-	-	94%
	Muslim	-	-	6%
Caste Category	Scheduled Tribe	-	-	2%
	Scheduled Caste	-	-	42%
	Other Backward Class	-	-	42%
	None of them	-	-	12%
	Don't know	-	-	2%
Type of Ration Card	Above Poverty Line (APL)	58%	19%	1%
	Below Poverty Line (BPL)	31%	57%	94%
	Antyodaya	0%	1%	0%
	Do not have a ration card	11%	11%	5%
Type of Dwellings	Pucca	55%	67%	57%
	Semi-pucca	37%	15%	34%
	Kutcha	8%	18%	6%
Fuel Used Mainly	Kerosene	0%	0%	0%
	Wood	12%	13.0%	16%
	LPG	60%	71.8%	81%
	Dunk Cakes	28%	15.3%	0%
	Biogas	0%	0%	3%
Toilet Facility	Toilet at home	97%	100%	99%
	Use public toilet	1%	0%	0%
	Use neighbour/relative's toilet facility	2%	0%	1%
	No facility (Open Defecation)	1%	0%	0%
Drinking Water Source Main	Piped water supply	68%	71%	36%
	Hand Pump	6%	5%	5%
	Borewell	26%	25%	59%

CHAPTER 3: EDUCATIONAL ASPIRATIONS AND CAREER PATHWAYS AMONG ADOLESCENTS

Understanding the educational aspirations and career pathways of adolescents is critical to tailoring programs that empower young minds and bridge the gender gaps in aspirations and achievements. It is important to discern not just the aspirations themselves, but the underlying reasons for these aspirations, which can vary significantly between boys and girls due to societal norms, cultural expectations, and economic circumstances. Recognizing any perceived differences between boys and girls in the age groups of 11-14 and 15-18 helps in creating targeted interventions. Such interventions can then effectively support the youth in their pursuit of educational and career goals, ensuring equal opportunities and encouraging a paradigm shift towards gender equality. This chapter aims to dissect these aspects based on recent survey data, thereby shedding light on the impact of the Adolescent Empowerment Program and the evolving dynamics of gender roles in educational and career ambitions.

3.1 EDUCATIONAL ASPIRATIONS

3.1.1 Class up to which a girl should study

The data regarding the preferred level of education for girls across different age groups, as reported in the baseline, year 1 evaluation, and year 2 evaluation, offers insights into their educational aspirations and societal expectations.

Table 2 : Class upto which a girl should study

CLASS UPTO WHICH A GIRL SHOULD STUDY												
Class	Baseline				Year 1 Evaluation				Year 2 Evaluation			
	UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Class 12	22%	29%	10%	10%	9%	41%	13%	41%	14%	27%	19%	8%
Graduation	13%	8%	10%	7%	28%	31%	14%	36%	4%	8%	5%	6%
Post-Graduation	3%	5%	2%	10%	9%	13%	12%	2%	2%	2%	0%	4%
As per their wish	62%	54%	77%	67%	50%	15%	54%	18%	79%	61%	76%	77%
Others	0%	4%	1%	6%	3%	0%	7%	2%	1%	2%	0%	5%

Among girls aged 11-14, the desire to study up to Class 12 consistently emerges as a significant goal, although there is a slight decrease from 22% in the baseline to 9% in the year 2 evaluation. This decline may suggest various factors influencing educational attainment, such as access to resources, societal norms, or personal aspirations. Notably, the percentage of girls aspiring to pursue education as per their wish increases substantially over the evaluation periods (62% in baseline to 79% in year 2 evaluation for UT girls), indicating a growing emphasis on individual agency and autonomy in educational decision-making.

In the 15-18 age group, the data show a similar trend, with a significant proportion of girls expressing a desire to study as per their wish across all evaluation years. However, there are differences in the aspirations for higher education levels. While a considerable percentage of girls aspire to complete Class 12 (10% in baseline to 13% in year 1 and 19% in year 2 evaluation), the numbers aiming for graduation

and post-graduation are relatively lower. This discrepancy may reflect broader societal challenges or structural barriers in accessing higher education opportunities beyond secondary school.

Comparatively, a higher percentage of boys in the age group of 15-18 years expressed aspirations to study as per their wish (67% in baseline to 77% in year 2 evaluation). This gender disparity in educational aspirations underscores the importance of addressing systemic inequalities and promoting gender-inclusive policies and initiatives to support girls' education and empowerment.

Overall, the data highlight the need for targeted interventions and supportive measures to ensure that girls have equal opportunities to pursue their educational goals and fulfill their potential, regardless of societal expectations or gender norms. These findings underscore the importance of targeted interventions to promote and support girls' education, taking into account the shifting perspectives of adolescents in Karnal district.

3.1.2 Class up to which a boy should study

The data concerning the desired level of education for boys, delineated across different age groups and evaluation periods, provides valuable insights into educational aspirations and societal expectations.

For boys aged 11-14, there is a notable shift in educational aspirations over the evaluation years. While a significant percentage express a preference to study as per their wish across all evaluation periods, there is also an increase in the desire to pursue education up to Class 12 and beyond. Specifically, there is a gradual rise in the proportion of boys aiming for Class 12, graduation, and post-graduation levels. This trend suggests a positive inclination towards higher education among younger boys, possibly influenced by factors such as increased awareness of educational opportunities or aspirations for better career prospects.

In the 15-18 age group, the data reveal a similar pattern, with a substantial percentage of boys expressing aspirations to study as per their wish consistently across all evaluation years. Moreover, there is a notable increase in the percentage of boys aiming for higher education levels, including graduation and post-graduation. This trend reflects a continued commitment to academic advancement and personal development among older boys, highlighting their aspirations for attaining higher levels of educational attainment.

Interestingly, there is a significant gender disparity in educational aspirations, with a higher percentage of boys expressing intentions to pursue higher education compared to girls in the same age groups. While societal expectations and cultural norms may influence these differences, it underscores the importance of addressing gender-related barriers and promoting equal access to education for all children, irrespective of gender.

Overall, the data emphasize the need for comprehensive strategies and targeted interventions to support boys' educational aspirations and ensure equitable access to educational opportunities. By fostering an inclusive educational environment and addressing systemic inequalities, societies can empower boys to achieve their academic goals and contribute meaningfully to their personal and professional development.

Table 3 : Class upto which a boy should study

CLASS UPTO WHICH A BOY SHOULD STUDY												
Class	Baseline				Year 1 Evaluation				Year 2 Evaluation			
	UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Class 12	16%	24%	8%	6%	8%	28%	6%	16%	35%	13%	8%	11%
Graduation	13%	5%	8%	7%	25%	44%	13%	55%	4%	2%	4%	8%
Post-Graduation	3%	5%	2%	6%	8%	10%	6%	9%	2%	4%	6%	4%
As per their wish	68%	59%	82%	79%	56%	18%	72%	18%	50%	59%	60%	60%
Others	0%	6%	0%	3%	3%	0%	3%	2%	8%	23%	21%	17%

3.2 NAVIGATING EDUCATIONAL VALUES: PERSPECTIVES ON LEARNING FOR BOYS AND GIRLS

3.2.1 Perceived reasons why a girl should study

Table 4 : Perceived reasons why a girl should study

PERCEIVED REASONS WHY A GIRL SHOULD STUDY												
Class	Baseline				Year 1 Evaluation				Year 2 Evaluation			
	UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
For more knowledge	8%	9%	12%	10%	13%	15%	16%	25%	0%	4%	4%	11%
To enhance skills	40%	14%	50%	16%	22%	21%	19%	36%	46%	23%	52%	45%
For livelihood/job/work	96%	87%	94%	93%	94%	97%	99%	93%	73%	88%	48%	79%
One should be able to read/ write	41%	13%	36%	16%	45%	31%	54%	30%	10%	23%	25%	23%
To know what is right/wrong	8%	0%	20%	20%	45%	28%	72%	36%	31%	11%	23%	34%
Educated girl is more respected in the society	22%	15%	26%	10%	38%	26%	52%	39%	8%	16%	13%	53%
Able to teach their children later in life	19%	27%	29%	43%	17%	54%	35%	70%	0%	13%	2%	9%
It will help them get an educated husband	5%	6%	17%	14%	11%	10%	19%	16%	0%	4%	0%	6%

The perceived reasons why girls should pursue education exhibit interesting dynamics across the baseline, year 1, and year 2 evaluations, especially when compared between age groups and evaluation rounds:

For More Knowledge:

- Among girls aged 11-14 years, there's a slight increase in the percentage citing education for acquiring knowledge from baseline to year 1, followed by a decrease in year 2 (8% in baseline to 13% in Year 1 to 0% in Year 2).

- In contrast, among girls aged 15-18 years, the percentage remains relatively high across all evaluation rounds, indicating a consistent perception that education is valued for gaining knowledge, particularly among older adolescents.

To Enhance Skills:

- There's variability in the importance attributed to education for skill enhancement among girls aged 11-14 years. While there's a decrease from baseline to year 1, the percentage increases substantially in year 2 (40% in baseline to 22% in Year 1 to 46% in Year 2), suggesting a fluctuating perception regarding the role of education in skill development among younger girls.
- Among girls aged 15-18 years, the percentage remains relatively stable across the evaluation rounds, indicating a consistent recognition of education's role in skill enhancement among older adolescents.

For Livelihood/Job/Work:

- Across all age groups and evaluation rounds, the vast majority of girls perceive education as essential for securing livelihoods, jobs, or work opportunities. This perception remains consistently high, indicating a strong and unwavering belief in the instrumental value of education for economic security among girls.

To Know What Is Right/Wrong:

- There's a substantial increase in the percentage of girls citing education to understand right from wrong across all age groups and evaluation rounds. This suggests a growing awareness of education's role in moral discernment among girls over time.

Educated Girl Is More Respected in Society:

- Among girls aged 11-14 years, there's a notable increase in the percentage citing education for garnering societal respect from baseline to year 1, which then slightly decreases in year 2. This suggests a fluctuation in the perceived importance of education for social status among younger girls over time.
- In contrast, among girls aged 15-18 years, the percentage increases steadily across the evaluation rounds, indicating a consistent recognition of education as a pathway to societal respect among older adolescents.

To Teach Children Later in Life:

- There's a significant increase in the percentage of girls citing education to prepare for teaching their children later in life among girls aged 15-18 years from baseline to year 1, followed by a slight decrease in year 2. This suggests a fluctuation in the perceived importance of education for future parenting responsibilities among older girls over time.

To Get an Educated Husband:

- This reason is mentioned by only a small percentage of girls across all age groups and evaluation rounds, indicating a minimal perceived importance of education for marital considerations among girls.

In conclusion, the analysis of perceived reasons why girls should pursue education reveals intriguing trends and variations across different age groups and evaluation rounds. Overall, there is a consistent recognition of education's instrumental value for livelihood, job prospects, and economic security among

girls of all ages. Additionally, there is a growing awareness of education's role in knowledge acquisition, skill enhancement, moral discernment, and garnering societal respect, particularly among older adolescents. However, there are fluctuations in the perceived importance of education for certain reasons, such as social status and future parenting responsibilities, among younger girls over time. These findings underscore the multifaceted nature of motivations for pursuing education among girls and highlight the importance of tailored interventions and support systems to address their evolving needs and aspirations. Moving forward, it is essential to continue promoting education as a transformative tool for empowerment, while also addressing the specific challenges and barriers that girls may face in accessing and benefiting from educational opportunities.

3.2.2 Perceived reasons why a boy should study

The perceived reasons why boys should pursue education reveal interesting trends and shifts across the baseline, year 1, and year 2 evaluations. Here's a detailed comparison across the evaluation rounds:

For More Knowledge:

- Among boys aged 11-14 years, there's a notable increase in the percentage citing the pursuit of education for acquiring knowledge from baseline to year 1, which then decreases slightly in year 2. This suggests a fluctuation in the importance attributed to education for knowledge acquisition among younger boys over time.
- In contrast, among boys aged 15-18 years, the percentage remains relatively low across all evaluation rounds, indicating a consistent perception that education is not primarily valued for gaining knowledge, especially in the later adolescent years.

To Enhance Skills:

- There's variability in the importance placed on education for skill enhancement among boys aged 11-14 years. While there's an increase from baseline to year 1, the percentage decreases in year 2, suggesting a fluctuating perception regarding the role of education in skill development among younger boys.
- Among boys aged 15-18 years, the percentage remains relatively stable across the evaluation rounds, indicating a consistent recognition of education's role in skill enhancement among older adolescents.

For Livelihood/Job/Work:

- Across all age groups and evaluation rounds, the vast majority of boys perceive education as essential for securing livelihoods, jobs, or work opportunities. This perception remains consistently high, indicating a strong and unwavering belief in the instrumental value of education for economic security among boys.

To Know What Is Right/Wrong:

- There's a notable increase in the percentage of boys aged 11-14 years citing education to understand right from wrong from baseline to year 1, followed by a slight decrease in year 2. This suggests a fluctuation in the recognition of education's role in moral development among younger boys over time.
- Among boys aged 15-18 years, the percentage increases substantially from baseline to year 1 and remains high in year 2, indicating a growing awareness of education's role in moral discernment among older adolescents.

Educated Boy Is More Respected in Society:

- Among boys aged 11-14 years, there's a substantial increase in the percentage citing education for garnering societal respect from baseline to year 1, which then slightly decreases in year 2. This suggests a fluctuation in the perceived importance of education for social status among younger boys over time.
- In contrast, among boys aged 15-18 years, the percentage increases steadily across the evaluation rounds, indicating a consistent recognition of education as a pathway to societal respect among older adolescents.

Educated Boy Can Get an Educated Wife:

- This reason is only mentioned by a small percentage of boys aged 15-18 years in year 2, indicating a minimal perceived importance of education for marital considerations among older adolescents.

Overall, the analysis highlights dynamic shifts and trends in the perceived reasons why boys should pursue education, reflecting evolving attitudes and priorities among adolescent boys over time.

Table 5 : Perceived reasons why a girl should study

PERCEIVED REASONS WHY A BOY SHOULD STUDY												
Class	Baseline				Year 1 Evaluation				Year 2 Evaluation			
	UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
For more knowledge	7%	15%	3%	11%	11%	31%	14%	34%	0%	7%	2%	17%
To enhance skills	39%	19%	39%	20%	13%	10%	20%	36%	0%	20%	27%	53%
For livelihood/job/work	97%	95%	99%	99%	98%	100%	100%	100%	75%	100%	73%	89%
One should be able to read/ write	34%	8%	27%	19%	44%	28%	58%	39%	19%	14%	33%	21%
To know what is right/wrong	3%	6%	4%	11%	47%	23%	57%	55%	19%	14%	13%	38%
Educated boy is more respected in the society	12%	29%	23%	33%	31%	64%	54%	77%	2%	23%	15%	51%
It will help them get an educated wife	-	-	-	-	-	-	-	-	2%	5%	4%	2%

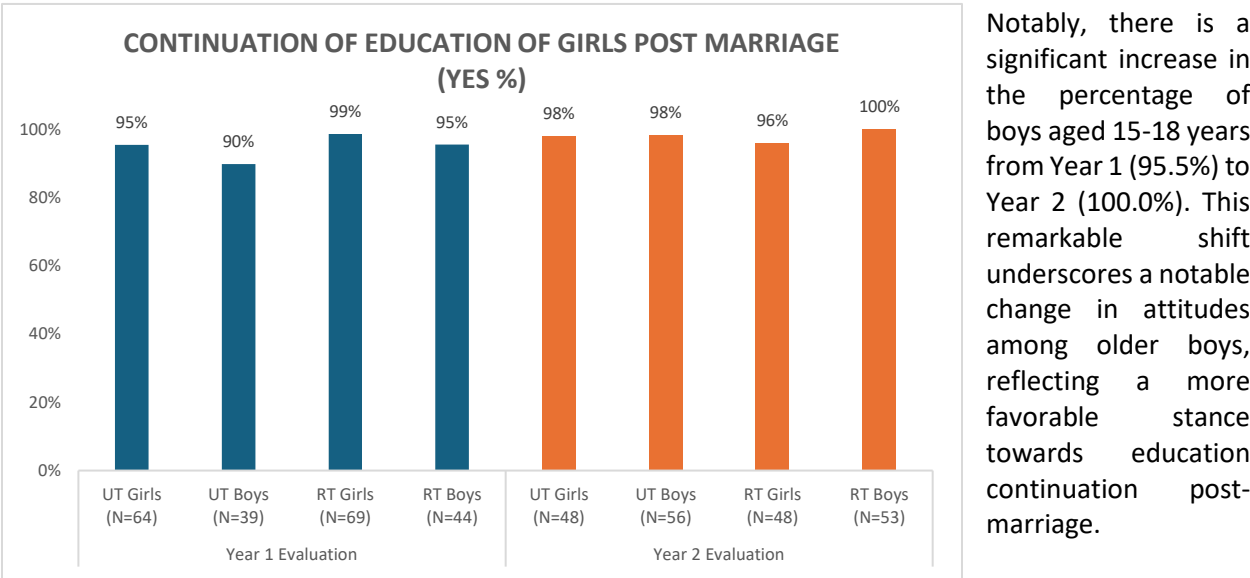
3.3 ADOLESCENTS' PERCEPTION ON CONTINUATION OF EDUCATION POST MARRIAGE

The perception of adolescents regarding the continuation of education after marriage is a crucial aspect of their educational journey, reflecting their aspirations, societal norms, and access to opportunities. Understanding these perceptions over time can provide insights into the evolving dynamics surrounding education, gender roles, and social norms. In this analysis, we delve into the Year 1 and Year 2 evaluations to examine any notable differences in adolescents' perceptions across age and gender groups regarding the continuation of education post-marriage.

Comparing the Year 1 and Year 2 evaluations reveals intriguing trends in adolescents' perceptions of education continuation after marriage. Across all age and gender groups, there is a prevalent positive inclination towards continuing education post-marriage. However, nuanced differences emerge between the two evaluation years.

In Year 1, a slightly lower percentage of boys aged 11-14 years (89.7%) perceive education continuation post-marriage compared to Year 2 (98.2%). This suggests a potential shift towards a more positive outlook among younger boys over time. Conversely, in the older age group (15-18 years), girls exhibit a higher percentage in Year 1 (98.6%) compared to Year 2 (95.8%). This decline may indicate various factors influencing girls' perceptions, such as cultural norms or societal expectations.

Figure 1 - Adolescents' perception on continuation of education of girls post marriage



Notably, there is a significant increase in the percentage of boys aged 15-18 years from Year 1 (95.5%) to Year 2 (100.0%). This remarkable shift underscores a notable change in attitudes among older boys, reflecting a more favorable stance towards education continuation post-marriage.

The comparison between Year 1 and Year 2 evaluations sheds light on the evolving perceptions of adolescents regarding education continuation after marriage. While overall positive attitudes persist across age and gender groups, there are discernible variations over time. Younger boys show an increasing inclination towards education continuation, while older boys exhibit a remarkable positive shift in their perceptions. Conversely, older girls display a slight decline in their outlook, indicating potential challenges or societal influences.

These findings underscore the dynamic nature of adolescent perceptions and highlight the importance of targeted interventions and supportive environments to foster positive attitudes towards education continuation, especially post-marriage. Further research into the underlying factors driving these shifts can inform tailored strategies aimed at promoting educational opportunities and gender equality among adolescents.

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3.4 CAREER ASPIRATIONS OF ADOLESCENTS THEN AND NOW

Understanding adolescents' career aspirations after completing their education is vital for designing educational programs, career guidance, and workforce planning. Examining the Year 1 and Year 2 evaluations provides insights into any shifts or trends in career aspirations among adolescent girls and boys across different age groups. This analysis delves into the data to identify any notable changes and explore potential factors influencing career choices.

Comparing the career aspirations of adolescents between Year 1 and Year 2 evaluations reveals interesting insights into shifts in career preferences over time. Across both evaluation years, certain career paths remain popular among adolescents, while others show variability and evolution.

In Year 1, the aspiration for becoming a teacher is prominent among girls aged 11-14 years (27%) and boys aged 11-14 years (21%). However, this decreases slightly in Year 2 for both groups, indicating a potential shift in interest towards other professions. Conversely, aspirations for careers in medicine, particularly becoming a doctor or nurse, show mixed trends. While the aspiration to become a doctor decreases slightly among boys aged 15-18 years from Year 1 (18%) to Year 2 (17%), it increases notably among girls aged 15-18 years from Year 1 (14%) to Year 2 (31%). This disparity may reflect changing perceptions of gender roles and opportunities in the medical field.

Table 6 : Adolescents' career aspiration after completing education

ADOLESCENTS' CAREER ASPIRATION AFTER COMPLETING EDUCATION								
Aspiration	Year 1 Evaluation				Year 2 Evaluation			
	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Engineer	2%	3%	1%	9%	4%	11%	2%	15%
Doctor	19%	13%	14%	11%	27%	18%	31%	17%
Scientist	2%	3%	0%	2%	0%	0%	2%	0%
Teacher	27%	21%	22%	7%	23%	9%	17%	11%
Nurse	6%	0%	3%	0%	0%	0%	2%	0%
Politician	0%	0%	0%	0%	0%	0%	0%	0%
IAS/PCS officer	5%	5%	13%	5%	17%	13%	17%	4%
Farmer	0%	0%	0%	0%	0%	2%	0%	0%
Police	27%	13%	23%	7%	15%	20%	4%	13%
Other	6%	13%	22%	34%	4%	16%	6%	34%

Interestingly, aspirations for careers in law enforcement, such as becoming a police officer or joining the Indian Administrative Service (IAS)/Provincial Civil Service (PCS), show variability across gender and age groups. For instance, aspirations to become a police officer decrease among boys aged 15-18 years from Year 1 (20%) to Year 2 (13%), while they increase among girls aged 15-18 years from Year 1 (23%) to Year 2 (4%). Conversely, aspirations for careers as IAS/PCS officers increase among both boys and girls aged 15-18 years in Year 2 compared to Year 1.

Furthermore, the "Other" category of career aspirations shows significant variability, especially among older adolescents in Year 2. This suggests a broader range of career interests or exposure to diverse opportunities among adolescents, which could be influenced by factors such as education, societal changes, or exposure to role models.

The comparison between Year 1 and Year 2 evaluations highlights shifts and trends in adolescents' career aspirations after completing their education. While some career paths remain popular, others show variability and evolution over time, reflecting changing perceptions, societal influences, and exposure to opportunities. Understanding these trends is crucial for guiding educational and career development initiatives tailored to the needs and aspirations of adolescents, ultimately contributing to their holistic development and the fulfillment of their potential in diverse professional fields.

3.4.1 Information sources shaping career paths

Understanding the sources of information that shape adolescents' career paths is essential for designing effective career guidance programs and educational interventions. Analyzing data from Year 1 and Year 2 evaluations provides valuable insights into how adolescents, particularly girls and boys across different age groups, rely on various sources to inform their career aspirations. This analysis aims to explore any shifts or patterns in the sources of information influencing career choices among adolescents.

Table 7 : Information sources shaping career paths

INFORMATION SOURCES SHAPING CAREER PATHS								
Sources	Year 1 Evaluation				Year 2 Evaluation			
	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Mother	38%	44%	22%	39%	24%	14%	12%	10%
Father	38%	72%	26%	55%	33%	42%	10%	33%
Teacher	30%	59%	35%	41%	15%	50%	33%	57%
Friends / Siblings	20%	18%	19%	23%	17%	28%	17%	41%
Relative	11%	8%	23%	27%	17%	38%	12%	25%
Media	33%	36%	32%	32%	17%	36%	19%	25%
Coaching institute	2%	0%	1%	0%	0%	0%	2%	0%

Comparing the sources of information shaping career paths between Year 1 and Year 2 evaluations reveals noteworthy trends and variations across gender and age groups. Adolescents rely on a diverse range of sources, including parents, teachers, friends, relatives, media, and coaching institutes, to gather information about potential career paths.

In both evaluation years, parents, particularly fathers, emerge as significant influencers of career choices, especially among boys. However, there is a notable decrease in reliance on fathers as a source of information among boys aged 11-14 years from Year 1 (72%) to Year 2 (55%). Conversely, mothers maintain their influence across both evaluation years, albeit at varying degrees. Girls aged 11-14 years consistently rely on their mothers as a primary source of information about career paths.

Teachers play a crucial role in shaping career aspirations, particularly among boys aged 15-18 years, with a substantial reliance on them in both evaluation years. However, there is a significant decrease in the influence of teachers among girls aged 15-18 years from Year 1 (35%) to Year 2 (15%). This decrease may suggest a shift in information-seeking behavior or exposure to alternative sources of career guidance among older adolescent girls.

Friends and siblings, as well as relatives, also contribute to shaping career paths, although their influence varies across gender and age groups. Notably, reliance on friends and siblings as sources of information

increases among boys aged 15-18 years in Year 2, indicating the growing influence of peer networks on career decisions among older adolescent boys.

Media, including television, internet, and other digital platforms, also play a role in shaping career aspirations, although their influence remains relatively stable across evaluation years. However, there is a decrease in reliance on media among girls aged 15-18 years from Year 1 (32%) to Year 2 (17%), suggesting a potential shift in information consumption patterns or preferences among older adolescent girls.

The comparison of information sources shaping career paths between Year 1 and Year 2 evaluations highlights nuanced shifts and variations in adolescents' information-seeking behavior and influences on career aspirations. Understanding these trends is crucial for developing targeted interventions and support mechanisms that cater to the evolving needs and preferences of adolescents, ultimately facilitating informed career decision-making and holistic development.

3.5 SUMMARY

Chapter 3 delves into the educational aspirations and career pathways of adolescents, emphasizing the importance of tailoring interventions to bridge gender gaps in aspirations and achievements. It highlights how societal norms and cultural expectations influence these aspirations, necessitating targeted interventions to support youth in their pursuit of educational and career goals. The chapter dissects data from baseline, year 1, and year 2 evaluations to shed light on the evolving dynamics of gender roles in educational and career ambitions.

In terms of educational aspirations, significant shifts are observed, particularly among girls. For example, there's a remarkable increase in the percentage of girls aged 11-14 aspiring to study as per their wish, rising from 62% in baseline to 79% in year 2 evaluation for UT girls. Conversely, aspirations for higher education levels beyond Class 12 show variability, suggesting challenges in accessing higher education opportunities. Notably, among boys, there's a positive inclination towards higher education over time, with a gradual rise in aspirations for Class 12, graduation, and post-graduation levels.

Perceived reasons for pursuing education also evolve, with notable changes observed over the evaluation years. While there's a consistent recognition of education's instrumental value for livelihood, job prospects, and economic security among both genders, other reasons show fluctuations. For instance, the percentage of boys aged 15-18 citing education to understand right from wrong increases substantially from baseline to year 2, reflecting a growing awareness of education's role in moral development.

Regarding career aspirations, there's a mix of stability and variability across evaluation years. While some career paths remain popular, others show notable shifts. For example, aspirations for careers in medicine increase notably among girls aged 15-18 from year 1 to year 2, indicating changing perceptions of gender roles in the medical field. Additionally, there are shifts in the sources of information shaping career paths, with varying influences of parents, teachers, peers, and media across gender and age groups. Understanding these trends is crucial for designing effective interventions that cater to the evolving needs and preferences of adolescents, ultimately facilitating informed career decision-making and holistic development.

CHAPTER 4: OPINION ON GENDER ROLES AND DISCRIMINATORY PRACTICES

Chapter 4, "Opinion on Gender Roles and Discriminatory Practices," is a pivotal section within the context of the Adolescent Empowerment Programme. This chapter delves into the nuanced shifts in adolescents' perceptions of gender roles, providing a lens through which to view the evolving landscape of gender equality and its implications for empowerment initiatives. The importance of this chapter stems from its focus on understanding adolescents' attitudes towards economic contributions, domestic chores, civic participation, decision-making, caregiving roles, aspirations, and property rights. By examining these areas, the chapter offers invaluable insights into how gender norms are being challenged and redefined among the younger generation. The type of information collected and analyzed here is crucial for shaping effective strategies to combat gender discrimination and promote a more inclusive society where both girls and boys feel empowered to transcend traditional roles.

4.1 ADOLESCENTS AWARENESS OF GENDER-BASED DISCRIMINATION

It is important to understand the adolescents' perceptions of gender-based discrimination across three evaluation periods, categorized by age and gender.

1. Educating girls and household chores:

- In the baseline, a higher percentage of boys aged 11-14 years (19%) agreed that educating girls is unnecessary for household chores compared to girls of the same age group (4%).
- Over time, there was a gradual decrease in the percentage of boys agreeing with this statement, with Year 2 showing the lowest agreement (10%) among boys aged 11-14 years.
- Girls consistently maintained a significantly lower percentage of agreement across all evaluations, reflecting a more progressive attitude towards gender equality in education.

2. Marriage decisions and autonomy:

- Initially, a notable percentage of both boys and girls across age groups agreed that only elders should decide when a girl gets married.
- However, there was a significant decrease in agreement over time, particularly among boys aged 15-18 years, indicating a positive shift towards recognizing girls' autonomy in marriage decisions.
- Girls consistently displayed higher levels of disagreement with this statement compared to boys across all evaluations, reflecting a stronger belief in individual autonomy among girls.

3. Equality in leisure time:

- Across all evaluations, the vast majority of respondents, regardless of age or gender, agreed that girls should have as much leisure time as boys.
- There were minimal fluctuations in responses over time, indicating a consistent recognition of the importance of gender equality in recreational activities among adolescents.

4. Attitudes towards domestic violence:

- While the majority of respondents disagreed with the notion that women should tolerate domestic violence, there were slight fluctuations in responses over time, particularly among boys aged 11-14 years.
- However, overall, there was a consistent trend towards rejecting the acceptance of domestic violence as a means to maintain family peace, with girls consistently displaying higher levels of disagreement compared to boys.

5. Perceptions of punishment:

- Initially, a majority of respondents, especially boys, agreed that it's acceptable for parents and teachers to punish children.
- However, there was a noticeable decrease in agreement over time, particularly among girls aged 11-14 years (65% in baseline to 35% in Year 2), indicating a growing awareness of the harmful effects of punitive measures on children.
- Boys consistently displayed higher levels of agreement with this statement compared to girls across all evaluations.

6. Education and marriage:

- Initially, a significant percentage of boys, especially in the older age group, agreed that girls should not pursue higher studies due to marriage concerns.
- However, there was a notable increase in agreement among boys aged 15-18 years over time, suggesting a regressive shift in attitudes towards girls' education.
- Girls' opinions remained largely consistent across evaluations, indicating a more progressive attitude towards girls' education compared to boys.

7. Early marriage and safety:

- While a considerable percentage of respondents initially agreed that early marriage could protect girls from molestation or harassment, there was a significant decrease in agreement over time.
- This shift was more pronounced among boys aged 15-18 years, indicating a growing recognition of the harmful implications of early marriage on girls' safety and well-being.
- Girls consistently displayed lower levels of agreement with this statement compared to boys across all evaluations, reflecting a stronger belief in delaying marriage for girls' safety and well-being.

8. Boys should be given more nutritious food as compared to girls:

- At baseline, there was a significant agreement among both girls and boys aged 11-14 years that boys should be given more nutritious food compared to girls, with 27% of girls and 9% of boys agreeing.
- However, by year 1 evaluation, there was a notable decrease in agreement among both groups, with only 8% of girls and 3% of boys agreeing.
- This trend continued in year 2 evaluation, with further decreases in agreement, indicating a substantial shift in perceptions towards gender equality in food distribution. Notably, the percentage of boys agreeing decreased from 21% in year 1 to 17% in year 2, while the percentage of girls agreeing remained constant at 27% from year 1 to year 2.

9. A girl may not be allowed to go alone/with peers outside as it is inappropriate for girls to go alone/peers in our community:

- Initially, there was a considerable agreement among both girls and boys aged 11-14 years and 15-18 years that it was inappropriate for girls to go outside alone or with peers, with 37% to 51% agreement at baseline.
- However, by year 1 evaluation, there was a noticeable decrease in agreement across all groups, indicating a shift in perceptions towards greater freedom and autonomy for girls. For example, the percentage of girls aged 11-14 years agreeing decreased from 51% at baseline to 42% in year 1.
- In year 2 evaluation, the trend of decreased agreement continued, with further declines in the percentage of agreement among all groups. For instance, the percentage of girls aged 15-18 years agreeing decreased from 41% in year 1 to 33% in year 2.

Overall, the data on adolescents' awareness of gender-based discrimination (GBD) reveals notable shifts in perceptions and attitudes across key indicators from baseline to year 1 to year 2 evaluations. Overall, there has been a positive trend towards increased awareness and rejection of discriminatory beliefs and practices. For instance, there is a substantial decrease in the agreement that girls should not do higher studies to avoid difficulties in getting married, with a decline from 21% at baseline to 6% in year 2. Similarly, there is a significant decrease in agreement with the notion that girls should be married off early to avoid molestation or harassment issues, dropping from 16% at baseline to 6% in year 2. Additionally, there is an overall decrease in agreement with discriminatory statements across various age groups and indicators, indicating a progressive shift towards gender equality and awareness of the detrimental effects of discriminatory attitudes and practices within the community over the evaluation periods.

Table 8 : Adolescents' awareness of gender-based discrimination

ADOLESCENTS' AWARENESS OF GENDER-BASED DISCRIMINATION													
Key indicators	Level of agreement	Baseline				Year 1 Evaluation				Year 2 Evaluation			
		UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Educating girls is not necessary as they are supposed to do household chores.	Agree	4%	19%	3%	14%	2%	10%	3%	7%	13%	11%	23%	21%
	Disagree	96%	81%	97%	86%	98%	90%	97%	93%	85%	89%	77%	77%
	Not sure	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	2%
A girl cannot say when she wants to get married because only the elders know best	Agree	40%	45%	21%	37%	44%	54%	26%	30%	19%	32%	27%	66%
	Disagree	58%	54%	79%	61%	56%	46%	74%	70%	79%	68%	73%	34%
	Not sure	2%	1%	0%	1%	0%	0%	0%	0%	2%	0%	0%	0%
A girl should get as much leisure time as boys get	Agree	93%	86%	99%	94%	94%	92%	93%	98%	90%	88%	94%	83%
	Disagree	7%	13%	1%	6%	6%	8%	7%	2%	8%	13%	6%	17%
	Not sure	0%	1%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
Women should tolerate domestic violence in order to maintain the family peace	Agree	13%	27%	14%	33%	16%	13%	12%	11%	17%	18%	15%	21%
	Disagree	87%	73%	86%	66%	83%	87%	87%	89%	81%	79%	85%	70%
	Not sure	0%	0%	0%	1%	2%	0%	1%	0%	2%	4%	0%	9%
It is right if parents and teachers punish children	Agree	65%	90%	58%	89%	70%	92%	70%	93%	35%	54%	44%	75%
	Disagree	35%	8%	42%	10%	30%	8%	28%	7%	48%	20%	31%	17%
	Not sure	0%	3%	0%	1%	0%	0%	3%	0%	17%	27%	25%	8%
A girl should not do higher studies as it will be difficult to get her married	Agree	7%	21%	4%	9%	0%	8%	13%	5%	21%	21%	6%	43%
	Disagree	91%	77%	94%	90%	100%	90%	86%	95%	79%	75%	90%	49%
	Not sure	2%	3%	1%	1%	0%	3%	1%	0%	0%	4%	4%	8%
A girl should be married off early so that she does not face molestation or harassment issues	Agree	16%	24%	9%	24%	5%	21%	1%	7%	17%	32%	6%	42%
	Disagree	84%	74%	91%	76%	95%	79%	99%	93%	83%	63%	90%	53%
	Not sure	0%	1%	0%	0%	0%	0%	0%	0%	0%	5%	4%	6%
Boys should be given more nutritious food as compared to girls	Agree	27%	9%	24%	6%	8%	3%	11%	6%	27%	21%	17%	40%
	Disagree	71%	91%	74%	93%	92%	97%	89%	94%	71%	71%	75%	53%
	Not sure	3%	0%	1%	1%	0%	0%	0%	0%	2%	7%	8%	8%
A girl may not be allowed to go alone/ with peers outside as it is inappropriate for girls to go alone/ peers in our community.	Agree	37%	37%	41%	21%	51%	42%	41%	22%	69%	54%	33%	43%
	Disagree	62%	63%	59%	79%	46%	58%	59%	78%	29%	41%	65%	47%
	Not sure	1%	0%	0%	0%	3%	0%	0%	0%	2%	5%	2%	9%

4.2 OPINION ON GENDER ROLES

The section on gender roles in adolescents' perceptions provides valuable insights into the evolving attitudes towards gender equality and responsibilities within households and communities. By examining the responses of both girls and boys aged 11-14 and 15-18 years across baseline, year 1, and year 2 evaluations, we gain a comprehensive understanding of how societal norms and perceptions are shifting over time. This section delves into various key indicators such as earning money, cooking, attending meetings, and taking care of household chores, shedding light on the changing dynamics of gender roles within households and communities. Analyzing these trends offers critical insights into the progress towards achieving gender equality and the challenges that still exist in reshaping traditional gender norms among adolescents.

Earning Money:

- Among boys aged 11-14, the percentage agreeing that earning money is their responsibility increased from 12% at baseline to 17% in year 1 and then decreased to 8% in year 2. For girls aged 11-14, this percentage remained consistently low, ranging from 0% at baseline to 2% in year 1 and then rising to 13% in year 2.
- Girls aged 15-18 also showed a slight increase in the percentage agreeing with shared responsibility, from 4% at baseline to 6% in year 1, but dropped to 0% in year 2.

Cooking:

- Boys aged 11-14 displayed a gradual increase in the percentage favoring shared responsibility, rising from 61% at baseline to 70% in year 1 and then reaching 83% in year 2. Girls aged 11-14 consistently favored shared responsibility, with percentages ranging from 70% at baseline to 83% in year 1 and then peaking at 96% in year 2.
- Similarly, girls aged 15-18 showed a consistent preference for shared responsibility, with percentages increasing from 74% at baseline to 83% in year 1 and then reaching 96% in year 2.

Go to the Market to Shop:

- Both boys and girls aged 11-14 and 15-18 increasingly favored shared responsibility over time, with high percentages indicating shared responsibility in all groups across all evaluation periods.

Washing Dishes and Laundry:

- Boys aged 11-14 showed a progressive increase in shared responsibility, with the percentage declining from 4% at baseline to 0% in year 1 and then rising slightly to 2% in year 2. In contrast, girls aged 11-14 displayed a decline in shared responsibility, with percentages decreasing from 48% at baseline to 44% in year 1 and then dropping further to 38% in year 2.

Attend Panchayat/Village/Society Meetings:

- Boys aged 11-14 increasingly favored shared responsibility, with percentages rising from 54% at baseline to 50% in year 1 and then peaking at 85% in year 2. Girls aged 15-18 consistently preferred shared responsibility, with high percentages ranging from 73% at baseline to 74% in year 1 and then reaching 96% in year 2.

Taking Care of Children and Elders:

- Both girls aged 11-14 and 15-18 showed a strong preference for shared responsibility, with high percentages indicating shared responsibility in all evaluation periods. However, there was a slight decline among boys aged 11-14 over the evaluation periods.

Cleaning the House:

- Both boys and girls aged 11-14 and 15-18 increasingly favored shared responsibility over time, with high percentages (54% in baseline to 71% in Year 2 for 1—14 year old girls and 76% in baseline to 91% in Year 2 for 15-18 year old girls) indicating shared responsibility in all groups across all evaluation periods.

Taking Major Household Decisions:

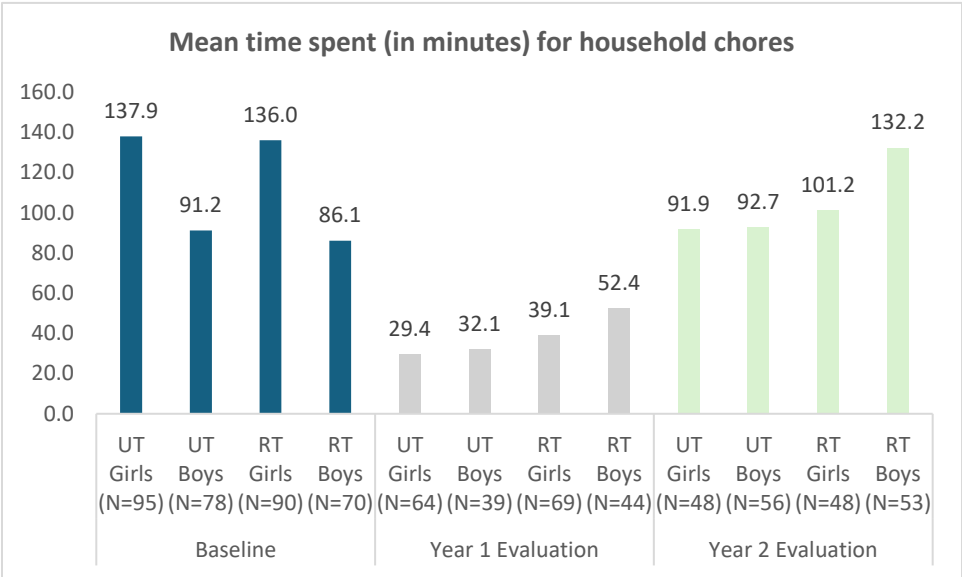
- Girls aged 11-14 and 15-18 consistently leaned towards shared responsibility, with high percentages indicating shared responsibility in all evaluation periods. Boys showed fluctuations over the evaluation periods, with percentages varying from 53% at baseline to 59% in year 1 and then dropping to 77% in year 2.

Overall, the data on adolescents' opinions on gender roles reveals significant shifts in perceptions and attitudes across key indicators from baseline to year 1 to year 2 evaluations, reflecting a trend towards more equitable distribution of responsibilities between genders. For instance, there is a remarkable increase in the agreement that both girls and boys should attend Panchayat/Village/Society meetings, with the percentage shifting from 54% to 85% for girls and from 74% to 77% for boys. Similarly, the belief that both genders should take major household decisions has substantially risen from 71% to 96% among girls and from 53% to 77% among boys. These changes suggest a growing acceptance of shared responsibilities and a departure from traditional gender norms, indicating progress towards gender equality within the community.

Table 9 : Adolescents' opinion on gender roles

ADOLESCENTS' OPINION ON GENDER ROLES													
Key indicators	Responsibility	Baseline				Year 1 Evaluation				Year 2 Evaluation			
		UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Earning Money	Boys	12%	49%	4%	46%	17%	38%	6%	32%	8%	11%	0%	4%
	Girls	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Both	88%	51%	96%	54%	83%	62%	94%	68%	92%	89%	100%	96%
Cooking	Boys	1%	0%	1%	0%	0%	0%	0%	0%	0%	7%	0%	2%
	Girls	38%	59%	24%	53%	30%	51%	13%	43%	25%	14%	17%	4%
	Both	61%	41%	74%	47%	70%	49%	87%	57%	75%	79%	83%	94%
Go to the market to shop	Boys	16%	51%	9%	46%	11%	49%	7%	32%	10%	21%	13%	8%
	Girls	6%	9%	2%	7%	3%	5%	0%	5%	2%	4%	0%	0%
	Both	78%	40%	89%	47%	86%	46%	93%	64%	88%	75%	88%	92%
Washing dishes and laundry	Boys	4%	1%	0%	1%	0%	0%	0%	0%	2%	5%	0%	0%
	Girls	48%	62%	28%	66%	44%	59%	23%	36%	38%	30%	19%	15%
	Both	47%	37%	72%	33%	56%	41%	77%	64%	60%	64%	81%	85%
Attend Panchayat/Village/Society meetings	Boys	44%	74%	23%	69%	50%	69%	26%	59%	21%	43%	15%	23%
	Girls	2%	1%	3%	1%	0%	0%	0%	0%	2%	0%	0%	0%
	Both	54%	24%	73%	30%	50%	31%	74%	41%	77%	57%	85%	77%
Taking care of children and elders	Boys	1%	18%	1%	10%	0%	10%	0%	5%	2%	5%	0%	6%
	Girls	22%	19%	10%	14%	31%	23%	13%	20%	6%	13%	4%	2%
	Both	77%	63%	89%	76%	69%	67%	87%	75%	92%	82%	96%	92%
Cleaning the house	Boys	3%	3%	1%	1%	0%	3%	0%	5%	2%	5%	2%	0%
	Girls	43%	44%	23%	46%	44%	44%	23%	32%	27%	20%	8%	9%
	Both	54%	54%	76%	53%	56%	54%	77%	64%	71%	75%	90%	91%
Taking major household decisions (such as buying land, marriage of children)	Boys	28%	44%	18%	36%	34%	41%	14%	39%	21%	30%	4%	23%
	Girls	1%	4%	3%	1%	2%	0%	1%	2%	0%	4%	0%	0%
	Both	71%	53%	79%	63%	64%	59%	84%	59%	79%	66%	96%	77%

4.3 AVERAGE TIME SPENT ON HOUSEHOLD DUTIES

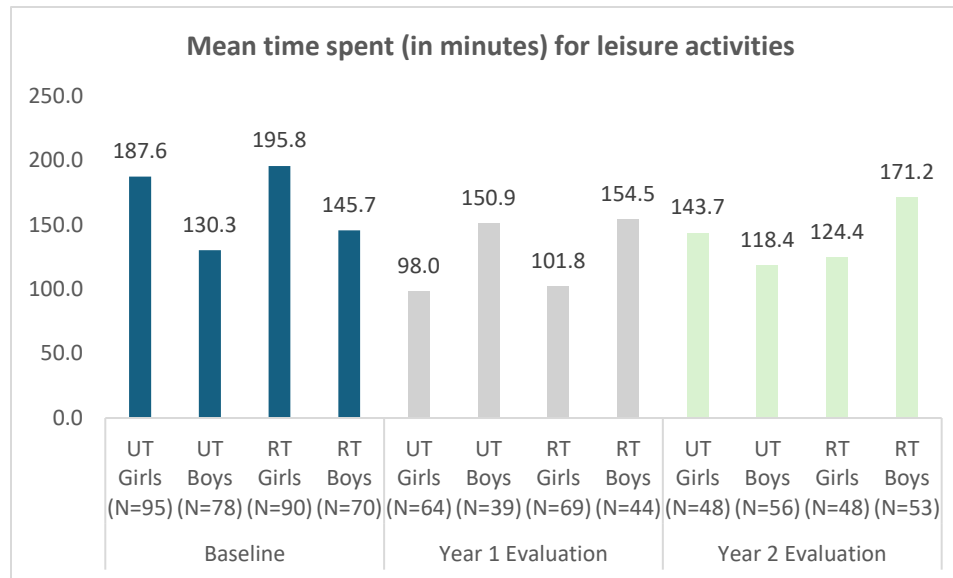


The adjacent figure presents a comprehensive overview of the time allocation for household chores among adolescents, segmented by age and gender, across three assessment points: baseline, year 1 evaluation, and year 2 evaluation. At baseline, girls aged 11-14 years spent an

average of 137.9 minutes on household tasks, significantly more than boys in the same age group, who spent 91.2 minutes. Similarly, among older adolescents (15-18 years), girls devoted 136.0 minutes to chores, compared to boys' 86.1 minutes. Notably, in year 1, both girls and boys aged 11-14 experienced a decrease in chore time, with girls spending 29.4 minutes and boys 32.1 minutes. However, by year 2, these figures increased to 39.1 minutes for girls and 52.4 minutes for boys. Conversely, older girls witnessed a rise in chore time from 101.2 minutes in year 1 to 132.2 minutes in year 2, whereas boys' time marginally decreased from 91.9 to 92.7 minutes. These fluctuations indicate a nuanced interplay of societal norms and evolving attitudes towards gender roles, underscoring the need for continued monitoring and intervention to promote gender equity in household responsibilities among adolescents.

4.4 AVERAGE TIME SPENT ON ENTERTAINMENT

The figure provides detailed insights into the allocation of leisure time among adolescents, disaggregated by age and gender, across three assessment intervals: baseline, year 1 evaluation, and year 2 evaluation. At baseline, girls aged 11-14 years spent an average of 187.6 minutes on leisure activities, notably more than boys in the same age bracket, who allocated 130.3 minutes. Similarly, among older adolescents (15-18 years), girls devoted 195.8 minutes to leisure pursuits, surpassing boys' 145.7 minutes. In the first year evaluation, there was a significant decrease in leisure time for both boys and girls aged 11-14, with girls spending 98.0 minutes and boys 150.9 minutes, yet these figures rebounded slightly in year 2 to 101.8 minutes for girls and 154.5 minutes for boys. Conversely, older girls experienced a slight decrease in leisure time from 143.7 minutes in year 1 to 124.4 minutes in year 2, while boys' leisure time increased from 171.2 minutes to 118.4 minutes over the same period. These fluctuations underscore the dynamic



nature of adolescent leisure patterns and highlight potential gender differences that warrant further exploration.

4.5 SUMMARY

Chapter 4 delves into adolescents' opinions on gender roles and discriminatory practices, providing a comprehensive examination of shifting perceptions

and attitudes over three evaluation periods: baseline, year 1, and year 2. The chapter elucidates nuanced changes in adolescents' awareness of gender-based discrimination (GBD) across various domains, including education, marriage decisions, leisure time, attitudes towards domestic violence, punishment, and aspirations. Notable shifts include a decrease in agreement regarding traditional beliefs such as limiting girls' education for household chores and endorsing early marriage for safety, indicating a positive trend towards rejecting discriminatory practices. For example, the percentage of agreement that girls should not pursue higher studies due to marriage concerns decreased from 21% at baseline to 6% in year 2. Similarly, agreement with early marriage as a means of protecting girls from harassment decreased from 16% at baseline to 6% in year 2.

Furthermore, the chapter examines adolescents' perceptions of gender roles within households and communities, revealing significant shifts in attitudes towards shared responsibilities. Across key indicators such as earning money, cooking, attending meetings, and caregiving, there is a notable increase in agreement with shared responsibility over time. For instance, the percentage of boys aged 11-14 who agreed that earning money is their responsibility decreased from 49% at baseline to 11% in year 2, indicating a move towards more equitable distribution of tasks. Similarly, girls' opinions remained consistent or showed slight increases in favor of shared responsibility, reflecting a progressive attitude towards gender equality.

Additionally, the chapter analyzes the average time spent on household duties and entertainment, highlighting gender disparities and shifts in leisure patterns. While girls initially spent more time on household chores and leisure activities compared to boys, there were fluctuations over the evaluation periods. Notably, there was a decrease in chore time for both girls and boys aged 11-14 in year 1, followed by an increase in year 2, suggesting evolving dynamics influenced by societal norms and individual preferences.

Overall, the data presented in Chapter 4 underscores a positive trend towards increased awareness of gender-based discrimination, a shift towards shared responsibilities in gender roles, and nuanced changes in leisure patterns among adolescents. These findings provide valuable insights for designing effective interventions to promote gender equality and empower adolescents to challenge discriminatory practices within their communities.

CHAPTER 5: INTERGENERATIONAL AND INTERGENDER COMMUNICATIONS

In the journey toward adolescent empowerment, effective communication between generations stands as a critical pillar. This chapter delves into the dynamics of intergenerational dialogues that adolescents engage in with both their parents and school authorities. Such communication channels are not merely conduits for expressing needs and aspirations but are foundational to fostering an environment where young individuals feel heard, supported, and guided as they navigate through critical years of their development.

5.1 OPEN DIALOGUES WITH PARENTS

Delving into a comparative analysis across baseline, year 1, and year 2 evaluation gives meaningful insights.

1. **Going out of the house alone or with friends:**

- There is a noticeable decrease in the percentage of girls aged 11-14 who always discuss this topic with their parents, dropping from 71% at baseline to 55% in year 2.
- Conversely, boys aged 11-14 who always discuss this topic with their parents increased from 71% at baseline to 87% in year 2, indicating a significant shift towards more open communication among boys in this age group.

2. **Desire for more leisure time:**

- Across all age and gender groups, there is a decrease in the percentage of adolescents who always discuss wanting more leisure time with their parents, particularly among girls aged 11-14 and boys aged 15-18.
- However, there is a notable increase in the percentage of boys aged 11-14 who sometimes discuss this topic with their parents, rising from 5% at baseline to 54% in year 2.

3. **Educational aspirations:**

- The percentage of girls aged 11-14 and 15-18 who always discuss the class they want to study until and their career aspirations with their parents remains consistently high across all evaluation periods.
- Boys aged 11-14 show a significant increase in discussing their educational aspirations with their parents, with the percentage rising from 79% at baseline to 90% in year 2.

4. **Career goals and support needed:**

- There is a consistent trend of high percentages of adolescents, especially girls, always discussing their career aspirations and the support they need from their parents to achieve them.
- Notably, there is a substantial increase in the percentage of boys aged 15-18 who always discuss the support they need from their parents, rising from 77% at baseline to 89% in year 2.

5. **Marriage-related discussions:**

- Among girls aged 15-18, there is a notable decrease in the percentage who always discuss the age at which they want to get married with their parents, dropping from 39% at baseline to 34% in year 2.
- However, boys aged 15-18 show an increase in discussing the age at which they want to get married, rising from 27% at baseline to 42% in year 2.

6. **Choosing life partners:**

- There is a decrease in the percentage of girls aged 15-18 who always discuss choosing their life partners with their parents, dropping from 19% at baseline to 15% in year 2.

- Conversely, boys aged 15-18 show an increase in discussing this topic with their parents, rising from 27% at baseline to 34% in year 2.

Overall, the analysis reveals shifting communication dynamics between adolescents and their parents across various topics, with notable increases in communication among boys, particularly in discussing leisure time, educational aspirations, and marriage-related topics. Girls, especially those aged 15-18, show some decreases in discussing certain topics, suggesting potential shifts in communication patterns influenced by age and gender dynamics.

Table 10 : Inter-generational communication with parents

INTERGENERATIONAL COMMUNICATION - HOW COMFORTABLE ADOLESCENT GIRLS AND BOYS ARE IN DISCUSSING THE FOLLOWING TOPICS WITH PARENTS													
Key indicators	Discussion frequency	Baseline				Year 1 Evaluation				Year 2 Evaluation			
		UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Going out of the house alone or with friends	Always	71%	71%	71%	69%	55%	87%	39%	70%	92%	39%	85%	70%
	Sometimes	14%	22%	19%	23%	34%	5%	49%	25%	6%	54%	13%	30%
	Never	16%	8%	10%	9%	11%	8%	12%	5%	2%	7%	2%	0%
To have more leisure time than what you usually get	Always	51%	60%	48%	66%	47%	59%	42%	52%	50%	18%	67%	34%
	Sometimes	24%	24%	22%	27%	30%	26%	36%	23%	46%	73%	23%	53%
	Never	25%	15%	30%	7%	23%	15%	22%	25%	4%	9%	10%	13%
The class till which you want to study.	Always	75%	79%	88%	84%	88%	90%	91%	80%	90%	46%	90%	57%
	Sometimes	14%	14%	9%	13%	13%	8%	7%	16%	10%	50%	8%	34%
	Never	12%	6%	3%	3%	0%	3%	1%	5%	0%	4%	2%	9%
Your career aspirations that you want to become when you are older.	Always	63%	73%	77%	81%	78%	79%	84%	86%	81%	46%	92%	47%
	Sometimes	18%	15%	16%	16%	19%	15%	14%	9%	19%	48%	6%	47%
	Never	19%	12%	8%	3%	3%	5%	1%	5%	0%	5%	2%	6%
Support that you may require from your parents/family members to achieve your career goals.	Always	67%	71%	80%	77%	61%	69%	64%	89%	94%	43%	90%	30%
	Sometimes	18%	21%	13%	20%	30%	18%	33%	5%	6%	55%	8%	55%
	Never	15%	9%	7%	3%	9%	13%	3%	7%	0%	2%	2%	15%
Age at which you want to get married	Always	-	-	39%	36%	-	-	34%	27%	-	-	42%	9%
	Sometimes	-	-	18%	19%	-	-	10%	38%	-	-	38%	36%
	Never	-	-	43%	45%	-	-	55%	35%	-	-	21%	55%
Choosing your life partner	Always	-	-	19%	27%	-	-	15%	34%	-	-	23%	11%
	Sometimes	-	-	22%	27%	-	-	19%	10%	-	-	38%	34%
	Never	-	-	59%	45%	-	-	65%	55%	-	-	40%	55%

5.2 OPEN DIALOGUES IN SCHOOL ENVIRONMENTS

In the contemporary educational setting, the capacity for adolescents to freely communicate their concerns and challenges is essential for holistic development and empowerment. The concurrent evaluation of 2024 provides insights into the comfort level of adolescents, both boys and girls aged 11-14 and girls aged 15-18, in discussing various issues within the school environment.

1. Seeking career guidance and discussing aspirations:

- Across all age and gender groups, there are significant increases in the percentage of adolescents always discussing career aspirations with teachers/school staff from baseline to year 2.
- Boys aged 11-14 show the most significant increase, rising from 38.5% at baseline to 73.6% in year 2.
- Girls aged 15-18 also show notable increases, with the percentage rising from 33.3% at baseline to 64.6% in year 2.

2. Inability to understand lessons in school:

- There are noticeable increases in the percentage of adolescents always discussing difficulties understanding lessons with teachers/school staff from baseline to year 2.
- Boys aged 11-14 exhibit the most significant increase, rising from 56.3% at baseline to 94.9% in year 2.
- Girls aged 15-18 also show a substantial increase, rising from 69.6% at baseline to 84.1% in year 2.

3. Identifying gaps in school infrastructure/services:

- Across all age and gender groups, there are mixed shifts in the percentages of adolescents discussing school infrastructure/services with teachers/school staff.
- Notably, there is a decrease in the percentage of girls aged 15-18 always discussing this topic, dropping from 35.6% at baseline to 37.5% in year 2.
- Boys aged 11-14 show an increase in always discussing this topic, rising from 10.3% at baseline to 12.5% in year 2.

4. Discussing problems at home:

- There are varied shifts in the percentages of adolescents discussing problems at home with teachers/school staff.
- Notably, there is an increase in the percentage of girls aged 11-14 always discussing this topic, rising from 4.2% at baseline to 45.8% in year 2.
- Boys aged 11-14 also show an increase, rising from 7.7% at baseline to 21.4% in year 2.

5. Addressing health-related issues:

- There are notable shifts in the percentages of adolescents discussing health-related issues with teachers/school staff.
- Girls aged 15-18 show a decrease in always discussing health-related issues, dropping from 41.1% at baseline to 35.4% in year 2.
- Conversely, boys aged 15-18 exhibit an increase, rising from 4.3% at baseline to 13.2% in year 2.

This detailed analysis underscores the nuanced differences in comfort levels between boys and girls across different age groups and evaluation rounds. It emphasizes the importance of fostering supportive environments in schools to encourage open communication and address the evolving needs of adolescents effectively.

Table 11 : Inter-generational communication with teachers

INTERGENERATIONAL COMMUNICATION - HOW COMFORTABLE ADOLESCENT GIRLS AND BOYS ARE IN DISCUSSING THE FOLLOWING TOPICS WITH TEACHERS / SCHOOL STAFF													
Key indicators	Discussion frequency	Baseline				Year 1 Evaluation				Year 2 Evaluation			
		UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
To seek career guidance and discuss aspirations	Always	31%	53%	33%	54%	17%	39%	17%	43%	83%	30%	65%	74%
	Sometimes	42%	24%	49%	34%	61%	56%	64%	46%	15%	63%	19%	26%
	Never	27%	23%	18%	11%	22%	5%	19%	9%	2%	7%	2%	0%
	Have never faced such a situation	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	15%	0%
Inability to understand lessons in school	Always	60%	72%	73%	71%	56%	95%	70%	84%	79%	39%	77%	40%
	Sometimes	35%	24%	26%	26%	39%	3%	28%	16%	19%	55%	17%	49%
	Never	5%	4%	1%	1%	5%	3%	3%	0%	2%	5%	0%	9%
	Have never faced such a situation	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	6%	2%
Any gaps in school infrastructure or services/demanding additional services	Always	23%	21%	36%	26%	25%	10%	25%	9%	56%	13%	38%	9%
	Sometimes	41%	22%	38%	31%	30%	21%	41%	50%	31%	57%	13%	28%
	Never	36%	55%	27%	41%	41%	69%	33%	36%	0%	27%	4%	45%
	Have never faced such a situation	0%	1%	0%	0%	3%	0%	1%	2%	13%	4%	46%	17%
Problems at home (any conflict between family members, financial issue)	Always	4%	8%	3%	10%	5%	8%	9%	5%	46%	21%	21%	8%
	Sometimes	31%	15%	34%	14%	27%	15%	41%	23%	38%	34%	17%	17%
	Never	65%	69%	62%	73%	58%	72%	45%	68%	0%	41%	2%	57%
	Have never faced such a situation	0%	1%	0%	1%	8%	3%	6%	2%	17%	4%	60%	19%
Health related issues (bodily changes if respondent is a girl may check about menstruation)	Always	22%	13%	41%	4%	23%	23%	15%	41%	52%	43%	35%	13%
	Sometimes	36%	10%	44%	14%	45%	18%	67%	11%	33%	39%	17%	30%
	Never	37%	62%	14%	71%	27%	44%	17%	27%	0%	9%	2%	23%
	Have never faced such a situation	3%	3%	0%	3%	2%	10%	0%	9%	15%	9%	46%	34%

The data suggests that schools are perceived as supportive environments for discussing career aspirations and academic challenges but may require more structures to support students dealing with personal and health-related issues. The slight increase in openness among RT Girls in discussing health issues may reflect a maturing understanding and an educational environment that accommodates their needs.

The synthesis of these communication channels reveals a landscape where adolescents are largely empowered to voice their thoughts and seek guidance. Yet, it underscores the importance of continuing to nurture these channels, both at home and in school, to support a well-rounded development. By enhancing the quality and reach of these conversations, we can pave the way for a more inclusive and empowering environment for adolescents, ultimately contributing to their well-rounded development and enabling them to transition confidently into adulthood.

5.3 INTERGENDER COMMUNICATION: FOSTERING UNDERSTANDING AND RESPECT

Intergender communication is a vital component of the Adolescent Empowerment Programme (AEP), promoting mutual understanding, respect, and collaboration between boys and girls. Effective communication across genders is crucial for creating an inclusive environment where adolescents can learn from one another and challenge gender stereotypes.

The data indicates that a majority of both girls and boys across all age groups typically interact with the opposite sex of their age group, with percentages ranging from 91% to 98%. This suggests that social interaction between genders within the same age bracket is common among adolescents, highlighting the natural tendency for socialization beyond familial relationships. The high percentages imply that such interactions are prevalent and likely contribute to the development of social skills, understanding of different perspectives, and forming diverse social networks during adolescence.

5.3.1 Places of Interaction:

The data reveals that the primary places of interaction for both girls and boys aged 11-14 years are in school or coaching centers, with a notably high percentage of 96% for both genders. This suggests that structured educational environments play a significant role in facilitating social interaction among adolescents. However, there's a noticeable disparity in interaction outside of educational settings, particularly in the village and during family gatherings or festivals. Boys in both age groups tend to interact more in the village compared to girls, with percentages ranging from 64% to 73% for boys aged 11-14 and 15-18, respectively, compared to 36% to 34% for girls. Similarly, a higher percentage of boys interact during family gatherings or festivals compared to girls, indicating potential differences in socialization patterns influenced by cultural norms or gender-specific roles within these contexts.

5.3.2 Purpose of Interaction:

The data suggests that both girls and boys, particularly those aged 11-14 years, primarily interact for education-related purposes, with high percentages across all groups, ranging from 82% to 97.9%. This indicates that educational activities serve as a significant driver for social interaction among adolescents. However, there's a notable difference in the frequency of general discussions, with a higher percentage of boys engaging in such discussions compared to girls in both age groups. For boys aged 11-14 years, 70.6% engage in general discussions compared to 25.5% of girls, and for boys aged 15-18 years, 54% engage compared to 25% of girls. This suggests potential differences in communication styles or topics of interest between genders, which may reflect broader societal norms and expectations.

5.4 SUMMARY

Chapter 5 of the Adolescent Empowerment Programme (AEP) focuses on intergenerational and intergender communication, highlighting the pivotal role of communication channels between adolescents and their parents, as well as within school environments. The chapter presents a comparative analysis across baseline, year 1, and year 2 evaluations, providing insights into the evolving dynamics of communication and interaction patterns among adolescents.

In open dialogues with parents, there are notable shifts in communication frequencies across various topics. For instance, there's a significant increase in boys aged 11-14 always discussing going out alone or with friends, rising from 71% at baseline to 87% in year 2. Conversely, there's a decrease among girls aged 11-14 in always discussing this topic with parents, dropping from 71% at baseline to 55% in year 2. This suggests a shifting trend towards more open communication among boys in this age group. Similarly, while there's a decrease in the desire for more leisure time discussions across all groups, there's a notable increase in boys aged 11-14 sometimes discussing this topic with their parents, rising from 5% at baseline to 54% in year 2.

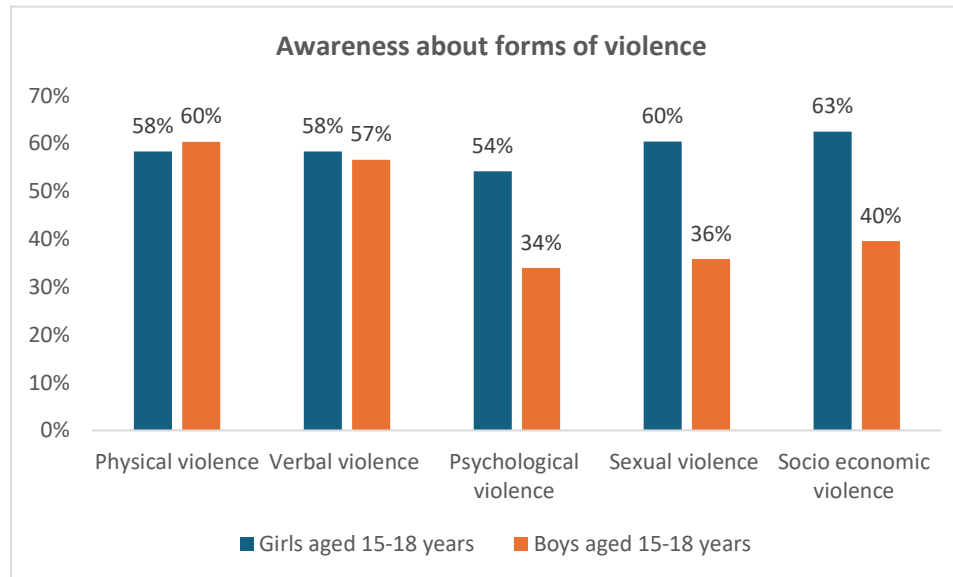
In school environments, adolescents show increased comfort in discussing career aspirations and academic challenges with teachers/school staff over time. Notable increases are observed among boys aged 11-14 in seeking career guidance, with the percentage rising from 38.5% at baseline to 73.6% in year 2. Girls aged 15-18 also show significant increases in discussing aspirations, rising from 33.3% at baseline to 64.6% in year 2. Additionally, there are shifts in discussing problems at home, with increases among girls aged 11-14 and boys aged 11-14 indicating a growing comfort in addressing personal challenges within the school environment.

Overall, the data underscores a positive trend towards more open communication channels between adolescents and their parents, as well as within school environments. While there are variations in communication patterns between genders and age groups, the general progression indicates a growing willingness among adolescents to express their needs, aspirations, and challenges. These findings emphasize the importance of nurturing supportive communication environments both at home and in schools to foster holistic development and empower adolescents as they transition into adulthood.

CHAPTER 6: CONFRONTING GENDER-BASED VIOLENCE

The issue of gender-based violence (GBV) remains a critical concern within the framework of the Adolescent Empowerment Programme (AEP). The concurrent evaluation reveals both persisting challenges and areas where there may have been shifts in awareness or reporting. Comparing the current data to the baseline provides an insight into the evolution of adolescents' experiences and observations of violence. Given the sensitive nature of the topic this was asked only to the 15-18 years adolescents, hence all findings relate to this age group in the current chapter.

6.1 AWARENESS ON DIFFERENT FORMS OF VIOLENCE



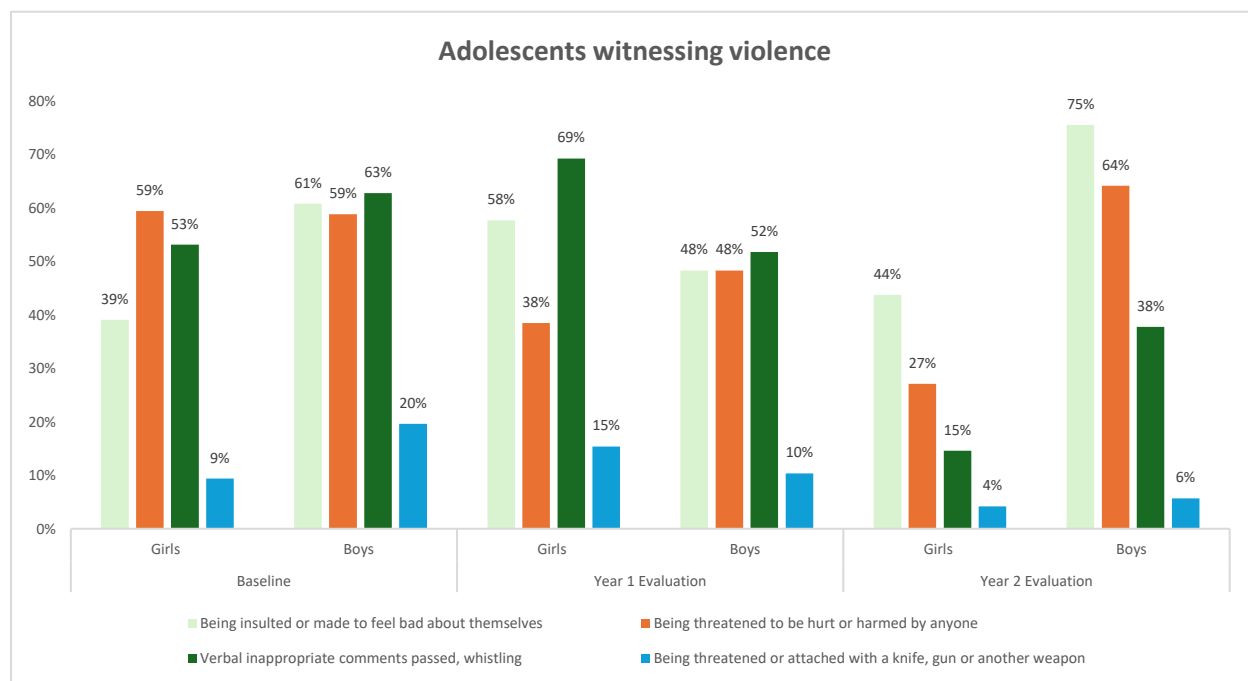
The data illustrates a nuanced awareness of different forms of violence among adolescents aged 15-18 years, with variations observed between genders. While both girls and boys show relatively high recognition of physical violence, verbal violence, and sexual violence, notable discrepancies emerge in their

awareness of psychological and socioeconomic violence. Girls exhibit a significantly higher awareness of psychological violence, with 54% acknowledging it compared to only 34% of boys. Similarly, girls demonstrate greater recognition of sexual violence (60%) and socioeconomic violence (63%) compared to boys (36% and 40%, respectively). These findings may reflect diverse societal experiences and gender norms, suggesting potential disparities in exposure or societal expectations regarding gender-based violence. Further exploration of these gender-specific awareness patterns could offer valuable insights into addressing and preventing various forms of violence affecting adolescents.

6.1.1 Witnessing Violence

The data reveals shifting trends in adolescents' exposure to various forms of violence across different evaluation periods, with notable differences observed between genders. While both girls and boys aged 15-18 years report witnessing instances of being insulted or made to feel bad about themselves, the prevalence among boys is consistently higher across all evaluation periods, indicating a persistent disparity in experiences of verbal abuse. In contrast, the incidence of being threatened to be hurt or harmed shows fluctuations, with girls initially reporting higher rates in the baseline and year 1 evaluation, but a notable decrease in the year 2 evaluation, particularly among girls. However, boys' experiences remain relatively consistent across the three evaluation periods. Interestingly, girls consistently report higher levels of witnessing verbal inappropriate comments and whistling compared to boys, with a significant increase observed in the year 1 evaluation, suggesting a potential worsening of this form of

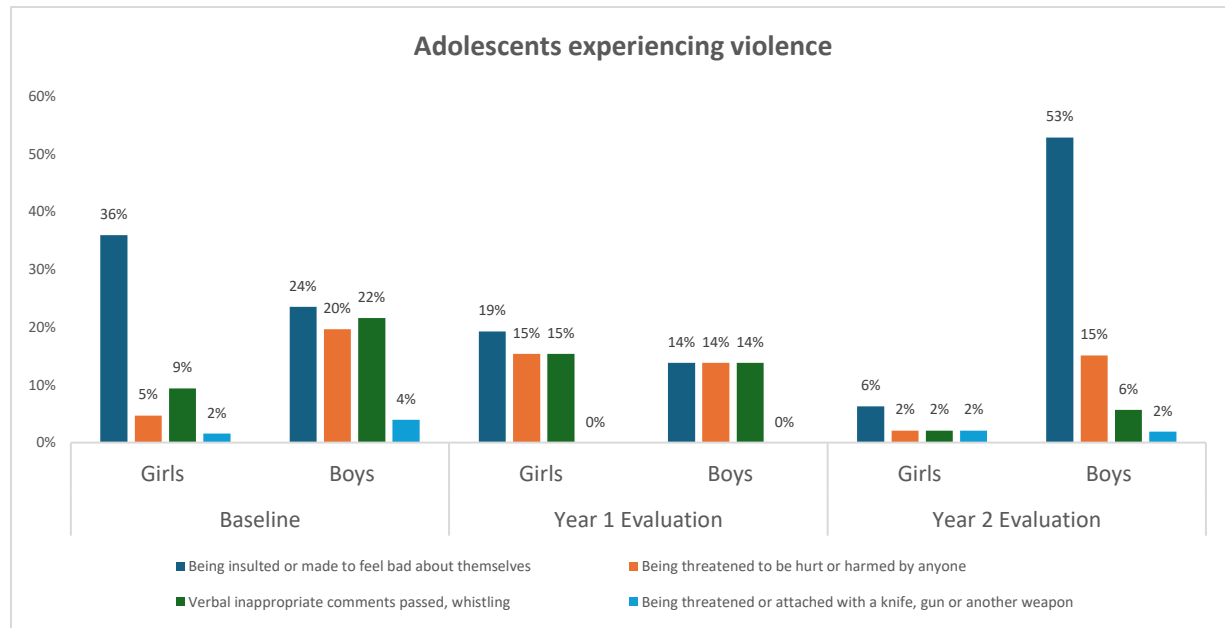
harassment. On the other hand, boys consistently report higher incidences of being threatened or attacked with a weapon, although the prevalence remains relatively low across all evaluation periods for both genders. These findings underscore the importance of addressing gender-specific vulnerabilities and experiences of violence among adolescents through targeted interventions and support mechanisms



tailored to their needs and contexts.

6.1.2 Experiencing Violence

The data illustrates notable shifts in adolescents' experiences of violence across different evaluation periods, with discernible differences between genders. In the baseline assessment, girls reported higher incidences of being insulted or made to feel bad about themselves compared to boys, indicating a gendered vulnerability to verbal abuse. However, over the evaluation periods, there is a substantial decrease in the prevalence among girls, while boys show an alarming increase, particularly evident in the year 2 evaluation, suggesting a reversal in the trend. Similarly, while both girls and boys initially reported low levels of being threatened to be hurt or harmed by anyone, there is a notable increase among boys in the year 2 evaluation. Conversely, girls' experiences decrease significantly by year 2, highlighting a gendered disparity in the prevalence of this form of violence. In terms of verbal inappropriate comments and whistling, boys consistently report higher incidences across all evaluation periods, albeit with fluctuations, indicating a persistent vulnerability to such harassment. Moreover, while experiences of being threatened or attacked with a weapon are relatively low for both genders, there is a slight increase among girls in the year 2 evaluation, underscoring the need for targeted interventions to address gender-specific experiences of violence among adolescents.



These findings underscore the critical importance required by agencies working with adolescents in addressing GBV. The increase in reported experiences of violence, particularly among older girls, may reflect both an increase in actual incidents as well as a greater empowerment to speak out. While this is a step towards transparency and support, it also indicates a pressing need for strengthened measures to protect and empower adolescents.

The program's commitment to creating safe environments for discussion and reporting is more crucial than ever. Addressing GBV directly, educating adolescents on their rights, and equipping them with knowledge and resources to seek help are fundamental components of the AEP's ongoing mission.

6.2 SUPPORT SYSTEMS IN THE ADOLESCENT EXPERIENCE

The subject of gender-based violence (GBV), both witnessed and experienced, is of critical concern within the sphere of adolescent development. The responses of adolescents to such traumatic events, as well as their willingness to report them, shed light on the effectiveness of support systems available to them. These responses also indicate the degree to which such incidents are normalized within their communities, influencing whether adolescents choose to seek help.

The data on adolescents' disclosure of incidents of violence reveals notable trends in their confidants across different evaluation periods and genders. Initially, a significant proportion of both girls and boys do not share such incidents with anyone, with 27.5% of girls and 9.4% of boys at baseline, indicating a reluctance to seek support or report violence. However, over the evaluation periods, there is a notable increase in girls confiding in their parents, rising from 57.5% at baseline to 66.7% in year 2, suggesting a growing trust in familial support systems. Conversely, boys show a decrease in sharing with parents, dropping from 34.4% at baseline to 16.7% in year 2, possibly indicating a shift towards seeking support from other sources. Notably, there is a considerable increase in girls confiding in other family members and school teachers in the year 1 evaluation, although this trend diminishes by year 2, with a decrease to 41.7% and 25.0%, respectively. In contrast, boys display a higher inclination towards sharing with friends across all evaluation periods, with 56.3% at baseline, 58.3% in year 1, and 50.0% in year 2, suggesting a reliance on peer support networks. Interestingly, there is a notable increase in boys confiding in school

teachers in the year 1 evaluation, rising to 33.3%, indicating a recognition of the role of educational institutions in addressing incidents of violence. Overall, the data underscores the importance of fostering supportive environments and strengthening avenues for adolescents to seek assistance and report instances of violence.

Table 12 : Adolescents sharing incidents of violence

ADOLESCENTS SHARING INCIDENTS OF VIOLENCE						
	Baseline		Year 1 Evaluation		Year 2 Evaluation	
	Girls	Boys	Girls	Boys	Girls	Boys
Have not told anyone about this	28%	9%	8%	17%	33%	20%
Parents	58%	34%	58%	25%	67%	17%
Other Family members	18%	13%	42%	0%	0%	43%
Relatives	5%	3%	8%	17%	0%	13%
Friends	30%	56%	25%	58%	0%	50%
Neighbours	3%	0%	0%	8%	0%	13%
School teachers	5%	9%	25%	33%	0%	10%

6.3 SUMMARY

Chapter 6 of the Adolescent Empowerment Programme (AEP) examines the critical issue of gender-based violence (GBV) among adolescents aged 15-18, highlighting shifts in awareness, experiences, and support systems over the evaluation periods. The data reveals nuanced differences in the recognition of various forms of violence between genders. Girls generally exhibit higher awareness levels across psychological, sexual, and socioeconomic violence compared to boys. However, both genders show relatively high recognition of physical and verbal violence. Notable shifts are observed in adolescents' experiences of witnessing and experiencing violence, with fluctuations in prevalence rates across different forms of violence and genders.

For instance, while boys consistently report higher incidences of being threatened or attacked with a weapon, girls exhibit a significant increase in experiences of verbal abuse and threats to be hurt or harmed by anyone, particularly in the year 2 evaluation. Specifically, girls' awareness of psychological violence increased from 54% to 60% from baseline to year 2, while boys' awareness remained relatively stable at 34%. Additionally, girls' recognition of sexual violence increased from 60% to 63% over the same period, whereas boys' awareness rose from 36% to 40%. These shifts highlight changing perceptions and experiences of violence among adolescents, indicating the need for tailored interventions to address gender-specific vulnerabilities effectively.

Regarding support systems, there are notable trends in adolescents' disclosure of incidents of violence. Initially, a significant proportion of both girls and boys do not share such incidents with anyone, indicating a reluctance to seek support or report violence. However, over the evaluation periods, there is a notable increase in girls confiding in their parents, suggesting a growing trust in familial support systems. Conversely, boys show a decrease in sharing with parents, possibly indicating a shift towards seeking support from other sources such as friends. Specifically, boys' inclination towards sharing with friends decreased from 56% to 50% from baseline to year 2, while girls' sharing with parents increased from 58% to 67% over the same period. These changes in disclosure patterns highlight evolving dynamics in

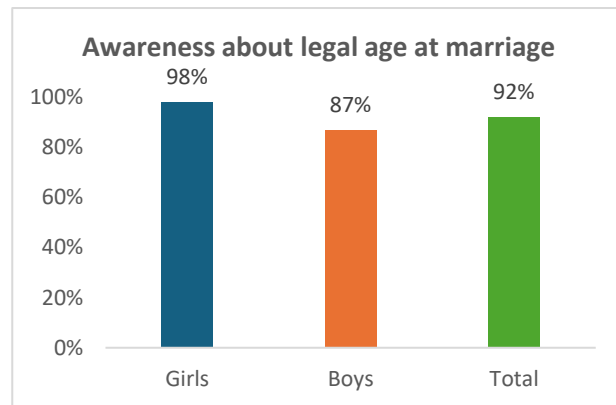
adolescents' support-seeking behaviors and underscore the importance of fostering supportive environments to address GBV effectively.

CHAPTER 7: UNDERSTANDING EARLY MARRIAGE

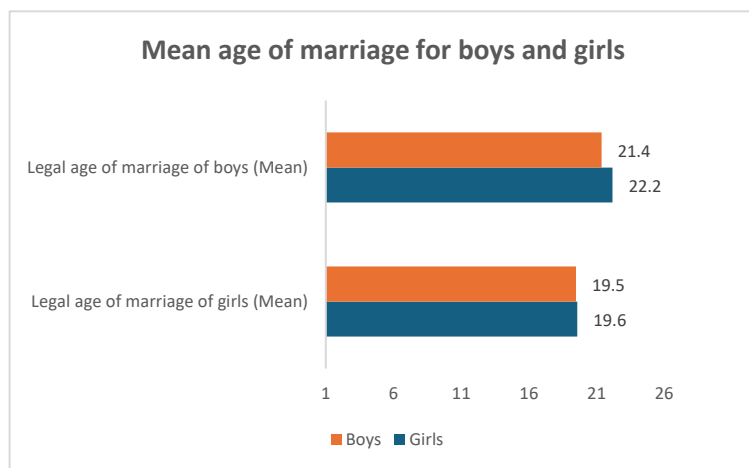
Chapter 7, "Understanding Early Marriage," dives into the intricate dynamics of early marriage among adolescents aged 15-18, uncovering their awareness, perceptions, and evolving attitudes towards this significant issue. This chapter also explores the shifting perceptions on the consequences of early marriage, revealing nuanced changes in attitudes towards education, health, and the capability to manage family responsibilities.

7.1 AWARENESS AND PERCEPTIONS

The data on awareness of the legal age of marriage reveals a substantial difference between girls and boys, with 98% of girls and 87% of boys being aware of the legal age requirement. This indicates a higher level of awareness among girls compared to boys. This suggests that the majority of adolescents are knowledgeable about legal regulations regarding marriage age, which is crucial for safeguarding against underage marriages and promoting informed decision-making regarding marital unions.



The reported mean legal age of marriage for girls is 19.6 years according to girls themselves, while boys report a slightly lower average age of 19.5 years for girls. Similarly, girls report an average legal age of marriage for boys at 22.2 years, while boys perceive it to be slightly lower at 21.4 years. This indicates that there's a general awareness among both girls and boys regarding the legal age of marriage, although there's a slight discrepancy in their perceptions, possibly influenced by cultural norms and societal expectations. Overall, these findings highlight the importance of educating adolescents about legal rights and responsibilities related to marriage.



7.2 SHIFTING PERCEPTIONS ON THE CONSEQUENCES OF EARLY MARRIAGE FOR GIRLS

Understanding the perceptions of adolescent girls and boys regarding the consequences of early marriage is essential for developing effective interventions and policies aimed at promoting their well-being and empowerment. The reported consequences of early marriage, as perceived by adolescents themselves, provide valuable insights into their awareness of the challenges and risks associated with this practice. In this analysis, we delve into the perspectives of both girls and boys separately, examining their perceptions of the impact of early marriage on education, health, and family responsibilities. By exploring these perceptions, we gain a deeper understanding of the multifaceted nature of early marriage and its

implications for adolescent development and gender dynamics. This introductory paragraph sets the stage for a comprehensive examination of the reported consequences of early marriage as reported by adolescent girls and boys.

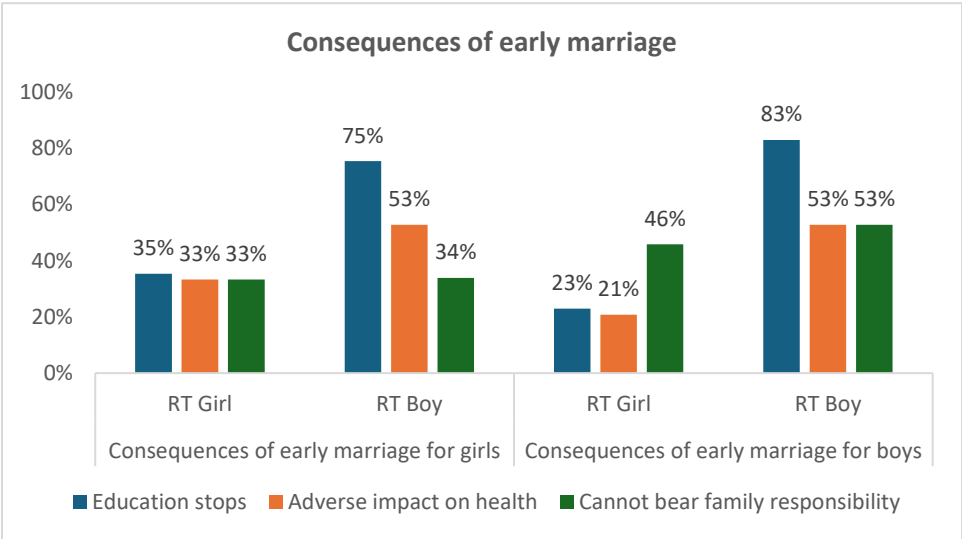
Consequences of Early Marriage for Girls:

1. **Education Stops:** Among girls, 35% perceive that early marriage leads to the cessation of education. This indicates a significant concern among girls regarding the impact of marriage on their educational pursuits, highlighting the potential disruption caused by early marital responsibilities.
2. **Adverse Impact on Health:** About 33% of girls report that early marriage results in adverse health consequences. This suggests an awareness among girls about the health risks associated with early marriage, such as complications during childbirth, maternal mortality, and limited access to healthcare.
3. **Inability to Bear Family Responsibility:** Another 33% of girls believe that early marriage renders them unable to bear family responsibilities. This perception underscores the recognition among girls of the burdensome duties and obligations placed upon them at a young age, including household chores, childcare, and financial responsibilities.

Consequences of Early Marriage for Boys:

1. **Education Stops:** Interestingly, a significantly higher percentage of boys (75%) than girls perceive that early marriage leads to the cessation of education. This finding suggests that boys also recognize the impact of early marriage on their educational attainment, although their perception is more pronounced compared to girls.
2. **Adverse Impact on Health:** Boys also report adverse health consequences resulting from early marriage, with 53% acknowledging this impact. This indicates an understanding among boys of the health risks associated with early marriage, such as increased likelihood of mental health issues, financial strain, and limited access to healthcare.
3. **Cannot Bear Family Responsibility:** Similarly, a substantial percentage of boys (46%) feel that early marriage renders them incapable of bearing family responsibilities. This perception reflects boys' awareness of the burdens and challenges associated with assuming adult roles and responsibilities prematurely, including providing for a family and managing household affairs.

Overall, the detailed analysis highlights the nuanced perspectives of both girls and boys regarding the consequences of early marriage. While both genders recognize the adverse effects on education and health, boys also acknowledge the challenges related to assuming family responsibilities at a young age. These findings underscore the importance of comprehensive education and awareness programs aimed



at addressing the impact of early marriage on adolescents, irrespective of gender, and promoting gender equality in decision-making regarding marriage and family planning.

7.3 SUMMARY

Chapter 7 delves into the complexities of

early marriage among adolescents aged 15-18, examining their awareness, perceptions, and evolving attitudes towards this significant issue. The data reveals a higher level of awareness among girls compared to boys regarding the legal age requirement for marriage, with 98% of girls and 87% of boys being aware. There's a general understanding among both genders regarding the legal age of marriage, with slight discrepancies influenced by cultural norms and societal expectations. Notably, girls perceive the legal age of marriage for both genders to be slightly higher than boys' perceptions, indicating nuanced differences in awareness.

Regarding the perceived consequences of early marriage, both girls and boys express concerns about its impact on education, health, and family responsibilities. Girls are particularly concerned about the cessation of education (35%), adverse health consequences (33%), and the inability to bear family responsibilities (33%). Conversely, boys also recognize these consequences, with a higher percentage acknowledging the cessation of education (75%) and adverse health impacts (53%). Additionally, a substantial percentage of boys (46%) feel incapable of bearing family responsibilities due to early marriage. These findings underscore the need for comprehensive education and awareness programs addressing the adverse effects of early marriage on adolescents, promoting gender equality in decision-making regarding marriage and family planning.

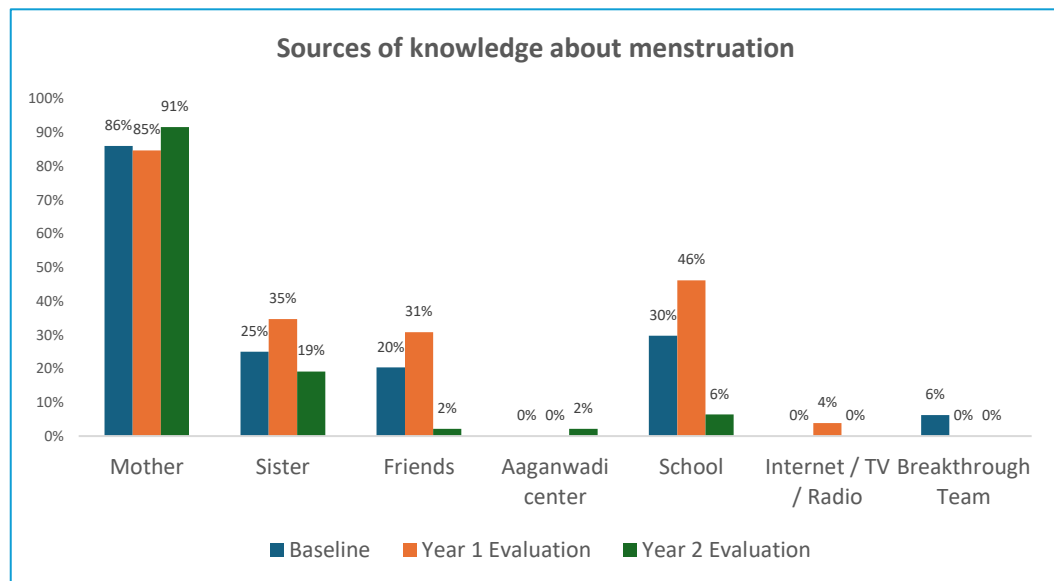
CHAPTER 8: MENSTRUAL HEALTH MANAGEMENT

Menstrual health management is a pivotal aspect of the Adolescent Empowerment Program (AEP), deeply intertwined with gender equity and the overall wellbeing of adolescent girls. Effective management of menstruation not only impacts educational continuity and participation in daily activities but also plays a vital role in shaping an adolescent's self-esteem and bodily autonomy. Moreover, it is a step towards breaking the silence around menstruation, challenging taboos, and combating gender-based disparities. This chapter is based on the findings from the survey conducted among adolescent girls aged 15-18 years, all of who had experienced menstruation.

8.1 SOURCE OF MENSTRUAL KNOWLEDGE

The data on sources of knowledge about menstruation among 15-18 year old girls reveals several noteworthy trends. Firstly, the consistent reliance on mothers as the primary source of information underscores the crucial role of familial relationships in imparting menstrual education. The significant increase from 85.9% at baseline to 91.5% in Year 2 Evaluation suggests a sustained preference for maternal guidance over time. Sisters and friends also contribute substantially to menstrual knowledge, albeit with varying degrees of influence across evaluation periods. While sisters show a moderate increase from 25.0% to 34.6% between baseline and Year 1 Evaluation, their contribution declines to 19.1% in Year 2. Conversely, friends demonstrate a more pronounced upward trajectory, growing from 20.3% to 30.8% by Year 1 Evaluation, though dropping significantly to 2.1% in Year 2. Moreover, while digital media platforms, such as the internet, TV, or radio, have minimal influence overall, their sporadic presence underscores the importance of exploring innovative strategies to leverage their potential in disseminating menstrual health information.

The notable emergence of schools as a knowledge source in Year 1 Evaluation, peaking at 46.2%, suggests the effectiveness of educational initiatives during that period. However, this declines sharply to



6.4% in Year 2, indicating a potential gap or shift in educational approaches. Conversely, Aaganwadi centers exhibit negligible involvement throughout the evaluations, suggesting a need for enhanced outreach strategies to engage this resource effectively. Moreover, while digital media platforms, such as the internet, TV, or radio, have minimal influence overall, their sporadic presence underscores the importance of exploring innovative strategies to leverage their potential in disseminating menstrual health information.

Finally, the consistent contribution of the Breakthrough Team in Year 1 Evaluation highlights the potential of specialized initiatives, suggesting avenues for further integration into comprehensive menstrual education programs.

8.2 ADDRESSING THE CHALLENGES OF MENSTRUATION

Understanding the challenges faced during menstruation is crucial for creating supportive environments. Difficulties such as lack of toilets and clean water, absence of sanitary disposal facilities, and teasing from boys can severely impact school attendance and participation. The AEP must emphasize the creation of safe and supportive school and community environments that acknowledge and address these challenges.

8.2.1 Tackling Restrictions and Taboos

The data regarding activities prevented during menstruation provides insights into cultural and traditional practices prevalent among adolescent girls across different evaluation periods. Initially, a notable percentage of respondents reported restrictions on certain activities, such as avoiding the kitchen (13%), refraining from participating in religious rituals like pooja (86%), and refraining from allowing pickles/ghee to touch (40%). However, over time, there's a discernible shift in these practices.

For instance, the percentage of girls who reported not being allowed to go to the kitchen decreased from 13% at baseline to 6% in Year 2 Evaluation, indicating a gradual relaxation of this restriction. Similarly, there's a significant decrease in the prohibition on pickles/ghee touching, dropping from 40% at baseline to 26% in Year 2 Evaluation.

Most notably, the practice of not performing pooja during menstruation saw a dramatic shift, with 92% reporting this restriction in Year 1 Evaluation but dropping to 0% in Year 2, suggesting a substantial cultural evolution or change in religious beliefs regarding menstruation over time. Additionally, the prevalence of other restrictions decreased from 27% at baseline to 15% in Year 1 Evaluation and eventually to 0% in Year 2 Evaluation, indicating a general trend towards fewer restrictions overall.

These changes may reflect evolving societal attitudes towards menstruation and efforts to promote menstrual health and hygiene awareness.

Table 13 : Activities prevented during menstruation

ACTIVITIES PREVENTED DURING MENSTRUATION			
	Baseline (N=333)	Year 1 Evaluation (N=216)	Year 2 Evaluation (N=205)
Don't go to the kitchen	13%	12%	6%
Dressing up	2%	0%	0%
Pickles/ghee are not allowed to touch	40%	50%	26%
Doing pooja	86%	92%	0%
Not allowed to go out	3%	0%	4%
Other	27%	15%	0%

To address these issues, work on several fronts is required. Firstly, it focus on comprehensive education around menstrual health, not just for girls but for the whole community, to foster a supportive

environment. Secondly, it would need to continue to advocate for better menstrual facilities in schools and communities. Thirdly, engagement in dialogues to de-stigmatize menstruation and advocating for policies that support menstrual health are action items which would need continued emphasis.

8.3 FAMILY SUPPORT AND ADVOCACY FOR INCLUSIVE MENSTRUAL HEALTH EDUCATION

It is heartening to see that a significant 98% of the respondents indicating that they receive extra care during menstruation. Specifically, 57% of girls report being provided with nutritious food, and 78% are allowed time for rest, highlighting a supportive family environment that acknowledges the physical needs during this time.

Moreover, it's notable that 75% of respondents believe the topic of menstruation should also be discussed with boys, which is a significant majority. This indicates a positive step towards breaking the stigma associated with menstruation and encouraging open discussions that include boys, which can foster greater understanding and empathy. These findings reinforce the need for inclusive education on menstrual health and the importance of engaging both genders in these conversations to promote a more equitable and informed society.

8.4 SUMMARY

Chapter 8 explores menstrual health management among adolescent girls aged 15-18 within the Adolescent Empowerment Program (AEP), emphasizing its crucial role in gender equity and overall well-being. The data reveals significant trends, including the consistent reliance on mothers as the primary source of menstrual knowledge, with a sustained preference over time. For example, the percentage of girls relying on mothers increased from 85.9% at baseline to 91.5% in Year 2 Evaluation. Conversely, while sisters and friends also contribute substantially, their influence fluctuates across evaluation periods. For instance, the contribution of sisters increased from 25.0% to 34.6% between baseline and Year 1 Evaluation but declined to 19.1% in Year 2. Similarly, friends' influence rose from 20.3% to 30.8% by Year 1 Evaluation but dropped significantly to 2.1% in Year 2.

Furthermore, the data indicates a notable shift in cultural practices related to menstruation over time. Reported restrictions on activities such as kitchen access and religious rituals decrease from baseline to year 2 evaluation, reflecting evolving societal attitudes. For example, the percentage of girls not allowed to go to the kitchen decreased from 13% at baseline to 6% in Year 2 Evaluation. Additionally, the prevalence of restrictions on pickles/ghee touching dropped from 40% at baseline to 26% in Year 2 Evaluation, indicating a gradual relaxation of these practices.

Addressing these challenges, the AEP emphasizes comprehensive education, advocacy for better menstrual facilities, and dialogue to de-stigmatize menstruation. Moreover, the chapter highlights the importance of family support and advocacy for inclusive menstrual health education. It's encouraging to note that a significant majority of respondents receive extra care during menstruation, with 57% reporting being provided with nutritious food and 78% allowed time for rest. Additionally, a majority believe that menstruation should be discussed with boys, signaling progress towards breaking stigma and fostering understanding. Overall, the chapter underscores the need for inclusive education and dialogue to promote equitable and informed perspectives on menstrual health.

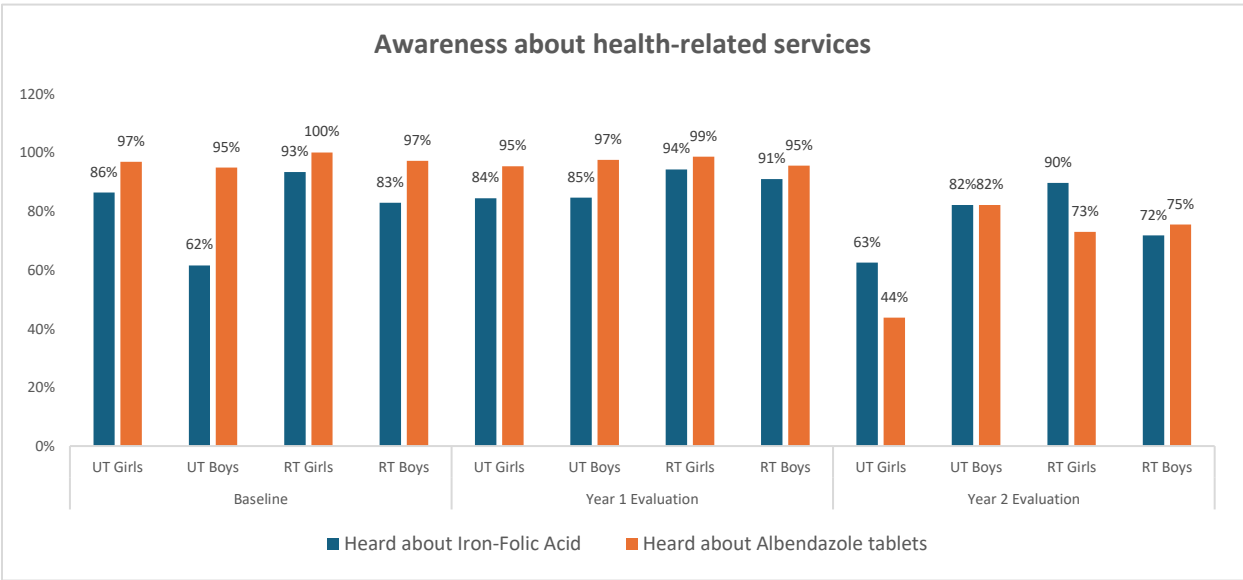
CHAPTER 9: ADOLESCENT HEALTH INFORMATION SOURCES AND EDUCATION OUTREACH

This report delves into the critical role of health service access and utilization in empowering adolescents, offering a detailed analysis of how young individuals receive health-related information and the types of health education they are exposed to. As an integral driver of empowerment, understanding these dynamics is essential to crafting effective interventions that not only inform but also enable adolescents to make informed decisions regarding their health and well-being. By examining the data collected from various sources and periods, the report identifies key channels through which adolescents are engaged in health education, highlights the progress made, and outlines strategic recommendations to enhance the reach and impact of health services. The findings serve as a guiding framework for stakeholders involved in adolescent empowerment programs, illustrating the importance of multi-faceted and tailored approaches to health education.

9.1 AWARENESS OF HEALTH SERVICES

The data on awareness about health services among adolescent girls and boys provides valuable insights into their knowledge levels regarding essential medical interventions. Across all age groups and evaluation periods, the awareness regarding Iron-Folic Acid (IFA) appears to be relatively high, with percentages consistently above 80% for girls and boys aged 11-14 years, and even higher for those aged 15-18 years, ranging from 90% to 94%. This suggests a commendable level of awareness among adolescents about the importance of IFA supplementation, likely due to widespread health education initiatives.

Similarly, awareness about Albendazole tablets is generally high across all groups and evaluation periods, with nearly all respondents indicating familiarity with this medication. However, there's a noticeable difference between the age groups, particularly among boys aged 11-14 years, where awareness levels are slightly lower compared to other groups. This variation could potentially be addressed through targeted health education campaigns tailored to specific age groups to ensure uniform awareness about essential health services among adolescents. Overall, the data underscores the effectiveness of existing health education efforts while also highlighting areas where targeted interventions may be necessary to ensure comprehensive awareness among all adolescent cohorts.



9.1.1 Sources of health information

The data regarding sources of information about health services among adolescents provides valuable insights into the channels through which they acquire knowledge about healthcare. Across all age and gender groups, teachers emerge as the most prominent source of information, with percentages consistently above 70%, indicating the significant role played by educational institutions in disseminating health-related knowledge. However, there are notable variations between age groups and genders in the utilization of other sources. For instance, older boys (15-18 years) heavily rely on primary healthcare providers such as PHCs, doctors, and nurses, with 61% reporting them as their source of information, compared to only 31% of older girls. This could indicate that older boys are more proactive in seeking information from formal healthcare channels.

On the other hand, younger boys (11-14 years) appear to rely more on parents compared to their female counterparts of the same age group, possibly reflecting different dynamics in familial communication about health. Interestingly, friends are a significant source of information for younger boys, with 47% reporting them as a source, suggesting peer influence in health-related discussions. These insights underscore the importance of considering demographic factors and social influences in designing targeted health education programs aimed at improving health literacy among adolescents.

Table 14 : Sources of information about health services

Sources of information about health services				
	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Breakthrough staff	16%	17%	23%	11%
PHC/Doctor/Nurse	22%	17%	31%	61%
Teachers	78%	79%	87%	70%
AWW/ANM/ASHA	5%	17%	12%	8%
Parents	38%	60%	28%	26%
Friends	3%	47%	0%	11%
Through media	0%	4%	0%	0%

9.1.2 Types of health information received

The data on types of health information received by adolescents offers significant insights into their awareness and understanding of various health-related topics across different age and gender groups. Firstly, hygiene-related information emerges as the most commonly received health information among all groups, with particularly high percentages among younger girls (11-14 years) and boys (11-14 years), indicating a strong emphasis on basic hygiene practices in health education programs targeted at this demographic.

However, there are notable differences in the types of health information received between younger and older age groups, as well as between genders. For instance, while younger boys show a high level of awareness about nutritious food-related information compared to girls of the same age group, this trend reverses among older adolescents, with older girls demonstrating a higher percentage in this category. This shift could reflect changing dietary habits and nutritional needs as adolescents transition into later stages of puberty.

Additionally, COVID-19-related information shows a significant disparity between genders, with boys consistently receiving more information across both age groups, indicating potential differences in access to health education resources or receptiveness to health-related messaging. These findings underscore the importance of tailoring health education interventions to address specific age and gender-related needs and preferences, ensuring comprehensive coverage of essential health topics while adapting to evolving health priorities such as COVID-19.

Table 15 : Types of health information received

Types of health information received				
	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Hygiene related information	84%	77%	51%	76%
Nutritious food related information	32%	89%	56%	80%
Information related to VHND (Village Health Nutrition Day)	0%	11%	0%	22%
Menstrual hygiene	8%	2%	13%	2%
IFA/De-worming tablets	8%	8%	5%	7%
Covid-19 related information	8%	21%	21%	26%

9.1.3 Action points on improving health access and usage

1. Enhance Collaboration with Teachers: Given their significant role, developing more comprehensive curricula and training programs for teachers could enhance their capacity to impart health information.
2. Engage with Parents More Effectively: Creating workshops and educational materials for parents could foster a supportive home environment for adolescent health education.
3. Leverage Anganwadi Services: The growth in the influence of Anganwadi workers suggests that they could be further utilized as a channel to disseminate health information.
4. Capitalize on Peer Influence: Friends as a source of information, though moderate, can be influential; peer-led initiatives could be effective.
5. Expand Media Campaigns: Given the ubiquity of media, especially among youth, strategic use of this channel could significantly expand the reach of health education.
6. Prioritize Menstrual Hygiene: The marked improvement in menstrual hygiene information suggests successful targeting, but efforts should continue to normalize and educate on this topic.

This analysis indicates that health education for adolescents is being received through a variety of sources, with certain channels proving more effective than others. It highlights opportunities for interventions to enhance the quality and reach of health education, particularly through schools, families, community services, peer networks, and media.

1. Enhancing VHND Awareness: Despite improvements, continuing efforts to raise awareness about VHND among adolescents is critical.

2. Access Through Anganwadi/ANM/ASHAs: Given the slight decrease in access through ANM/ASHAs, it's important to investigate the barriers to access and enhance the capacity and reach of these health workers.

3. Addressing Discrimination: The increase in reported discrimination or difficulties in accessing services warrants targeted interventions to address these barriers and ensure equitable access.

4. Age-Specific Outreach: The disparities in awareness of IFA and Albendazole between different age groups suggest the need for age-specific outreach strategies to ensure that adolescents are informed about and can access these important health interventions.

5. Continued Engagement: The high percentage of adolescents receiving health information or services is encouraging. Efforts should focus on maintaining and improving these levels of engagement, particularly among younger adolescents.

This analysis provides a comprehensive overview of the current state of adolescents' awareness and access to health services. It underscores the importance of tailored outreach programs that address the specific needs and barriers faced by different segments of the adolescent population.

9.2 SCHOOL INFRASTRUCTURE AND ADOLESCENT EMPOWERMENT

The empowerment of adolescents within educational settings is a multidimensional endeavor that extends beyond the academic curriculum. Integral to this mission is the provision of a robust and supportive school infrastructure, which can significantly influence the overall well-being and empowerment of young students. Such infrastructure encompasses not only the physical constructs of a school but also the essential facilities and environmental factors that contribute to a safe and conducive learning atmosphere. As a foundation for promoting effective learning, adequate infrastructure fosters inclusivity, ensures accessibility, and upholds the rights of all students to quality education and personal development.

The significance of school infrastructure in the context of adolescent empowerment cannot be overstated. It serves as the literal and metaphorical building block for a nurturing educational experience. A well-equipped school premises prepares adolescents to engage actively in their educational journey and supports their holistic development. Furthermore, in relation to safety perceptions and institutional mechanisms, the infrastructure is closely tied to the encouragement of parental participation and the establishment of robust monitoring systems, such as School Management Committees and Parent-Teacher Meetings.

9.2.1 School infrastructure as claimed by students

The availability of school infrastructure is crucial for ensuring a conducive learning environment for students. Analyzing the data across different indicators provides insights into the state of school infrastructure as reported by students across different age and gender groups.

1. Blackboards in Every Classroom:

- From baseline to year 1, there's a slight decrease in the percentage of usable blackboards reported by girls aged 15-18 years (98% to 96%). However, boys aged 11-14 years show a slight increase in usable blackboards (94% to 100%).

- From year 1 to year 2, there's no significant change in the reported percentages for either girls or boys.
2. **Rooms for Every Class:**
 - For girls aged 11-14 years, the percentage of usable rooms for every class decreases notably from baseline to year 1 (94% to 88%) and then further to year 2 (84%).
 - Boys aged 11-14 years also experience a decrease in usable rooms from baseline to year 1 (92% to 85%) and then maintain a similar percentage in year 2.
 - There's a slight decrease in usable rooms reported by girls aged 15-18 years from baseline to year 1 (90% to 84%), which remains consistent in year 2.
 - Boys aged 15-18 years also experience a decrease from baseline to year 1 (90% to 86%), with a slight improvement in year 2 (86%).
 3. **Playground:**
 - There's a decrease in the reported percentage of totally usable playgrounds for girls aged 15-18 years from baseline to year 1 (92% to 77%) and then a slight increase in year 2 (77% to 93%).
 - Boys aged 15-18 years also experience a decrease from baseline to year 1 (76% to 77%) and then maintain a similar percentage in year 2.
 4. **Sports Equipment:**
 - There's an increase in the reported percentage of totally usable sports equipment for girls aged 15-18 years from baseline to year 1 (87% to 80%) and then a slight increase in year 2 (80% to 92%).
 - Boys aged 15-18 years also experience an increase from baseline to year 1 (83% to 77%), with a notable improvement in year 2 (77% to 98%).
 5. **Library:**
 - There's a slight decrease in the reported percentage of totally usable libraries for girls aged 15-18 years from baseline to year 1 (83% to 88%), which then decreases further in year 2 (88% to 79%).
 - Boys aged 15-18 years maintain a similar percentage of totally usable libraries from baseline to year 1 (79% to 82%), which decreases slightly in year 2.
 6. **Drinking Water Facility:**
 - Both girls and boys aged 15-18 years maintain a high percentage of totally usable drinking water facilities from baseline to year 1 and year 2.
 7. **Toilet with Water Facility for Girls:**
 - There's a notable decrease in the reported percentage of totally usable toilets with water facility for girls aged 15-18 years from baseline to year 1 (94% to 54%), which then increases slightly in year 2 (54% to 96%).
 8. **Pad Disposal Facility for Girls:**
 - There's a slight decrease in the reported percentage of totally usable pad disposal facilities for girls aged 15-18 years from baseline to year 1 (99% to 93%), which then decreases further in year 2 (93% to 92%).

Overall, the analysis underscores the importance of comprehensive infrastructure planning and investment in schools to create inclusive, safe, and conducive learning environments for all students, regardless of age or gender. Addressing infrastructure gaps and ensuring the availability of essential amenities is crucial for promoting educational outcomes and fostering holistic development among students.

Table 16 : Availability of school infrastructure

AVAILABILITY OF SCHOOL INFRASTRUCTURE AS REPORTED BY STUDENTS													
Key indicators	Discussion frequency	Baseline				Year 1 Evaluation				Year 2 Evaluation			
		UT Girls (N=95)	UT Boys (N=78)	RT Girls (N=90)	RT Boys (N=70)	UT Girls (N=64)	UT Boys (N=39)	RT Girls (N=69)	RT Boys (N=44)	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Blackboards in Every Classroom	Yes, totally usable	99%	95%	98%	94%	100%	100%	100%	100%	98%	100%	96%	100%
	Usable but in need of improvement	0%	3%	0%	3%	0%	0%	0%	0%	0%	0%	4%	0%
	Yes, but not usable	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%
	Not there	1%	3%	2%	3%	0%	0%	0%	0%	0%	0%	0%	0%
Rooms for Every Class	Yes, totally usable	94%	92%	90%	90%	88%	85%	84%	86%	100%	100%	100%	100%
	Usable but in need of improvement	0%	3%	0%	3%	6%	10%	10%	9%	0%	0%	0%	0%
	Yes, but not usable	1%	1%	0%	3%	0%	0%	0%	2%	0%	0%	0%	0%
	Not there	5%	4%	10%	4%	6%	5%	6%	2%	0%	0%	0%	0%
Playground	Yes, totally usable	95%	82%	92%	76%	83%	92%	77%	93%	100%	100%	100%	100%
	Usable but in need of improvement	0%	12%	3%	13%	5%	8%	6%	5%	0%	0%	0%	0%
	Yes, but not usable	0%	4%	0%	9%	0%	0%	1%	0%	0%	0%	0%	0%
	Not there	5%	3%	4%	3%	13%	0%	16%	2%	0%	0%	0%	0%
Sports Equipment	Yes, totally usable	74%	76%	87%	83%	75%	85%	80%	77%	96%	89%	92%	98%
	Usable but in need of improvement	1%	5%	0%	7%	8%	5%	6%	2%	2%	4%	2%	2%
	Yes, but not usable	0%	1%	0%	6%	0%	0%	3%	2%	2%	7%	2%	0%
	Not there	25%	18%	13%	4%	17%	10%	12%	18%	0%	0%	4%	0%
Library	Yes, totally usable	81%	86%	83%	79%	84%	82%	88%	91%	96%	77%	79%	85%
	Usable but in need of improvement	0%	3%	0%	3%	5%	5%	1%	0%	2%	13%	4%	9%
	Yes, but not usable	0%	1%	0%	3%	0%	0%	0%	0%	2%	11%	13%	6%

	Not there	19%	10%	17%	16%	11%	13%	10%	9%	0%	0%	4%	0%
Drinking Water Facility	Yes, totally usable	96%	97%	96%	96%	98%	90%	91%	89%	98%	100%	96%	100%
	Usable but in need of improvement	0%	3%	3%	1%	2%	8%	6%	11%	2%	0%	4%	0%
	Yes, but not usable	1%	0%	0%	1%	0%	3%	3%	0%	0%	0%	0%	0%
	Not there	3%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%
Toilet with Water Facility for Girls	Yes, totally usable	94%	-	94%	-	55%	-	54%	-	98%	-	96%	-
	Usable but in need of improvement	1%	-	3%	-	36%	-	36%	-	2%	-	2%	-
	Yes, but not usable	0%	-	0%	-	6%	-	3%	-	0%	-	2%	-
	Not there	5%	-	2%	-	3%	-	7%	-	0%	-	0%	-
Pad Disposal Facility for Girls	Yes, totally usable	97%	-	99%	-	92%	-	93%	-	98%	-	92%	-
	Usable but in need of improvement	0%	-	1%	-	2%	-	1%	-	0%	-	2%	-
	Yes, but not usable	0%	-	0%	-	0%	-	0%	-	2%	-	6%	-
	Not there	3%	-	0%	-	5%	-	6%	-	0%	-	0%	-

9.2.2 Awareness of various schemes functioning in school

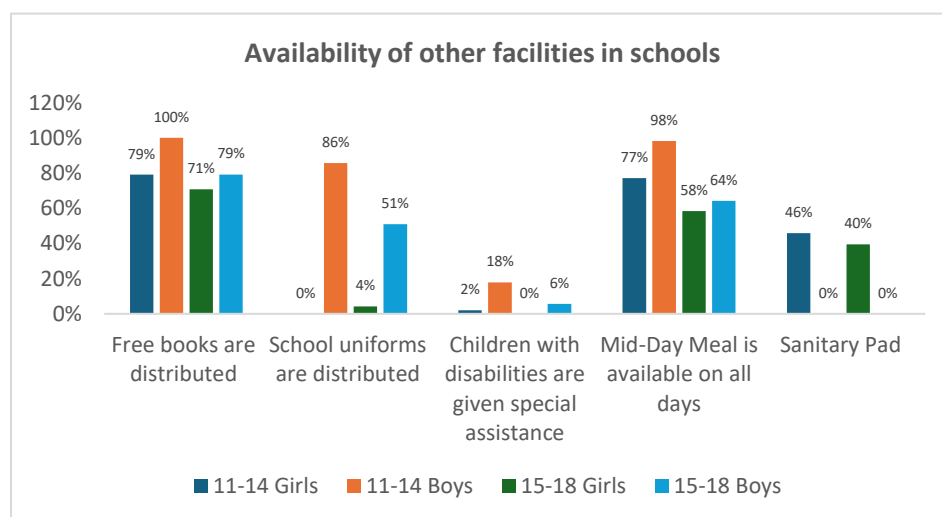
For **Free books distribution**, there are noticeable differences between genders within the same age group. In the 11-14 age group, 79% of girls reported the availability of free books, while all boys in the same age group, 100%, confirmed the distribution. Among 15-18-year-olds, 71% of girls and 79% of boys reported the provision of free books.

Regarding the distribution of **School uniforms**, there's a significant contrast between genders within each age group. None of the 11-14-year-old girls reported the distribution of school uniforms, while a substantial proportion of boys, 86%, confirmed their availability. In the 15-18 age group, only 4% of girls and 51% of boys reported the provision of school uniforms.

For **Children with disabilities receiving special assistance**, there is a notable difference between genders within the same age group. Only 2% of 11-14-year-old girls reported children with disabilities receiving special assistance, whereas 18% of boys in the same age group reported it. Among 15-18-year-olds, none of the girls reported this assistance, while 6% of boys confirmed its availability.

Regarding the availability of the **Mid-Day Meal** scheme, a majority of both genders in the 11-14 age group reported its availability on all days, with 77% of girls and 98% of boys. However, in the 15-18 age group, the percentages are lower, with 58% of girls and 64% of boys reporting the Mid-Day Meal available on all days.

For the provision of **Sanitary Pads** - among 11-14-year-olds, 46% reported the availability of sanitary pads, while among 15-18-year-olds, 40% reported the same.



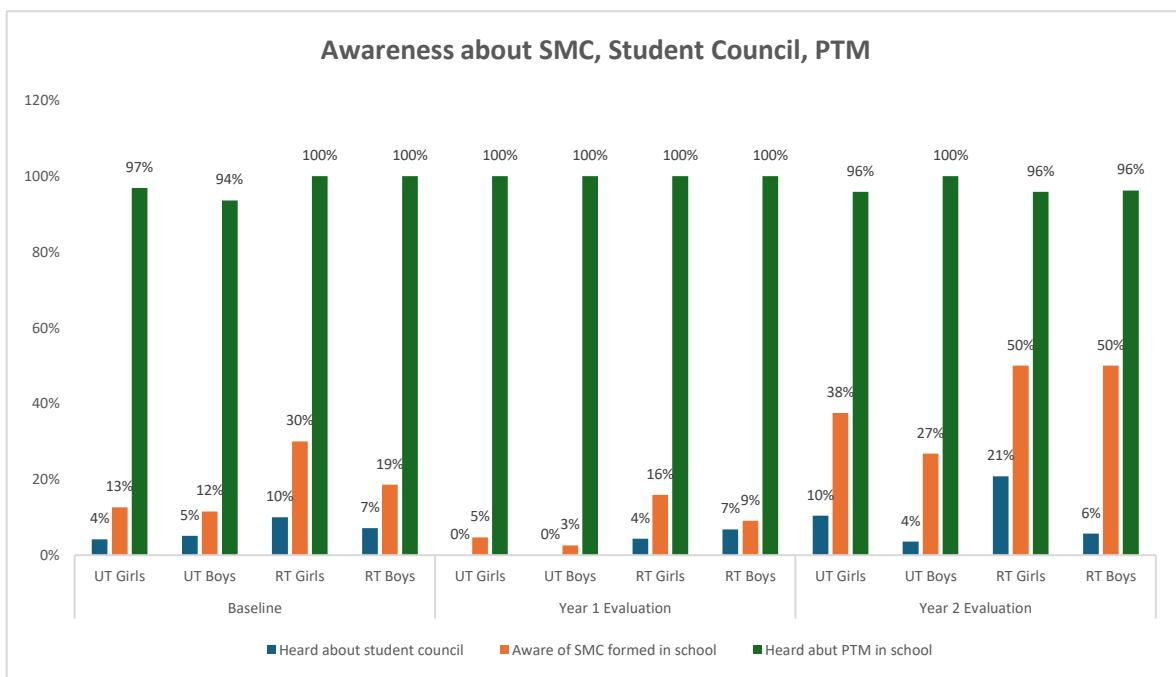
These percentages highlight disparities in the availability of essential facilities and schemes in schools, particularly concerning gender and age groups. Further efforts are needed to address these discrepancies and ensure equitable access to resources for all students.

9.3 AWARENESS AND FUNCTIONING OF STUDENT COUNCIL, SMC AND PTM

The awareness and participation of students in various aspects of school governance, such as student councils, School Management Committees (SMCs), and Parent-Teacher Meetings (PTMs), play pivotal roles in fostering a conducive learning environment and promoting active engagement within educational institutions. Understanding students' awareness of these structures provides valuable insights into their involvement in decision-making processes and their connection with the school community. Through detailed evaluations conducted over multiple years, we aim to elucidate the evolving landscape of student awareness regarding these governance mechanisms across different age groups and genders. This analysis sheds light on the effectiveness of existing communication channels, identifies areas for improvement, and underscores the significance of fostering transparent and inclusive educational environments for all students.

Awareness about the Student Council:

- At baseline, only a small percentage of students were aware of the student council, with 4% of girls and 5% of boys aged 11-14, and 10% of girls and 7% of boys aged 15-18.
- In the first year evaluation, there was no change in awareness among 11-14-year-olds, while among 15-18-year-olds, the awareness increased slightly to 4% for girls and 7% for boys.
- In the second year evaluation, there was a significant increase in awareness, particularly among 15-18-year-olds, with 10% of girls and 21% of boys being aware of the student council.



Awareness of SMC formed in school:

- At baseline, awareness of the School Management Committee (SMC) was low, with 13% of girls and 12% of boys aged 11-14, and 30% of girls and 19% of boys aged 15-18 being aware.
- In the first year evaluation, there was a slight increase in awareness among all groups, with 16% of girls and 9% of boys aged 11-14, and 38% of girls and 27% of boys aged 15-18 being aware.
- By the second year evaluation, awareness had significantly increased, particularly among 15-18-year-olds, with 50% of both girls and boys being aware of the SMC.

Awareness about PTM in school:

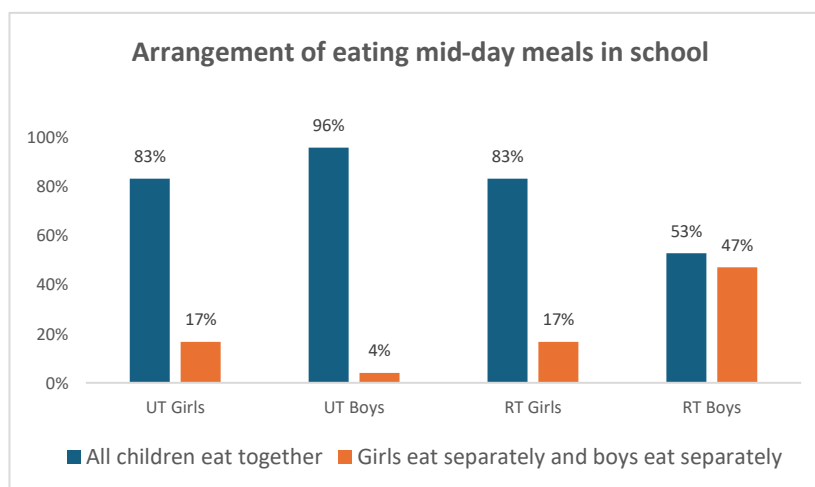
- The awareness of Parent-Teacher Meetings (PTM) was high across all groups at baseline, with 97% of girls and 94% of boys aged 11-14, and 100% of girls and boys aged 15-18 being aware.
- This high level of awareness was maintained throughout the evaluation period, with no significant changes observed in subsequent evaluations.

These percentages indicate a positive trend in increasing awareness about student council and SMC over the evaluation period, particularly among older students. However, awareness about PTM remains consistently high across all age groups and genders, indicating effective communication and engagement between schools, parents, and students. Further efforts may be needed to enhance awareness about the student council and SMC, especially among younger students.

9.4 EATING MID-DAY MEALS IN SCHOOLS

The arrangement of mid-day meals in schools, as reflected in the data, unveils nuanced patterns influenced by age groups and gender dynamics. Among girls aged 11-14 years, the predominant practice of having all children eat together (83%) signals a communal dining experience that fosters social cohesion and inclusivity. In contrast, a stark difference is observed among boys in the same age bracket, with only 4% reporting similar arrangements, indicating potential disparities or preferences in mealtime interactions. This gendered divergence persists among older adolescents (15-18 years), where the majority of girls (83%) continue to partake in communal meals, while a significant proportion of boys (53%) still follow this pattern.

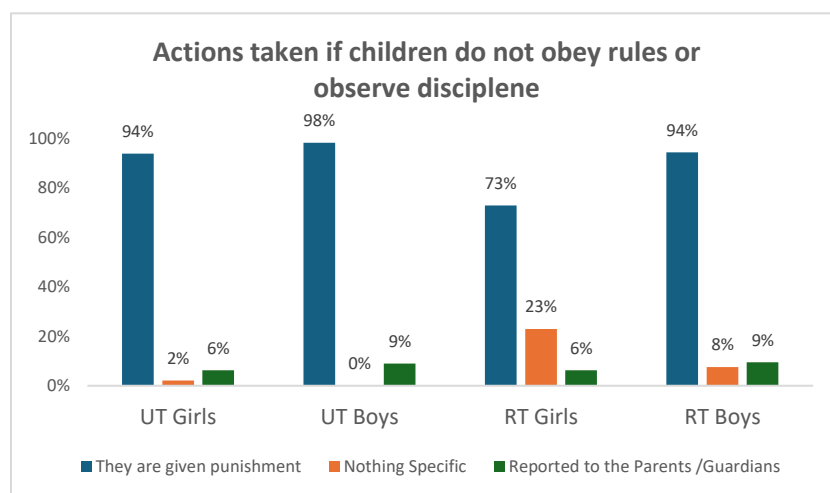
However, a noteworthy shift occurs with gender-segregated meal arrangements, predominantly reported among boys aged 11-14 years (96%) and to a lesser extent among boys aged 15-18 years (47%). This phenomenon may reflect cultural or social norms shaping mealtime behaviors and underscores the importance of understanding and addressing gender-specific needs within school environments. Despite



these gender-based variations, the absence of caste, religion, or economic status-based meal segregation across all groups signifies progress towards fostering inclusive and equitable meal practices. This data underscores the multifaceted nature of school meal arrangements, highlighting the need for tailored interventions to ensure that all students, regardless of gender or age, have access to nutritious meals in environments that promote social cohesion and equality.

9.5 ACTIONS TAKEN IF CHILDREN DO NOT OBEY RULES / OBSERVE DISCIPLINE

The data regarding actions taken if children do not obey rules or observe discipline within school settings reveals varying disciplinary approaches across different age groups and genders. Among girls aged 11-14 years, a significant majority (94%) reported being subjected to punishment in response to disobedience, reflecting a strict disciplinary environment that emphasizes adherence to rules. A similar trend is observed among boys in the same age category, with an even higher percentage (98%) facing punitive measures for non-compliance.



However, among older adolescents (15-18 years), a notable shift occurs in disciplinary practices. While a considerable proportion of boys (94%) continue to experience punishment for rule-breaking, a significant minority of girls (73%) report the same. This suggests a divergence in disciplinary strategies as students transition into adolescence, with girls experiencing comparatively

lower rates of punishment. Additionally, among both age groups, a small percentage of students reported that no specific action was taken in response to disobedience, highlighting potential gaps in disciplinary enforcement. Furthermore, a minority of students across all groups mentioned that incidents of non-compliance were reported to parents or guardians, indicating a collaborative approach involving home and school environments in addressing disciplinary issues.

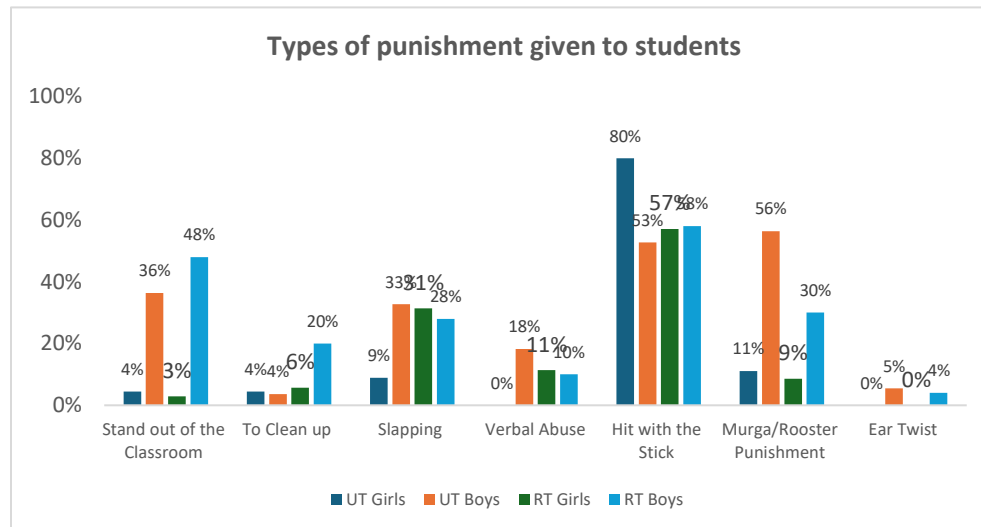
This data underscores the importance of implementing effective and equitable disciplinary measures that promote a positive learning environment while also fostering accountability and cooperation between schools and families.

9.5.1 Types of punishment

The data on types of punishment administered to students reveals significant variations in disciplinary practices based on age and gender. Among girls aged 11-14 years, the most common form of punishment is being hit with a stick (80%), indicating a reliance on physical disciplinary measures in this age group. This suggests a traditional approach to discipline, possibly reflecting cultural norms or historical practices within the educational system. Conversely, boys in the same age category face a different disciplinary landscape, with standing out of the classroom (36%) and slapping (33%) being more prevalent forms of punishment. This gender disparity in disciplinary methods could stem from societal expectations of behavior or differences in how boys and girls are perceived and managed within school environments.

As students transition to the 15-18 age group, there appears to be a convergence in disciplinary practices between genders. Both girls and boys in this older age bracket report similar forms of punishment, with hitting with a stick, slapping, and rooster punishment being the most commonly cited methods. This alignment suggests a potential normalization of disciplinary practices as students advance in age, with

schools applying consistent approaches regardless of gender. However, it is noteworthy that while physical punishments such as hitting with a stick remain prevalent across all age groups, there is a decrease in their frequency among older students. This trend may indicate a gradual shift towards alternative disciplinary strategies or a recognition of the potential harm associated with physical punishments, prompting schools to adopt more progressive approaches to behavior management.



Furthermore, the emergence of verbal abuse as a significant form of punishment, particularly among older boys and girls, raises concerns about the psychological impact of disciplinary measures on students. Verbal abuse can have

long-lasting effects on a student's self-esteem and mental well-being, highlighting the importance of promoting positive disciplinary techniques that prioritize empathy, understanding, and communication. Schools should strive to create safe and supportive learning environments where students feel respected and valued, and where discipline is implemented in a fair, consistent, and non-violent manner. This requires ongoing training for educators, the establishment of clear disciplinary policies, and proactive efforts to address underlying issues contributing to behavioral problems. Ultimately, fostering a culture of mutual respect and cooperation is essential for promoting positive behavior and academic success among students.

9.6 SCHOOL AS A SAFE PLACE

The adolescents were further asked about the safety in commuting to schools and how do they perceive their schools in terms of safety. Like the baseline and the year 1 of evaluation, where 100 percent of the respondents reported that they felt safe commuting to the schools, the results in the year 2 evaluation are no different, with again all the adolescent boys and girls interviewed reporting that they feel safe going to school.

We further asked the boys and girls about how they feel in terms of safety of their school. A staggering 99% reported in the affirmative, that is, they considered their schools to be a safe place, as compared to 96% in baseline and 98% in year 1 of evaluation. Thus, it can be inferred that there is an improvement in this arena.

9.7 SUMMARY

In Chapter 9, the focus is on adolescent health information sources and education outreach, providing a comprehensive analysis of the shifts observed from baseline to year 1 and year 2 evaluations. One significant finding is the increase in awareness about essential health services among adolescents, particularly regarding Iron-Folic Acid (IFA) and Albendazole tablets. For instance, the awareness regarding IFA remained consistently high across all age groups and evaluation periods, with percentages ranging from 80% to 94%. Similarly, awareness about Albendazole tablets showed a slight increase over time, indicating the effectiveness of ongoing health education initiatives.

Regarding sources of health information, there were notable shifts in adolescents' reliance on different channels. While teachers remained the most prominent source of information, there was an increase in older boys seeking information from primary healthcare providers like doctors and nurses. Additionally, there was a shift in the types of health information received, with a notable increase in COVID-19-related information among boys across both age groups, reflecting the evolving health priorities over time.

The role of the School Management Committee (SMC) has been highlighted, showing its critical part in addressing key issues like early marriage, and the level of awareness among students regarding the SMC's composition and function. Furthermore, we have explored the influence of Parent-Teacher Meetings (PTMs), noting high rates of parental participation and the opportunities these meetings create for collaborative educational planning.

In terms of school infrastructure, there were fluctuations in the availability of essential facilities such as blackboards, usable rooms, playgrounds, sports equipment, libraries, and sanitary facilities. For instance, while there was a slight decrease in the availability of usable rooms for every class among girls aged 11-14 years from baseline (94%) to year 1 (88%) and further to year 2 (84%), boys in the same age group experienced a similar trend from baseline (92%) to year 1 (85%) and maintained a similar percentage in year 2. This indicates a need for attention to infrastructure maintenance and expansion to accommodate the needs of growing student populations.

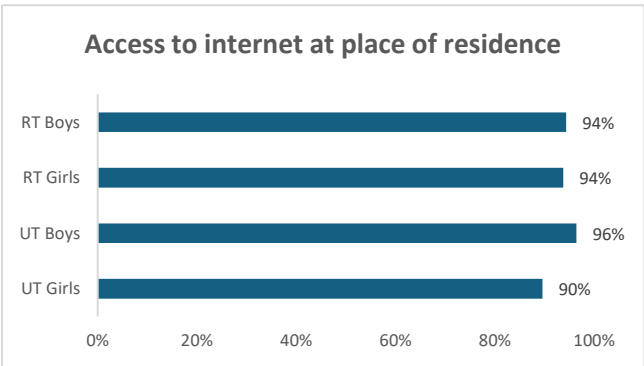
Collectively, the findings underscore the significance of physical and social infrastructure in schools, the effectiveness of institutional bodies in managing and responding to student needs, and the vital role of parental involvement in the educational framework. Each element discussed in this chapter forms an integral part of the school's ecosystem, impacting student empowerment, safety, and overall development. The insights gathered here should serve as both a reflection of current strengths and a guide for future enhancements to foster an inclusive, supportive, and responsive educational environment.

CHAPTER 10: MEDIA HABITS AND USAGE OF DIGITAL AND TRADITIONAL MEDIA

In Chapter 10, we explore the intricate web of media access and usage patterns among adolescents, uncovering shifts in internet accessibility, device preferences, and the multifaceted ways in which young people engage with both digital and traditional forms of media.

10.1 ACCESS TO INTERNET AND DEVICE USAGE

The data indicates a high level of access to the internet among adolescents across all age groups and genders, with percentages ranging from 90% to 96%. This widespread access underscores the increasing importance of digital connectivity in today's society, where the internet serves as a gateway to information, communication, and educational resources. The relatively high percentages suggest that the majority of adolescents have the opportunity to engage with online content, which can have both positive and negative implications.



For girls aged 11-14, the reported access rate stands at 90%, slightly lower than that of boys in the same age group at 96%. This modest difference may reflect underlying disparities in technology access or usage patterns influenced by cultural or socio-economic factors. However, both genders still exhibit substantial internet access, indicating that digital connectivity is becoming increasingly equitable among younger adolescents.

Among older adolescents aged 15-18, both girls and boys demonstrate similar levels of internet access, with percentages at 94% for both groups. This parity suggests a closing of the digital gender gap as adolescents mature, aligning with broader trends of increased internet adoption across demographics. The high accessibility to the internet among older adolescents highlights the importance of digital literacy and online safety education to empower them to navigate the digital landscape responsibly.

Overall, the widespread access to the internet among adolescents underscores the need for initiatives aimed at promoting digital literacy, ensuring online safety, and leveraging digital technologies for educational and developmental purposes. Efforts to bridge any remaining gaps in internet access and usage should be prioritized to ensure that all adolescents have the opportunity to harness the benefits of the digital age for their personal growth and academic success.

10.1.1 Types of devices used

The data provided outlines the ownership percentages of various digital devices among students, categorized by gender and age group.

In the 11-14 age group, a significant majority of both girls and boys own smartphones, with ownership rates at 85% for girls and 100% for boys. This indicates that smartphones are prevalent among younger students and are likely the primary digital device for communication, learning, and entertainment purposes.

Regarding other digital devices, such as laptops, computers, and tablets, ownership rates are relatively low among both girls and boys in this age group. Only 2% of girls and boys own laptops, while 2% of girls and 0% of boys own computers. Tablet ownership is negligible, with 0% ownership among girls and 2% among boys. These findings suggest that while smartphones are widespread, secondary digital devices are less common among students aged 11-14.

Table 17 : Types of digital devices

Types of digital devices the students have				
	UT Girls (N=48)	UT Boys (N=56)	RT Girls (N=48)	RT Boys (N=53)
Smartphone	85%	100%	92%	92%
Laptop	2%	2%	0%	4%
Computer	2%	0%	0%	0%
Tablet	0%	2%	2%	8%

Among students aged 15-18, smartphone ownership remains high, with 92% ownership reported for both girls and boys. However, there is a slight increase in ownership rates of secondary devices compared to the younger age group. While laptop ownership remains low, with 0% ownership reported among girls and 4% among boys, there is a notable increase in tablet ownership, with 2% ownership among girls and 8% among boys. Computer ownership remains minimal, with 0% ownership reported for both girls and boys.

Overall, the data underscores the importance of smartphones as the primary digital device among students across age groups, while also highlighting the relatively low ownership rates of secondary devices such as laptops, computers, and tablets, particularly among younger students. These findings have implications for educational technology initiatives and highlight the need for equitable access to digital resources and devices for all students.

10.2 SOCIAL MEDIA PLATFORM USE

Among students aged 11-14, WhatsApp emerges as the most popular social media platform, with 60% of girls and 54% of boys using it. YouTube also shows high usage, with 85% of girls and 96% of boys utilizing the platform. However, other social media platforms like Facebook, Instagram, and Snapchat exhibit lower usage rates among this age group, with only 10% of girls and 39% of boys using Facebook, 13% of girls and 48% of boys using Instagram, and 0% of girls and 5% of boys using Snapchat.

In contrast, among students aged 15-18, WhatsApp remains popular but shows a decrease in usage compared to the younger age group, with 40% of girls and 75% of boys using the platform. YouTube maintains its high usage rates, with 90% of girls and 91% of boys utilizing the platform. Notably, Facebook and Instagram usage increases in this age group, with 19% of girls and 66% of boys using Facebook, and 33% of girls and 53% of boys using Instagram. Additionally, Snapchat sees some usage among older students, with 4% of girls and 17% of boys using the platform.

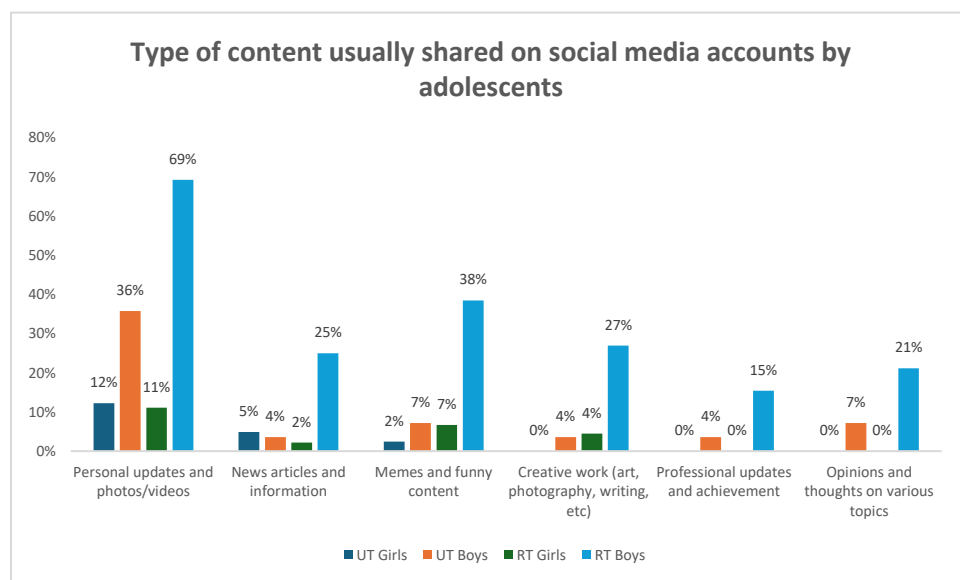
Other social media platforms such as LinkedIn, Twitter, and Telegram show minimal usage across both age groups and genders, with LinkedIn and Twitter being used by a small percentage of older students (15-18 years old), while Telegram is used by a small percentage of both younger and older students.

Overall, the data highlights WhatsApp and YouTube as the most widely used social media platforms among students, with differences in usage patterns observed between age groups and genders. These findings underscore the importance of understanding students' social media habits for educators and policymakers when designing digital literacy programs and addressing online safety concerns.

10.3 IMPLICATIONS OF MEDIA HABITS UNDERSTANDING IN ADOLESCENTS

The data regarding the types of content shared on social media accounts by adolescents provides valuable insights into their digital behavior and preferences, offering a nuanced understanding across different age groups and genders.

For adolescents aged 11-14, the predominant trend observed is a higher engagement among boys in sharing personal updates and photos/videos, as well as memes and funny content. This suggests that within this younger age bracket, boys tend to use social media platforms more actively for self-expression and entertainment purposes, leveraging visual content and humor to engage with their peers. Conversely, girls in this age group exhibit relatively lower levels of activity in these areas, indicating potential differences in online behavior and preferences between genders during early adolescence.



In the older age group of 15-18-year-olds, the disparity between genders in the sharing of personal updates and visual content becomes even more pronounced, with boys significantly outnumbering girls in these activities. This finding reflects the continued trend of boys utilizing social media platforms as a means of self-expression and social

interaction through sharing personal experiences and visual media. On the other hand, girls in this age group demonstrate a more diverse range of content-sharing behaviors, including a notable increase in the dissemination of news articles and information, creative work, and opinions on various topics. This suggests a greater inclination among older adolescent girls towards consuming and sharing content of intellectual or creative nature, indicating a potentially more mature and diverse usage pattern compared to their younger counterparts.

Furthermore, the prevalence of certain types of content, such as memes and funny content, remains consistently higher among boys across both age groups, indicating a persistent interest in humor and

entertainment within the male adolescent demographic. Conversely, girls show a progressive shift towards sharing content that is more informative, creative, and opinionated as they transition from early to late adolescence, reflecting a broader range of interests and engagement with digital media platforms.

Overall, the data underscores the complex interplay of age and gender in shaping adolescent behavior on social media, highlighting the importance of considering these factors when designing educational interventions or digital literacy programs aimed at promoting responsible and positive online interactions among young people. By understanding the evolving preferences and behaviors of adolescents in the digital landscape, educators, parents, and policymakers can develop more targeted strategies to support.

10.4 TRADITIONAL MEDIA USAGE

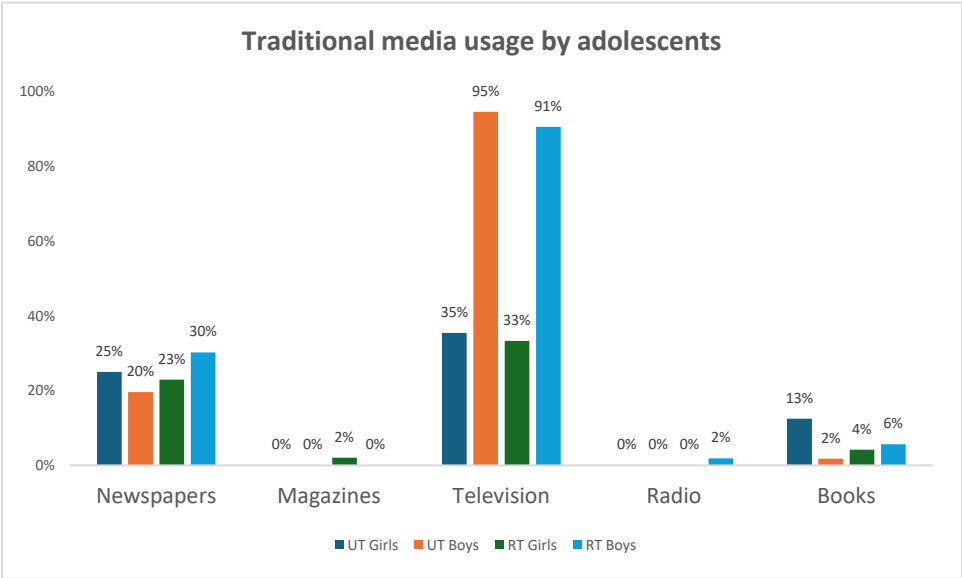
The data on traditional media usage by adolescents provides valuable insights into their consumption habits and preferences, shedding light on the role of different media formats in their lives across various age groups and genders.

For adolescents aged 11-14, television emerges as the dominant traditional media platform, with a substantial majority of both boys and girls reporting regular usage. This suggests that television remains a prevalent source of entertainment and information for younger adolescents, serving as a primary medium for accessing a wide range of content, including news, educational programs, and entertainment shows. Additionally, newspapers also maintain significant relevance among this age group, albeit to a lesser extent compared to television, indicating a continued interest in print media for staying informed about current events and news stories.

In contrast, magazines and radio appear to have minimal to negligible usage among adolescents aged 11-14, with very few respondents reporting regular engagement with these media formats. This trend reflects a broader shift away from traditional forms of print and audio-based media in favor of more visually engaging and digitally accessible content, which may offer greater immediacy and interactivity for young audiences.

Among older adolescents aged 15-18, the patterns of traditional media usage show some notable variations compared to their younger counterparts. While television remains widely popular among both genders in this age group, its dominance is slightly diminished, particularly among boys. This suggests a potential diversification of media consumption habits among older adolescents, with other forms of

media, such as online streaming platforms or digital content, possibly gaining traction as alternative sources of entertainment and information.



Interestingly, the data also indicate a modest increase in the usage of magazines among 15-18-year-old girls, albeit still at a relatively low level. This suggests that some older adolescent girls may exhibit a preference for more curated and specialized print

media content, potentially reflecting a growing interest in topics such as fashion, lifestyle, or niche interests that are often covered in magazine publications.

Overall, the data highlight the dynamic nature of traditional media usage among adolescents, with preferences and habits evolving across different age groups and genders. While television remains a dominant force in the media landscape for both younger and older adolescents, other forms of traditional media, such as newspapers and magazines, exhibit varying degrees of relevance depending on factors such as age, gender, and individual interests. Understanding these nuanced patterns of media consumption is crucial for media companies, advertisers, and educators seeking to engage effectively with adolescent audiences across different platforms and formats.

10.5 SUMMARY

Smartphone usage remains predominant but has seen a slight decrease in the younger cohort and an increase among the older adolescents. Laptop and computer usage has seen an uptick, particularly in the older age group.

YouTube and WhatsApp have been the most popular platforms, though usage has declined over time among younger adolescents. Older adolescents have increased their use of WhatsApp, Instagram, and Snapchat, indicating a shift towards more diverse social media interactions. Engagement in sharing content varies, with personal updates and news consumption increasing with age, while a significant portion of both age groups do not share anything on social media.

In conclusion, these trends reflect an evolving media landscape where digital consumption is becoming increasingly prominent among older adolescents, characterized by diverse platform usage and a shift towards English content. The data underscores the importance of recognizing these shifts for those involved in educational content delivery, digital platform development, and policy-making, ensuring that the needs and preferences of adolescents are met across different age groups and languages.

CHAPTER 11: FINDINGS FROM INTERVIEWS CONDUCTED WITH TEACHERS

In addition to the adolescent boys and girls, the study further attempted to draw insights from the teachers regarding the adolescent empowerment programme carried out in the district of Karnal in Haryana. Around 16 teachers were contacted for the purpose of the survey. Qualitative interviews were conducted in the previous rounds to elicit the teachers' perspective on the adolescent empowerment programme. The qualitative surveys conducted with teachers in the previous rounds revealed a significant shift in perspectives over time. Initially, teachers expressed mixed views on gender-based discrimination, with varying levels of awareness and commitment to promoting gender equality within the educational system.

While some acknowledged the importance of challenging stereotypes and addressing discrimination, others exhibited traditional attitudes that perpetuated gender biases. However, over the course of the program, there has been a noticeable evolution in teachers' attitudes and practices towards gender equality and inclusion. Through targeted interventions and training sessions, teachers have become more proactive in promoting gender equity within their classrooms and schools. They now demonstrate a deeper understanding of the importance of fostering a supportive and inclusive environment where all students, regardless of gender, feel valued and respected. This shift underscores the transformative impact of the program in empowering teachers to champion gender equality and create positive change within the educational landscape of Karnal district.

11.1 TEACHERS' PROFILE

Age distribution - The mean age of teachers is calculated to be 42.38 years, with a standard deviation of 46.51. The ages range from a minimum of 32 years to a maximum of 55 years, reflecting the variability within the age demographics of teachers in this location.

Gender - In terms of gender distribution among teachers, it is equally distributed among males and females. The findings indicate a gender balance among teachers in Karnal.

Designation - Class Teachers constitute 69% of the respondents, indicating a significant presence in these roles. We further conducted interviews with a couple of Principals and para teachers.

Experience - Experience levels span from 1 to 15 years, with notable representation across various intervals. These findings underscore a spectrum of experience among teachers, with a substantial portion having accumulated a decade or more experience in the field, reflecting a depth of knowledge and expertise within the educational community of Karnal.

11.2 SCHOOL INFRASTRUCTURE AND FACILITIES

Table 18 : School infrastructure and facilities as reported by teachers

School Infrastructure and Facilities (N=16)										
	Blackboards in Every Classroom	Rooms for Every Class	Playground	Sports Equipment	Library	Solid Boundary Walls	Drinking Water Facility	Toilet with Water Facility for Girls	Waste Disposal Facility	Pad Disposal Facility for Girls
Yes, usable	94%	81%	94%	69%	81%	100%	100%	100%	75%	88%
Yes, but not usable	6%	0%	0%	25%	6%	0%	0%	0%	6%	13%
Not there	0%	19%	6%	6%	13%	0%	0%	0%	19%	0%

The data provided by 16 teachers on school infrastructure offers valuable insights into the state of educational facilities in Karnal. The high percentage of schools reporting essential amenities such as blackboards in every classroom, solid boundary walls, drinking water facilities, and toilets with water facilities for girls is encouraging. It indicates a basic level of infrastructure that supports the learning environment.

However, the data also reveals some areas of concern. The fact that a portion of schools reported sports equipment, waste disposal facilities, and pad disposal facilities for girls as not usable or not present highlights potential gaps in infrastructure maintenance or availability. This inconsistency in the usability and availability of facilities could affect students' overall educational experience and well-being.

Furthermore, the disparity in the availability of certain facilities, such as libraries and playgrounds, suggests variations in resource allocation among schools. This inequity could have implications for students' access to learning resources and opportunities for physical activity and recreation.

Overall, while the data reflects a basic level of infrastructure provision in Karnal schools, there is room for improvement to ensure that all students have access to safe, functional, and conducive learning environments. Addressing issues of maintenance, equity in resource allocation, and the provision of essential facilities should be prioritized to support students' holistic development and educational outcomes.

11.3 PERCEPTION OF GENDER BASED DISCRIMINATION

We further engaged to understand the perception of teachers regarding gender-based discrimination prevalent in villages and schools - their experiences, observations, and opinions on gender-based discrimination, instances of discrimination they've witnessed or heard of and the consequent impact of the same on students.

The data provided by 16 teachers in Karnal district, Haryana, sheds light on their perceptions of gender discrimination within the educational system and society at large. Let's delve into a detailed analysis of the key findings:

The survey reveals a generally positive outlook among teachers regarding gender equality in education. A unanimous consensus (100%) underscores the fundamental importance of gender equality in the

educational sphere. This resounding agreement indicates a strong commitment among educators to fostering inclusive learning environments where all students have equal opportunities, regardless of gender. Additionally, an overwhelming majority (94%) acknowledges the necessity of challenging and eliminating gender stereotypes within the classroom, demonstrating a collective recognition of the role educators play in promoting positive gender norms.

However, while the majority of teachers exhibit progressive attitudes towards gender equality, there are notable areas of concern. A significant proportion of respondents (31%) express agreement with the notion of punishing children, reflecting a potential divergence in disciplinary approaches within educational settings. Moreover, the uncertainty surrounding certain issues, such as girls' higher education (88%), use of mobile phones (56%), and mobility outside the village (25%), highlights the need for further education and awareness initiatives to address deeply ingrained societal norms and perceptions that may hinder girls' autonomy and access to education.

Despite these challenges, the survey results suggest a willingness among educators to engage in dialogue and reflection on gender-related issues. The unanimous agreement (100%) on the importance of addressing and preventing gender-based discrimination in schools indicates a shared commitment to creating safe and inclusive learning environments. Moving forward, targeted interventions and professional development opportunities can empower teachers to challenge discriminatory practices, promote gender equality in their teaching practices, and advocate for policies that support the holistic development and empowerment of all students, irrespective of gender.

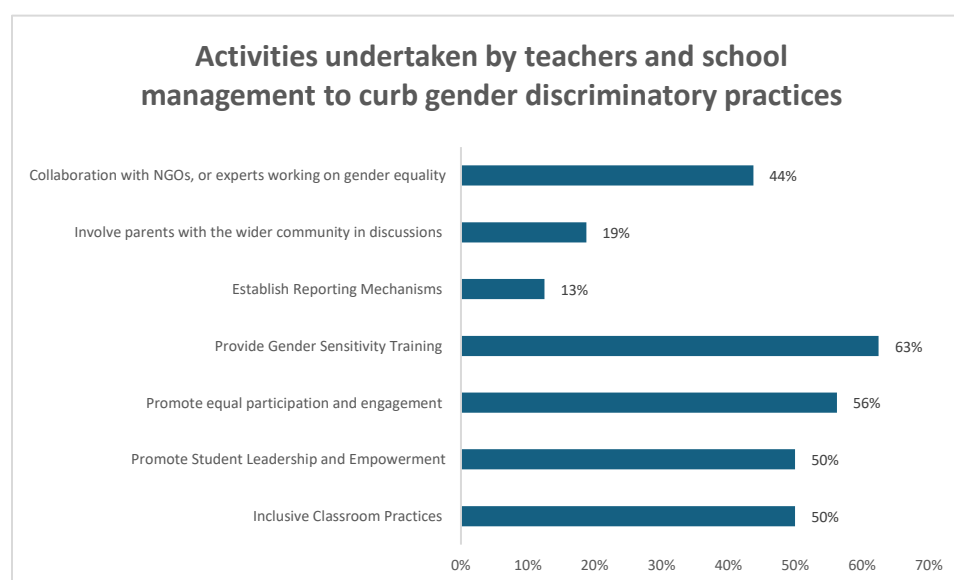
In conclusion, while there are positive indications of a commitment to gender equality among some teachers, the data also highlights the persistence of gender stereotypes and discriminatory attitudes within the educational context. Addressing these attitudes through comprehensive training, awareness-raising initiatives, and policy interventions is crucial to fostering a more inclusive and equitable learning environment for all students.

Table 19 : School infrastructure and facilities as reported by teachers

TEACHERS' AWARENESS OF GENDER-BASED DISCRIMINATION		
Key indicators	Level of agreement	
Gender equality is important in education	Agree	100%
	Disagree	0%
	Not sure	0%
Gender stereotypes should be challenged and eliminated in the classroom	Agree	94%
	Disagree	6%
	Not sure	0%
All students should have equal opportunities regardless of their gender	Agree	100%
	Disagree	0%
	Not sure	0%
It is important to address and prevent gender-based discrimination in schools	Agree	100%
	Disagree	0%
	Not sure	0%
Teachers should actively promote gender equality and inclusion in their teaching practices	Agree	100%
	Disagree	0%

TEACHERS' AWARENESS OF GENDER-BASED DISCRIMINATION		
Key indicators	Level of agreement	
	Not sure	0%
It is right if parents and teachers punish children	Agree	31%
	Disagree	50%
	Not sure	19%
A girl should not do higher studies as it will be difficult to get her married	Agree	13%
	Disagree	0%
	Not sure	88%
A girl should not be allowed to use mobile phones as it increases the chances of her getting spoilt	Agree	31%
	Disagree	13%
	Not sure	56%
A girl should not be allowed to go alone/ with peers outside the village	Agree	50%
	Disagree	25%
	Not sure	25%

Activities undertaken to curb gender-based discrimination



The data underscores the active engagement of teachers and school management in Karnal in addressing gender discriminatory practices within the educational setting. Notably, 50% of respondents reported implementing inclusive classroom practices, while an equal percentage

emphasized promoting student leadership and empowerment. Moreover, 56% of respondents stated their efforts in promoting equal participation and engagement among students. A significant majority, accounting for 63%, reported providing gender sensitivity training to staff, indicating a concerted effort towards fostering awareness and understanding. However, there are areas for improvement, as only 13% mentioned establishing reporting mechanisms, and 19% cited involving parents and the wider community in discussions. Nevertheless, collaboration with NGOs or gender equality experts was reported by a substantial 44% of respondents, reflecting a proactive approach. These concerted efforts underscore a commitment to creating an inclusive and equitable learning environment where all students, regardless of gender, have the opportunity to thrive and succeed.

11.4 GENDER ATTITUDES OF TEACHERS

Attitudes about work and employment

The attitudes towards work and employment among the teachers in Karnal reveal a mix of traditional and progressive viewpoints. While 69% of participants agree that men should share household tasks like washing dishes and doing laundry in modern economic conditions, indicating a recognition of evolving gender roles, a significant 50% still believe that for women, prioritizing household and childcare duties over a career is more important. Additionally, opinions on gender roles in leadership positions vary, with 25% expressing the belief that men should predominantly hold intellectual leadership roles in the community, while 44% disagree that men inherently make better political leaders and business executives than women. However, there is a notable consensus (38%) disagreeing with the traditional notion that a man should solely bear the responsibility of providing for the family economically. These diverse perspectives underscore the ongoing societal dialogue around gender equality and the evolving dynamics of work and family life.

Attitudes about roles, responsibilities and household decisions

Teachers again exhibit a blend of progressive and traditional attitudes regarding gender roles, responsibilities, and household decisions. While 75% agree that girls should be allowed to decide when they want to marry, indicating a recognition of individual autonomy, a significant majority (69%) also believes that girls should have a say in choosing their groom for marriage. Additionally, opinions on gender equity in property ownership are divided, with 44% agreeing that a girl should have a right over her parents' property even if she receives a dowry. However, there are traditional notions present, as evidenced by 38% believing that in family matters, the final word should rest with the husbands, and 50% agreeing that fathers should have greater authority in child-rearing. These contrasting viewpoints suggest an ongoing negotiation between traditional values and evolving concepts of gender equality and individual agency within the family unit.

Beliefs about gender and gender attributes

The beliefs about gender and gender attributes among the teachers in Karnal reflect a more egalitarian perspective. While 44% disagree that a wife should always obey her husband, indicating a rejection of strict gender roles, a notable minority (31%) still agrees with this notion. Similarly, opinions are divided regarding the perception that men need more care as they work harder than women, with 44% disagreeing with this statement. These findings suggest a nuanced understanding of gender dynamics, with some respondents embracing more progressive views while others uphold traditional gender norms.

Attitudes about women's rights and policies

The attitudes about women's rights and policies in Karnal show a mixed perspective. While there is a significant disagreement (56%) with the notion that when a mother works for pay, the children suffer, indicating a recognition of women's economic contribution, there's still a concern that if a woman earns

more money than her husband, it could cause problems, with 62% either agreeing or strongly agreeing with this statement. Similarly, a significant portion (69%) disagrees with the idea that women taking jobs are taking them away from men. These findings suggest a complex interplay of traditional gender roles and evolving attitudes towards women's participation in the workforce.

11.5 EDUCATION PERCEPTION

Majority of the teachers (75%) reported that a girl should study up to any class she wants to, indicating strong support for girls' education and autonomy in determining their educational path. The same response is echoed when asked about the education of boys.

The perceived reasons why girls and boys should pursue education, as reported by teachers, reveal nuanced attitudes towards gender roles and education. A substantial majority of teachers, comprising 69% for girls and 75% for boys, view education as a means to acquire more knowledge. Similarly, an overwhelming 88% for both genders believe that education is essential for enhancing skills. However, when it comes to education for livelihood or job opportunities, there is a noticeable disparity, with only 38% of teachers attributing this reason to girls compared to 69% for boys.

Furthermore, while 63% of teachers believe that an educated girl is more respected in society, slightly fewer, 56%, hold the same perception for boys. Interestingly, only 13% of teachers perceive education as a means for girls to secure an educated husband, while 25% believe the same for boys aiming to secure an educated wife. This discrepancy underscores the complex interplay of societal expectations and gender norms influencing attitudes towards education and gender roles among educators in the community.

Table 20 : Perceived reasons of teachers - why a girl /boy should study

Perceived reasons of teachers - why a girl /boy should study		
	Girl	Boy
For more knowledge	69%	75%
To enhance skills	88%	88%
For livelihood/job/work	38%	69%
Should be able to read/ write	19%	31%
To know what is right/wrong	13%	31%
Educated girl / boy is more respected in the society	63%	56%
Able to teach their children in future	50%	44%
It will help them get an educated husband / wife	13%	25%

11.6 VIEWS ON LIFE SKILL DEVELOPMENT OF CHILDREN

Understanding the perceptions of teachers regarding the life skill development of children is crucial for assessing the effectiveness of educational practices in nurturing students' holistic growth. Through the lens of educators, we gain insights into various aspects of students' social and emotional competencies within the classroom environment. This analysis delves into the views expressed by teachers on different dimensions of life skill development among students, highlighting areas of strength and areas for improvement.

The responses provided by teachers reflect their observations and assessments of students' life skill development:

1. **Confidence and Participation:** A notable proportion of teachers, comprising 31% and 38%, strongly agree that students exhibit confidence in speaking up in the classroom and can actively participate by answering questions posed by teachers. This suggests a positive classroom environment that encourages student engagement and participation.
2. **Emotional Expression:** However, concerning emotional expression, a significant percentage of teachers, 44%, agree that students find it challenging to articulate their feelings. This highlights a potential area for improvement in fostering emotional literacy and creating a safe space for students to express their emotions comfortably.
3. **Social Skills:** The majority of teachers, 63%, agree that students demonstrate comfort in working within teams, indicating positive social dynamics within the classroom. Additionally, 50% of teachers agree that students make efforts to resolve conflicts with their peers, showcasing the development of essential interpersonal skills.
4. **Decision-Making and Assertiveness:** While 44% of teachers agree that students make decisions to help them achieve their goals, a similar percentage also agree that students struggle to assertively decline activities they perceive as wrong. This suggests a need for further support in developing decision-making skills and assertiveness among students.

In conclusion, teachers play a pivotal role in shaping students' life skill development within the educational setting. While there are commendable aspects such as confidence, teamwork, and conflict resolution skills, there are also areas of concern such as emotional expression and assertiveness. Addressing these areas through targeted interventions and fostering a supportive learning environment can contribute significantly to the overall development and well-being of students.

11.7 SCHOOL MANAGEMENT COMMITTEE (SMC), PARENT TEACHER MEETINGS (PTM, STUDENT COUNCIL)

While all the teachers were aware of SMC, 7 out of 16 teachers were found to be not a part of the committee.

School Management Committees (SMCs) play a crucial role in overseeing various aspects of school governance and operations. Understanding the topics discussed in SMC meetings provides insights into the priorities and concerns of stakeholders regarding the functioning and welfare of the school. This analysis delves into the topics frequently discussed in SMC meetings, shedding light on areas of focus and potential challenges faced by schools.

1. **Safety of Students (81%):** Ensuring the safety and security of students is paramount for any educational institution. The high percentage indicates that SMCs prioritize discussions related to implementing measures to enhance student safety within the school premises.
2. **Maintenance of School Building (81%):** The upkeep and maintenance of school infrastructure are essential for providing a conducive learning environment. SMCs recognize the importance of maintaining school buildings to create a safe and comfortable space for students and staff.
3. **Availability of Teachers (31%):** The availability of qualified teachers directly impacts the quality of education. While discussed, the relatively lower percentage suggests that this area may require more attention from SMCs to address any staffing shortages or ensure adequate teacher recruitment and retention.
4. **Functional Toilet (25%):** Access to clean and functional toilet facilities is a basic necessity for students' health and well-being. The lower percentage highlights a potential area of concern,

indicating the need for discussions and actions to improve toilet facilities within the school premises.

5. **Quality of Education (63%):** SMCs recognize the significance of maintaining high standards of education. Discussions on enhancing the quality of education reflect a commitment to providing students with meaningful learning experiences and academic support.
6. **Functional Playground (31%):** Playgrounds contribute to students' physical health and overall development. While discussed to some extent, the percentage suggests that more attention may be needed to ensure the availability and functionality of play areas within schools.
7. **Regular Supply of Mid-Day Meal (38%):** Mid-day meals play a vital role in addressing students' nutritional needs and promoting regular attendance. SMC discussions on ensuring a consistent supply of mid-day meals indicate efforts to support students' well-being and academic performance.
8. **Facilities Inside Classrooms (38%):** Adequate facilities within classrooms, such as furniture, equipment, and learning materials, are essential for effective teaching and learning. SMCs recognize the importance of discussing and addressing any deficiencies in classroom facilities.
9. **Cleanliness (38%):** Maintaining cleanliness within the school premises is crucial for creating a healthy and hygienic environment. SMC discussions on cleanliness highlight efforts to promote sanitation and hygiene practices among students and staff.

The topics discussed in School Management Committee meetings reflect a comprehensive approach to addressing various aspects of school governance, infrastructure, and student well-being. By prioritizing safety, maintenance, educational quality, and essential facilities, SMCs demonstrate a commitment to providing students with a conducive learning environment conducive to their holistic development. However, areas such as teacher availability, toilet facilities, and playground functionality may require further attention and concerted efforts to ensure comprehensive support for students and staff alike.

Benefits of having a SMC in school - School Management Committee (SMC) is recognized for its multifaceted contributions to school improvement. The majority of respondents (56%) emphasized its role as important for school development. Additionally, a notable proportion (31%) acknowledged the SMC's importance in maintaining discipline in school. These findings highlight the SMC's significance as a platform for addressing issues, guiding development efforts, and promoting a conducive learning environment within the school.

PTM - Parent-teacher meetings (PTMs) are conducted with varying frequencies, with the majority of respondents indicating monthly (50%). This reflects a commitment to regular communication between parents and teachers to discuss student progress and address any concerns. A smaller percentage of respondents reported fortnightly PTMs (6%), providing more frequent opportunities for engagement. Notably, there were no instances of weekly or half-yearly PTMs, highlighting a preference for a moderate and consistent approach to parent-teacher interactions.

Student council – Only 18% of the teachers surveyed reported of having a student council formed in the school.

11.8 SCHOOL ACTIVITIES

Seating arrangements for eating mid-day meals in school – 1 out of 16 teachers reported that girls eat separately and boys eat separately.

Seating arrangement in class - the seating arrangement in the class as reported by 16 teachers predominantly features all children sitting together (63%), fostering inclusivity and collaboration among students. However, a significant minority still adheres to traditional gender-based separation, with girls and boys sitting separately (38%). Notably, there are no reported instances of seating based on caste, religion, or economic status, indicating a commitment to fostering an inclusive learning environment. Additionally, there's no practice of segregating students based on academic performance, reflecting a holistic approach to education that prioritizes equal opportunities for all learners.

If children do not obey rules or observe discipline, 6 of the 16 teachers surveyed reported that the students are given punishment. Another 6 teachers said that parents are reported if there are disciplinary issues with children.

Child safeguarding policy - 75% of teachers reported that their school has a functional child safeguarding committee, indicating proactive measures in place to ensure the safety and protection of students. However, a notable minority (25%) indicated that their school does not have such a committee established. This highlights a potential area for improvement in ensuring comprehensive child safeguarding measures within the school environment, emphasizing the importance of establishing and maintaining structures dedicated to safeguarding the well-being of all students.

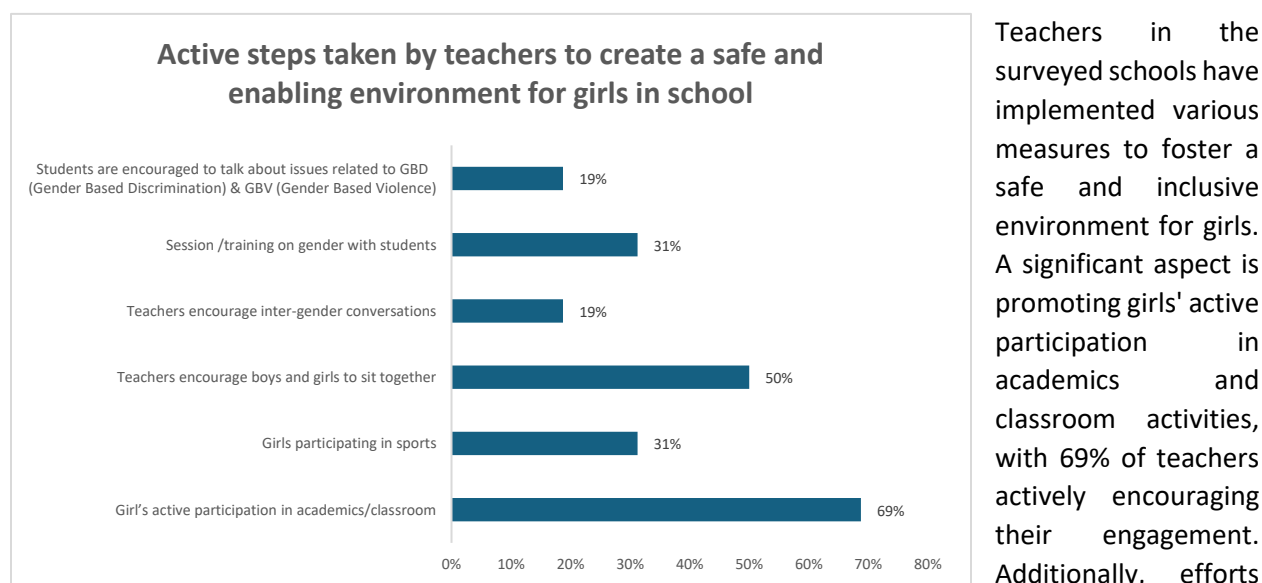
Means to lodge complaints in school - The teachers in the surveyed schools primarily rely on internal channels for addressing complaints, with 81% indicating the availability of complaint boxes, ensuring a confidential means for students to voice concerns. This underscores a commitment to fostering an open and supportive environment where students feel empowered to communicate their issues. Additionally, meetings with teachers are a prevalent avenue, with 63% of schools offering this platform for students to directly engage with faculty members to resolve issues. However, formal bodies such as the Student Council (19%) and School Management Committee (13%) appear to play a less prominent role in complaint resolution, suggesting potential areas for improvement in student representation and governance structures. External avenues, such as seeking assistance from Gram Panchayats (6%), NGOs (0%), or toll-free numbers (0%), are rarely utilized, highlighting a preference for resolving issues internally within the school community. Encouraging greater involvement of formal bodies and diversifying complaint resolution mechanisms could enhance transparency, accountability, and overall satisfaction within the school environment.

11.9 SCHOOL AS A SAFE PLACE

Most of the teachers surveyed (88%) as part of the study opined that the schools were a safe place for children and that children did not have any issues in terms of safety, while coming to school from home.

An overwhelming majority of students are comfortable sharing their concerns with teachers, reflecting a supportive environment where students feel safe and valued. Regarding troubles at home or instances of harassment, 56% of teachers indicated that students always feel comfortable confiding in their teachers, with an additional 44% reporting that students do so sometimes.

Similarly, when it comes to problems related to menstruation, 88% of respondents stated that female students always feel comfortable discussing these issues with teachers. These findings underscore the trust and rapport that exist between students and teachers, where open communication channels enable students to seek guidance and support in navigating personal challenges and sensitive topics without hesitation.



are made to encourage girls' involvement in sports (31%) and to promote interaction between genders, as indicated by 50% of teachers encouraging boys and girls to sit together. Moreover, sessions or training on gender are conducted, with 31% of teachers facilitating discussions to raise awareness about gender-based discrimination and violence. However, there appears to be room for improvement in encouraging inter-gender conversations, as only 19% of teachers reported actively promoting such interactions. These initiatives collectively contribute to creating a supportive and empowering environment where girls feel valued and included in all aspects of school life. Continued efforts in these areas can further enhance gender equity and foster a culture of respect and equality within the school community.

Inter-gender conversations in classroom - Teachers play a crucial role in facilitating inter-gender conversations in the classroom, employing various strategies to foster understanding and respect among students of different genders. According to the data, 75% of teachers incorporate relevant topics into the curriculum to encourage discussions on gender-related issues. Additionally, 31% of teachers facilitate open discussions and debates, providing students with a platform to express their views and engage in

meaningful dialogue. Furthermore, teachers utilize diverse teaching materials and resources that address gender-related issues, with 38% actively integrating such materials into their lessons. Moreover, 19% of teachers focus on raising awareness among students about gender-based social norms, helping them critically analyze and challenge stereotypes. Finally, promoting respect and understanding among students of different genders is emphasized by 19% of teachers, contributing to a more inclusive and harmonious classroom environment. These efforts collectively contribute to fostering a culture of equality and mutual respect among students, enriching their learning experiences and preparing them to navigate diverse social contexts.

Overall, these efforts reflect teachers' commitment to creating an inclusive and supportive learning environment where students can engage in meaningful inter-gender conversations, fostering respect, awareness, and critical thinking skills.

CHAPTER 12: FINDINGS FROM INTERVIEWS CONDUCTED WITH YOUTH

We conducted Focus Group Discussions (FGD) with youth aged 19-25 years in Karnal, and the same provided valuable insights into various issues related to adolescent education, gender discrimination, early marriage, and more. Through open dialogue and group interaction, participants shared their perspectives, experiences, and concerns, offering a nuanced understanding of these complex issues. Discussions likely encompassed topics such as barriers to education, including financial constraints and societal norms; experiences of gender discrimination in educational and social settings; factors contributing to early marriage, such as cultural practices and economic circumstances; and potential solutions or interventions to address these challenges, including awareness campaigns, policy advocacy, and community empowerment initiatives. Overall, the FGD served as a platform for youth to voice their opinions, contribute to the discourse on adolescent issues, and inform future efforts aimed at promoting education, gender equality, and the well-being of young people in Haryana.

12.1 EARLY MARRIAGE

The excerpts from the FGDs conducted on the topic of early marriage shed light on several crucial aspects of this practice within the community. Firstly, it's evident that there exists a disparity in the age at which boys and girls are married off, with girls often being wed at a younger age compared to boys. While boys are usually consulted by their families before marriage, girls' opinions are not always considered, leading to instances of forced marriages. This highlights a significant gender disparity and the need for empowering girls to have a say in their marriage decisions.

The responses also emphasize the importance of girls having a voice in their marriage choices. Participants agree that girls should be given the opportunity to express their preferences regarding marriage and career aspirations. This aligns with the principles of gender equality and individual agency, promoting the idea that girls should have the autonomy to make decisions about their own lives.

Interestingly, while there is consensus on the importance of girls having a say in marriage, the comfort level in discussing this topic varies. Participants express discomfort in discussing marriage with their parents, particularly their fathers, but feel more at ease talking about career aspirations with their mothers. This highlights the role of familial dynamics and gender norms in shaping communication patterns within households.

“When it comes to marriage, it's always about what the family wants, not what I want. My opinions hardly matter in such decisions” – a female participant.

The Breakthrough program emerges as a significant catalyst for change in addressing early marriage and empowering youth. By providing information and facilitating discussions on marriage decisions and gender equality, the program empowers youth to assert their rights and aspirations. It equips them with the knowledge and confidence to challenge harmful gender norms and advocate for their agency in decisions affecting their lives.

Overall, the analysis underscores the importance of addressing early marriage as a critical issue of gender inequality and highlights the transformative potential of empowerment programs like Breakthrough in fostering positive change within communities. It underscores the need for continued efforts to promote gender equality and empower youth to make informed choices about their futures.

12.2 GENDER BASED VIOLENCE

The study further attempted to capture the prevalent attitudes and experiences related to gender-based violence (GBV) within the community.

The FGDs conducted on the topic of gender-based violence (GBV) provide valuable insights into the prevalent attitudes and experiences within the community. Participants shared personal experiences of being scolded by family members in their childhood, reflecting a common disciplinary practice. However, instances of teasing by men were reported to be rare, indicating a relatively safe environment. When discussing responses to GBV, participants highlighted the importance of speaking up against abuse and seeking help from authorities or support services. Despite limited awareness of available services for GBV survivors, participants expressed willingness to support victims in accessing help.

"Growing up, I saw how gender-based violence was normalized in our community. But now, I realize the importance of speaking up and supporting those who face abuse." (Male participant)

The Breakthrough program emerges as a crucial source of information and empowerment regarding GBV. While participants were not specifically informed about GBV through the program, they acknowledged its role in raising awareness and promoting change within the community. Moreover, they perceived a positive impact of the program, noting a decrease in instances of GBV against women since its intervention. This underscores the effectiveness of initiatives like Breakthrough in fostering safer and more inclusive communities.

Participants also discussed their personal efforts to combat GBV and promote gender equality in their village, such as advocating against harmful practices like alcohol consumption. This reflects a grassroots approach to addressing GBV and underscores the importance of community involvement in creating lasting change.

Overall, the discussions shed light on the multifaceted nature of GBV and the diverse strategies employed to address it. They highlight the significance of community-based interventions like the Breakthrough program in challenging harmful gender norms and empowering individuals to advocate for their rights and safety. However, they also underscore the need for continued efforts to raise awareness, strengthen support systems, and promote gender equality at all levels of society.

12.3 ACCESSING SCHEMES / SERVICES

The discussions on accessing schemes and services shed light on the awareness and utilization of various government initiatives among adolescents. Participants exhibited a good understanding of the process to obtain essential documents like Aadhar and PAN cards, emphasizing the significance of specific documents required for each application. While knowledge about accessing government schemes and services related to health and education was evident, participants expressed limited awareness of career-oriented schemes.

Participants expressed aspirations for diverse career paths, including professions like doctors and hairdressers, highlighting the importance of career guidance and vocational training. However, concrete career plans seemed to be underdeveloped, suggesting a need for additional support and information.

dissemination. Despite the varied career aspirations, the consensus on the importance of completing education was clear, with both girls and boys acknowledging its role in fostering independence and enabling informed decision-making.

Overall, the discussions underscored the importance of comprehensive information dissemination and support mechanisms to empower adolescents to access available schemes and make informed choices about their education and careers. Efforts to bridge the gap in awareness, especially regarding career options and schemes targeting girls, are essential to ensure equitable access to opportunities and promote holistic development among adolescents.

12.4 EDUCATION AND CAREER ASPIRATIONS

The insights gleaned from discussions on education and career aspirations in the community shed light on the prevailing trends and challenges faced by youth. Girls in the village typically pursue education until higher secondary levels, whereas boys often continue their studies to graduation or vocational training such as ITI courses. The courses chosen by girls predominantly revolve around teaching, ITI, beautician training, computer courses, and nursing, whereas boys opt for technical courses like CA or pursue business-related careers.

Despite these differences, both boys and girls are afforded equal opportunities in the community, ensuring fairness in educational and career pursuits. However, economic constraints pose significant barriers to youth realizing their career goals. These factors underscore the need for interventions aimed at addressing economic disparities to facilitate youth in achieving their career aspirations. By tackling these challenges, the community can foster an environment conducive to holistic development and equitable opportunities for all its youth.

12.5 RELATED TO BREAKTHROUGH PROGRAM / INTERVENTION

The testimonials regarding the Breakthrough program intervention highlight its effectiveness in empowering and educating youth on various critical issues. Participants express their positive experiences, emphasizing the value gained from activities such as Taaron Ki Toli (TKT) and Kishori Mela.

The Kishori Mela, in particular, stands out as a highly informative and useful event for participants. It provides essential knowledge on education, career aspirations, gender-based discrimination, and domestic violence, equipping youth with valuable insights for their future endeavors.

Participants also acknowledge the program's role in raising awareness about women's rights, gender equality, and the reduction of gender-based discrimination and violence in their community. Moreover, they note improvements in their relationships with parents, peers, and teachers, attributing this positive change to the program's interventions.

"The Breakthrough program opened my eyes to a lot of things, especially about gender equality. I feel more confident now to stand up for myself and make choices that are right for me."

Overall, the Breakthrough program emerges as a catalyst for transformative change, fostering a supportive environment where youth feel empowered to overcome challenges, make informed decisions, and actively contribute to positive societal change. The program's multifaceted approach towards

education, gender equality, and community engagement is instrumental in shaping a brighter future for the participants and their communities.

CHAPTER 13: FINDINGS FROM INTERVIEWS CONDUCTED WITH PRI MEMBER

The study further aimed to gather information from Panchayati Raj Institution (PRI) members to evaluate the impact of Breakthrough's activities on transforming gender norms among adolescents and is a crucial step towards understanding the effectiveness of the program. Through this IDI, we aim to assess the extent to which gender-biased perceptions have been challenged and changed as a result of Breakthrough's interventions. By engaging with PRI members, who play a key role in local governance and decision-making, we gained valuable insights into the broader community response to gender transformative initiatives. The IDI further helped us identify significant changes in attitudes towards gender equality, as well as any challenges or barriers faced in implementing such activities at the grassroots level.

13.1 HEALTH AND NUTRITION

The insights gathered from the interview with the Panchayati Raj Institution (PRI) member shed **light on the various government schemes and services related to health and nutrition** for adolescent boys and girls.

The discussion on health and nutrition services for adolescent boys and girls highlights both successes and areas for improvement. While there's a commendable effort to provide essential services within school settings, such as distributing Iron and Folic Acid tablets and sanitary pads for female adolescents, there seems to be a lack of awareness about government schemes related to health and nutrition within the broader community. This indicates a potential gap in communication and outreach efforts, which could be addressed through targeted awareness campaigns and community engagement initiatives.

Moreover, the provision of special facilities and schemes tailored for female adolescents, including the distribution of sanitary pads and vitamin tablets, underscores a commitment to addressing gender-specific health needs. However, it's crucial to ensure that these services are accessible and available to all adolescents, regardless of gender, to prevent any potential discrimination or unequal access to healthcare facilities.

While there's no evidence of overt discrimination in accessing health facilities between adolescent girls and boys, further evaluation is needed to assess the impact of interventions on adolescents' knowledge and attitudes towards health, hygiene, and nutrition. This evaluation could inform future interventions and help tailor programs to better meet the specific needs of adolescent populations, ultimately promoting healthier lifestyles and well-being among young individuals.

13.2 EDUCATION

The discussion on education with the PRI member in the village reveals a mixed scenario. While there is some awareness about educational facilities available, such as schools up to the higher secondary level and Anganwadi centers, there appears to be limited knowledge about specific government schemes related to education for adolescents. This points to a need for better dissemination of information and outreach efforts to ensure that all eligible adolescents can benefit from such schemes.

Regarding enrollment and dropout rates in schools, there is a lack of firsthand information, indicating a potential gap in monitoring and evaluation mechanisms. However, it's important to explore factors influencing enrollment and dropout rates, particularly among girls, to address any barriers to education effectively.

Education is vital for our youth, but there's a gap in our understanding of enrollment and dropout rates, especially among girls. We need to dig deeper to address the barriers they face.

The perception of ideal roles for young girls in the community seems traditional, with aspirations for education not extending beyond basic levels. This suggests a need for interventions to promote broader career options and encourage girls to pursue non-traditional roles if they desire.

There's also a discussion on the potential societal impact of girls taking up non-traditional roles such as earning money or driving. While opinions vary, there seems to be a prevailing conservative sentiment in the village, with concerns about negative societal effects. This highlights the importance of addressing cultural norms and biases to foster an environment where girls can pursue their aspirations freely.

Overall, there's a call for initiatives to improve educational services in the villages, especially for adolescent boys and girls. This could involve targeted awareness campaigns, capacity-building programs for educators, and initiatives to address societal attitudes towards girls' education and career choices.

13.3 UNDERSTANDING GENDER-BASED DISCRIMINATION

Based on the interview with the PRI member regarding gender-based discrimination (GBD) in the community, while some participants deny the existence of discrimination between boys and girls, acknowledging a shift in societal attitudes towards gender equality, others recall instances of past biases, particularly favoring boys within families. However, the consensus seems to be that GBD is not currently an intense problem in the community, attributed to increased awareness and education among the populace.

When asked about addressing GBD issues, no firsthand accounts are provided. Similarly, there are no reported actions taken by community members to combat GBD, suggesting a need for more concerted efforts in this regard.

Regarding leisure activities, adolescent boys are observed engaging in activities like mobile gaming and TV watching, while girls participate in agricultural activities alongside their parents, indicating some gender-specific leisure preferences.

On the topic of encouraging adolescent girls to pursue their favorite activities like painting or music, there seems to be some support, particularly towards vocational courses like beautician training or tailoring. However, the extent of this encouragement may vary, and some barriers to participation may still exist, warranting further exploration. Overall, while progress towards gender equality is noted, there remains room for improvement in addressing GBD and promoting equal opportunities for all genders in the community.

13.4 EARLY MARRIAGE

The discussion on early marriage sheds light on various aspects within the community. Participants note that while boys typically marry after the age of 26 and girls after 22, the legal age for marriage is 21 for boys and 18 for girls. Most marriages adhere to these legal guidelines, with instances of girls marrying before the age of 18 being rare. In terms of partner selection, parents usually choose the groom, and self-chosen marriages are generally not accepted, with severe consequences for girls who defy parental decisions.

The PRI member acknowledged the complications of early marriage, particularly for girls, including a lack of readiness for marital responsibilities, physical and mental health risks, and mistreatment by in-laws. Despite legal regulations, recent years have seen changes in marriage ages, with boys increasingly marrying after reaching legal adulthood. While it is agreed that adolescents should marry after attaining legal age, maturity is also deemed crucial for making such decisions.

"Early marriage remains a concern, especially for girls. We must advocate for informed decision-making and protect the rights of adolescents within our community."

However, societal pressure to conform to traditional marriage norms persists, driven by concerns about morality and societal acceptance. Yet, there is a growing awareness against dowry practices, with many rejecting its prevalence and advocating for its elimination. Overall, while progress is observed in aligning marriage practices with legal regulations and challenging harmful traditions like dowry, further efforts are needed to promote informed decision-making and protect the rights of adolescents within the community.

13.5 SAFE SPACE IN COMMUNITY, SMC

Regarding the creation of safe spaces in the community, it appears that there are currently no designated areas for young boys and girls to gather for leisure activities. Girls primarily remain within their homes, engaged in household activities. No specific steps have been taken to establish safe spaces for adolescents in the community, indicating a potential area for improvement. Additionally, initiatives by the PRI to ensure the safety of girls in the area where they reside have not been reported.

When discussing schools and the School Management Committees (SMCs), participants outlined their criteria for a good school, emphasizing basic facilities, quality education, and respectful treatment of students by teachers. However, awareness about SMCs and their benefits seems limited among the community members. There is uncertainty regarding whether SMCs solicit suggestions from other people in the community, and how they incorporate these suggestions to ensure gender equality within their programs and structures.

Overall, the responses highlight the need for greater awareness and action concerning the establishment of safe spaces for adolescents in the community and the involvement of SMCs in promoting gender equality and addressing issues within schools. Efforts to enhance awareness and engagement in these areas could contribute to creating safer and more inclusive environments for young boys and girls.

13.6 ABOUT BREAKTHROUGH'S INTERVENTION PROGRAMME

During the interview with the PRI member, it became evident that Breakthrough and Taaron ki Toli (TKT) initiatives have been instrumental in addressing various socio-cultural issues prevalent in the community.

By working closely with adolescents, particularly girls, these initiatives aim to foster a sense of empowerment and equip them with the necessary knowledge and skills to navigate challenges effectively.

CHAPTER 14: FINDINGS FROM INTERVIEWS CONDUCTED WITH PARENTS

The Focus Group Discussions (FGDs) conducted with parents aimed to gain a deeper understanding of their perspectives on crucial issues affecting adolescent well-being within the community. These discussions provided a platform for parents to share their insights, beliefs, and experiences regarding education, gender roles, discrimination, early marriage, and community support. By exploring these topics, the study sought to uncover underlying factors shaping parental attitudes and behaviors, ultimately contributing to the development of informed interventions and initiatives aimed at promoting positive outcomes for adolescents.

14.1 EDUCATION

In exploring the landscape of education within the community, the engagement with parents revealed a nuanced perspective shaped by aspirations, challenges, and aspirations. While some parents demonstrated limited awareness of government-sponsored educational schemes, their investment in their children's academic journey was palpable. The institution of Parent-Teacher Meetings (PTMs) emerged as a crucial avenue for parental involvement, providing a platform for discussions on students' progress and areas for improvement. These meetings underscored the collaborative efforts between parents and educators in nurturing students' academic growth and holistic development.

Amidst discussions on educational pursuits, parents articulated ambitious aspirations for their children, envisioning paths to success and self-sufficiency. The desire for their sons and daughters to excel in professions such as medicine and engineering reflected a collective aspiration for socio-economic advancement. Particularly striking was the consensus on the pivotal role of girls' education, with parents recognizing its transformative potential in fostering independence and unlocking opportunities. They acknowledged that investing in girls' education not only empowers them individually but also contributes to broader societal progress and gender equality.

"For us, both our daughters' and sons' education is equally important. We prioritize their schooling and dream of them becoming successful professionals, regardless of their gender."

Furthermore, parents emphasized their unwavering commitment to prioritizing their daughters' education, often through meticulous financial planning and savings. This commitment stemmed from a deep-seated belief in the intrinsic value of education and its capacity to break the cycle of poverty and inequality. By prioritizing education, parents sought to equip their daughters with the tools and skills necessary to navigate a rapidly evolving world and pursue their aspirations with confidence. In doing so, they not only invest in their children's future but also in the collective prosperity and progress of the community as a whole.

14.2 HEALTH AND NUTRITION

In exploring health and nutrition concerns within the community, a spectrum of government schemes and services was highlighted by the parents, albeit with varying levels of awareness. While polio vaccination and IFAS tablets were recognized as prevalent health initiatives in the community, access to sanitary pads and IFA tablets for female adolescents was primarily facilitated through Anganwadi Centers (AWCs). Discussions on discriminatory practices in accessing health facilities revealed a consensus among participants that both adolescent boys and girls enjoy equitable access to healthcare services without discrimination.

Particularly noteworthy was the emphasis placed on menstrual hygiene, with parents acknowledging their daughters' comfort in discussing menstruation-related topics. Mothers reported engaging in open dialogues with their daughters, providing guidance and support regarding menstrual hygiene practices. Moreover, mothers expressed a willingness to address myths and misconceptions surrounding menstruation, underscoring the importance of education and awareness in promoting menstrual health.

Regarding menstrual hygiene education, participants highlighted the role of schools and teachers in imparting knowledge on menstruation to students. Girls reportedly learned about menstrual hygiene through a combination of school-based education and discussions with their mothers or female teachers. Furthermore, parents revealed their active involvement in assisting their daughters with procuring sanitary pads and managing menstrual pain, thereby fostering a supportive environment for menstrual health management.

Overall, the discussions underscored a collective commitment to promoting holistic health and well-being among adolescent girls, highlighting the importance of community-based interventions and supportive familial environments in addressing health-related challenges.

14.3 UNDERSTANDING GENDER BASED DISCRIMINATION

In delving into the dynamics of gender-based discrimination within the community, there was a unanimous acknowledgment of its existence, albeit with a collective aspiration for change. Participants expressed concerns regarding discriminatory practices between boys and girls but also highlighted the evolving mindset toward gender equality. Encouragingly, female adolescents were increasingly being supported to participate in extracurricular activities, such as sports, beauty parlor courses, and swing classes, reflecting a shift toward inclusive opportunities for personal development.

Parents affirmed their commitment to gender equality by ensuring equal opportunities for both girls and boys to engage in activities outside the village. Moreover, they emphasized the importance of providing role models for children to aspire to, citing professions like doctors, engineers, and police officers as examples. While the community lacked notable personalities, parents expressed a desire for their children to emulate successful individuals from broader society.

In terms of parental aspirations for their children, a strong emphasis was placed on fulfilling their dreams, irrespective of gender. Parents articulated their dedication to supporting their daughters and sons in achieving their aspirations, underscoring the importance of parental involvement in nurturing their children's ambitions. Additionally, decision-making within the family was portrayed as a collaborative effort, with significant choices such as property transactions and the age of marriage being deliberated collectively by both parents and elders, reflecting a shared responsibility for family matters.

14.4 EARLY MARRIAGE

The prevailing scenario of early marriage in the village is characterized by boys typically marrying between the ages of 20-25 and 25-29, while girls tend to marry between 21-21 and 21-24 years old. There is a growing consensus that adolescents should marry after reaching the legal age, particularly after completing their education. However, the decision-making process regarding marriage varies within families, with some consulting their children, especially girls, while others leave it solely to parental discretion.

In many families, the responsibility of finding a match for a boy lies predominantly with parents, with mothers playing a significant role in about 75% of cases. Conversely, when it comes to finding a match for a girl, mothers are often solely responsible for the decision-making process. This gendered division of decision-making underscores the need for greater involvement of both parents in considering the future of their children.

There is a palpable shift in attitude and practice towards child marriage in the community following Breakthrough's intervention. The intervention has contributed to heightened awareness and education within the community, prompting a reconsideration of traditional norms and practices related to early marriage. Consequently, there is a growing emphasis on delaying marriage until after adolescence, aligning with legal age requirements and enabling young individuals, particularly girls, to pursue education and personal development opportunities.

14.5 INTER-GENERATIONAL COMMUNICATION

As parents, they find that their children typically engage in discussions about their studies, career aspirations, and sometimes about mobile phones. While the children often initiate these conversations themselves, the parents also encourage open communication by initiating discussions on topics such as respecting elders and contributing positively to the community.

If their daughter expresses a desire to further her education instead of getting married, they would fully support her decision. They believe in providing their children with opportunities to pursue their passions and goals, whether it's in education, career, or personal growth.

Allowing girls and boys to meet and talk freely can indeed enhance mutual understanding, respect, and help in building strong relationships. They encourage such interactions as they enable their children to share their thoughts, understand diverse perspectives, and develop healthy social skills.

"Our children often discuss their studies and career aspirations with us. We encourage open communication and support their decisions, whether it's furthering their education or pursuing their passions."

Reflecting on their own adolescent years, they realize that while the times were different, the importance of open communication with parents remains constant. They may not have had the same level of dialogue with their parents back then, but they see a positive change in today's society. Parents are now more educated and aware, fostering an environment where children feel comfortable discussing various topics with them. This change is undoubtedly positive as it promotes healthier relationships and empowers children to make informed decisions about their lives.

14.6 RELATED TO BREAKTHROUGH PROGRAM/INTERVENTION

The responses regarding the Breakthrough program interventions indicate a positive reception within the community. Participants acknowledge the importance of empowering adolescents, especially females, through education and community engagement. The activities conducted by Breakthrough and Taaron ki Toli (TKT) teams, such as educational plays and discussions on topics like early marriage and gender-based discrimination, are perceived as valuable contributions. However, it's worth noting that while some respondents highlight the usefulness of these interventions, others mention a lack of challenges or obstacles in their implementation. This suggests that the program's impact may vary across different communities and contexts.

Furthermore, there seems to be a general consensus on the significance of education in addressing issues related to adolescent empowerment and gender equality. Interventions like Beti Padhao and discussions on gender-based discrimination are seen as informative and beneficial for all community members. However, the absence of specific training sessions on adolescent empowerment for some participants raises questions about the consistency and reach of the program's initiatives. Moving forward, ensuring broader access to training and educational resources could enhance the effectiveness of Breakthrough's interventions and further contribute to positive social change within communities.

CHAPTER 15: FINDINGS FROM INTERVIEWS CONDUCTED WITH FRONTLINE WORKERS

In gathering insights into the effectiveness of Breakthrough's program interventions, particularly focused on adolescent empowerment and gender-based discrimination, the perspectives of frontline workers such as ASHA and Anganwadi workers emerge as pivotal. These frontline workers serve as the linchpins between formal programs and grassroots communities, offering invaluable perspectives shaped by their deep-rooted connections and firsthand experiences within the community. By engaging in in-depth interviews with these frontline workers, we aim to delve deeper into the impact of Breakthrough's initiatives at the community level, understanding both the challenges faced and the successes achieved. Through their unique vantage points, these frontline workers can provide nuanced insights into the reception, dissemination, and effectiveness of Breakthrough's messages within the community, thereby enriching our understanding and offering valuable feedback for program improvement and future development.

15.1 HEALTH AND NUTRITION

Based on the interview with the frontline worker, several key insights emerged regarding health and nutrition among adolescent boys and girls in the community. Firstly, the frontline worker highlighted the presence of government schemes and services aimed at addressing the health needs of adolescents. These include initiatives such as the distribution of Iron Folic Acid (IFA) tablets by Anganwadi Workers (AWWs) and health checkups conducted by Accredited Social Health Activists (ASHAs) and Auxiliary Nurse Midwives (ANMs). Vaccination drives in schools were also mentioned as part of the health interventions targeting adolescents.

Interestingly, the interviewee emphasized the importance of specific provisions for female adolescents, such as sanitary pads and IFA tablets. However, they noted challenges in ensuring the consistent availability of these services, especially at the grassroots level. Despite these challenges, the interviewee observed a lack of discrimination between adolescent girls and boys in accessing health facilities in their community, which is a positive indicator of equitable healthcare provision.

Furthermore, the frontline worker highlighted the increasing comfort level among adolescent girls in discussing menstruation-related topics and advocating for their health needs. The engagement of adolescent girls in Anganwadi Centers and their active participation in health-related discussions indicate a growing awareness and openness towards health and hygiene matters. Overall, the interviewee noted a positive shift in adolescent girls' knowledge and attitudes towards health and nutrition following interventions, underscoring the importance of targeted efforts in promoting adolescent health and well-being.

15.2 EDUCATION

The interview with the frontline worker sheds light on various aspects of education in the community, particularly focusing on adolescent boys and girls. Firstly, the awareness of education-related schemes and services in the village indicates a commitment to providing educational opportunities to adolescents and youth. The availability of schooling facilities up to higher secondary levels for both genders reflects a positive step towards ensuring access to education.

However, despite efforts to enhance educational services, challenges such as dropout rates persist. The interviewee mentions proactive measures to address this issue, including community engagement to encourage parents to prioritize education and prevent dropouts. Moreover, the observation that adolescent girls are studying up to class 12th and beyond signifies a positive trend towards gender equality in education.

The interviewee's perspective on gender roles is noteworthy, emphasizing the importance of allowing girls to choose their paths without societal pressure. This reflects a progressive mindset that supports girls' aspirations in pursuing non-traditional roles. The community's acceptance of girls engaging in activities like earning money or driving cars without negative repercussions suggests evolving social norms towards gender equality.

Additionally, initiatives to improve educational services within the village, such as providing transportation facilities, demonstrate a holistic approach to address barriers to education. Overall, the interview highlights both achievements and ongoing efforts in promoting education, gender equality, and adolescents and youth empowerment in the community.

15.3 UNDERSTANDING OF GENDER-BASED DISCRIMINATION

The frontline worker's responses regarding gender-based discrimination (GBD) provide insights into the perceived absence of such discrimination in the community. They affirm that there have been no instances of gender-based discrimination observed in the village, indicating a positive environment where both boys and girls are treated equally. This suggests a potentially progressive outlook within the community, where gender equality is valued and practiced.

The absence of reported cases of GBD in the past further reinforces the notion that discriminatory practices may not be prevalent or may not have been recognized as such in the community. However, it's important to recognize that the absence of reported cases does not necessarily mean the absence of the issue. It could also reflect cultural norms that normalize certain discriminatory behaviors, making them less likely to be acknowledged or addressed.

The frontline worker's responses also indicate a lack of reported actions taken by community members to address GBD. This suggests a potential gap in awareness or initiative when it comes to actively combating gender-based discrimination. It underscores the need for greater community involvement and education on gender equality to foster a more inclusive and equitable society.

Furthermore, the gender-disaggregated responses regarding leisure activities highlight some degree of gendered participation, with boys engaging in sports-related activities and girls participating in activities like computer classes, beautician courses, and sewing classes. While this may reflect existing gender norms, it also presents an opportunity to promote more diverse and inclusive leisure options for all adolescents in the community.

Overall, while the absence of reported cases of GBD is positive, there is a need for ongoing efforts to raise awareness, promote gender equality, and address any underlying issues that may contribute to discrimination. This requires collaboration between community members, frontline workers, and stakeholders to create a more inclusive and supportive environment for all individuals, regardless of gender.

15.4 EARLY MARRIAGE

In the interview with frontline worker from the community, several key insights emerged regarding the prevalent practices and perceptions surrounding early marriage. According to the frontline worker, there has been a notable shift away from early marriages, particularly for girls, with many now marrying after reaching the legal age of adulthood. This positive trend is attributed to increased parental education and awareness within the community, signaling a growing recognition of the importance of aligning marriage practices with legal regulations to safeguard the rights and well-being of adolescent girls.

The interview also shed light on the decision-making process in marriages, revealing that while parents typically choose partners for their daughters, instances of girls exercising agency in selecting their partners, particularly in love marriages, are becoming more common. This reflects evolving social dynamics and a gradual shift towards empowering individuals, especially young women, to make informed choices about their marital futures. Additionally, the frontline worker highlighted the adverse effects of early marriage on both girls and boys, emphasizing the importance of completing education and achieving self-dependency before entering into marital commitments. Overall, the interview underscored the community's commitment to promoting gender equality and advocating for adherence to legal age requirements for marriage, while also rejecting harmful practices such as dowry.

15.5 RELATED TO BREAKTHROUGH PROGRAM/INTERVENTION

The frontline worker recounted various initiatives undertaken, including the organization of a bicycle campaign aimed at fostering confidence and awareness among community members, particularly girls. These interventions, designed to tackle issues like gender-based discrimination and adolescent empowerment, signify a concerted effort towards promoting gender equality and social awareness within the community.

When discussing the effectiveness of these interventions, the frontline worker emphasized the significance of empowerment programs, particularly those focusing on adolescent females. Training sessions conducted by Breakthrough were cited as instrumental in educating community members about gender-based discrimination, domestic violence, and health issues. The frontline worker expressed appreciation for the training received, acknowledging its utility in equipping them with knowledge and skills to address prevalent challenges. Furthermore, the worker affirmed awareness of the inclusion of gender-based discrimination education in TKT sessions, highlighting a comprehensive approach to fostering gender equality and empowerment among adolescents. Overall, the interview underscored the positive impact of interventions by Breakthrough and TKT in promoting social change and empowering marginalized groups within the community.

"Interventions by Breakthrough team have been instrumental in educating community members about gender-based discrimination and empowering marginalized groups. Training sessions have equipped us with the knowledge and skills to address prevalent challenges, contributing to positive social change within the community"

CHAPTER 16 – CONCLUSION AND RECOMMENDATION

The comprehensive evaluation of the Adolescent Empowerment Programme in Karnal, Haryana, conducted by NielsenIQ team, in association with the Breakthrough Trust Team, reveals significant progress, challenges, and aspirations in the journey towards adolescent empowerment and gender equality. Through demographic profiling, in-depth interviews, focus group discussions, and analysis of program interventions, a nuanced understanding of the program's impact emerges.

Overall, the findings underscore the transformative power of targeted interventions in promoting positive change among adolescents, their families, and communities. From increased awareness of health and nutrition to shifts in attitudes towards education, gender roles, and early marriage, the program has made substantial strides in fostering empowerment and social change. The role of communication channels, community engagement, and parental involvement emerges as pivotal in creating supportive environments for adolescent growth and well-being.

While the evaluation highlights numerous successes, it also identifies persistent challenges and areas for improvement. Gender-based discrimination, educational disparities, and early marriage practices continue to pose significant barriers to adolescent empowerment. Addressing these challenges requires a multi-faceted approach, encompassing targeted interventions, community mobilization, and policy advocacy.

Recommendations: Based on the findings of the evaluation, the following recommendations are proposed to further strengthen the Adolescent Empowerment Programme and advance its goals of promoting gender equality and holistic development:

1. **Targeted Interventions:** Develop and implement targeted interventions to address specific challenges such as gender-based discrimination, educational disparities, and early marriage practices. These interventions should be tailored to the unique needs and realities of adolescents, their families, and communities.
2. **Community Mobilization:** Strengthen community mobilization efforts to foster support for adolescent empowerment and gender equality. Engage with local leaders, influencers, and stakeholders to raise awareness, challenge harmful norms, and promote positive behavior change.
3. **Capacity Building:** Invest in capacity building initiatives for frontline workers, teachers, and other key stakeholders involved in the delivery of the program. Provide training and resources to equip them with the knowledge and skills needed to effectively address adolescent issues and promote social change.
4. **Policy Advocacy:** Advocate for policy changes and reforms to address systemic barriers to adolescent empowerment and gender equality. Work with government agencies, policymakers, and civil society organizations to advocate for policies that support access to education, healthcare, and other essential services for adolescents.
5. **Monitoring and Evaluation:** Establish robust monitoring and evaluation mechanisms to track the progress of the program and measure its impact over time. Collect and analyze data regularly to identify emerging trends, assess the effectiveness of interventions, and inform programmatic decision-making.

By implementing these recommendations, the Adolescent Empowerment Programme can build on its successes, address existing challenges, and continue to drive positive change for adolescents in Karnal and beyond. With concerted efforts and collective action, we can create a more equitable and empowered future for all young people.

This conclusion and recommendation chapter provides a roadmap for further enhancing the effectiveness and impact of the Adolescent Empowerment Programme, guiding future initiatives and interventions towards promoting gender equality and holistic development among adolescents.